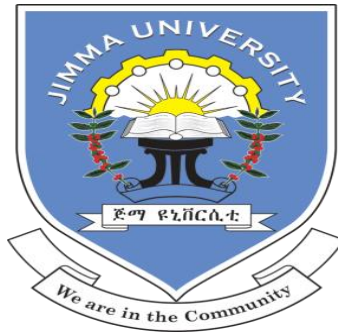


**JIMMA UNIVERSITY
COLLEGE OF NATURAL SCIENCE
DEPARTMENT OF SPORT SCIENCE**



**PRACTICE AND CHALLENGES OF TEACHING LEARNING PROCESS
OF PHYSICAL EDUCATION PRACTICAL CLASS IN ILLUBABOR
ZONE IN SELECTED PREPARATORY SCHOOL**

BY: LIKITU DUGASA FUFA

**A THESIS SUBMITTED TO THE DEPARTMENT OF SPORT SCIENCE,
COLLEGE OF NATURAL SCIENCE, JIMMA UNIVERSITY, IN
FULFILLMENT OF THE REQUIRMENTS FOR DEGREE OF MASTERS
OF SCIENCE IN TEACHING PHYSICAL EDUCATION**

**FEBRERY 2020
JIMMA, ETHIOPIA**

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DECLARATION

I, the undersigned, graduate student hereby declare that, this thesis is my original work, has not been presented for a degree in any other university and that all sources of material used for the thesis have been duly acknowledged.

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CONFIRMATION

This research has been submitted for examination with my thesis advisors.

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External Examiner Name: _____ Signature _____ Date _____

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ACRONOMY

DCP: Disease Control And Prevention

CSA: Central Statistics Agency

I/A/B :Ilu Aba Boor

MOE:Ministry Of Education

PE: Physical Education

NASPE: National Association of State Physical Education

USA: United States of America

WHO: World Health Organization

ABSTRACT

The purpose of this study was to investigate the practice and challenges of teaching learning process of physical education in practical class in Ilu Aba Boor zone some selected preparatory school.(namely Matu, Darimu,Gore).To achieve its objectives, descriptive survey research method was employed. The primary and secondary data was obtained by means of questionnaires, interviewand school observation. From the total population of students 1916.

By using simple random sampling techniques 191 students were selected as a sample. The data was analyzed using both quantitativelyand qualitatively.

Accordingly the research revealed the following results. Students' attitude toward physical education is to curriculum, dissatisfaction and their physical education teachers.There is shortage of adequate number of teachers, and facilities for some practical activities.

It had also been revealed that there is availability of play grounds such as hand balland basketball playing grounds, gymnasiums practical activities.

In order to address these challenges and problems, recommendations formulated were: Lack of sufficient teaching materials is also found to be one of the major factors affecting the effective implementation teaching process of physical education.

Like other academic subjects, for better teaching-learning process of physical education the selected schools should fulfill necessary equipment's, facilities and curricular materials.

Thus due to attention should be given to provide adequate teaching materials by the school.

Key word: Materials,Equipment,lack of student's interest,lack of available playground, and Facilities.

Table of Contents

CONTENTS	PAGE
Acknowledgments.....	i
Acronym	ii
ABSTRACT.....	iii
Table of Contents.....	iv
List of Table	vii
CHAPTER ONE.....	1
INTRODUCTION	1
1.1.Background of the Study.....	1
1.2.Statement of the Problem	2
1.3.Basic Research Questions	3
1.4.Objectives of the Study	3
1.4.1.General Objectives	3
1.4.2.The Specific Objectives of the Study	4
1.5.Significance of the Study	4
1.6.Delimitation of the Study	4
1.7. Limitation of the study	4
1.8.Operational Definition of Terms.....	5
CHAPTER TWO	6
REVIEW OF RELATED LITERATURE.....	6
2.1.The Concepts of Physical Education.....	6
2.1.1.The Role of Physical Education	7
2.1.2.Physical Education as Part of General Education	8
2.1.3.Effective Physical Education.....	9
2.1.4.Health Benefits of Physical Education	10
2.1.5.Quality Physical Education Programs	11
2.1.6.Physical Education as an Academic Discipline.....	11
2.1.7.The Benefits of Physical Activity.....	12
2.1.8.Physical Education Facilities and Equipment	13

2.1.9.Physical Education Indifferent Country	13
2.1.10.Physical Education in the School System.....	15
2.2.Challenges of Physical Education in Teaching Learning Process	16
2.2.1.The Human Challenges	16
2.2.2.Challenges Related With the Teacher	16
2.2.3.Teachers Attitude.....	16
2.3.Challenges Those Influences PE Teaching Learning Process	16
2.3.1.Teacher’s Skill.....	17
2.3.2.Teacher Experience	18
2.3.3.Challenges Related With the Administrator.....	19
2.4.Good Practice Methods in Physical Education	19
CHAPTER THREE	21
RESEARCH DESIGN AND METHODOLOGY	21
3.1.Description of the Study Area.....	21
3.2.The Research Design.....	22
3.3.The Source of Data.....	24
3.4.Population and Sample.....	22
3.5.Sampling and Sampling Techniques	23
3.6.Instruments of Data Collection	25
3.6.1.Questionnaire.....	25
3.6.2.School Observation.....	25
3.6.3Interview	25
3.7.Procedure of Data Collection	26
3.8.Method of Data Analysis	26
CHAPTER FOUR.....	27
DATA PRESENTATION, ANALYSES AND INTERPRETATION	27
4.1.Background and Characteristics of the Study Group	27
4.2.Students’ Attitudes Towards to Physical Education	28
4.3.The Current Curriculum of Physical Education.....	30
4.4.The current materials and facilities those are necessary for the teaching learning process of physical education.....	32

4.5. Playground and Equipment	33
4.6. Factors that Affect the Teaching Learning Process of Physical Education	36
4.7. Discussion on Class Room and Field Observation.....	38
CHAPTER FIVE	39
SUMMERY, CONCLUSION AND RECOMMENDATION	39
5.1. Summary	39
5.2. Conclusion.....	41
5.3. Recommendations	42
REFERENCES	43
APPENDIX-A.....	46
APPENDIX-B.....	51
Appendix C	55
APPENDIX D.....	56

List of Tables

Table's pages

Table 1: Proportion of the study	22
Table 2: Proportion of Number of Teachers and Directors Respondents in Each School.....	24
Table 3: Characteristics of Teachers and Management Bodies	27
Table 4: Respondents' attitude towards Physical Education with reference to curriculum	28
Table 5: Respondents' Attitude towards Physical Education with Reference to Curriculum	30
Table 6: The Adequacy of Materials, Reference & ICT.....	32
Table 7: The Availability of Facility and Materials of Basketball & Volleyball	33
Table 8: Views of student and teacher respondents the method of teaching physical education	34
Table 9: Teachers response regarding factors that affect the teaching learning process of physical education.....	36

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Physical Education is the teaching and learning of physical activity in school gymnasium on other setting. Its goals to improve and maintain student' current health and set them on a path to maintain a healthy life style through their lives (S.Piotrowski, 2005).

Education is one of the main instruments of development for any country. It is an interpersonal transaction that takes place among human being in exchange of knowledge, skill, and attitude. Among this, Physical Education is the teaching and learning of physical activity in school gymnasium on other setting.(S.Piotrowski, 2005).

Depending on this idea, Physical education develops a wide range of activities to individual needs and interests. The most fundamental function of school physical education is recognized: Man must reaffirm and preserve his desire for movement. And the movement, in whatever form, must be satisfying and attractive physical education develops different sport skills to participate in different games, social skill and physical fitness (Rao, 2007: 13).

The aim of physical education and sports in educational institutions is to help our student in their development to become a self-confident, accurate decision maker, honest, controlled, disciplined people by maintaining student's physical, intellectual and mental health, and to enhance their fighting forces, enhance their healthy life habits, strengthen their feeling for national unity and solidarity. Physical education is a course taught in that focuses on developing physical fitness and the ability to perform and enjoy day-to-day physical activities, such as soccer, swimming, basketball, hand ball etc. Regular physical education classes prepare kids to be physically and mentally active, fit and healthy in to adult hood (Sidenlop, 199).

The evolution of physical education, along with other educational professions, reflected contemporary changes in society. Throughout the early twentieth century, into the 1950s, there was a steady growth of physical education in the public schools.

During the early 1920s many states passed legislation requiring physical education. However, shifts in curricular emphasis were evident when wars occurred and when the results of national reports were published. For example, as a result of the bombing of Pearl Harbor and the United States' entrance into World War II, the emphasis in physical education shifted from games and sport to physical conditioning. (Hasenkrüger, H. 1969).

The physical education that supported by adequate instructional materials has helped Students to demonstrate knowledge and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities, achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies and demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity Eya and Onuora (2004).

As we understand on this idea, there are two types of equipment's in physical education lesson. Capital and expendable equipment's It includes basketball posts, basketball back boards and gymnastic apparatus. It is more durable and does not often need replacing Eya and Onuora (2004). Expendable or consumable equipment's which include smaller items such as valley ball, football, hand ball, basketball, relay bathos and racket etc. Generally, teaching learning process of physical education is most commonly used to denote they have participated in the subject. But, still there is challenges in practice of teaching learning process physical education, occur in same selected preparatory school.(Eya and Onuora (2004)

1.2.Statement of the Problem

In relation to PE practical teaching and learning process, some scholars were conducted different researches, such as, Patricia Mwashingwele (2015) conducted that in the title “factors affecting the implementation of physical education in the primary school curriculum: a case of selected primary schools in Chibombo district, Zambia” the researcher attempted to find out challenges faced by primary schools in the implementation of Physical Education in primary schools in Chibombo District and how these might be overcome. The Mwashingwele research was focused on the factors that affect to implement physical education in primary schools. But, this

research focused on the way practicing and challenges facing in teaching learning process of physical education in practical class in IluAba Boor zone in selected preparatory school.

Dionysus (2018) conducted on the title “the challenges of implementing continuous assessment in physical education classes in Abider and Harari secondary schools in Harari regional state”. The researcher was focused on the challenges of implementing continuous assessment in physical education and sport class. Therefore, the former researches and this research have some difference; so to fill this gap the researcher intended to conduct this research in the area of practicing and challenges faced in teaching and learning of physical education in practical class in selected preparatory schools.

Preparatory schools in Ilu Aba Boor zone have not proper and adequate sport facilities, materials, for PE subject. In addition to this, there is a shortage of PE subject teachers. This implies that, there are a lot of challenges for the quality of PE teaching learning process. Hence, the researcher initiated to investigate study on practice and challenges of teaching learning process of PE in Ilu Aba Boor zone selected preparatory schools.

1.3. Basic Research Questions

To this end the study tries to find the following basic research questions.

1. What is the attitude of students towards PE practical class?
2. How the current curriculum of physical Education is practicing?
3. Is there appropriate teaching materials and facility for students on the study areas?
4. To explore the major factors that affects the teaching learning process of Physical education?

1.4. Objectives of the Study

1.4.1. General Objectives

The objective of this study was to assess the practice and challenges of teaching learning process of physical education in practical class in some selected preparatory school in I/A/Boor zone.

1.4.2. The Specific Objectives of the Study

1. To identify the interest of students towards PE practical class.
2. To assess the current Curriculum of physical Education.
3. To assess the current materials and facilities those are necessary for the teaching learning process of physical education.
4. What are the major factors that affect the teaching learning process of physical education in the study areas?

1.5. Significance of the Study

This study has the following significance:

- ✓ It may help to investigate the solution for change on attitude of school community has miss understanding about PE.
- ✓ It may assess the problem that affects educational process of PE for concerned body.
- ✓ It may help as a facilitator for solution maker for problem that challenge of PE teaching learning process.
- ✓ It may also serve as a good indict
- ✓ To for further researches relating to issues of PE teaching learning.
- ✓ This study may contribute to the teaching learning of physical education student interests in selected preparatory school.

1.6. Delimitation of the Study

The study will not incorporate all students, PE teachers and administration of school that found within, the school students of grade 11th&12th school administrators and teachers of physical education. The research is conducted to the problems participating and performing of the teaching learning of PE practical class.

Even though preparatory Ilu Aba Boor zone are too, my research illustrates in the case of Darimu, Mettu and Gore.

1.7. Limitation of the study

In conducting this study, the researcher has faced the following problems of study.

This study has some limitation such as: -

- ❖ Time constrains
- ❖ Lack of materials
- ❖ Lack of equipment and facilities

1.8. Operational Definition of Terms

Practice:-the activities perform in the teaching-learning of physical education.(<https://www.merriam-webster.com/dictionary/practice>

Challenges:- are difficulties faced when during the teaching learning process of Physical Education and sport..(<https://dictionary.cambridge.org/dictionary/english/challenge>)

Preparatory programs: second cycle of secondary education in which students prepare for higher education.(<https://dictionary.cambridge.org/dictionary/english/challenge>).

Education:- is planned, organized, designed, directed &evaluated process to be Bering a desired change on physical, mental, moral and emotional.

(<https://dictionary.cambridge.org/dictionary/English /challenge>)

Physical education:-The term refers to a process of learning through physical activities designed to improve physical fitness, develop motor skills, knowledge and behavior of healthy and active living sportsmanship and emotional intelligence.(<https://dictionary.cambridge.org/dictionary/english/challenge>)

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 The Concepts of Physical Education

Physical education is an education given through physical activities to develop all aspects of personality. Through physical education, program students can develop not only their physical (body) but also the mental and social aspects of the students can develop. That means physical education is concerned with the development of an individual's potential with physical, social, emotional and intellectual changes that occur as the result of movement experience then it is an important aspect of the total education process. In many nations throughout the world most public schools, colleges and universities recognized the importance of physical education by making it part of the required curriculum. Moreover, physical education is important for all ages and abilities of people in the form of physical activity to lead quality of life.

Wuest Bucher (1999:4-6) suggests that Traditionally, physical education and sport program focused on providing services to school aged populations in the school setting. Today, physical education and sport has expanded to include persons of all ages and abilities. Involvement in carefully designed programs can enhance the health and quality of life for participants. School physical education programs focus on promotion of lifespan involvement in physical activity. Students learn the skills, understandings, and attitudes that will enable them to participate in various physical activities throughout their lives.

School physical education programs focus on helping students attain competency in the fundamental motor skills (e.g. Throwing, catching...) and movement concepts (e.g. balance) that form the foundation for later development of specialized games, sports and fitness activities. As students' progress through school, skill and fitness development is accompanied by an increased knowledge and understanding of physical activities.

In relation to this, Bucher (1999), described physical education as an integral part of the total education process and has its aim; the development of physically, mentally, emotionally

and socially fit citizens through the medium of physical activities, which have been selected with a view to realizing their outcomes.

Education plays a role in the promotion of respect for human right and democratic values, creating the condition for legality, mutual understanding and cooperation among people. Education enables individuals and societies to make all round participation in the development process by acquainting them with knowledge, ability, skills and attitudes. Also the main aim of education is to strengthen the individuals and societies problem solving capacity, the ability to create new ideas and culture starting from us basic to in all level. Education does not operate in isolation, and rather it must be integrated with research, practice and development that contribute towards an all rounded development of the society (MOE: 1994)

In relation to this, Rink (1998) elaborated that the primary and unique contribution of physical education makes to the learner is to promote positive attitudes towards active and healthy lifestyles. Due to these on the educational program physical education highly provides responsibilities to contribute to the molar development of the learners. In addition to this Bucher (1999) describes physical education as an integral part of the total education process and has it aims; the development of physically, mentally emotionally and socially fit citizens through the medium of physical activities, which have been selected with a view to realizing their outcomes.

2.1.1 The Role of Physical Education

Physical education is a part of the coordinated school health system program. It is the component that addresses each student's fundamental needs for planned, sequential instructions that promotes lifelong physical activities and attitudes and behaviors that reduced health risks.

One way to meet the physical activity recommendations from the WHO is to provide students with regular access to physical education at school. Research has found that physical education programs in school can contribute to physical activity levels during childhood and later on in life (Penney, 2010). The main goal of physical education, available in most westernized schools around the globe, can be defined as preparing students to live physically active, healthy lives by providing a carefully planned scope and sequence of learning experiences.

These experiences must be designed to foster the developmentally appropriate acquisition of motor skills, health-related fitness knowledge, confidence in being physically active, and an appreciation of the benefits of physical activity (Pettifor, 1999: 5). Regular physical education in schools can help children reach recommended guidelines for daily activity, increase their physical fitness and can help motivate children to maintain a physically active lifestyle. Physical education can therefore lead to a healthier future including a decreased risk of obesity and overweight and therefore decreased risk of morbidity from non-communicable diseases.

Additionally, Pettifor explains that one of the main goals of physical education is to teach, develop, and reinforce social skills. Bailey (2006) argues that well organized physical education programs have been found to have social benefits such as improving children's moral reasoning, fair play, sportsmanship, and sense of personal responsibility. Furthermore, Bailey suggests that increasing amount of school time dedicated to physical education may have positive academic benefits.

Moreover Bailey argues that physical activity increases blood flow to the brain, improves mood and increases mental alertness, having a positive effect on a child's academics. A well-organized physical education program can furthermore engage its students cognitively, by offering games and activities that focus on problem solving and strategy (Pettifor, 1999). Physical education instruction, which has been a part of the school curriculum since the 1800's, can increase student's knowledge, physical activity in physical education class, and physical fitness levels.

2.1.2 Physical Education as Part of General Education

Physical education is the integral part of the total education process which enhances and integrates those physical, social, and psychological aspects of an individual's life, through directed physical activity 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.

Bucher (1972:45) cited in Ram and et.al. (1996:45) defines physical education as: An integral part of the total education process a field of endeavored that 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 outcomes. The relationship between physical education and general education provides opportunity for exchange of view between the physical education teacher and the subject teacher about abilities, interests, limitation and scope of each individual education student and his / her participation in the school program. In this way, good physical education teacher as certain how well participation performs the necessary motor skill before permitting him /her to take part in physical activities.

2.1.3 Effective Physical Education

A research review by Rink and Hall (2008) discusses the necessary elements of a physical education program in order for it to be effective in the development of a physically active lifestyle for all students. The national standards for physical education in the United States identify six critical areas to encourage the development of a physically active lifestyle, which are to: develop motor skills, impart knowledge needed for a physically active lifestyle, encourage regular participation in physical activity, facilitate the development and maintenance of fitness, cultivate responsible personal and social behaviors, and help students to encourage regular participation in physical activity, facilitate the development and maintenance of fitness, cultivate responsible personal and social behaviors.

According to Rink & Hall, fundamental motor skills, which are critical to involvement in a variety of activities, include, loco motor patterns (skipping, hopping, jumping, etc.), manipulative patterns (throwing, catching, striking, and receiving objects), and body-management skills (balancing, rolling, transferring the weight of the body) Rink& Hall (2008) argue that effective physical education teaching requires an environment, which is positive and stimulates learning. Moreover, Rink and Hall state that it is well organized, expectations are clear, and the teacher is consistent in enforcing and maintaining behaviors conducive to a quality learning environment. The authors explain that in order to provide an effective learning environment, physical education teachers must be good managers', who can effectively manage students, equipment, space, and time so that the goals of the lesson can be met.

Furthermore according if an effective physical education environment is to motivate students to be physically active throughout adult as well as for a lifetime, it is critical that students are in a learning environment that they enjoy and where they develop positive attitudes toward health and fitness. To Rink and Hall, effective teaching can motivate and challenge students to succeed at level appropriate tasks; they encourage students to use their own improvement as a measure of success, rather than comparing themselves to others; and they provide students with quality feedback and positive reinforcement. If an effective physical education environment is to motivate students to be physically active throughout childhood as well as for a lifetime, it is critical that students are in a learning environment that they enjoy and where they develop positive attitudes towards health and fitness. Rink & Hall (2008)

2.1.4 Health Benefits of Physical Education

Physical Education has a vital role to play as an integral part of General Education. It aims at enabling an individual to live an enriched and abundant life in an ever changing world. Education Commission (1964-66) emphasized that physical education activities and sports contribute not only to physical fitness and health but also to physical efficiency, mental alertness and development of certain qualities like perseverance, team spirit and many other values of life processes and high achievements. Education Commission (1964-66)

Physical education contributes significantly to every student's health and well-being, and it is an instructional priority in the schools. PE is an integral part of the overall educational program for every student and provides one of the few opportunities students have to develop the skills, knowledge, and confidence necessary to lead a physically active life style. Daily physical education for all students is recommended by numerous national associations, including the center for disease control and prevention, the national association for state boards of education, the American Academy of pediatrics and the American heart association and is noted in the healthy people 2020 document. Student who become skilled and knowledgeable in physical education are more likely to become healthy adults who are motivated to remain healthy and physically active throughout their lives.

Physical education can increase student's participation in moderate to vigorous physical activities and help preparatory school students gain the knowledge, attitude, and skills they need to engage in lifelong physical activity (MCGlynn, 1993). Researchers in the field of physical education indicated that identifying and understanding the factor that one associate with Children' physical activity participation are critical to the promotion current and lifelong physical activity participation (Sallis et al, 2000, Chung and Phillips, 2002 ding et5, al 2006). Among many factor the children's attitude is considered to be a key factors that influences physical activity participation (Hagger et al, 1995, Chang and Phillies 2002; Solomon: 2003; Dingetal ;2006).

2.1.5. Quality Physical Education Programs

As reported by Story, Kaphingst and French,the quality of physical education is critical to improving the health status of children and adolescents. To address this issue, several organizations including the CDC and NASPE have published reports that define a quality physical program and provide guidelines for schools to follow for developing a quality physical education program.

In the CDC's report *Guidelines for School and Community Programs to Promote Lifelong Physical Activity among Young People*, physical education curriculum and instruction is identified as a key component to a school health program. The CDC recommends that students should be participating in daily physical education, as well as a quality program, that provides an opportunity for all students to develop knowledge and skills needed to establish and maintain a physically active lifestyle.

2.1.6. Physical Education asan Academic Discipline

Life itself is "physical education." presently it is in the process of transformation to bring physical education in to the mainstream of education.The current mood ofthe physical education to contribute their resource to the maximum in helping the individual to achieve a fuller growth (Ramet.al 1992:1).These authors further speculated on the possible inter-relationships between physical activity and other domains to knowledge.

Educators in the field like Bucher (1972:212) argue that; Education and physical education are passing through a period of change and transformation from traditional roles to modern, purposive roles in accordance with the increased productivity of today's world through competition and production. Besides, isolation and segregation of physical activities has had many unhealthy setbacks like developing an inferiority complex in the physical educators with members from other teaching faculties usually referring to them as non-teaching staff. It is suggested that any organization of physical education should start with developing a positive attitude and self-confidence among physical educators themselves and make them feel that physical education should extend itself to the classroom and become the focus or centered point of the educational system.

2.1.7. The Benefits of Physical Activity

The world health organization (WHO, 2010) states that regular physical activity will reduce the risk of non-communicable diseases such as: coronary heart disease, stroke, diabetes, hypertension, colon cancer, breast cancer and depression. Furthermore the WHO explains that regular physical activity is a fundamental factor in controlling weight. Additionally, the WHO has found through research that overall health benefits to children ages 7-17, who participate in regular physical activity, include increased physical fitness, reduced body fatness, favorable cardiovascular and metabolic disease risk profiles, enhanced bone health and reduced symptoms of depression.

Furthermore, the WHO has found evidence which supports that higher amounts of physical activity achieved by children in this age group lead to improved cardio respiratory and metabolic health and lower rates of morbidity from cardiovascular disease and diabetes later in life. According to Khan et al. (2000) it has been observed that high rates of physical activity in childhood, particularly before and until the end of puberty, will lead to increased measures of bone density which persist into adulthood. Khan states that regular activity during childhood may therefore greatly reduce occurrences of the degeneration of bones known as osteoporosis later on in life.

2.1.8. Physical Education Facilities and Equipment

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. In an up-date on the status of physical education in schools worldwide, a technical report for World Health Organization (WHO) by *Hardman* WHO. (2007) said that resources like financial considerations have had a number of impacts on physical education in not only Europe, but across the globe.

The report further says that the failures to refurbish/ reconstruct/ replace/ maintain (out) dated and/or provide new facilities; shortages of equipment; employment of lower salaried unqualified teaching personnel; exit of physical educators to better paid jobs; and reductions in numbers of physical education lessons and time-table allocation has had negative impacts on the state of physical education. A widely reported impact of funding limitations is on the activity area of swimming: the considerable financial investment of gaining access to swimming facilities exposes this area of physical activity to reduced opportunities or even omission from curricula in many countries. In terms of facilities and equipment, Physical education is commonly faced with the challenge of inadequate facilities and poor maintenance of teaching sites. (Naul, 2002),

Central and eastern European countries are less endowed with facilities and equipment and there are signs of deteriorating provision. The problem appears to stretch beyond the geographical and economic divides. Whilst there are higher expectations over levels and standards of facilities and equipment in more economically developed countries, there are indicators of inadequacies and shortages in facilities and equipment and low maintenance levels in other European regions. School physical education facilities are reported as widely available for after-school hours 'leisure time and/or community use' Hardman, K. (1998b)

2.1.9. Physical Education Indifferent Country

Providing physical education both inside and outside of schools is crucial in helping young people to learn and develop life skills. The perspectives of physical education in Europe and in the USA (Frömel, 2001 & Marshall, 2000 et al) it is not difficult to notice that the future of the subject and the discipline is being challenged. A careful study and understanding of the history

and the development of our subject is a prerequisite to a full understanding of the overall situation.

Germany and the USA have been undergoing educational reforms for a longer time than the Czech Republic we can gain some valuable information from them, which might help to reform Czech physical education. However, a clear process of European exchange of all previous concepts renewed major vectors of development is visible. This process sits alongside an intention to balance the educational purpose of former core concepts of physical education and this has led to new minor vectors development "in-between approaches" in some other countries. (Frömel, 2001 & Marshall, 2000; et al .)

If this process of diffusion is termed as a total "harmonization" of physical education concepts in Europe (Laporte, 1998), it may be the case that process is called "diversification" of former national physical education concepts, it represents a European spectrum of vectors of physical education development in this new millennium. The curriculum and concepts of teaching of physical education in Germany, Budget cuts, higher unemployment rates of physical education teachers, and reductions of curriculum time allocation were three major phenomena to occur in many European countries. They were accompanied by sociologically termed post modernism societal values, which were reflected in modern lifestyles, newtypes of child-parent relationships and inclusive 'education for all' policies. (Laporte, 1998),

"Teachers, leave your kids alone" became not only a refrain of a 'pop' song, It also characterized the change to de-schooling, de-education, de-sporting activities, de-moralization in physical education and devaluation of formerStandards in physical education and sport. Disagreement about formercommon shared concepts of 'good practice' in physical education teachingoccurred in many countries, thus mirroring the Situation in Germany. It clearly demonstrated an important shift in physical education concepts from former "performance orientated mission" to a new "participation orientated mission"

The four main vectors of European physical education can be explained as: the vector of cultural heritage of physical education, the Sport education vector, the movement education vector, and the health education vector. However, all four dimensions became more evenly balanced in the

1990s in countries, where only a single concept had been dominant earlier. In Germany, for example, the former Sport education concept became more equally balanced by certain "movement" approaches in teaching physical education (Naul, 2002), which assisted in new physical education curricular developments in the year 2000. This represents a minor vector 'in-between' the former Sports education and movement education concepts.

2.1.10. Physical Education in the School System

A number of crucial components to the delivery of quality education have been identified by National Association of State Physical Education (NASPE). These include sport and opportunities for play, consistent with the rights of the child to optimum development. Despite recognition of the positive impact sport has on education and child development, physical education is being increasingly challenged within education systems across the world. According to Naul, R. (2002) Challenges include a decrease in:

- ❖ The amount of time allocated to physical education,
- ❖ The number of trained staff,
- ❖ The amount of training provided for physical education teachers, and spending on resources required delivering physical education in schools.

Girls and young people with disabilities face additional barriers, which limit and in many cases prevent participation in physical education and sport in many countries. While physical education systems are vastly different across the world, a recent study conducted in 126 countries indicated that the marginalization of physical education is near universal.

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

2.2. Challenges of Physical Education in Teaching Learning Process

It is believed that there are many challenges that affect the teaching learning processes. Those factors can be discussed while being divided under two major categories.

2.2.1 The Human Challenges

The human are one of the major challenges that influence the process of physical education associated with teacher, student's administration, supervisor and other stakeholders. But at this point emphasis is given to those related with the teachers and the administrators.

2.2.2 Challenges Related With the 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' play 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.

2.2.3 Teachers Attitude

Teacher attitudes are very important dimensions in the teaching process. A successful innovation depends substantially on teacher's attitude towards proposed curriculum alterations. Students with teachers of positive attitude towards teaching and the curriculum are found to be high-level achieves in learning (Keynes 1986, Cooper 1986 and Calhan 1988), consider the teacher's attitude as very important aspects in the teaching learning process.

2.3 Challenges Those Influences PE Teaching Learning Process

It is believed that there are many challenges that affect the teaching learning processes. Those factors can be discussed while being divided under two major categories.

2.3.1 Teacher's Skill

One of the skill required by the teachers to resolve challenges effectively to promote effective teaching learning environment of physical education his/her pedagogical belief. In relation to pedagogical belief (skill) Neil(1995) writes:

“Given tats 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), Benet and care (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 then trough at a rapid face and accomplishes this is small.
- Teaching to mastery
- Employing active, direct instruction, including teacher controlled coverage of extensive content through structured learning activities and appropriate pacing monitoring of pupil performance immediate academically oriented feedback and a task oriented get relaxed environment.

According to Quest and Lombarido (1994) beyond the pedagogical responsibilities teachers are expected to participate in instructional responsibilities.

“Health and physical education teacher must assume other responsibilities in addition to their pedagogical responsibilities some of these responsibilities are explicitly stated in teacher 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 widecommittees, and professional responsibilities.

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

Gage and others (1960) also found that teachers 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 at teaching and lesson planning. Other than experience and attitude, teachers' qualification, as indicator of the quality and quality of training received, has remained to have a telling effect on effective instructional performance. In line with this, UNESCO(1966) has stressed, "*Advance in education depends largely on the qualification and ability of the staff...*" and the major challenges is limiting teaches' awareness was found to be deficiency in training program.

2.3.3 Challenges Related With the Administrator

The organizational factor:-

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

2.4 . Good Practice Methods in Physical Education

Central to web-based courses are good practice learning situations in the exercising on/with apparatus field of exercise. At the sports pedagogic department of the Institute of Sports Science at Goethe University, Frankfurt, these teaching methods have already been the subject of intensive investigation for some years now in the course of quasi-experimental field studies (Prohl&Greben 2008). It has been shown that these methods offer advantages in the harmonized mediation of relevant disciplinary metric and Tran disciplinary-social competencies and are superior to traditional teacher-centered physical education in terms of learning performance. The aims of this type of cooperative group education are:

- ✓ To enable a greater measure of participation by learners through a reduction in guidance by teachers.
- ✓ To attain more self-reliance in practicing, once the means of solving a situation have been set free, and thereby achieving an overall intensive and sustainable learning process.

- ✓ To develop social competencies by means of resolving assignments communally.
- ✓ To promote proficiency in solidarity and codetermination through self-reliant work in a team and to contribute in this way to the development of the learners maturity.

This means that co-operative learning provides didactic options in universities for presenting the proper and expert planning, execution and evaluation of physical education. It also substantiates possibilities of promoting self-reliant learning and working, as well as full filling the task of value and standard mediation within the context of physical education (two-fold task)

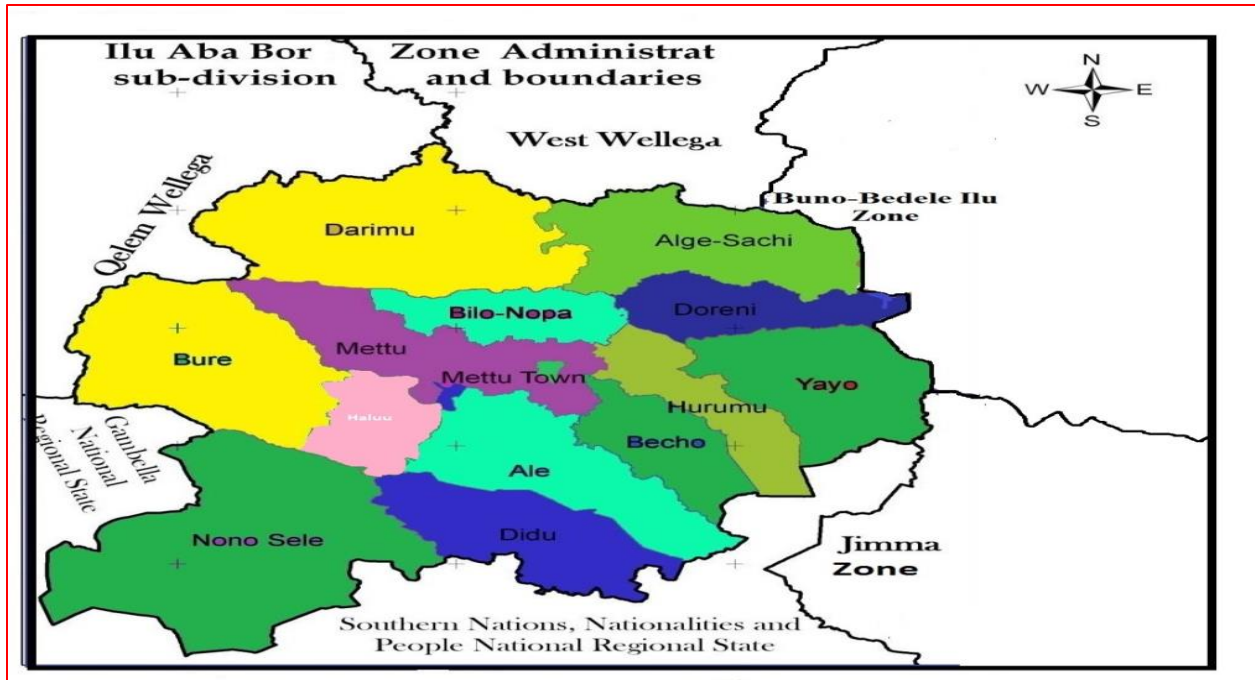
CHAPTER THREE

3. RESEARCH DESIGN AND METHODOLOGY

This section discussed the method employed the research design, procedure of data collection, the instruments used to collect data, the sampling procedures applied and the method of data analysis.

3.1 Description of the Study Area

The study was conducted in selected preparatory school in Ilu Aba Boor zone Oromiya National Regional State of Ethiopia. Relatively Ilu Aba Boor is bordered in the North West by Kelleme Wellega, in the South West by Gambella National Regional State, in the South by SNNPR State, in the South East by Jimma, in the North East by Buno Bedele and in the North by West Wellega zones. Ilu Aba Boor has 14 districts of which Mettu is its administrative city. Mettu is located at about 600 km South West of the capital city Addis Ababa and at about 334 km North West of Jimma town. This study was conducted specifically in Mettu, Darimu, and Gore preparatory schools. The schools were selected purposively because of the proximity to the researcher's work place Darimu district.



Source: CSA, 2012

3.2 The Research Design

The research design was descriptive research design used to describe the current status of study area. In order to achieve the intended objective, qualitative and quantitative methods were used. The data gathered from the open ended type of the questionnaire and interview analyzed qualitatively by using words and, data gathered in objective questionnaire from students and teachers were analyzed in quantitative method and interpreted using frequency, percentage, and tables.

3.3. The study Population

The target population of this research includes teachers' currently teaching physical education in Darimu, Gore and Mettu preparatory schools, school principals and students in the selected schools of the Zone. Pearson (2010) states that sampling is the process by which a researcher select a group of participants (the sample) from a larger population. Mugenda (2003) states that to arrive at a reasonable sample size, take 10% of the accessible population if the population is large and 30% if the population is small. So from the total population of 1916 students (male=1113; female=803) 10% that is 191 (male=111; female=80) students

weretaken as a sample; all 4(male=1;female=3) physical education teachers and all 3 (male=1) female=2) principals were included in the sample.

Table1. Population of the study

Respondent	/School	Population						
		11 th			12 th			Total
		M	F	T	M	F	T	
Grade 11 th and 12 th students	Darimu	194	100	294	53	26	79	373
	Mettu	515	442	957	204	134	338	1295
	Gore	90	68	158	57	33	90	248
Total		799	610	1409	314	193	507	1916

Source: 2019 School Data

3.4 Sampling and Sampling Techniques

The researcher is purposely selected three preparatory schools from there of the zone. The rationale behind selecting these preparatory schools by using purposive sampling technique the areas that schools found clustery closed, in case of this the researcher believes that the result of the study was investigated from these schools can related each other. The researcher also preferred purposive sampling technique in order to assess status of phenomenon throughout the study area by taking these samples woredas from different directions of this zone.

Although the rationale behind selecting these woredas by using purposive sampling technique: because, the selected woredas each had 14 preparatory schools.

Table 2: Proportion of number of sample size students in selected preparatory school

Schools	No of students	Samples per school	Sample techniques
Darimu	373	$373 \times 191 / 1916 = 37$	37
Metu	1295	$1295 \times 191 / 1916 = 129$	129
Gore	248	$248 \times 191 / 1916 = 25$	25
Total	1916		191

Table 3: Proportion of Number of Teachers and Directors Respondents in Each School

Respondents	School	Population		
		M	F	T
Physical education teachers	Darimu preparatory school	–	1	1
	Metu preparatory school	1	1	2
	Gore preparatory school	–	1	1
Directors	Darimu preparatory school	1	–	1
	Metu preparatory school	1	–	1
	Gore preparatory school	1	–	1

3.5. The Source of Data

The major sources of data for this study were both primary and secondary sources. Primary data was collected from Physical Education teachers, principals and students. In addition to this, observations regarding the school playground, total facilities of the physical education and related matters in the sample school were made. Secondary data was collected from relevant books, journals, and relevant report documents prepared by MOE.

3.6. Instruments of Data Collection

In order to gather information the researcher was used three main instruments of data collection namely; questionnaire, classroom observation and interview.

3.6.1. Questionnaire

The aim of questionnaire was to collect appropriate data from teachers and students at a time. Thus the researcher questioner were composed both open ended and closed-ended questions. Open-ended questions were prepared for schools Physical education teachers and students it was focuses on the major course that teachers, the utilization of teaching materials, facilities selection of students the efforts that tries for their success and other related factors. The second questioner closed ended was focuses on schools students that mainly in relation to availability of, knowledge gaining from their major courses interest towards their subject matter and other related factors were prepares.

3.6.2. School Observation

To gain more information observation is very Hancock (1998) noted that, because of the richness and credibility of information, it can provide, observation being a desirable part of data gathering instrument. Therefore, to obtain more information, observation in the actual school compound and learning process was used as data gathering instrument. For the purpose of observation, checklist was employed. Accordingly, the three selected school were observe three times each. Hence, a total of nine observations were marked using the check list developed for the purpose. The observations were focusing on the school have full facilities that are important to physical education teaching learning processes.

3.6.3. Interview

The researcher was conduct the interview for schools directors or principals by preparing structured interview which are related to the schools' facilities employed, physical education teachers and perception towards the subject of sport science.

3.7. Procedure of Data Collection

The researcher adopted three steps in collecting the data for the study.

- ❖ Relevant literature was reviewed to get adequate information on the topic.
- ❖ Objectives and research question were formulated to show the direction of the study.
- ❖ Data gathering tools were developed and piloted. After the questionnaire was distributed and collected, classroom observations have taken place. The interview with instructors and students was conducted.

The researcher endeavored to create a conducive environment with the school community. As a result, a permission to access the required information was earned from the students and instructors. As a preliminary step of data collection, the student researcher contacted with the head masters and instructors in the school and explained the purpose of the study. As it was dealt in the sampling techniques subsection, the process of selecting participants of the study, which was one of the most difficult steps to conduct descriptive survey research, was conducted with the very willingness of the record officer and permission of the headmaster and the school administrator.

3.8. Method of Data Analysis

After relevant data collected from different sources, the collected data were arranged and analyzed by using the Statistical Package for Social Sciences (SPSS). The researcher employed both quantitative and qualitative data analysis methods to interpret and summarize the collected information. Quantitative data gathered through questionnaires were analyzed using descriptive statistics such as frequencies, percentages and tables. Data collected through interview and personal observation were documented and analyzed qualitatively in the form of text.

CHAPTER FOUR

DATA PRESENTATION, ANALYSES AND INTERPRETATION

In this chapter, findings of the study were presented, analyzed, and interpreted in order to answer the identified research questions. Results of interview and open ended questions are analyzed and explained in words while the responses of the close ended questions in the questionnaire are analyzed in percentage.

4.1. Background and Characteristics of the Study Group

Table 4: Characteristics of Teachers and Management Bodies

No	Item		Teachers		School Directors	
			No	%	No	%
1	Sex	Male	1	25	3	100
		Female	3	75	-	-
		Total	4	100	3	100
2	Qualification	PhD	-	-	-	-
		MSC	1	25	2	66.7
		BED/BSC	3	75	1	33.3
		Diploma	-	-	-	-
3	Years of Experience	0-5	1	25	-	-
		5-10	3	75	1	33.3
		Above 10	-	-	2	66.7
4	Work load per week	<10	1	25	-	-
		10-13	2	50	-	-
		14-16	1	25	-	-
		>16	-	-	-	-

As shown in table 3, 75% of respondents were females and 25% of respondents were male. This showed that, there is more females' participant in the physical education teacher.

Regarding to qualification of the respondents 75% of them were first-degree holders and 25% of them were second-degree holder and there were no respondents with qualification above second degree and below first degree.

Concerning the experience of respondents, the majority of them had more than 5 years of service as indicated in the table 3, 25% of the respondents has the experience between 0-5 and 75% of the respondents had 5-10 years of service. In general, 75% of the respondents had more than 5 years of service. Thus, majority of the respondents could provide pertinent information that would be helpful for the success of this finding.

Concerning the teaching load of teachers 25% were found of category of below 10 periods per week 50% were found b/n 10-13 periods, 25% also had b/n 16-21 period per week no one was found to have below 10 periods. This shows that 75% of the teachers were loaded, and this condition could affect their work negatively because they thought more than 12 periods per week.

4.2 Students' Attitudes Towards to Physical Education

This section deals with the analysis of the students' attitudes towards Physical Education in reference to the curriculum. The questions which are related with curriculum were considered all together and the results are presented in the below table.

Table 5: Respondents' attitude towards Physical Education with reference to curriculum

No	Statements	Str. Agree		Agree		Undecided		Dis. Agree		Stro. Disagree	
		No	%	No	%	No	%	No	%	No	%
1	I don't go to school to do physical exercise but to learn other subjects	66	35	64	33.5	20	10.5	27	14	14	7
2	I find the activities in physical education boring because we always do the same thing	65	34	51	26.7	20	10.5	29	15.2	26	13.6

3	I wish we could choose what we do in physical education	76	39.8	74	38.7	20	10.5	13	6.8	8	4.2
4	I will make physical education as major field of study if I get a chance in the college or university	10	5.2	17	8.9	8	4.2	73	38.2	83	43.5
5	Physical education should be a requirement from elementary school through high school	74	38.7	66	34.5	14	7.3	16	8.4	21	11

In table 5 item 1 indicates that about 66(35%) and 64(33.5%) of respondents responded “strongly agree and agree” regarding more learning other subjects than physical education. In the same to that, Item two about 65(34%) and 51(26.7%) of respondents replied strongly agree and agree about 29(15.2%) and 26(13.6%) of respondents responded disagree and strongly disagree and only 20(10.5%) of them were undecided on the idea. Item 3 showed that the students’ interest in physical education 76(39.8%) and 74(38.7%) of the students respondent replied strongly agree and disagree, 13(6.8%) and 8(4.2%) of the respondents responded disagree and strongly disagree with the students could choose what they were did in physical education. In the some table item 4 majority 83(43.5%) of respondents responded strongly disagree and the minority 8(4.2%) of them responded undecided with will taking physical education as major field of study in the college or university. In the same table item 5 shows that 74(38.7%) and 66(34.5%) of the respondents responded strongly agree and disagree with the requirement of physical education from elementary school through high school.

Finally, the data summarized in table 5 showed that students have wide ranging views towards physical education with reference to the curriculum. In particular, there would appear to be considerable agreement that students wish they could choose what they do in physical education, that students do not go to school to do physical education but to learn more important subjects and that Physical Education should be included in the curriculum to offer a complete education.

4.3 The Current Curriculum of Physical Education

This section deals with the analysis of current curriculum implementation in the study area. Curriculum implementation, refers to how the planned or officially designed courses of study is translated by the teacher in to syllabuses, schemes of work and lessons to delivered to students. The questions which are related with curriculum were considered all together and the results are presented in (table 5).

Table 6: Respondents' Attitude towards Physical Education with Reference to Curriculum

No	Items	Strongly Agree		Agree		Undecided		Disagree		Strongly disagree	
		No	%	No	%	No	%	No	%	No	%
1	I do not go to school to do physical education but to learn more important subjects	65	34	64	33.5	20	10.5	28	14.7	14	7.3
2	I find the activities in physical education boring because we always do the same thing	66	34.5	51	29	20	10.5	28	14.7	26	13.6
3	I wish we could choose what we do in physical education	76	39.8	75	39.3	19	9.9	13	6.8	8	4.2
4	I will make physical education as major field of study if I get a chance in the college or university	10	5.2	17	8.9	8	4.2	73	38.2	83	43.4
5	Physical education should be a requirement from elementary school through high school	74	38.7	66	34.5	14	7.3	16	8.4	21	11
6	Appropriate time allotment given for practical courses in field of study	-	-	-	-	18	9.4	75	39.3	98	51.3
7	I prefer physical exercises which have beauty in movement such as gymnastics	90	47	65	34	9	4.7	11	5.6	16	8.4

In table 6 item 1 indicates that about 65(34%) and 64(33.5%) of respondents responded strongly agree and agree regarding students go to school to do physical education than learning more important subjects. the least number 14(7.3%) of respondents responded strongly disagree in the idea.

Table 6 item 2 shows that the majority 66(34.5%) and 51(26.7%) of the respondents responded strongly agree and agree with the idea. the rest of them responded undecided, disagree and strongly disagree. In the same table item 3 indicates that 76(39.8%) of the respondents replied strongly agree and the least number 8(4.2%) of the respondents responded strongly disagree regarding the action students have been performing in the classroom and ply field. In table 6 item 4 shows that the majority 83(43.4%) of respondents responded strongly disagree regarding the wish of students in learning physical education in college or university.

As can be seen item 5 of table 6, 98 (51.3%) and 75(39.3%) of the respondents responded that the students have no shortage of time for practical activities after class. This shows that students can practice different activities which were given during regular class to become mastery level. However, as the researcher checked through observation, the students were not exercising the activities to promote their efficiency and achieve the desire objectives of physical education.

Data summarized in Table 6 showed that students have wide ranging views towards physical education with reference to the curriculum. In particular, there would appear to be considerable agreement that students wish they could choose what they do in physical education, that students do not go to school to do physical education but to learn more important subjects, that more time should be given to Physical Education lessons and that Physical Education should be included in the curriculum to offer a complete education.

4.4 The current materials and facilities those are necessary for the teaching learning process of physical education

Table 7: The Adequacy of Materials, Reference & ICT

No	Item	Teachers		Students	
		No	%	No	%
1	Supported by technology like computer and internet access in your school for the aid of teaching learning process of PE				
	A. No internet access	3	75	180	94
	B. Moderate internet access	1	25	11	6
	C. Maximum internet access	-	-	-	-
2	The adequacy of PE teaching materials				
	A. Excellent	-	-	-	-
	B. V. good	-	-	-	-
	C. Good	-	-	-	-
	D. Partially	1	25	22	11
	E. Not at all	3	75	170	89

Concerning item 1 of table7, the availability of ICT access like computer and internet access 11(6%) of students and 1(25%) of teacher respondents replied by moderate internet access in the teacher training collage. On the other hand the majority 180(94%) students and 3(75%) teacher replied no internet access. Because of this, they are strongly affected by lack of information on the subject matter issues and they are not motivated and facilitated in the teaching learning process and become more passive learners.

As can be seen from item 2 table7 the majority of teacher respondents 3(75%) replied by not at all with their PE reference books in their library whereas the rest 1(25%) of them agreed are partially with the presence of PE reference books in their library. This shows that there is not available reference book in the selected schools. On the other hand the majority of the

students 170(89%) agreed by not at all whereas 22(11%) of the students partially on the presence of PE reference book in their library.

4.5 Playground and Equipment

Equipment and playgrounds are the backbones of physical education to create effective learning environment. So physical education depends up on the amount of equipment and playgrounds which belongs to the schools. About this respondents were asked to answer whether the equipment and playgrounds are fulfilled or not and the findings are indicated below from table.

Table 8: The Availability of Facility and Materials of Basketball & Hand ball

No	Item	Teachers		Students	
		No	%	No	%
1	The presence of standard basketball play ground				
	A. Strongly agree	-	-	-	-
	B. Agree	-	-	-	-
	C. Undecided	-	-	-	-
	D. Disagree	3	75	143	74.8
	E. Strongly disagree	1	25	48	25.2
2	The presence of basketball materials				
	A. Strongly agree	-	-	50	26
	B. Agree	3	75	141	74
	C. Undecided	1	25	-	-
	D. Disagree	-	-	-	-
	E. Strongly disagree	-	-	-	-
3	The presence of standard handball play ground				
	A. Strongly agree	1	25	85	44
	B. Agree	3	75	106	56
	C. Undecided	-	-	-	-
	D. Disagree	-	-	-	-
	E. Strongly disagree	-	-	-	-

4	The presence of handball materials				
	A. Strongly agree	1	25	38	20
	B. Agree	3	75	153	60
	C. Undecided	-	-	-	-
	D. Disagree	-	-	-	-
	E. Strongly disagree	-	-	-	-

As can be seen in item 1 of table 8 in the presence of standard basketball playground, the majority 143(74.8%) of the students and 3(75%) of the teacher respondents replied disagreeing with the presence of standard basketball playground whereas 48(25.2%) of the students and 1(25%) of teacher respondent replied strongly disagreed with the presence of standard basketball playground. This indicated that it is difficult to offer basketball practical courses for PE students.

Regarding the same table of item 2 the majority of the teacher respondents 3(75%) and students of 141(74%) are replied by agreeing on the presence of basketball materials. On the other hand 50(26%) students strongly agreed on its presence and also 1(25%) of the teachers are unable to decide on the presence of basketball materials.

As can be seen item 3 of table 8 the presence of standardized handball ball playground 85(44%) student and 1(25%) of the teacher respondents replied by strongly agree with the presence of standardized basketball playground. Also most of students 106(56%) and 3(75%) teacher respondents agree with the presence of standardized handball playground.

Item 4 of table 8 is strongly agree and agree by the majority of the teachers respondents respectively, that is 1(25%) and 3(75%) similarly 12(27.3%) and 32(72.7%) of the student respondents strongly agree and agree on the presence of handball materials.

Table 9: Views of student and teacher respondents the method of teaching

No	Items	Teachers		Students	
		No	%	No	%
1	Teaching method of discussion				
	A. Always	-	-	-	-
	B. Often	-	-	-	-
	C. Sometimes	-	-	13	6.8
	D. Rarely	3	75	125	65.5
	E. Not at all	1	25	53	27.7
2	Teaching method of demonstration				
	A. Always	-	-	15	7.8
	B. Often	2	50	122	63.9
	C. Sometimes	2	50	54	28.3
	D. Rarely	-	-	-	-
	E. Not at all	-	-	-	-
3	Teaching method of lecture				
	A. Always	2	50	44	23
	B. Often	2	50	51	26.7
	C. Sometimes	-	-	96	50.3
	D. Rarely	-	-	-	-
	E. Not at all	-	-	-	-
4	Teaching method of problem solving				
	A. Always	-	-	-	-
	B. Often	-	-	7	3.7
	C. Sometimes	-	-	7	3.7
	D. Rarely	3	75	132	69
	E. Not at all	1	25	45	23.6

Regarding item 1 of table 9, the majority of teachers respondents 3(75%) rated that, discussion method practiced sometimes most of the students 125(65.5%) and 53(27.7%) indicated that the practice of discussion method is sometimes and rarely respectively.

Item two of table 9 indicates that 3(75%) and 1(25%) of teachers and 122(63.9%) 54(28.3%) of students responded that the majority of the teacher used demonstration method often and sometimes respectively. This indicates that most physical education teachers do not use always physical education practical classes however (HDP:2000) states that demonstration is most effective when the students are able to attempt the activity themselves after demonstration.

As can be seen from item 3 of the same table the majority of the student respondents 96(50.3%) rated that lecture method practiced sometimes whereas most of the teachers 2(50%) and 2(50%) indicated that the practice of lecture method always and often respectively.

As can be seen table 9 of item 4 problem solving methods that helps learners to generate solutions problems that are new to student were used rarely by the majority of teachers. About 3(75%) teachers and 132(69%) of the student replied by they were using problem solving method rarely and also 1(25%) teacher and 45(23.6%) of the student respondents replied rather than become trapped. but not at all using problem solving teaching methods. However, HDP (2008) indicates that problem solving is an essential skill as it creates students who are able to think for themselves independent thinkers who look for solution.

4.6 Factors that Affect the Teaching Learning Process of Physical Education

Table 10: Teachers response regarding factors that affect the teaching learning process of physical education

No	Items	Yes		No	
		No	%	No	%
1	Are there any challenges that affect you to teach physical education, especially practical parts in the field?	3	75	1	25
2	Do you think that the society's culture affects PE participation in learning and practicing sports activities, especially in the field?	3	75	1	25
3	Do your schools have enough teaching material?	-	-	4	100
4	Do you motivate students?	4	100	-	-
5	Do you think students actively participate during PE class?	3	75	1	25
6	Is the credit is appropriate to finish PE text book?	2	50	2	50
7	Do your relationship with the school administrator is good?	2	50	2	50

As table 10, teacher's response on any challenges that affect to teach physical education, especially practical parts in the field? Shows that 75% of them answered yes and the rest 25% say no.

Last but not least, is the availability of materials the main challenges to hinder practical class? With this respect the teacher had observed that there are little or no materials for practical activities especially gymnastic and athletics and handball in most school. The reasons why there is a great shortage of those materials are: There is a great shortage of many as described by the directors of the school, there is lack of suitable training fields or there is no playground is the reason and lastly there is a bad condition that is not expected, this problem is school administrator and PE teachers are careless for the subject condition and their responsibilities.

As indicated in table 9 the question about societies' attitude/culture is affected practicing Physical Education activities in the field. The respondent also similar answer, for this question 75% agreed and the remain 25% said no, On Lack of enough teaching material for teaching and learning process of physical education and at the same time all teachers said yes on the response. Again, the question that asked about teachers is motivating their students in teaching class. Moreover, 100% the response on the participation of the student on Physical education class show that positive.

The response on the assigned credit hour of appropriateness to finish PE text book, shows that 50% of the response said appropriate and the rest 50% is said no. In addition, while 50% of the response shows that and said they have good relationship with school administrator; the rest of 50% response is not.

As this shows the majority of response indicates factors those affect participation of students those challenges are, naturally lack of student's interest, sport wears and health, in every grade there is reputation of lesson with this reason the subject is to be unchangeable and boring, Lack of available material, lack of teacher that should be model for students and lack of available playground.

4.7. Discussion on Class Room and Field Observation

The discussion on class room and field observation focus on check list points. Based on observation table, the researcher made an indication on each table indicated point. Based on those point the researcher gave parameter for the observation. As the observation made in the first place (Darimu preparatory school) in what extent the teaching room facilities are convenient in each are observed. The teaching room sits , class room condition or class room facilities where not adequate in the some as observed playing ground of (Darimu) was not clear and attractive. Therefore, this things can be challenge to implement the curriculum of physical education in the selective school. Darimu preparatory school November 22/2019.)

Were as, the second observation was made at Gore preparatory school. In this school, the playing ground of is poor which means there is o practical field. Because it builds for the purpose of public school this means, according to the researcher information which gained from her observation and reading research book, most of private and public school had no playing ground and physical education , teaching learning material(like hand ball and basketball, play ground as well as materials) since the school is 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 organized to business oriented aim the don't worry about physical education. (Gore preparatory school December 02/2019) as the some the researcher observed Mettu preparatory school.

The school compound constructed as very good and attractive. But the basic teaching aid of the school like physical fitness center, gymnasium and gymnastic equipment and some of it not available. (Mettu preparatory school , Decembers 21/2019) according to the observation result show that in the three selected preparatory schools there is no adequate PE teaching material a d platy grounds in the school. This can be challenging to practice the process of teaching learning PE.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

This chapter is divided into three main sections. The first section is discussed a summary of the research. The next section is review the conclusions based on the research questions. The third section is recommended the practice and challenges of teaching learning process of physical education in Ilu Aba Boor zone in selected preparatory school.

5.1 Summary

The purpose of the study was to investigate the practice and challenges of teaching learning process of physical education in the case of Ilu Aba Boor Zone some selected preparatory schools in order to achieve the purpose of this study. In line with this, the following questions were raised.

1. What is the attitude of students towards PE practical class?
2. How evaluate the current curriculum of physical Education?
3. Is there appropriate teaching materials and facility for students on the study areas?
4. What are the major factors that affect the teaching learning process of physical education in the study areas?

The method employed for the study was descriptive survey type conducted in Ilu Aba Boor Zone some selected preparatory schools. In analyzing the collected data quantitative method percentage was employed to analyze the data collected by questionnaire, and qualitative method was employed for interview, open ended questions and observation.

A descriptive survey method of study was designed for the purpose of the study. The subjects of the study were 191 students selected by using stratified random sampling techniques or Mugenda (2003) formula; 4 physical education teachers selected by purposive sampling technique and 3 principals were selected by available sampling technique. Both qualitative and quantitative data of the study were obtained through questionnaires, interview and class observation. Descriptive statistical analyses of data were employed. The data obtained were analyzed using frequency, and percentage.

Based on the analyzed data the following major findings were obtained:

- Most students had the interest to learn physical education
- The absence of PE reference books in the schools' libraries
- As far as the teaching materials and facility is concerned, teachers and students reported that, physical education teachers are not corresponding with the number of students; there are no sufficient sport facility and equipments. The observation results also strengthen this idea.
- The absence of facilities such as handball, basketball playground/ courts and gymnasiums to exercise practical activities

5.2 Conclusion

Based on the results and discussions of the study described in each sections about the practice and challenges of teaching learning process of physical education in Ilu Aba Boor zone in selected preparatory school the following possible conclusions are made.

Most of respondents 66(35%) and 64(33.5%) of respondents responded “strongly agree and agree” regarding more learning other subjects than physical education. Regarding the interest of students in physical education showed more positive attitudes. The data summarized in table 4 showed that students have wide ranging views towards physical education with reference to the curriculum.

Regarding materials and facilities those are necessary for the teaching learning process of physical education the majority of teacher respondents 75% replied by not at all with their PE reference books in their library whereas the rest 25% of them agreed are partially with the presence of PE reference books in their library. The development of physical education program highly depends on the availability of infrastructure and teaching materials in the school. But as indicated in this research findings the availability of school facility and teaching materials are insufficient.

As the result of the study shows that the major factors that affect the teaching learning process of Physical education were societies’ attitude/culture is an affected practicing Physical Education activity in the field. The respondent also similar answer, for this question 75% agreed and the remain 25% said no, On Lack of enough teaching material for teaching and learning process of physical education and at the same time all respondents said yes on the response.

5.3 Recommendations

With the points and facts mentioned in the results, summaries and conclusions, the following recommendations are suggested.

- Many awareness activities should be done progressively to develop positive attitude towards physical education so that students could pay serious attention to learn the subject and making it as a major field of study in their future careers.
- Lack of sufficient teaching materials is also found to be one of the major factors affecting the effective implementation teaching process of physical education. Thus due attention should be given to provide adequate teaching materials by the school and regional education bureau.
- Like other academic subjects, for better teaching-learning process of physical education the selected schools should fulfill necessary equipments, facilities and curricular materials. Whenever possible physical education teachers should try to produce local teaching materials to deal with practical activities there by enable in solving the immediate materials shortage.
- Curriculum implantation entails putting in to practice the officially prescribed courses of study, syllabuses and subjects. The process involves helping the learner acquire knowledge or experience. It is important to note that curriculum implementation cannot take place without the learner.
- Implementation takes place as the learner acquires the planned or intended experiences, knowledge, skills, ideas and attitudes that are aimed at enabling the same learner to function effectively in society.

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APPENDIX-A
JIMMA UNIVERSITY
COLLEGE OF NATURAL SCIENCE
DEPARTMENT OF SPORT SCIENCE

Questionnaires prepared for preparatory school students

Dear students,

This questionnaire is designed to collect information for research purpose only. Its objectives to assess your opinions a study the practice and challenges of teaching learning process of physical education in Ilu A/Boor zone selected preparatory school. I kindly request to you give your genuine response for each of the question. All information and data you provide will be used only for the purpose of this academic study.

NB. It is not necessary to write your name in this paper

Thanks you in advance kindly cooperation.

Instruction: Write your own back ground information on the space provide.

Name of school-----Grade level-----Sex-----
Age-----Region-----Zone-----District-----
Sub city-----

Part: I

1. Are you interested in physical education practical class?
A. Yes B. No
2. If your answer for Q1 is yes why? _____
3. If your answer for Q1 is No why? _____
4. Do you have enough material (equipment in your school) to do the activities?
A. Yes B. No
5. Do you have sufficient playground/field in your school?
A. Yes B. No
6. Do students have shortage of time after a class to do practical activities?
A. Yes B. No C. I don't know
7. Are there adequate teaching learning resources to facilities your physicaleducation courses?
A. Excellent B. V. good C. Good D. Partially E. Not at all

8. If your answer for question number 7 is “Not at all”, how did it affect your physical education?

Direction:Five-alternatives questions are provided for responding to the statements listed below. For each question tick the one response which best represents your opinion.

Students' Attitudes to Physical Education and their teachers.

No	Questions	Strongly Disagree	Disagree	Agree	Strongly Agree	Undecided
1	I do not go to school to do physical education but to learn more important subjects					
2	I find the activities in physical education boring because we always do the same thing					
3	I wish we could choose what we do in physical education					
4	Physical education should be a requirement from elementary school through high school					
5	Vigorous physical activity works off harmful emotional tensions					
6	Physical education does not need academic requirements as other subjects do					
7	I will make physical education as major field of study if I get a chance in the college or university					
8	I do not like playing games because they are too rough.					
9	Physical education is not important because it does not lead to a job.					
10	Physical education is one of the worst lessons we have in school.					
11	My physical education teacher does not control the class properly.					
12	My physical education teacher uses different teaching aids.					
13	My physical education teacher does not encourage me to learn health and physical education					

14	Physical fitness is a most important aspect of life					
15	I like my physical education teacher					
16	The physical education teacher should offer extra activities for all Students					
17	My physical education teacher does not treat clever students in physical education.					

Part III

Instruction: Items related to the practices of different PE learning strategies are listed below. Please indicate how often you use them in your classroom practices according to the following scales.

No	Strategies Used By Teachers to Develop PE Teaching Learning Process	Always	Often	Some times	Rarely	Not at all
1	Problem solving method					
2	Role-playing					
3	Discussion					
4	Brain storming					
5	Peer Teaching					
6	Group work					
7	Question and Answer					
8	Demonstration					
9	Debating					

Part IV: Items related to challenges that affect in teaching learning process of physical education. Please, provide appropriate responses using tick “√” mark in front of the corresponding items or under the alternative given below.

No	Items	Yes	No
1	Are there any challenges that affect you to teach physical education, especially practical parts in the field?		
2	Do you think that the society’s culture affects PE participation in learning and practicing sports activities, especially in the field?		
3	Do your schools have enough teaching material?		
4	Do you motivate students?		
5	Do you think students actively participate during PE class?		
6	Is the credit is appropriate to finish PE text book?		
7	Do your relationship with the school administrator is good?		

APPENDIX-B
JIMMA UNIVERSITY
COLLEGE OF NATURAL SCIENCE
DEPARTMENT OF SPORT SCIENCE

Questionnaires prepared for teachers

Dear teachers,

This questionnaire is designed to collect information for master's degree education towards the practice and challenges of teaching learning process of physical education in Ilu A/Boor zone selected preparatory school. I kindly request to you give your genuine response for each of the question. All information and data you provide will be used only for the purpose of this academic research or study.

NB. It is not necessary to write your name in this paper

Thank you in advance!

I. Personal Information

Name of school----- Level of education-----

Gender/sex _____

Teaching experience _____

Age _____

Part I. Identifying teachers' attitudes in PE teaching, Please indicate how much you agree in the given opinion or the following scales

Questions	Strongly Agree	Agree	Undecid	Disagree	Strongly Disagree
Physical education is one of the worst lessons we have in school.					
I do not go to school to do physical education but to teach more important subjects					
I find the activities in physical education boring because we always do the same thing					
I wish we could choose what we do in physical education					
I would rather do physical education than other school subjects					
Vigorous physical activity works off harmful emotional tensions					
Physical education does not need academic requirements as other subjects do					
I will make physical education as major field of teaching if I get a chance in the college or university					
Physical education makes important contributions to mental health					
Physical education makes important contributions to mental health					

PartII:

Instruction: Items related to the practices of different PEteaching strategies are listed below.

Please indicate how often you use them in your classroom practices according to the following scales.

No	Teaching Methods Used By Teachers to Develop PE Teaching Learning Process	Always	Frequently	Some times	Rarely	Not at all
1	Problem solving method					
2	Discussion					
3	Lecture					
4	Peer Teaching					
5	Group work					
6	Demonstration					

1. Did you supported by technology like computer and internet access in your school for the supporting of learning process?
 - A. No internet access
 - B. Moderate internet access
 - C. Maximum internet access

Part V: Open-ended question towards the interest and strategies used by students in PE class

1. What is your interest to learn physical education? Please explain it.

2. Is there any challenge that hinders you to participate in PE class? If there is explain briefly as much as possible.

3. Does your school have enough teaching material? If your answer is positive mention it.

4. What are problems and challenges of physical education that are hinders for quality teaching and learning process, please write your opinions and the solutions for its limitation.

Appendix C
JimmaUniversity
College Of Natural Science
Department Of Sport Science

Interview questions for school administrators

These interviews are prepared to gather school administrator's opinions about the practice and challenges of physical education teachers in teaching-learning process and to undertake survey study.

1. What is yours attitude about physical education subject?
2. Do you participate in sport activities?
3. How much do you facilitate the condition to develop physical education?
4. What do you say about the curriculum of PE?
5. How much do you cooperate to solve educational and personal Problems?
6. How much the school appraise (appreciate) teachers?
7. Are school administrators evaluating the academic qualification to improve teacher's job effectiveness?
8. How much schools contribute for teachers upgrade their qualification through further education?
9. Can you say PE has an acceptance with the society like other subject?
10. Do your schools have enough teaching material?
11. What are the factors you think can affect the teaching learning of PE?
12. What are the solutions for those factors that affect teaching learning of PE?

APPENDIX D

Checklist for observation

No	Items	v. good	Good	Poor	v. poor	Not at all
1	Availability of handball playground & materials					
2	Availability of basketball playground & materials.					
	Gymnasium and gymnastic equipment					
4	Availability of computer					
5	Availability of internet access					
6	The availability of department office, store room					
7	Physical fitness center					
8	Availability of PE reference, handout /modules					
9	Students' interest and motivation to participate actively in PE class.					
10	Appropriateness of teaching methods for a given content.					