

# JIMMA UNIVERSITY

COLLEGE OF NATURAL SCIENCE DEPARTMENT OF SPORT SCIENCE

FACTORS AFFECTING THE QUALITY OF PHYSICAL EDUCATION IN SOME  
SELECTED SECONDARY SCHOOL IN MIZAN AMAN SUB CITY



BY:  
WORKAGEGNEHU MATIYOS

A RESEARCH SUBMITTED TO THE SCHOOL OF GRADUATE STUDIES OF JIMMA  
UNIVERSITY DEPARTMENT OF SPORT SCIENCE IN PARTIAL FULFILLMENT OF THE  
REQUIREMENTS FOR THE MASTER OF SCIENCE IN SPORT SCIENCE

**JANUARY, 2020**  
**JIMMA, ETHIOPIA**

JIMMA UNIVERSITY  
SCHOOL OF GRADUATE STUDIES  
COLLEGE OF NATURAL SCIENCES  
DEPARTMENT OF SPORT SCIENCE  
FACTORS AFFECTING THE QUALITY OF PHYSICAL EDUCATION IN SOME  
SELECTED SECONDARY SCHOOLS IN MIZAN AMAN SUB CITY

BY: WORKAGEGNEHU MATIYOS

A RESEARCH SUBMITTED TO THE SCHOOL OF GRADUATE STUDIES OF JIMMA  
UNIVERSITY IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE  
MASTER OF SCIENCE IN SPORT SCIENCE

ADVISOR: SAMSON WONDIRAD /Asst. Prof/

CO- ADVISOR: ESHETU GIRMA

**JANUARY, 2020**  
**JIMMA, ETHIOPIA**

JIMMA UNIVERSITY  
SCHOOL OF GRADUATE STUDIES  
COLLEGE OF NATURAL SCIENCES  
DEPARTMENT OF SPORT SCIENCE

DECLARATION

By my signature below, I declare and affirm that this Thesis is my own work. I have followed all ethical and technical principles of scholarship in the preparation, data collection, data analysis and compilation of this Thesis. Any scholarly matter that is included in the Thesis has been given recognition through citation.

Name Workagegnehu Matiwos

Signature \_\_\_\_\_

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

Department: \_\_\_\_\_

JIMMA UNIVERSITY  
SCHOOL OF GRADUATE STUDIES  
COLLEGE OF NATURAL SCIENCES  
DEPARTMENT OF SPORT SCIENCE  
BOARD OF EXAMINERS

As members of the Examining Board of the Final MSc. Open Defence, we certify that we have read and evaluated the thesis prepared by: Workagegnehu Matadors entitled: Factors affecting the quality of physical education in some selected secondary school in mizan aman sub city. We recommend that it could be accepted as fulfilling the thesis requirement for the Master of Science in Sport Science

Samson Wondirad (Asst. Prof)

\_\_\_\_\_  
Name of Major Advisor

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

Eshetu Girma

\_\_\_\_\_  
Name of Co Advisor

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

As member of the Examining Board of the final MSc. Open Defence, we certify that we have read and evaluated the thesis prepared by Workagegnehu Matiws and examine the candidate. We recommend that the thesis be accepted as fulfilling the thesis requirement for the Master of Science in Sport Science.

\_\_\_\_\_  
Name of Chair Man

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Name of Internal Examiner

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Name of External Examiner

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

## **ACKNOWLEDGEMENT**

First of all, I would like to thank my almighty God for giving us a power to do things,

Secondly I wish to express my special appreciation to my advisor; Samson Wondriadi Assistances Professor, for his scholarly and academic assistance and willingness to advise and comment on this research proposal paper for the valuable comments and guidance.

Thirdly I am also thankful to my co-advisor; Eshetu Germ, for he supports and constructive feedback on my research proposal.

Fourthly, I want to express my gratitude to all school's principal or managements, teacher and students in giving of important ideas. Lastly, but not least, thanks to my family, friends and colleagues at home who encourage me to do this activity.

## **ACKNOWLEDGEMENT**

First of all, I would like to thank my almighty God for giving us a power to do things,

Secondly I wish to express my special appreciation to my advisor; Samson Wondriadi Assistances Professor, for his scholarly and academic assistance and willingness to advise and comment on this research proposal paper for the valuable comments and guidance.

Thirdly I am also thankful to my co-advisor; Eshetu Germ, for he supports and constructive feedback on my research proposal.

Fourthly, I want to express my gratitude to all school's principal or managements, teacher and students in giving of important ideas. Lastly, but not least, thanks to my family, friends and colleagues at home who encourage me to do this actively.

**Table of Contents**

**page**

Acknowledgement.....I

Bibliography.....II

Table of content.....III

List of Table.....IV

List of Figure.....V

Acronym.....VI

Abstract.....VII

CHAPTER ONE.....1

INTRODUCTION.....1

    1.1. Background of the Study.....1

    1.2. Statement of the problem.....4

    1.3 Research questions.....6

    1.4 Objective of the study.....6

        1.4.1 General Objective of the study.....6

        1.4.2 Specific objectives.....6

    1.5. Significance of the Study.....6

    1.6. Delimitation of the Study Area.....7

    1.7. Limitation of the study.....7

    1.8. Operational definition.....7

    1.9. Organization of the paper.....7

CHAPTER TWO.....8

REVIEW OF RELTED LITRATURE.....8

    2.1. Basic concepts the quality of Physical Education.....8

    2.2. Definition and Concept of Quality and Physical Education.....9

    2.3. The Quality Matter of Physical Education.....10

        2.3.1. Measurement of Quality of physical education.....10

        2.3.2. Importance of Quality Physical Education and in School Sport.....12

2.4. Empirical study on Factors that Affect Quality of Physical Education.....	13
2.4.1. School management.....	13
2.4.2. The Quality of Instructional Time.....	15
2.4.3. Textbooks.....	15
2.4.4. The Quality of School Facilities and Equipment.....	16
2.4.5. Relations between the School Directors and the Teachers.....	17
2.4.6. Student’s Capacity and Motivation to Learn.....	18
2.4.7. Teachers’ Knowledge skill, Experience and Motivation.....	18
2.5 Program objectives of curriculum design.....	22
2.5.1 Functional Curriculum.....	23
2.5.2 Implementing a physical education curriculum.....	23
2.6. Inclusive Physical Education.....	24
2.6.1. Planning for Inclusion in Physical Education.....	24
CHAPTERONE.....	26
3. RESEARCH METHODOLOGY.....	26
3.1. Descriptive the Study of Area.....	26
3.2. Research Design.....	27
3.3. Study Population.....	28
3.4 Sample and Sampling technique.....	28
3.5 Source and Type of data.....	27
3.6. Data collection instrument.....	28
3.6.1 Questionnaire.....	28
3.6.2 In-depth Interview.....	29
3.6.3 Observation.....	29
3.6.4 Focus Group Discussions.....	29
3.7. Data collection procedure.....	30
38. Methods of data analysis and interpretation.....	30



3.9. Ethical consideration.....30

CHAPTER FOUR.....32

4. DATA ANALYSIS AND DISCUSSION OF THE DATA.....32

4.1 Characteristics of Respondents.....32

CHAPTER FIVE.....41

5. SUMMARY, CONCLUSION AND RECOMMENDATIONS.....41

5.1 Summary.....41

5.2 Conclusion.....42

5.3. Recommendation.....43

REFERANCES.....43

APPENDIX I.....46

Question for students.....47

APPENDIX II.....48

Question for teachers.....49

APPENDIX III.....50

Question for principals.....51

APPENDIX IV.....52

INTERVIEW QUESTIONS FOR STUDENTS.....52

INTERVIEW QUESTION FOR TEACHERS.....52

INTERVIEW QUESTION FOR SCHOOL PRINCIPAL.....52

APPENDIX V.....53

SECTION THREE -OBSERVATION CHECK LIST DESIGNED FOR PE CLASS.....53

## **Acronym and Abbreviations**

AUC	African Union Commission
CBE	Curriculum Based Establishment
CSA	Central Statistic Agency
FDRGED	Federal Democratic Republics Government Ethiopia Document
ETP	Ethiopia Education and Training Policy
FDSE	Free Day Secondary Education
KCPE	Kenya Certification of Primary Education
KCSE	Kenya Certification of Secondary Education
MOE	Ministry of Education
MRTQE	Ministerial Round Table on Quality Education
NASPE	National Association for Sport and Physical Education
NAC	National Assessment Center
PES	Physical Education and Sport
UNESCO	United Nations Educational Scientific and Cultural Organization
UNICEF	United Nations International Children's Emergency Fund

## LIST OF TEBLE

<b>Table</b>	<b>page</b>
3.6.1. Population of Study.....	27
4.1. Age and Sex Characteristics of the Respondents.....	31
4.2. Respondents of the students for factor affecting the quality of physical education.....	32
4.3. Respondents of the students for interest of learning of students. ....	34
4.4. Response of Teachers for factor affecting the quality physical education.....	35
4.5. Response of Teachers for sport facility and equipment affecting physical education .....	37
4.6. Response of teachers for effecting of qualified school directors .....	38
4.7. Response of principal for factor affecting the quality of physical education .....	38
4.8. Response of principals for the given in school budget to physical education .....	39

## Figures

<b>1. Map of Bench Sheko.....</b>	<b>36</b>
-----------------------------------	-----------

## **ABSTRACT**

*The purpose of this study was to assess the factors that affecting the quality of physical education in Bench shako zone: The case of some selected secondary school in Mizanaman sub city. To address the problem and to achieve the objective of the study the researcher employed quantitative and qualitative approaches. Hence, the primary sources of data was collected from physical education teachers, students, school principals of selected secondary school and the secondary sources of data was collected from others related literature, journal article, and documents were used. The researcher administered questionnaire for the students, teachers and school principal by simple random sampling. In addition to this, the researcher employed observation, in depth interview and focus group discussion purposively to gather the data and the researcher used cross sectional research design to analysis and to interpret data. Based on the analyzed data the finding result shows that majority of the respondents were give their responses as there were insufficient instruction time, facilities and equipment, problem of large class size which affect quality physical education, Findings of the study also indicated that, there was a serious shortage of qualified physical education teachers' in the schools. This shortage was due to workshop, seminar and in-service training program not provided to upgrade the qualification of the teachers to teach physical education effectively and efficiently. Thus, to effectively implement the subject matter on the ground the key informants' suggested that, the school and the city administration education office should pay due attention to budget allotment of the government school, so that necessary material was been bought in sufficiently performed the quantity physical activity.*

**Key Words-** *Quality, Factors, Implementation, Facilities, Implementation Physical Education*

# CHAPTER ONE

## INTRODUCTION

### 1.1. Back ground of the Study

Education plays a paramount role for the development of one country. No countries have achieved its development stage without education. 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. Educational experiences are accumulated and transmitted from generation to generation as well as among country. The importance of education has been exhibited in improving the quality of human lives through various scientific and technological developments in the world. Because of this fact education is included in the documentation of human right that entitles everyone to the right to basic education. But it is challenging to provide education for all citizens. 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).

Education is a process through which an individual transmits experiences, new findings, and value accumulated over the years in his/her struggle for continued existence and development through generations. In the light of this, Federal Democratic Republic Government of Ethiopia document of Education and training policy(ETP, 1994) elaborates, education enables individuals and society to make all-rounded contribution in the development process by acquiring knowledge, ability, skills and attitudes. Ethiopia education and training policy was put in places (ETP, 1994 and rolling education sector development program launched in 1997 to meet the EFA and MDGS by 2015.

Ethiopia has placed education at the center of its strategies for development and democratization with strong policies promoting equity and quality of educational provision and rapid expansion of educational opportunity to previously underserved peoples (Africa Union Commission (2005); Transitional Government of Ethiopia 1994). Hence, the aims of education is to strengthen the individuals and society's problem solving capacity, ability and culture starting from basic education at all level and to get better change, development and keep up he/she environment for the purpose of an all rounded development by diffusing science and technology into the society. With regard to the statement mentioned above, (George Cronk,2004), defines education as a wide distribution of courses which highlight the acquisition of knowledge, understanding and evaluation of ideas, the ability to think constructively, creatively and the capacity to communicate effectively. In the same fashion, education provides effective means which direct to enable each individuals to adjust his/her self to social environment and full fill he/she responsibilities (Becker, 1978).

United Nation Educational, Scientific and Cultural organization (UNESCO, 2005), states, the setting of educational division in Ethiopia have been given powerful impetus after the defeat of the armed forces government in 1991. From the time, as soon as education has been an advance priority on the national programs emphasis given to the important role of education and training to promoting equality and to reducing poverty. Thus Transitional Government of Ethiopia (TGE, 1994), issued education policy and strategy that identified three key areas for changes; making education more relevant to the demands of the community and curriculum change, quality improvement and the expansion of primary and vocational education. Likewise, Education and physical education are passing through a period of change and transformation from tradition roles to modern and purposive role in accordance with the increased productive of today's world through competition and production. There is a need for recasting the existing education programs keeping in mind the totality and holistic nature of knowledge. This is very much true of physical education which is the education of the individual and his body in its true sense and in its entirety (Krishnamurthy& N. Parameswara Ram, 1990). The economic, social, political and other development of a particular country is accompanied by the degree of a quality of education of a country. However, developing countries have different problems to expand and uphold the quality of education as well as to

get across rapid development and change. On the way to reduce this hindrance, education is the means through which the accumulated knowledge, experience and mental ability of a given society are transferred to the next generation construction of Ethiopian education system encompasses formal and non-formal education What is more, the formal or modern education in Ethiopia began at the beginning of 20<sup>th</sup> c and later during the reign of Emperor Hailesele I the education system take the first place in the nation building process (Silvya Pancherst, 1955). At the next, the educational system of the Dergue regime curriculum had not been properly developed to meet the societal and pedagogical demands of the country. The content of the curriculum was over loaded by theoretical knowledge with light emphases on practices (MoE, 1994). Similar to that, ministry of education suggests, adequate levels of resources were neither available nor invested in education to make it effective. The effort to become more participatory was seen as being too little and too late by repressed citizens; the Dergue regime's failure to achieve the promised political and social system desired by Ethiopians at last led to its termination in 1991. In different regime of the government, the quality of education experienced different problems. The same is true for the development of the quality of Physical education in different level of Ethiopian school. According to different scholars, the quality of physical education will be affected by different external and internal problems. Based on the above problems, the researcher was interested to assess the school related factor affecting the quality of physical education in case of Mizan Aman sub city.



## 1.2. Statement of the problem

Educational system was effective to the extent it makes use of the available resources to achieve its stated aims and objectives. The major objective of every school system irrelevant of the level of education is to provide high quality education for learners.

According to Demis(2005) states, basic education was seen as a necessary condition for development in overall of the country Ethiopia as a right for every children's. The development of the quality of physical education as discipline was important for different groups of peoples in general. Physical education was a core study in the school curriculum because it contributes two unique goals to the curriculum: the development of motor skills and physical fitness. Evidence exists proving that students who are active in PE programmes improve motor performance and learn skills better than students who only play games or receive no physical education (DSE, 1993).

In line with Martanetl (2016) physical education is an agent for health and wellness that can promote personal responsibility and control for active lifestyles. However, equally as important, physical education focuses students' attention and understanding the problem of the social environment that may inhibit them and others from pursuing active lifestyle.

According to Hagger and Chatzisarantis (2007) intrinsic motivation, self-determination and joy of learning are very important in physical education and sport. To strengthen this point, Light (2003) stated that PE teachers should use the Teaching Games for Understanding approach because its holistic and whole-body learning enhances a sense of joy related to achievement and profound learning.

However, the quality of physical education is affected by different means of factors. For instance as the study conducted by Barroso et al(2005), most teacher-related barriers have been reported in primary school studies including possessing low levels of confidence or interest in teaching physical education, being unable to provide safely planned and structured lessons, having had personal negative experiences in physical education and lacking training, knowledge, expertise and qualifications to provide physical education (De Corby, Halas, Dixon, Wintrup & Janzen, 2005; Morgan & Bourke, 2005; Xiang, Lowy & McBride, 2002).

In addition to this the research conducted by Kate J , Amanda C,(2014) on Barriers to Providing Physical Education and Physical Activity in Victorian State Secondary Schools ,barriers to

participation in physical education and physical activity has reported changing attitudes to activity and physical education, adolescents' decision making favouring more sedentary activities, the importance of peer pressure or desire for peer approval when choosing activities, the changing fitness levels of students, student unwillingness to participate, a dislike of activity, a lack of understanding of the benefits of physical activity and a decline in student interest (Boyle et al., 2008; Dagkas & Stathi, 2007; Sherar et al., 2009; Trudeau & Shephard, 2005).

According to, V.K.Rao.R.S.Reddy(2005);learning as activity in requires skill, in execution and successful participation. Teaching is undervalued and underpaid as profession and this are not helped selection procedure. Narayana (2000) states, the effective management in the school is central to well-being of educational system that require positive co-operation of school principal, teachers and parents to implement teaching -learning processed to achieve the objective of the school. Quality of education depends on several issues, among others educational planning, management, teacher's profession competence and efforts of student, instructional supervision and classroom teaching-learning situation (MOE; 2002).Furthermore, in the span of the researcher teaching experiences and observing problems of teaching physical education in relevance with the contents to be taught factors such that; inadequate facilities and equipment, roles of school director and school based instructional supervision , director and teacher's relationship, schools and parent relationship, large class size, playground ,shortage of books and other teaching materials, insufficient instructional time hold back the quality of teaching physical education at large in the study area.

### **1.3 Research questions**

This research attempts to address the following research questions;

1. What are student's related factors affecting the quality teaching in physical education in some selected secondary school in mizan aman sub city?
2. What are teachers related factors affecting the quality of teaching -learning process in physical education in some selected secondary school in mizan aman sub city ?
3. What are school principal or managements related factors affecting the quality of physical education in some selected secondary school in mizan aman sub city?

### **1.4 Objective of the study**

#### **1.4.1 General Objective of the study**

The main objectives of study were to assess the factors that affected quality of teaching physical education in some selected secondary school in mizan aman sub city.

#### **1.4.2 Specific objectives**

To achieve the main purpose, the following specific objectives had been set-to found out the possible solution of school related factors affecting the quality physical education at some selected secondary school in mizan aman sub city.

1. To identify student oriented factors affected the quality of physical education.
2. To find out teachers factors that affected the quality of physical education.
3. To sort-out school principal factors that affected the quality of physical education.

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

The effectiveness and efficiency of any educational program depended on a thorough understand of the problems that inhibit it was successful accomplishment. Therefore, the problems that were discussed in this study had the follow significance for different group of members. The study was expected to contribute in the identification of the school factors that affects quality of touch physical education in some selected secondary school in mizan aman sub city. It was intended to create awareness to the problem among educators in particular and the public at large. Provide a hint to the school directors and other concerned bodies as to found.

It was enables to identify the problem that affected the quality of physical education in the case of bench Sheko zone insome selected secondary school in mizan aman sub city.

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

Even though the quality of education was presented at all level of education system of the whole country, to make the study specific and manageable the researcher delimits of the study into six governmental and private owned schools of Mizan Aman sub city. Additionally, the study was focused only on the factors affected the quality of Physical education atsome selected secondary school in mizan aman sub city. The study was delimited to this issue, because of internal and external factors.

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

It is obvious that, research work can be not totally free from limitation. To this end, the researcher faces limitations. Unwilling of respondents to bring back the questionnaire to the researcher on the right time and disagree in record of meeting. Shortage of time to collect and arrange relevant information; in availability of access to surfing (brows) internet; Financial constraint delimited the area of the study.

### **1.8. Operational definition**

Quality: is very similar to the concept of beautiful or good.

Equipment:-is the term used for those items that are not consigned, Expendable but employed such as field, ball, parallel bars etc.

Facilities: -Teaching station or a room, place where physical education teaching and learning process takes the place.

Curricular material: -Refer to the syllabus, teachers' guides and teachers textbooks prepared for particular in high or secondary school the standardize student's grade level in our country

### **1.9. Organization of the paper**

This research paper was organized into four chapters. The first chapter holds the introductory part of the study, which consists of background of the research, statement of the problem, significance, and objectives of the study, and scope of the study. The second chapter deals with review of literature relevant to the research. The third chapter discussed about research methodology. The fourth chapter consists about budgeting and time schedule of the students.

## CHAPTER TWO

### REVIEW OF RELATED LITERATURE

#### 2.1. Basic concepts the quality of Physical Education

Quality education is an effective means to fight poverty, build democracies and foster peaceful societies. Quality education empowers individuals, gives them voice, unlocks their potential, opens pathways to self-actualization and broadens perspectives to open minds to a pluralist world. There is no one definition, list of criteria and definitive curriculum or list of topics for a quality education. Quality education is a dynamic concept that changes and evolves with time and changes in the social, economic and environmental contexts of place. (Ministerial Round Table on Quality Education, 2003). During the 1990s, the notion of managing quality has become formalized in business application, so several attempts have been made to transfer the idea of quality to educational setting (Hoy, Bayne-Jardine and Wood, 1990). Quality education linked to purpose. Education is to do with learning rather than with social control and advantage. Quality is dependent upon the particular context in which it is applied. Quality essentially is part of the learning process, a learning process that is the purpose of educational organization. Quality improvement is achieved by the whole school; by the teacher, pupils and staff not only the teacher; by the parent and wider community (Hoy, Bayne-Jardine and Wood, 1990). What does quality denote in the context of education? Different authors define quality differently as the following. As a result, many definitions of quality in education exist, testifying to the complexity and multifaceted nature of the concept. The terms efficiency, effectiveness, equity and quality have often been used synonymously (Adams, 1993). Considerable consensus exists around the basic dimensions of quality education today. However, quality education includes learners who are healthy, well-nourished and ready to participate and learn, and supported in learning by their families and communities; Environments that are healthy, safe, protective and gender sensitive, and provide adequate resources and facilities; Content that is reflected in relevant curricula and materials for the acquisition of basic skills, especially in the areas of literacy, numeracy and skills for life, and knowledge in such areas as gender, health, nutrition, HIV/AIDS prevention and peace; Processes through which trained teachers use child centered teaching approaches in well

managed classrooms and schools and skilful assessment to facilitate learning and reduce disparities; Outcomes that encompass knowledge, skills and attitudes, and are linked to national goals for education and positive participation in society. This definition allows for an understanding of education as a complex system embedded in a political, cultural and economic context. This paper will examine research related to these dimensions. It is important to keep in mind education's systemic nature, however; these dimensions are interdependent, influencing each other in ways that are sometimes changeable. This definition also takes into account the global and international influences that strength the discussion of educational quality (Motala, 2000), while ensuring that national and local educational contexts contribute to definitions of quality in varying countries (Adams, 1993). Definitions of quality must be open to change and evolution based on information, changing contexts, and new understandings of the nature of education's challenges. New research ranging from multinational research to action research at the classroom level contributes to this redefinition. Systems that embrace change through data generation, use and self-assessment are more likely to offer quality education to students (Glasser, 1990). Continuous assessment and improvement can focus on any or all dimensions of system quality: learners, learning environments, content, process and outcomes.

## **2.2. The Quality Matter of Physical Education**

It is difficult these days to ignore the message that education matters. Governments everywhere in the world have assumed a substantial role in educating their citizens and providing education for all is a central pillar of the millennium development goals. A variety of motivations lead societies to provide strong support for schooling. Moreover, in all aspects of the school and its surrounding, the rights of the whole child and all children, to continued existence, protection, development and participation are at the centre of quality. This means that, the focus of quality education is on learning which strengthens the capacities of children to act progressively on their own behalf through the acquisition of relevant knowledge, useful skills and appropriated attitude and creativity that helps all the way through creating conducive learning environments and healthy interaction for them and others (Bernard, 1999)

### 2.2.1. Measurement of Quality of physical education

According to World Bank,(1995). Quality in education is difficult to define and measure. In the light of this, Tegegn Nuresu(1998) expresses that, discussion on the quality of education usually focuses on level of pupils' achievement in examinations, parent satisfaction of the outcomes of education, relevant skill, attitude and knowledge acquired for life after schooling and the condition of learning environment. However, some of these are subjective and hence, are difficult to measure. These are a number of indicators that contribute to the quality of educational provision. These are pupils/teachers ratio, class-size and quality of facilities and qualification of teachers. That's why; the education quality indicators framework examines a range of factors organized into four categories:

*Contextual factors:* describe the economic and social forces that have an effect on the education system, but are beyond the direct control of the system. This includes socio-economic status, country of birth and language background, categories of special needs, and student mobility.

*Input factors:* describe the resources that go into the system. They include student attendance, support personnel, teachers' qualifications and experience, accessibility and use of instructional materials, and use of computers in selected subjects.

*Process factors:* describe the activities resulting from the use and management of the input indicators within the school. Among these process factors are teachers' professional development, and planning.

*Output factors:* describe students' development while they are still in school, and include students' attitudes and achievement results.

Moreover, most public debates on the quality of education include concerns about a student's level of achievement, the relevance of learning to the world of employment or the social, cultural and political worlds occupied by the student. Frequently they often also include concerns about the conditions of learning, such as supply of teachers or facilities. In light of this, researchers have suggested that the concept of educational quality is complex and multidimensional (Grisay&Mahlck 1991). Grisay and Mahlck (1991) argue that, the notion of quality should not be limited to student results alone but should also take into account the determinant factors which influence these, such as the provision of teachers, buildings,



equipment and curriculum. According to them, the general concept of quality of education is made up of three interrelated dimensions. These are quality of human and material resources available for teaching (inputs), the quality of teaching practices (process) and the quality of results (outputs and outcomes). Thus, studies which set out to assess the quality of education need to treat these factors carefully. Some studies support assessing the quality of education by using simple measures of input to education (teachers, equipment, materials, etc.). In general, according to Ross and Mahlck (1990) every society has certain explicit or implicit measure or status indicators of educational quality such as educational input, output and educational process. Therefore, the researcher of this study gives emphases on input rather than output and educational process because input is easier and less costly to measure (Grisay and Mahlek, 1991).

### **2.2.2. Importance of Quality Physical Education and in School Sport**

National Statement on the curriculum future of health and physical education in Australia (ACHPER, 2009), physical education is emphasized as being an educational endeavour and experience, focusing on the provision of learning experiences that potentially have a key role to play in providing young people with skills, knowledge, understanding, values and attitudes that are fundamental to their health and lifestyles. Regarding to quality of physical education, National Association for Sport & Physical Education (NASPE, 2001), elaborates, child's intellectual growth cannot take place without having meet his or her basic physical needs. The curriculum for every child's preschool through high school experience should include an opportunity to participate in quality physical education programs and other health enhancing physical activity. In the same manner, in implementing a high quality course of study in physical education, Reston, VA(2004) states that, policymakers are beginning to understand that physical education is as much an academic discipline as anything else taught in school a discipline that gives students some of the most critical skills they need to be productive citizens of the 21<sup>st</sup> century. Like other academic courses of study, physical education should be based upon rigorous national standards that define what students should know and be able to do as a result of participation.

According to Bailey (2006) clarifies that, for many children, school is the main environment for being moreover involves in physically active through either PES programs or after school activities. The provision of physical education and sport in schools is the only means of assuring all children with the experience of physical activity more specifically appropriate to their developmental and learning needs, physical development and wellbeing. Sedentary live activity and its negative consequences for future health consider health related benefits that may arise by good value of children experiencing through physical activity in the context of physical education. As Bailey (2006) identifies that, physical activity has significant role in reducing risk factors associated with many chronic diseases. He suggested favourable relationship between physical activity and a host of factors affecting children's physical health, including diabetes, blood pressure, bone health and obesity. Furthermore, physical activity has been identified as enhancing health in physiological, psychological and emotional well beings. Similarly, PE promoting and fostering enjoyment of movement and motor skill confidence and competence at an early age helps to ensure healthy development and later participation in physical activity. Research evidence supports that children and adolescents who are physically active tend to become active adults. Physical activity increases fitness, improves muscle tone; aids respiration, circulation and dietary control, benefits digestion, promote rehabilitation after illness and has a positive effect on energy expenditure and energy balance. The positive effect of motor stimulation on brain and neural connections in early childhood and elementary education is a key influence on problem solving ability and academic achievement (NASPE, 2004). Receptively, Bailey (2006) identifies that, there is now fairly consistent evidence that regular activity can have a positive effect upon the psychological well-being of children and young people. More specifically, he reported that the evidence is particularly strong with regards to children's self-esteem associated with regular activity that is crucial to reduced stress, anxiety, depression and well-planned and presented PES can contribute to the improvement of psychological health in young people.

## **2.3. Empirical study on Factors that Affect Quality of Physical Education**

### **2.3.1. School management**

Management is the process of working with and through people to achieve common set of activities designed to promote and direct purposeful work. Therefore, there is numerous definition of management. Franklin (1999) states that, probably the most popular meaning of management is “getting things done through other people”. Similarly, Narayana(2000), elaborates, management is the process of planning, organization, directing and controlling to accomplish organizational objectives through the co-ordinate use of human and material resources and also it is the process of effectively getting activity completed with and other people in which human and non-human resources co-ordinate to accomplish a set of the desired objectives. According to Adesine (1990), management in general can be defined as the organization and mobilization of all human and material resources in any system for effective achievement of the identified objectives of that system. In any organization including the school system, effective management is considered to be a prerequisite for successful accomplishment of the organizational in our country the main objectives. In the school system the manager (the principal or head teacher) is a key person to organize and mobilize the school’s human and material resources for the successful realization of the educational objective. This indicates that, leader ship is a crucial person in the school effectiveness and the key to organizational success and improvement. To carry these responsibilities, the principal should be well qualified and experienced in related area. According to Sciefelbein (1990), a good principal has multiplier effects on his /her teaching staff members. The appointment of school authority is one of the most effective ways that can influence the quality of education. Since the promotion and subsequent career development of the staff is similarly dependent upon them in which the responsibility carried out by great power of school managements. Therefore, selecting good candidates could be highly rewarding. In addition to this, Nelson, Garlson and Palansky (1993) states that, excellence is the most appropriate goal for a progressive democratic society and its schools. It is to general benefit of society that schools continual.

When schools become places of excellence they bring about development of excellent students. Excellent students must have excellent teachers and administrators and therefore, reforms are needed in teacher administrator education. Smith (1990) suggests that, as more emphasis is placed on effective schools, the role of school administrators becomes more important. Moreover, Principals are responsible for all activities that occur within their school compound and expected to perform various roles in schools, including management, instructional leader, and human relations facilitator and evaluator. So, effective principals are well informed and perform many technical roles related to supervision, instruction, learning and evaluation. Directors are speak for teachers, establish the direction of instruction, know and interpret research findings, explain best practices, help teachers to assess and evaluate their performance, encourage the teachers to share experience, work with and support teachers and knows how to teach and be accessible to teach In relation to this, Narayana (2000) states, the effective management in the school is central to wellbeing of educational system that require positive co-operation of school principal, teachers, and parents to implement teaching learning processed to achieve the objective of the school.

### **2.3.2. The Quality of Instructional Time**

For the effective applicability of the instructional processes efficient use of school time table has a significant impact on student learning. Regarding this Becker (1978) states that, experts should have allotted necessary time to be spent in the relation to the content to be taught. This is to mean that the necessary time to the life of students should be selected in the way it balances the depth and breadth of the lesson. But there is a gap in the allocation of time given in the form of syllabus and the school time table mainly where school function in shifting system. Therefore, insufficient time allotted for the subject should tend to restrict the freedom of the subject teacher in his/her selection of content. Moreover, the limited time in the course was an obstacle for the teacher to have extensive coverage of the topics and directly lead the teacher to omission of contents and using of traditional method which has significant impact on student learning. However, in case of time allocation for physical education (Reston, VA: 2004) supports the suggestions of Association for Sport & Physical Education (NASPE, 2001) as quality physical education requires adequate time (per week, at least 120 minutes for elementary schools and 80 minutes for secondary schools), adequately prepared teachers with opportunities for professional development, adequate facilities, and reasonable class sizes.

### **2.3.3. Textbooks**

Authors have given different definitions of text books. Among these, the more comprehensive definition is given in the third edition of Encyclopaedia of educational research as cited by Aggarawal (1982), text book is a teaching material commonly used as a means or tools to be used in different grade levels to help an instructional process. Similarly, text books are purposely outlined material for teaching and learning process by the specialists in the area and supplied with common instructional process. For this purpose, text book should be prepared from the available sources to realize the objectives of the curriculum. According to Aggarawal (1982), the process of text book preparation includes the following points. There are selection of content, organization of content, presentation of content, verbal communication, visual communication and learning assignment.

In connection to this, Fuller and Clarke (1994) cited in World Bank, (1995) Black boards, chalk and textbooks are the most common and most important instructional materials in most countries. Almost all studies of textbooks in low and middle-income countries show that the books have a constructive impact on student achievement. However, the shortage of textbook causes constraints, which delay the level of learners' academic achievement. This is especially true for children of low socio-economic status whose family cannot afford books to buy. Ensuring that, each student should have the right to be provided with textbooks and workbooks of approved curriculum to be an important factor in reducing learning problems. Textbooks facilitate not only teacher's actual teaching work by reducing the amount of time that has to be spent dictating or waiting while the students copy from the blackboard, but it also enables the children to work at their own pace, at home as well as in class (Schiefelbein, 1990). In light of this, Lockhead et al. (1991) have stated that, textbooks are one of the most important instructional materials to enhance effective learning and enlightening the availability of textbooks in schools has a significant effect upon students' academic performance. According to the World Bank (1998), along with provision of textbooks, suitable consideration should be given to the quality of the textbooks in terms of relevance and utility to develop higher knowledge and better problem solving capacity of the learner. Furthermore, without some basic inspiring inputs, particularly textbooks and instructional materials, almost no learning could be expected to take the place. So that, the safest investment in educational quality is to make sure that there should be enough books and supplies.

#### **2.3.4. The Quality of School Facilities and Equipment**

The quality of school facilities seems to have an indirect effect on learning. In this case, the quality of the learning environment was strongly correlated with pupils' achievement. In Latin America, a study that included students in grades three and four found that children whose schools lacked classroom materials and had an inadequate library were significantly more likely to show lower test scores and higher grade repetition than those whose schools were well equipped (Willms, D., 2000). The quality of school buildings may be related to other school quality issues, such as the presence of adequate instructional materials and textbooks, working conditions for students and teachers, and the ability of teachers to undertake certain instructional approaches. Other factors such as on-site availability of lavatories (bath room and toilet) and a clean water supply, classroom

maintenance, space and furniture availability all have an impact on the critical learning factor of time on task when pupils have to leave school and walk significant distances for clean drinking water, for example, they may not always return to class (Miske & Dowd, 1998). In general, parents often consider the location and condition of learning environments when assessing school quality and this can influence school participation. Adequate equipment and appropriate facilities are provided to implement the curriculum are adequate budget for physical education is provided on a yearly basis apart from the athletic program, adequate number of indoor and outdoor teaching stations are available for the number of students, classroom space is available for school physical education programs, equipment and facilities are clean, safe and are inspected on a regular basis (Mary Thissen- Milder, 2006). Providing facilities that are clean, safe, and adequate for the number of students needs in physical education is differ; the following are recommendations appropriate to the grade level of the student. Upper elementary school students need more space than lower elementary school students because of their body size and the nature of the program. The outside facility should include both a hard surface as well as a grass field. The grass field area should be large enough for students to run safely in group activities (100 yards' x 100 yards) or (91.4 m x 91.4m). (Mary Thissen-Milder, 2006). Provide equipment that is safe, supports a comprehensive program, and is adequate for the number of students in each class. The equipment needs for physical education vary by grade. Middle School Equipment:

sport balls-modified basketballs, soccer balls, volleyballs, softballs, and should be available (one of each ball for every two students in a class);Rackets, bats, sticks, modified lightweight rackets should be available (one racket, bat, or stick for each student in a class);Gymnastics mats (one for every two students in a class);large equipment-beam, ropes, rings, vaulting box, vaulting horse, parallel bars, uneven bars (one large piece of apparatus for every four students in a class); Fitness-sufficient equipment to administer a fitness test, heart-rate monitors;

### **2.3.5. Relations between the School Directors and the Teachers**

Another factor, probably paramount one that causes inefficient instructional goal is poor administration in the school. Regarding this, venire (1969) has pointed out that, providing effective leadership is vastly more important than having good facilities in order to achieve desired objectives, physical education program present a wide range of physical activities which require different facilities. Its limitation creates difficulties; these difficulties should be avoided by the most careful plan and skillful relation of teachers and school principals. All theories of learning are based

up on the Practices of developing good human relationship (Venire, 1969). The aim of school management is to make the most efficient use of available resource in order to achieve educational objectives. Therefore, the function of the principals is responsible to help teachers in teaching their pupil and adjust learning to their needs, interest as well as to their capabilities to fulfill educational objectives. To carrying out the overall task of educational system effectively, demands technical and conceptual skill of school principals in human relations. Hence, if the school leader fails to understand the aspects of human behavior the consequence would be the teachers possibly, hostility, poor quality of work and reduced efficiency (Adir, 1984)

### **2.3.6. Student's Capacity and Motivation to Learn**

Students' capacity and motivation to learn are determined by the quality of the home and school environments, the students' health and nutrition status and their prior learning experiences, including the degree of parental encouragement. Furthermore, family income influences school outputs indirectly through the status and process of variables (Burk head, et, al, 1967). The quality of students' lives before beginning formal education greatly influences the kind of learners that they can be. The other important thing is the attitudes that students have for their teachers leads to failure of education due to inharmonious relationships between teachers and students refusing to accept teachers' advice and instruction. However, the basis for establishing good relationships between students and teachers is mutual trust, democracy and equality. More specifically, teachers should trust that students are willing to learn, are willing to uphold this trust and can correct mistakes if they have patient education. The above discussion reveals that students' capacity and motivation to work contribute highly to the quality of education (Minggyuan, 1989).

### **2.3.7. Teachers' Knowledge skill, Experience and Motivation**

The more people know the more they can do. The better- educated staff the better they able to undertake quality improvements (Sallis, 1993). It is the quality of the teacher that influences the quality of learning in the classrooms (Bear, 1989). The quality of the teaching staff is measured by their educational level of all inputs required to carry out an educational activity effectively (OECD, 1993). Therefore; teachers are the major component in successfully accomplishing the task.

They occupy almost a crucial position in the modern society because they serve as a bridge to link the society and the educational system. Regarding this (Meyer and Gayle (1996) mentions that,



primary second cycle school teachers must be well educated and competent in their professional skills. This emphasizes the needs for an adequate preparation in the subjects to be taught by a primary second cycle school teacher.

Similarly, OECD (1992) argues that, improving educational quality has become a wide spread priority and in this the role of teachers in pivotal and successful reform is realized by and through them. For teachers to accomplish this responsibility, Musoazi (1982) suggests that, educational policy makers will need to get a much clearer picture of who are teachers, how they view their role in the system and the type of incentives, regulations, and training that will increase their effort and improve their capacity to transmit knowledge to students. Among other problems the quality of teachers is most crucial, because qualified teachers in the future should not only have knowledge, but also more important and they should be devoted and faithful to their tasks. The influence on students by a teacher's own personality cannot be replaced by any teaching material or technological equipment (Minggyuan, 1989). Good teachers are not only skilled in instructional methods, but also in evaluation and assessment practices that allow them to judge individual student learning and adapt activities according to student needs. However, many teachers and educational systems continue to rely almost exclusively on traditional paper-and-pencil tests of factual knowledge that tend to promote rote memorization rather than higher order thinking skills (World Bank, 1995). Schiefebein (1990) suggests that, educational processes refer to the requirements and offerings and the organization of the educational environment as well as co-curricular and extra-curricular activities. Therefore, teachers are expected to thoroughly get prepared to carry out their teaching-learning processes sufficiently and also processes through which trained teachers use student-centered teaching approaches in well-managed classroom and schools and skillful assessment to facilitate learning to improve the quality of education

To achieve these expected outcomes, we need to have well selected curriculum; and improved instructional situations and professionally motivated and competent teachers. In line with this, Mohanty (1990) stated that in educational system, there are different variables that have their own contribution for its development. Of all, the one which is the main input and important is the teacher who needs effective instructional support.

The relevant and quality education can be provided for the learners by engaging a well-trained and professionally developed teacher at all levels of education. It is meaningless to build schools and

distributed educational materials without effective and efficient human power that can transmit the educational content to the learners.

According to MoE, (2004) “In the last ten years, substantial quantitative achievements have been made in education mainly students’ enrolment and expansion of schools.” Quality of education depends on several issues, among others educational planning, management, teacher’s professional competence, and efforts of students, instructional supervision and classroom teaching-learning situation (MoE: 2002). In line with this, Ahmed (1998) Mentions that, the effectiveness and efficiency of an organization are relied on the quality of performance of the staff. Schools are - within the dynamic and changing social system, teachers and other staff personnel’s continually face new and challenging situation every time. Thus teachers have great need to get appropriate supervisory support to become professionally competent. The National Association for Sport and Physical Education (NASPE, 2004) identifies the following for a qualified physical education teacher: Physical education must be taught by a qualified teacher with a degree in physical education and a current license to teach physical education;

The physical education teacher takes part in developing the individual education plan for special-needs students in order to help set realistic goals for physical education and to be fully informed about the special needs of students in class; The physical education teacher participates in professional development opportunities in order to stay abreast of current research and best practices in the field; The physical education teacher is knowledgeable and competent in using a variety of teaching methods and instructional strategies to enhance student achievement and guide optimum personal growth; The physical education teacher is knowledgeable about the relationship among curriculum, instruction, and assessment mechanisms.

Methods are tools for the teacher to transmit the message to the learner and make them interact with the internal and external factors in the teaching and learning environment. It is well known that a teacher’s way of thinking and beliefs guide his or her behavior and decisions inside and outside the classroom. The challenge set for the classroom teacher is high. Besides having to master their various subjects, they must have command over a wide repertoire of different teaching methods and strategies (pedagogy) performing and understanding of the learning processes of students(Ahtee & Salonen, (1999).For this reason, particular attention has been devoted to teacher education. Then their academic and profession reforms have been carried out at all levels of education in addition to primary school teacher education, other forms of teacher education have been more or less tightly

linked to universities especially in the country. The overall aim is to improve the quality and status of the profession of teachers. The underlying principle is to continually increase the professional development and competencies of teachers (Day & Sachs, 2004).

Methodological competencies of teacher refers to the process of teaching and learning which brings the learner into relationship with the skills and knowledge that are specified and contained within the curriculum. According to Gutek (1988), methods are the means or procedures that a teacher uses to aid students in having an experience, mastering a skill or process, or acquiring knowledge. If efficient and effective, methods of instruction will achieve the desired end because teaching implies the use of a technique or method of instruction to secure a desired objective. Gutek further observed that educators at all levels of instruction are involved in methodological questions. That is why, in programs of teacher education for instance, attention is given to courses in techniques and methods of teaching because through these methods teachers can acquire the competencies needed to carry out instructional processes effectively.

In the same way (Ololube, 2005) defines competence as the condition of being capable having sufficient skill and knowledge; therefore, methodological competencies could be defined as the procedure of having enough skill and knowledge to carry out an action. In addition, methodological competencies could further be defined based on their functional elements to adapt to effective work methods, to analyze the task to be performed, to begin the process, to perform the task and to analyze one's procedures stimulating students to be overjoyed with learning and gain a excitement for education that will continue for life is an elaborate task in social life participation.

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

According to (Jessica L. Fraser-Thomas, (2002), Program objectives of curriculum design included under listed points. Articulate basic physical education knowledge, central physical education concepts, and pedagogical practices within the field of physical education. Articulate basic health knowledge, central health concepts, health tools of inquiry, and pedagogical practices within the field of health education. Develop a professional philosophy consistent with current National Association for Sport and Physical Education (NASPE) and state physical education standards, developmentally appropriate curriculum and instructional design, assessment, and professional development. Develop a professional philosophy consistent with current research findings and best practices in health education, curriculum and instructional design, assessment and professional development. Identify the role, function, and responsibility of a physical education teacher and physical education program coordinator as part of the grade physical education program. Identify the role, function, and responsibility of a health education teacher and health education program coordinator as part of the comprehensive school health program. Assess informally student physical education and health education needs based on a student's prior physical education experiences, physical fitness level, interests and needs in order to implement quality physical education instruction. Assess informally student health needs based on a student's prior knowledge, interests and needs in order to implement quality health instruction. Identify and articulate the concepts and skills contained in the current state and NASPE physical education standards in the development of curriculum and instruction. Identify and articulate current state and national health standards in the development of curriculum and instruction. Identify and articulate the concepts and skills contained in the current state and national health standards in the development of curriculum and instruction. Design and deliver developmentally appropriate instructional programs based on stated goals and objectives contained in the current state and NASPE standards. Design and deliver developmentally appropriate instructional programs based on stated goals and objectives contained in the current state and national health standards, assessment data, utilizing the CDC guidelines for effective school health programs as the major health content organizer. Analyze and articulate the social, cultural, economic and political factors that affect physical education engagement, home-school relations, and classroom strategies in physical and health education.

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

#### **2.4.1 Functional Curriculum**

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

### **2.4.2 Implementing a physical education curriculum**

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

### **2.5. Inclusive Physical Education**

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

### **2.5.1. Planning for Inclusion in Physical Education**

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

## CHAPTER THREE

### 3. RESEARCH METHODOLOGY

#### 3.1. Descriptive the Study of Area

Mizan- Aman sub city was the economic and political centre of Bench Sheko zone. It was 560 k/m far from the capital of the country Addis Ababa and 710 k/m far from the center of regional government capital, Hawassa.



The main food crops of the area include maize, godere and eneset, while sorghum, teff, wheat and barley were cultivated to significant extent. Although cattle and poultry were produced in limited number, meat and milk were very much appreciated. Cash crops include fruits /banana, pineapples, orange/ and spices e.g. coriander and ginger/. Honey was also an important local source of income. The central statistics agency /CSA/ reported more than 200 tons of coffee was produced in 2005. The total population of the town accounts 66000 on the 2007 census conducted by CSA. The town has a total population of 37000of who were men and 29000 were women. The ethnic group of Bench people accounted 42.21% of the total ethnic group of the Zonal government. Islam, Christianity and different religious practices were worries hopping by the people of the area.



### 3.2. Research Design

Research design was, a master plan specifying the methods and procedures for collecting and analyzing the needed information. The same authors discusses three types of research design, namely exploratory (emphasizes discovery of ideas and insights), descriptive (concerned with determining the frequency with which an event occurs or relationship between variables) and explanatory (concerned with determining the cause and effect relationships). For this particular study, the researcher employed descriptive research. As Creswell (2003, p. 153) stated that the purpose of descriptive survey was to generalize description of trends, attitudes, were opinions from a sample to a population so that inferences can be made about some characteristic, attitude, or behavior of this population. According to Mark et al. (2009:101) mixing qualitative and quantitative approaches gives the potential to cover each method's weaknesses with strengths from the other method. In this study, a combination of qualitative and quantitative approaches of doing research was employed, which has been practiced, as recommended by Creswell (2009:203-216). Therefore, it is reasonable to use cross sectional research designs because of its benefits such as the economy of the design and the rapid improvement in data collection and identifying attributes of a large population from a small group of individuals.

### 3.3. Study Population

The population of the study were bench sheko zone from the target population the researcher was select purposely 3 woreda and 1 town administrator from this the researcher was select randomly 170 samples from the total population from the selected group.

No	School	Student		Teachers		Principal		Sample Techniques		
		population	Sample	population	sample	population	sample	Student	Teacher	Principal
1	Mizan keker S.S	1520	76	6	6	5	5	20%	100%	10%
	Aman S.S	540	27	3	3	3	3	20%	100%	100%
								20%	10%	100%
2	Gacheb S.S	246	12	1	1	2	2			
3	Sheko S.S	260	13	1	1	2	2	20%	100%	100%
								20%	100%	100%
4	Kite S.S	300	15	1	1	2	2			
Total		2862	143	13	13	14	14	20%	100%	100%

### 3.4 Sample and Sampling technique

A sample size of the study was may determine by in course of data collection include for the study. The selection of the respondent was based on the awareness, academic position and qualification and to ensure that the sample was representative enough to draw conclusion about the parameter (total population). The researcher used random and purposive sampling techniques to select respondents from the different schools, which found at some selected secondary school in Mizan Aman sub city. This basically because the population were had equal chance of selected and with systematic sampling of the population size. The desire sample size was calculated by using Yamane T.

### **3.5 Source and Type of data**

The primary source of data gathered from questionnaire, interview and focus group discussions and observation. The secondary source of data gathered from relevant literature, internet source, journal article, published and unpublished materials, reports and the like.

### **3.6. Data collection instrument**

The type of data source in this study was used three main instruments of data collection namely:

#### **3.6.1 Questionnaire**

The questionnaires were the tools used to collect data from the sample population. The students' questionnaires were both close and open-ended questions including 10 close ended and 1 open ended questions was prepared for students, for teachers 14 closed ended and 1 open ended prepared and for principal 8 closed ended and 2 open ended question prepared. It was prepared by English and Amharic language to make easier understanding of the items and to respond. The questionnaire was administered to a total of 170 in selected schools; all of them questionnaires were completed. The questionnaire was categorized in to four parts. Part one deal about respondents' background information. Part two deal about the student related factors affecting the quality of physical education. Part three deal about teachers related factors affecting physical education. Part four the questions are related to the principal or management related factors.

#### **3.6.2 Interview**

In this study the researcher employed in-depth interview because it provided detail information about the research problem, allows freedom to explore additional points. In-depth interview were designed to investigate the underlying motives, desires, needs and feeling of the respondents. The researcher conducted in depth-interview purposively with (3) volunteer teachers who were currently involved in teaching of Physical education in selected secondary school and (2) principal of the selected school and with (4) students. A period of 15 minutes in depth interview with each of respondents was conducted and tape-recorded, and later all relevant interviews were transcribed and translated into English for analysis.

### **3.6.3 Observation**

The researcher was also used observation for gather relevant information to the study. The school and classroom was observed to get the relevant information that observation was useful to indicated how the schools organized and prepared for physical education. For this study the researcher made classroom observation. The researcher observed two physical education teachers, one grade 9<sup>th</sup> and another grade 10<sup>th</sup> for two different lessons. The key point observed inside the classroom were mainly related to teaching methodology to been used by the teachers in the classroom to do this the researcher used checklist to see pedagogical practice of teachers in the classroom. The observation was conducted by the researcher and used narrative description of the observed phenomena.

### **3.6.4 Focus Group Discussions**

Focus group discussion was the type of group interview that concentrate on detailed discussion of a particular topic. In this study, the researcher conducted focus group discussion to obtain information from different participants for instance students (from grade 9 and 10 n=8) and teachers (n=4) the researcher selected the participants purposively and have organized in two sections, each group consists of different participants and the discussion conducted at different time. All the focus group discussion are conducted with the help of guideline and preparing of the semi structured questions on student related factors affecting physical education and teachers related factors affecting physical education in selected school and the way of communication was conducted by using audio recorder.

### **3.7. Data collection procedure**

The following procedures were applied in order to collect the data. First of all relevant and accessible literature, especially those related with physical education curriculum implementation were reviewed from different documents and publications on physical education curriculum effectiveness. Secondly, interviews held with principals, teachers and students. The interviews held in Amharic with the respondents in order to create a trust full atmosphere of communication for the respondents to explain their idea freely.

### **3.8. Methods of data analysis and interpretation**

In this part three sequential phases was employed to analyze the data. These are data collection, organizations, data description, and interpretation. Firstly, all the data were supposed to be collected from each informant. Then after, various ideas, views, gained from interview responses were organized. Secondly, describing the data which helped the researcher to summarize the data obtained from the research participants. The third step is analyzing the data. The data collected through questionnaires, interviews and observations are presented in cross sectional form. The quantitative data are presented with the help of tables and numerical form followed by descriptive statements while, the qualitative data presented though narrations and/or quotations of informants' point of views. Based on these data analysis and interpretation are made to give answers for the research questions raised in the study.

### **3.9. Ethical consideration**

An ethical concern was one of the most important things in research. The researcher would approach with the research participants firstly, by requesting their willingness to participate in the research and then, I would introduce my name and where I came from, as well as all the research participants involved in this study were appropriately informed about the purpose of the study and their willingness and consent were secured before the distribution of the questionnaire and commencement of the interviews. In protecting the right to privacy of the respondents, the researcher maintained the confidentiality and identity of each participant. In all cases, names were kept confidential and therefore a collective name such as “respondents” was used.

## CHAPTER FOUR

### 4. DATA ANALYSIS AND DISCUSSION OF THE DATA

This chapter deals with presentation, analysis and interpretation of the data gathered from the respondents through questionnaires, interview and observation. The data were presented in tables, analyzed using percentage and textual description. In this process the first section deals with the general background information of the Characteristics of respondents can be presented. The second section deals with the basic questions of the research data collected had been analyzed and interpreted

#### 4.1. Characteristics of Respondents

The three groups of respondents were asked to indicate their background information. The details of the characteristics of the respondents are given in table below.

**Table 4.1 Age and sex Characteristics of the Respondents**

No	Item		School Respondents						Total	
			Principal		Teachers		Students			
			Fr	%	Fr	%	Fr	%	Fr	%
1	Sex	Male	12	85.7	11	84.6	98	68.5	121	71.2
		Female	2	14.3	2	15.4	45	31.5	49	28.2
		Total	14	100	13	100	143	100	170	100
2	Age	14-20	-	-	-	-	143	100	143	84.1
		21-27			-	-	-	-	-	-
		28-34	5	35.7	10	76.9	-	-	15	8.9
		35-41	4	28.6	3	23.1	-	-	7	4.1
		42-48	5	35.7			-	-	5	2.9

**Source:** primary data from my own survey (2020).Fr = frequency, % = percentage

As shown under table 4.1 from directors and school based supervisors 12 (85.7%) male and female2(14.3%), teachers 11(84.6%) are male and 2(15.4%) were female, students 98(68.5%) were male and 45(31.5%) were female students. In theme table, age distribution of the respondent's directors and school based supervisors age 28-34,5(35.7%), 35-41, 4(28.6%) and 42-48, 5(35.7%) and teachers age 28-34, 10(76.9%), 35-41, 3(23.1%) and the last one indicate was age of students 14-20, 143(100%).

**Table 4.2. Response for student's factor affecting the quality of physical education**

No.	Item		Yes		No	
			Fr.	%	Fr.	%
1.	Is the average number of students in the class below 50?		143	100		
2.	Is the average number of students in the class below 50?	A. The lack of effective in the class student's Communication?	131	91.61	12	8.39
		C. Suffocation problem	135	94.41	8	5.59
		C. Unbalance sport material with number of students?	143	100		
3.	Methods of teaching employed by physical education teachers are appropriate for you?		105	73.43	38	26.57
4	Is a physical education teacher motivating the interest of the students toward the subject?		91	63.63	52	36.37
5	Are there adequate sport facilities and equipment's that needs for teaching physical education in your school?	A. Play ground	9	6.29	134	93.71
		B. Different Ball	16	11.2	127	88.8
		C. Gymnastic apparatus	9	6.29	134	93.71
6.	In the enough for physical education ,exercise book /text book in your school		131	91.61	12	8.3

**Source:** primary data from my own survey (2020). Fr = frequency, % = percentage

The above table 4.2.1 of item 1 demonstrate that response of students from 143(100%) students say yes. In line with this:

On the same table for item 2 'a' indicate 131(91.61%) students say yes and 12(8.39%) response no, for item 2 'b' indicate 135(94.41%) students say yes and 8(5.59%) response no, for item 2 'c' indicate 143(100%) students say yes, for item 3 indicate 105(73.43%) students say yes and 38(26.57%) says no, for item 4 indicate 91(63.63%) students say yes and 52(36.37%) says no. This implies that the teachers are inspiring the students to engage in different physical activities.

For item 5 'a' indicate 9(16.29%) students replied yes and 134(93.71%) response no, for item 5 'b' indicate 16(11.21%) students say yes and 127(88.8%) response no, for item 5 'c' indicate 9(6.29%) students say yes and 134(93.71%), students response for table 4.2 item 6 indicate the 131(91.6%) students respond No and 12(8.3) reported that Yes. From the above discussion it can be concluded that the resin adequate sport facilities and equipment that needs for teaching physical education is some selected secondary school in mizan aman sub city.

*In line with this, most interviewees of students reported that; there is shortage of sport material which was provided by the school administrators, these negatively affect the teaching and learning activities of physical education in some selected secondary school in mizan aman sub city and without these materials it was difficult to do physical activities.*

As Mary Thissen-Milder (2006) recommend that, providing facilities that are clean, safe, and adequate for the number of students needs in physical education classes are appropriate to that grade level; *upper* elementary school students need more space than lower elementary school students because of their body size and the nature of the program. The outside facility should include both a hard surface as well as a grass field. The grass field area should be large enough for students to run safely in group activities (*100 yards x100 yards*) or (*91.4 m x 91.4*) and providing equipment that is safe, supports a comprehensive program and is adequate for the number of students in each class with various balls, rackets, gymnastics mats and apparatus and equipment to administer a fitness test, heart-rate monitors; Enough equipment for one class should be provided, so students do not have to wait for a turn at a learning opportunity.



**Table 4.3. Response of students for interest in learning of physical education**

No	Item	High		Medium		Low		very low	
		Fr	%	Fr	%	Fr	%	Fr	%
6	Do you have interest to wards in teaching and learning of physical education	62	43.4	68	47.5	13	9.09		

**Source:** primary data from my own survey (2020).Fr = frequency, % = percentage

In relation to item 1 in Table 4.3 responses of students indicate that 62(43.4%) reply high, medium 81(56.6%) and low 13(9.09%).From the above discussion majority of the respondents replied that most students have medium interest in teaching and learning of physical education.

*In line with this, one of the interviewees of the students reported that; at the initial point I have a good interest to teach this subject because it positively influences my day to day activities. For instance it helps me to health person.*

According to Jill (1998) and Terry(1996), indicated in their study that students has a positive attitudes towards exercise may be the primary determinant of a physically active life style. It can also be a major contributing factor in the development of an individual in all aspects (i.e. physical, emotional, mental and social) of life. School physical education (PE) programs are often viewed as one of the best and most effective ways to encourage youth to be physically active as they provide an environment ideal for promotion of a healthy life style.

**Table 4.4. Teacher's response for the factor affecting the quality of physical education**

No.	Item		Yes		No		
			Fr.	%	Fr.	%	
1	Is the problem of that large class size results the following negative Effects?	A	Lack effective Communication	13	100		
		B	Difficult of identify Students with special Need	12	92.3	1	7.7
		C	Problem of class room Management	13	100		
		D	Suffocation problem	13	100		
		E	Unbalance sport Material with member Of students	13	100		
		F	Affecting method of Teaching	11	84.6	2	15.4
		G	Causes disciplinary Problem	13	100		
2	Are there adequate sport facilities & equipment's that needs for teaching PH in you school?	A	Play ground	1	7.7	12	92.3
		B	Different ball	3	23.1	10	76.9
		C	Gymnastic apparatus	3	23.1	10	76.9
3.	Does instructional time designed for high school physical education classes sufficiently to attain the desired objectives?				13	100	
4.	Do your relationship with the management or Administration is good			12	92.3	1	7.7

As Table 4.3.1 of item1 indicated that ‘a’ 13(100%), teachers response Yes, for item 1 ‘b’ 12(92.33%) and1(7.7%) response no, teachers response for item 1 ‘c’ 13(100%), teachers response for questioner 1 ‘d’ 13(100%), teachers response for questioner 1 ‘e’ 13(100%), teachers response for questioner 1 ‘f’ 11(84.6%) and 2(15.4%) response no, teachers response for questioner 1 ‘g’ 13(100%), teachers response. From the above discussion majority of the respondents replied that having large class had negative impacts on teaching and learning of physical education. For instance it creates a miscommunication, and also it creates a suffocation problems and etc.

*In line with this, most interviewees of the physical education teachers reported that; having large class size, it negatively affect the teaching and learning activities of physical education, this implies that it is difficult to show the physical activities outside of the classroom and this large class size creates a suffocation problems and others. In line with this:*

According to Tirusew (1998), since teaching learning process depends almost entirely on communication between teachers and students, the number of students in a c lass determines the amount and quality of knowledge imparted to and gained by the students. thus, the larger the size of the students’ number in a class the more difficult communication between the teacher and students becomes, more the effectiveness of teaching will be hindered, and the lower the quality of education will be.

In item 2 ‘a’ indicate 1(7.7%) response yes and12(92.33%) responses no, teachers response for questioner 2 ‘b’ indicate 3(23.1%) responses yes and10(76.9%) responses no, teachers response for questioner 2 ‘c’ indicate 3(23.1%) responses yes and10(76.9%) response no, teachers response for questioner 3indicate, 13(100%) responses no, teachers response for questioner4indicate, 12(92.3%) response yes and 1(7%) response no.

From the above discussion, it can be concluded that there is no adequate school facilities and sport materials this indicates that it had a negative influence to effectively implement the teaching and learning of physical education in some selected secondary school.

*In line with this, most interviewees of physical education teachers reported that; there is shortage of sport material in our school which was provided by the school administrators, these negatively affect the teaching and learning activities of physical education in some selected secondary school and without these materials it is difficult to do physical activities.*

To this, Habtamu, tesfaye (2006) stated that lack of sport facilities and equipment has affect physical education and sport in and outside activates. And also due to this reason the student outside activities restricted to involve and participate in the school and inter school competitions.

**Table 4.5. Teacher’s response towards sport facilities and equipment affecting physical education**

No	Item	Strongly disagree.		Disagree		Agree		Strongly agree	
		Fr	%	Fr	%	Fr	%	Fr	%
1	Do you agree with in adequate sport facilities and equipment affects physical and academic performances of the learners?	-	-	-	-	2	15.4	11	84.6

**Source:** primary data from my own survey (2020).Fr = frequency, % = percentage

Regarding item 1 in table 4.3.2 of the respondents stated that agree 2(15.4%) and11 (84.6%) of the respondents stated strongly agree respectively to the items. This indicates that, most respondents are agreed to the item in the absence of adequate sport facilities and equipment hinders to effectively implement the physical education in some selected secondary school.

*In line with this, most interviewees of the physical education teachers reported that; there is shortage of sport material which was provided by the school administrators, these negatively affect the teaching and learning activities of physical education insome selected secondary school.*

**Table 4.6. Teacher’s response for effect of qualified school directors on the quality of physical education**

No	Item	High		Medium		Low		No response	
		Fr	%	Fr	%	Fr	%	Fr	%
1	What is the effecting of qualified school directors on quality of physical education?	-	-	3	23.1	9	96.2	1	7.7

**Source:** primary data from my own survey (2020).Fr = frequency, % = percentage

Table 4.3.3 response of students for item1 indicate, medium 3(23.1%), 9(96.2%) replied that High and no response 1(7.7%).Fromthisonecanunderstandthatmajorityoftherespondentsarerepliedthat the contribution of the school director to the effectiveness of physical education are low.

#### 4.7.Response of principals for factors affecting the quality of physical education

No	Items	Yes		No	
		Fr	%	Fr	%
1	Do you know that physical education teachers are qualified in teaching physical education	14	100	-	-
2	Do your relationship with the management/administration is good?	14	100	-	-
3	Do you engage frequently class observation?	12	85.7	2	14.3
4	Are you interested to help teachers to see the problem and needs of the students?	14	100	-	-
5	Do you believe that PE subject are equal with other subject?	12	85.7	2	14.3
6	Are you participating in sports activities and games?	3	21.4	11	78.6

Table 4.7. indicate Responds by the school principal for item 1 are the physical education teachers are qualified in teaching of the subject to this,14(100%) of the respondent stated yes, and in item 2 14(100%) respondents indicated that yes, for item 3 12(85.7%) response yes and 2(14.3%) response no, for questioner 4 14(100%) response yes, for questioner 5 12(85.7%) response yes and 2(14.3%) response no, for questioner 6 3(21.4%) response yes and 11(78.6%) reply no.

#### Table 4.8. Response of school principals towards school budget in purchasing school materials

No	Items	High		Medium		Low		Very low	
		Fr	%	Fr	%	Fr	%	Fr	%
7	What is the effecting of qualified school directors on quality of physical education?	14	100	-	-	-	-	-	-
8	How much the given in school budget to purchase facility and sports material in your school	-	-	2	14.3	12	85.7	-	-

**Source:** primary data from my own survey (2020).Fr = frequency, % = percentage

Table 4.8 indicate Responds by Management for questioner 1 High 14(100%), for questioner 2 Medium 2(14.3%) and Low 12(85.7%).In item 2 of table 4.82 (14.3%) of the respondents replied that medium and 12(85.7%) of the respondents replied that low. From this one can understand that the school director's do not provide the school facilities and sport materials in the schools.

#### 4.9 Result of observation

**Table 4.9 result from observation checklist**

No	Items	yes	No
1	Students participating in problem solving activities	✓	
	Students are discussing issues in groups	✓	
	Students participating	✓	
	What methods do physical education teacher use to evaluate student activity?		
	○ Give exercise	✓	
	○ Gives test	✓	
	○ Final exam	✓	
	Do physical education teachers encourage students toward the lesson of physical education?		
	Is there enough sport facility and equipment		✓
	○ Ball		✓
	○ Playground		✓
	○ Gymnastic facility		✓

**According to table 4.9 results from observation above question in the observer 1-7 questions are yes and the last item 8 responded no .**

## 4.5. DISCUSSION

In this section the researcher presented and discusses the main part of the study area research finding related to the factors affecting the quality of physical education in selected secondary school in Mizan Aman sub city.

### 1. Large class size

The majority discussion of the respondents replied that have large class size had negative impacts on teaching-learning of physical education; students response item 1 indicate 133(93.01) students say <yes> and 10(6.99) students say <no>, teachers response on the same item 1 indicate 2(15.4 %) teachers say <yes> and 11(84.6 %) teachers say < no >.

### 2. Adequate sport facilities and equipment

The main discussion of the respondents that have importance of adequate sport facilities and equipment in teaching-learning of physical education; students response for item 2 indicate 11.3(7.93%) students say <yes> and 131.7 (92.07) students say <no> and teachers response for item 2 indicate 2(15.4%) and 10(76.9%) teachers say <no>.

### 3. Textbook

In this section the researcher present and discuss for the textbook are purposely outline material for teaching and learning process by the specialists in the area and supplied with common instructional process. For this purpose, textbook should be prepared from the available sources to realize the objectives of the curriculum. According to Aggarawal (1982), textbook is a teaching material commonly used as a means or tools to be used in different grade levels to help an instructional process. The researcher support that principle present for students and teachers then after the research finding in the related factors affecting the quality of physical education in some selected secondary school in Mizan Aman sub city; the main discussion of the respondents for textbook in teaching and learning of physical education; students and teachers responses for all agree to the important of the physical education textbook. Student's response in table 4.2 item 6 indicates that 131 (91.6%) students responded No, 12(8.39) students responded Yes. And teaches response item 7, indicates that medium to 15.4% and low 11(84.6%) prepared for teaching and learning process in selected secondary school.



## CHAPTER FIVE

### 5. SUMMARY, CONCLUSION AND RECOMMENDATIONS

#### 5.1 Summary

The main objective of this study was to assess school related factor affecting the quality of physical education in Bench Sheko zone: The case of Mizan Aman sub city.

To achieve the objective, the following research questions were raised:

1. What are student's related factors affecting the quality teaching in physical education in Mizan Aman sub city secondary school?
2. What are teachers related factors affecting the quality of teaching -learning process in physical education in Mizan Aman sub city secondary school?
3. What are school principal or managements related factors affecting the quality of physical education in Mizan Aman sub city secondary school?

The study was conducted in some selected secondary school in mizan aman sub city and the sample consists of (143) students, (13) physical education teachers, and (14) school principals. The data obtained from the sampled respondents through questionnaires were analyzed and interpreted by using simple descriptive statistics and qualitatively through observation, interview and focus group discussion interpreted by using narrative methods.

## 5.2 Conclusion

In this study, attempts have been made to find out the school related factor affecting the quality of Physical Education in some selected secondary school in mizan aman sub city were insufficient instruction time, facilities and equipment, problem of large class size, teacher's qualification, and emphasis was also given to the administrative aspects to address some of the problem teachers and students faced while they are trying to implement teaching physical education.

The finding indicates that, majority respondents give their responses as there were insufficient instruction time, facilities and equipment, problem of large class size which affect quality physical education. To accomplish manager, task the directors need to be well skilled in school management, to carry-out these tasks directors engaged in leadership training opportunities to develop administrative skills through active learning activities that involve different activities.

Budget of the schools to purchase sport facility and equipment the finding of the study embraces that, majority of the respondents were depiction budget not allocated to fulfill necessary facilities and equipment require for teaching which highly reducing quality physical education. Results of the study indicate that, with respect to the interest of the teacher towards teaching and that of students towards learning is more of respondents have good interest. Findings of the study also indicated that, there was a serious shortage of qualified physical education teachers' in the schools. This shortage was due to workshop, seminar and in-service training program not provided to upgrade the qualification of the teachers to teach physical education effectively and efficiently.

### 5.3. Recommendation

Based on the findings the following recommendations have been suggest by the writer of this paper assuming that they could be the solution for the problem under treatment.

- Based on the nature and the contribution of the subject the concerned bodies particularly minister of education should look for additional periods so that an effective of teaching be realized in the fact the allotment of period should be made on the basis of serious study.
- Providing the sport facility and equipment is a very crucial to be given the Physical education and Sport in and outside the class room properly. As well as students are motivating to participate inter-school competition.
- Woredas educational Bureaus, Parents and school management in collaboration with school are recommended to discuss with the pubic involving, governmental organization, to fulfill the school sport facilities and equipment.
- The school and the city administration education office should pay due attention to budget allotment of the government school, so that necessary material was been bought in sufficiently performed the quantity physical education or practical activity

## REFERANCES

- ACHPER (2009), The ACHPER National Statement on the curriculum future of health PE in Australia, Adelaide, Australia: ACHPER
- Adams.(1993),Defining Educational Quality. Improving Educational Quality Project Publication: Biennial Report, VA: Institute for International Research.
- Adesina, (1990).Educational Management in Nigeria: Fourth Dimension Publishing CO.P 7
- Adesina (2001).Basic Principle of Supervision New York: American Book.
- AdirJ. (1980), The Skill of Leadership. London Billing and Sons Ltd. Worcester. pp 194,259 -260
- Ahmed.(1998),Mentions that, the Effectiveness and Efficiency of an Organization, Dynamic Changing Social System, Teacher and Other Staff Personnel's Continually Face.
- Ahtee M. Salomon M.(1995). The Implementation of a New Science Based on Curriculum and Its Effects on the School Community in a Finnish Primary School in Hamalainen, N K.Oldroyd,D.& Happened, Making School Improvement Happen Helsinki : Department of Teacher Education, Vantaa Institute for continuing Education, University of Halsinki.p162.
- Bailey (2006),Identifies that, there is now Fairly Consistent Evidence that Regular Activity can have a Positive Affect upon the Psychological Well -Being of Children and Young People.
- Beckr, (1978),States that Experts School have Allotted Necessary Time to be spent in the Relstion to the Content to be taught.
- Beer, (1989),The Quality of the Teacher that Influences the Quality of Learning in the Classroom.
- Burk head, et.al.,(1967), Family incoming Influences School Outputs Indirectly through the Status and Process of Variables
- Charter ofNESCO.UNESCO International charter of physical Education, physical activity and sport.(The General conference on UNESCO 2015; 1-9).Paris: UNESCO.
- Demis Kunje, (2005), States, basic Education is seen as a necessary Condition for Development.
- De Corby, K., Halas, J., Dixon, S., Wintrup, L. & Janzen, H. (2005),Classroomteachers and the challengesof delivering quality physical education. The Journal ofEducational Research, 98(4), 208-220.
- FDRG of Document of Education and Training Policy (ETP 1994)
- Grisay&Mahlck (1991), The Concept of Education is Complex & Multidimensional, the Nation of Q. should be Limited to Student results.
- Franklin(1999),States that, probably the most Popular Meaning of Management is "getting things done through other People ".
- HabtamuT. (2016),Analytical study of attitude and infrastructure of physical education in Addis Ababa,Ethiopia

Hoy, Bayne, Jardine & Wood, (1990), several attempts have been made to transfer the idea of to Educational Setting, & the Parent Wider Community.

Glasser, (1990), Systems that embraces change through Data Generation.

Krishnamurthy & N. Parameswara Ram, (1990), its True Sense & in its Entirety.

Mary Thissen-Milder the number of Students, Classroom space is available for School Physical Education Program, Equipment and facilities are clear, Safe and Inspected on a Regular Basis.

MOE, (1994). Transitional Government of Ethiopia: The New Education and Training Policy Ethiopia. Addis Ababa, Ethiopia 2

MOE (2002), Education Sector Development Program II. Addis Ababa (Unpublished)

MOE(2).003 Education Statistics Annual Abstract. Addis Ababa: Education Management Information Systems. p18

Morgan, P. J. & Bourke, S. F. (2005). An investigation of pre-service and primary school teachers' perspectives of PE teaching confidence and PE teacher education. ACHPER Healthy Lifestyles Journal, 52(1), 7-13.

Narayana, P.S. (2000). Theory of Principle and Practice of Management. Vikas Publishing house PVT, LTD. Pp 1-4, 4-6

NASPE. Moving into the future: National standards for physical education: A guide to content and Öğretim Programı ve Kılavuzu. Ankara: Devlet Kitapları Müdürlüğü. Sport Education and Society, 2007; 14(2): 183-202.

Nelson, Jack C. Kenneth Carlson & Stuart B. Palonsky (1993). Critical Issues in Education: A Dislocation Approach, 2nd, ed. New York: McGraw-Hill, Inc. Pp, 30, 357

OECD (1992). The OECD International Education Indicators: A Framework for Analysis. Paris: OED. P79

OECD (1993). Indicators of Performance of Education System, Report on Indicators of Performance Education System, Paris, OECD. P77

Ololube, N.P. (2005). Benchmark the Motivational competence of Academically Qualified Teachers and Professionally Qualified Teachers in Nigeria Secondary Schools. The African Symposium, Vo 1.5, No.3 .P 17-37

Ross, K.N. and Lars Mahlck (1990). Planning the Quality of Education: The Collection and Use of Data for Informed Decision Making. Paris: International Institution for Educational Planning. Pp 72-73

Sallis Edward (1993). Total Quality Management in Education Philadelphia: on page London .P 493

- Schiefelbein,Ernesto(1990)Basic Elements to Reflect on the Quality of Education in the Latin America Context. Paris: UNESCO. Pp21-22, 23, 73-74
- Smith, Tom E.C.(1990).Introduction to Education (2<sup>nd</sup>.CI)New York, West Publishing Company.Pp 340,349
- Sylvia Pankhurst (1955).Cultural History of Ethiopia G. Britain: Feltercher SonsLTD.Pp534-535
- Tegegn Nuresu Wako (1998).The New Educational Pact: Education, Competency and Citizenship in Modern Society.UNESCO: International Bureau of Education. P 41
- Terey Franklin, (1999).Principle of Management: P.I.T.B.S India. P 41
- Tripathi,P.C.&P.N,Reddy,(1992).Principle of Management 2<sup>nd</sup>,ed, Tatai Mc Criaw. Hill Publishing Company Ltd.P109
- Mortanetal,2006 Students coordination school and promotion of an active lifestyle.
- JENKISON and Benson,2010, more than one third of the Factor Perceived by Students.
- V.K,R.ao.R.S REDDY,2005, Learning as Activity in requires Skill in Execution and Successful Participance Prior to,2010, Teaching is Undervalued and Underpaid as a Profession, Selection Procedure.

## APPENDIX I

JIMMA UNIVERSITY

POST GRADUATE PROGRAM

DEPARTMENT OF SPORT SCIENCE STUDIES

This questionnaire will be for Students. The main purpose of this study is to assess factors that affecting quality of teaching physical education in secondary schools in Mizan aman sub city. Thus, it is purely academic and never affects your personality. In additional, the accomplishment of this study is entirely depends upon your serious, sincere and honestly and real, exactly or artificial and timely response to each question. For this reason, you are kindly requested to fill the questionnaire honestly and responsibly.

1. Sex: M -----F-----

2. Age: 14 -21-----22-30-----31-above

### **Direction**

- No need of writing your name.
- Indicate your response by marking “X” on the space provided.
- Please, follow instruction.
- Please, kindly fill in the questionnaire
- Thank you in advance for your cooperation!

## Question for students

1. Is the average number of students in the class below 50?  
a. yes      b. no
2. Is the large class size has negative effects on the following?
  - A. The lack of effective communication?  
A. yes                      b. no
  - B. Suffocation problem  
a. yes                      b. no
  - C. Unbalance sport material with number of students?  
a. yes                      b. no
3. Methods of teaching employed by physical education teachers are appropriate for you?  
a. yes      110                      b. no 33
4. is physical education teachers motivate the interest of the students toward the subject  
a. yes      97                      b. no 46
5. The interest of physical education teacher toward teaching physical education is  
a. high 62    b. medium 81    c. low      d. very low
6. Are there adequate sport facilities and equipment's that needs for teaching physical education in your school?
  - A. Play ground  
a. yes    20                      b. no 123
  - B. Different ball  
a. yes 8                      b. no 135
  - C. Gymnastic apparatus  
a. yes                      b. no 143
7. What do you suggest to ensure quality of physical education?  
-----  
-----



## APPENDIX II

### JIMMA UNIVERSITY POST GRADUATE PROGRAM

#### DEPARTMENT OF SPORT SCIENCE STUDIES

This questionnaire is filled by subject teacher. The main purpose of this study is to assess factors affecting the quality of physical education in second school of Mizan Aman sub city the accomplishment of this study is entirely depends upon your earnest, genuine, sincere and timely response to each question. Hence, you are kindly requested to fill the questionnaire honestly and responsibly.

#### **General Direction**

- No needs of writing your name
- Indicate your response by marking “X” on the space provided. □ Please, follow instruction provided for each part.
- Please, kindly fill in the questionnaire and return it in a week’s time.

Thank you in advance for your cooperation!

#### **Background information of respondents**

1. Sex: M ----- F-----
2. Age: 21-27      28-34-----35-41-----42-48-----Above48-----
3. Level of education: - A. Student----B. Certificate ----C. Diploma---- D. Degree----
4. Years of service: Below 0-- 1-5---10 -15--- 16-20-----21- 25-----26-30----Above30---

## Question for teachers

1. Is the problem of large class size results the following negative effects?

A. The lack of effective communication?

a. yes all                      b. no

B. Difficult to identify students with special needs?

a. yes all                      b. no

C. Problem of class room management?

a. yes all                      b. no

D. Suffocation problem

a. yes all                      b. no

E. Unbalance sport material with number of students?

a. yes all                      b. no

F. Affect method of teaching?

a. yes all                      b. no

G. Causes disciplinary problems?

a. yes all                      b. no

3. Are there adequate sport facilities and equipments that needs for teaching physical education in your school?

A. Play ground

a. yes                              b. no all

B. Different ball

a. yes                              b. no all

C. Gymnastic apparatus

a. yes                              b. no all

4 Do you agree with, in adequate sport facilities and equipment affects physical and academic performances of the learners?

a. Strongly disagree. Disagree      c. Agree                      d. Strongly agree all

5. Does the instructional time designed for high school physical education classes sufficient to attain the desired objectives?

**a. yes                      b. no all**

6. if your answer for the above question is no please put your reasons?

-----  
-----

7. Physical education teacher's relationship with students, staff teachers and school management is good in your school?

a. yes 11                      b. no 3

8. What is the effecting of qualified school directors on quality of physical education?

A. High all                      B. Medium                      C. Low                      No response

## APPENDIX III

### JIMMA UNIVERSITY POST GRADUATE PROGRAM

#### DEPARTMENT OF SPORT SCIENCE STUDIES

This questionnaire is filled by school managements. The main purpose of this study is to assess factors affecting the quality of physical education in second school of Mizan Aman sub city the accomplishment of this study is entirely depends upon your earnest, genuine, sincere and timely response to each question. Hence, you are kindly requested to fill the questionnaire honestly and responsibly.

#### **General Direction**

- No needs of writing your name
- Indicate your response by marking “X” on the space provided.
- Please, kindly fill in the questionnaire and return it in a week’s time.

Thank you in advance for your cooperation!

#### **Background information of respondents**

1. Sex: M ----- F-----
2. Age: 21-27      28-34-----35-41-----42-48-----Above48-----
3. Level of education: - A. Student----B. Certificate ----C. Diploma---- D. Degree----
4. Years of service: Below 0-- 1-5---10 -15--- 16-20-----21- 25-----26-30----Above30---

### Question for principals

1. Do you know that physical education teachers are qualified in teaching physical education?  
a. Yes All      b. no      c. have no idea
2. Do your relationship with the management/administration is good?  
“Yes” or” No” yes all
3. What is the effecting of qualified school directors on quality of physical education?  
A. High 10  
B. Medium 2  
C. Low  
D. No response
4. How much the given in school budget to purchase facility and sports material in your school?  
A. High  
B. Medium 2  
C. Low 11  
D. None
  
5. Do you engage frequently class observation?  
a. Yes all                      b. No
6. Are you interested to help teachers to see the problem and needs of the students?  
a. Yes all                      b. No
7. Do you believe that PE subject are equal with other subject?  
a. Yes all                      b. No
8. If your answer is yes or no please explain your reasons?  
-----  
-----
  
19. What are your thinking the factors that affecting the quality of PE teaching learning process?  
-----  
-----
  
10. Are you participate in sports activities and games?  
a. Yes 5                      b. no 8

## **APPENDIX IV**

### **INTERVIEW QUESTIONS FOR STUDENTS**

1. What do you think about physical education?
2. Do you love to participate in physical activity?
3. What benefit do you gain from physical education and physical activity?
4. What are the challenges that you face in teaching and learning of physical education in your school?

### **INTERVIEW QUESTION FOR TEACHERS**

1. Do you show practical activities for students?
2. What is your method to teach physical education?
3. Do you encourage the students toward physical activity?
4. What problem do you face/ teaching-learning of in physical education or PA?

### **INTERVIEW QUESTION FOR SCHOOL PRINCIPAL**

1. Do you think that physical education/physical activity is important for students?
2. Do you provide sport facilities or practical material for teachers and students in your school?
3. What are the factors that hinder the teaching and learning activities of physical education in your school?
4. What solution is advisable to improve the teaching and learning activities of physical education in your school?

## APPENDIX V

JIMMA UNIVERSITY POST GRADUATE PROGRAM

DEPARTMENT OF SPORT SCIENCE STUDIES

This continuous observation check list is set to assess teachers of physical education during class time. The main purpose of this study is to assess factors that affecting quality of physical education insome selected secondary school in mizan aman sub city.

### SECTION THREE -OBSERVATION CHECK LIST DESIGNED FOR PE CLASS

Items	Yes	No
<input type="checkbox"/> Participating in problem solving activities		
<input type="checkbox"/> Students are discussing issues in groups		
<input type="checkbox"/> Students are practicing demonstration		
What methods do physical education teacher use to evaluate students' Activities?		
<input type="checkbox"/> Gives exercise		
<input type="checkbox"/> Gives test		
<input type="checkbox"/> Final exam		
Do teachers check the students' homework and class-work regularly?		
If the teachers do not check the students work by themselves, Why?		
<input type="checkbox"/> Due to large class size		
<input type="checkbox"/> Lack of time		
<input type="checkbox"/> Lack of reference materials		
Do physical education teacher encourage students toward the lesson of physical education?		
o Balls Varity		
o <b>Appropriated</b> play ground		
o Gymnastic apparatus		
o Athletics field		
o Table tennis		

**መገለጫ-1**

**ጅማ ዩንቨርሲቲ ድህረ ምረቃ ፕሮግራም**

**የስፖርት ሳይንስ ጥናት ትምህርት ክፍል**

ይህ መጠይቅ በተማሪዎች የሚሞላ ነው። የዚህ ጥናት ዋና ዓላማው በሚዛን ክፍለ ከተማ በሚገኙ ሁለተኛ ደረጃት-ምህርት ቤቶች ለሚሠጠው የስፖርት ትምህርት ጥራት ተግዳሮት የሆኑ ነገሮችን ለመለየትና ለመገምገም ነው። በመሆኑም በመማር ማስተመር ስራ ላይ ብቻ ያተኮረ ስለሆነ ምንም የግለሰብን ማንነት አይነካም (አይጎዳም)። በተጨማሪም የዚህ ጥናት ውጤት (አጨራረስ) ለያንዳዱ ጥያቄ እናንተ የምሰጡት ወሳኝ፣ ታማኝነት የተሞላ፣ እውነተኛ፣ ትክክለኛ እና ጊዜያችሁን በአግባቡ በመጠቀም በምትመልሱት ምላሻላይ ይወሰናል። በመሆኑም ይህንን መጠይቅ በታማኝነትና ሀላፊነት በተሞላ መልኩ እንድሞሉት እየጠየቅን፤ ስለቀና አመለካከታችሁና ስለፍቃደኝነታችሁ በቅድሚያ በማመስገን ነው።

1.ጾታው-----ሴ-----

2.ዕድሜ: 14-21                      22-30                      ከ30በላይ

**መመሪያ**

- ስም መጻፍ አያስፈልግም
- በተሰጠው ክፍት ቦታ ላይ የ«x» ምልክት በማስቀመጥ ምላሻችሁን አሳዩ።
- እባክዎ የተሰጠውን ትህዛዝ ይከተሉ
- እባክ መጠይቁን በታማኝነት ይሙሉ
- ለቀና ትብብር በቅድሚያ እና መሰግናለን

**በተማሪዎች የሚሞላ መጠይቅ**

1. በክፍል ውስጥ የሚማሩ አማካይ የተማሪዎች ብዛት ከ50 በላይነው?

ሀ.አዎ                      ለ.አይደለም

2. በአንድ ክፍል ውስጥ ብዙ ተማሪዎች መኖራቸው ከሚከተሉት አሉታዊ ተጽዕኖ ያስከትላል ?

I. ስኬታማ የሀሳብ ልውውጥ ያለመኖርን

ሀ.አዎ                      ለ.አይደለም

II. የክፍል መጨናነቅ ሀ.አዎ                      ለ.አይደለም

III. የስፖርት መስሪያ ቁሳቁሶችና የተማሪዎች ቁጥር አለመጣጣም

ሀ.አዎ                      ለ. አይደለም

3. በስፖርት ትምህርት መምህራን የሚሰጡት የማስተማር ስነ-ዘዴዎች ምቹ ናቸው ?

ሀ.አዎ                      ለ.አይደለም

4. የሰውነት ማሳልመሻ (ስፖርት) ትምህርት መምህራኖች : ተማሪዎች ለትምህርት ፍላጎት እንዲኖራቸው ያነቃቃል ?

ሀ.አዎ                      ለ.አይደለም

5. የሰውነት ማሳልመሻ ትምህርት መምህራን ትምህርቱን ለማስተማር ያላቸው ፍላጎት ?

ሀ.ከፍተኛ      ለ.መካከለኛ      ሐ.ዝቅተኛ      መ.በጣም ዝቅተኛ

6. በትምህርት ቤታቸው የሰውነት ማሳልመሻ ትምህርት ለማስተማር የሚያስፈልጉ በቂ የስፖርት ግብአቶችና መሳሪያዎች አሉ?

i. ሜዳ(መጫወቻ)

ሀ.አለ                      ለ.የለም

ii. የተለያዩ ካሶች

ሀ.አሉ                      ለ.የሉም

iii. የአካል ብቃት እንቅስቃሴ መስርያ መሳሪያዎች

ሀ.አዎ                      ለ.የሉም

7. የሰውነት ማሳልመሻ (ስፖርት) ትምህርት ጥራትን ለማረጋገጥ ምን ምን ሀሳብ ታቀርባላችሁ?

**መገለጫ-2**

**ጅማ ዩንቨርሲቲ ደህረ ምረቃ ፕሮግራም**

**የስፖርት ሳይንስ ጥናት ትምህርት**



ይህ መጠይቅ ትምህርቱን በሚያስተምሩት መምህራን የሚሞላ ነው። የዚህ ጥናት ዋና ዓላማው በሚዛን ክፍለ ከተማ በሚገኙ ሁለተኛደረጃ ትምህርት ቤቶች ለሚሠጠው የስፖርት-ሳይንስ ትምህርት ጥራት ተግዳሮት የሆኑ ነገሮችን ለመለየትና ለመገምገም ነው። በተጨማሪም

የዚህ ጥናት ውጤት (ክንውን) ለያንዳንዱ ጥያቄ እናንተ በቅንነት፣ በቀና ሀሳብ፣ በታማኝነትና ግዜያችሁን በአግባቡ በመጠቀም በምትመልሱት ምላሻላይ ይወሰናል። በመሆኑም መጠይቁን በታማኝነትና ሀላፊነት በተሞላ መልኩ እንድሞሉት በአክብሮት እየጠየቅን ለቀና ትብብርና አመለካከቶች በቅድሚያ በማመስገን ነው።

**አጠቃላይ መመሪያ:**

ስም መጻፍ አይጠበቅም/ አያስፈልግም

በተሰጠው ክፍት ቦታ ላይ የ«» ምልክት በማስቀመጥ ምላሻችሁን አሳዩ/አሳውቁ።

እባክ ለእንዳንዳየተሰጠውን መመሪያ ይከተሉ ።

እባክ መጠይቁን በታማኝነትከሞሉ በላላምት ባልሞላ ጊዜውስጥይመልሱ።

ለቀና ትብብር በቅድሚያ እናመሰግናለን።

**የግል መረጃ**

1. ያታ ወ	ሴ						
2. ዕድሜ:	21-27	28-34	35-41	42-48	ከ49 በላይ		
3. የትምህርት ደረጃ:-	ሀ.ተማሪ	ሲ.ሲ.ርተፍኬት	ሐ.ዲ.ፕሎማ	መ.ዲ.ግሪ			
4. የአገልግሎት ዘመን:-	1-5	5-10	10-15	16-20	21-25	26-30	ከ30 በላይ

**በመምህራን የሚሞላ መጠይቅ**

1. ችግሩ በአንድ ክፍል ውስጥ ብዙ ተመሪዎች የመኖር ውጤት ያስከተለው አሉታዊ ተጽዕኖ ነው?

a) የተሳካ የሀሳብ ልውውጥ አለመኖር

ሀ.አዎ ለ.አያስከትልም/ አይደለም

b) የተለየ እገዛ የሚያስፈልጋቸውን ተማሪዎችን ለመለየት መቸገር

ሀ.አዎ ለ.አያስቸግርም/አይደለም

c) ክፍሉን የመቆጣጠር ችግር

ሀ.አዎ ለ.አያስቸግርም/አይደለም

d) ክፍሉ የመጨናነቅ ችግር /የመታፈን ችግር

ሀ.አዎ ለ.አይደለም

e) የስፖርት መስርያ ቁሳቁሶችና የተማሪዎች አለመመጣጠን

ሀ.አዎ ለ.አይደለም

f) የማስተማር ስነ-ዘዴን ማወክ

ሀ.አዎ ለ.አይደለም

g) ለተማሪዎች ሥነ-ምግባር መበላሸት ምክንያት መሆን

ሀ.አዎ ለ.አይደለም

2.በትምህርት ቤታቹ የሰውነት ማጎልመሻ ትምህርት ለማስተማር የሚያስፈልጉ በቂ የስፖርት ማስተማርያ

መሳርያዎች(ግብአቶች) ማዘወተሪያዎች አሉ?

- ሜዳ ሀ. አዎ ሐ. የለም
- የተለያዩ ካሶችሀ. አሉ ለ. የሉም
- የአካልብቃት እንቅስቃሴ መስሪያ መሳሪያዎች(ግብአቶች)ሀ.አሉ ለ.የሉም

3.በቂ የስፖርት ማዘወተሪያዎችና መስሪያዎች ያለመኖር የተማሪዎችን የአካል ብቃትንና የቀለም

ትምህርትን ችሎታን ይጎዳል ብላችሁ ትስማማላችሁ?

ሀ.ምንም አልስማማም ለ.አልስማማም ሐ.እስማማለው መ.በጣም አልስማማም

4.ለሁለተኛ ደረጃ ትምህርት ቤቶች የተመደበው(የተቀረጸው) የሰውነት ማጎልመሻ ትምህርት የተፈለገው ግቡ ላይ ለመድረስ በቂ ነው?

ሀ.አዎ ለ.አይደለም



በመጠቀም በምትመልሱት ምላሽ ላይ ይወሰናል። በመሆኑም መጠይቁን በታማኝነትና ሀላፊነት በተሞላ መልኩ እንድሞሉ በአክብሮት እየጠየቅን ለቀና ትብብርና አመለካከቶ በቅድሚያ በማመስገን ነው።

**አጠቃላይ መመሪያ:**

ስም መጻፍ አያስፈልግም

በተሰጠው ክፍት ቦታ ላይ የ∞ ምልክት በማስቀመጥ ምላሻቹሁን አሳዩ/አሳውቁ።

እባክ ለእንዳንዱየተሰጠውን መመሪያ ይከተሉ።

እባክ መጠይቁን በታማኝነትከሞሉ በኃላሳምንት ባልሞላ ጊዜውስጥይመልሱ።

ለቀና ትብብር በቅድሚያ እናመሰግናለን።

**የግል መረጃ**

- 1.ፆታ ወ ሴ
- 2.ዕድሜ: 21-27                      28-34                      35-41                      42-48                      ከ49 በላይ
- 3.የትምህርት ደረጃ:- ሀ.ተማሪ    ለ.ሴርተፍኬት    ሐ.ዲፕሎማ    መ.ዲግሪ
- 4.አገልግሎት ዘመነ:- 1-5        6-10        11-15        16-20        21-25        26-30        ከ30በላይ

**በርዕስ መምህራን የሚሞላ መጠይቅ**

1.የሰውነት ማሳልመሻ ትምህርት መምህራን ትምህርቱን ለማስተማር ብቁ ስለመሆናቸው ታውቃለህ

ሀ.አዎ                      ለ.አይደለም

2.ከአስተዳደር ሰራተኞችጋር ያለህ ግንኙነት ጥሩ ነው.ሀ.አዎ                      ለ.አይደለም

3.ብቁ የሆኑ የትምህርት ቤቱ ርዕሰ መምህራን የሰውነት ማሳልመሻ ትምህርት ጥራት ላይ ያላቸው

ተጽዕኖ ምንድ ነው

ሀ.ከፍተኛ ለ.መካከለኛ ሐ.ዝክተኛ መ.መልስ የለኝም

4.በትምህርት ቤታችሁ ለሚገኘው የሰውነት መጎልመሻ ትምህርት ክፍል የስፖርት ማዘውተሪያና

መስሪያ መሳሪያ መግዣ በቂ በጀት ይመደባል ሀ.አዎ ለ.አይመደብም

5.ለጥያቄ ቁጥር 4 የእርሶ ምላሽ አዎ ከሆነ በምን ያክል መጠን ይመደባል

ሀ.በከፍተኛ ለ.በመጠኑ ሐ.በጥቂቱ መ.መልስ የለም

6.አዘውትረህ በክፍል ምልክታ ትሳተፋለህ/ሽ ሀ.አዎ ለ.አልሳተፍም

7.መምህራኖች የተማሪዎችን ችግርና ልዩ ፍላጎት እንዲያዩ ለመርዳት ፍላጎት አለህ/ሽ

ሀ.አዎ ለ.አይደለም/የለኝም

8.የሰውነት መጎልመሻ ትምህርት ክሌሎች ትምህርቶች ጋር እኩል ናቸው ብለህ ታምናለህ/ታምኚያለሽ

ሀ.አዎ ለ.አይደለም/አላምንም

9.ምላሽህ/ሽ አዎ ወይም አይደለም ቢሆን እባኮ ምክንያቱን ያብራሩ

10. የሰውነት መጎልመሻ (ስፖርት) ትምህርት መማር ማስተማር ሂደት ጥራትን የሚጎዱ ምክንያቶች ምን ምን ናቸው ብለህታስባለህ/ሽ

11.በተለያዩ ስፖርት እቅስካሌዎችና ጨዋታዎች ትሳተፋለህ/ትሳተፈለሽ

ሀ.አዎ ለ.አይደለም/አልሳተፍም

**መግለጫ-4**

**ጂማ ዩንቨርሲቲ የድህረ ምረቃ ፕሮግራም**

**የስፖርት ሳይንስ ጥናት ትምህርት ክፍል**

ይህ ተከታታይ ምልክታ ቼክ ሊስት የተዘጋጀው የስፖርት መምህራንን የክፍል ውስጥ እቅስቃሴ ለመገምገም ነው. የዚህ ጥናት ዋና ዓላማው በቤንች ሽኮ ዞን ባሉ በሁለተኛ ደረጃ ትምህርት ቤቶች

ለሚሰጡ የሰውነት መጎልመሻ (ስፖርት ሳይንስ) ትምህርት ጥራት ተግዳሮት የሆኑ ምክንያቶችን ለመገምገም ነው.

ክፍል ሦስት፡- የሰውነት መጎልመሻ (ስፖርት ሳይንስ) ትምህርት የተዘጋጀ የምልክታ ችክ ሊስት

ዝርዝር ሀሳብ	አዎ	አይደለም
ችግር ፈቺ የሆኑ እክስቃሴዎች ላይ መሳተፍ		
ተማሪዎች ሀሳቦችን በቡድን ይወያያሉ		
ተማሪዎች በነፃነት ሀሳቦችን በመግለፅ ይሳተፋሉ		
የተማሪዎችን እንቅስቃሴ ለመመዘን የሰውነት መጎልመሻ መምህራን ምን ምን ስነ- ዘዴ ይጠቀማሉ.		
መልመጃ በመስጠት		
የሙክራ ፈተና በመስጠት		
ማጠካለያ ፈተና በመስጠት		
መምህራኖች በየጊዜው የተማሪዎችን የቤት ስራና የክፍል ስራ ይከታተላሉ		
መምህራኖች በራሳቸው የተማሪዎችን ስራ የሚከታተሉ ከሆነ ለምን		
በክፍል ውስጥ ያሉ የተማሪዎች ቁጥር በታም ብዙ ስለሆነ		

