

JIMMA UNIVERSITY

SPORT ACADEMY

DEPARTMENT OF SPORT SCIENCE



**THE IMPACT OF SPORT FACILITIES AND EQUIPMENTS ON
ACHIEVEMENTS OF STUDENTS IN SELECTED SECONDARY
SCHOOL OF BUNO BEDELE ZONE.**

BY: TARIKU BEKELE

**A THESIS SUBMITTED TO JIMMA UNIVERSITY, SPORT ACADEMY,
DEPARTMENT OF SPORT SCIENCE FOR PARTIAL FULLFILMENT OF
THE MASTERS SCIENCE IN TEACHING PHYSICAL EDUCATION.**

**SEPTEMBER, 2021
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JIMMA, ETHIOPIA

APPROVAL SHEET

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ABBREVIATION

PES- Physical Education and Sport

M.O.E- Minster of Education

ACRONYMY

ICHPER.DS- International Council for Health Physical Education Recreation, Sports and Dance

ABSTRACT

The purpose of this study was to identify the impact of sport facilities and equipment's on achievements of students in selected secondary school of Buno Bedele Zone. The cross-sectional study design was used. Buno Bedele Zone, Chora Woreda, Chora secondary school, kemise secondary school, and Abdela secondary school grade 9 and 10 students (n =109) were selected using stratified sampling technique. While physical education teachers and principals of Chora Wereda secondary schools were selected using purposive sampling technique. The dependent variable of this study was student achievement of grade 9 and 10 physical education subject for the last three years from 2017-2020 G.C. The independent variables include sport facilities, equipment's and general supply for sports. Quantitative data were entered and processed using SPSS Version 25. Descriptive and inferential statistics were used to analyse the data. Supplement to this, descriptive narrations were used to analyse qualitative data. The result this study shows that the sport facilities and equipment's significantly affecting the student's achievement in selected secondary school of Buno Bedelle Zone at $p < 0.05$.The finding of this study shows that there were scarcity and less utilization of sport facilities, equipment's and general supply for sports. Sport facilities and equipment's affect students' academic achievements in Chora Secondary schools. The researcher recommends school management and stakeholder in order to plan, utilization, monitoring and evaluation of sport facilities and equipment that influences academic achievement of students.

Keywords: achievement, equipment, facilities and student achievement

CHAPTER ONE

1. INTRODUCTION

1.1. Background of the study

Physical Education and Sport (PES) have numerous advantages linked with active participation; Bailey (2006). Talbot (1999) notes that physical education helps students to develop self-respect, helps in integrating social, cognitive and physical growth, develops knowledge of the function of aerobic and anaerobic physical programs in health, positively improves self-esteem, and enhances social, affective and cognitive development (Talbot, 1999). Physical activity maintains healthy joints and muscles so that one can undertake their daily activities and be physically fit.

The availability of adequate facilities, equipment and supplies as well as their utilization are important ingredients in any physical education and sports programmed. The level of success of most physical education and sports programmers' is greatly dependent on the degree of availability, adequacy and utilization of up-to-date facilities, equipment and supplies. This is because they form the hub around which such programmed revolve (Akinsanmi, 1995; Mgbor, 2005; Mgbor and Anyanjor, 2005). Availability refers to services/resources that can be obtained in the discharge of certain functions. Longman (2003) asserts that availability refers to resources ready to be used, able to be used or that can easily be found and used. Onyejiemezie (2002) noted that availability is a state of making provision for a satisfactory standard requirement in terms of teaching resource to enhance effective instructional activity in a particular subject. According to the meaningful learning or transfer of what has been learned will take place if such learning occurs in a situation devoid of relevant activities and concrete experiences. In other words, availability can be defined as human and material resources ready for use in teaching physical education. The availability of resources-instructional facilities, equipment and supplies as well as adequate personnel motivates the learners, increases the teacher's efficiency and promotes the productivity of the teacher.

Facilities, supplies and equipment provision are important aspect of physical education and sports programmed. Excellent programmed is the key word in physical education and sports competitions and this requires well equipped good play-ground for training.” (Onyejiemezie: 30, 2002).

Adequacy of an object means a condition of being enough in quantity and good enough in quality for a particular purpose or need. Ojoawo (1990) opined that adequate facilities and equipment constitute a strategic factor in organizational functioning. This is because they determine to a very large extent, the smooth functioning of any educational programme. He further stated that their availability and adequacy influence efficiency and high productivity in teaching. According to Adedeji (2000) there must be sufficient motivation in form of attractive facilities, supplies and equipment for the school physical education programmed in a secondary school. Where these resources are lacking, the effective functioning of the school physical education programmed will be hindered. Longman (2000) explained adequacy as a schools are now looked upon as one of the fertile grounds for breeding the Nation’s future situation in which there is enough resources for a particular purpose. Mapaderum (2002) opined that adequacy is a satisfactory condition of resources in an organization. He added that adequacy of facilities, equipment and supplies in schools promote effective teaching and learning activities in the school while their

Inadequacy affects the academic performance negatively. Hornby (2006) asserts that adequacy is a condition in which something is enough or good enough in quantity for a particular purpose or need. Adequate availability of equipment and facilities and their proper utilization have been positively correlated to good performance in examinations while poor performance has been blamed on inadequacies, (Maduewesi, 2010). Adding that where equipment and facilities are lacking, teaching may be poorly executed. Adequacy as will be used in this study therefore means satisfactory or acceptable quantity of resources as required for success in teaching of physical education in secondary schools. Therefore, the researcher aimed to assess the impact of sport facilities and equipment’s on achievements of students in selected secondary school of Buno Bedelle Zone.

1.2. Statement of the problem

Young (2003) stated that new sport facilities and equipment can influence higher achievement of student. Physical condition of facility also can give impact positively and negatively for teachers in effectiveness in the classroom, attire school, morale and personal safety (Barbra, 2006). According to Barbra (2006), the facility which in poor condition will give high rates of teacher absenteeism, reduce effectiveness on teaching, low morale and reduce job satisfaction.

Standard facilities and equipment are essential prerequisites to good and impressive performance. Lack of adequate and standard facilities and equipment hampers physical education programmed in many ways. According to Awosika (2009), it might be impossible to achieve satisfactory results from athletes whose training facilities and equipment are inadequate or of sub-standard. The scarcity of physical education facilities, supplies and equipment could therefore constitute a big cog in the successful teaching of physical education in schools. Availability as will be used in this study therefore means human and materials resources ready for use in teaching physical education in the schools (Mapaderum, 2002).

The teaching learning process of PE in high school requires various materials, facilities, gymnasia adequate number of subject teachers' reference books and so on. This is specially connected on the teacher's quality having the subject knowledge and skill for the primary schools are a base for all their remaining grade level. To produce quality physical education teachers, a high school should possess primarily adequate and standard facility, playground for major courses like tracks for athletics, football court, volleyball court, basketball court, handball court, gymnasia, teaching materials like balls, apparatus equipment, adequate number of qualified physical education teachers, computers with internet application, reference books and the like so attention should be given for the high school students who learn Physical education to implement and progress quality teaching learning process. These high schools have not proper and adequate student selection process, sport facilities, materials, reference books and computers with internet application for major PE students. In addition to this, there is a shortage of PE subject teacher. This implies that, there are a lot of challenges for the quality of PE teaching learning. Based on the problems to this end the following basic research questions to be answered in this study:

1. To what extent sport facilities were utilized in selected secondary school of Buno Bedelle Zone.
2. To what extent sport equipment's were utilized in selected secondary school of Buno Bedelle Zone.
3. To what extent general sport supply were utilized in selected secondary school of Buno Bedelle Zone.
4. To what extent sport facilities and equipments affect students' academic achievement in selected secondary schools of Buno Bedelle Zone.

1.3. The objectives of the study

1.3.1. General objective

The general objective of this study was to assess the impact of sport facilities and equipment's on achievements of students in selected secondary school of Buno Bedelle Zone.

1.3.2. Specific objective

The Specific Objective of this study was to:

1. To assess the current status of sport facilities utilization in selected secondary school of Buno Bedelle Zone.
2. To identify sport equipment's utilization in selected secondary school of Buno Bedelle Zone.
3. To identify the current status of general sport supply utilization in selected secondary school of Buno Bedelle Zone.
4. To investigate the impact of sport facilities and equipment's on student's achievement in selected secondary school of Buno Bedelle Zone.

1.4. Significance of the study

The significance of this study will be important for Chora Woreda secondary school teachers, principals, educational office to provide information on the impact of sport facilities and equipment's on achievements of students in selected secondary school.

The school administrators may also be furnished with information on areas where there are no facilities in the schools and hat can help them to invest more in the area of physical education and sports development.

To the researchers, the findings of this study would provide information upon which future researches in the areas of physical education resources availability could be based. In all, the study will likely be on availability, adequacy as well as the utilization of instructional facilities, equipment and supplies in public secondary schools in Buno Bedele Zone Chora Woreda.

1.5. Delimitation of the study

This study was concerned in Oromia regional state, Buno Bedele Zone Chora Woreda secondary schools geographically. The study was limited on the impact of sport facilities and equipments on achievements of students in selected of Chora Woreda specifically Chora secondary school, Kemise secondary school, and Abdela secondary school.

1.6. Definitions of operational terms

Curriculum: - All things which are planned and guided by the school whether it is carried on in group and individual inside or outside the school (Ainon and Rosmaizura, 2010).

Education: - is planned, organized, designed, directed & evaluated process to be bringing a desired change on physical, mental, moral and emotional (Hjashrof and Fattinbinti, 2017).

Impact: - difficulty in a job or understanding that is stimulating to one engaged in it (Barbra, 2006).

Practice: - regular acting in the teaching-learning of physical education (John, Michael and Helen, 2000).

Recreational facilities: - are facilities or equipment's which are useful for the purpose of recreation in utilizing recreational activities (Kaves, 2017)..

Sport: - is kind of competitive event because of the inherent risk of failure (Kaves, 2017).

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 The Basic Concept of Physical Education

Physical Education and Sports has been defined in many ways by various writers and physical educationists. Physical education according to: (Bucher, 1985) is an integral part of the total education process. It is a field of end ever of human performance through the medium of physical activities that have been selected with a view of realizing this outcome. It is therefore, harmonies the physical, intellectual, social and emotional aspects of individual's personality mainly through directed physical activity. Traditionally, Physical Education had focused primarily on teaching sports and games to basic school children. Today, fitness specialists and exercise and sports scientists in various settings work with adults to help them establish and maintain life-long activity programmed. There have also been changes is school programmed to guarantee that there are opportunities for all persons to meet their unique needs while engaged in progressively challenging experiences.

Physical Education and sports is now among the subjects on the basic education curriculum that students, teachers and the entire community witness when it comes to competitions: (San deep ANAD ,2006). These spectators use this period for relaxation, release of tension as well as to assess the physical education teacher in the school through the students performance. The basic school years are the opportunities for the pupils to experience many different types of physical activity. If education is concerned with the development of the total person, the unique contribution of physical education to this end ever cannot be overlooked.

2.2 The Nature of Physical Education in Schools

Basic schools physical education programmed focus on helping pupils to attain competency in the fundamental motor skills and movement concepts that form the foundation for later development of specialized games, sports, fitness, and dance activities. Physical Education in schools, therefore help pupils to set realistic goals for achievement by providing for the need of

pupils at various levels of development and ability by encouraging acceptance of responsibility by nurturing pupil's self-esteem and by enabling them to gain confidence in themselves as learners. According to:(Sehmottlach,

and McManama, 1997). "Physical Education focuses on the teaching of skills, the acquisition of knowledge and the development of attitude through movement". This means that pupils should leave the basic school years knowing at least something about stability, force, leverage and other factors related to efficient movement".

The aim of physical education, like those of the general education is the full development of the body, the mind and the soul of the individual. This means,if the totally educated person is seen as one who has fully developed his/her ability to utilize constructively all of his/her potential capacities as a person in relation to the world he/she lives, then the physically educated persons may be defined as one who has fully developed the ability to utilize constructively all of his/her potential capacities for movement as a way of expressing, exploring, developing and interpreting him/herself and his/her relationship to the world, he/she lives in: (Siedentop, 2001)

Teaching physical education as it exists shows that a good number of teachers often deny pupils the opportunity to express themselves freely in purposeful activities during physical education lessons. Most often, teachers of physical education do not and sometimes devote very little time to the planning of their lessons to meet the needs of the pupils. It is a fact that the teacher schedule at the basic education is a heavy one and much is needed to be done to bring such a programmed to a success: (Traxter and North 1987). They mention how tedious the work of the basic education teacher is. They state, "It is common

knowledge that the average public high school teachers carry a heavy load.He/she must teach from 100/200 or more pupils distributed through three, four or five classes, participate in extra curriculum programmed of the school, prepare lessons plans, read and correct papers and exercises, gives special help to slow pupils, make out report, and often take an important part in and out of school life of the community". The above task explains the exact terms of the work of a basic education school teacher in Ghana. She/he can only succeed if he/she is assiduous to work. It is assumed that it is only in the school that planned programmed are possible. The duty of the teacher is to make sure that a variety of activities are available to teacher a child. Schurr,

made this clear that, “a good physical education programmed helps children to build foundation for present and future success in all life activities”: (Schurr, 196:4), This implies that good approach would help in the achievement of the present and future successes in all life’s activities .According to: (Ayi- Bonte,1966)“ since the child stores to understand his immediate environment through movement, the school should provide himwith facilities for purposeful movement. He must have things to throw, climb, pull and push about. He must also have things to jump unto, jump over and also things to jump down from. This gives him excitement: (Ayi-Bonte, 1966:1).

Physical education is on most schools time table but attention is not given to it. Teachers allow pupils play around, doing things on their own without any instruction on how certain skills are performed. The teacher thinks and feels that keeping pupils involved in activity is the most important skills. As pupilsare found playing and enjoying themselves, the Happy, Busy and Good type of lesson, whilst the teacher engages him/herself in other things. Physical education period are treated as time for recreation. According to: (Pangrazi and Dauer ,1995:2) “All people would like to be skilled and competent in the area of motor performance. The elementary schools years are an excellent time to teach motor skills because children have time and predisposition to learn”. Pupils must learn and for learning to take place, there must be information or instruction on what is being done. Pupils needs instruction on whatever they are doing to become perfect so that they can grow and become better persons in the future to contribute meaningfully to the community in which they find themselves. This also emphasize on the need to train so that he/she will not depart when he/she grows, therefore we need to “catch them young” and at the appropriate age.

Understanding the genetic diversity among pupils such as in muscle type, cardio-respiratory endurance and motor co-ordination is a requisite for helping pupils evaluate their physical capabilities. Pupils clearly play and most developmental psychologists believe that, playing is the most basic form of behavior in young children and that, it is through play that children acquire much of their early knowledge about the physical and social world in which they live. The role of games in elementary physical education is to provide all pupils the chance to be successful in playing in dynamic, unpredictable situation that challenge them to outwit their opponents: (Graham et al, 2001). It is, therefore, the responsibility of the teacher to design his/her activities

to meet the needs of all pupils. Since movement is the child's first language, a variety of experiences will help make that language as precise and expressive as possible. According to Flanders guide, much early research in teaching effectiveness are centred on the interaction between teachers and students as cited in:(Wuest and Lombardo) "...an effective teacher interacts with pupils so that they learn more and like learning, teaching effectiveness is concerned with those aspects of teaching over which the teacher has direct control".

Unfortunately, the number of pupils or interest of pupils participating in daily physical education is declining. Information on basic schools teachers' teaching Physical Education in the schools is limited. Many basic school teachers' only give out balls or ask pupils to go out and play when it is time for physical education. This trend has serious effect on the lives of pupils who should be given the needed skills for live. Others use the period to teach other subject at the expense of physical education or use it for school project. This approach results in an inferior and narrow program that may satisfy the accountability concerns of the teacher but does little to give pupils a well-round education. This supports: (Schmottlach. and McManama.,1997), when they stated that: Physical education is not merely free play or recreation time when no instruction need occur, nor is it a non-intellectual activity with no claim to aplace in formal education" Pupils receive no instruction on what to do. It is through the instruction that pupils learn the correct skills, understandings and attitudes that will enable them to participate in various physical activities throughout their lives.

Although their Physical Education stresses psychomotor goals, cognitive and effective learning domains, little attention is given to it by teachers in the basic school. With most of the teachers being products from the colleges of education in the country where methodology played an important role in their training, the expectation was that they will teach students to learn how to adhere to a physically active lifestyle, so that this can be passed on to pupils during physical education lessons.: (Darts and Pangrazi ,1991) stated that: "Physical Education is a learning process that focuses on increasing knowledge and affecting attitudes and behaviors related to physical activities including exercise, sports, games, dance, aquatic and outdoor activities" It is becoming more evident that, to obtain a comprehensive all round knowledge and understanding of the society, one must study its cultural patterns and institutions. Physical education and sports - related activities that comprise the programmed are merely one of the

many cultural patterns prevalent in any society. As mentioned earlier, physical education forms parts of the school programmed, therefore, for the programmed to be successful, all personnel should possess qualities like knowledge of the subject matter, methodology, good relationship with his pupils and staffs as well as good attitude towards work. As: (Bucher, 1987) must also be observed that almost all the physical education teachers at the basic level schools are not certificated in physical education, that is, they are not trained personnel in physical education. This means that physical education teachers at the basic level school will have a problem in the teaching of the subject: (Nacimo-Brown and. Brown, 1989) said “No matter how kind, amiable and well meaning a teacher is, he cannot possibly succeed unless he has a thorough knowledge of the subject matter he is teaching and a good general knowledge: (Nacimo and Brown, 1989:8). They further went on to say that, a very knowledgeable person completely lacking in sensitivity or human emotions is not likely to be successful either especially if he behaves like an army sergeant on the parade grounds. Although physical education is taught in command manner, if a good approach is used and skills are developed, it is easy to transfer knowledge at all levels. This therefore makes this statement true in that people who share at commands are not able to enjoy the lessons as was put forward by: (Nixon and Jamett) that teaching has been quiet “authoritarian” in nature and too often taught by what Musston calls a “command style”: (Nixon and Jewett, 1969:179).

A good physical education teacher should therefore create different environments in which he or she teaches all the three domains of cognitive, affective and the psychomotor skills. The physical education teacher must also be in an all round position where he/she can meet the needs, interests and aspiration of the pupils he teaches, he must dedicate himself to the work he does and through such efforts he will be able to achieve his goals. From another perspective, the physical education teacher should have a good knowledge in administration and organization of his physical education programmed in a way that will make the pupils want to learn. The great Greek philosopher and scientist, Aristotle, once said, “He who thus consider things in their first growth and origin whether a state of anything else will obtain a clearer view of them”. Relating this statement to our context, one will simply agree with: (Charles Bucher) who said that. “An important principle of personnel management is the recognition individual differences and different type of work. These differences must be recognized by the administrator, who must make sure that the right person is in the right inched. An individual who

is a round peg in a square hole” does not contribute to his or own self or the organization qualification or vice versa is unjust and devastation” (Bucher, 1989:2).When placement in schools is done effectively students will develop their talents and will grow to find correct places in the society and this will then solve the problem of dropout. It is also important to realize that to some extent that motivation and interests are the driving forces behind all learning and full participation of teachers and students in sports. This can affect the performance and attitude of the individual or the teacher in handling the subject. Bucher, in his book “Foundations of Physical Education” said, In order to have improved and effective learning situations, there are certain basic reference for the conduct of learning and teaching in the school environment. Some of the most important forces influencing learning are motivation, individual differences and intelligences. ”He went further to explain that motivation is a basic factor for effective learning.

He said motivation refers to a condition within the individual that imitates activity directed towards a goal. This therefore suggests that as a physical education teacher, one must do all things possible to motive his students so as to make them put up their best. The teacher should as well be motivated too. By this teacher motivation, he gains an inner joy when performing an activity or work and this will make him achieve his set goal. Motivation, when well met will bring about co-operation, self awareness and initiative, and thereby bringing about achievement of higher results by both the teacher and the student. Another important area to be touched is how the teacher can develop his students’ mental faculties so as to be able to reach immediately to situations that confronts them during sporting activities. Looking at the nature of the game competitions, one has to be astute to become aware of what is taking place and adjust himself to situations within the period of play. It should be noted that physical education teacher should not just train his athletes only the techniques of executing a skills but a lot more should be done when training them: as;(Charles Bucher, 1986) puts it: “Athletes should not only learn and practice the techniques of their events but also try to maintain a strength, power and other aspects of physical fitness.”: (Bucher, 1986pg 6:71). This explains why the physical education teachers should prepare the students in a way that will make them physically, mentally, socially, morally and emotionally fit well into any society they find themselves.. This will help the students go about their normal duties or activities with ease as Bucher again sums it up, thus: “The physical education curriculum should include a core physical fitness activities designed to

develop strength, speed, agility, balance, co-ordination, endurance, flexibility, good posture and body mechanics, that Physical Education and Sports has been defined in many ways by various writers and physical educationists. Physical education according to: (Bucher, 1985) is an integral part of the total education process. It is a field of end ever of human performance through the medium of physical activities that have been selected with a view of realizing this outcome. It is therefore, harmonies the physical, intellectual, social and emotional aspects of individual's personality mainly through directed physical activity.

Traditionally, Physical Education had focused primarily on teaching sports and games to basic school children. Today, fitness specialists and exercise and sports scientists in various settings work with adults to help them establish and maintain life-long activity programmed. There have also been changes is school programmed to guarantee that there are opportunities for all persons to meet their unique needs while engaged in progressively challenging experiences.

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2.3. Objectives of Physical Education

Physical education today plays a vital role in the education program because it makes to develop the whole personality of students in order to produce citizens who are physically, mentally and socially competent. This can be accomplished through the medium of physical activities which contributes to the achievement of the prime objectives of physical education.

Regarding to this Teshome (1981:12-13) noted that “All teachers should be sensitive to the developmental needs of boys and girls while the mathematics teacher is especially sensitive to the needs of the students to be able to think quantitatively and to solve certain problems. The physical education teachers should be especially sensitive to the achievement of the following goals which we might call specific objectives of physical education.

Hetherington (1910), as cited in wuest bucher (1999) viewed physical educations contribution to the educational process as encompassing organic education, psychomotor education, intellectual education and character education.

Charles Bucher (1964); identified some developmental objectives for physical education. These objectives were physical (organic) development, motor and movement development, mental development, and social development. Achievement of the outcomes associated with each of these objectives contributes to the development of well-rounded individuals who will become worthy members of society.

Generally according to wuest Bucher (1999:43) physical education can contribute to the goals of education in many significant ways. First, physical education makes a unique contribution to the development of the total person. It is the only area of the school curriculum that promotes the development of motor skills and fitness. No other curricular area contributes to development in the psychomotor domain.

Second, a quality physical education program enhances the health and wellbeing of its students. Students who are healthy can learn more effectively, have more energy to expend on educational tasks, and possess a greater vigor and vitality not only for learning but also for daily living. Since one primary goal of education is to prepare students to be productive members of society, attention must be given to the health and welfare of the individual. Participation in regular physical activity enhances one's overall health. The physical education program can give students the skills, knowledge, and attitudes that will result in a life time of participation in physical activity, thus contributing to good health in adult hood and increased productivity.

Third, physical education can contribute to learning readiness. Movement experiences are critical to learning readiness. Movement is the means by which infants explore their environment, develop their senses, and lay the foundation for future learning in all domains. Then through movement and play, young children become independent as they explore, gain confidence as they accomplish new tasks, and acquire social skills as they interact with others. Additionally, movement stimulates growth and development and enhances the health status. This makes the children to lead quality of life throughout the school time and even at adult stage.

Fourth, physical education can be an important part of an integrated educational curriculum. Today, we see a greater emphasis on multidisciplinary learning, with the integration of subject content across the curriculum. Integration provides opportunities for students to see new relationships, to transfer what they have learned from one setting to the next, and to reinforce learning in various ways.

Generally, quality physical education programs contribute to students' physical, intellectual, social and emotional development. However, whether the potential of physical education to contribute to educational outcomes is fulfilled depends heavily on teachers' commitment to conducting quality programs, and the support they receive for their work from within the institution and from their community.

Neilson, Hagen and Comer (1966:10) state that "the teacher should keep in mind the generalized, specific, immediate and remote objectives of physical education and should use them as a guide to his method of teaching. Boys and girls have objectives also which the teacher must understand and with which the teachers deal. Frequently the objectives held by different persons are in conflict. The objectives held by the principal, the teachers, the parent and the students may be different. When the objectives held are in conflict, they should be discussed and if possible be harmonized.

A clear statement of objectives in physical education is important from several points of view. Objectives should be clearly stated, attainable, and socially desirable. Favorable public attitude depends up on such a statement, sound school administration depends on it, and teachers cannot teach intelligently and effectively without it."

2.4 The Teaching of Physical Education

Many questions are pertinent here as one to explore on the attitude of teachers in the basic schools towards the teaching of physical education. Teacher's concentration on sports, so physical education is seen as sports. Instead of engaging the whole class in a systematic approach in skill development, they concentrate on few individuals who are skilled. During physical education lesson, some teachers teach it as though pupils were of the same levels and abilities. Pupils, who do not fit into the teachers' category, are left behind and sometimes ridiculed or shame to be the target of sarcasm or to be belittled. This negative behavior does not encourage

some pupils to go out for physical education. Pupils like fun, so teachers are to provide the platform for pupil's enjoyment at the same time learn as well since physical education encourages participation and skill development in a variety of sports, thus providing pupils with the opportunity to participate in appropriate sports activities. According to: (Wuest and Lombardo, 1994:248) "the teachers of the twenty-first century must learn to anticipate change and make long-range assumptions, they must be informed, future-oriented adaptable individuals who are capable of envisioning future alternatives and devising suitable courses of action for themselves and their pupils." Some pupils entering school may not have mastered the more complete patterns of movement in which two locomotor movements are combined and performed in an uneven rhythm.

So if pupils are to grow and develop to their full potentials, then they must be provided with the most conducive learning environment. Physical education includes the acquisition and refinement of motor skills, the development and maintenance of fitness for optimal health and well-being, the attainment of knowledge about physical activities and exercise, and the fostering of positive attitudes conducive to life span participants' lives.: (Wuestand Bucher ,1999) This means under a qualified leadership, physical education helps to promote active life styles for people of all ages and abilities, thus enriching participants' lives. The teacher finds it difficult to impart the knowledge to pupils when it comes to teaching physical education. It was in that:(Rink ,1998;20) stated that: " Teaching physical education for learning is primarily a text on instructional processes and the teaching skills required to execute those processes effectively-that is what teachers can do to help trainees learn what teachers want them to learn". It is therefore the duty of the teacher to teach motor skills in a clear, concise manner. So youngsters can learn proper movement at an early age. The difficulty faced involves combination of class size and heterogeneity of skill levels pupils' pose a problem for the classroom teachers, there is always a problem of classroom management, equipment and space in some schools, hence making it impossible to teach the subject as it stands. Agreeing with this statement: (Mosston and Ashworth ,2002:34) were with the opinion that: "Teachers who can transform their knowledge about an activity and articulate it to specific group of learners in language and concepts they understand have strong practical knowledge".

Unfortunately, this is not always the case as many pupils experiences failure and frustration in a physical education setting. Most teachers fail to teach physical education the way it should be taught because they lack the technical knowledge. Some do not even show any interest in the subject let alone to encourage others to teach it. This attitude put some pupils off to even comout for physical education lesson. The issue here is clear. Most classroom teachers have had one course in physical education methods as part of their teacher preparation. They are not well prepared to teach physical education...they cannot possibly do all the things expected of them and physical education is too often the subject that gets left out: (Siedentop, 2001).

Most teachers see the job of physical education teacher a demanding one that is often seriously underappreciated as they lead intense daily live in school teaching and supervising pupils, and also taking after school coaching responsibility can increase their length of the school day. Physical education must b largely an instructional programmed if it is to acquire a full partnership in the child's overall education. Only high quality programmed based on developmental goals with demonstrable and accountable outcome achieve this respect. According to:(Pangrazi and Dauer ,1995:126): "it is important to be concerned about students as long as it expressed ina Professional manner. Being a leader means knowing where to direct a class... it is the teacher's responsibility to lead the class to desired objectives".

The elementary years are a time for experimentation, practice and decision making about all activities that exist. This principle implies that activities are selected because they have educational value for all youngsters: not because the teachers like them or respond to pupils preferences. Teachers must be able to integrate, synthesize and co-ordinate diverse concepts representing both psychological and bio analytic in such a way that the individual needs of their students are best served. (Pangrazi and Dauer ,1995:4) ".....children developan increased awareness and understanding of the body as a vehicle for movement and for the acquisition of a personal vocabulary of movement skills".

Children should learn more than physical performance of skills. It is important to develop in understanding of skills performance principles of physical fitness should be emphasized. Many small-groups activities in physical education lend themselves to affective development- learning cooperative and social skills. Pupils should learn the feelings of satisfaction and accomplishment through participation in a physical education programme (physical education programmed

include activities that enhance cognitive and effective teaching): (Wuest and Lombardo, 1994:248). In supporting the above statements said: “Physical education teachers must strive to make a difference in the lives of those students who are currently in schools and who will soon be in a position to decide the value of physical education programmed in their children’s schools. Therefore these teachers must demonstrate that they have the abilities required to assist students to attain programmatic goal and with a noticeable effect across their lifetime.”

School Physical Education program focus on promotion of lifespan involvement in physical activity, pupils learn the skills, understanding and attitudes that will enable them to participate in various physical activities throughout their lives. (Pangraziet al., 1995:124) went further to state that:“ Teachers need to be aware of the impact their behavior has on students. In many ways, teaching reflects the personality, outlook, ideals and background of the teacher.” Basic school physical education programmed focus on helping pupils attain competency in the fundamental motor skills (e.g.throwing and catching) and movement concepts e.g. balance) that form the foundation for later development of specialized games, sports, fitness and dance activities .As pupils progress through school, skills and fitness development is accompanied by an increased knowledge and understanding of physical activity. Metzler continues and asserts that the best way to achieve this is to maximize teaching effectiveness. (Kirchner et al., 1995:4) went on to say that “In order to participate in physical end ever, children will need to acquire skills. Without skill, there will be little success. Without success, there will be little Interest, and without interest an attitude commensurate with inactivity will develop.”

All children need basic instruction in motor skills and s will facilitate the skills and knowledge necessary to support an activity, productive and ports activities through a comprehensive physical education programs. Such program healthy life style. When an individual is playing a game, swimming, doing gymnastic or even matching, it is said that some sort of education is taking place, and this type of education should be conducive to the environment of the individual’s life or it may be detrimental. One of the main goals of physical education is to get learners incorporate physical activities into their lifestyles. The emphasis is placed on learning to perform the skill correctly rather than worrying about the outcome. This is so when children experience successful participation in physical activities in a warm supportive and positive

environment with teachers who care, they are more likely to continue to participate outside school setting. Physical Education uses physical activity to enhance the development of the whole person. Physical Education includes the acquisition and refinement of motor skills, the development and maintenance of fitness for optimal health and wellbeing, the attainment of knowledge about physical activities and exercise, and the fostering of positive to lifelong learning and lifespan participation. Physical Education is concerned with the promotion of active lifestyles for people of all ages and abilities (Harrison, 1996:130).

2.5 The Benefits of Physical Education

Education is a learning process, designed to foster the development of motor skills, health-related fitness, knowledge and attitudes relative to physical activity through a series of carefully planned and conducted experiences. A physical education programmed is of dubious value if it does not accomplish these major outcomes, for these contributions are unique to the physical education. It is in view of this that:(Kirchner et al. ,1995) stated that “Whatever else we profess to do, we must provide experiences that will enhance children’s level of health and fitness and we must teach them concepts and motor skills inherent in a wide selection of physical activities”. Only in physical education can pupils learn how to diagnose, prescribe and evaluate personal fitness qualities, how to develop lifetime sport skills and how to analyze movement principles. Youngsters will leave school without these abilities if the physical education programmed is inadequate, poorly organized or nonexistent :(Pangraziet al. ,1995:6) stated that “The physical education environment will help pupils acquire desirable social standards and ethical concept”. Physical Education offers the opportunity for a rich social experience. Most physical activities take place in a social environment: very few take place in isolation. For example, playing a dual sports like Tennis or a team sport like Handball requires you interact with at least one more people. Pupils can learn how to work together as part of a team to achieve a desired goal. Pupils learn how to play co-operatively, compete fairly, accept responsibility and respect the right of others. Thus physical activity provides children with the chance to interact with others and build social skills that will help keep them feeling isolated or lone it promotes physical development.

Physically, pupils improve their stamina, flexibility, strength, coordination and fitness. In other words the aim of physical education is the production of an integrated personality who has

attained development in all domains. Through physical activities the muscles of the arms, shoulder and legs are developed. Good postural habits are also encouraged and maintained. The cardio-vascular system is improved and the pupils go about their academic duties without interruptions. Play is important to all areas of development. Infants learn by exploring and interacting with their environment. Pangrazi et al. went on to emphasize that: “children need a rational basis for play. This can be established through activity orientations that can be transferred to other situations” play is the vehicle that children use to explore their surroundings and learn about the environment and how things work. This active exploration is the key to brain development, as these experiences help children create neural pathways among the billions of neurons in the brain thus helps set the stage for higher order brain functions such as decoding messages and problem solving.

Knowledge in physical education and related area gives an insight to first and in sports Cognitive development is further enhanced as pupils have the opportunity to apply information and knowledge gained during instructional periods. Intellectually, pupils learn new ideas and skills, as well as improving their problem solving abilities. Another benefits is, it provides a venue to develop ethics and morals. Pupils have the opportunity to respond to code of conduct to make decisions about what is right or wrong and make choices that have moral implications. Pupils may learn about leadership. Play is also important to language development. Pupils learn new vocabulary through relating events and sequences of events to other fields Again, the expansion of physical education and sport programmed to new settings and an effort to serve people of all ages have created a wide array of career opportunities for persons interested in this exciting field. Employment opportunities rang from the traditional career in teaching and coaching to activity-related careers in the community and commercial facilities.” Non traditional” career in athletic training, fitness, sport marketing. Sport communications, just to mention but a few, are growing in popularity.

It also contributes to our understanding of sports, a major institution in our society and many other cultures throughout the world. pupils learn through a variety of modalities, for example, visual, auditory, tactile and physical teaching academic concepts through self-concept. Children learn physical skills that allow them to participation in and enjoy physical activity throughout their adult years. Quality physical education programmed enhances the development

of both competence and confidence in pupils in performing motor skills. Attitudes, habits and perceptions are critical prerequisites for persistent participation in physical activity. Self-esteem is influenced by demonstrating competence or mastery of a task children are constantly challenged to learn new things. Each time a child successfully meets a challenge, he/she benefits emotionally because it increases the feeling of self-esteem. Physical activity also has a positive impact on children's psychological well-being: for example, active children demonstrate higher levels of self-esteem and self-concepts and lower levels of anxiety and stress. These benefits are critical in light of fostering healthy self-esteem in children and enabling them to deal with the inter-personal pressure to succeed. In early years, pupils derive pleasure from movement sensation and experiences, challenges and joy as they sense a growing competence in their movement ability. Children will experience a broad variety of movement principles. Youngsters will develop an understanding of their strength and limitation in the motor performance arena and know how to select activities that assure their safety. In support of the above assertions: (Graham et al., 2001:4)

2.6 Motivation

The learners more time will spend on learning while motivation is crucial force that determines whether the learner embarks on a task at all. (Lift Lowood, 1994:53) as cited in: (Geleta Alemu, 1990:6) say motivation is considered as a power house which emerging any education activity. Student motivation is key factor in successful learning. (Lado, 1982:42) and motivated learners never out any lesson unless something goes beyond their capacity to deal with "when students are motivated to learn, they usually pay attention to the lesson": (Carrel, 1992:71) as cited in: (Geleta's, 1990:12-18).

2.7. Factors related with administrators

Administrators one of the humane factor, that influences implementation understanding the crucial role of school. Administrators in implementation: (Maclaughlin, 1987) notes, implementation incredibly hard and that successful implementation generally requires a combination of pressure (introducing new idea) and support by school administrators. Supporting this: (Berman and Maclaughlin, 1976) found that project sustenance and success was highly related with principal's support. According to them, degrees of implementation were different in different schools. Mainly the action and the concerns of principals were different. In

addition:(Hord, 1995) he further noted that principal's actions convey the message as to where a planned change is to be taken seriously or not. This will as noted by, (Bermaan and Maclaughlin), indirectly affects the willingness and dedication of teachers. This action includes many activity but the main one are developing supportive organizational arrangements, training and ongoing information support, consultation and reinforcement, monitoring and evaluation.

2.8. Socio-economic factors

(Higginson, 1985) suggested the notion is that social background and availability of opportunities influence the decision to be involved in sport or not. This implies that the economic background of an athlete facilitates the choice to participate in sport because opportunities are readily available. Sport participants can thus afford to travel to where the facilities are situated and they can also afford to buy the necessary sporting equipment. There are however, many factors that make it impossible for certain females to take part in sport. According to: (Higginson, 1985), argued that even if facilities are available a child might not participate in sport if the parents are not concerned regarding this facet of the child's development.

2.9. Facility and equipment's

2.9.1. Facility

Physical conditions of the school playground a great role on students' activity and responds to teachers to one another and to the studies, in terms of the comfort they feel in their surroundings. Educational facilities are the physical infrastructures that contribute directly or remotely to the teaching and learning process in the educational system. The infrastructural facilities and physical environment give educational institutions their appropriate shape and atmosphere for teaching and learning. These facilities and the environment also describe the quality of the institutions in terms of their staff (students, attraction to outsiders, aesthetics, healthy, safety and relevance (Okorie and Uche, 2004) as cited shumet (2010) The infrastructural development in higher education is complex and cost intensive. Thus to ensure their quality and maintain global standards is very challenging. The infrastructural development in higher education involves provision of buildings such as store, office, classrooms and sports facilities. Provision of stimulating learning environment and safety is also a major consideration in infrastructural development. Maintenance, renewal and innovation are other determinants of the quality of the infrastructural development efforts of the institutions that will attract the students, staff and

others to the institutions. Quality assurance of the facilities right from their planning, to development and utilization will ensure effective realization of setting goals in higher education institutions. Physical education learning experience becomes effective through the proper use of supplementary teaching environment. Each institution should have sufficient facilities to achieve the desire objectives. All such facilities should assist students to learn properly and effectively. Regarding to these concepts, Horine (1985) as cited shumet (2010) suggested that “The physical education program needs the quality and quantity of facilities that is which priorities must be assigned to facilities that can meet the challenges since overcoming obstacles” Generally facilities must be considered as an integral part of the instructional program.

2.9.2 Equipment’s

In order to secure the development of physical or mental strength and those social and moral qualities of the students, which may be gained through well directed physical activities, certain spaces, equipment’s and supplies are necessary. According to Knapp (1968:383) “The kind and amount of material resources available affect the type and quality of physical education program and to a large extent the types of method used. Good physical education programs do exist despite the lack of expensive materials of many kinds. Such programs have compo sited by maximum use of natural resources, adapting methods to make optimum use of available limited equipment’s and facilities and generally sound and creative administrative practices.

The fact remains, however, that good educational programs cost money, and in general research indicates that the Higher the budget, the better the school program. Administration must continually strive to provide the best possible facilities equipment’s and organizational design to assure good learning.” Therefore, care must be taken in selecting equipment’s and school should construct those equipment’s which are helpful in physical development. Physical education learning experience becomes more memorable through the proper use of supplementary teaching aids. Each teacher should have a variety of good instructional materials. All such materials should assist students to learn and should not be used as a means of entertainment. When properly used such aids can increase the depth and speed of teaching learning activity and also the status of the subject. Nellson Hagn (1966) as cited in Abinet (2004).

CHAPTER THREE

3. RESEARCH METHODS AND MATERIALS

3.1. Description of the study

The study area of this research is in Chora wereda secondary schools which is found in Oromiya Region Buno Bedelle Zone Qumbabee Town which is bordered Ilubabor Zone, Mettu town is 516km from Addis Ababa. The weather condition of these wereda is highland. The major economic activities of Chora wereda are mainly related to farming and coffee. The majority of the population is Afan-Oromo language speaker and the follower of Muslim and Ethiopia orthodox Christianity . But, also has many protestant residents.

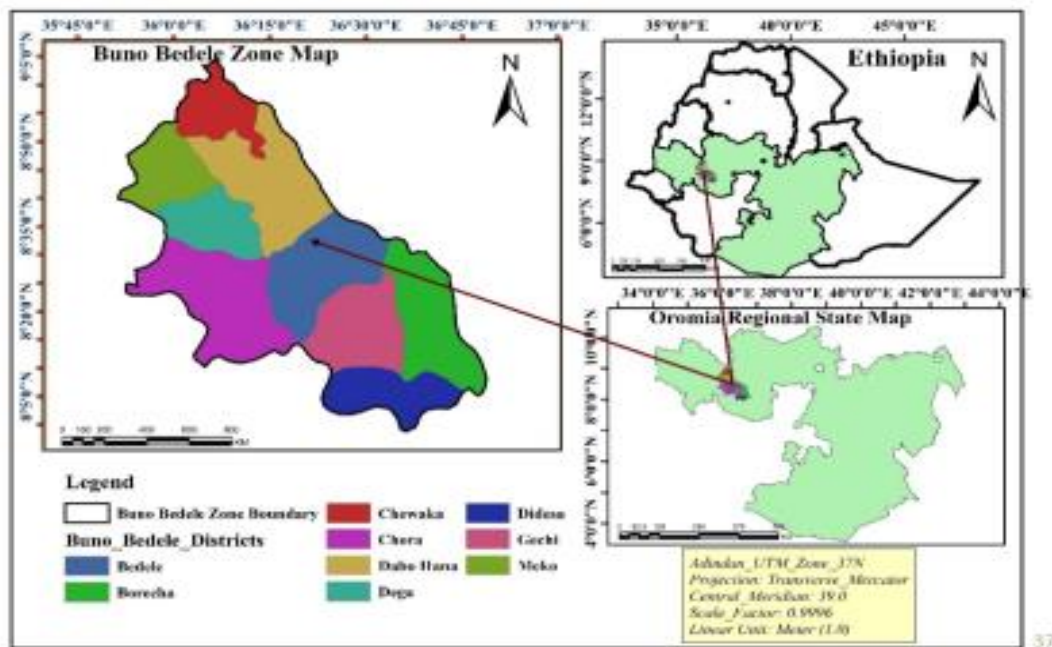


Figure 3 1 Chora woreda, Buno Bedelle Zone, Oromia, Ethiopia (source: Google Map, 2021)

3.2. The Research design

The study attempts to describe the impact of sport facilities and equipments on achievements of students in selected secondary school of Buno Bedele Zone from Oromia regional state. Thus, the nature of the research is descriptive survey type. The data generated to undertake this study was both qualitative and quantitative in nature particularly to descriptive survey method.

Because descriptive survey method helps to explain educational phenomena in terms of the condition or relationships that are held by the teachers, school administrators and students and it is a means through which opinions, attitudes and suggestions for educational practice can be obtained. In addition, this method enables the researcher to examine the teaching learning process and factors hindering the application of them. The researcher used cross sectional research design.

3.3. Source of data

The major sources of data for this study were both primary and secondary sources. Primary sources provide raw information and first-hand evidence. In this case, primary data were collected from students, physical education teachers, school management or principals.

Secondary data are known to be readily available compared to that of primary data. It requires very little research and needs for manpower to use these sources. Secondary sources provide second-hand information and commentary from other researchers. In this context, secondary data were collected from relevant books, journals and relevant documents.

3.4. Population of Data

Buno Bedele Zone woreda list includes Cawaqa, Dabohana, Bedele woreda, Bedele Town and Gachii. The total population of secondary schools were (N = 16). Among the total population of the studied secondary schools due to manageability of schools based on time, money and other resources certain schools were selected.

The target population was comprises three public secondary school of Buno Bedele Zone Chora Woreda. The target population of this study was grade 9 and 10 students of Chora secondary school, kemise secondary school, and Abdela secondary school. The target population of the study was 2183 public secondary school students. From these target populations 109 (5%) sample students were selected.

3.5. Sample and sampling techniques

The sample of a study was the participants in a study. The sampled population of the study was students who have attended regular education in secondary schools of Buno Bedele Zone Chora

Woreda in grade 9 and 10. Both schools and students were selected using stratified sampling techniques. Whereas, purposive sampling techniques were used to sample respondents of this study from physical education teachers, school management or principals of Chora Wereda secondary schools which were specifically Chora secondary school, Kemise secondary school, Abagoro secondary school and Abdela secondary school of Oromia regional state.

Table 3 1 Sample and sampling techniques

No	Name of school	Total numbers of students in grade 9	Number of sample students in grade 9	Total numbers of students in grade 10	Number of sample students in grade 10	Total number of sample students from grade9 and 10
1	Chora secondary	497	25	615	31	56
2	Kemise secondary	374	18	380	19	37
3	Abdela	103	5	214	11	16
	Total	974	47	1209	59	109

3.6. Procedures of data Collection

The self-made questionnaires were modified. Validity of the study was checked using criterion validity test. Reliability was measured using tests re-test the Cron-batch alpha level. Additionally, an observational checklist was developed. Then, an ethical clearance letter was taken from Jimma University, Sport Academy, research, and a postgraduate coordinating office. Accordingly, school administrations were contacted. The data were collected from the respondent through the proposed data collecting instruments. Pilot test was used to customize the questionnaire into study setting, field observation was made and semi-structured were analysed thematically.

3.6.1 Pilot Test

Bedelle Secondary School was taken to correct self-made questionnaire. From Bedelle Secondary School grade 10th students (N=40) were selected and questionnaire was administrated accordingly.

Table 3. 1 Pilot test

S.N	Questionnaire	Cronbach's alpha level
1	Sport facility questionnaires	0.82
2	Sport equipment questionnaires	0.83
3	General Supplies for all sports questionnaires	0.85

Sport facility questionnaires ($\alpha=0.82$), Sport equipment questionnaires ($\alpha=0.83$) and General Supplies for all sports questionnaire ($\alpha=0.85$). The questionnaires were acceptable since the acceptable alpha level was ($p>0.6$). Accordingly, standard questionnaires were prepared and administered for sampled students.

3.7. Variables of the study

3.7.1. Dependent variable

Student achievement of grade 9 and 10 physical education subject for the last three years from 2017-2020 G.C. in selected secondary school of Buno Bedelle Zone.

3.7.2. Independent variable

Sport facilities and equipment's found in selected secondary school of Buno Bedelle Zone.

3.8. Method of Data Analysis

Quantitative data were entered and processed using SPSS Version 25. Descriptive and inferential statistics were used to analyse the data. Frequency counts and percentages were used to analyse the current status of sport facilities utilization in selected secondary school of Buno Bedelle Zone, sport equipment's utilization in selected secondary school of Buno Bedelle Zone and the current status of general sport supply utilization in selected secondary school of Buno Bedelle Zone. Linear regression was used to analyse the impact of sport facilities and equipment's on student's achievement in selected secondary school of Buno Bedelle Zone. Supplement to this, descriptive narrations were used to analyse qualitative data.

3.9. Ethical consideration

As long as the procedure of data collection was concerned, the researcher was gotten data through the following steps were addressed to collect the relevant data. The first things the researcher was gotten the recommendation letter from the department that was addressed to the selected secondary schools. The recommendation letter was given for the principals of the selected secondary schools and permission was obtained from the director coordinator of the school. Moreover, all the information obtained from the respondents was confidential. Thus any information which may affect personality and security of the respondents were not including in relation to their names. Besides, no attempt was made to obtain data in a canning way. More importantly, teachers and directors were told not to write their names on questionnaire papers. Finally, the data was collected from students, physical education teachers, and school management or principals through the proposed data collecting instruments.

CHAPTER FOUR

RESULTS AND DISCUSSIONS

4.1. Demographic characteristics of participants

Table 4 1Demographic characteristics of participants

s.n	Variables	Alternatives	Frequency	%
1	Secondary schools	Chora	56	51.4
		Kamise	36	33.0
		Abdela	17	15.6
2	Student's gender	Male	57	52.3
		Female	52	47.7
3	Student's grade level	Grade 9	48	44.0
		Grade 10	61	56.0
4	Student's age	Under 17 year	38	34.9
		18-20 year	54	49.5
		21-25 year	17	15.6
5	PE teachers	Chora	2	50.0
		Kamise	1	25.0
		Abdela	1	25.0
6	PE teacher's gender	Male	4	100.0
		Female		
7	PE teachers age	31-40 year	3	75.0
		>40 year	1	25.0
8	PE teachers service year	> 16 year	4	100.0
9	Qualifications	Diploma	1	25.0
		Degree	3	75.0

The analysis of the above table indicates that secondary Schools were from Chora 56(51.4%), Kamise 36 (33.0%) and Abdela 17(15.6%) respectively. The above table shows that student's gender was male 57(52.3%) and female 52(47.7%) respectively. The analysis of the above table indicates that Student's grade level grade 9 was 48 (44.0%) and grade 10 was 61(56.0%) respectively. The above table reveals that student's age Under 17 year was 38(34.9%), 18-20 year was 54(49.5%) and 21-25 year was 17 (15.6%) respectively. From the above analysis one can understand that the majority of school going students was from Chora, Kamise and Abdela.

Almost equal percentage respondents were from both sexes and also from grade 9 and grade. The large numbers of students were between ages 17-20 years old.

The above table shows that PE teachers were from Chora 2(50.0%), Kamise 1(25%) and Abdela 1(25.0%) respectively. The analysis of the above table indicates that PE teacher's gender male was 4(100.0%). The above table reveals that PE teachers age was 31-40 year 3(75.0%) and >40 year was 1(25.0%) respectively. The above table shows that PE teacher's service was > 16 year 4 (100.0%). The analysis of the above table indicates that qualifications diploma 1(25.0%) and degree 3 (75.0%) respectively. The large number of PE teachers were from Chora 2(50.0%) followed by Kamise and Abdela. All of PE teachers were male. The majority of PE teacher's age was 31-40 year old. All of PE teacher's service was greater than > 16 year old in teaching. The large numbers of teachers were degree holders in physical education and sports.

4.2. The current status of sport facilities availability in selected secondary schools

Table 4 2 The current status of sport facilities availability in selected secondary schools

Sn	Facilities	Choices	Frequency	%
1	Volleyball court is available in your school	Neutral	11	10.1
		Agree	97	89.0
2	Football court is available in your school	Neutral	27	24.8
		Agree	82	75.2
3	Basketball court is available in your school	Disagree	53	48.6
		Neutral	18	16.5
		Agree	38	34.9
4	Handball court is available in your school	Disagree	49	45.0
		Neutral	24	22.0
		Agree	36	33.0
5	Tennis court is available in your school	Disagree	109	100.0
6	Volleyball is available in your school	Disagree	1	.9
		Neutral	5	4.6
		Agree	103	94.5
Aggregate result of availability and utilization of sport facilities		Disagree	108	99.1
		Neutral	1	.9

The above table shows that volleyball court is available in your school was neutral 11 (10.1%) and agree 97(89.0%) respectively. The above table reveals that football court is available in your school was neutral 27(24.8%) and agree 82 (75.2%) respectively. The analysis of the above table indicates that basketball court is available in your school was disagree 53(48.6%), neutral 18(16.5%) and agree 38 (34.9%) respectively. The above table shows that

handball court is available in your school was disagree 49 (45.0%), neutral 24 (22.0%) and agree 36 (33.0%) respectively. The above table shows that that tennis court is available in your school was disagree 109 (100.0%) respectively. The analysis of the above table indicates volleyball is available in your school was disagree 1(.9%), neutral 5(4.6%) and agree 103(94.5%) respectively. The above table reveals that availability and utilization of sport facilities was disagree 108(99 %) and neutral 1(.9%) respectively.

The above analysis indicates that the schools had volleyball court, football court, few basketball courts, scarcity of handball court, no tennis court and volleyball court. There were scarcity of sport facility availability and improper utilization of sport facility in selected schools.

According to the interview conducted, one of the esteemed interviewee said that there scarcity of physical education facilities such as football field, volleyball courts, handball court, basketball court and gymnastics facilities. There football and volleyball field in the school which unable to satisfy the need of students, teacher, staffs and local community.

Based on the participant observation undertaken some of school had less availability and underutilized of physical education facilities such as football, volleyball, basketball and handball.

4.3. The current sport equipment's in selected secondary schools

Table 4 3 The current sport equipment's in selected secondary schools

Sn	Equipment's	Choices	Frequency	%
1	Volleyball is available in your school	Disagree	1	.9
		Neutral	5	4.6
		Agree	103	94.5
2	Football is available in your school	Disagree	1	.9
		Neutral	18	16.5
		Agree	90	82.6
3	Handball male is available in your school	Disagree	48	44.0
		Neutral	15	13.8
		Agree	46	42.2
4	Handball female is available in your school	Disagree	104	95.4
		Neutral	5	4.6
5	Basketball is available in your school	Disagree	49	45.0
		Neutral	26	23.9
		Agree	34	31.2
6	Table tennis is available in your school	Disagree	108	99.1
		Neutral	1	.9
7	Tennis racket is available in your school	Disagree	108	99.1
		Neutral	1	.9
8	Gymnastic materials is available in your school	Disagree	38	34.9
		Neutral	53	48.6
		Agree	18	16.5
9	Horizontal bars is available in your school	Disagree	4	3.7
		Neutral	42	38.5
		Agree	63	57.8
10	Javelin male is available in your school	Disagree	12	11.0
		Neutral	30	27.5
		Agree	67	61.5
11	Javelin female is available in your school	Disagree	18	16.5
		Neutral	30	27.5
		Agree	61	56.0

12	Shot puts male is available in your school	Disagree	53	48.6
		Agree	56	51.4
13	Shot puts female is available in your school	Disagree	53	48.6
		Agree	56	51.4
14	Discuss male is available in your school	Disagree	53	48.6
		Neutral	1	.9
		Agree	55	50.5
15	Discuss female is available in your school	Disagree	53	48.6
		Agree	56	51.4
16	Availability and proper utilization of sport equipment aggregate result	Disagree	49	45.0
		Neutral	26	23.9
		Agree	34	31.2

The analysis of the above table indicates volleyball is available in your school was disagree 1 (.9%), neutral 5(4.6%) and agree 103 (94.5%) respectively. The above table shows that football is available in your school was disagree 1 (.9%), neutral 18 (16.5%) and agree 90(82.6%) respectively. The above table reveals that handball male is available in your school disagree 48 (44.0%), neutral 15 (13.8%) and agree 46 (42.2%) respectively. The analysis of the above table indicates that handball female is available in your school was disagree 104 (95.4%) and neutral 5 (4.6%) respectively.

The above table shows that basketball is available in your school was disagree 49(45.0%), neutral 26 (23.9%) and agree 34(31.2%) respectively. The above table reveals that table tennis is available in your school was disagree 108 (99.1%) and neutral 1 (.9%) respectively. The analysis of the above table indicates that tennis racket is available in your school was disagree 108(99.1%) and neutral 1(.9%) respectively. Gymnastic materials is available in your school disagree 38(34.9%), neutral 53(48.6%) and agree 18(16.5%) respectively.

The above table shows that horizontal bars is available in your school was disagree 4(3.7%), neutral 42(38.5%) and agree 63 (57.8%) respectively. The analysis of the above table indicates that javelin male is available in your school was disagree 12(11.0%), neutral 30(27.5%) and agree 67(61.5%) respectively. The above table shows that javelin female is available in your school disagree 18(16.5%), neutral 30(27.5%) and agree 61(56.0%) respectively.

The above table reveals that shot puts male is available in your school was disagree 53(48.6%) and agree 56(51.4%) respectively. The analysis of the above table indicates that shot puts female is available in your school was disagree 53 (48.6%) and agree 56(51.4%) respectively. The above table reveals that discuss male is available in your school was disagree 53(48.6%), neutral 1(.9%) and agree 55(50.5%) respectively. The above table shows that discuss female is available in your school was disagree 53(48.6%) and agree 56(51.4%) respectively. Availability and proper utilization of sport equipment aggregate result was disagreed 49(45.0%), neutral 26 (23.9%) and agree 34 (31.2%) respectively.

From the above table one can understand that there were volleyball, football, male handball, female handball, scarcity of basketball availability, no tennis availability, no tennis racket, no gymnastic materials, no horizontal bars, no male javelin, no female javelin, no male shot puts, no female shot puts, no male discuss, no female discuss. Finally, there were scarcity of availability and proper utilization of sport equipment.

One of the interviewee suggested that there scarcity of sport equipment's and materials including volleyball, football, male handball, female handball, scarcity of basketball availability, tennis availability, tennis racket, gymnastic materials, horizontal bars, male javelin, female javelin, male shot puts, female shot puts, male discuss and female discus. Gymnastics apparatus such as parallel bar, Swedish box, pommel horse and athletics equipment's like standard hurdles, starting blocks and high jump pole.

According to the observation made some instructional material such as volleyball, basketball, football, handball, gymnastics material like mattress, horizontal bar, parallel bar, student textbook and teacher's guides were scarce in the school so that it was difficult to use them as an instructional materials.

4.4. The current status of general supplies for all sports in selected secondary schools

Table 4 4 The current status of general supplies for all sports in selected secondary schools

Sn	General Supplies for all sports	Choices	Frequency	%
1	Stop watches is available in your school	Disagree	28	26.2
		Neutral	59	55.1
		Agree	20	18.7
2	Tape measures is available in your school	Disagree	27	24.8
		Neutral	27	24.8
		Agree	55	50.5
3	Weighting scales is available in your school	Disagree	109	100.0
4	Whistle all kinds is available in your school	Neutral	8	7.3
		Agree	101	92.7
5	Maintenance equipment for all sports is available in your school	Disagree	108	99.1
		Neutral	1	.9
6	First aid boxes is available in your school	Disagree	109	100.0
7	Water facility is available in your school	Disagree	109	100.0
8	Room for changing cloth is available in your school	Disagree	109	100.0
9	General Supplies for all sports aggregate	Disagree	59	55.1
		Neutral	20	18.7
		Agree	28	26.2

The above table shows that stop watches is available in your school was disagree 28(26.2%), neutral 59(55.1%) and agree 20(18.7%) respectively. The analysis of the above table indicates that tape measures is available in your school was disagree 27(24.8%), neutral 27 (24.8%) and agree 55(50.5%) respectively. The above table reveals that weighting scales is available in your school was disagreed 109(100.0%). The above table shows that whistle all kinds is available in your school was neutral 8(7.3%) and agree 101(92.7%) respectively.

The analysis of the above table indicates that maintenance equipment for all sports is available in your school was disagreed 108 (99.1%) and neutral 1(.9%) respectively. The above table reveals that first aid boxes is available in your school was disagreed 109(100.0%). The analysis of the above table indicates that water facility is available in your school was disagreed 109(100.0%).

The above table shows that room for changing cloth is available in your school was disagree 109(100.0%). General Supplies for all sports aggregate was disagree 59 (55.1%), neutral 20(18.7%) and agree 28(26.2%) respectively.

The above analysis implies that there were scarcity of stop watches, tape measures, weighting scales, whistle, and maintenance equipment for all sports, first aid boxes, water facility and room for changing cloth. There were poor general supplies for all sports.

4.5. The impact of sport facilities and equipment's on student's achievement in selected secondary school of Buno Bedelle Zone

Table 4 5 The impact of sport facilities and equipment's on student's achievement in selected secondary school of Buno Bedelle Zone

Sn	Variables	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	72.06	12.64		5.70	0.00
2	Sport facilities	1.085	0.85	0.284	1.27	0.02
3	Sport equipment's	0.18	0.233	0.186	0.77	0.04
4	Dependent Variable: Student's achievement					
Note: $r = 0.72$; $r^2 = 0.51$ & $df = 108$						

The above result shows that the impact of sport facilities and equipment's significantly affecting the student's achievement in selected secondary school of Buno Bedelle Zone at $p < 0.05$. This shows that scarcity on availability and less utilization of sport facilities and equipment's brought significant student's achievement in physical education subject in selected secondary school of Buno Bedelle Zone. As per researcher systematic observation reveals that lacks and scarcities of physical education facilities and equipment have created a greater impact on students' academic achievement.

Scarcity sport facilities such as out-door facilities and in-door facilities such as stadiums, gymnasiums, swimming pools, computer services, the classrooms, health spas, boxing arenas, other sport facilities including both natural and artificial surfaces used for sport and recreation affects the students' academic achievement.

4.6. Discussion

The finding of this study shows that scarcity of sport facilities, equipment's and general sport supply affect the academic performance of physical education class. In agreement with this study other finding suggested that teaching Aids, Sports Facilities and Infrastructure were all significant to impact students' academic achievement. All the factors contributed about 51.5% towards the students' achievement (Ainon and Rosmaizura, 2010).

In consistency with this study other finding suggested that physical education, physical activity and sport have been shown to impact positively on the extent to which young people feel connected to their school; the aspirations of young people; the extent to which positive social behaviours exist within school; and the development of leadership and citizenship skills (Richard and Mary, 2010).

In agreement with this study other finding suggested that these findings support the assumptions that insufficient school facilities were negatively impacting student performance and achievement, and the administrators concerned take no significant action in addressing this educational issue. Since the lack of educational facilities was proven to pose serious ramifications on student performance and achievement, stakeholders should closely look into procedures that focus on facility support and management (Mark,2016).

In consistency with this study other finding agreed that the respondents on the level of compliance of the sports facilities to national and international standards were low and as such were not satisfactory. The athletes rated the level of compliance of the sports facilities to national and international standard low (Godwin and Ime, 2018).

In agreement with this study other finding supported that both teachers and students accepted in the study that there is a significant effect of availability of sports facilities on sports performance and also agreed that existing facilities are not properly maintained. It was revealed that sports facilities in the various schools were not adequate for their PE subject requirement. Other findings are that most of the facilities have paths and passages across them since people use them as routes to their destinations, for celebrations and other activities. Generally, the study has revealed that sports facilities were inadequate and have significant effect on sport performance (Thomas, Richard, and Abdulai, 2019).

In consistency with this study other finding confirmed that the study found out that universities in Zimbabwe were faced by challenges related to inadequate sports infrastructural facilities for cricket, rugby, swimming, athletics, hockey, tennis and gym. The challenges were due to lack of funding for the development of the sports facilities due to the cash flow challenges affecting the country in general. The study also found out that, in some cases, it was a matter of prioritization, where authorities would give first preference to provision of academic learning facilities rather than sports infrastructure (Kaves, 2017).

In agreement with this study other finding supported that the problems of physical education facilities, equipment and supplies in secondary schools in Nigeria. It also discussed the poor maintenance culture of physical education facilities, equipment and supplies, and the state of facilities, equipment and supplies in Nigerian public secondary schools (Tamunobelega and Emeka, 2012).

In disagreement with this study other finding suggested that the students from adequate physical facilities in good condition may influence students to perform well in learning process and examination (Hjashrof and Fattinbinti, 2017).

CHAPTER FIVE

5. SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1. Summary

The purpose of this study was to identify the impact of sport facilities and equipment's on achievements of students in selected secondary school of Buno Bedele Zone. The researcher developed certain specific objectives to be achieved. To assess the current status of sport facilities availability in selected secondary school of Buno Bedelle Zone, to identify sport equipment's in selected secondary school of Buno Bedelle Zone, to assess the current status of general sport supply in selected secondary school of Buno Bedelle Zone and to investigate the impact of sport facilities and equipment's on student's achievement in selected secondary school of Buno Bedelle Zone. The following methods and materials were devised to achieve the specific objectives.

The cross-sectional study design was used. Buno Bedele Zone found, Chora Woreda, three public secondary school of namely Chora secondary school, kemise secondary school, and Abdela secondary school grade 9 and 10 students (n =109) were selected using stratified sampling technique. While physical education teachers, school management or principals of Chora Wereda secondary schools was selected using purposive sampling technique.

Dependent variable of this study was student achievement of grade 9 and 10 physical education subject for the last three years from 2017-2020 G.C. in selected secondary school of Buno Bedelle Zone. The independent variables include sport facilities, equipment's and general supply for sports. Descriptive and inferential statistics were used to analyse quantitative data. Supplement to this, descriptive statements was used to analyse qualitative data.

The finding of this study shows that there were scarcity of sport facilities, equipment's and general supply for sports. The schools inappropriately utilized sport facilities, equipment's and general supply for sports. Finally, sport facilities and equipment's affect students' academic achievements in Chora Secondary schools.

5.2. Conclusion

The finding of this study shows that students, teachers and principals were selected from Chora, Kamise and Abdela. The majority of students, teachers and principals were male while less number female was included in this research. Students were from grade 9 and 10. Their ages ranges from 17-20 years old. The large number of teachers and principals were senior teacher and holds first degree.

The finding of this study indicates that there were sport facility scarcity and less utilization of volleyball court, football court, few basketball courts, handball court, tennis court and volleyball court.

The finding of this study indicates there were scarcity of sport equipment's and materials including volleyball, football, male handball, female handball, scarcity of basketball availability, tennis availability, tennis racket, gymnastic materials, horizontal bars, male javelin, female javelin, male shot puts, female shot puts, male discuss and female discus. Gymnastics apparatus such as parallel bar, Swedish box, pommel horse and athletics equipment's like standard hurdles, starting blocks and high jump pole.

The finding of this study indicates that there were scarcity and less utilization of general supply for sports such as stop watches, tape measures, weighting scales, whistle, and maintenance equipment for all sports, first aid boxes, water facility and room for changing cloth. Finally, sport facilities and equipment's affect students' academic achievements in Chora Secondary schools.

5.3. Recommendations

The researcher recommends that it is better if Chora Woreda secondary school management will be aware of the sport facilities and equipment's that are crucial and most important to students in the teaching and learning and also after school activities that directly influences them in achieving their academic excellence.

The researcher recommends that it is good if Ethiopian Ministry of Education handle more courses related to school sport facilities and equipment's like how to preserve or upkeep and maintenance of the facilities provided.

The researcher recommends that it is advisable if the school districts also can allocate funding to provide head of schools training on schools sport facilities and maintenance. It helps school principals recognize the facilities issues before it gives negatives impact on students and teachers.

The finding of this study indicates that there were scarcity and less utilization sport facility, equipment's and general supply for all sports. The researcher recommends that it is advisable if school facility and equipment's provision, and utilization are in line with school objectives.

The finding of this study shows that there were scarcity and less utilization sport facility, equipment's and general supply for all sports. The researcher recommends that it is good if school facility and equipment's provision of facilities should be coordinated in order to avoid duplication of efforts from stakeholders

The researcher recommends that it is advisable if further study will be conducted in sport facilities and equipment's low income areas, old schools and private schools which includes students, parents and teachers perception.

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APPENDIX I
JIMMA UNIVERSITY

COLLEGE OF SPORT ACADEMY

DEPARTMENT OF SPORT SCIENCE

Questionnaire for students

Dear student; This questionnaire is designed for the purpose of research study. Its main aim is to gather data on the impact of sport facilities and equipments on achievements of students in selected secondary school of Buno Bedelle Zone Chora Woreda Oromia regional state. The success of the study depends on your genuine response to those questions., read carefully and respond to the questions honestly and frankly. The help received from you will be greatly acknowledged in the thesis.

Part I- General information

Sex: Male----- Female-----

Age: 15-17-----18-20-----21 and above-----

Grade: 9-----10-----

Religion : Ortodox-----Musilim-----Protestant-----Other-----

Part II- Instructions

Regarding to your school facilities and equipment for the teaching learning process of physical education practical class and its availability Mark √ what you observe.

If 5. Strongly agree

4. Agree

3. Undecided

2. Disagree

1. Strongly disagree

Part III- Questions

The impact of sport facilities and equipments on achievements of students in selected secondary school of Buno Bedelle Zone.

No	Availability of Facilities	1	2	3	4	5
1	Volleyball court is available in your school					
2	Football court is available in your school					
3	Basketball court is available in your school					
4	Handball court is available in your school					
5	Tennis court is available in your school					
	Availability of Equipments					
6	Volleyball is available in your school					
7	Football is available in your school					
8	Handball male is available in your school					
9	Handball female is available in your school					
10	Basketball is available in your school					
11	Table tennis is available in your school					
12	Tennis racket is available in your school					
13	Gymnastic materials is available in your school					
14	Horizontal bars is available in your school					
15	Javelin male is available in your school					
16	Javelin female is available in your school					
17	Shot puts male is available in your school					
18	Shot puts female is available in your school					
19	Discuss male is available in your school					
20	Discuss female is available in your school					
	General Supplies for all sports					
21	Stop watches is available in your school					
22	Tape measures is available in your school					
23	Weighting scales is available in your school					
24	Whistle all kinds is available in your school					
25	Maintenance equipment for all sports is available in your					

	school					
26	First aid boxes is available in your school					
27	Water facility is available in your school					
28	Room for changing cloth is available in your school					

APPENDIX II

JIMMAA UNIVERSITI

KOLLEEJII SPORT AKKADAAMII

KUTAA BARNOOTA ISPOORTII FI G.J.Q

Gaaffii Barattootaan Guutamu

Kaayyon gaaffii kanaa Mana Barumsaa Sadarkaa 2ffaa kutaa 9ffaa fi 10ffaa Aanaa Cooraa keessatti argaman gosa Barnoota G.J.Q. dirree irratti hojetamu rakkoowwan isaan qunnamaniif adda baasuun yaada furmaataa kallattii kaa'uuf waan ta'eef deebii isin kenitan qu'annoon kun guutuu akka ta'uuf ga'een keessan olaanaa waanta'eef gaaffii gafatamtaniif deebii sirrii ta'e kennuun akka nugargaartan kabajaan isin gaafadha.

Hubachisa

Filannoo kename kana keessaa deebii sirriidha jettu qofa kan itti amante filuun unka qophaa'e keessatti mallattoo kana() guutuun deebii kenni.

Kutaa 1ffaa:- Gaafannoo waliigala dhuunfaa

1. Saala Dhi. ----- Dha -----
2. Umurii 15-17----- 18-20----- 21 fi isa ol-----
3. Kutaa 9ffaa----- 10ffaa-----
4. Sabummaa Oromoo----- Amaaraa----- Kibba----- Tigree-----
 Kanbiraa-----
5. Amantaa Musliima----- Ortodoksii----- Piroteestaantii-----
 Kanbiraa-----

Kutaa 2ffaa:- kana keessaa filadhu

1. Baayyeen itti hinamanu
2. Itti hinamanu
3. Caalmatti ittan amanaa
4. Ittin amana

5. Baayyeen itti amanaa

T/L	Mijaa'uu Dirree Ispoortii	1	2	3	4	5
1	Manni Barumsaa keessan dirree kubbaa Saaphanaa taphaaf oolu qabaa					
2	Manni Barumsaa keessan dirree kubbaa Miilaa taphaaf oolu qabaa					
3	Manni Barumsaa keessan dirree kubbaa Kaachoo taphaaf oolu qabaa					
4	Manni Barumsaa keessan dirree kubbaa Harkaa taphaaf oolu qabaa					
5	Manni Barumsaa keessan dirree Teenisii minjaalaaf oolu qabaa					
	Mijaa'uu Meeshaalee Ispoortii					
6	Manni Barumsaa keessan kubbaa Saaphanaa taphaaf oolu qabaa					
7	Manni Barumsaa keessan kubbaa Miilaa taphaaf oolu qabaa					
8	Manni Barumsaa keessan kubbaa Harkaa Dhiiraa taphaaf oolu qabaa					
9	Manni Barumsaa keessan kubbaa Harkaa Dubaraa taphaaf oolu qabaa					
10	Manni Barumsaa keessan kubbaa Kaachoo taphaaf oolu qabaa					
11	Manni Barumsaa keessan kubbaa Teenisii minjaala taphaaf oolu qabaa					
12	Manni Barumsaa keessan raakkeettii Teenisii minjaalaa taphaaf oolu qabaa					
13	Manni Barumsaa keessan meeshaalee Jimnaastikiif oolu qabaa					
14	Manni Barumsaa keessan meeshaalee jimnaastikii horizontal baarii qabaa					
15	Manni Barumsaa keessan darboo Eeboo dhiiraaf oolu qabaa					
16	Manni Barumsaa keessan darboo Eeboo dubaraaf oolu qabaa					
17	Manni Barumsaa keessan Aloolloo dhiiraaf oolu qabaa					
18	Manni Barumsaa keessan Aloolloo dubaraaf oolu qabaa					
19	Manni Barumsaa keessan Diiskasii dhiiraaf oolu qabaa					
20	Manni Barumsaa keessan Diiskasii dubaraaf oolu qabaa					
	Meeshaalee waliigalaa Ispoortii					
21	Manni Barumsaa keessan stoopwachii shaakalaaf ta'u qabaa					

22	Manni Barumsaa keessan meetirii safara wantoota adda addaatiif ta'u qabaa					
23	Manni Barumsaa keessan madaala iskeeliif ta'u qabaa					
24	Manni Barumsaa keessan Firiimbii taphaaf oolu qabaa					
25	Manni Barumsaa keessan suphaa meeshaalee ispoortii hundaaf oolu qabaa					
26	Mana Barumsaa keessan yaaliin fayyaa tajaajila duraatiif oolu jira					
27	Mana Barumsaa keessan tajajilli bishaanii Barattootaaf oolu jira					
28	Mana Barumsaa keessan bakka uffata ispoortii itti jijjiiratan qabaa					

APPENDIX - III

Questionnaires for Physical Education Teachers

The purpose of this questionnaire is to obtain information about the impact of sport facilities and equipments on achievements of students. Your genuine response contributes much to the success of the research to be under taken. Hence, you are kindly requested to fill the questionnaire.

Thank you!

Direction:- please circle the letter of your choice and fill the appropriate answers, of the questions require written responses.

II. Questions

1. Did you agree that, students participate actively during physical education period?

- A) Yes B) No

2. If your answer for question No. 1 is „No“, write the factors that affect the participation of Students during physical education periods.

- a. -----
- b. -----
- c. -----
- d. -----

3. Do you providing equal chance for all students during physical education class?

- A) Yes B) No

4. Do you have the available sport facilities and equipments in your school ?

- A) Yes B) No

5. If your answer for question No. 4 is “No”, why write the reason?

- a. -----

b. -----

c. -----

d. -----

6. What extent sport facilities and equipments found in your school?

a. -----

b. -----

c. -----

d. -----

7. What extent sport facilities and equipments affect students academic achievement in your school?

a. -----

b. -----

c. -----

d. -----

APPENDIX - V

Interview for Physical Education Teacher

The main purpose of this interview is to collect information regarding to the impact of sport facilities and equipments on achievements of students. Thus, your direct participation has been found essential and you have been selected for the interview. So, you are kindly requested to provide information needed objectively and honesty. It is assured that the collected information will be kept confidential and used for research purpose only.

Thank you!

I. Interview Questions

1. Do you believe that students have good attitude for physical education subject?
2. Do you believe that students have equal participation to theoretical and practical session during physical education period?
3. Do you have the available sport facilities and equipments in your school ?
4. What extent sport facilities and equipments affect students academic achievement in your school?
5. What is your contribution to solve lack of sport equipments and facilities?

APPENDIX -VI

Interview for School Directors

The main purpose of this interview is to collect information regarding to the impact of sport facilities and equipments on achievement of students. Thus, your direct participation has been found essential and you have been selected for the interview. So, you are kindly requested to provide information needed objectively and honesty. It is assured that the collected information will be kept confidential and used for research purpose only.

Thank you!

Interview Questions

1. Do you believe that students have good attitude for physical education subject?
2. Do you believe that students have equal participation to theoretical and practical session during physical education period?
3. To what extent students participate during physical education period?
4. Does the schools have fulfill sport facilities and equipments for PE department?
5. What is the school principal contribution to increase teacher's skill and performance?
6. What is the school principal contribution to solve lack of sport equipments and facilities?

APPENDIX –VII

Observation Check List

Objectives:- To assess the impact of sport facilities and equipments on achievements of students in sample schools.

Name of school -----, Name of Observer-----

Date of Observation-----

No	Availability of facilities and equipments	None	Low	Medium	High
1	Availability of facilities				
2	Availability of equipments				
3	Availability of teaching aid				
4	Teaching and learning environment				
5	Availability of instructional material				
6	Sport club				
7	PE textbook and teachers' guide				