

**JIMMA UNIVERSITY
SPORT ACADEMY
DEPARTEMENT OF SPORT SCIENCE**



**MAJOR FACTORS AFFECTING THE PARTICIPATION OF STUDENTS
IN PHYSICAL EDUCATION CLASS IN THE CASE OF SOME SELECTED
SECONDARY SCHOOLS OF NORTH SHOA OROMIA REGIONAL
STATE**

BY:

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**A THESIS SUBMITTED TO THE DEPARTMENT OF SPORT SCIENCE,SPORT
ACADEMY JIMMA UNIVERSITY IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE OF MASTER OF EDUCATION (MED) IN
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A THESIS SUBMITTED TO THE SCHOOL OF POST GRADUAT STUDIES OF JIMMA UNIVERSITY IN SPORT ACADEMY DEPARTMENT OF SPORT SCIENCE PARCIAL FULFILLMENT OF THE REQUIREMENTS FOR MASTERS OF SCEINCE IN PHYSICAL EDUCATION.

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DECLARATION

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

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ABSTRACT

The aim of the study was to assess the factors affecting the participation of students in physical education class in the case some selected secondary schools of North Shoa Oromia regional state. Descriptive survey method was employed in order to answer the research questions of the study. The study was used purposive sampling techniques for PE teachers and school principals and stratified random sampling method for students to select samples from the total population. Data was collected through only questionnaires. The total samples size was taken from three schools and they totally were 360, which consisted of 8 school administration, 9 Physical Education teachers and 343 students. For quantitative data, the questionnaire was distributed to 343 sample students, nine PE teachers and eight school administrations. From selected schools, 192 students were males and 151 students were females. Those students were selected from grade 11-12. Self-administered questionnaire were used to collect the data. The questionnaire contains total of 51 items. The data were analyzed using frequency, percentage, mean and standard deviation by using spss version - 20 software. The major identified problems were lack of motivation of PE teachers, lack of teaching materials, problem of large class size, teaching methodology, insufficient instructional time and the role of school administration and working condition of the school compound. The researcher recommended that the concerned bodies like ministry of education, regional education office weroda education office, PE teachers as well as students and school administration should show unreserved effort to provide and fulfill inadequate instructional resources and facilities as well as give training for PE teachers and teachers should create awareness on students by applying student centered teaching approach in order to motivate students in both practical and theoretical class are same the alternative solution to factors affecting the participation of students in physical education class.

Key words: - Teaching Methodology, Large class size, Instructional time.

BIOGRAPHICAL SKETCH

The Author was born at a place called Gerbe Guracha Kuyu Wereda of Oromia Region in December 5, 1968 E.C. He attended his Elementary School from grade 1-8 in Gerbe Guracha elementary school. He learnt his secondary school from 9-12 in Gerbe Guracha Secondary school. After completing high school education, he joined Adama Teachers Training Institute and graduated in 1988 E.C. He had employed by the government and worked for eight years in North Shoa Zone Oromia Regional State elementary schools. In 1996 E.C. he joined Nekemt College of Teachers Education in summer program for his diploma and graduated in 2000E.C. worked at North shoa Oromia Regional State, ,Kuyu Woreda Geba Guracha No. 2 elementary school and served two years. In 2001 he joined Addis Ababa University for his BSc program and graduated in 2007. Then after, he worked in Gerba Guracha Secondary School for three years and finally he joined Jimma University in 2009 as summer student to pursue his MEd program in Teaching Physical Education.

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ACRONYMS AND ABBREVIATIONS

PE – Physical Education

PES- Physical Education and Sport

SES- Socio-Economic Status

HPEP-Health and Physical Education Program

ATPEA-Attitudes towards Physical Education Activities

SPSS- Statistical Packages for Social Science

CHAPTER ONE

INTRODUCTION

1.1 Back Ground of the Study

Researchers in the fields of health and physical education have recognized that the goals of public health and physical education are to get school children physically active and remain physically active through their adulthood (Corbin, 2001). Ishler et al (2002) agreed that children with high level of physical activities have high physical fitness levels, leading them to perform daily activities with less energy spending and without becoming fatigued. Children with high physical fitness levels are part of a healthier society. Therefore, students can show remarkable improvement in their physical features by making continuous physical exercise, (Eyueil, 2012). To this end, physical education plays a decisive role.

Even though, there is an agreement that PE is a fundamental subject for the development of any country in general and development of individuals in physical fitness, psychomotor development in particular. There might be many factors that affecting the teaching learning process of students during physical education class. Identifying and understanding factors that associate with children's physical activity participation are critical to promote current and lifelong physical activity participation of children (Sallis *et al.*, 2000). Among many factors, like physiological, attitudinal, economical and school factors such as inadequate facilities, insufficient training of teachers, overcrowded classes, shortage of books and other teaching materials, all may hinder the participation of students in PE class. (Zhang, 2016), argued that quality of learning could be based on various factors such as the level of infrastructural facilities, quality of programs offered, qualification levels of teachers, performance of students in their evaluation while in the school and their performance once on the labor market. As stated above all those factors may be rooted from different direction.

Children's attitudes are considered to be a key element influencing physical activity participation (Solmon, 2003). Children who have more positive attitudes toward physical activity are reported to be more likely to participate in physical activity outside of school (Portman, 2003) and demonstrate higher physical activity amounts (Hagger *et al.*, 2002) than those with less positive attitudes. According to a review of literature on children's attitudes

toward physical education/activity by Solmon (2003), child characteristics and contextual factors are two major factors that related to children's attitudes. Child characteristics refer to children's age, gender, and sports skill. Contextual factors include the quality of physical education programs and accessibility of after school physical activities etc. With regard to contextual factors, quality physical education (PE) programs have been reported to be a strong factor influencing children's attitudes toward physical activity (Lee, 2004). Children's positive attitudes are likely to be linked with enjoyment, perceived usefulness of the curriculum, and a sense of belongingness (Subramanian & Silverman, 2002). Children are also likely to become more positive toward physical activity if they are in a learning environment that makes them comfortable and confident (Haggeret *al.*, 2002). Siedentop (2004) argued that a multi-activity curriculum with a series of short-term units would negatively influence students' attitudes.

Physical education in secondary schools, according to Hardman (2008), the actual legal and perceived status of PE and its teachers compared to other subjects and their teachers are a highly contentious issue. Even in countries where all subjects are weighted equally, somehow the status of PE and its teachers is placed at a lower level than in the traditionally academic subjects. This situation is especially worse in education systems where PE is not an examinable subject because they concentrate more on the examinable subjects. Based on this fact, this study will be attempted to investigate the major factors that may affect the participation of students in PE class in some selected secondary schools of North Shoa Oromia Regional State and ultimately tries to forward possible solutions that will improve the student's participation in PE class.

1.2. Statement of the problem

Physical Education is confirmed to have immense benefits to children's holistic growth and development. It helps learners to improve their academic performance including achievement, behavior, concentration and attentiveness in the classroom (Center for Disease Control and Prevention, 2015). Bailey, (2006) says that Physical Education and Sport (PES) linked with active participation have numerous advantages to learners. According to Sahilemikael Buzuneh (2002) "Effective physical Education & Health program is a vital to achieving the promotion of health and fitness of the people".

Despite the fact that many factors may affect the participation of students in PE class like school facilities, curriculum, learning environment, school principal's attitude, teachers' and students' attitude, teachers' preparation and socio-economic factor. On the other hand, the researcher has 13 years of experience as PE teacher. During this period the researcher notice that problem of PE teaching learning process in state has suffered from considerable difficulties. From the experience of the researcher and as aforementioned from some secondary schools of North Shoa Oromia Regional State, students are not volunteer to learn PE, most of the time the students become absent from PE class and also some of them leave the class during PE class, they have not exercise book of the subject, especially in practical class they show un necessary behavior and they do not come up with sport wear during PE class. As a result, the absenteeism of students from the participation of PE class because of many associated factors has a serious lifelong impact on their future opportunities to join tertiary education, to economic privileges, social representation, moral, and physical development.

Previous studies appeared to have focused on factors affecting PE teaching learning process (Duressa, 2020 and Eyueil, 2012). On the other side (Arabaci, 2009) studied on the attitudes toward PE only but have not focused on the major factors affecting the participation of students on PE class in secondary schools. According to a study by Hardman and Marshall (2000), on the condition of Physical Education in Schools, absence of policies for national PE, programmed is stated but not carried out on attitude's school principals PE teachers' and students' towards PE class. Therefore the researcher need to conduct a study on school facilities, curriculum, learning environment, school principal's attitude, teachers' and students' attitude, teachers' preparation and socio-economic factor at some selected secondary schools of North shoa Oromia Regional State, Ethiopia to close this gap.

1.3. Research Questions

The study sought to answer the following Research Questions.

1. What are the major factors that affect the participation of students in theoretical and practical classes of physical education?
2. To what extent the influencing factors affect the participation of students in PE class?
3. How do these factors affecting the participation of students in PE class?

1.4. The Objective of the Study

1.4.1. General Objective

The general objective of this study is to find out the major factors affecting the participation of students in PE class in some selected secondary schools of North Shoa Oromia Regional State.

1.4.2. The Specific Objective of the Study

The specific objective of the study is:

- To assess the major factors affecting the participation of students in PE class.
- To evaluate to what extent the factors affect the participation of students in PE class.
- To assess to what extent the influencing factors affecting the participation of students S in physical education class.

1.4 Limitation of the Study

Since any research activities require the accessibility of relevant and adequate related materials to conduct the study, the researcher will be face a problem of getting necessary literature on the major factors affecting the participation of students in PE class. An incomplete response given by some respondents on questionnaires is another limitation of this study.

1.5. Delimitation of the Study

The scope of this study is delimited in the secondary schools of North Shoa Zone, Oromia regional state, Ethiopia. The participants of the study are grade elven to grade twelve students in some selected secondary schools of north Shoa Zone Oromia regional state. This study is focused on the major factors affecting the participation of students in PE class on the study area.

1.6. Significance of the Study

The finding of this study is expected to have particular utility in the effective teaching and learning processes in the PE subject. Primarily,

- ⇒ It helps the student in advancing the direction of relationship between school facilities, curriculum, learning environment, school principal's attitude, teachers' and students' attitude and socio-economic factor and the participation of students in PE class and the ways in which they can be familiar to PE subject.
- ⇒ It has various advantages for teachers; to come up with innovative way of teaching, to address the major factors affecting students' participation in PE class and facilitating the ways in which his/her students are attracted to PE subject.
- ⇒ It helps the school administrative in being aware of factors affecting the participation of students in physical education class and to take action for improvement.
- ⇒ It also contributes for other educational researchers to carry out extensive studies in their areas.
- ⇒ It helps for educational experts, policy makers and concerned stakeholders may use the result of this study in implementing educational policies, strategies and programs.

1.7. Operational Definition

School facilities: Teaching station or a room or place where physical education teaching and learning process takes the place.

Curriculum: the course offerings of an educational institution. Decisions about what school should teach are usually made by school administrators and faculty.

Learning environment: the environment which nearby where the students learn physical education, especially for practical class.

School principal's attitude: school leader's personal view or an opinion or general feelings toward physical education.

Teachers' attitude: teacher's personal view or an opinion or general feeling about physical education.

Students' attitude: Student's personal view or an opinion or general feeling about physical education.

Socio-economic factors; the socio-economic perspective includes factors such as education, profession, employment, income, property, and culture

Social and economic factors, such as income, education, employment, community safety, and social supports that significantly can affect how well and how long we live

Major factors affecting the participation of students in PE class:

Factors or influences that contribute to a result of the participation of students in PE class.
(www.businessdictionary.com/definition/factor.html).

Teachers' preparation: readiness' of a teacher to teach the subject PE by having mental and physical cap

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Students come to our classrooms with various backgrounds, reflecting differences in social and economic environments; individual and family values; demands and responsibilities placed on them; and exposure to physical education and sports programs. This chapter includes the major factors affecting the participation of students in PE class.

2.1. Historical Background of Physical Education

According to Siedentop (2007), historically, physical education programs focused on teaching children and youths in the school setting. The expansion of physical education beyond its traditional realm to non-school settings and people of all ages requires a more inclusive definition to encompass the diversity of programs and the wide range of goals achieved by participants. Siedentop asserts that there is probably less agreement today on the basic meaning of physical education than there has been at any time in our education than there has been at any time in our professional history. However, he states that the mostly widely accepted meaning for physical education is based on the developmental model. This model is based on the belief that all school subject, including physical education, should contribute to the development of the whole child. Carefully structured physical activity is recognized as a means through which educational goals can be achieved.

2.2. The Basic Concepts of PE

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 individuals' 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 programme. There have also been changes in school programme 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.

2.3. The Importance of Physical Education in Secondary Schools

According to Naul (2002) physical education is two headed coin. The one side represents development and maintenance of physical characteristics including strength, attributes endurance, good posture ,flexibility ,balances and neuromuscular skills .The other side represents what is happening to total person as he develops these physical self-participation ,attitude and general feelings of self-realization. Children are also likely to become more positive toward physical activity if they are in a learning environment that makes them comfortable and confident (Haggeret al., 2002). In terms of children's negative attitudes associated with contextual factors,

In relation to the interest social and emotional qualities above points out that physical education should be concerned with improving one's fitness and health. Students indicate that they want to learn new skills and many sports. Students at this age level also indicate that physical education should be more than just develop the body; it should also develop mind and prepare students for their future work, they also emphasize the point that they want to learn activities that would prove useful leisure hours. The majority of students at this age also indicate the desire to play on a team, to strengthen, In the above idea the main importance of physical education is to help individuals to acquire the knowledge, attitudes ,and skills leading to exercise including physical reaction and to insure that these become an integrate part of life pattern.

In general, the following are seen as the benefits of school-based PE programs:

1. PE promotes regular physical activity in students. Such activity is seen as
 - building and maintaining healthy bones and muscles
 - reducing the risk of developing obesity and chronic diseases, such as diabetes, cardiovascular disease and cancer
 - reducing feelings of depression and anxiety and promotes psychological well-being
 - improving students' academic performance, including achievement, behavior, concentration and attentiveness in the classroom (Center for Disease Control and Prevention, 2015).
2. Participating in physical activity can help with building social development by providing opportunities for self-expression, building self-confidence, social interaction, and integration (World Health Organization, 2016).
3. Physically active young people more readily adopt other healthy behaviors, such as avoidance of tobacco, alcohol, and drug use (World Health Organization, 2016).
4. PE can promote lifelong physical fitness as it can teach students what and how it means to be physically active. Research has provided evidence that youths and adolescents who are overweight are more likely to be overweight or obese as adults (Center for Disease Control and Prevention, 2008).
5. PE can provide unique opportunities for activity (Masurier & Corbin, 2006). (6) PE can help with self-management skills, which are skills that help with making self-assessments, planning personal programs, setting goals, self-monitoring physical activity, making decisions, and solving problems, and these skills are supposed to help students overcome barriers to becoming physically active (Masurier & Corbin, 2006). PE programs that promote these self-management skills have been shown to have reduced sedentary behavior in students who have graduated high school (Dale & Corbin, 2000). (7) PE can expose students to a variety of activities, and in doing so, students will develop necessary motor skills and have the confidence to participate in these activities either in school or outside of school (Sherwood & Jeffery, 2000).

2.4. Factors Influencing Learners Participation in PE class

2.4.1. School Facilities and Equipment

Discussion of classroom organization must begin with some attention to resource and facility that the specific set up demands its implementation. Further discussed that, when there is no lack of equipment and materials that appear geographically to understanding of the pupil teaching cannot be challenged indeed. Effective teaching learning to take place, classroom must be adequately organized and conducive enough. The crux of educational quality among others heavily relies upon the environmental conditions and facilities of the classroom. Whenever theoretical issues presented in classroom for students, it is practically proved that students get the most out of them when they supported by teaching materials (Wakuma, 2018). Issa and Mohammed (2009) set to determine the relationship between available facilities and equipment's and effective teaching of physical education as well as enhancement of students interests in physical Education. They approved that Physical Education and sport aims at improvement of human performance through the medium of physical activities that are selected to realize that outcome. And that facilities and equipment play vital role in the development and organization of these physical education activities. It was concluded that where facilities and equipment were accessible to the community, the enhancement of students' interests in training and acquisition of skills was promoted. They further opined that facilities and equipment for practice are key factors that determine satisfactory conditions for schools sport programs.

Peter (2001) from his study on administration and organization of physical and health education, sports and recreation agreed that availability of sports facilities and equipment drew young people out to play games and sports as a natural urge. What they needed for successful participation were physical education coach/teacher to guide them on the selected sports and games. This study investigated the extent to which facilities and equipment elicited enough interest of learner to participate in physical education and sports and whether there was a strong correlation between participation of learner in physical education and sports and availability of PE facilities and equipment.

2.4.2. School Principals' Attitude towards Physical Education and Sports

The school principal as a leader of the school plays a great role in formulating educational goals of the schools which in turn affected the quality of the physical education program and extra curriculum activities of that school. The principal also has a considerable influence on the attitude of both teachers and student towards sports. (Lai,1991). As Johnson and Nelson (1986), he or she may act according to his or her past experience, ideas, likes, dislikes towards physical education and sport.

For teaching school directors pay due attention to particular innovations, there will be a greater degree of implementation in the classroom. Thus the school director is a key grantor of successful implementation he/ she play a major role in support the school activities such as giving moral support to the staff, by arranging staff development, collecting resource to the task establishing good working relationship among teachers by generating better solutions to the school problems. Administrative should play a facilitative role rather than evaluative and accomplish these actions, though the administrators do not directly play role in implementing classroom activity he/she needed to have knowledge of facilitating managing and planning (Zeng and Wang, 2015).

2.4.3. Teachers Related Factor

To achieve in education, teachers are the main determining factor. Because teachers attitude is one of the most powerful forces of good or ill in affecting learner's progress. Wise man (1973:5): The more tightly the teachers try to explain the available time and the more they make available the overall teaching the greater the learning success achieved by learners. There is also certain factors in relation to teachers that inhibit or enhance students learning as an consistently related to increased learning achievement. Girls are more prepared to take part in physical activity when physical education teachers consult with them about what they do not like about physical education, and make an effort to adopt programs to meet their wishes. Physical education and sport activities are more likely to be pursued by pupils of both sexes when senior managers give health and fitness activities high priority and securer reasonable allocation of lesson time.

Physical education teachers also have a key role in working with partners' such as local authorities and the sport councils in order to encourage girls to continue participation in physical activity after they leave school. The physical education teacher plays a crucial role in students' motivation. His or her teaching behavior can result in different directions of motivation: "His style, his tone, the way he looks at you and other things, made him undesirable to students and this extends to a dislike of the lesson...If he smiled a little, if he was more friendly, I would play basketball, even though I do not like this sport, it would be a good chance for me to play with my friends, but his behavior turned me away..." Students with low scores on the IMI and students with high scores from the same class, when they were talking about their P.E. teacher (the same teacher) their opinions were contradictory.

2.4.4. Student Absenteeism

The academic performance of students who are absent continuously from class is very poor. Even though it is too difficult for them to achieve good result the same as with those who attend class regularly. Thus, it is very important to increase student attendance by identifying their problem and taking necessary measure. In fact students rate of absenteeism is vary according to gender, grade level and months due to different reasons, For instance the family status of learners, the learners interest, the weather condition of the environment, the extent in which teachers encourages students on learning and attending class. In other way home school distance and health problems of the students as well as parents may contribute student absenteeism. According to Darge Wole(1977)stated on this point: Student attendance is the function of expectation of reward for the behavior and the value attached to the reward .The psychological situation or the individual understanding of the environment, conditions at the time of behavior .There force deep investigation about the causes of student's absenteeism and solving the problem can contribute positively to the students' academic success. On the contrary, higher absenteeism cause students class repletion and fail to succeed which results low attitude towards education.

2.4.5. Attitudes of Teachers and Students toward Physical Education

Researchers like (Chung and Phillips, 2002; Ding *et al.*, 2006; Sallis *et al.*, 2000), indicated that identifying and understanding the factors that are associated with children's physical activity participation are critical to the promotion of current and lifelong physical activity participation. They also indicated that children who have more positive attitudes toward physical activity are reported to be more likely to participate in physical activity outside of school and demonstrate higher physical activity levels (Hagger *et al.*, 1997) than those with less positive attitudes. According to a review of literature on children's Attitudes toward Physical Education/Activity (ATPEA) by Solomon (2003), children's characteristics and contextual factors are two major factors that are related to children's attitudes. Children's characteristics refer to children's age, gender and sports skill. Contextual factors include the quality of physical education programs and the accessibility of after school physical activities.

Halas *et al.* (2005) teachers usually teach the way they were taught. Boyle *et al.* (2008) in the Australian journal of teacher education depicts that teachers feel that students are lured by the greater accessibility of inactive opportunities. Therefore, suggesting that lower physical capability in learners might be affecting both delivery and involvement in PE and physical activities. According to (Lee, 2004), Secondary school students' self-report, however, were more realistic. Thus, it would be meaningful to examine secondary school students' attitudes toward physical education.

(Carlson (1995) indicated that students would lose interest in physical activity if the subject matter lacks challenges or the instructors repeat the same class activities without bringing fun to the children. Arabaci (2009) in the article attitudes towards physical education activities and class inclinations of Turkish school students noted that, many studies have acknowledged family influence and support as an importance factor.

Gender difference is another factor that has been addressed in children's ATPEA research. In the studies comparing the differences of attitudes toward physical education between girls and boys by Hick *et al.* (2001), girls were found more favorable ATPEA emphasizing aesthetics, whereas boys were found more positive ATPEA in challenging and risk-taking activities (Papaioannou, 1994). Specifically, Greenwood and Stillwell, (2001) reported that

boys demonstrated strong interests in archery, bowling, flag football and wrestling, whereas girls preferred gymnastics, softball and volleyball (Greenwood and Stillwell, 2001). Furthermore, boys were reported to have more positive attitudes than girls toward physical activities bringing them risk-taking experiences, whereas girls were more positive than boys in physical activities with beautiful and graceful movements (Hick *et al.*, 2001; Parkhurst, 2000). Subramanian and Silverman (2002), however, did not find gender difference in attitudes between boys and girls toward physical education (Subramanian and Silverman, 2007).

2.4.6. Teacher's Preparation in Teaching Physical Education

This is another aspect that determines the quality of physical education and activity prepared and delivered by the teachers in schools. Katherine et al, (2011) in their manuscript of physical education assets, class management, and learner physical activity levels, empirically appraise a proposed mockup of physical education (PE) programs excellence in gained in the Donabedian (2003) organization – progression- result approach to presentation monitoring. Structure indicators of excellence include human (e.g. student to teacher ratio, accessibility of tutors completely listening carefully on PE), curricular (e.g. accessibility of curricula and lesson preparation resources associated with best practices in PE), and material (e.g. right to use amenities and apparatus) resources that contain the circumstances below which P.E is provided.

In addition, Katherine (2011) noted that learners who are present at schools with a sufficient number of tutors who completely provide PE coaching (specialist teachers) receive more PE knowledge and skills per week. Furthermore, the increasing generally experience to PE lesson time, the accessibility of dedicated PE teachers raised learners understanding of physical health and activity levels during class.

According to Curry (2012), the study shows that compared with classroom teachers, physical education tutors teach longer and top quality classes in which learners use extra time being physically energetic. In another research article by Curry (2012), primary teachers frequently skip the compulsory P.E. hours from their week because of emotion pressured by the scope of the curriculum and their absence experience and capability to teach the sensible component of the Personal growth, Health and Physical Education program of study (HPEP).

The aspect of teachers' preparedness to teach physical education can to some extent influence the attitude of teachers in handling physical education in schools. According to Kirui and Ahmed (2012), a successful student teaching experience is the key stone of pre-service teacher preparation. As envisioned, one of the main challenges of effective curriculum instruction in physical education in schools is the nature of supervision of teachers during training. In addition, if the preparation of teachers is not done well, the result will be disparities between the promises and realities in schools in the implementation of innovation or even existing curriculum policies as in the case of physical education in primary schools.

From the study of PE, Morgan, Bourke, & Thompson (2001), PE teachers have great pressure on an individual's choices, practices and routine as future teachers of PE. Morgan et al (2001) state that trainee teachers learn ITE by means of preconceived knowledge linking to the practices of PE. To negate these preconceptions of PE and to increase more dependable ideas concurrent with curriculum assistance; enough time is to be specified for PE. The current PE reduction in terms of hours allocated to PE inside ITE courses is of great concern to the stakeholders (Morgan, Bourke & Thompson, 2001). According to the study by Timperley et al,(2007) experienced teachers are to be given chance to take part in regular in-service focused on PE.

2.4.7. Socio- Economic Factors

According to the study conducted by (Subramanian and Silverman, 2002) Concerning Socio-Economic Status (SES) to examine how it affects children's attitudes toward physical activity and participation in sports and physical activities. Lesson content Students with low scores in IMI attribute their nonparticipation in lessons to the content: "If there was dance, modern or traditional, I would participate in P.E. lessons... It is boring doing the same sports all the time...". On the contrary, students with higher scores in IMI attribute their enthusiastic participation to lesson content: "I like it when we play volleyball". Finally, some students stated that they liked everything they do in P.E., no matter the sport they play.

2.4.8. Curriculum and Learning Environment Factor

Curriculum with situational interests, such as those requiring students to analyze and design offensive and defensive strategies, may foster students' interests in physical activity (Chen and Darst, 2001). Siedentop (2004) also argued that a multi-activity curriculum with a series of short term units would negatively influence the attitudes of students toward physical education. In contrast found that it is difficult for students to maintain interests in traditional team sports than in individual sports or activities (M. Hassandra et al..2003).

A learning environment that promotes personal meaning is considered to be important to the development of positive attitudes (Rink, 2006). Children are also likely to become more positive toward physical activity if they are in a learning environment that makes them comfortable and confident (Haggeret *al.*

2.5.9. Teaching 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 locomotors movement 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 (Wuest and 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. 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 class-room 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: Moss ton 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 come out 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. Most teachers see the job of physical education teacher

a demanding one that is often seriously underappreciated as they lead intense daily lives in school teaching and supervising pupils, and also taking after school coaching responsibility can increase their length of the school day.

Physical education must be largely an instructional programme if it is to acquire a full partnership in the child's overall education. Only high quality programmes based on developmental goals with demonstrable and accountable outcomes achieve this respect.

All children need basic instruction in motor skills and sports activities through a comprehensive physical education programme. Such a programme will facilitate the skills and knowledge necessary to support an active, productive and healthy lifestyle. When an individual is playing a game, swimming, doing gymnastics or even watching, 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 to 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 settings. 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, lifelong learning and participation. Physical Education is concerned with the promotion of active lifestyles for people of all ages and abilities: (Harrison, 1996:130).

2.6. Conceptual Framework

The relationships between the independent variable and dependent variable are illustrated

here under: Independent Variables

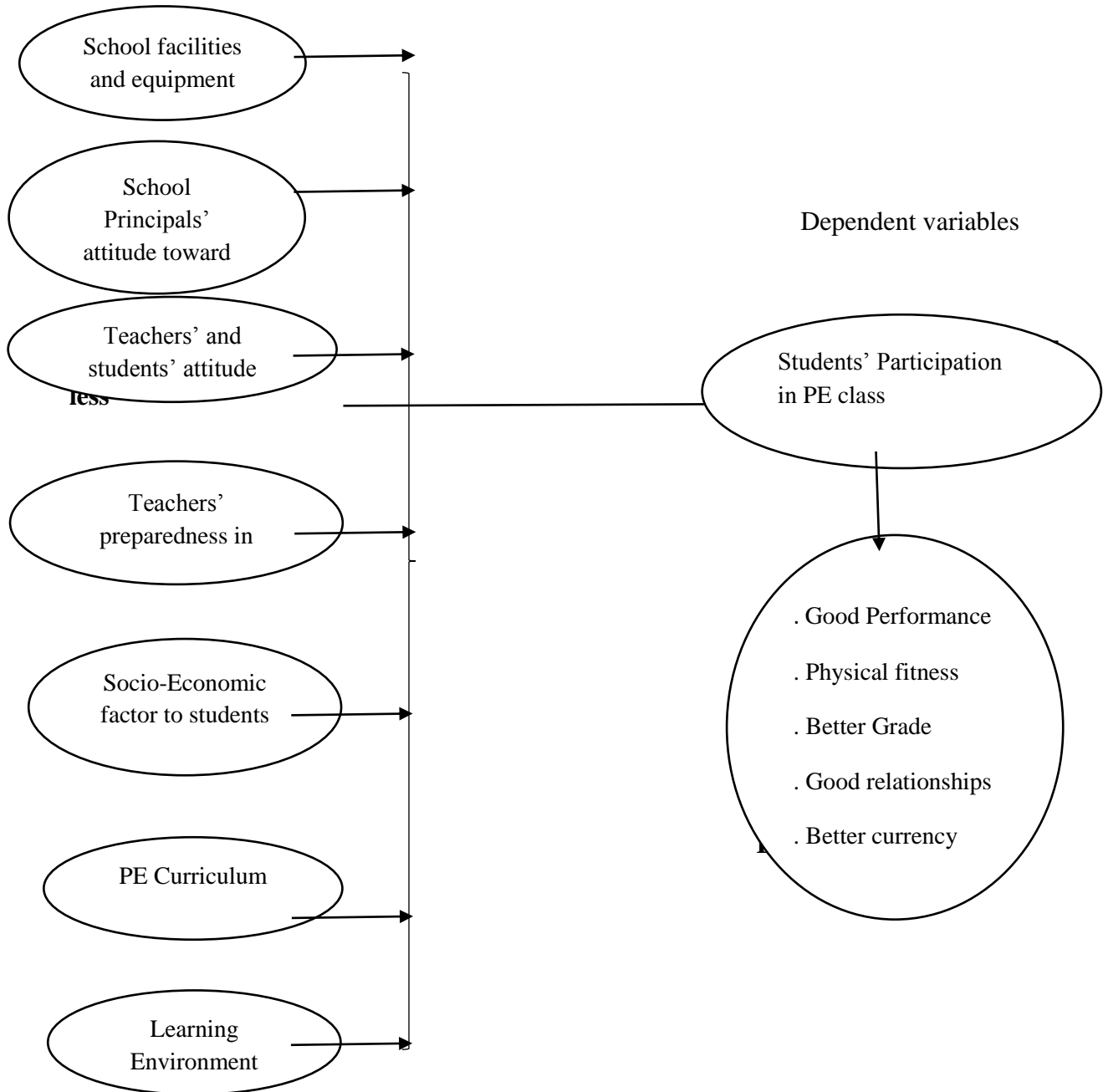


Figure.1. Conceptual Framework

As conceptualized in this study the independent variables (School facilities and equipment, School Principals' attitude toward PE, Teachers' and students' attitude toward PE, Teachers' preparedness in teaching PE, Socio-Economic factor to students, PE Curriculum, Learning Environment) may influence the participation of students in PE class in secondary school. If the above factors (independent variables) are not taken care of them they will eventually influence the participation of students in PE class which eventually denies students the benefits derived from PE as shown in the figure.1.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1. Research Design

In order to address the research questions and objectives of this study, descriptive research designs were used. A descriptive survey research design involves a clearly defined problem and definite objectives and becomes useful particularly where one needs to understand some particular information (Jackson, 2009). The essence of survey method can be explained as “Questioning individuals on a topic or topics and then describing their responses” (Jackson, 2011), A Survey method pursues two main purposes: Describing certain aspects or characteristics of population and/or testing hypothesis about nature of relationships within a population.

3.2. Study area

North Shoa zone is one of the zones of oromia regional state. It is located 72.24 kms from Addis Ababa to the south direction. The zone is bordered on the south by Addis Ababa on the southwest by West Shewa, on the north by the Amhara Region, and on the southeast by East Shewa. Towns and cities in North Shewa include Fiche and Gerba Guracha. The researcher is doing research at North Shoa Zone Oromia regional State.

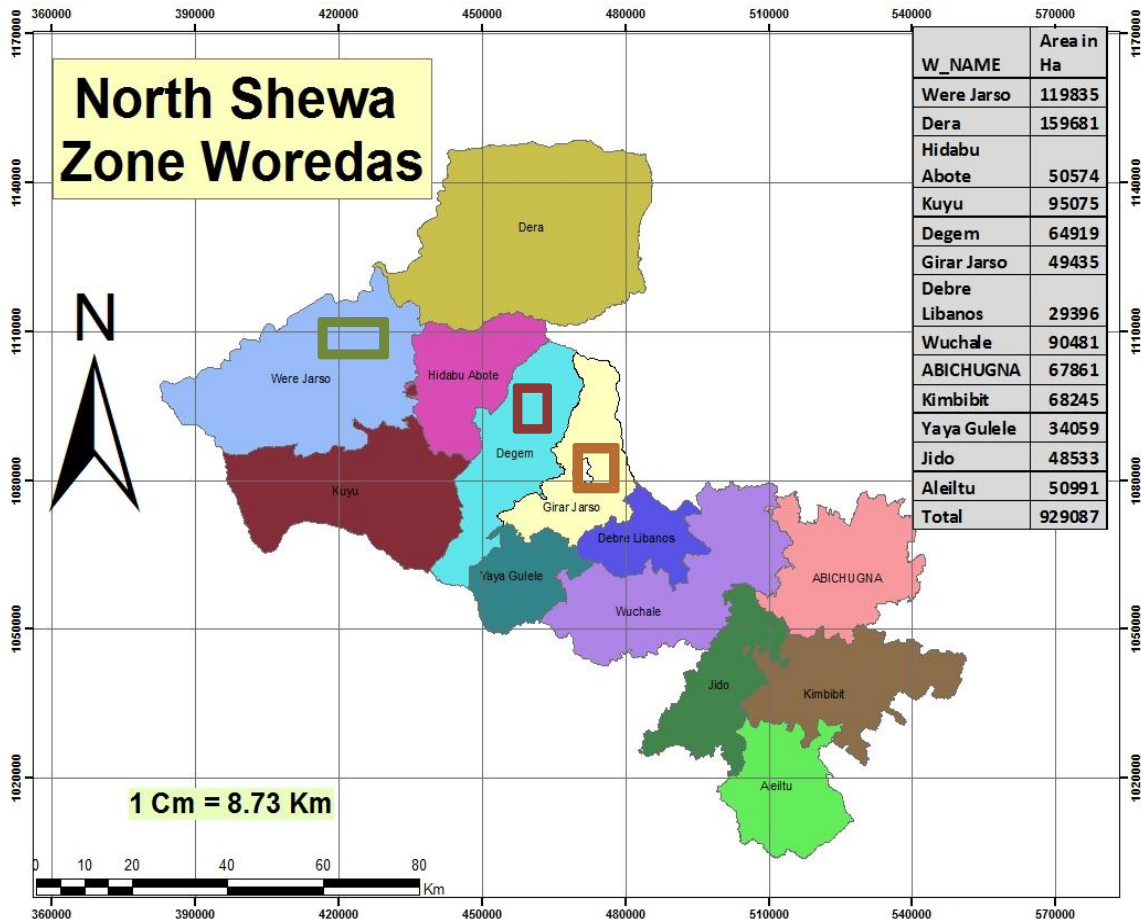


Figure: - 2. Map of study area

Source: Oromia Region Administrative Map (As Of 27 March 2013G.C.)

3.3. Target Population

North Shoa Oromia regional state has 50 secondary schools. The current study was conducted in 3 Secondary schools. These schools are selected purposefully because in some secondary schools there is instability of political issue. Therefore, the researcher intentionally omitted some secondary schools where there is no peace and security in the site. This is the reason behind that forced the researcher to select some schools for study. The target population consists of 3210, 1798 were male and 1412 were female students from grade 11 to 12, selected secondary schools in the academic year 2013E.C., 9 PE teachers and 8 school administration in North Shoa Zone, Oromia Regional state.

3.4. Participants and Sampling

There are **3210** grade 11 to 12 students in selected secondary schools. So as to get better representation of students' population, simple random sampling, lottery method based on students' school, grade and section were used. According to Gay and Airasian (2003), the sample 10%-20% of the sample population used in descriptive research for large population. So that from total numbers of students in selected schools (3210 students), the sample population sizes of students from each selected school were 343 students were used that is around 10.7% and grade for the study were separately determined based on the formula of sample size determination suggested by Krejice & Morgan, (1970). The level of significance is taken as 95%, ($Z=1.96$), margin of error 5% ($e=0.05$). The sample size will be calculated using the following standardized

Formula:
$$n = \frac{z^2}{4e^2 + \frac{z^2}{N}}$$

Where: n = required sample size, N = population size, Z - critical value at 95 % confidence level assumption (1.96), and e - margin of error between the sample and population or the precision (0.05). Thus the sample size will be calculated as $n = \frac{1.96^2}{(4 * 0.05^2) + \frac{1.96^2}{3210}} = 343$

Therefore the method of sample selection that suggested by Krejice and Morgan will be applied to draw the sample of this study. From the total of 3210 students, (1798 were male and 1412 were female from grade 11 to 12). Therefore, 343 students were used as a sample of this study, 8 school principals and 9 PE teachers of the selected schools were used sampled by availability sampling method for the study.

The number of sampled survey students in each class will be allocated proportionally by using the relation: $ni = \frac{n}{N} Ni$ where Ni is the number of students in each class; and ni is the required sample size in each class of the students. The sample distribution of the respondents will be shown in the following table-1 below.

Table: -1. The Sample Distribution of the Respondents

Ser . No	School Name	Grade	Number of Population and Sample						School Principals	PE teachers				
			Students			Number of sample			Population	Population				
			male	Female	Total	male	Female	Total	Male	Female	total	male	Female	Total
1	Gohatsion Secondary School	11	243	184	427	26	20	46	2	0	2	2	1	3
		12	325	215	540	35	23	58						
2	Hambiso Secondary School	11	217	200	417	23	21	44	2	0	2	2	0	2
		12	275	233	508	29	25	54						
3	Fitze N0.2 Secondary School	11	372	255	627	40	27	67	3	1	4	2	2	4
		12	366	325	691	39	35	74						
Total			1798	1412	3210	192	151	343	7	1	8	6	3	9

3.5. Source of Data

In this study the sources of populations are students, physical education teachers and School administration. To this end relevant information upon the major factors affecting the participation of students in physical education class, primary data source were gathered through questionnaires.

3.6. Instruments of Data Collection

In order to collect reliable and sufficient information from different sources in the study area, one data collection tool were employed. Questionnaires were used to collect data from primary sources on the major factors affecting the participation of students in physical education class.

3.6.1. Questionnaire

A questionnaire consisting only close ended items were used to obtain data from respondents. Questionnaire is easy to address many people and save time and money to collect data. The questionnaires were developed by the researcher and its validity and reliability were tested for the final work. The questionnaire constitutes two sections; section one holds the background of the respondents and section two includes questions concerning the major factors may affect the participation of students in PE class. All the samples of the study (teachers, students and school principals) were filled the questionnaire and return.

3.7. Pilot Test

To determine questionnaires' validity and reliability, pilot testing were conducted out of selected secondary schools. Important directions were given for students to give response to the questionnaires. The numbers of male and female participants were sampled proportionally. Finally, the responses of the respondents were entered in to SPSS version 20 to compute item inter correlation and Cronbach-Alpha in order to evaluate the scales and their reliability.

To check the reliability and validity of the questionnaires, Cronbach's alpha reliability test was calculated after the pilot test was conducted. All items were carefully input in to SPSS

version 20 and the average result found from students, teachers and leaders respondents was (0.835) with the help of a computer. As suggested by Tech-Hong & Waheed (2011) cited in Abebe (2014:39) the reliability coefficients between 0.70–0.90 are generally found to be internally consistent. Supporting this, George and Mallery (2003) also suggest that, the Cronbach's Alpha result >0.9 excellent, >0.8 good, >0.7 acceptable, $\alpha < 0.6$ questionable, and < 0.5 poor.

Table: - 2 Reliability test results with Cronbach's alpha

No	Variables	Respondents	No of items	Cronbach Alpha
1	Attitude of students towards PE teachers.	Students	7	0.841
2	Concerning the preparedness' of PE teachers.	Students	8	0.872
3	Teachers' attitude to-ward PE	Teachers	6	0.865
4	Teachers preparedness to teach PE subject	Teachers	7	0.910
5	school facility	Teachers	5	0.741
6	socio-economic factors on students	Teachers	4	0.838
7	school conduciveness	Teachers	4	0.790
8	School Administrators' Attitude toward PE	School Administration	10	0.819
Average Reliability result				0.835

3.8. Procedures of Data Collection

Primarily, the total number of grade 11 to 12 students was collected from all selected secondary schools. Secondly, depending on the known target population, using the formula Krejice & Morgan, (1970), the sample size for each school, grade and section was drawn proportionally. The purpose of the study, a necessary explanation about the instruction of the tools and the confidentiality of the information. Then discussions were held with each school

administrators on the way the questionnaires can be distributed to the students, school principals and PE teachers. The collection processes were started by coding and distributing questionnaire to sample students, school administration and PE teachers. The data were collected with the assistant of secondary school teachers, administrators in the selected schools and with the supervision of the researcher. The purpose of the study, a necessary explanation about the instruction of the tools and the confidentiality of the information will be provided to the respondents. The questionnaires were administered in their respective schools during their break time. The questionnaires were administered to 343 students, 9 PE teachers and 8 school principals and their responses were collected for analysis.

3.9. Methods of Data Analysis

A descriptive statistical method was used to analyze the data. Responses obtained from the questionnaire on (attitude of students on PE, school facilities, curriculum, learning environment, school principal's attitudes, and teachers' and, students' attitude and socio-economic factor) were entered and analyzed using SPSS version 20. Mean, Standard deviation, percentage, were done. Statistical methods like mean, Percentage and standard deviation were used to describe the factors affecting the participation of students in PE class.

3.10. Ethical Consideration

The researcher is considering the research values of voluntary participation, anonymity and protection of respondents from any possible harm that arise from participating in the study. Thus, the researcher is introducing the purpose of the study as a fulfillment of the requirements for MEd degree and not for any other hidden agenda by the researcher and requested the respondents to participate in the study on a voluntary basis. The researcher assure the respondents on the confidentiality of information given and protection from any possible harm that can arise from the study since the findings use for the intended purposes only.

CHAPTERFOUR

ANALYSIS AND INTERPRETATION OF DATA

This chapter deals with the analysis and interpretation of data gathered through questionnaires. That means 360 questionnaires for students 343 questionnaires for physical education teachers, 9 questionnaires for administrations 8 questionnaires. Therefore all questionnaires 360(100%) were filled out and returned. The responses were arranged in Tables, analysis and interpretations of responses were given after each table.

The first part deals with the characteristics of respondents in terms of sex, age, academic qualification, working experience, marital status and religions. The second section deals with the analysis of the attitude of students towards PE teachers. The third part deals with analysis of Concerning the Preparedness' of PE teachers. The fourth part deals with analysis on Teachers' Attitude to-ward PE, teachers' preparedness to teach PE subject, about School Facilities, about socio-economic factors to students and about School Conduciveness and the last part focus on School Administrators' Attitude toward PE in relation to the basic research questions.

4.1. Respondents Characteristics

As already stated in chapter three types different questionnaires prepared by closed ended items for the students of Gohatsion secondary school, Hambiso secondary school and Fitche No. 2 secondary school, for PE teachers and School administrations. Thus 343 copies of questionnaires were distributed, to selected students of these three selected schools.

Table: - 3. Respondent's characteristics

Items	Category of items	Respondents					
		Students		PE teachers		School administrations	
		F	%	F	%	F	%
Sex	M	192	56.0	6	66.7	7	87.5
	F	151	44.0	3	33.3	1	12.5
	Total	343	100	9	100	8	100
Age	14-15 years	-	-	-	-	-	-
	16-19 years	191	55.7	-	-	-	-
	20-22 years	152	44.3	-	-	-	-
	21-25 years	-	-	5	55.6	-	-
	26-30 years	-	-	2	22.2	3	37.5
	31-35 years	-	-	1	11.1	3	37.5
	Above 36 years	-	-	1	11.1	2	25.0
	Total	343	100	9	100	8	100
Academic Qualification	Diploma	-	-	-	-	-	-
	BSc/Bed	-	-	6	66.7	3	37.5
	MA/Med	-	-	3	33.3	5	62.5
	Total	343	100	9	100	8	100
Education level	Grade 11	157	45.8	-	-	-	-
	Grade 12	186	54.2	-	-	-	-
	Total	343	100	-	-	-	-
Work experience	0-5 years	-	-	-	-	-	-
	6-10 years	-	-	3	33.3	-	-
	11-15 years	-	-	5	55.6	2	25.0
	Above 16 years	-	-	1	11.1	6	75.0
	Total	343	100	9	100	8	100
Religion	Orthodox	198	57.7	5	55.6	5	62.5

	Protestant	65	19.0	2	22.2	2	25.0
	Muslims	80	23.3	2	22.2	1	12.5
	Total	343	100	9	100	8	100
Marital status	Single	-	-	2	22.2	-	-
	Married	-	-	7	77.8	9	100
	Divorce	-	-	-	-	-	-
	Total	343	100	9	100	8	100

As shown in the above table 3 indicates sex and age of Teachers, 6(66.7%) were male and 3(33.3%) were Female, the age of the teachers, 5(55.6%) of respondents found to be 21-25, 3(33.3%) of respondents found to be 26-30 years of age and 1(11.1%) of respondents found to be greater than 31 years age. The age of the school administrations 3(57.5%) were found to be 26-30 years of age, 3(57.5%) were found to be 31-35 years of age and the rest 2(25.0%) found greater than 36 years of age. All of the school administrations 7(87.5%) were male and 1(11.1%) were female. Regarding the student age 191(55.7%) were age between 16-19, and 152 (44.3%) was age 20-22 years old. Regarding sex of students 192(56.0%) were male and 152(44.0%) were female.

According to the above data about the academic qualification of the teachers 6(66.7%) of the teachers were first degree holders, 3(33.3%) of the teachers were second degree holders. Whereas the academic qualification of school administrations 3(37.5%) of the school administrations were second degree holders, rest of them 5(62.5%) of the school administrations were second degree holders. From this, one can easily understand that, most of the respondents of the questionnaires BA/MA teachers and school leaders respectively, even though a blue print of TDP (MoE, 2007) has stated that, the academic qualification required for the secondary school teacher degree for (9-12) this is good thing. Regarding the student educational level 157(45.8%) were grade 11, 186(54.2%) was grade 12. This may show that, more than 54% of the respondent's grade 12.

Related to the respondents work experiences of the teachers 3(33.3%) who served 6-10 years and teachers 6(66.7%) who served 11-15 years of experience in teaching and work

experiences of the school administrations 6(75.0%) served for greater than 16 years and 2(25.0%) who served 11-15 years.

Related to the respondents marital status of teachers 2(22.2%) were single 7(77.8%) teachers were married similarly marital status of school administration all 9(100%) were married.

Regarding the respondent's religion of teachers 5(55.6%) was orthodox, 2(22.2%) teachers were protestant and (22.2%) teachers were Muslims. Related to religion of school administration 5(62.5%) were orthodox, 2(25.0%) teachers were protestant and 1(12.5%) teachers were muslims. Similarly the religion of students 198(57.7%) were orthodox, 65(19.0%) students were protestant and 80(23.3%) students were Muslim.

4.2. Presentation, Analysis and Interpretation of the Data

The study focused on the presentation, analysis, and interpretation of the data obtained from respondents through a questionnaire. The analysis of data focus mainly attitude of students towards PE. The second part deals with analysis of concerning the Preparedness' of PE teachers. Third part deals with analysis on Teachers' Attitude to-ward PE, teachers' preparedness to teach PE subject, about School Facilities, about socio-economic factors to students and about School Conduciveness and the last part focus on School Administrators' Attitude toward PE in relation to the basic research questions. The table below presents and summarizes the results.

4.2.1. Response on Attitude of students towards PE

The data was collected from the questionnaires from student from selected school of north showa zone. In order to make the analysis simple for presentation the five-point attitude likert scale used.

Based on the five point likert rating scales from strongly agree to strongly disagree, the mean values less than 1.49 as Strongly Disagree, 1.50-2.49 as Disagree, 2.50-3.49 as Undecided, 3.50-4.49 as Agree and more than 4.50 as Strongly Agree were used for attitude of students towards PE for the sake of analysis and interpretation. For the case of analysis, Strongly Agree and Agree indicate effective implementation of each item, and Undecided represents neither positive nor negative agreement and similarly Disagree and Strongly Disagree indicate attitude of students towards PE is low in the schools.

Table:-4. Response on attitude of students towards PE

N	Item	Respondent	F	%	Mean	Std.Dev.
1	I will make PE as a major field of study if I get a chance in the college or University.	5	17	5.0	2.08	1.130
		4	30	8.7		
		3	41	12.0		
		2	130	37.9		
		1	125	36.4		
		Total	343	100		
2	PE is not important because it doesn't lead to job.	5	154	44.9	4.13	1.095
		4	137	39.9		
		3	12	3.5		
		2	22	6.4		
		1	18	5.2		
		Total	343	100		
3	PE makes important contributions to mental health and fitness.	5	185	53.9	4.41	0.763
		4	130	37.9		
		3	13	3.8		
		2	15	4.4		
		1	-			
		Total	343	100		
4	Sometimes I pretend to be ill so that I don't have to do PE practical class.	5	20	5.8	1.88	1.088
		4	10	2.9		
		3	34	9.9		
		2	123	35.9		
		1	156	45.5		
		Total	343	100		
5	Even when I do not feel well, I do not want to miss PE class.	5	113	32.9	3.62	1.318
		4	102	29.7		
		3	44	12.8		
		2	54	15.7		
		1	30	8.7		
		Total	343	100		

6	I always attend PE class.	5	120	35.0	3.65	1.364
		4	106	30.9		
		3	30	8.7		
		2	51	14.9		
		1	36	10.5		
		Total	343	100		
7	I do not focus on PE class because it is not an examinable subject nationally like other subjects.	5	106	30.9	3.59	1.371
		4	123	35.9		
		3	24	7.0		
		2	48	14.0		
		1	42	12.2		
		Total	343	100		

Key: Mean value ≥ 4.50 =Strongly Agree, 3.50-4.49= Agree, 2.50-3.49= Undecided, 1.50-2.49= Disagree and ≤ 1.49 = Strongly Disagree

Items 1 of table 4 students were asked that about the I will make PE as a major field of study if I get a chance in the college or University, they indicates that 125(36.4%) and 130(37.9%) were responded that, strongly disagree and disagree level respectively, this show that they did not study PE if they get a chance in the college or University. Among those of students 41(12.0%) were mentioned, undecided. The rest of the students 17(5.0%) and 30(8.7%) were responded that, strongly agree and agree respectively about will make PE as a major field of study if I get a chance in the college or University. The mean scores of students is (2.08) for each student. This indicates that they did not study PE if they get a chance in the college or University according to mean score they highly disagree.

In table 4 of item 2 the majority of students 154(44.9%) were responded that, strongly agree about PE is not important because it doesn't lead to job. Many of the students 137(39.9%) mentioned that, agree about PE is not important because it doesn't lead to job. About students 12(3.5%) were responded that, undecided about PE is not important because it doesn't lead to job. The rest of the students 22(6.4%) and 18(5.2%) were responded that, strongly disagree and disagree respectively about PE is not important because it doesn't lead

to job. The mean scores of student are (4.13) this indicated that they highly agreed on the issue. This indicates that PE is not important because it doesn't lead to job.

Responses for item 3 table 4 show that, the majority of students 185(53.9%) and 130(37.9%) were responded that, strongly agree and agree respectively about PE have important contributions to mental health and fitness. Among those of students 13(3.8%) were mentioned, undecided. The rest of the students 15(4.4%) were responded that, disagree. The mean score of student is (4.41) this indicated that they highly agree on the issue. This shows that PE makes important contributions to mental health and fitness.

As it can be observed from the above table 4 for item 4, students were asked Sometimes I pretend to be ill so that I don't have to do PE practical class. that the majority of students 156(45.5%) and 123(35.9%) were responded that, strongly disagree and disagree respectively. Among those of students 34(9.9%) were mentioned, undecided. The rest of the students 20(5.8%) and 10(2.9%) were responded that, strongly agree and agree respectively Sometimes I pretend to be ill so that I don't have to do PE practical class. The mean scores of students is (1.88) this indicated that they highly disagreed on the issue so that, sometimes the some students don't have to do PE practical class if they ill.

As can be observed in table 4, item 5 of the above table the students around 113(32.9%) were responded that, strongly agree about Even when I do not feel well, I do not want to miss PE . About 102(29.7%) were responded that, agree level on Even when I do not feel well, I do not want to miss PE class. Some of the students 44(12.8%) were undecided level. The rest of the students 30(8.7%) and 54(15.7%) were responded that, strongly disagree and disagree respectively, Even when I do not feel well, I do not want to miss PE class. This indicates, Even when students do not feel well, they do not want to miss PE class b/c they highly agree according to the mean scores of students is (3.62).

Item 6 of table 4 indicates the majority of the students 120 (35.0%) were responded that, strongly agree about I always attend PE class. About 106(30.9%) were responded that, agree level about I always attend PE class. Some of the students 30(8.7%) were undecided level. The rest of the students 36(10.5%) and 51(14.9%) were responded that, strongly disagree and

disagree respectively, about I always attend PE class. This indicates, they highly agree according to the mean scores of students is (3.65).

In table 4 of item 7 the majority of students 106(30.9%) were responded that, strongly agree about I do not focus on PE class because it is not an examinable subject nationally like other subjects. Many of the students 123(35.9%) mentioned that, agree about I do not focus on PE class because it is not an examinable subject nationally like other subjects. About students 12(3.5%) were responded that, undecided about I do not focus on PE class because it is not an examinable subject nationally like other subjects. The rest of the students 42(12.2%) and 48(14.0%) were responded that, strongly disagree and disagree respectively about I do not focus on PE class because it is not an examinable subject nationally like other subjects. The mean scores of student are (3.59) this indicated that they highly agreed on the issue. This indicates because PE is not an examinable subject nationally like other subjects the students do not give special attention to physical education subjects.

4.2.2. Response of students related concerning the preparedness' of PE teachers.

Table:-5. Concerning the preparedness' of PE teachers

No	Item	Respondent	F	%	Mean	Std.Dev.
1	Our PE teacher does not offer extra activities for all students.	5	123	35.9	3.83	1.198
		4	126	36.7		
		3	44	12.8		
		2	24	7.0		
		1	26	7.6		
		Total	343	100		
2	Only the good students are picked for a school team by the PE teacher	5	157	45.8	4.01	1.232
		4	113	32.9		
		3	20	5.8		
		2	27	7.9		
		1	26	7.6		
		Total	343	100		
3	Our PE teacher doesn't treat all students in PE class equally.	5	37	10.8	2.43	1.335
		4	51	14.9		
		3	43	9.9		
		2	120	35.0		
		1	101	29.4		
		Total	343	100		
4	Our PE teacher motivate and encourage us to learn PE class	5	120	35.0	3.88	1.202
		4	144	42.0		
		3	24	7.0		
		2	27	7.9		
		1	28	8.2		
		Total	343	100		
5	Our PE teacher control the class properly	5	109	31.8	3.72	1.202
		4	116	33.8		
		3	54	15.7		
		2	44	12.8		
		1	20	5.8		
		Total	343	100		

		Total	343	100		
6	Our PE teacher used supportive teaching aids in class and in field work.	5	123	35.9	4.08	0.922
		4	158	46.1		
		3	36	10.5		
		2	20	5.8		
		1	6	1.7		
		Total	343	100		
7	Our PE teacher cannot show us sport activities by himself on practical class.	5	96	28.0	3.66	1.220
		4	130	37.9		
		3	45	13.1		
		2	48	14.0		
		1	24	7.0		
		Total	343	100		
8	Our PE teacher doesn't come class with sport wearing.	5	99	28.9	3.71	1.236
		4	140	40.8		
		3	41	12.0		
		2	31	9.0		
		1	32	9.3		
		Total	343	100		

Key: Mean value ≥ 4.50 =Strongly Agree, 3.50-4.49= Agree, 2.50-3.49= Undecided, 1.50-2.49= Disagree and ≤ 1.49 = Strongly Disagree

Items 1 of table 5 students were asked that about our PE teacher does not offer extra activities for all students. They indicates that 123(35.9%) and 126(36.7%) were responded that, strongly agree and agree level respectively on our PE teacher does not offer extra activities for all students. Among those of students 44(12.8%) were mentioned, undecided. The rest of the students 26(7.6%) and 24(7.0%) were responded that, strongly disagree and disagree respectively about PE teachers do not offer extra activities for all students. This indicates, PE teacher does not offer extra activities for all students. were agree according to the mean scores of students is (3.86) for each student.

In table 5 of item 2 the majority of students 157(45.8%) were responded that, strongly agree about only the good students are picked for a school team by the PE teacher. Many of the students 113(32.9%) mentioned that; agree about only the good students are picked for a

school team by the PE teacher. About students 20(5.8%) were responded that, undecided on only the good students are picked for a school team by the PE teacher. The rest of the students 26(7.6%) and 27(7.9%) were responded that, strongly disagree and disagree respectively about only the good students are picked for a school team by the PE teacher. The mean scores of student are (4.01) this indicated that they highly agreed on the issue. This indicates that only good students are picked for a school team by the PE teacher, those students how they are less ability did not included in school team selection.

Items 3 of table 5 students were asked that our PE teacher doesn't treat all students in PE class equally, they indicates that 101(29.4%) and 120(35.0%) were responded that, strongly disagree and disagree level respectively, this show that they PE teacher treat all students in PE class equally. Among those of students 34(9.9%) were mentioned, undecided. The rest of the students 37(10.8%) and 51(14.9%) were responded that, strongly agree and agree respectively our PE teacher doesn't treat all students in PE class equally. The mean scores of students is (2.43) for each student. This indicates that the PE teacher doesn't treat all students in PE class equally according to mean score they highly disagree on the above issue.

As can be observed in table 5, item 4 of the above table the students around 120(35.0%) were responded that, strongly agree about our PE teacher motivate and encourage us to learn PE class. About 144(42.0%) were responded that, agree level our PE teacher motivate and encourage us to learn PE class. Some of the students 24(7.0%) were undecided level. The rest of the students 28(8.2%) and 27(7.9%) were responded that, strongly disagree and disagree respectively, about our PE teacher motivate and encourage us to learn PE class. This indicates, PE teacher motivate and encourage us to learn PE class were highly agree according to the mean scores of students is (3.88).

Responses for item 5 table 5 show that, the majority of students 109(31.8%) and 116(33.8%) were responded that, strongly agree and agree respectively about our PE teacher control the class properly. Among those of students 54(15.7%) were mentioned, undecided. The rest of the students 44(12.8%) and 20(5.8%) were responded that, disagree and strongly disagree respectively. The mean scores of student are (3.72) this indicated that they highly agree on the issue. This shows that PE teacher control the class properly.

As can be observed in table 5, item 6 of the above table the students around 123(35.9%) were responded that, strongly agree about our PE teacher used supportive teaching aids in class and in field work. About 1158(46.1%) were responded that, agree level our PE teacher used supportive teaching aids in class and in field work. Some of the students 36(10.5%) were undecided level. The rest of the students 6(1.7%) and 20(5.8%) were responded that, strongly disagree and disagree respectively, about our PE teacher used supportive teaching aids in class and in field work. This indicates, that PE teacher used supportive teaching aids in class and in field work were highly agree according to the mean scores of students is (4.08).

Item 7 of table 5 indicates the majority of the students 96 (28.0%) were responded that, strongly agree about our PE teacher cannot show us sport activities by himself on practical class. About 130(37.9%) were responded that, agree level about our PE teacher cannot show us sport activities by himself on practical class. Some of the students 45(13.1%) were undecided level. The rest of the students 24(7.0%) and 48(14.0%) were responded that, strongly disagree and disagree respectively, about our PE teacher cannot show us sport activities by himself on practical class. This indicates, that PE teacher cannot show us sport activities by himself on practical class were highly agree according to the mean scores of students is (3.66).

Responses for item 8 table 5 show that, the majority of students 99(28.9%) and 140(40.8%) were responded that, strongly agree and agree respectively about our PE teacher doesn't come class with sport wearing. Among those of students 41(12.0%) were mentioned, undecided. The rest of the students 31(9.0%) and 32(9.3%) were responded that, disagree and strongly disagree respectively. The mean scores of student are (3.71) this indicated that they highly agree on the issue. This shows that PE teacher doesn't come class with sport wearing.

4.2.3. The response of teachers on teacher's attitude toward PE.

Table:-6A.The teachers' attitude toward PE

No	Item	Respo ndent	F	%	Mean	Std.Dev.
1	I perceive PE as a field of study	5	3	33.3	4.00	1.000
		4	4	44.4		
		3	1	11.1		
		2	1	11.1		
		1	-	-		
		Total	9	100		
2	I like teaching PE	5	4	44.4	3.89	1.453
		4	3	33.3		
		3	-	-		
		2	1	11.1		
		1	1	11.1		
		Total	9	100		
3	I believe that school administration and school society have equal sight for PE and other subject	5	1	11.1	2.33	1.323
		4	1	11.1		
		3	-	-		
		2	5	55.6		
		1	2	22.2		
		Total	9	100		
4	The instructional time designed for PE class is sufficient to achieve the desired objectives.	5	-	-	1.78	0.972
		4	1	11.1		
		3	-	-		
		2	4	44.4		
		1	4	44.4		
		Total	9	100		
5	More time is not given to PE class as	5	3	33.3		

examinable subject in school.	4	3	33.3	3.78	1.202
	3	1	11.1		
	2	2	22.2		
	1	-	-		
	Total	9	100		
6 In my opinion PE activities provide opportunities for satisfying social experiences	5	3	33.3	3.89	1.054
	4	3	33.3		
	3	2	22.2		
	2	1	11.1		
	1	-	-		
Total	9	100			

Key: Mean value ≥ 4.50 =Strongly Agree, 3.50-4.49= Agree, 2.50-3.49= Undecided, 1.50-2.49= Disagree and ≤ 1.49 = Strongly Disagree

Items 1 of table 6 teachers were asked that I perceive PE as a field of study, they indicates that 1(11.1%) disagree level, this show that teachers perceive PE as a field of study among those of students 1(11.1%) were mentioned, undecided. The rest of the students 3(33.3%) and 4(44.4%) were responded that, strongly agree and agree respectively I perceive PE as a field of study. The mean scores of students is (4.00) for each teachers. This indicates teachers perceive PE as a field of study according to mean score they highly agree on the above issue.

Responses for item 2 table 6 show that, the majority of teachers 4(44.4%) and 3(33.3%) were responded that, strongly agree and agree respectively about I like teaching PE. The rest of the teachers 1(11.1%) and 1(11.1%) were responded that, disagree and strongly disagree respectively. The mean scores of teachers are (3.89) this indicated that they highly agree on the issue. This shows that they like teaching PE.

Items 3 of table 6 teachers were asked that I believe that school administration and school society have equal sight for PE and other subject, they indicates that 5(55.6%) and 2(22.2%) were responded that, disagree and strongly disagree level respectively, this show that they believe that school administration and school society have no equal sight for PE and other

subject. The rest of the teachers 1(11.1%) and 1(11.1%) were responded that, agree and strongly agree respectively. They believe that school administration and school society have equal sight for PE and other subject. The mean scores of teachers is (2.33) for each teachers. This indicates that, I believe that school administration and school society have equal sight for PE and other subject according to mean score teachers highly disagree on the above issue.

As it can be observed from the above table 6 for item 4, teachers were asked the instructional time designed for PE class is sufficient to achieve the desired objectives, that the majority of teachers 4(44.4%) and 4(44.4%) were responded that, strongly disagree and disagree respectively. The rest of the teachers 1(11.1%) were responded that agree about The instructional time designed for PE class is sufficient to achieve the desired objectives. The mean scores of teachers is (1.78) this indicated that they highly disagreed on the issue so that, the instructional time designed for PE class is not sufficient to achieve the desired objectives.

Responses for item 5 table 6 show that, the majority of teachers 3(33.3%) and 3(33.3%) were responded that, strongly agree and agree respectively about more time is not given to PE class as examinable subject in school. The rest of the teachers 1(11.1%) and 2(22.2%) were responded that, disagree and undecided respectively. The mean scores of teachers are (3.78) this indicated that they highly agree on the issue. This shows that more time is not given to PE class as examinable subject in school, so that the period allotment must be revised by ministry of education.

Responses for item 6 table 6 show that, the majority of teachers 3(33.3%) and 3(33.3%) were responded that, strongly agree and agree respectively, in their opinion PE activities provide opportunities for satisfying social experiences. Some teachers says undecided on In my opinion PE activities provide opportunities for satisfying social experiences. The rest of the teachers 1(11.1%) were responded that, disagree. The mean scores of teachers are (3.89) this indicated that they highly agree on the issue. This shows that by teacher's opinion PE activities provide opportunities for satisfying social experiences.

Table:-6B. Concerning their preparedness to teach PE subject

No	Item	Respondent	F	%	Mea n	Std.Dev.
1	I always wear appropriate sport's wear during PE class	5	-	-	2.33	1.118
		4	2	22.2		
		3	1	11.1		
		2	4	44.4		
		1	2	22.2		
		Total	9	100		
2	I use different materials and teaching aids to teach PE class	5	-	-	2.11	1.167
		4	2	22.2		
		3	-	-		
		2	4	44.4		
		1	3	33.3		
		Total	9	100		
3	I involved in continuous professional development activities to improve the quality of my teaching.	5	2	22.2	3.78	1.093
		4	5	55.6		
		3	-	-		
		2	2	22.2		
		1	-	-		
		Total	9	100		
4	I used various teaching methodologies in teaching PE.	5	3	33.3	3.56	1.509
		4	3	33.3		
		3	-	-		
		2	2	22.2		
		1	1	11.1		
		Total	9	100		
5	I usually come up class with my daily lesson plan	5	2	22.2	3.89	0.928
		4	5	55.6		
		3	1	11.1		
		2	1	11.1		
		1	-	-		
		Total	9	100		
6	I have attended different PE workshops and seminars to update my profession.	5	-	-	2.00	1.225
		4	2	22.2		
		3	-	-		
		2	3	33.3		
		1	4	44.4		
		Total	9	100		
7	I motivate all students equally during class	5	3	33.3	3.78	1.394
		4	4	44.4		
		3	-	-		
		2	1	11.1		
		1	1	11.1		
		Total	9	100		

Key: Mean value ≥ 4.50 =Strongly Agree, 3.50-4.49= Agree, 2.50-3.49= Undecided, 1.50-2.49= Disagree and ≤ 1.49 = Strongly Disagree

As it can be observed from the above table 6 for item 1, teachers were asked about I always wear appropriate sport's wear during PE class, that the majority of teachers 4(44.4%) and 2(22.2%) were responded that, disagree and strongly disagree respectively. The rest of the teachers 1(11,1%) and 2(22.2%) were responded that agree and undecided respectively about I always wear appropriate sport's wear during PE class. The mean scores of teachers is (2.33) this indicated that they highly disagreed on the issue so that, the teachers do not always wear appropriate sport's wear during PE class.

Items 2 of table 6 teachers were asked that I use different materials and teaching aids to teach PE class they indicates that 4(44.4%) and 3(33.3%) were responded that, disagree and strongly disagree level respectively, this show that they do not use different materials and teaching aids to teach PE class. The rest of the teachers 2(22.2%) were responded that, agree, they believe that teachers use different materials and teaching aids to teach PE class. The mean scores of students is (2.11) for each teachers. This indicates that they do not use different materials and teaching aids to teach PE class according to mean score teachers highly disagree on the above issue.

Responses for item 3 table 6 show that, the majority of teachers 5(55.6%) and 2(22.2%) were responded that, agree and strongly agree respectively about I involved in continuous professional development activities to improve the quality of my teaching. The rest of the teachers 2(22.2%) were responded that disagree. The mean scores of teachers is (3.78) this indicated that they highly agree on the issue. This shows that teachers involved in continuous professional development activities to improve the quality of my teaching.

Responses for item 4 table 6 show that, the majority of teachers 3(33.3%) and 3(33.3%) were responded that, strongly agree and agree respectively about I used various teaching methodologies in teaching PE. The rest of the teachers 1(11.1%) and 2(22.2%) were responded that, strongly disagree and disagree level respectively. The mean scores of teachers is (3.56) this indicated that they highly agree on the issue. This shows teachers used various teaching methodologies in teaching PE.

Responses for item 5 table 5 show that, the majority of teachers 5(55.6%) and 2(22.2%) were responded that, strongly agree and agree respectively about I usually come up class with my

daily lesson plan. The rest of the teachers 1(11.1%) and 1(11.1%) were responded that, strongly disagree and disagree level respectively. The mean scores of teachers is (3.89) this indicated that they highly agree on the issue. This shows teachers usually come up class with daily lesson plan.

Item 6 of table 6B teachers were asked that I have attended different PE workshops and seminars to update my profession they indicates that 4(44.4%) and 3(33.3%) were responded that, strongly disagree and disagree level respectively, this show that they do not attended different PE workshops and seminars to update my profession. The rest of the teachers 2(22.2%) were responded that, agree, they I have attended different PE workshops and seminars to update my profession. The mean scores of students is (2.00) for each teachers. This indicates that they do not attended different PE workshops and seminars to update my profession, the education office must provide different PE workshops and seminars to update teacher's profession.

Responses for item 7 table 6 show that, the majority of teachers 4(44.4%) and 3(33.3%) were responded that, agree and strongly agree respectively about I motivate all students equally during class. The rest of the teachers 1(11.1%) and 1(11.1%) were responded that, disagree and strongly disagree respectively. The mean scores of student are (3.78) this indicated that they highly agree on the issue. This shows that teachers motivate all students equally during class.

Table:-6c. Concerning school facility

No	Item	Respondent	F	%	Mean	Std.Dev.
1	The increasing number of students in class affects my teaching process.	5	4	44.4	4.00	1.225
		4	3	33.3		
		3	-	-		
		2	2	22.2		
		1	-	-		
		Total	9	100		
2	There is full availability of adequate materials facilities to teach PE in my school.	5	-	-	1.67	0.500
		4	-	-		
		3	-	-		
		2	6	66.7		
		1	3	33.3		
		Total	9	100		
3	My school principals are supportive in fulfilling PE teaching facilities.	5	-	-	1.89	0.928
		4	1	11.1		
		3	-	-		
		2	5	55.6		
		1	3	33.3		
		Total	9	100		
4	School has budget to equip class and to fill PE facilities in each academic year.	5	1	11.1	2.22	1.394
		4	1	11.1		
		3	-	-		
		2	4	44.4		
		1	3	33.3		
		Total	9	100		
5	My school has pipe water supply.	5	-	-	2.00	1.000
		4	1	11.1		
		3	1	11.1		
		2	4	44.4		
		1	3	33.3		
		Total	9	100		

Key: Mean value ≥ 4.50 =Strongly Agree, 3.50-4.49= Agree, 2.50-3.49= Undecided, 1.50-2.49= Disagree and ≤ 1.49 = Strongly Disagree

Responses for item 1 table 6c show that, the majority of teachers 4(44.4%) and 3(33.3%) were responded that, strongly agree and agree respectively about the increasing number of students in class affects my teaching process. The rest of the teachers 2(22.2%) disagree. The mean scores of student are (4.00) this indicated that they highly agree on the issue. This shows that the high number of students in class affects my teaching process.

Items 2 of table 6c teachers were asked that there is full availability of adequate materials facilities to teach PE in my school, they indicates that 6(66.7%) and 3(33.3%) were responded that, disagree and strongly disagree level respectively, this show that there is no full availability of adequate materials and facilities to teach PE in my school. The mean scores of teacher is (1.67) for each teachers. This indicates that they do not have full availability of adequate materials and facilities to teach PE in my school, the education office or the school must provide adequate materials and facilities to teach PE in my school.

Items 3 of table 6 teachers were asked that my school principals are supportive in fulfilling PE teaching facilities, they indicates that 4(44.4%) and 3(33.3%) were responded that, disagree and strongly disagree level respectively, this show that school principals are not supportive in fulfilling PE teaching facilities. The rest of the teachers 1(11.1%) disagree on the issue. The mean scores of students is (1.89) for each teachers. This indicates that school principals are not supportive in fulfilling PE teaching facilities, so that the school principals are support teachers in fulfilling teaching facilities.

As it can be observed from the above table 6c for item 4, teachers were asked about school has budget to equip class and to fill PE facilities in each academic year, that the majority of teachers 4(44.4%) and 3(33.3%) were responded that, disagree and strongly disagree respectively. The rest of the teachers 1(11.1%) and 1(11.1%) were responded that agree and strongly agree respectively about school has budget to equip class and to fill PE facilities in each academic year. The mean scores of teachers is (2.22) this indicated that they highly disagreed on the issue so that, school has budget to equip class and to fill PE facilities in each academic year.

As it can be observed from the above table 6c for item 5, teachers were asked about my school has pipe water supply, the majority of teachers 4(44.4%) and 3(33.3%) were responded that, disagree and strongly disagree respectively. The rest of the teachers 1(11.1%) and 1(11.1%) were responded that agree and undecided respectively about my school has pipe water supply. The mean scores of teachers is (2.00) this indicated that they highly disagreed on the issue.

Table:-6D. Concerning socio-economic factors on students participation of PE class.

N	Item	Respondent	F	%	Mean	Std.Dev.
1	I think most of the students have economic problem to participate in PE practical class.	5	-	-	2.11	1.167
		4	2	22.2		
		3	-	-		
		2	4	44.4		
		1	3	33.3		
		Total	9	100		
2	Girl students have social factor problem in participating in PE practical class.	5	3	33.3	3.78	1.202
		4	3	33.3		
		3	1	11.1		
		2	2	22.2		
		1	-	-		
		Total	9	100		
3	Students' parents do not encourage and support to attend PE class as compared to other academic subjects.	5	3	33.3	3.78	1.202
		4	3	33.3		
		3	1	11.1		
		2	2	22.2		
		1	-	-		
		Total	9	100		
4	Female students feel frightened to do practical sport activities in front of their boy classmates	5	3	33.3	3.89	1.167
		4	4	44.4		
		3	-	-		
		2	2	22.2		
		1	-	-		
		Total	9	100		

Key: Mean value ≥ 4.50 =Strongly Agree, 3.50-4.49= Agree, 2.50-3.49= Undecided, 1.50-2.49= Disagree and ≤ 1.49 = Strongly Disagree

As it can be observed from the above table 6D for item 1, teachers were asked about I think most of the students have economic problem to participate in PE practical class, that the majority of teachers 4(44.4%) and 3(33.3%) were responded that, disagree and strongly disagree respectively. The rest of the teachers 2(22.2%) were responded that agree about I think most of the students have economic problem to participate in PE practical class. The mean scores of teachers are (2.11) this indicated that they highly disagreed on the issue, so that most of the students do not have economic problem to participate in PE practical class.

Responses for item 2 table 6D show that, the majority of teachers 3(33.3%) and 3(33.3%) were responded that, strongly agree and agree respectively about girl students have social factor problem in participating in PE practical class. The rest of the teachers 1(11.1%) and 2(22.2%) were responded that, undecided and disagree level respectively. The mean scores of teachers are (3.78) this indicated that they highly agree on the issue. This shows teachers female students have social factor problem in participating in PE practical class

Responses for item 3 table 6D show that, the majority of teachers 3(33.3%) and 3(33.3%) were responded that, strongly agree and agree respectively about students' parent do not encourage and support to attend PE class as compared to other academic subjects. The rest of the teachers 1(11.1%) and 2(22.2%) were responded that, undecided and disagree level respectively. The mean scores of teachers is (3.78) this indicated that they highly agree on the issue. This shows students' parent do not encourage and support to attend PE class as compared to other academic subjects.

Responses for item 4 table 6D show that, the majority of teachers 3(33.3%) and 4(44.4%) were responded that, strongly agree and agree respectively about female students feel frightened to do practical sport activities in front of their boy classmates.. The rest of the teachers 2(22.2%) were responded that disagree level. The mean scores of teachers is (3.89) this indicated that they highly agree on the issue. This shows female students feel frightened to do practical sport activities in front of their boy classmates.

Table:-6E. Concerning school conduciveness

N	Item	Respondent	F	%	Mean	Std.Dev.
1	My school has necessary sport fields.	5	-	-	2.11	1.167
		4	2	22.2		
		3	-	-		
		2	4	44.4		
		1	3	33.3		
		Total	9	100		
2	My schools have not shad, shower and wearing class for PE practical class.	5	3	33.3	4.11	0.928
		4	5	55.6		
		3	-	-		
		2	1	11.1		
		1	-	-		
		Total	9	100		
3	My school compound has not fence to defense outside exposures.	5	4	44.4	4.22	0.972
		4	4	44.4		
		3	-	-		
		2	1	11.1		
		1	-	-		
		Total	9	100		
4	My school has green area where the students get fresh air to refresh themselves after practical class	5	-	-	2.00	1.225
		4	2	22.2		
		3	-	-		
		2	3	33.3		
		1	4	44.4		
		Total	9	100		

Key: Mean value ≥ 4.50 =Strongly Agree, 3.50-4.49= Agree, 2.50-3.49= Undecided, 1.50-2.49= Disagree and ≤ 1.49 = Strongly Disagree

As it can be observed from the above table 6E for item 1, teachers were asked about my school have necessary sport fields, the majority of teachers 4(44.4%) and 3(33.3%) were responded that, disagree and strongly disagree respectively. The rest of the teachers 2(22.2%) were responded that agree about my school have necessary sport fields. The mean scores of teachers is (2.11) this indicated that they highly disagreed on the issue, so school have no necessary sport fields.

Items 2 of table 6E teachers were asked that my school have not shad, shower and wearing class for PE practical class, they indicates that 5(55.6%) and 3(33.3%) were responded that, agree and strongly agree level respectively. The rest of the teachers 1(11.1%) were responded that disagree about my school have not shad, shower and wearing class for PE practical class. The mean scores of teacher is (4.11) for each teachers. This indicates that school have not shad, shower and wearing class for PE practical class.

Responses for item 3 table 6 show that, the majority of teachers 4(44.4%) and 4(44.4%) were responded that, strongly agree and agree respectively about my school compound has not fence to defense outside exposures. The rest of the teachers 1(11.1%) were responded that disagree level. The mean scores of teachers is (4.22) this indicated that they highly agree on the issue. This shows my school compound has not fence to defense outside exposures.

The same table 6E item 4, teachers were asked about my school has green area where the students get fresh air to refresh themselves after practical class, the response of teachers 4(44.4%) and 3(33.3%) were responded that, strongly disagree and disagree respectively. The rest of the teachers 2(22.2%) were responded that agree about my school has green area where the students get fresh air to refresh themselves after practical class. The mean scores of teachers is (2.00) this indicated that they highly disagreed on the issue.

4.2.4. The response on school Administrators' Attitude toward PE

Table:-7.school Administrators' Attitude toward PE

No	Item	Respondent	F	%	Mean	Std.Dev.
1	I think PE is an important part of learning.	5	4	50.0	4.38	0.744
		4	3	37.5		
		3	1	12.5		
		2	-	-		
		1	-	-		
		Total	8	100		
2	I encourage PE teachers highly to teach PE lesson	5	3	37.5	4.13	0.991
		4	4	50.0		
		3	-	-		
		2	1	12.5		
		1	-	-		
		Total	8	100		
3	We have sufficient human resource to teach PE in the school.	5	-	-	1.88	0.991
		4	1	12.5		
		3	-	-		
		2	4	50.0		
		1	3	37.5		
		Total	8	100		
4	I facilitate things to fill sport facilities and materials needed for PE class	5	-	-	1.75	1.035
		4	1	12.5		
		3	-	-		
		2	3	37.5		
		1	4	50.0		
		Total	8	100		
5	I think my school students have good participation in PE class	5	3	37.5	4.13	0.991
		4	4	50.0		
		3	-	-		
		2	1	12.5		
		1	-	-		
		Total	8	100		
6	I do not support PE teachers other than giving only responsibility for them to teach.	5	3	37.5	4.13	0.991
		4	4	50.0		
		3	-	-		
		2	1	12.5		
		1	-	-		
		Total	8	100		
7	I think working together in PE activities gives people a better understanding of each other.	5	4	50.0	4.38	0.744
		4	3	37.5		
		3	1	12.5		
		2	-	-		
		1	-	-		
		Total	8	100		
8	I do not focus on PE subject since it is not examinable subject.	5	4	50.0	4.50	0.535
		4	4	50.0		
		3	-	-		
		2	-	-		
		Total	8	100		

		1	-	-		
		Total	8	100		
9	I facilitate different sport games among grades and classes in my school to build team spirit, and to motivate students and teachers	5	-	-		
		4	1	12.5		
		3	-	-	1.75	1.035
		2	3	37.5		
		1	4	50.0		
		Total	8	100		
10	I think our PE curriculum does not has focus as other academic subject.	5	3	37.5		
		4	4	50.0	4.13	0.991
		3	-	-		
		2	1	12.5		
		1	-	-		
			Total	8	100	

Key: Mean value ≥ 4.50 =Strongly Agree, 3.50-4.49= Agree, 2.50-3.49= Undecided, 1.50-2.49= Disagree and ≤ 1.49 = Strongly Disagree

Responses for item 1 table 7 show that, the majority of school administrations 4(50.0%) and 3(37.5%) were responded that, strongly agree and agree respectively about I think PE is an important part of learning. The rest of the school administrations 1(12.5%) were responded that undecided level. The mean scores of school administrations is (4.38) this indicated that they highly agree on the issue. This shows school administration think that PE is an important part of learning.

Responses for item 2 table 7 show that, the majority of school administrations 3(37.5%) and 4(50.0%) were responded that, strongly agree and agree respectively about I encourage PE teachers highly to teach PE lesson. The rest of school administrations 1(12.5%) were responded that disagree level. The mean scores of school administrations is (4.13) this indicated that they highly agree on the issue. This shows that administration think encourage PE teachers highly to teach PE lesson.

As it can be observed from the above table 7 for item 3, school administrations were asked we have sufficient human resource to teach PE in the school. That the majority of school administrations 4(50.0%) and 3(37.5%) were responded that, disagree and strongly disagree respectively. The rest of the school administrations 1(12.5%) were responded that agree about we have sufficient human resource to teach PE in the school. The mean scores of school administrations is (1.88) this indicated that they highly disagreed on the issue, so school have sufficient human resource to teach PE in the school.

As it can be observed from the above table 7 for item 4, school administrations were asked I facilitate things to fill sport facilities and materials needed for PE class. That the majority of school administrations 4(50.0%) and 3(37.5%) were responded that, strongly disagree and disagree respectively. The rest of the school administrations 1(12.5%) were responded that agree about I facilitate things to fill sport facilities and materials needed for PE class. The mean scores of school administrations is (1.75) this indicated that they highly disagreed on the issue, so school administration must facilitate things to fill sport facilities and materials needed for PE class.

Responses for item 5 table 7 show that, the majority of school administrations 3(37.5%) and 4(50.0%) were responded that, strongly agree and agree respectively I think my school students have good participation in PE class. The rest of school administrations 1(12.5%) were responded that disagree level. The mean scores of school administrations is (4.13) this indicated that they highly agree on the issue.

In the same table 7 item 6 show that, the majority of school administrations 3(37.5%) and 4(50.0%) were responded that, strongly agree and agree respectively about the support of PE teachers other than giving only responsibility for them to teach PE. The rest of school administrations 1(12.5%) were responded that disagree level. The mean scores of school administrations is (4.13) this indicated that they highly agree on the issue.

Responses for item 7 table 7 show that, the majority of school administrations 4(50.0%) and 3(37.5%) were responded that, strongly agree and agree respectively about I think working together in PE activities gives people a better understanding of each other. The rest of the school administrations 1(12.5%) were responded that undecided level. The mean scores of school administrations is (4.38) this indicated that they highly agree about I think working together in PE activities gives people a better understanding of each other. This shows PE activities gives people a better understanding of each other when they work together.

Responses for item 8 table 7 show that, the majority of school administrations 4(50.0%) and 4(50.0%) were responded that, strongly agree and agree respectively about I do not focus on PE subject since it is not examinable subject. The mean scores of school administrations is (4.38) this indicated that they highly agree on the issue. This shows school administration do

not focus on PE subject since it is not examinable subject, they give special attention for examinable subject.

As it can be observed from the above table 7 for item 9, school administrations were asked can you facilitate different sport games among grades and classes in my school to build team spirit, and to motivate students and teachers. That the majority of school administrations 4(50.0%) and 3(37.5%) were responded that, strongly disagree and disagree respectively. The rest of the school administrations 1(12.5%) were responded that agree I facilitate different sport games among grades and classes in my school to build team spirit, and to motivate students and teachers. The mean scores of school administrations is (1.75) this indicated that they highly disagreed on the issue, this show that school administration do not facilitate different sport games among grades and classes in my school to build team spirit, and to motivate students and teachers.

In the same table 7 item 10 show that, the majority of school administrations 4(50.0%) and 3(37.5%) were responded that, agree and strongly agree respectively about I think our PE curriculum does not has focus as other academic subject. The rest of the school administrations 1(12.5%) were responded that disagree level. The mean scores of school administrations is (4.13) this indicated that they highly agree on the issue. This shows school administration says PE curriculum does not has focus as other academic subject.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1. SUMMARY

This study is conducted to investigate the major factors affecting the participation of students in PE class in some selected secondary schools of North Shoa Oromia Regional State. The following are the basic research question, which are a relevant guide for researching the topic

1. What are the major factors that affect the participation of students in theoretical and practical classes of physical education?
2. To what extent the influencing factors affect the participation of students in PE class?
3. How do these factors affecting the participation of students in PE class?

In order to answer the above questions, descriptive survey research methods were employed. The data relevant to the study were gathered through administration of questionnaires for 343 students, 9 PE teachers and 8 school administrations in some selected secondary schools of north Shoa zone.

The collected datas were analysed using descriptive statics such as frequency, percentage, mean and standard deviation by spss- version -20 software. Hence, based on the analyzed data and review of related literatures the following major important points were summarized as follows.

- Related to the respondents work experiences of the teachers 3(33.3%) who served 6-10 years and teachers 6(66.7%) who served 11-15 years of experience in teaching and work experiences of the school administrations 6(75.0%) served for greater than 16 years and 2(25.0%) who served 11-15 years.
- With regard to attitude of students toward PE many of the students 137(39.9%) mentioned that, agree about PE is not important because it doesn't lead to job.
- With regard to attitude of students toward PE the majority of students 185(53.9%) and 130(37.9%) were responded that, strongly agree and agree respectively about PE have important contributions to mental health and fitness.

- Concerning the Preparedness' of PE teachers the majority of students 157(45.8%) were responded that, strongly agree about only the good students are picked for a school team by the PE teacher.
- Regarding Teachers' Attitude to-ward PE the majority of teachers 4(44.4%) and 3(33.3%) were responded that, strongly agree and agree respectively about I like teaching PE.
- Regarding Teachers' Attitude to-ward PE the majority of teachers 3(33.3%) and 3(33.3%) were responded that, strongly agree and agree respectively about more time is not given to PE class as examinable subject in school.
- Concerning their preparedness to teach PE subject the majority of teachers 5(55.6%) and 2(22.2%) were responded that, strongly agree and agree respectively about I usually come up class with my daily lesson plan.
- Concerning school facilities the majority of teachers 4(44.4%) and 3(33.3%) were responded that, strongly agree and agree respectively about the increasing number of students in class affects my teaching process.
- Regarding attitudes of school administrations the majority of school administrations 4(50.0%) and 3(37.5%) were responded that, strongly agree and agree respectively about I think PE is an important part of learning.
- Regarding attitudes of school administrations the majority of school administrations 4(50.0%) and 3(37.5%) were responded that, strongly agree and agree respectively about I think working together in PE activities gives people a better understanding of each other.
- Regarding attitudes of school administrations the majority of school administrations 4(50.0%) and 3(37.5%) were responded that, agree and strongly agree respectively about I think our PE curriculum does not has focus as other academic subject.

5.2. CONCLUSIONS

Based on the findings of the study the following conclusions were reached.

- ❖ Students showed more positive attitudes towards participation in physical education. Thus, students who participated in the study considered physical education of great value and significance in the development and training for leadership. Moreover, when participating in physical activity together, it is pointed out that physical activity and social interaction are highly valued among students.
- ❖ Based on investigation and the finding on the topic the researcher concluded that there is the need to improve the teaching of PE in the Gohatsion Secondary School, Hambiso Secondary School and Fitch N0.2 Secondary School of north shoa zone about major factors affecting the participation of students in physical education class
- ❖ Based on the findings of the study physical education teacher did not give motivation and they did not provide equal chance for all students in physical education class.
- ❖ The finding of the study indicates that selected secondary schools do not have available sport facility and equipment. Even if there are some materials in the school PE teachers did not use different teaching methods and mechanisms to motivate and improve students' experience in teaching physical education lesson.
- ❖ The school compound had no adequate material and facilities to give Physical education lesson properly that was a major problem for student's involvement in learning physical education wisely. The teaching learning process of physical education has been affected by lack of materials and large class size.
- ❖ Students display positive attitudes towards physical education in relation to enjoyment. It is stated that students like doing physical activities and playing games because they are fun to them.
- ❖ According to the findings of the study, the school administration did not support for physical education teachers in fulfilling of teaching materials including sportswear.
- ❖ Based on the findings, the study concludes that the major factors affecting participation of students in physical education class in selected woredas lack of enough facilities that could facilitate learning process and shortage of instructional materials regarding to teaching of physical education subjects in secondary schools.

The study pointed out that there was shortage of teaching materials, this factors my delay student's participation in teaching learning theoretically as well as practically in physical education subject.

5.3. RECOMMENDATIONS

On the basis of conclusions drawn above, the following recommendations are forwarded.

- The woreda educational office need to consider P.E teachers challenge lack of all equipment that promote teaching and learning program.
- Since large class size has drawback to provide equal opportunity for students in the class of the secondary school; directors, the community and the woreda education bureau should carry out responsibility to bring manageable class size by means of minimizing the number of student in a class and built additional classroom.
- There should be enough time allotted for physical education class in order to address the necessary information and to make students accomplish expected lesson objectives.
- The physical education teacher should use instructional materials properly
- The physical education teacher s should solve perception and attitude problems with mostly student and other concerned (bodies)
- Teachers should impress school administrators and other concerned bodies to fulfill PE teaching learning inputs and Schools should be facilitated by using the government and the society's resource buying sport materials, making available water supply and building of cloth changing rooms.
- Whenever possible physical education teachers should try to produce local teaching materials to deal with theoretical and practical lessons there by enable to solve the immediate materials shortage.
- To increase class room interaction, teachers have to encourage and motivate students to develop positive attitude and participate in asking and answering questions in PE classes.
- Physical education teachers should create awareness on students by applying student centered teaching approach in order to motivate students in both practical and theoretical class.

- Physical Education teachers have to use supportive teaching aids to make the lesson more memorable and tangible by the students.
- The director of high school should give more emphasis to develop evaluate and appreciation of P.E teachers
- To avoid the miss understandings of school community the school has to give attention to all stakeholders.
- The school administration should follow's students whether or not they attended in the class particularly in P.E class.
- The school should implement CPD program accordingly to increase teacher's skill and performance.

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APPENDIX - A
JIMMA UNIVERSITY
SPORT ACADEMY
DEPARTMENT OF SPORT SCIENCE

Questionnaire for Students

Dear Student

This questionnaire is prepared for the purpose of conducting a study on “Major Factors Affecting the participation of students in Physical Education class in the case of Some Selected Secondary Schools of North ShoaOromia Regional State.” Hence, this questionnaire is prepared to elicit information from students. The purpose of this questionnaire is to obtain information about the major factors affecting the participation of students’ physical education class. Your genuine response contributes much to the success of the research to be under taken. The data you provide will be kept confidential and will not be disclosed to any third party. Hence, you are kindly requested to fill the questionnaire.

Thank you!

Directions

- please encircle the letter of your choice and fill the appropriate answers if the questions require written responses.
- Dear respondent upon completing this questionnaire, you are kindly requested to return it to the researcher.
- writing your name is not necessary;

Section I. Background Information

1. School Name: - _____
2. Sex: - a) Male b) Female
3. Age: - a) 14-15 years b)16-17 years c) 18-19 years d)20 and above

4. Religion; - a) Orthodox b) protestant c) Muslims

5. Grade Level: - A.11th B. 12th

Section II. Scale Used to Measure Student’s Attitude to-ward PE and Concerning the Preparedness’ of PE teachers

Students’ Attitude and the Preparedness’ of PE teachers scale to be rated by students

The purpose of this scale is to examine Student’s Attitude to-ward PE and Concerning the Preparedness’ of PE teachers of grade 9, 10, 11 and 12 students. The success of the study highly depends on your honesty in rating the scale. Hence, you are kindly requested to rate the scale carefully and honestly.

Directions:

Each of the statements in this scale expresses Attitude to-ward PE and the Preparedness’ of PE teachers. You are to indicate, on a five-point scale, the extent of agreement between the attitudes expressed in each statement is: Strongly Disagree (SD)= 1, Disagree (D)= , Undecided (U)= 3, Agree (A)= 4, and Strongly Agree (SA)= 5. Mark (X) the point which best indicates how closely you agree or disagree with the attitude expressed in each statement as it concerns you.

A. Student’s Attitude to-ward PE

S.N	PE Attitudes Item	5	4	3	2	1
1.	I will make PE as a major field of study if I get a chance in the college or University.					
2.	PE is not important because it doesn’t lead to job.					
3.	PE makes important contributions to mental health and fitness.					
4.	Sometimes I pretend to be ill so that I don’t have to do PE practical class.					
5.	Even when I do not feel well, I do not want to miss PE class.					

6.	I always attend PE class.					
7.	I do not focus on PE class because it is not an examinable subject nationally like other subjects.					

B. Concerning the Preparedness' of PE teachers

S.N	Preparedness' of PE teachers item	5	4	3	2	1
1.	Our PE teacher does not offer extra activities for all students.					
2.	Only the good students are picked for a school team by the PE teacher					
3.	Our PE teacher doesn't treat all students in PE class equally.					
4.	Our PE teacher motivate and encourage us to learn PE class					
5.	Our PE teacher control the class properly					
6.	Our PE teacher used supportive teaching aids in class and in field work.					
7.	Our PE teacher cannot show us sport activities by himself on practical class.					
8.	Our PE teacher doesn't come class with sport wearing.					

APPENDIX - B
JIMMA UNIVERSITY
SPORT ACADEMY
DEPARTMENT OF SPORT SCIENCE

Questionnaires for Physical Education Teachers

Dear Teacher

This questionnaire is prepared for the purpose of conducting a study on “Major Factors Affecting the participation of students in Physical Education class in the case of Some Selected Secondary Schools of North ShoaOromia regional State.” Hence, this questionnaire is prepared to elicit information from PE teachers. The purpose of this questionnaire is to obtain information about the major factors affecting the participation of students’ physical education class. Your genuine response contributes much to the success of the research to be under taken. The data you provide will be kept confidential and will not be disclosed to any third party. Hence, you are kindly requested to fill the questionnaire.

Thank you!

Directions

- please encircle the letter of your choice and fill the appropriate answers if the questions require written responses.
- Dear respondent upon completing this questionnaire, you are kindly requested to return it to the researcher.
- writing your name is not necessary;

Section I: Personal information

1. School Name _____

2. Sex: - a) Male b) Female

3. Age: - a) Under 20 b) 21-25 c) 26-30 d) 31-35 e) Above 36

4. Marital status;- a) single b) married c) divorce

5. Religion;- a) Orthodox b) Protestant c) Muslims d) others

6. Work experience: -a) Below 5 years b) 6-10 years c) 11-15 years d) Above 16 years

7. Qualification: -a) Diploma b) BA Degree c) MA/MSc/MED

Section-II: Scale used to measure concerning about Teachers' Attitude to-ward PE, teachers' preparedness to teach PE subject, about School Facilities, about socio-economic factors to students and about School Conduciveness rated by PE teachers.

The purpose of this scale is to examine Teachers' Attitude to-ward PE, teachers' preparedness to teach PE subject, about School Facilities, about socio-economic factors to students and about School Conduciveness. The success of the study highly depends on your honesty in rating the scale. Hence, you are kindly requested to rate the scale carefully and honestly.

Directions:

Each of the statements in this scale expresses Teachers' Attitude to-ward PE, teachers' preparedness to teach PE subject, about School Facilities, about socio-economic factors to students and about School Conduciveness. You are to indicate, on a five-point scale, the extent of agreement between the attitudes expressed in each statement is: Strongly Disagree (SD)= 1, Disagree (D)= 2, Undecided (U)= 3, Agree (A)= 4, and Strongly Agree (SA)= 5. Mark (X) the point which best indicates how closely you agree or disagree with the attitude expressed in each statement as it concerns you.

A. Teachers' Attitude to-ward PE

S.N	Attitude	5	4	3	2	1
1	I perceive PE as a field of study					
2	I like teaching PE					
3	I believe that school administration and school society have equal sight for PE and other subject					
4	The instructional time designed for PE class is sufficient to achieve the desired objectives.					
5	More time is not given to PE class as examinable subject in school.					
6	In my opinion PE activities provide opportunities for satisfying social experiences.					

B. Concerning their preparedness to teach PE subject

S.N	Item	5	4	3	2	1
1	I always wear appropriate sport's wear during PE class					
2	I use different materials and teaching aids to teach PE class					
3	I involved in continuous professional development activities to improve the quality of my teaching.					
4	I used various teaching methodologies in teaching PE.					
5	I usually come up class with my daily lesson plan					
6	I have attended different PE workshops and seminars to update my profession.					
7	I motivate all students equally during class					

C. Concerning School Facilities

S.N	Item	5	4	3	2	1
1	The increasing number of students in class affects my teaching process.					
2	There is full availability of adequate materials and facilities to teach PE in my school.					
3	My school principals are supportive in fulfilling PE teaching facilities.					
4	School has budget to equip class and to fill PE facilities in each academic year.					
5	My school has pipe water supply.					

D. Concerning about socio-economic factors to students

S.N	Item	5	4	3	2	1
1	I think most of the students have economic problem to participate in PE practical class.					
2	Female students have social factor problem in participating in PE practical class					
3	Students' parent do not encourage and support to attend PE class as compared to other academic subjects.					
4	Female students feel frightened to do practical sport activities in front of their boy classmates.					

E. Concerning School Conduciveness

S.N	Item	5	4	3	2	1
1	My school have necessary sport fields.					
2	My school have not shad, shower and wearing class for PE practical class.					
3	My school compound has not fence to defense outside exposures.					
4	My school has green area where the students get fresh air to refresh themselves after practical class.					

APPENDIX- C
JIMMA UNIVERSITY
SPORT ACADEMY
DEPARTMENT OF SPORT SCIENCE

Questionnaire for School principals/Directors and Vice directors

Dear School Directors and Vice Directors

This questionnaire is prepared for the purpose of conducting a study on “Major Factors Affecting the participation of students in Physical Education class in the case of Some Selected Secondary Schools of North Shoa Oromia regional State.” Hence, this questionnaire is prepared to elicit information from School principals/Directors and Vice directors. The purpose of this questionnaire is to obtain information about the major factors affecting the participation of students’ physical education class. Your genuine response contributes much to the success of the research to be under taken. The data you provide will be kept confidential and will not be disclosed to any third party. Hence, you are kindly requested to fill the questionnaire.

Thank you!

Directions

- please **encircle** the letter of your choice and **fill** the appropriate answers if the questions require **written responses**.
- Dear respondent upon completing this questionnaire, you are kindly requested to return it to the researcher.
- writing your name is not necessary.

Section I: Personal Data.

Name of the school: _____

- 1. Sex:** a) Male b) Female

2. **Age:** a) Under 20 b) 21-25 c) 26-30 d) 31-35 e) Above 36
3. **Marital status;-** a) Single b) Married c) Divorce
4. **Religion;-** a) Orthodox b) Protestant c) Muslims d) others
5. **Statues:** a) Director b) Vice Director
6. **Level of Education:** a) Certificate b) Diploma c) BA Degree d) MA/MSc
7. **Specialization:** a) Major b) Minor c) Others _____
8. **Year of Service:** a) Below 5 b) 6-10 c)11-15 d)16-20 e) Above 21

Section II. Scale Used to Measure School Administrators' Attitude toward PE

Attitude scale to be rated by School principals/Directors and Vice directors.

The purpose of this scale is to examine School principals'/Directors' and Vice Directors' Attitude to-ward PE. The success of the study highly depends on your honesty in rating the scale. Hence, you are kindly requested to rate the scale carefully and honestly.

Directions:

Each of the statements in this scale expresses School principals'/Directors' and Vice Directors' Attitude to-ward PE. You are to indicate, on a five-point scale, the extent of agreement between the attitudes expressed in each statement is: Disagree Strongly (SD)= 1, Disagree (D)= 2, Undecided (U)= 3, Agree (A)= 4, and Strongly Agree (SA)= 5. Mark (X) the point which best indicates how closely you agree or disagree with the attitude expressed in each statement as it concerns you.

S.N	Attitudes item	5	4	3	2	1
1	I think PE is an important part of learning.					
2	I encourage PE teachers highly to teach PE lesson					
3	We have sufficient human resource to teach PE in the school.					
4	I facilitate things to fill sport facilities and materials needed for PE class					
5	I think my school students have good participation in PE class					
6	I do not support PE teachers other than giving only responsibility for them to teach.					
7	I think working together in PE activities gives people a better					

	understanding of each other.					
8	I do not focus on PE subject since it is not examinable subject.					
9	I facilitate different sport games among grades and classes in my school to build team spirit, and to motivate students and teachers					
10	I think our PE curriculum does not has focus as other academic subject.					