

JIMMA UNIVERSITY

SPORT ACADEMY

DEPARTMENT OF SPORT SCIENCE



**A STUDY OF THE RELATIONSHIP BETWEEN TEACHERS BEHAVIOR
AND STUDENTS IN TEACHING PHYSICAL EDUCATION IN SOME
SELECTED SOUTH BENCH WOREDA SECONDARY SCHOOL**

BY

BAYACHEW KASSAHUN

**A RESEARCH THESIS SUBMITTED TO DEPARTMENT OF SPORT
SCIENCE, JIMMA UNIVERSITY SPORT ACADEMY IN PARTIAL
FULFILLMENT OF THE REQUIRMENTS OF THE DEGREE OF
MASTERS OF EDUCATION IN TEACHING PHYSICAL EDUCATION**

SEPTEMBER/2021

JIMMA, ETHIOPIA

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Approval Sheet
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As thesis research advisors, I hereby certify that I have read and evaluated this thesis entitled: **A study of the relationship between teacher's behaviors and student in teaching physical education in some selected south bench woreda secondary school.** Prepared under our guidance, by Bayachew kassahun, I recommended that it could be submitted as fulfilling the thesis requirement.

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DEDICATION

I dedicate this work to my friends and all my families for helping me with affection and for their immense contribution in the source of my life.

STATEMENT OF THE AUTHOR

First, I declared that this is my genuine work and that all source of materials used for the thesis have been fully acknowledged. This thesis has been submitted in partial fulfillment of the requirements for the MED degree in teaching physical education at Jimma University. I solemnly declare that this thesis is not submitted to any other institution anywhere to award my academic degree, diploma or certificate.

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BIOGRAPHICAL SKETCK

The author, Bayachew Kassahun was born on March 1992 G.C in west Gojjam zone, Amhara regional state. He attends his elementary and secondary education from Quarit primary, secondary and preparatory school respectively. After completing preparatory education he joined in Wolayita Sodo university faculty of natural and computational science and graduated in sport science department in 2014 G.C. Soon after, he joined Dilla University for post graduate diploma in teaching (PGDT) in 2015 G.C

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ACRONYMS

P.E -----MKL Physical education

MOE-----Ministry of education

NTLF-----National tritium labeling faculty

UNICEF-----United nation international children's emergency fund

CDTL-----Center of development of teaching learning

ALTPE-----Academic learning time of physical education

SPSS-----Statistical package for social science

SNNPR -----Southern nations, nationalities and people region

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Abstract

Student engagement is an essential element in students' learning. An important factor that is increasingly associated with student engagement and learning in schools involves student-teacher relationships. The purpose of this study was to look at a behavior of student-teacher relationships in the context of physical education in some selected south bench secondary schools, examine teacher student relationships on education and how teacher and student behaviors affect educational outcomes. The research participants were selected from five schools in terms of proportional stratified random sampling and in some extent purposive sampling technique. The participants include physical education teachers and students from three schools. Research data was gathered by way of semi structured interviews observation and questionnaire were hold. The data was analyzed by using frequency and percentage, to some extent spss version 25 was used with qualitative description. At last the final result was proposed and data was summarized, concluded and recommended by the researcher. The findings of the study indicated that there was not a good student teacher relationship and behaviors between physical education teachers and students in teaching physical education in those selected study area of south bench woreda secondary schools.

Key words: teacher, student, relationship, behavior

CHAPTER ONE

INTRODUCTION

1.1. BACKGROUND OF THE STUDY

Research suggests that relationships with students are the most important source of enjoyment and motivation for teachers. Positive relationships result in better experience for the students, a more productive learning environment, and a higher academic achievement. Student perception plays an important role in incentive. In fact research suggests that the most powerful predictor of a student's motivation is the student's perception of control. Perceived control is the believe that one can determine ones behavior, influence one's environment and bring about desired outcome, because students already have a history of experience with whether adults are attuned to their needs teachers build on these experience (Skinner&Greene,2008). Therefore a student's perception of the teacher's behavior impacts the relationship.

Students who feel their teacher is not supportive towards them have less interest in learning and are less engaged in the classroom (Rimm-kaufam & Sandilos, 2012).Moreover, students and teachers influence each other when a student perceives that he is welcomed and wanted in the classroom, he is more likely to be engaged and motivated thus, the role the teacher plays in the classroom affects the perception the students has on the relationship and the classroom environment, which ultimately to achievement. Students who perceive that their teachers are more supportive have better achievement outcomes (Gehlbach et al, 2012).

In the early year's school, student's perception of their relationship with teachers and teacher's perception of those same relationships are very similar. Yet as students develop and age, the gap between student's perception of teachers and teacher's perception of students grows and widens (Rimm-kanfam & sandlots, 2012). Therefore it is essential for teachers to reflect on their relationships as well as their practice.

Although teacher-student relationships are considered to be central to the experiences of teaching and learning, there are still a lot of questions about these relationships that are

unanswered or poorly understood. Much of the research being undertaken about the influence of the teacher-student relationships are along the lines of (Hattie 2009; Hattie 2012) and (Roorda, et al. 2011)—all of which utilize meta-analyses to compare large numbers of research studies and synthesize their significance across a range of factors. Other research has explored aspects of student-teacher relationships, such as (Pogue and Ahyun 2006,) which look at teacher and student behaviors in order to understand the impact of positive immediacy behaviors by teachers on students' perceptions of their teachers' credibility.

(Gehlbach, et al. 2012) examines how teacher-student relationships changed over the course of a year, and what the implications of these changes were on students' engagement and learning. Building on her earlier work, Christine Rubie-Davies became interested in teachers' perceptions of students and the links such perceptions had on students' learning outcomes.

(Rubie) found that teacher perceptions were influential to differential learner outcomes between children from majority and minority cultural groups. Similarly, (Li 2018) studies student-teacher relationships in relation to Latino and non-Latino students. (Sointu, et al. 2017) explores the association between students' behavioral and emotional strengths, their relationships with teachers, and their academic achievement. (Bainbridge and Houser 2000,) meanwhile, demonstrates how interpersonal teacher-student relationships remain important at a tertiary level. Finally, to understand the ways in which teacher-student relationships influence teachers' feelings of professional and personal self-esteem and well-being, (Spilt, et al. 2011) provides a review of related literature.

Students-teachers interpersonal relationships are the key to student's academic, social and emotional development, and consequently may affect the social and learning environments of class rooms and schools. (Birch & Ladd, 1998, Cornell's- white, 2007, Gregory & Weinstein, 2004, Hamre & Piñata, 2001). Strong supporting teacher student relationships might promote students feeling of safety, security and belongingness and may eventually led to higher academic achievement.

In contrast conflictual relationships might place students in situations where they do not feel connected to their schools academic and emotional resource, and may lead them to failure (Hammer& Piñata, 2006). Importantly positive or negative teacher-student relationship might also affect teacher's wellbeing and professional Development (Hamre, Piñata, downer & mash burn, 2008) Now days as education, there are various disciplines which are conducted in elementary school, high schools, college and universities. At all these levels physical education is very important part of educational process.

According to (Nixon Jewell, 1990) physical education is an integral part of education and has great importance in the social and economic development of any country. Efforts are being made worldwide to improve the qualities of teaching physical education to make it more effective. The study was carried out to assess student-teacher relationships in teaching physical education. Due to misbehaviors of teachers and students it is impossible to achieve the expected educational out comes in physical education teaching learning process that is why the researcher wants to study the relationship between teachers behavior and students in teaching physical education in selected south bench woreda secondary schools. The purpose of this study is to look at a behavior of student-teacher relationships in the context of physical education in some selected south bench secondary schools, examine teacher student relationships on education and how teacher and student behaviors affect educational outcomes.

1.2. Statement of the problem

The relationship that teachers develop with their students has an important role in a student's academic growth. Holliman (2008) writes ‘‘ learning is a process that involve cognitive social and psychological dimensions, and both process should be considered if academic achievement is to be maximized’’ (p.271).Meyer & turner (2002) discussed their findings illustrating the importance of students and teachers emotions during instructional interactions. They determined that through studying student teacher interactions, our conceptualization of

what constitutes motivation to learn increasingly has involved emotions as essential to learning and teaching (p.107).

Their results provide support for further study of the inclusion of interpersonal relationships in the instructional setting and to what degree those relationships affect the students learning environment. The quality of the relationships between a student and the teacher will result in a greater degree of learning in the classroom according to Downey (2008). Strong teacher student relationships may be one of the most important environmental factors in changing a student's educational path (baker, 2006).

In the teaching learning process of physical education teacher and student behavior and their relationships are the key issues that must be present for conductive physical education in school. Therefore, the relationship between teachers and students and their behavior is connotative issues for the education, the effectiveness of the learning goals, the attitude and interest of students to involve in the learning process of physical education. Due to this, the researcher was going to study the relationships between teacher behaviors and students in teaching physical education. The purpose of this study was to look at a behavior of P.E teacher and students in the context of physical education teaching learning process and examine teacher student relationships on education in some selected south bench woreda secondary schools.

1.3. Research questions

The study was tried to answer the following questions.

- ❖ What look like teachers behaviors throughout the academic year in teaching physical education?
- ❖ What look like behavior of students in relative to their P.E teachers behaviors throughout the academic year in teaching physical education?
- ❖ Do the relationship between P.E teachers and students are good throughout the academic year?

1.4. Objectives of the study

1.4.1 General objective

The purpose of this study was to look at a behavior of teachers and students in the context of physical education teaching learning process, examine teacher and students relationships on education in some selected south bench woreda secondary schools.

1.4.2 Specific objective

- To assess characteristic behavior of teachers in the process of educational practice of physical education
- To identify behavior of students in relative to their P.E teachers behavior in the process of educational practice of physical education
- To identify status of relationships between physical education teachers and their students in teaching and learning process of physical education.

1.5. Significance of the study

The studies have a great role for the overall educational process of physical education. It helps to identify student's behavior in relative to teacher's behavior throughout the educational process of physical education. The study also has benefits to understand teachers' behavior and student's phenomena in the total process of physical education lessons. It helps to create conducive school environment, and may help students and teachers to get feedbacks about the proper attainment of the desired behavior.

1.6. Delimitation of the study

The researcher strongly agrees that the inclusion of a large part of general secondary School (grade 9th and 10th) in the study and population size in the study would help to get more relevant and broader information. However, because of time, financial constraints and other resource unavailability the study was delimited to some selected south bench woerda secondary school.

1.7 Limitation of the study

In conducting this study this study the researcher had faced difficulties. Among these difficulties the shortage of time is one of that had limited the study to be focusing only three schools .In addition, the shortage of finance and available materials is also the other constraint that had limited the soundness of the activities to be done on their time. Finally in availability of the available information is also the other constrain that the researcher faced throughout the study

1.8 Definition of operational terms

Behavior: Can be regarded as any action of an organism that changes its relationship to its environment Dusenbery, (2009)

Education: is planned, organized, designed, directed and evaluated process of to be bringing a desired change on physical, mental, moral, emotional and behavioral change.

Physical education: The term refers to process of through physical activity designed to improve physical fitness, motor skill, knowledge and behavior of healthy and active learning, sportsman ship and emotional influence, Bucher (1999).

Relationship: The condition of being related. The way in which two or more peoples are connected through their interactions.

Teaching: Teaching is intimate contact between a more mature personality and a less mature one which designed to further the education of the latter”. Morrison (1934), Dewey (1934)

Learning: Learning is “a process that leads to change, which occurs as a result of experience and increases the potential for improved performance and future learning” (Ambrose et al, 2010, p. 3).

Positive relationship: Positive sense of belonging or control.

Negative relationship: Negative sense of belonging or control.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

2.1. THE CONCEPT OF RELATIONSHIP

Relationship is an essential attribute of most, if not all human relationship. People desire to inter into relate with others in their lives. The concepts of relationship have been discussed from many perspectives as it encompasses a wide range of topics. The concept of relationship embodies a wide range of definitions that have emerged from the theoretical writings of scholars in fields like education, nursing and philosophy (Nodding, 1986, 1992). They have produced a broad definition as a relationship utilizing words such as, interaction, interpersonal caring and concern on wellbeing. Thus, a plethora of definitions for the concept of caring have been cited. The focus will remain on the concepts of relationship as defined in the field of education. The concepts of relationship can be described as human criteria characterized by mutuality a concern for the wellbeing of another& desire to relate with another person in appositive way (chaskin & Rauner, 1995, Nodding, 1993). Chas kin & Rauner,(1995) continued to describe caring as an umbrella concept that encompasses and connects a wide range of discrete subject such as empathy, altruism, prosaically behavior and efficiency. (P.670, Nodding (1992) suggests that as we show relationship we demonstrate receptivity to the needs of others.

Her descriptions of relationship constitute a connection or encounter with a two human beings that she describes as career and a recipient of care or cared for (p.15). She contended that individuals do not follow a prescription but, a relationship is a way of being in interact not a specific set of behaviors (Nodding, 1992, p.17). Hult (1979) stated that the most appropriate way for a teacher to show relationship is through a pedagogical caring or the careful or care filled manner or style by which a teacher operates (p.243). The definition of relationship simply interaction. With a relationship the issue of reciprocity emerges that is the relationship between the care and the cared for reciprocal or mutual. Nodding (1984)

suggested that students learn how to care when they enter into a caring relation by reciprocating or responding to the teacher within the context of their relationship.

The completion of the relationship process involves contributions by both parts. Student' perception of the concept of relationship in the context of the school allows teachers to understand this concept from their perspective. Bosworth and Ferreira (2001) examined middle school student's definition of relationship in two middle schools. The results from interviews and field observations yielded their concept of interaction in relation to the themes teachers behaviors related to content and pedagogy, such as helping with work and encouragement and teacher behaviors that implied relationship poi researcher noted through their observations that the perceived relationship behaviors of teachers were unidirectional from the teacher to the student, thus eliminating the idea of a reciprocal or mutual caring relationship.

The study by Bosworth and Ferreira (2001) represents the idea that the concept of relationship takes on different dimensions. According to the perceptions of the individual describing it. Thus, perceptions of relationship from multiple perspectives will allow for mutual understanding of the consent with the ultimate goal of classifying interactive thoughts and enhancing the relationship in the educational setting. Therefore, the nature of physical education is grounded in movement, games, and sports which lend itself to a high rate of teacher-students relationships. The nature of thus relationships may be leading factors in students.

2.2. Relationship in education

Student's misbehavior is one of the most significance stressor and cause of burn out among teachers (Bracket, Reyes, Reveres, Elbert son &Salvoes, 2011 p.28). Teacher's experiences misbehavior on daily basis and often times they can be deterred from their instruction time in order to solve problems or reprimand students. Students who frequently engage in problem behavior tend to disrupt teacher interaction or relationships and impede others learning and they can seriously limit their own opportunities for academic and social success. (Merchant &

Anderson, 2012 p.23). The view that negative student-teacher relationship adversely impacts classroom climate is well documented. There have been numerous studies and research compiled as to teacher-student relationships and their impact on classroom management. All research points to shared sentimentality without apposite relationship between the student and his/ her teacher classroom disruptions will increase.

All students whether well-adjusted or struggling with structured environments, rely on their teacher to provide them with guidance throughout the course of their education. They need the reinforcements from their teacher that they are capable of learning and worthily of attention. There are some students that require more than other. However, to achieve success, in order to be successful “the development of positive caring relationships is important for all students and is crucial for students with behavior disabilities” (Souvenir, 2008 p.2).

Much research has been done regarding positive relationship between teachers, and students. In many cases, students make a conscious choice as to whether they will be alternative or disruptive in class. There are many factors to be aware of, that can influence student’s decision to behave. The behavior a student exhibit, then comprises “purposive acts” based on their interpretations of school and classroom life, and especially of their relationships with teachers” Schlosser, 2002). Understanding that students will respond more appropriately when they have established apposite working relationships with teacher will encourage educators to consider investing more than just their contact time in their students. It is important to note that it is a complex structure built of many components. According to piñata (2006),

the student-teacher relationship perspective tend to “embrace the complex social, psychological and emotional process involved in relationships between teachers and student. Once teachers embrace that, there is a strong correlation between building relationships and less class room disruption; there will be a major shift in the dynamic of their teaching. Relationship building is the cornerstone of good classroom management. Quite often, educators are the major source in teaching social norms, especially in the lower social

economic class. Students without this particular piece of puzzle can struggle with all remaining aspects of their education. In school one of the most important tasks student face is to form a close and harmonious relationship with the teacher (Dousman, verschueren and Buys, 2009). Teachers must find a way to build a rapport with their charges. So that classroom disruption becomes a minor, occurrence, rather than the driving force within the very fiber of the classroom.

“Student who engage in disruptive and aggressive behaviors are likely to upset classroom order.”(Dousman, Verschueren & Buys, p.664), when there is discourse in the classroom learning cannot be achieved. Achieving on environment where all students feel safe and carried for its paramount to success. Teachers giving as their time and their energy will encounter more success with in the classroom than those who punch a clock and do not become invested with in their charges lives. In order to provide an environment where all students, regardless of their race, religion, or socio economic status can retrieve a relationship must be established between teachers and students. “Learning is facilitated when a close, positive relationship exists between teacher and pupil” (Mill, 1960 p.1). When there is a positive relationship between educator and pupil, there potential to succeed is unlimited. “The affective quality of students relationship with their teachers is associated with many positive school outcomes” (Baker, Grant & Murdock, 2008 p.8)

.Building a relationship with teachers and students can provide success in all areas. Students feeling of connectedness to teachers and to schools can influence their social and emotional adjustments as well as their academic performance“ (Fowler, Banks, an halt, Der, Kales’, 2008 p.169). In fact an actual study done by the department of educational psychology confirmed”, these study’s find that the provision of a relationship with one’s teacher characterized by high level of support and low level of conflict predicts improved academic performance” (Hughes & Johnson, 2012) and since educators are in the business of achieving academic achievement or growth, it seems logical that they would like to find the

path of least resistance. Establishing apposite relationship between teacher and student is the most logical solution to today's classroom disruption.

2.3. Active learning

According to Schreyer institute for teaching excellence (1992), in large class it is easy for students to assume a passive role, merely recording the fact that you convey in your lecture. They are more likely to understand and retain knowledge, however, when they have been an active participant in the discovery process and can thus claim ownership of the material. The following methods will help students engaged in student teacher relationship.

❖ Changing in lecturing

Lecturing, of course, can be effective way of communicating Of delivering a great deal of information not easily available otherwise, or of demonstrating an analytic process- but we also know the lecturing does not always the students to move beyond memorization of the information presented to analyzing and synthesizing ideas so that they can employ them in new ways. Through we may rely on conventional lectures to communicate information and concepts with our own perspective, it is possible to help more fully grasp and assimilate the ideas we are presenting. Breaking up the conventional fifty minute lecture with questions and discussion is perhaps for the first action to consider (NTLF, 2012).

❖ The jigsaw method (peer to peer learning)

According to Jason (2006), the jigsaw method involved the students in to teams of four, with member was being given responsibility for recording /learning apportion of the chapter outside of class. Teams were allowed to meet during the next class and deliver their assigned chapter portions to their team members.

❖ Role plays

Role plays and simulation require students to place themselves in particular situation or take a committed on a key issue in the subject. In scientific fields, students can become actual representatives of physical process, acting it out to make it more concrete (NTLF, 2001:4).

❖ **Questioning and discussion**

Discussion method involving problems that students identified and chosen. This kind of teaching is tied with discovery method which requires finding their own concepts, principle and solutions not to adopt them from a teacher or textbook (terrene, 2005:24).

According to NTLF (2001:2) caring on discussion with our class seems entirely appropriate when we are facing 20 or 30 students. But, with a hundred or more, many instructors have found it not only possible, but available component of the course, since students are forced to be alert and feel a greater sense of commitment to the class. Several techniques are possible for student participation, students to apply what they have heard or analyzed it, or relate to their reading assignments, punctuate lectures with brief questions that require students to explain major concepts with examples and analogies, use one class week solely dependent performance. Teaching situations vary for discussion, so that students come prepared to participate. Simply put, most of the techniques we use in seminar discussion can be adapted for better student-teacher relationship.

2.4 Factors that affect active learning

The classroom relationship requires selected materials and methods of instruction. The choice and implementation of this vital materials and methods affected by a number of different, but interrelated factors, that can have positive or negative impacts on the whole process of teaching and learning.

The skill and experience of teacher, the nature of learners, classroom size and suitability of place, time and condition can be mentioned as example of the factors (Delta, 2001:46). Similarly, Terrene (2005:41) explained that, social environment of a given educational institution, the location, size, shape and construction of the classroom, the presence and effective management of different instructional facilities like furniture, resource centers and laboratory, library service have direct bearing on the instructional met

1) Instructional materials and facilities

Learning environments or the place, in which formal learning occurs, range from relatively modern and well equipped building to open air gathering places (UNICEF, 2005:5). Therefore, infrastructures include classroom, study rooms, toilet, playing grounds water and electricity etc.

According to ministry of education (MOE, 2002:18), facilities include water latrines, clinic, library, pedagogical center and laboratory. These materials are required to be proportional to the number of teachers and students in the school. It has been noted that, school materials are critical for noticeable achievement of educational objectives at all level. However, in most developing countries including Ethiopia, it is hardly possible to have such materials adequately. In this case, secondary schools of Ethiopia are characterized by shortage of instructional materials and other teaching equipment's (Johannes, 2005:50). Regarding to this Tequesta (1990:49) has stated that, textbooks are always in short supply and in most subjects, several students share the textbooks. This reveals that one of the probe secondary schools is shortage of instructional materials (MOE, 1994), which would affect both the work of teachers and the students. Instructional materials enable to minimize the traditional teacher centered method of teaching, which is dominated by the talk and chalk. Availability of instructional materials in school has the contribution in facilitating learning.

2.5 Classroom management

According to Johnson and Bony,(1972:24) classroom management can be defined as ‘the process of establishing and maintaining the internal environment as the group and the class condition for the attainment of educational goals’’. It consists of all ‘‘the provision and procedures necessary to maintain an environment in which the environment and learning can occur’ ’According to the above views of the concept of classroom management encompasses activities like planning, organizing, coordinating, directing, controlling, communicating and housekeeping. In addition to this Daniel, (1979) suggested the following points.

- Manipulating time, space personal, material authority and responsibility, reward and punishment
- Resolving conflicts between schools and society, group and individuals, immediate and long term goals, among personalities among roles.
- Maximizing students on task.

Depending on the above definition Fete,(1998)stated that one can generalize that classroom management as teachers activity involves organizing, and conducting the class so that it runs smoothly. When properly done it economizes time, help students to spend their school time on learning tasks, reduce problems of discipline and other.

Ensuring student engagement on task without it, classroom act invitees are neither efficient nor effective. Arranging the physical environment of the classroom is one way to improve the learning environment and to prevent problem behaviors before they occur .Research on the classroom environment has shown that the physical arrangement can affect the behavior of both students and teachers savage ,(1999),Stewart and Evans,(1997) ,Weinstein(1992)and that a well-structured classroom tend to students' academic and behavioral outcomes .Macaulay,(1990).

In addition the classroom environment act as a symbol to students and others regarding what teacher's value in behavior and learning (Savage, 1999, Weinstein, 1992).

If a classroom is not properly organized to support the type of schedule and activities a teacher has planned, it can impede the functioning of the day as well as limit what and how students learn. However, a well arranged classroom environment is one way to more effectively manage instruction because it triggers fewer behavior problems and establishes acclimate conductive to learning.

The special structure of the classroom refers how students are seated, where the students and teacher are in relation to one another, how classroom members move around the room and the overall sense of atmosphere and order. The research on class room managements suggested

that classroom should be organized to accommodate a variety of activities throughout the day and to meet the teacher's instructional goals (Savage, 1999, Weinstein, 1992).

The standards for determining what special lay out is most appropriate to fulfill this function include: ways to maximize the teacher's ability to see and be seen by all his/ her students, ease of movement throughout the classroom, minimize directions so that students are best able to actively engage in academics, provide each student and the teacher with his/ her own personal space, and ensuring that each student can see presentations and materials posted in the classroom.

2.6 Factors affecting classroom management skills

2.6.1. Teachers related factor

Borg and Oscine (1992) as cited in Fatten (1998:25) found that teachers who trained in Utah state university class room management program learned to use the specific skills emphasized in the training program and the student's classroom behavior was favorably affected. Hence, teacher training in classroom management skill is one of the most crucial factor influencing teachers performance and proficiency classroom management tasks.

1. Teacher qualification

Matisse and wills (1995) have explained that instructional method by them cannot do much improve learning and thus, there value lies on the professional skills of the teacher in using or handling them. Moreover Matisse and Wills extended their argument by saying, "there nothing as dangerous as using a method one can't use well. 'Indeed, it is better to use a poor method which can handle well rather than good method clumsily done.

Sguazzen & Grain (1998) as cited in Fiche, (2001:43) stated that a good and effective education in the class room demands a well prepared teacher, a competent teacher (both academically& pedagogically) and selection of best teaching strategies, activities and clear materials to achieve objectives. It is clear that the skills, knowledge and professional competence of the teachers are acquired through training. A good training helps the teacher to

teach, to evaluate and follow up over all development of students effectively. Johannes (2005:49) stated that in Ethiopia, as one of the developing countries, a serious shortage of qualified and experienced teachers is one of the common problems in the secondary schools of the country that affects the quality of education.

According to study by Amare (1998:294) teacher qualification including the need for better qualified teachers one of the major problems in this country. In addition, Cohn et al(1996:187) cited in Kumara(2004) states that, subject teachers requires subject knowledge and profession knowledge she goes on arguing that it is not enough for the teacher simply possess. Academic knowledge, that has to be translated in to effective learning by the students. Morrison in Cohn et al (1996: 187) writes that subject specialists should possess several areas of expertise.

- ✓ Academic subject knowledge
- ✓ Pedagogical knowledge
- ✓ Effective interpersonal knowledge
- ✓ Enthusiasm and motivating skills
- ✓ Understanding of social relationship in school and classroom

2. Teachers experience and age

Good classroom teaching practice can greatly influence by teachers accomplished experience in teaching for a number of years. Books cited in Doyle (1986:441), found that more experienced and old junior, and high school teacher has better organization sequence, smoothness and with-it(eye contact visual scanning) than in experienced and young teachers. Thus, this shows more experienced teachers solve and view classroom management problems different from less experienced teach

3. Teachers attitude

In addition to training experience and age of teachers some evidences showed that the desired professional attitude of teachers have positive relations with successful teaching in the classroom including managing student over all successful teaching/Fontana,1995:38), Cole &Chan (1994:318-319).In addition to this Fete (1998:26) stated that teacher who have unfavorable attitude towards their profession reflect unnecessary behavior in the classroom. These teachers threaten the students with

terrible punishment should at them to establish, control & being in consistent in the action taking place in the classroom.

4. Lack of teacher awareness

A study conducted by Good and Trophy,(1974) provided clear evidence that teachers are un aware of some of their behavior.

We found that teachers differed widely in the extent to which they stated with students in failure situation (repeated or rephrased a question asked anew question)or give up on them(give the answer or called on someone else. even seemingly simple aspects of teacher-student relationship can be social setting ,such as a classroom. Many teachers can not actually recall the extent to which they call on boys verses girls, the frequency with which students approach them, the number of private contracts by initiate with students or the amount of class time they spend on procedural matters. This lack of awareness is one reason why in too many classrooms student, gender race ethnicity, or culture predicts the quality of students learning opportunity (Despite, 1995).

2.6.2 Student related factor

1. Age and background of students

According to Fete (1988:27) the early period of adolescence in the period when teachers face more problems of managing individual students both inside and outside classroom than any students developmental stage .In stressing this, Ecclesia & Medley cited in went (1991:1067) states that teachers of early adolescents tend to spend more of their time dealing with issues of classroom management and student behavior that with direct instruction. Classroom management tasks are also influenced by student's background and their parent's socio-economic status.

2. Disciplinary problems of students

Misbehavior in the school context is a recurrent problem in which the teacher's main task is to identify its cause and prevent it. When attributing causes for the student's misbehaviors, teachers mainly refer to the external factors (the student's poor education, student's precarious, personal and social and lacking family support). Consequently, when declining responsibility for the student's misbehavior, they do not look for solutions to solve the current problems. Considering that in the physical education class the students are mainly inactive, performing different movements in space and with material use, with simultaneous involvement of many students, the occurrence of misbehavior is propitious. Moreover, the plurality of teaching material in the physical education subject makes the disciplinary control and regulation of the students more difficult.

This is due to the diversity of the relations established between student's activities and teacher due to its nature, the physical education fundamental and final and the practice, instruction and management periods. Thus, the prevention strategies for misbehavior should be established in relation to the class ecology, which contemplates the relationship of student's instruction, management and socialization systems (ALESEP, 2005:315).

2.7 Teacher student's relationship in the field of physical education

According to Larson (2004), physical education provides inherent opportunities for interaction behavior; physical education teachers typically spend a very large portion of class time interacting with their students. The qualities of these interactions can determine the perceptions have students of their teachers and participation in physical education. Very little research exists on interaction in the physical education setting.

Physical educators have been called upon to meet the diverse needs of their students with caring and compassion (Irwin, Symons Kerr, 2003). Gobat (1997) explored physical education teachers and students concept of interaction in the teaching learning process. Both teachers and students defined interaction as loving, respecting and being nice to others. While investigating the role caring played in the teaching of veteran physical educators, Larson

(1999) found her subjects frequently exhibited interaction behaviors related to fostering student growth other commonalities included structuring, evaluating or modifying students behavior, listening, emphasizing and helping. In addition each teacher's interactive behavior was influenced by their relationships with their students and their knowledge of their individual interaction needs (Larson, 1999).Larson (2004) also studied student's perception of interaction in physical education.

Sub categories for these eleven clusters were determined to be recognizes me, helps me learn and trust/respect me. Finally Larson determined that the main descriptor of student's perceptions of caring teaching in physical education was the fact that the teacher paid attention to the student. These findings confirm that physical education have numerous opportunities to convey interact in their physical education teaching and students take note of and perceive interaction behavior to be an integral part of their physical education experience.

Further investigation that utilizes qualitative methodologies such as interviews and observations might provide more salient insight in to these perceptions. Because students seek positive relationships with their teachers and want to know that teachers care about them, Rink (2002) offered a number of ideas to physical education teachers that communicates to the students that they care for them. These include learning and using students name, enthusiasm and a positive attitude, projecting a caring attitude toward each student ,reinforcing and modeling pro social behaviors, recognizing destructive behaviors, avoiding becoming personality threatened by students misconduct, treating all students equitably, being a good listener and observer of student responses and charting once life and setting goals for personal growth(Rink,2002). These suggestions further illustrate the importance of relationship in student-teacher interaction.

2.7.1. Factors that affect teacher-students interaction

a. Professionalization of teacher competencies

The focus of educational research on teachers professional competencies is oriented toward action competence within the class room and teachers pedagogical content and general knowledge full (Brome, 1997) four domains of teachers professional competencies are regarded as general factors of successful teaching. Subject matter competencies or pedagogical content knowledge shows a significance impact on student's academic learning and achievement.

Burner et al, (2006) the diagnostic competence that becomes apparent in performance appraisal and grading of Students constitutes a relevant and important competence one of a teacher because it is one of the main duties in teaching. Teacher's instructional competencies and general classroom management abilities offer students a suitable condition for their learning and development (Lances, 2007). The quality of good instructional behavior is determined by the three dimensions of (1) structure, class management (2) supportive classroom management, teacher-pupil relations, and (3) challenges by cognition- activating task and demanding subject matter content (Lake, 2003). Furthermore the level of experience plays an important role in teaching .Berliner (2001) shows that teaching experts can organize and apply their knowledge better than their novice colleagues.

b. Teacher behavior in physical education

Teaching in physical education is in some terms comparable to the condition of classroom teaching. The requirements of a sports related education however, exhibit peculiarities and demands of their own. The aforementioned teacher's professional competencies are highly relevant for physical education as well. Classroom management plays an outstanding role in physical education. Teachers have to organize physical education class to provide sufficient physical activity for all students along with maximizing student's opportunities for good practice such as appropriate learning goals, individualized feedback and the experience of

success (Rink, 2003). As far as adequate feedback is concerned, it is necessary to focus effort on hard work and good strategies. Because this seems to lead students to an incremental, learning-induced conception of ability (Moeller & Deck, 1998).

Adequate feedback can foster student's belief in their own competence by promoting a perception of ability including the understanding that they have made progress in skill acquisition and the comprehension of a sport (chunk, 1995). Moreover, informational feedback as a response to student's performance errors can enhance the student's perception of themselves. As a consequence, they can realize future performance outcomes which in turn increase the student's level of intrinsic motivation (Horn, 1987, 1992). Thus teacher's classroom management, provision of feedback and handling of student's diverse needs are significant so as to implement the expected relationship in teaching learning process. Therefore, teacher's behaviors can have a direct impact on student learning.

The factors that hinder student teacher relationship in physical education can be divided into the generic outcomes categories of physical, cognitive, social affective, lifestyle effect.

1. **Physical benefit:** regular physical activity comprises beneficial outcomes. Physical activity leads to a longer and better quality of life, to reduce risk of a variety of diseases, and to many psychological and emotional benefits (Sallis & Owen, 1999). In particular preventive impacts of physical activity were identified for diabetes, blood pressure and obesity. The requirements of basic movement skills that can be learned in physical education constitute the foundation of physical activities and sports engagement. Based on the above reality, persons with good movement skills are more likely to be active. In contrast, a lack of basic movement skills can result in avoiding situations related to physical activity such as organizing sport and playing.

2. Cognitive benefit: A popular proverb is that “a healthy body holds a healthy mind.” Studies that were concerned with this assumption indicate that an increased time for physical education in school can enhance academic performance by increasing the flow of blood to the brain, enhancing mood, increasing mental alertness, and improving self-esteem (Shepherd, 1997). More generally, beneficial relationships have been observed between physical activity and academic grades in the classroom (Field, 2006). In addition, Sallis et al (1999) showed that results were generally improved when tests followed physical activity, knowledge and skill (Schmidt & Lee, 1998). In contrast, tasks in physical education that challenge students to be cognitively involved lead to a mind-body integrated variety and efficient classroom.

3. Social benefits: Physical education is considered to influence the social development of children and adolescents in a positive way. The advantage of physical education arises in the classroom context, where naturally occurring and contrived social relationships frequently take place (Bailey, 2000) and because the public nature of participation in physical education provides socially appropriate and inappropriate behavior.

4. Affective benefits: Regular physical activity can have a positive effect on the psychological wellbeing of students. A particularly strong relationship between physical activity and children's self-esteem has been reported. Moreover, a positive effect of regular physical activity has been reported concerning reduced stress, anxiety and depression (Hastin, Coagula Vela, 2000).

5. Life style benefits: Physical education is regarded as providing opportunities to promote physical activity amongst all students and as a consequence, it is thought to influence the next generation of adults and parents towards leading physically active lives. On one hand, skills learned by students in physical education facilitate health-related behavior which is often maintained into adulthood (Keller et al, 1994, Thelma, et al, 1997). On the other hand, inactivity in youth can also last into adulthood. In general, physical education is considered to create important context situations for promoting the physical activity levels of students.

Specific characteristics of physical education can contribute to physical activity levels , both during youth and later in life.

2.8. Teaching method

Delta (2001) explained that ‘’methods are means of conveying ideas and skills to impart and acquire a certain subject matter in a more concrete and comprehending way’’. Method is used to achieve a desired educational objective. Delta also stated that, they are all tools for educating learners require appropriate selection and application. There are a number of methods but they can categorize in to two main areas. The teacher centered and student centered. The lecture method is related the teacher centered approach and the problem solving approach is related to student centered method. The student centered approach gives emphasis to the students to be an actor in learning and searching.

Supporting this idea Reece & Stephen walker (1994), the lecture method is accepted in universities and higher education as part of the learning experience where Large groups are conveniently brought together in initial sage of a subject to motivate their subsequent learning by other means for example seminar tutorial and individual learning . Research in to the lecture method has shown that amount of information that is remembered is not nearly as much as might have been expected.

In relation to this Bligh(2000), based on his extensive review of the research literature ‘’The balance of evidence favors this conclusion use lecture to teach information, do not rely on them to promote thought , change attitudes, or behavioral skills if you can help it’’.

Different educators, who are concerned with education, see the problem of large class size on methods of teaching. Large class size instruction is teacher centered because the teacher in such classes usually uses lecture method of teaching In addition to this discussion, tutorial and role playing methods of teaching which require involvement on the part the students cannot be conducted in large class size.

2.8.1. Teacher centered teaching method

Delta (2001:9) that the teacher centered teaching method gives the priority role and responsibility to the teacher. The teacher is considered as the source and student as a recipient. This method includes method like recitation and class room lectures, some people agree that this method, if properly handled by experienced teachers, it can give students the necessary knowledge. However, many scholars in the field of pedagogy emphasize its disadvantage rather than its advantage. Some of disadvantageous methods by scholar are since traditional methods have no variety, they become monotonous and boring, the learning process depends on the talking of the teacher where the learners become a passive listener. Moreover inhibit active participation and research ability the student and encourage his or her to be submissive. The teacher who decides on the syllabus, choose the methods selects the resources, create exercise and tasks and decides when, where, how & even why things are to be done (Branders & Ginny's, 19986: 27).

The teacher centered method focuses on content emphasizes knowing what students work as individuals and often in competition with each other. Students are highly dependent on the teachers activities and learning objectives are imposed, lecture dominants as the mode of curriculum delivery. The lecture role that of an expert (Ellis, 1995:219).

2.9. Effective teaching methods in student teacher relationship

Fosston (1984) cited in Jason (2006) stated that, the traditional passive ways of learning involves situation when material is delivered to students using a lecture based format. In contrast a more modern view of learning is constructivism, where students are expected to be active in the learning process by participating in discussion and collaborative activities. Overall, the result of recent studies concerning about the effectiveness of teaching methods. The finding of a study by Deccapariis, Barman & Magee (2001)

suggests the lecture leads to the ability to recall facts, but discussion produces higher level of competencies. Further on group orientated discussion method has shown that team teaching and student lead discussion not only produce favorable students' performance outcomes, but also foster greater participation, self-confidence and leadership ability (Perkins& saris, 2001, Yoder Hochevar, 2005).

CHAPTER THREE

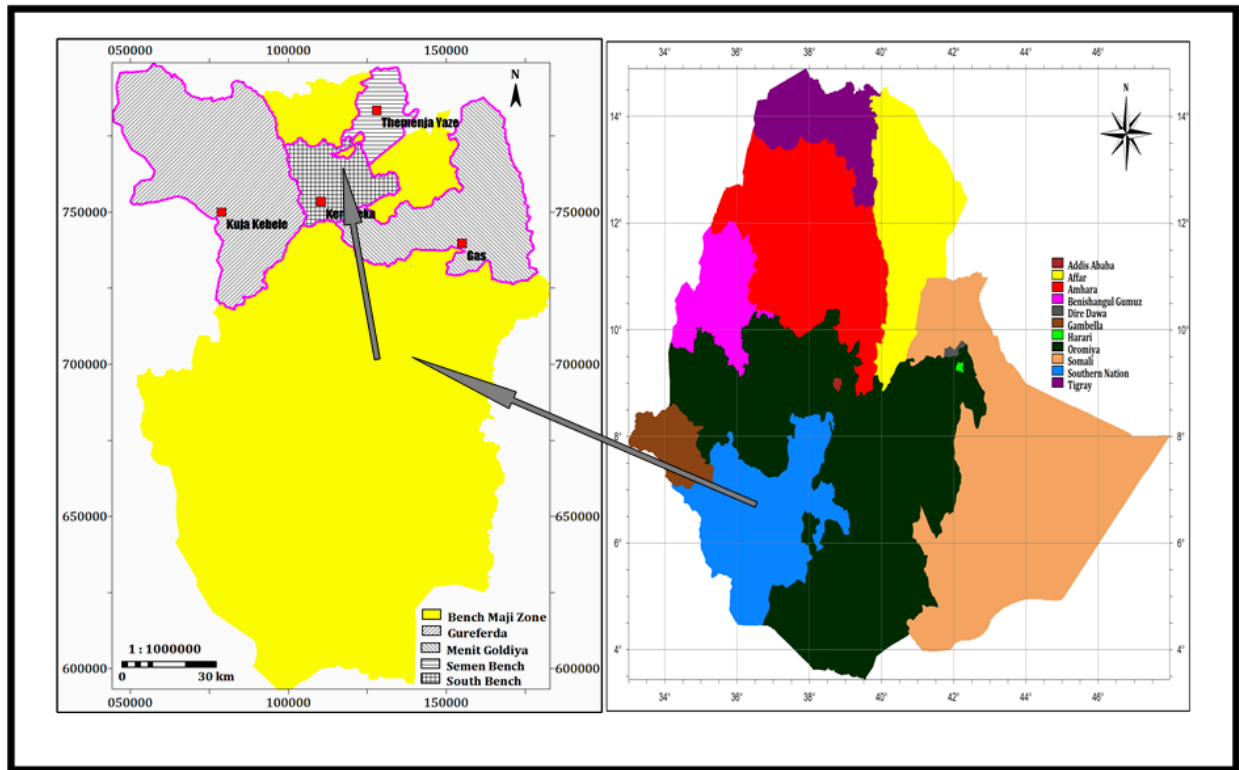
3. RESEARCH METHODOLOGY

In this section, study area, study design, data source, description of population, sampling size and sampling method, data gathering instrument, data collecting procedure, data analysis and ethical issues are briefly discussed.

3.1 Study area

This research was conducted in some selected secondary schools south bench Wereda, Bench Shako Zone, SNNPR. SNNPR is one of the 10 regions found in the southern part of the country. Bench shako is one of the 12 zones in SNNPR; south bench woreda is found in bench shako zone which is located at latitude of 12°36' south, longitude of 37°28' west with 2133 meters above sea level. And it's located on SNNPR 609 km far from the capital city of Ethiopia, Addis Ababa.

It is named for the bench people, part of the bench shako zone. South bench is bordered on the south by me nit shisha, on the west by guraferda, on the north by shako, on the north east by semen bench, on the east by she bench, and on the south east by me nit goldiya. Town of mizzen a man is surrounded by south bench. Based on the 2007 census conducted by CSA; this woreda has total population of 108,299 of whom 8,662 or 8% of its population are urban dwellers. In this woreda there is a number of primary and secondary schools. Bench noun is spoken as first language by 75% and shakogna spoken by 7%, whereas the rest 18% spoken language is Amharic. The average annual temperature is 27.3 °c and annual rainfall is 2100mm. The researcher focused on some selected secondary schools south bench wereda



Source: extracted from arc GIS 10.4 2021

Fig 1: Map of the study area

3.2 The study design

The study was attempted to describe the relationship between teacher’s behavior and students in teaching physical education in selected south bench Woreda Secondary Schools. Thus descriptive research design has been chosen as it enables the researcher to describe the current status of an area of the study and used to specify, established and describe the existence of phenomena. This method allows getting in–depth understanding of the research problems. In addition to this, it permits the researcher to gather information from respondents quickly and inexpensively. Using descriptive survey method, the researcher also was tried to undertake the investigation on students, teachers and principals with regard to look at a behavior of student-teacher relationships in the context of physical education in some selected south bench woreda secondary schools, examine teacher student relationships on education and how teacher and student behaviors affect educational outcomes.

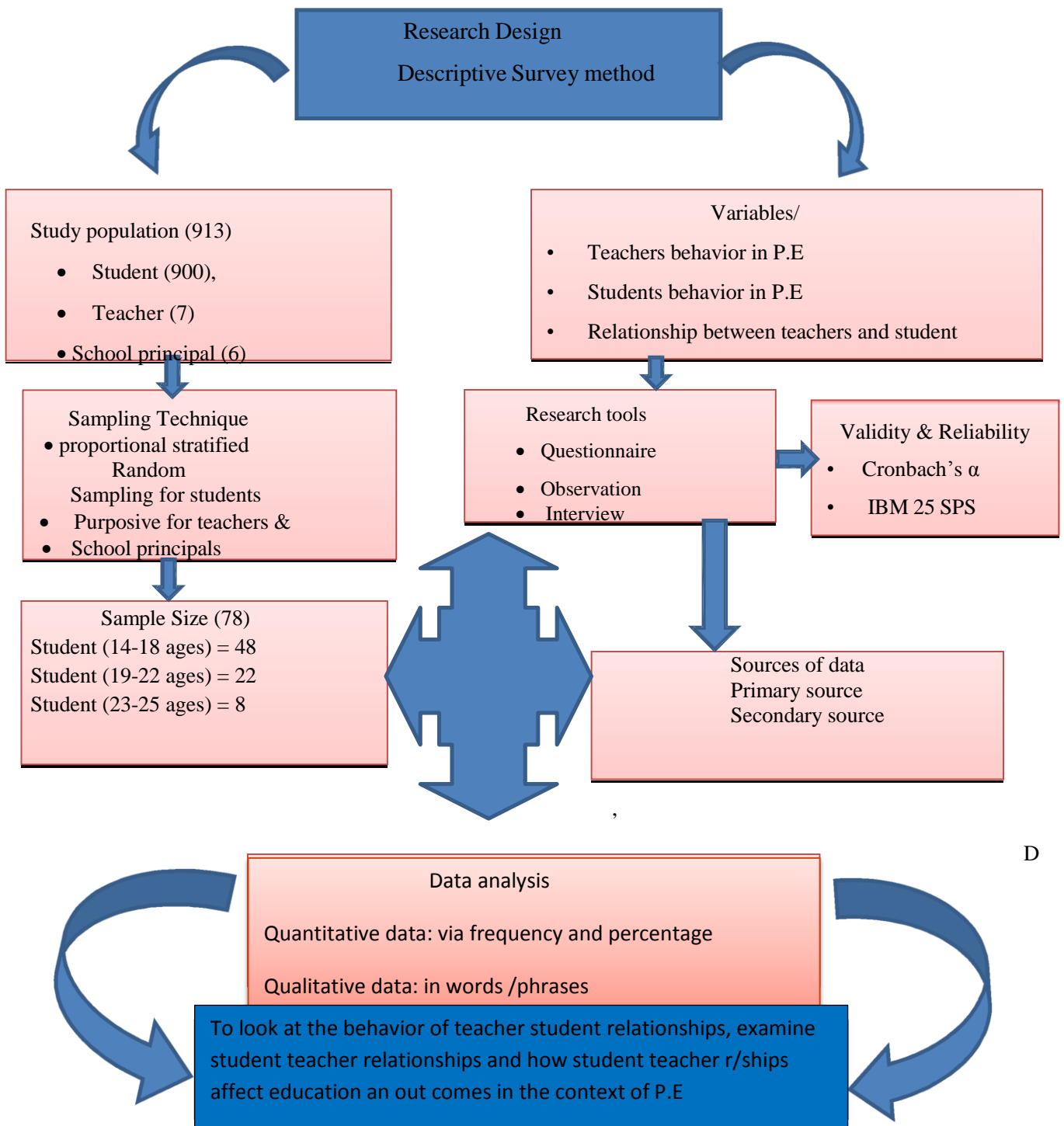


Fig 2: study design

3.3. Source of data

Any research needs source to collect data, analysis, present and interpret it to make the expected findings being fruitful. So, the researcher purposely was used the primary and secondary source of data. Primary data is an original and unique data, which is directly collected by the researcher from a source such as observations, questionnaires, and interviews. According to these requirements. As opposed to secondary data which is easily accessible but are not pure as they have undergone through many statistical treatments. Sources of secondary data are government publications, websites, books, journal articles, internal records.

3.4. Population of the study

The population of the study is categorized in to three. First, physical education teachers who teach in selected south bench woreda secondary schools, second, students who are learning in the selected south bench wereda secondary schools and third principals those who lead the schools in selected south bench woreda secondary school. Therefore, the target population for the study is at about 78 (grades 9th, 10th and) students, 7 physical education teachers at a total of three secondary schools in the wereda such as, Debrework secondary school, kite secondary school and bebeke 2nd school, and 6 school principals.

Table 1: Shows populations of the study

No	Study populations	Total population of the study	No of populations in each study area			No of sampled populations	Methods of sampling technique used
			D/work	Kite	Bebeka		
1	P.E teachers	7	3	2	2	all 7 P.E teachers	purposive
2	Students	900	352	300	248	78	Proportional stratified random sampling
3	School principals	10	4	3	3	6	purposive

3.5 Sampling technique and procedure

3.5.1. Sample size

The populations of the research study were students, teachers and school principals. The researchers used proportional stratified random sampling and to some extent purposive sampling technique, to choose 3 schools from a total of five schools in south bench woreda, 4 school principals from a total of 10 school principals, 78 students from a total of 900 student (grade 9th and 10th) students by using proportional stratified random sampling method which is done based on age groups and all 7 physical education teachers from a total of 7 physical education teachers by using purposive sampling method in the study area. This was done to bring about equivalent representation and increase the probability of peculiar characteristics in the number of the population to be embodied. The total sample size of this study was 78 in numbers. 78 from grade (9th and 10th) students, 6 principals and 7 physical education teachers has been selected and included in the sample study.

Proportional stratified random sampling method done to choose sample students based on their age range with in the following formula: (sample size/population size) x stratum size

Age groups	No of people in stratum	Strata sample size
14-18	550	48
19-22	250	22
23-25	100	8
Total	900	78

Table 2: proportional stratified random sampling technique of the study

3.6. Methods of data collection

In order to gather information from the samples of the target population, three main instruments of data collection namely questionnaire, observation and interview, were employed as instruments. Before data collection, pilot study has been made.

3.6.1. Questionnaire

Questionnaire was the major method of data gathering tools which was employed for securing relevant information for the study. It was developed by the researcher depending on the objectives of the study. In order to get sufficient data from large number of population, it was important to use questionnaire which was used to collect quantitative data. In this research, therefore, a questionnaire has been designed for students and teachers only. The questionnaire was distributed to 78 students of grades 9th and 10th and 7 physical education teachers. The student questionnaire was aimed to find out a behavior of student teacher relationships in the context of physical education and dig out the major factors affecting the relationship of students and teachers in teaching learning process of physical education.

All 78 students and 7 physical education teachers were selected required to answer the questionnaires. The questioners were prepared and completed by the researcher. The need for the preparation of questionnaire is for the collection of adequate information or data for the research which was conducted and as it is easy to manage and the researcher concurrently collect information from the respondents. In order to collect better relevant information the questionnaire was included both close ended and open ended. The questionnaire administered only to physical education teacher and students in English based on the research study. The first questionnaire is for the teacher which is requested their background, qualification, the teaching method used for better student teacher relationships and classroom management to implement effective teaching so as to enhance teacher student relationship. The second questionnaire is for the students requesting response on their background, the teaching method that improves teacher student relationships and the classroom discipline.

3.6.2 .Observation

Hancock, (1998) noted that, “Because of the richness and credibility of information it can provide, observation being a desirable part of data gathering instrument”. To gather more reliable information, actual classroom teaching and learning process observation was conducted by the researcher. Based on this, the researcher was observed a total of three secondary schools. Observation checklist is employed to collect the data focusing mainly on methods of teaching; classroom management and student teacher inter personal relationships.

3.6.3. Interview

Qualitative research takes pride in discovering and portraying the multiple views of the case study. The interview is the main road to multiple realities. .Interview is a very useful instrument to understand reasons why and how things happen and the way they are happening. Literature indicates that interviewing has three major forms. These are structured, semi-structured, and unstructured. The researcher was design semi-structured interview questions for the school principals to investigate how teachers and

students relationship performed in school physical education. All school principals were interviewed. The researcher was conduct the interview for school's principals by preparing semi structured interview which are related to schools environment, status of relationship between physical education teachers and students, and perception of students and teachers towards teaching and learning of physical education, methodology of teaching and learning employed in physical education and other related issues.

3.7 Procedure of data collection

After designing the research instruments (observation, questionnaire and interview), the first step in data collecting procedure was date and time of contact was determined. Second, observational assessing of the study areas. This is because of gain firsthand information. Third the questionnaires distributed to selected sample populations. Then, the interview session was followed to sample populations of school administrative. In the descriptive study, the respondents are first contact and ask to provide their consent in case they are willing to participate. After their consent have been secured the researcher asked the respondent to indicate the most appropriate time for them to conduct the interview. Each interview was beginning with an explanation of the purpose of the interview. All interviews could be conducted by the use of a note book. At the end of the interview the researcher was present great thanks for all participants. And then the researcher collects the data from all the participants after they finished.

3.8 Methods of data analysis

Based on the nature of the data collection, both qualitative and quantitative method of data analysis was employed. By using quantitative analysis, the closed ended questionnaires were analyzed with frequency and percentage. On the other hand, the qualitative data obtained through interview and observation interpreted through narration.

3.9 Pilot study

Before the actual study carried out, a pilot study was conducted which is not a part of the sample group. The prepared questionnaire and the semi structured interview guide were taste out on eight students and two PE teacher and one school principals for pilot taste. The school selected for the pilot study, was zozo secondary school found in the woreda and the participants were grade (9th 10th, 11th) from each grade has been selected two students.

The main purpose of the pilot test was to check the reliability and validity of the questionnaire. Even though, some part of the questionnaire were adopted and modified, it was pre-tested by small similar groups to evaluate its reliability before the final questionnaire was delivered to the respondents. Based on the pilot test, some comments included. Moreover, some improvements had been made to enhance the clarity of statements. After the pilot study was carryout, the result obtained was entered to the computer and the reliability was calculated. Correlation coefficient attained from student's questionaries' was 0.571. The variable showed on acceptable range of reliability. As a result, the reliability coefficient obtained was $r=0.777$ or more are considered adequate.

3.9.1 Ethical considerations

The main concern of this study was to investigate the relationship between teacher's behavior and students in the context of teaching physical education and come up with possible solutions. For conducting this research, the researcher was developed questionnaires and interviews. These questionnaires were filled by teachers and students and interviews prepare for school principals. So as to performing this, the researcher was asking the respondents permission to give valid and correct information for the interview and questionnaire questions.

CHAPTER FOUR

4. RESULTS AND DISCUSSION

This chapter deals with the presentation and analysis of the data collected from students, teachers and school principal's respondents about the relationship between teacher behavior and students in the context of teaching physical education at the selected secondary school of south bench woreda. The students questionnaire were distributed to 78 students out of whom 78 (100%) were fully filled in the questionnaires and returned. The interview was planned to administer to 6 principals out of whom 6(100%) principals respond to the interview and collected data from the interview is recorded and the response is changed to a written document. The data were gathered from student's teachers and school principals through questionnaires, interviews and observation, respectively. The researcher takes into considerations the analysis part of this research presented in three categories. The behavior of students in school, the behavior of teachers in school, the relationship behaviors between teachers and students in school.

The data obtained from questionnaire of students and teachers were presented in tables. Each table followed by a description about the data. The data interpreted and analyzed through frequency and percentage, used to identify the status of relationship between teacher's behavior and students in teaching physical education based on the response of the participants to each item. For each variable, the percentage at $\alpha=0.05$ level of significance; were computed based on the response of the participants to each item. The responses to interview item are presented and discussed qualitatively.

4.1. Demographic Characteristics of the Respondents

The following table (1) indicates the general characteristics of respondents specifically their sex, age, grade, educational status and experience in teaching/leadership were asked to indicate their background information through questionnaires and during the interview. The following table depicts a summary of respondent's background information.

Table 1: Background information of respondents

No	Items	Characteristics	Students N=78		Teachers N=7		Principals N=6	
			f	%	f	%	f	%
1	Sex	Male	56	71.8	4	57.14	4	66.66
		Female	22	28.2	3	42.86	2	33.33
		Total	78	100	7	100	6	100
2	Age	14 -18	48	61.5	--	--	--	--
		19-22	22	28.2	--	--	--	--
		23-25	8	10.3	7	100	3	50
		26-30	--	--	--	--	3	50
		Total	78	100	7	100	6	100
3	Educational status	diploma	--	--	--	--	--	--
		degree	--	--	5	71.43	3	50
		masters	--	--	2	28.57	3	50
		Ph.D.	--	--	--	--	--	--
		Total	--	--	7	100	6	100
4	year of service	1-5	--	--	3	42.9	1	16.66
		6-10	--	--	2	28.6	2	33.33
		11-15	--	--	1	14.3	3	50
		16-20	--	--	1	14.3	--	--
		≥ 21	--	--	--	--	--	--
		Total	--	--	7	100	6	100
5	Grade of student & teachers they teach	9 th	33	42.3	3	42.9	--	--
		10 th	45	57.7	4	57.1	--	--
		Total	78	100	7	100	--	--

As table 1 indicates, out of 78 students, 56(71.8%) and 22(28.2%) of the respondents were male and female students respectively. As it is clearly seen in the above table, students who were aged 14-18 years were 48(61.5%), 19-22 years 22(28.2%) and 23-25 years were 8(10.3%). From the total number of the student respondents, a great number

comprised grade 10 students, 45(57.7%) and the least amount was in grade 9 students which comprised 33(42.3%).

Table 1 indicates that out of 7 PE teachers, 4(57.1%) and 3(42.9%) of the respondents were male and female PE teachers respectively. In the educational status of teachers, no diploma and PhD teachers in the respondent of teachers. 5(71.4%) of the teachers have bachelor's whereas the rest 2(28.6%) of them have master's degree which implies educational background of all of them is up to standard according to education and training policy of Ethiopia. Whenever their experience is seen; the majority of them 3(42.9%) had 1-5 years of experience, Whereas 2(28.6%) has 6-10 years experience's 1(14.3%) had 11-15 years of experience and the rest 1(14.3) are 16-20 years of experience, that implies the availability of good experienced teacher staff composition. No one had ≥ 21 years. Concerning their age, all teacher respondents 7(100%) was above ≥ 28 years old. Whereas the grades they teaches were 3(42.9) teaches grade 9 2(28.6) teaches grade 10 and the rest 2(28.6) teaches grade 11 students. Principals were also asked their background information, 4 (66.6%) of respondents were male whereas 2 (33.3%) was female. 3(50%) of them have master degree whereas 3(50%) have bachelor degree which indicates most of principals educational status up to standard set by MOE. Whenever their experience is seen; as principal 1(16.7%) have served 1-5 years, 2(33.3%) 6- 10 years, 3(50%) above 11-15 years of experience and there is no principals above 15 year experience. Concerning their age, 3(50%) principal participants were 28-32 years, 2(33.3) were 33-37 years, 1(16.7) were above 37 years old. No one was under 18-22 and 23-27 years in the respondents.

Interpretation and analysis of questionnaires related to student behavior in teaching physical education.

In this section, the researcher presents the data that was obtained on the relationship between teacher's behavior and students in teaching physical education

Table 2: quantitative data analysis for respondents that are collected from physical education teachers

No	Questions	alternatives	F	%	sig
1	How do you get the behavior of students in your class?	Very good	1	14.3	0.000
		Good	1	14.3	
		Average	2	28.6	
		Not good	3	42.9	
2	How is your relationship with your teacher?	Very good	--	-	0.001
		good	2	28.6	
		average	1	14.3	
		Needs improvement	4	57.1	
		Not good	--	-	

F=frequency df= degree of freedom sig = significance level

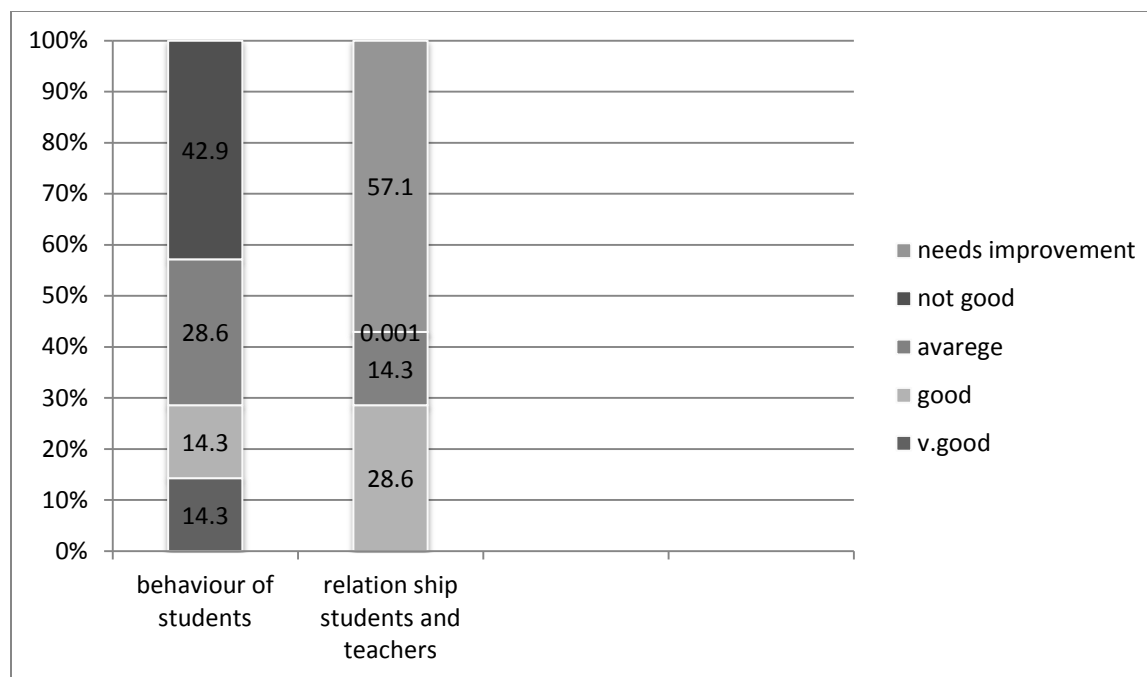


Fig 3: shows data analysis collected from P.E teachers

According to the above table most of the teachers which 3(42.9%) responded that, the behavior of students in teaching physical education class is not good, 1(14.3%) said that very good, 2(28.6) is average, 1(14.3) is good. This implies that the behavior of student during in teaching physical education class is not good according to the respondent point of view. From the above information we can say that the behavior of students in P.E class is not give as a comfort to a teacher with degree of freedom 0.05 significance level. This indicates that the behavior of students was statistically significance different in the relationships between their teachers (p=0.000)

According to Dusenbery, (2009) stated that ‘’behavior can be regarded as any action of an organism that changes its relationship to its environment. Behavior provides outputs from the organism to the environment.’’

Regarding to the second item of the above table most of the respondents which 4(57.1) put the relationship of students with their teacher in general, is needs improvement. Students disciplinary problem is the major factor that affects the relationship of physical education teachers and students in school compound, 2(28.6) respond that there is a

good relationships between teachers and students in teaching physical education and 1(14.3) respond there is an average relationships between teachers and students in teaching physical education. This implies that the relationship between teachers and students in south bench secondary schools is needs improvement, that is statistically significance difference in the quality strong teacher student relationships in teaching physical education ($p=0.001$).

Table 3: quantitative data analysis for respondents that are collected from physical education teachers

No	Item	alternative	F	%	Sig
3	How often students disturb in the class	Always	1	14.3	.0053
		sometimes	1	14.3	
		Rarely	2	28.6	
		Never	3	42.9	
4	How often does a student respect physical education teacher?	Always	1	14.3	0.000
		sometimes	1	14.3	
		Rarely	3	42.9	
		Never	2	14.3	
5	How do you think the attitude of student towards their P.E teacher?	negative	2	28.6	0.000
		positive	2	14.3	
		Both	3	42.9	
6	How do you rate interest of students to learn P.E class?	High	--	--	0.000

F= frequency df= degree of freedom Sig= significance level

According to item number three, 3(42.9%) of the respondent answered that students always disturb in the class, and 2(8.6%) replied that sometimes students disturb in the class whereas 1(14.3%) rarely students disturb in the class, the last 1(14.3%) of them respond students never disturb in the class. From this point of students response that indicates, most of the students are disturb in the class this consequently affects the

teaching and learning process of physical education and the relationship of teachers and students in teaching physical education with degree of freedom at 0.05 significance level. This implies that disturbance of students in class statistically significance difference in student-teacher behavior relationships. ($p=0.00$).

According to Morin & Battalio (2004) disruptive behaviors amount to difficulty that steers students away from what they are supposed to learn in class, they harm the teacher/ student relationship and badly affect learning at school.

According to the above table item number four most of the teachers which 4(42.9%) responded that the question, how often does a student's respect physical education teachers? For this question, (42.9%) said that "rarely" 1(14.3%) some times 1(14.3%) never and the reaming 1(14.3%) respond that always so this showed that students do not respect their physical education teachers in teaching learning process of physical education in those selected schools at significance level 0.05 with degree of freedom 4. This shows that there are no significance difference with p-value 0.053 which is greater than 0.05. More recent research has been conducted on the student's attributes and respect to towards physical education teachers in school. Goodlad, Soder and Sirotnik (1990) argued that the development of caring ethics should be a major concern in teacher education.

Concerning to item five most of the teachers which 3(42.9. %) responded that the attitude of students towards their physical education teachers are somewhat negative and positive whereas 2(28.6%) of teacher respondent said that "negative" and 2(28.6%) of the rest respond that, positive. This shows that most of the teachers agreed that the attitude of students towards their physical education teacher is somewhat negative and positive at significant level at 0.05 with degree of freedom 4 which shows that the attitude of students towards their physical education teachers is statistically significance different that influences the relationship of P.E teachers and students in teaching physical education ($p=0.000$).

The above findings as contented by Kilaso (2006) attitude of student towards a particular teacher is said to have effect on his relationship with his teachers and which consequently may affect his performance in the subjects.

As we understand from the data in table three item six, most of the teachers which 5(71.4%) responded that, the rate of the interest of student to learn physical education very low, and the other 2(28.6%) sampled respondent assumes that the rate in which the interest of student to learn P.E is low. This shows that students are not interested to learn physical education at a significant level 0.05 with degree of freedom which implies that the rate of interest of student to learn physical education was statistically significance different to the relationship between teachers and students in teaching physical education ($p=0.000$) The majority's agreement to the statement confirms a review by Carlson (1994) that revealed several factors that seem to influence student's interest towards participation in physical education. Carlson pointed out that students attitude towards physical education were influenced by culture (gender, idolization of elite sports, society, family mass media and school (teacher influence).

7	Do you hold supportive relationships with your teachers?	always	-	28.6	0.098
		Often	1	14.3	
		Sometimes	2	28.6	
		rarely	3	42.9	
		never	1	14.3	
8	How important is to have the relationship you maintain with your teacher to classroom interaction?	Very strong	1	14.3	0.000
		strong	1	85.7	
		somewhat	2		
		Very little	3		
		never	--		
9	Does a student fear P.E teachers?	Yes	4	57.1	0.001
		No	3	42.9	
10	How do you measure the status of approach between students & with their P.E teacher?	High	1	14.3	0.001
		Very high	--	--	
		Low	2	28.6	
		Very low	2	28.6	
		Average	2	28.6	

F=frequency d dramatically f =degree of freedom Sig= significance level

Item 7 shows, 3(42.9%) of the respondents put that students old supportive relationships with their teacher 2(28.6%) teachers said that sometimes students hold supportive relationship with their teacher whereas 1(14.3%) of the respondent students never hold supportive relationships with their teacher and others 1(14.3%) of them put that often students hold supportive relationships with their teachers. Most of the teachers agreed that in those selected secondary schools students were did not made better or supportive relationships with their P.E teachers in school At a significance level 0.05 with degree of freedom 1. This implies that there are no significance difference of among the response P.E teachers in holding supportive relationships between teachers and students ($p=0.098$) greater than 0.05.

As indicated in the above table of item eight, 3(42.9%) of the respondents said there is a little importance of relationships in teacher and student and 1(14.3) said there is somewhat importance of relationships in between teachers and students in teaching physical education whereas 1(14.3%) of them of others for this given question respond, most teachers approved the importance of relationships in between teacher and student is very strong and strong. With two degree of freedom at 0.05 significance level. This implies that in those selected secondary schools for the study, in fact there is not enough importance of relationships in between teachers and students that give for students and teachers as well as didn't have advantages for the overall teaching learning process of physical education. In fact the relationship between physical education teachers and students are low at a significant level ($p=0.000$).

Concerning to item 9, most of the students which, 4(57.1 %) responded 'yes' and 3(42.9%) responded 'no', so that according to this data most of the students fear teachers inside or outside the school. At 0.05 significant level with degree of freedom 1 This shows that fear of students of their teachers statistically significance difference that

make an impact on the relationships between students and their teachers in teaching physical education at a significant level ($p=0.001$).

Concerning to the last item, most of the students which, 2(28.6 %) responded very low 2(28.6%) average 2(28.6%) low and 1(14.3%) responded high. So that according to this data the approach of students with their P.E teacher in school is very low. With two degree of freedom at 0.05 significant levels. It refers that the approach of students dramatically low in those selected secondary schools for the study that dramatically declines their relationships with their students at a significant level ($p=0.001$).

Interpretation and analysis of questionnaires regarding to the extent of student relationship approach with their P.E teachers in school in teaching physical education

Table 4: quantitative data collected from P.E teachers

No	Item	I strongly disagree		I disagree		Neutral		I agree		I strongly agree	
		F	%	F	%	F	%	F	%	F	%
1	Students Reacts with you with full of happy and smiles	3	42.9	2	28.6	-	-	1	14.3	1	14.3
2	Perform a given task on their own way effectively	2	28.6	1	14.3	2	28.6	1	14.3	1	14.3
3	Ask questions, give compliments or make statements related to their personal interest or experience	4	57.1	1	14.3	-	-	-	-	2	28.6

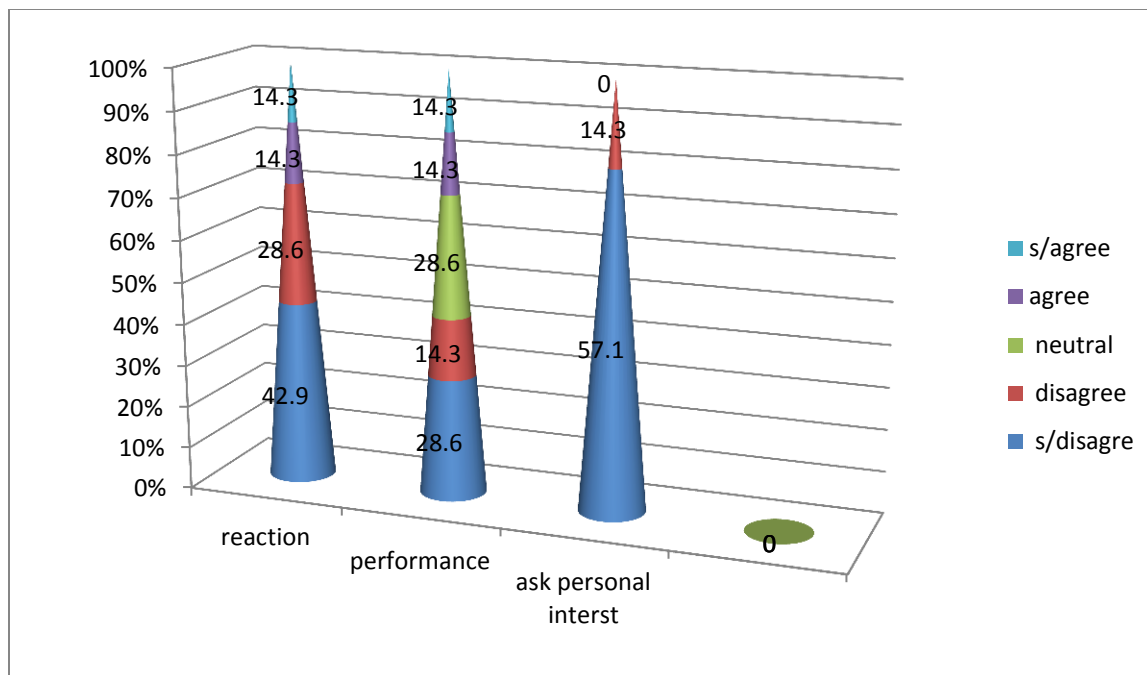


Fig 4: shows data analysis collected from P.E teachers

As indicated in table 4 item 1 most of the teachers for the questionnaire such as: students reacts with you with full of happy and smiles are 3(42.9%) responded that, strongly disagreed 2(28.6%) is disagree 1(14.3%) agree and the rest 1(14.3%) strongly agree. So here we can say that most of the teachers concluded that students are not reacts with us with full of happy and smiles. This implies that teachers and students are not reacts with full of happy and smiles and that is a factor for teacher student relationship to be low in physical education and statistically significance difference in the relationship between teachers behavior and students in teaching physical education ($p = 0.001$).

In response to item two as can be seen from the table, 2(28.6%) respondents strongly disagreed for the questionnaire that students are perform their own tasks effectively, 1(14.3%) is disagreed, 2(28.6) neutral 1,(14.3%) is agreed and the rest 1(14%%) is strongly agreed. This indicates students are not well interested to perform their own tasks as results of their relationships with teachers are not so good in teaching physical education.

Table 5: Quantitative data collected from P.E teachers

No	Items	Strongly disagree		Disagree		Neutral		Agree		Strongly agree	
		F	%	F	%	F	%	F	%	F	%
4	Are working together cooperatively in groups	2	28.6	2	28.6	1	14.3	2	28.6	-	-
5	Implement your instructions effectively	3	42.9	2	28.6	-	-	1	14.3	1	14.3
6	Always give positive response for you	4	57.1	1	14.3	1	14.3	1	14.3	-	-
7	Talking with more freedom of expression with you	3	57.1	1	14.3	-	-	2	28.6	1	14.3

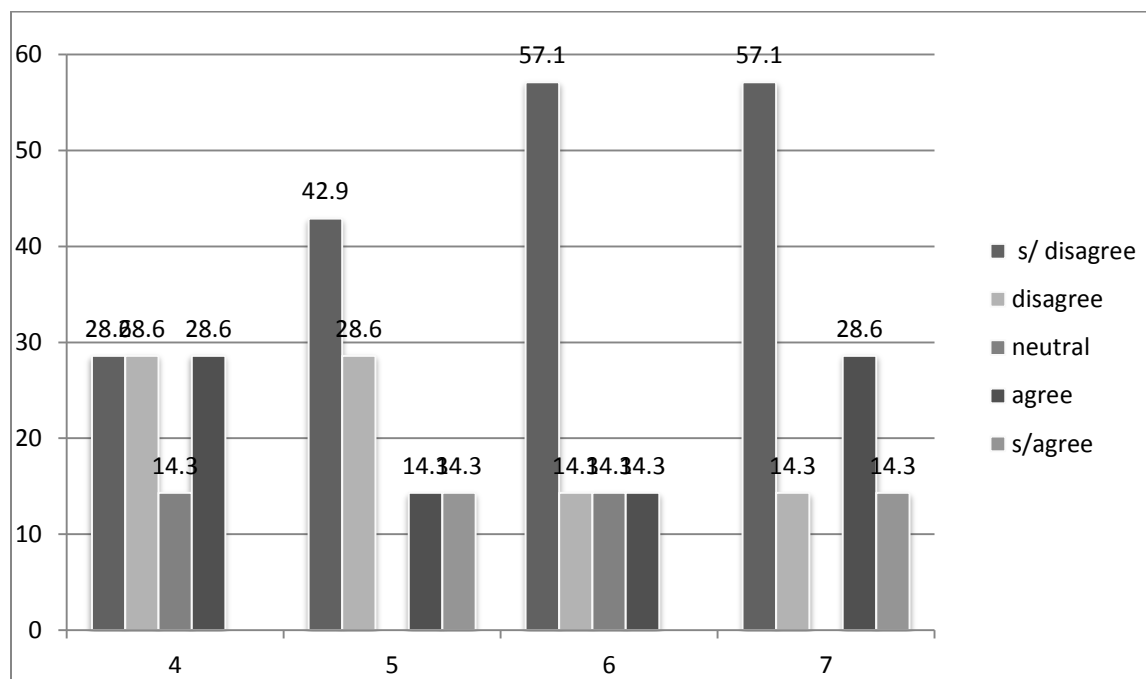


Fig 5: quantitative data collected from P.E teacher

In the above table item 4, respondents were asked to state whether the students ask questions, give compliments or make statements to their teachers related to their personal interest and experience. The majority of the respondents 4(57.1%) responded

that strongly disagreed. Whereas 1(14.3%) said that disagreed and 2(28.6%) responded that strongly agreed. This indicates that students are not interested or experienced to ask questions, give compliments or make statements to their teachers as a result, their relationships with physical education teachers becomes low in teaching physical education. Regarding to the statistics in the item, 4 of table 5 above, 2(28.6%) of the respondents replied that they strongly disagree for the questionnaire that students work together cooperatively in groups 2(28.6%) of the respondents said disagree 1(14.3%) of respondents neutral 2(28.6%) of the respondents however replied that for the questionnaire was agreed and no one said strongly disagreed. Based on the above information that indicates students do not work together and cooperatively in groups as a result of low teacher student relationships in teaching physical education.

Regarding to item 5 the majority of respondents 3(42.9%) strongly disagreed for the statement stated that students implement teachers instruction effectively, 2(28.6%) of the respondents disagreed 1(14.3%) agreed and the rest 1(14.3%) of the respondents are strongly agreed whereas none of them did not offer neutral. As we seen from the above information due to the lack of good teacher student relationships in teaching physical education, the students doesn't obey the instructions effectively which is given by physical education teachers. Regarding to item 6 table 4 about 4(57.1%) of the sample strongly disagreed for the statement given that students always give positive response for their teachers, 1(14.3%) of the respondents responded disagree, 1(14.3%) neutral, 1(14.3%) agreed and no one was strongly agreed for the questionnaire. from this information we understand that students always give negative response for their teachers this is directly related to the lack of good teacher student relationships in teaching physical education in those selected south bench woreda secondary schools. This indicates that the problems are significantly difference in teacher student's relationships. Respondents were asked to put their level of agreement and disagreement regarding to the statement that students talking with their teachers with more freedom of expression. As indicated in table 4 item 7 as reported by the majority 3(57.1%) of the respondents assured to say strongly disagreed, 1(14.3%) of the respondents disagreed, 2(28.6%)

were agreed, 1(14.3%) strongly agreed and no one said neutral. This shows that poor teacher and student relationship behaviors in teaching physical education have a negative impact on the students to talking with physical education teachers with freedom of expression.

Table 6: quantitative data collected from P.E teacher

No	Items	Strongly disagree		Disagree		Neutral		Agree		Strongly agree	
		F	%	F	%	F	%	F	%	F	%
8	Relationship with teacher is more positive throughout the school year	5	71.4	2	28.6	--	-	-	-	--	-
9	Felt a lot of closeness and intimacy when they are with you	3	42.9	2	28.6	-	-	1	14.3	1	14.3
10	Likes you as much as other teachers	4	57.1	1	14.3	-	-	-	-	2	28.6
11	treated each other in class with respect	1	14.3	1	14.3	-	-	2	28.6	3	42.9
12	use different opportunities as a means to have good relationship with you	2	28.6	3	42.9	-	-	1	14.3	1	14.3

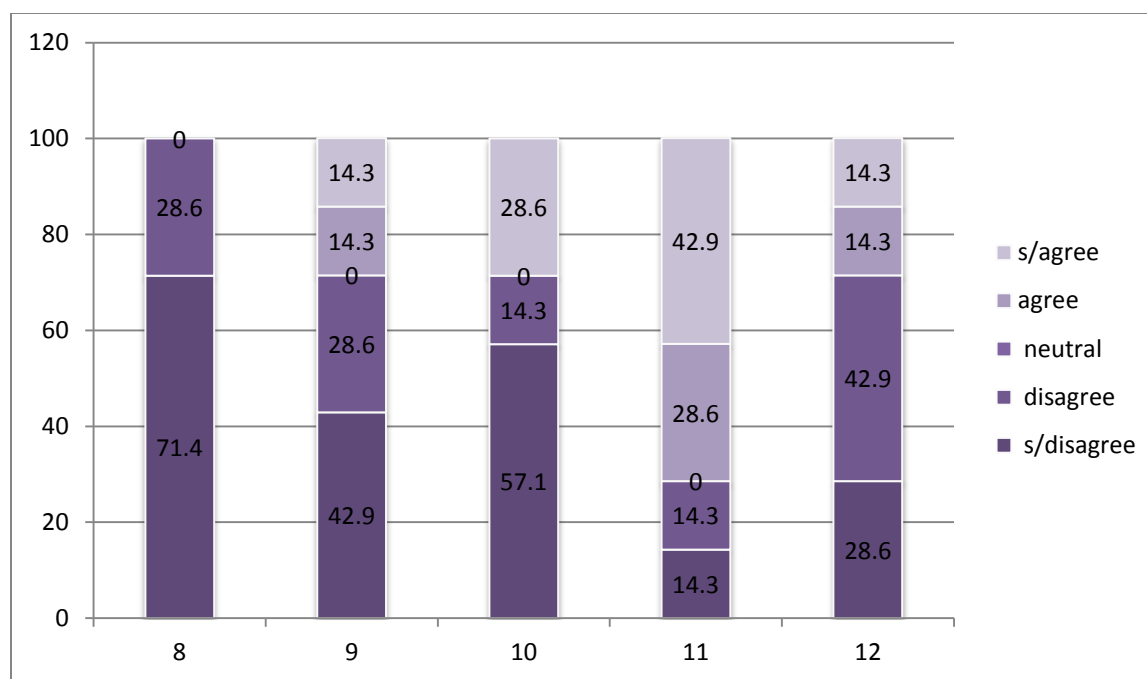


Fig 6: quantitative data collected from P.E teacher

Regarding to question number 8 was also addressed for teachers that student's relationship with P.E teacher was more positive throughout the school year. In this regard, almost all 5(71.4%) of the respondents strongly disagreed, and a few 2(28.6%) on the other hand disagreed. According to this data shows teacher student relationships in teaching physical education in those selected schools are entirely not good.

In response to item 9 as can be seen from the table, 3(42.9%) respondents strongly disagreed for the questionnaire statement that is students felt a lot of closeness and intimacy when they are with teachers, 2(28.6%) of respondents disagreed, 1(14.3%) of the respondents are agreed and 1(14.3%) of respondents strongly agreed and no one respond neutral. This shows that students and teachers are not closely related to each other during in teaching learning process of physical education in those selected schools.

Item 10 shows, 4(57.1. %) of the respondents strongly disagreed for the questionnaire statement for that, students like physical education teachers as much more than other teachers, 1(14.3%) disagreed, 2(28.6%) of the respondents strongly agreed and no one is neutral and agreed. As we understand from the above table we can conclude that

students don't like physical education teachers due to this, the relationship between teacher's behavior and students is getting low. Concerning to table 4 item 11 1(14.3%) of the respondents strongly disagreed, 1(14.3%) disagreed, 2(28.6%) agreed, 3(42.9%) are strongly agreed and no one respond neutral for this questionnaire. Exploring from this data, more or less we can say that students treated each other in class with respect. According to table, 6 of the last item 12 above, 2(28.6%) the respondent strongly disagreed 3(42.9%) of the respondent disagreed 1(14.3%) agreed and 1(14.3%) strongly agreed and no one responded neutral. This indicates that most of the teachers disagreed. So we can conclude that students are not use different opportunities as a means to a good teacher student relationship as a result teacher student relationship in teaching physical education becomes less and affects the educational process of physical education.

Interpretation and analysis of questionnaires related to teacher behaviors in teaching physical education.

Table 7: quantitative data analysis collected from for respondents that are collected from students

No	Items	alternatives	F	%	Sig
1	How do you get the behavior of physical education teachers in school?	Very good			
		Good	13	16.6	
		average	20	25.6	
		Not good	30	38.5	
2	How do you evaluate your physical education teacher behaviors in school?	aggressive	35	44.9	0.000
		polite	25	32.1	
		Somewhat aggressive and polite	18	23.1	
		unclear	--	--	
3	Does a teacher always give positive response for you?	Yes	28	35.9	0.000
		No	50	64.1	
4	Do you think that physical education teachers have professional ethics?	Yes	35	44.9	0.000

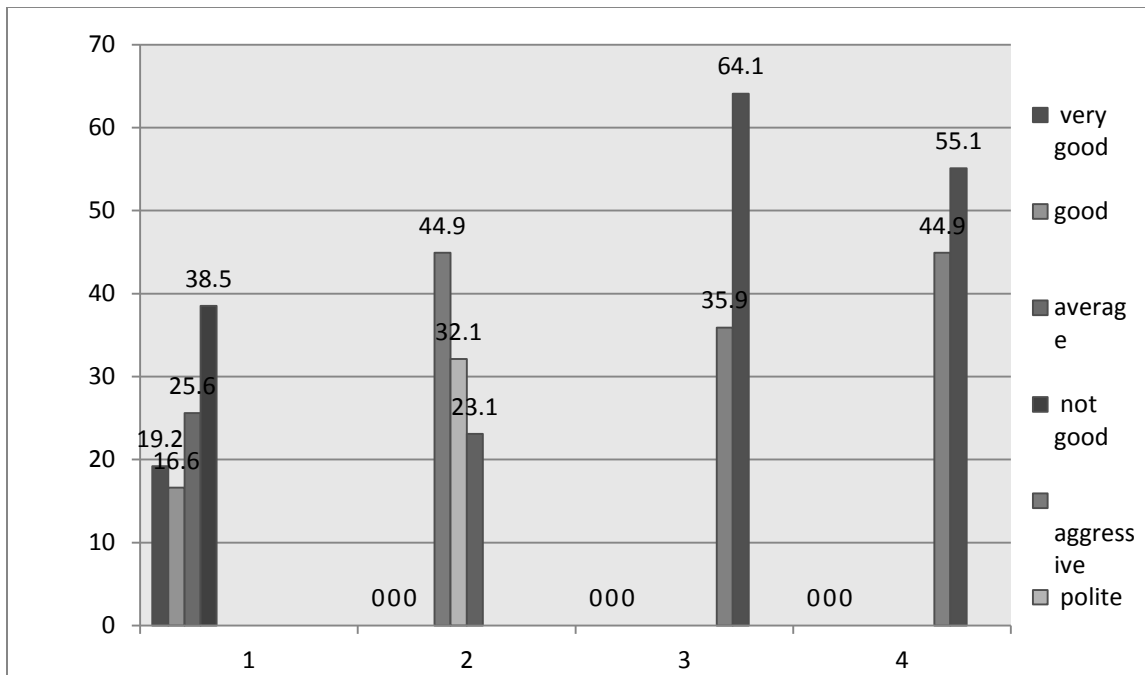


Fig 7: quantitative data collected from students

Regarding to item 1 table 7 15(19.2%) of the respondent responded that the current behavior of P.E teacher in those selected south bench secondary schools. for the study characterized by very good, 13(16.6%) of them responded that good 20(25.6%) of the sampled student replied “good” and the rest 30(38.5%) of student assured P.E teachers doesn’t have a good quality of behaviors during in academic working time. with degree of freedom 1 and at a significance level $\alpha=0.05$ this indicates there is a significant difference regarding the behavior of teachers in teaching physical education p value is 0.000. Depending on this information, P.E teachers do not show any characteristics in order to made mutual understanding with students so we can conclude that at a time there is no smooth relationship between the P.E teacher and student in teaching physical education in those south bench selected secondary schools for the study

Solaja (2004) supported teachers having qualities which will make them acceptable to the students. He enumerates this qualities as including: wholesome personality characteristics, leadership qualities and democratic attitude, expressive qualities of kindness, patience good humor consideration and sympathy, a sense of justice and fairness in dealing with students, sensitivity to the needs of student and their reactions in different situations, professional insights into the growth of patterns of student, showing understanding and respect, the ability to establish good social relationship with student.

According to the above table, 7 item 2, 35(44.9%) respond that the behavior of P.E teachers are aggressive in school, 25(32.1%) of them said, P.E teachers are polite in teaching P.E at school and the rest 18(38.5%) replied that P.E teachers are somewhat aggressive and polite with one degree of freedom at 0.05 significant level. This indicates that most of physical education teachers are aggressive during in teaching physical education and can lowers the relationship between P.E teachers and students ($p=0.000$).

According to table 7 items 3 statistics, 50(64.1%) of the respondents, physical education teachers did not give positive response when students ask questions in school or outside the school, 28(35.9%) of them replied that some P.E teachers give positive response when students ask questions in school or outside the school. This shows that physical education teachers rarely give positive response when students ask questions in school or outside the school that indirectly affects the relationship of teachers and students degree of freedom $\alpha=0.05$ significance level. This implies that the behavior of physical education teachers was statistically significance difference in the relationships between teachers and students ($p=0.000$)

As shown in table 7 item 4, 35(44.9%) of the respondent said ‘‘yes’’ that physical education teachers have professional ethics and 43(55.1%) respond ‘‘no’’ that physical education teachers have no professional ethics. with degree of freedom 1 at significance level $\alpha=0.05$. This shows as a reference to the above data the majority of the respondents replied lack of professional ethics of teachers leads disrupt among students and themselves in teaching physical education and learning, this could be lowers the gap and quality of the relationship between teachers and students in teaching physical education. p value is 0.000 which less than 0.05.

Table 8: quantitative data collected from students

No	Items	alternatives	F	%	Sig
5	How do you think the attitude of teachers towards their student?	negative	40	51.3	0.00
		positive	20	25.6	
		Somewhat negative and positive	18	23.1	
6	Does your teacher open an opportunity to you to make good relationship with him?	Yes	45	57.7	0.000
		No	33	42.3	
7	How do you rate interest of teachers towards teaching physical education?	Very high	22	28.2	0.000
		High	17	21.8	
		average	14	17.9	
		Very low	15	19.2	
		low	10	12.8	
8	Does a P.E teacher Provide an interesting teaching in class for you?	Yes	37	47.4	0.001

F= frequency df=degree of freedom Sig= significance level

As can be seen the above table item 5, 40(51.3%) of the respondents replied that the attitude of teachers towards their student is negative and 20(25.6%) of the other respondent said that positive, whereas 18(23.1%) of the sampled student answered somewhat positive and negative. with 1 degree of freedom at $\alpha=0.05$ significant level From this point of view of the students, we understand that the attitude of P.E teachers towards their student relived negative that statistically significance difference for the relationship behaviors of teachers and students in teaching physical education.

As indicated in table 8 items 6, 45(57.7%) of the sample population replied that physical education teachers open an opportunity to made good integrations or relationships with their students but the rest 33(42.3%) of them respond that some of physical education teachers were not given an opportunity to made good integrations or relationships with

their students for one degree of freedom at 0.05 significance level. This implies that most physical education teachers open an opportunity to make good student teacher interrelationships as a result it can promote coordination of teachers and students in teaching physical education which is statistically significant difference on the relationship between teacher behaviors and students in teaching physical education.

Concerning to item 7 of table 8, 22(28.2%) of the respondents agreed that, the rate which the interests of the teachers to teach physical education is very high, 17(21.8%) is high, 14(17.9%) is average, 15(19.2%) very low and the last 10(12.8%) replied that low. For 1 degree of freedom at 0.05 significance level. This indicates that the interest of teachers to teach physical education was statistically significant difference in the relationship between teachers behavior and students in teaching physical education ($p=0.000$). This causes limited student teacher relationships in teaching physical education.

Item 8 table 8 shows that 37(47.4%) of the respondent give as P.E teacher teaches the subject with high interests but, 41(52.6%) of the student put that P.E teachers didn't have interests to teach a subject of physical education in those south bench secondary and preparatory schools. with degree of freedom 1 and at 0.05 significant level. this indicates that those teachers who teach in those secondary school, statistically makes significant difference so as to decrease the relationship of P.E Teachers behavior and students exist in that schools ($p=0.001$) which is less than 0.05.

Table 9: quantitative data collected from students

No	Items	Alternatives	F	%	Sig
9	Does the behavior of your P.E teacher conductive for you?	Yes	44	56.4	0.000
		No	34	43.6	
10	Do teachers touch students in a respectful, appropriate and friendly manner?	Yes	25	32.1	0.001
		No	53	67.9	
11	Does a teacher motivate you to be success in academically?	Yes	35	44.9	0.00
		No	43	55.1	
12	Does your teachers teaching methodology helps for a better relationship with you?	Yes	32	41.0	0.00
		No	46	59.0	

F= frequency df= degree of freedom Sig= significance level

On the other hand, table 9 item 9 illustrates that 44(56.4%) of the respondent said that ‘no’ but, 34(43.6%) replied that ‘yes’ of the sampled population of the student agreed on the behavior of the teacher is not give as a comfort for the student. With degree of freedom 1 at 0.05 significance level. This shows that behavior of P.E teacher’s sinificancely makes a difference in the relationships of teachers and students in teaching physical education ($p=0.000$).

Concerning to item 10 of table 9, 25(32.1%), said ‘yes’ 53(67.9. %) and of them respond ‘no’ In this data, the majority of the selected sample students indicate that P.E teachers didn’t touch students in a respectful, appropriate and friendly manner. From table 9 items 11 above, participants of the research was asked to show their agreement levels on teachers motivate students during in teaching physical education. Based on this 35(44.9%) the respondent responded ‘yes’ whereas 43(55.1%) replied that ‘no’ This indicates that teachers motivate students during in teaching physical education class with a significance level $\alpha=0.05$ and for 2 degree of freedom ($p=0.001$) Regarding to

the statistics in the item, 12 of table 9 above, 46(59.0. %) of the respondents replied that the teaching methodology of teachers were conducive for better relationship between teachers and students in teaching physical education, 32(41.0%) of them however, replied that teaching methodology of physical education teachers were not conducive for better student -teacher relationship the reason for this as that shown was said that, improper use of the methodology probably leads disagreement between P.E teachers in turn it decreases the relationship between P.E teachers and students in teaching physical education and the methodology does not contribute for the relationship of students and P.E teachers at 0.05 significance level. This indicates that those who said “yes” for the above item are statistically more than those who said “no” (p=0.002).

Interpretation and analysis of questionnaires that refers the extent of P.E teacher relationship approach with their students in teaching in P.E

Table 10: quantitative data analysis that are collected from students

No	Items	Strongly disagree		Disagree		Neutral		Agree		Strongly agree	
		F	%	F	%	F	%	F	%	F	%
1	Show enthusiasm for the subject	26	33.3	16	20.5	--	--	22	28.2	14	17.9
2	React with you with full of happy and smile	18	23.1	27	34.6	11	14.1	10	12.8	12	15.4
3	Provides interesting learning activities	15	19.2	16	20.5	13	16.6	17	21.8	17	21.8
4	Piqued students curiosity	19	24.4	10	12.8	15	19.2	20	25.6	14	17.9
5	Told students what they need to do improve	13	16.6	21	26.9	9	11.5	17	21.8	18	23.1

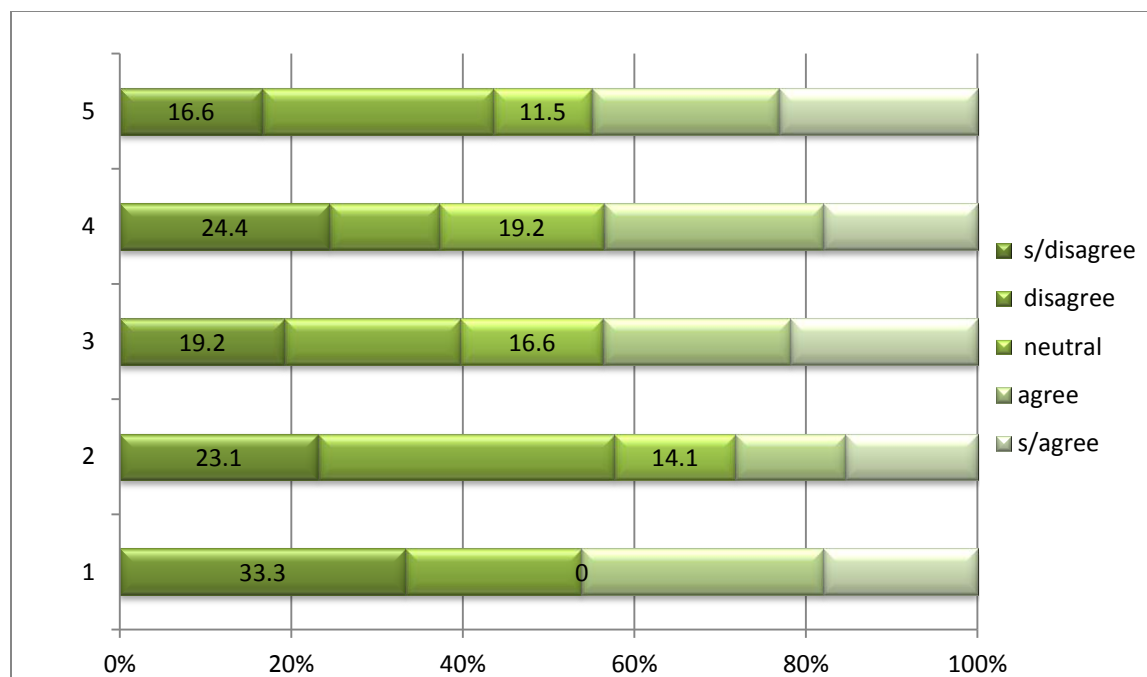


Fig 8: quantitative data analysis that are collected from students

As can be seen item 1 of table 10, 26(33.3%) of the respondent replied strongly disagreed i.e. physical education teachers didn't show enthusiasm for the subject. and others 16(20.5%) were disagreed, 22(28.9%) agreed, 14(17.9%) strongly agreed that P.E teachers show enthusiasm for the subject and no one respond neutral. This shows that as we have seen above those teachers of physical education who teach in the selected south bench woreda secondary schools did not have enthusiasm for their subjects. Similarly, had no concern about to make good student teacher relationships in teaching physical education for a better teaching learning process. From the above table 6 item 2 result show that 18(23.1%) of the respondent strongly disagreed, teachers do not react with students with full of happy and smiles, 27(34.6%) of the sampled suggests that disagreed, 11(14.1%) of them were said that neutral and 10(12.8%) and 12(15.4%) of the respondent agreed and disagreed respectively. from this data we can conclude that P.E teachers do not attract students towards them by showing good ethical characters, this could be a case less integration of teachers and students in teaching physical education. Item 3 of table 10 indicates that 15(19.2%) of the respondents strongly

disagreed, this shows teachers did not provide interesting learning practice in addition to this 16(20.5%) of respondents disagreed on teachers provide interesting learning practice. Whereas 13(16.6%) of the sampled populations were respond neutral. On the other hand, 17(21.8%) of them agree that teachers provide interesting learning practice and 17(21.8%) on the other side strongly agreed on that teachers provide interesting learning practice. This indicates that teachers did not have a care for the students leaning practice in case it diminishes the relations between students and physical education teachers in teaching physical education (p=0.000). As depicted in the table10 item 4, 19(24.4%) of the student respondents confirmed that strongly disagree, 10(12.8%) disagree, 15(19.2%) neutral, 20(25.6%) agree and 14(17.9) replied that strongly agree on teachers piqued students curiosity. As per the data collected from the respondents in table 10 item 5, 13(16.6%) strongly disagree about teachers told students what they need to do improve and disagree about 21(26.9%) of them. On the other hand 9(11.5%) responded neutral and 17(21.8%) agree, 18(23.1%) strongly agree on teachers told students what they need to do improve. This shows that teachers did not told students to improve what they need to do.in turn, it could be diminished the integration of students and P.E teachers.

Table11: quantitative data collected from students

No	Items	Strongly disagree		disagree		neutral		agree		Strongly agree	
		F	%	F	%	F	%	F	%	F	%
6	Always give positive response for you	23	29.5	16	20.5	11	14.1	15	19.2	13	16.6
7	Praise the students learning performance	12	15.4	22	28.2	8	10.3	19	24.4	17	21.8
8	Use expressions of courtesy in interactions with you	19	24.4	18	23.1	11	14.1	14	17.9	16	20.5
9	Touch students in a respectful, appropriate and friendly manner	25	32.1	15	19.2	10	12.8	18	23.1	10	12.8

Regarding the same table of item 6, the majority of the student respondents 23(29.5%) and 16(20.5%) were replied by strongly disagree and disagree respectively on that teachers were always give positive response for students. On the other hand 11(14.1%) states that neutral, 15(19.2%) and 13(16.6%) of the sampled populations respond agree and strongly disagree respectively. As we have seen the above data teachers were not give positive response for their students so this is a problem to gap the relationships of physical education teachers and students in teaching physical education.

Item 7 of table 11 is strongly disagreeing and disagrees by the majority of the student respondents that is 12(15.4%) and 22(28.2%) respectively. Similarly, 8(10.3%), 19(24.4%) and 17(21.8%) of the student respondents replied neutral, agree and strongly disagree respectively on that teachers praise students learning performance. As can be seen the above data, teachers didn't praise students learning performance during in teaching physical education. Regarding item 8 of table 11, 19(24.4%) of the respondents responded that strongly disagree on the asked questions which teachers use expressions of courtesy when they interacts with their students and 18(23.1%) also replied disagreed on the above statements whereas, 11(14.1%) of them respond that neutral and

14(17.9%) agreed, and the last 16(20.5%) of the selected sample replied that strongly agreed. This indicates that most of the students as showed, P.E teachers were not use expression of courtesy when they interact or react with their students. This tells as students and teachers have not used expressions of courtesy because of their weak relationships of each other. Concerning to item 9 of table 11, 25(32.1%), 15(19.2%) respond strongly disagree and disagree respectively whereas, 10(12.8%), 18(23.1%) and 10(12.8%) respond that neutral, agree and strongly agree respectively. In this data, the majority of the selected sample students indicate that P.E teachers didn't touch students in a respectful, appropriate and friendly manner. Table 12: quantitative data collected from students

No	Item	Strongly disagree		disagree		neutral		agree		Strongly agree	
		F	%	F	%	F	%	F	%	F	%
10	Stop a student's misbehavior in a calm & courteous manner	17	21.8	16	20.5	14	17.9	15	19.2	16	20.5
11	Motivating students	13	16.6	12	15.4	10	12.8	20	25.6	23	29.5
12	Recognize and accept students feeling in a non-evaluative manner	18	23.1	15	19.2	12	15.4	16	20.5	17	21.8
13	Cared about your feelings	13	16.6	15	19.2	14	17.9	22	28.2	14	17.9

Based on the above table, item 10 shows that, 17(21.8%) strongly disagree on that teachers stop students misbehavior in a calm or courteous manner and 16(20.5%) of the sample disagree. On the other hand 14(17.9%) said that neutral, 15(19.2%) respond agree and the last 16(20.5%) strongly agree for the above statement. As we seen, most of the respondents for the given question replied that strongly agree and disagree as

equal. This indicates teachers did not stop student's misbehavior in a calm or courteous manner.

From table 12 item 11 above, participants of the research were asked to show their agreement levels on teachers motivate students during in teaching physical education. Based on this 13(16.6%) strongly disagree, 12(15.4%) disagree, 10(12.8%) neutral, 20(25.6%) agree and the rest 23(29.5%) confirms strongly agree. This indicates that teachers motivate students during in teaching physical education class. Regarding in teachers recognition and acceptance of students feeling in a non-evaluative manner 18(23.1%) of the respondent strongly disagree, 15(19.2%) were disagree, 12(15.4%) respond neutral and the rest 16(20.5%) and 12(21.8%) decided agreement and strongly agreement. This shows teachers could not recognize and accept students feeling in a non-evaluative manner.

Concerning about item 13 table 12, 13(16.6%) responded strongly disagree on that teachers cared students feeling, 15(19.2%) on this, respond disagree, 14(17.9%) said neutral, 22(28.2%) agrees on teachers were cared students feeling and the last 14(17.9%) of the sample populations strongly agree about students feeling cared by teachers. As could be seen this data P.E teachers cared the feeling of students in teaching leaning process of physical education class.

Interpretation and analysis of questionnaires concerned to the relationships of students with teachers in teaching physical education

Table 13: quantitative data analysis collected from students

No	Items	Strongly disagree		disagree		Neutral		Agree		Strongly agree	
		F	%	F	%	F	%	F	%	F	%
1	My teachers share affectionate, warm relationship with me	24	30.8	16	20.5	12	15.4	15	19.2	11	14.1
2	I seek comfort from my teachers when feel bad	18	23.1	20	25.6	12	15.4	13	16.6	15	19.2

Regarding to item 1 table 13 the majority of students respondents 24(30.8%) strongly disagreed students were not share affectionate, warm relationship with their teachers This shows that they did not affection and warm with their teachers that affect the relationship between teachers and students and 16(20.5%) of them disagreed on this, 12(15.4%) were neutral, 15(19.2%) agreed about students are share affectionate, warm relationship with their teacher and the last 11(14.1%) replied strongly agree on the given questionnaire.

Concerning to the second item, 18(23.1%) of them strongly disagreed and 20(25.6%) disagree, students did not seek comfort from their teachers when they feel bad rather 13(16.6%) and 15(19.2%) of the sampled student agreed and strongly agreed at about students seek comfort from their teachers when they feel bad respectively, and the rest of the respondent of 12(15.4%) were neutral.

Table14: quantitative data collected from students

No	Item	Strongly disagree		Disagree		neutral		agree		Strongly agree	
		F	%	F	%	F	%	F	%	F	%
3	My teachers helps me to do a good job in my school life	15	19.2	13	16.6	12	15.4	20	25.6	18	23.1
4	My teachers values their relationship with me	22	28.2	11	14.1	17	21.8	13	16.6	15	19.2
5	I react strongly with my teachers	23	29.5	15	19.2	10	12.8	12.	15.4	18	23.1

As can be seen from the table above, item number 3 informs that 15(19.2%) strongly disagreed, 13(16.6%) disagreed and 12(15.4%) neutral whereas 20(25.6%) 18(23.1%) agreed and strongly disagreed that teachers help students to do a good job in their school life. On the other hand some of the respondents strongly disagreed to this statement. This implies that teachers help students to do good jobs in throughout their school life time indicate that there are more or less relationships between teachers and students.

According to table 14 item 4 22(28.2) of the respondent strongly disagreed that teachers didn't give values their relationship with students whereas 11(14.1%) were also disagreed and 17(21.8%) of them were neutral and the rest 13(16.6%) and 15(19.2%) agreed and strongly agreed about this questionnaire. This indicates as most of the students suggested, we can conclude teachers were not given values their relationships with their students.

Concerning to item 5 table 14 23(29.5%) of the respondents strongly disagreed, 15(19.2%) disagreed, 10(12.8%) neutral, 12(15.4%) agreed and the rest 18(23.1%)

strongly agreed. From this information above in general students did not react strongly with their teachers. This shows that teacher student relationship mostly affected as indicated in the above data of the respondent.

Table 15: quantitative data collected from students

No	Items	Strongly disagree		Disagree		Neutral		agree		Strongly agree	
		F	%	F	%	F	%	F	%	F	%
6	My teachers easily become angry with me	13	16.6	15	19.2	10	12.2	24	30.8	16	20.5
7	When I apply misbehavior, my teachers respond well to my look	21	26.9	21	26.9	12	15.4	11	14.1	13	16.6
8	I clearly express my feelings to my teachers	11	14.1	15	19.2	11	14.1	21	26.9	20	25.6

According to the collected data for the question shown in table 15 item 6, 13(16.6%) of sample respondent strongly disagreed that their teacher were not easily become angry, 15(19.2%) of the sample respondents assured that teachers were became angry with their students. Contrary, students were asked about the status of their relationship with their teachers. For this, 24(30.8%) of respondents agreed that their relationship with their teacher is low. The last 16(20.5%) of the respondent shows strongly agreed to that their P.E teachers were became angry with them. This indicated that most of the students of the respondent argue that teachers were anger on the students this would declines the successful teacher student relationship in teaching physical education as shown in the table above.

From the above table 15 items 7, students were asked about when they miss behave and the teachers response. For this 21(26.9%) of the respondents strongly disagreed that

teachers did not look students when they misbehave in the school. 21(26.9%) of the respondent disagreed whereas 11(14.1%) replied that and agreed 13(16.6) strongly agreed. Based on this information students misbehave and the teacher looks well there. This also indirectly affects the relationship between teachers and students in teaching physical education because of the more the students and teachers less management skill, the more the relationship between them decreased.

Regarding to table 15 item 8, 11((14.1%) of students were strongly disagreed said we are not clearly expressed our feelings to our teacher and 15(19.2) disagreed for the given question, 11(14.1%) of them were neutral on the other hand 21(26.9%) agreed and 20(25.6%) strongly agreed they express their feelings to their teacher. according to the above data this indicates that the current relationships between teachers behavior and students in teaching physical education is high.

Table 16: qualitative data analysis collected from students

No	Items	Strongly disagree		Disagree		Neutral		Agree		Strongly agree	
		F	%	F	%	F	%	F	%	F	%
9	My teacher openly shares their feelings and experience with me	17	21.8	14	17.9	9	11.5	19	24.4	19	24.4
10	My teachers treat me when I am in bad mood	24	30.8	15	19.2	1 2	15.4	15	19.2	12	15.4
11	My teachers interaction with me make feel effective and confident	16	20.5	18	23.1	1 3	16.6	14	17.9	17	21.8

As shown in the above table 16 items 9, 17(21.8%) of respondent strongly disagreed P.E teachers were not openly shares their feelings and experience with their students and 14(17.9%) also disagreed 9(11.5%) of the respondent neutral 19(24.4%) agreed and similarly 19(24.4%) of them strongly agreed to that P.E teachers were openly shares their feelings and experience with students. Based on this indicates that teachers were openly share their feelings and experiences during in teaching physical education that increases student -teacher relationship protocols as shown in item 1 below. Regarding to item 10 table 16, 24(30.8%) of the respondents strongly disagreed about teachers treat students when they are in bad mood. 15(19.2%) of them disagreed and replied that teachers did not treat students when they are in bad mood. Whereas 12(15.4%) of the sampled respondents were responded neutral and the other 15(19.2%) and 12(15.4%) agree strongly disagreement d and strongly agreed respectively. From this analysis of data most of the students strongly disagreed to that teachers did not treat students when they are in a bad mood this indirectly affects the relationships of teachers and students in teaching physical education.

According to item 11 of table 16, 16(20.5), strongly disagreed, 18(23.3%) disagreed, 13(16.6%) neutral, 14(17.9%) agreed and the last 17(21.8%) strongly agreed to the question, teachers interact with students to make feel effective and confident. From this point of view most of the respondents strongly agreed to teachers interact with students make feel effective and confident.

Table 17: qualitative data collected from students

No	Items	Strongly disagree		Disagree		Neutral		Agree		Strongly agree	
		F	%	F	%	F	%	F	%	F	%
12	I feel hurt or embarrassed when teachers correct me	23	29.5	19	24.4	10	12.8	15	19.2	1	14.1
13	My teachers value their relationship with me	22	28.2%	17	21.8%	8	10.3%	13	16.6%	1	23.1%
14	I spontaneously share information about myself to my teacher	14	17.9%	20	25.6%	13	16.6%	17	21.8%	1	17.9%

According to Table 17 item 12, 23(29.5%) strongly disagreed, 19(24.4%) disagreed 10(12.8%), 15(19.2%) agreed and the last 11(14.1%) strongly agreed. From this data as we have seen above most of the students strongly agreed for those students did not feel hurt or embarrassed when teachers correct students. This shows that the relationship between teachers and students were not good. According to item 13 table 17, 22(28.2%) strongly agreed, 17(21.8%), disagreed 8(10.3%) neutral and 13(16.6%) and 18(23.1%) agree and strongly agree respectively. This indicates that teachers did not give values their relationship with their student.

Item 14 shows that 14(17.9%) strongly disagreed that students spontaneously share information.

Table 18: presents the correlation Matrix for the entire variable in the study

A two tailed person product bivariate was conducted to determine if a correlation existed between the behavior of teacher and student and their relationships.

Independent variable			M	SD	Cronbach A.	Correlation	
						1	2
						1	2
Independent variable	1	Behavior of teachers in school	4.69	0.85	0.72		
	2	Behavior of students in school	4.08	1.03	0.78	.45**	
Dependent variable	3	Teacher-student relationships in P.E	4.14	1.01	.80	.57**	.38*

** Correlation is significant at 0.001 levels (2 tailed)

** Correlation is significant at 0.05 levels (2 tailed)

Table 18 presents the correlation matrix for all of the variables in the study. As indicated in this table teacher- student relationships in physical education was strongly correlated with behavior of teachers in school ($r = .57$) and with the behavior of students ($r = .38$). Whereas behavior of students in school positively correlated with behavior of teachers in school ($r = .45$).

4.2 School principals Interview analysis

In this section, the 6 respondents were interviewed. For each school principals interview questions (Qs) were provided each of which have to do with their perception towards the status of relationship behaviors between teachers behavior and students in teaching physical education. In addition to this, they were asked to state the perception of teachers and students towards teaching and learning of physical education as well as the conditions of school environment. All principals who participated in the interview agreed that students and teachers are not regularly exhibits closeness, warmth and positivity. This in turn, not only influenced academic achievement but also it doesn't create an enjoyable learning environment. Supporting this fact one of the six respondents said, teacher and students do not establish strong and positive relationship between them, it is important to note that negative communication between teacher & student have been reduced the relationship building components to a good teacher student relationships.

Some others also emphasize that relationship building is the cornerstone of good classroom management. But, in case of our school, the status of the relationship between teachers and students is not moderate. To this teachers must find a way to build rapport with their students, so that classroom disruption becomes a minor occurrence, rather than the driving force within the very fiber of the classroom. Another one respondent suggested as follow: normally teachers have not an important role and effect on students in many aspects as such, does not build supportive relationships with their students, and students didn't feel more motivated and engaged in the learning process and can't create good classroom environment.

One of the interviewee of them forwarded his view as; most of the physical education teacher's displays very sever behavior on students and in schools. This leads fear on the student and unable to communicate with their teachers freely so as decrease the quality of relationship between teacher and student. Whereas another interviewee suggested that teachers who teach physical education in the selected

schools are all have behavior problems. The school principal interviewee agreed that, the approaches of students towards their physical education teacher are likely less in school. They fully believed that most of the students in the selected schools did not integrate well with their P.E teacher due to the fact that, the more aggressive behavior of teachers the greater the students fearing is there.

From this one can conclude teachers were not exposed to modify effective educational process of physical education and integrations with their students to a better teaching learning environment.

4.3. Interpretation and analysis of data obtained from observation checklist

During the observation time, there is no quality relationship exhibited between teacher and student. Most of the teachers are autocratic, creates a stormy and passive emotional climate within or outside the classroom; and those who choose to be laissez-faire are doing nothing more than playing lip service to the principles of teaching. Durojaye (2000) observed that classroom relationship is a large extent determined by the kind of relationships operating between the teacher and the students in the classroom. The kind of relationship in the classroom is, therefore, in turn determined by the kind of teacher in the classroom. The researcher has been observed in the schools, a little student respects their physical education teachers but, most of the students did not respect those P.E teachers. Similarly, teachers were not respecting the students. Some teachers try to motivate students during in teaching physical education to be active participator and to have a good ethical behavior. But, others were not interested to motivate the students to participate. At the observation time the researcher observed that most students didn't participate in the class because of, teachers not encouraged students during in teaching physical education Even if it is not easily observable to understand interests but during the observation time the researcher observed that Most of the students not interested to participate in the teaching learning process of physical education.

Even if some P.E teachers were try to aware to perform the expected learning strategies effectively, but most students were not interested to follow the exact learning strategies in

teaching of physical education. The researcher critically observed that, some P.E teachers in each selected school for the study, as much as possibility try to attract the students in order to make excellence relationship with their student. For example, they show the students as they are with their as a friend to the students. But, most of the teachers didn't want to initiate the students to go with in a good relationship with their students.

During the observation time the researcher observed that all physical education teachers were severely anger against students. This is because; P.E teachers assumed them as strong, better, self-efficiency than others in academic and other aspects.

As the researcher observed in the schools of the study area, not all but some teacher's advice students to be achieved the expected learning requirements/ goal. Students mentioned that Teachers were not give positive response for their students so this is a problem to gap the relationships of physical education teachers and students in teaching physical education

4.4 Discussion

In this study, the teacher's behavior their relationships with their students with regard to the high school students in the classroom setting was defined. Despite ongoing debates about whether and how many teachers make a difference in teaching physical education relative to a host of other factors assumedly affecting student-teacher relationships. (Wang, haertel &Walberg, 1993), and whether particular behaviors of teachers can be systematically and causally linked to influence student's psychology of learning's in physical education. (Scriven, 1990), the results of this study well document that the most visual behaviors of P.E teachers and students in teaching physical education in those selected secondary schools of the study is P.E teachers showed sever images in front of their students and consequently students exhibit psychological fear when they join with their physical education teacher.as a result of this there is a gap between P.E teachers and students in teaching physical education in those selected south bench woreda secondary schools.

Physical educators have been called up on to meet the diverse needs of their students with carrying and compassion (Irwin, Simons &Kerr, 2003) and Guacos (1997) explored physical education teachers and students concept of relationships as loving, respecting being nice to each other. In contrary this, in the sample secondary schools of south bench woreda, physical education teachers does not show ethical behavior or professional behaviors in front of their students rather most of physical education teachers were no voluntary to make good relationships with their in school physical education.

As indicated in the analysis part, of the data most of the students and teachers strongly disagreed to that teachers did not treat students when they are in a bad mood this indirectly affects the relationships of teachers and students and the effect of educational achievements of students in teaching physical education.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter summarizes the major findings of the study and draws conclusions on the base of findings. At the end, recommendations that are thought to be helpful to address the problems related with the issue forwarded.

5.1 SUMMARY

The main purpose of the current study was to look at a behavior of student-teacher relationships in the context of physical education in some selected south bench woreda secondary schools, examine teacher student relationships on education and how teacher and student behaviors affect educational outcomes. To meet the purpose of the study, the following basic research questions were raised.

1. What looks like teacher behaviors during in teaching and in academic working time?
2. What looks like student behaviors during in teaching and in academic working time?
3. How students possess their behavior in line with a teacher in teaching P.E?
4. Do the teacher student relationship is good throughout academic working time

In order to answer the above question, data was collected, through questionnaire semi structured interview and observation checklist. The study was conducted in the governmental secondary schools found in bench shako zone south bench woreda, SNNPR. The sample of the study was selected by using proportional stratified random sampling and to some extent purposive sampling technique. Three secondary schools were purposively selected; 78 sample students, 7 P.E teachers and 6 school principals were selected using by purposive sampling technique. The data was collected from these data source by using three tools such as observation, questionnaire for teacher and student and interview for school principals. Finally document analysis from minutes was succeeding.

After collecting the data by using the above mentioned tools both quantitative data analysis method were employed in order to arrive at the results. The data that was collected through interview and observation were analyzed using qualitative descriptions of responses and events. Whereas, the data that was collected through closed ended questionnaires were analyzed quantitatively using frequency and percentage. The quantitative data obtained through questionnaires was analyzed and interpreted by using SPSS version 25.

The students mentioned Some P.E teachers in each selected school for the study, as much as possibility tries to attract the students in order to make excellence relationship with their student. For example, they show the students as they are with their as a friend to the students. But, most of the teachers didn't want to initiate the students to go with in a good relationship with their students on the other hand; most teachers put the idea that students are not respecting their teachers the reason behind that as they indicate teachers are not interested to build relationships with their students in school.

5.2 CONCLUSIONS

Based on the major findings of the study, the following conclusions have been drawn. The basic motive of the study is to look at a behavior of student-teacher relationships in the context of physical education in some selected south bench woreda secondary schools, examine teacher student relationships on education and how teacher and student behaviors affect educational outcomes. The participants of the study examine the status of the relationship behaviors of teachers and students. For example they suggest, rather than focusing on the subject of physical education, most of the students focus on other subjects. This extremely declines the behaviors and relationship between teachers and students

According to this study, students and teachers are not regularly exhibits closeness, warmth and positivity. This in turn affects not only influence academic achievement of students but also it doesn't create an enjoyable learning environment for P.E teachers and students. Supporting this fact teacher and students do not establish strong and positive relationship between them, it is important to note that rather than focusing on the subject of physical education, most of the students focus on other subjects. This extremely declines the behaviors and relationship between teachers and students. Teacher & student have been reduced the relationship building components to a good teacher student relationships.

Moreover, because of fear, of students, and aggressive behavior of teachers those are other major problems of students to make good relationship with physical education teachers, in addition to this; teachers were not give positive response for their students so this is a problem to gap the relationships of physical education teachers and students in teaching physical education in those study area. Besides this, there are no common understanding issues between them to in reach the quality of relationship between them.

The result of the study also showed that, students were not respecting their teachers the reason behind that as they indicate; students are not properly punished when they violate a school rule. Due to this fact the relationship between physical education teachers and students becomes low..

The teacher student relationship does not contribute to students' academic success in case of the selected schools from south bench region. Physical education teachers who teach in the selected south bench woreda secondary schools did not have enthusiasm for their subjects. Similarly, had no concern about to make good student teacher relationships in teaching physical education for a better teaching learning process.

5.3 RECOMENDATIONS

Based on the findings and conclusions made above the researcher forwarded

Suggestions to problems for relationship between teacher behaviors and student in some selected secondary and preparatory schools of south bench woreda

- ✓ The concerned body should meet the P.E teacher and students together to discuss about building relationship between teacher and student and the overall academic learning of physical education. This is also one factor in order to minimize the behaviors of relationship between P.E teacher and student.
- ✓ The school did not create the any opportunity which let students and teachers practiced ethical behaviors in school. There is no guidance body in the school when they psychologically feel by any disturbance.
- ✓ The physical education teachers should be devoted their extra time for professional support to their student and they should press their demand to upgrade the status of their behavior in school.
- ✓ The school administration or management bodies should be aware of the challenges facing between the teacher and student and take appropriate measures to address them.
- ✓ Like other academics for better teaching learning process of physical educations the school should work on not on teacher and student behavior, not only teachers and students behavior but also fulfill the necessary requirements of teachers and students unless they are not willing to respect each other.
- ✓ Whenever possible physical education teachers should try to manage themselves and their students appropriately to create conducive teaching learning environment in solving the current behavior problems of teachers and student.
- ✓ The school should organized and arrange all program concerning to upgrade the status of the relationship of teachers and students in teaching physical education.

- ✓ School administrators and the concerned management bodies should work cooperatively for better student teacher relationship. That means the school should let the management bodies to know the problems of the teacher and student there by those problems will be solved cooperatively.
- ✓ The physical education teachers should be work hand in hand with their students to shape the behavior of students and to help students academically success.
- ✓ Students should be ethical throughout the academic year and they must exercise good behavior in school.

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

Questionnaire to be field by physical education teachers which reflects status of student behavior with regard to physical education teachers.

General information

- ✓ The purpose of this questionnaire is to collect information on the relationship between teachers and students in teaching physical education in selected south bench woreda secondary school. Hence, you are kindly requested to give genuine and full response for all questions. Please do not mention your identity in any part of this questionnaire and choose your answer by putting ‘a right’ mark on the box provided.

Thank you for your cooperation

Part –one

Personal information

1. Place of work _____
2. Sex: male female
3. Age: 18-22 23-25 26-30 33-37 above 37
4. Qualification: diploma degree masters Phd
5. Year of service: 1-5 6- 10 11-15 16-20
21& above
6. The grades you are currently teaching: grade 9th grade 10th

Part two

Questions

II. For the following questions show your answer by putting a “right “ mark in the box.

1. How do you get the behavior of students in your class?

Very good Good average not good

2. How is the relationship of teachers and students in school ?

Very low low high very high

3. How often students disturb in the class?

Always sometimes rarely never

4. How often does a student respect physical education teacher?

Always sometimes rarely never

5. How do you link the attitude of student towards their P.E teacher?

Negative positive somewhat negative and positive

6. How do you rate interest of students to learn P.E class?

High very high low very low

7. Does a student obey/respect the rules of the school?

Yes No

8. Does a student actively participate in the class?

Yes No

9. Does a student fear P.E teachers?

Yes No

5. How do you measure the degree of approach between students & with their P.E teacher?

High very high low very low
average

6. How do you rate your current relationships with your students in school?

High very high average low very low

12. Do your students give appropriate respect for you in school or outside the school?

Yes No

7. How often do you give feedback to students about their classroom performance?

Always sometimes never rarely

8. Do you praise students learning performance?

Yes No

9. How do you rate your attitudes towards your professions?

Very high high average very low low

Part- three

Dear teachers

This questionnaire is prepared as part of a study investigating student's relationship behaviors in school and in specific class hour with teachers. Your answer will not be used to grade you or criticize you. There are no correct answers for the expressions below. This is why, we kindly ask you to read all the questions carefully and choose the best option that suits your perspective.

Please use the scale below to answer the question:

1. I strongly disagree
2. I disagree
3. Neutral
4. I agree
5. I strongly agree
- 6.

Table:1 questionnaires for P.E teachers teacher

	Students	I strongly disagree	I disagree	Neutral	I agree	I strongly agree
1	Reacts with you with full of happy and smiles					
2	Reacts with you with full of happy and smiles					
3	Perform a given task on their own way effectively					
4	Ask questions, give compliments or make statements related to their personal interest or experience					
5	Are working together cooperatively in groups					
6	Implement your instructions effectively					
7	Always give positive response for you					
8	Talking with more freedom of expression with you					
9	My relationship with students is more positive throughout the school year					
10	Felt a lot of closeness and intimacy when they are with you					
11	Lies you as much as other teachers					
12	Students treated each other in class with respect					
13	They use different opportunities as a means to have good relationship with you					

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

Questionnaires be field by grade 9th, 10th and 11th students which reflects status of physical education teachers with regard to students

General information

The purpose of this questionnaire is to collect information on the relationship between teachers and students in teaching physical education in selected south bench woreda secondary school. Hence, you are kindly requested to give genuine and full response for all questions. Please do not mention your identity in any part of this questionnaire and choose your answer by putting a ‘right’ mark on the box provided.

Thank you for your cooperation

Part one

Personal information

Place of learning _____

Sex: male female

Age: 14 -18 19-22 23-25 21-22 23-25 above 25

The grades you are learning: grade 9th grad 10th

Part two

Dear student

The following questions reflect problems for relationship between teachers and students during in teaching physical education. The collection this data is solely for academic and research purpose. Your honest and accurate will be greatly appreciated by the researcher in conducting this research it will be of great help if you answer all the questions as indicated. For each

question tick the one response which best represents your opinion. If you have any comments to add please do not hesitate to do so your suggestions on the questionnaire will be of great help.

The researcher

1. How do you get the behavior of your physical education teacher in school?
Very good good average not good
2. How do you evaluate your physical education teacher behaviors in school?
Aggressive polite somewhat aggressive and polite unclear
3. Do teachers affect the academic performance of their students?
Yes No
4. Does a teacher always give positive response for you?
Yes No
5. Do you think that physical education teachers have professional ethics?
Negative Positive somewhat negative and positive
6. How do you think the attitude of teachers towards their student?
Yes No
7. Does your teacher open an opportunity to you to make good relationship with him?
Very high high average very low low
8. How do you rate interest of teachers towards teaching physical education?
Yes No
9. Does a P.E teacher provide an interesting teaching in class for you?
Yes No
10. Does the behavior of your P.E teacher conducive for you
Yes No
11. Do teachers touch students in a respectful, appropriate and friendly manner?
Yes No
12. Does a teacher motivate you to be success in academically?
Yes No
13. Does your teachers teaching methodology helps for a better relationship with you?
Yes No

14. Do you think that lack of educational materials affect the relationship between teachers and students? Yes No

15. Does the current teacher student relationship manifestation lead to affect learning? Yes No

16. Is teacher student relationship is good? Yes No

17. Do you think that physical education teachers have professional ethics? Yes No

Part –three

Dear students

This questionnaire is prepared as part of a study investigating teacher's relationship behaviors in school and in specific class hour with students. Your answers will not be used to grade you or criticize you. There are not correct answers for the expression below. This is why, we kindly asked you to read all the questions carefully and choose the best option that suits your perspective.

Please use the scale below to answer the question

- 1 I strongly disagree
- 2 I disagree
- 3 Neutral
- 4 I agree
- 5 I strongly agree

Table: 2 questionnaires for students

	Teachers	I strongly disagree	I disagree	Neutral	I agree	I strongly agree
1	Show enthusiasm for the subject					
2	React with you with full of happy and smile					
3	Provides interesting learning activities					
4	Piqued students curiosity					
5	Told students what they need to do improve					
6	Always give positive response for you					
7	Praise the students learning performance					
8	Use expressions of courtesy in interactions with you					
9	Touch students in a respectful, appropriate and friendly manner					
10	Stop a student's misbehavior in a calm & courteous manner					
11	Motivating students					
12	Recognize and accept students feeling in a non-evaluative manner					
13	Cared about your feelings					

APPENDIX- C

Interview

Time of interview _____ date_____

Place_____

Interviewer_____

Interviewee_____

Interview questions

1. What mechanisms do you take to create a good relationship between teachers and students as you a school principal?
2. Is that you celebrate student success?
3. Is P.E teachers show disruptive behavior on the student and in the school?
4. What like the approach of students towards their physical education teachers?
5. Does the classroom culture is better for executing P.E teaching learning process?
6. How do you perceive or evaluate both the behavior of teachers and students in your school?
7. Do you think that the teacher student relationships in your school contribute to students' academic success?
8. Is the teaching methodology used by physical education teachers has a significance role for moderate teacher student relationships?
9. Do you think that is their conductive school environment in your school?
10. In what degree teacher student relationships in your school contributes to have conductive school environment

APENDIX- D

Table 3: Observation checklist

NO	Items	alternative	
		Yes	No
1	Is there a quality of inter relationship between a student and teacher?		
2	Does a student respects a teacher and vice versa?		
3	Does a teacher motivate students?		
4	Do students actively participate in class in teaching P.E?		
5	Does a student have good interest/motivation during in teaching physical education?		
6	Does a student follow appropriate learning strategies?		
7	Does a teacher attract students by any means?		
8	Does a teacher anger on a student when they make a mistake		
9	Does a teacher told a student to be achieve the expected learning requirements/ goal?		
10	Does a teacher advise a student to encourage their learning and adhere good ethics in the school?		