



**A THESIS SUBMITTED TO THE SCHOOL OF GRADUATE STUDIES
OF ADDIS ABABA UNIVERSITY FACULTY OF LIFE SCIENCE IN
PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR MASTER
IN SPORT SCIENCE.**

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***THE CHALLENGES AND THE CURRENT PROSPECTS
OF TEACHING PHYSICAL EDUCATION IN
ARBAMINICH SECONDARY SCHOOLS***

**MAY, 2012
ADDIS ABABA**

Acknowledgement

My professional life and work have been influenced by a number of bright and caring people who took the time to share with me their own insights and experience, and who cared enough about me to offer their honest and sincere criticisms. So that: First of all I would like to thank Almighty God for the success of all my works. And I would like to give heartfelt thanks to my advisor Ass/ Professor Mebratu Belay for his insightful and constructive suggestions, patience, as well as guidance in thesis writing. In the same way I thank the department head of sport science, Dr.Bezabih Wolde, for his unlimited support, idea sharing in the completion of this thesis. Had it not been their unreserved help, this thesis would not have come to its completion.

I extend my special thanks to my wife Tsehay Eyasu, my daughters Bezayit Tadesse & Tsiyon Tadesse who devoted their time and energy for my success in life and academic career. Again I would like to express my deepest gratitude to Ato Seriff Kelil & Minase Abera for their advice, encouragement, moral & technical support for this Thesis.

To accomplish this thesis, I have got support from different concerned bodies in and out of the university. Outside the university my gratitude goes to Abaya secondary school, Chamo secondary school and Arbaminch preparatory and secondary school administrators, physical education subject teachers, and for the students' who are participated in the research work. Lastly, I would like to thank AMCTE library service and computer room for their cooperation in the completion of this paper.

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Acronyms / Abbreviations

- ICSSPE: International Council for Sport Science and Physical Education
- IOC: International Olympic Committee
- UNESCO: United Nations Educational Scientific and Cultural Organization
- WHO: World Health Organization
- PESSCL: Physical Education, School Sport and Clubs Links
- CPD: Continuous Professional Development
- APE: Adapted Physical Education
- CSHP: Coordinated School Health Program
- MOE: Ministry of Education
- FMOE: Federal Ministry of Education

Abstract

The main purpose of this study was to assess the challenges and current prospect of physical education in secondary schools of Arbaminch. The sample consisted of 446 students and 10 physical education teachers' drawn from the three high schools.

Regarding sampling technique, students were selected from each sample schools by using simple random sampling technique. Physical education teachers were selected on the basses of availability of sampling technique.

The research methodology employed in the study was a descriptive survey. Questionnaires were the major data gathering instruments used in the study. Interview and observation were supportive data gathering instruments. Percentage and frequency count were used to analyze and interpret the data.

The results showed that students level of participation in physical education class and in different sport is low, disability issues are not considered in high schools' curriculum to give chance for special need students; students' and school administrators' attitude towards physical education were low, instructional materials and facilities were inadequate, the allotted time to physical education was not enough, physical education was not considered as basic subject, physical education teachers were not competent to teach physical education, and large class size based on the findings, recommendation was made towards the curriculum to minimize the existing problem.

According to this, physical education teachers should encourage students to participate, schools and community together should strive to fulfill instructional materials and facilities, creating awareness on schools and students about physical education.

The concerned body at the Arbaminch Kentiba level should plan to build additional classes for secondary schools to give solution for large class size, providing in-service training opportunity to those physical education teachers who are not competent to teach special need and regular physical education students and others to solve the identified problems as recommended.

CHAPTER ONE

Introduction

1.1. Background of the Study

Education is the process through which students acquire knowledge, develop skill, change in behavior and shape personality .In addition to this education is an essential and basic investment since it results is in the form of human resource development, which return contributes the total aspects of country's development.

To bring country's development learners have to follow each curricular instruction on the walls of the school. Through each instructional subject, responsible and ethically matured human resource will be produced. Since the final goal in the study of each instruction is to achieve the objectives of the curriculum (MOE: 1999: 2).

Physical education in schools is obviously one important setting for achieving the goals of a healthy life style. Recognizing this U.S. congress passed House concurrent resolution 97 in 1987, calling for high quality daily physical education in schools. The fact is, however, few students participate in daily physical education, and there is other considerable question about the quality of what is done in physical education classes. (Teaching and curriculum strategies for grade 5-12 Siedentop, Charles, and Andrew Taggert, 2001). Since one primary of education is to prepare students to be productive members of the society, attention must be given to physical education to improve health and welfare of the students (Wuest and Bucher, 1995).

In order to fulfill the objectives of physical education as well as other educations, curriculum should be designed based on students need and relates their life. All aspects of educational structure derive a particular policy from the nature and needs of pupils.

Learning can take place only as it is meaningful to learning. To be effective, therefore, secondary educations physical education programs must be based up on understanding of the general nature of needs' abilities and behavior specific characteristics of the students which the secondary schools serves, and ways in which physical education uniquely contributes the growth and development of students (Knapp & Hagman,1953). Preparation

and developments of curriculum should be seen in the light of what has been done to include the interests, needs and educational back ground of the students and their level of performance, the content of the curriculum should be appropriate to the knowledge level of the learners.

One of the roles of physical educators in school is to modify and prepare activities that suit to their students' interest and abilities, regarding to this Wuest and Bucher, (1995) states that one of the primary goal of physical education educators teaching at the secondary school level is to socialize students in to the role of participant in physical activities suited to their needs and interests. (Pangrazi and Darst (2006) states that "the most important goal of secondary school physical education program should be to help youngsters to incorporate some form of physical activity into their life style".

High school physical education program is the primary venue achieving active life style. Their potential to contribute to the health goals in enormous, and in some schools, physical education is regarded as integral components of comprehensive school health program. These programs can reach the mission of students; can help them to develop skills, understandings and habits for a healthy lifestyle. Health policy reports call for daily, high quality physical education for all students K-12. high school physical education in addition to improvement in the students physical skills and well-being, the critical condition that it can make to his/her development is becoming more widely recommended and accepted in school psychological health and academic areas is becoming more widely recognize and accepted in most countries. But currently, in Ethiopia, physical education is not considered that much a significant subject. Since most high schools in Ethiopia, the time allotment reduced to one period per week, the number of students participating in daily education is declining and some researchers show that, daily participation in physical education by high school students decreased.

Physical education programs in high school have been criticized for declining student's fitness level, for failure to reach sport skills, for life times are serious and not bring addressed by professionals. School physical education program, also face constraints due to

budgetary problem, the time allotted to physical education is decreased (Wuest and Bucher, 1995).

As in elementary physical education, lack of time is a problem at the secondary level. Here however, the problem is somewhat different. Since the mid-1970s, many states have actually reduced the amount of time that the students are required to take physical education in the secondary schools?

Four year requirement in state such as California and Illinois have been reduced and in other states virtually eliminated. In some states, groups of concerned professionals have joined to defeat efforts to reduce the state requirement for secondary physical education .However, in the recent past, has there been an increase in the state mandated time for secondary school physical education. This does not mean high schools can not develop elective programs that go beyond any state requirement. In fact, some do! However, during periods in schools it is difficult to increase, and parents are concerned with issues such as science laboratories and computers, most secondary schools are unwilling to provide the resources necessary to support an elective program of physical education that goes beyond the requirement of the state law SeidenTop, 2001, P-275.

Many scholars argued that whatever it is the teachers are well qualified and trained with subject matter knowledge and methods of teaching it is impossible to meet the educational objectives without the interest and positive attitude of the school community.

1.2. Statements of the Problem

Physical education is defined as an educational process that uses physical activity as a means to help an individual acquire skills, fitness, knowledge, and attitudes that contribute to their optimal developments and well being. Conducive atmosphere and resources (material and human resources) are very important to run the teaching learning process in the schools. Curriculum implementation could be affected by many factors. These factors hinder the proper utilization of physical education in the school setting. The followings are among the many challenges for the normal functioning of curriculum in the school.

Well trained subject teachers should be available: the role of the teacher is crucial in implementation process, he/she must have the necessary knowledge, attitude and skill, Fullan & Profret (1977) noted for effective implementation process adequate training prior and essential.

The teachers, students and the community have to develop positive attitudes: Temechegn (2001) stress the fact that “a Quality curriculum will be meaning full if there are well qualified teachers with favorable attitudes to implement it.”

The school administrative bodies should give necessary support for teachers:-on their role of implementation McLaughlin (1978) notes that “Implementation is incredibly hard, and that successful implementation generally requires a combination of pressure and support by school administration” From the nature of the subject, physical education needs the support from the school administrative bodies and the other stock holders.

The availability of facilities and equipments: the effective classroom teaching needs adequate amount of facilities and equipment. With this regarded Vaspoor (1993) mentioned that poor material and facilities due to economic problem are the main bottleneck in the implementation of educational reform in developing countries.

The need for appropriate methods of teaching and evaluation techniques is crucial element to achieve the physical education objective. Lombardo (1994) noted that, “teachers who are determined to improve their teaching will benefit from employing a diversity of techniques to evaluate their own performance”.

Lack of education for students of all types (Inclusive):- School lesson has education for the students of all type to satisfy the need of all students.

Curriculum problem:- The reduction of time, and lack of national exam for physical education similar to other academic subjects should be improved to give direction for students future specialization.

The existence of the above listed and other important requirements is necessary to avoid the challenges of physical education. Therefore, taking the stated requirements into consideration, the researcher could have study in some selected sample secondary schools of Gamo Gofa Zone Arbaminch town (grade 9 &10). The study focuses on the challenges and prospective of physical education in Arbaminch town secondary schools having identified the problem, the study tried to answer the following basic questions.

1.2.1 Basic Questions

- 1) What are the major challenges that affect the teaching process and development of physical education in study area?
- 2) What is the present status of physical education with its challenges in Arbaminch town secondary schools?
- 3) How do physical education teachers and students view the present & future prospective of physical education in secondary schools?
- 4) What is the place for adapted physical education in the school and what are the attitudes of school community for disability issues?
- 5) What is the qualifications and number of physical education teachers in Arbaminch secondary schools?

1.3. Objectives of the Study

1.3.1. General Objective:

The general objective of the study focuses on investigating the challenges and prospects of physical education in Arbaminch town 3 secondary schools. Moreover, the study has the purpose of looking at the attitude of teachers, students and school communities towards physical education resources availability, utilization of teaching aids, use of varieties of teaching methods and considers Inclusive issues, etc.

13.1. Specific Objectives

This Study is intended to:

1. Show the status of physical education teaching in secondary schools.
2. Identify the major challenges that affects the quality teaching physical education
 - 2.1. Examine the availability and adequacy of instructional materials and facilities for physical education.
 - 2.2. Check teacher's competency, motivation, interest, knowledge of subject matter, pedagogical skills and evaluation mechanisms.
 - 2.3. Explore school administrators, students, parents, non physical education teachers to attitudes towards physical education.
 - 2.4. Examine the implementation of adapted physical education program in secondary schools.
 - 2.5. Evaluate Curriculum problems such as time allotments, PMOEs curriculum break downs to physical education in secondary schools at the national level and resources utilizations and etc.
 - 2.6. Check budget sources & utilization in secondary schools.
3. Describe the future prospects of physical education in secondary schools.
4. Recommend the possibility and solution of the investigated problems.
5. Give means as possible solutions for related problems in other secondary schools.

1.4. Significance of Study

All the educational objectives of learning are to meet the immediate and the ultimate needs of the students and the community. The achievement of the objectives depends up on the efficiency and the leaning process and the willingness of the learners. Even though best curriculum is planned, the intended out comes will be attained if and only if the plan could be translated in effective practice. Effective practice will be gained by giving motivation and supplying adequate (man power & material) resources. Therefore, the researcher believes that the results of the study will provide the following benefits.

- The research can help different stockholders should come up with solutions possible interventions and strategies.
- It may help policy makers and educational leaders to examine and evaluate the relevance of curriculum appropriateness to the grade level and review accordingly;
- And it may help in prioritizing the existing education problems so as to give emphasis and reduce problems and affect the quality of secondary physical education
- It will encourage other researchers to conduct research of the same topic.
- It can add to literature.

1.5. Delimitation of the Study

The study was delaminated to government schools and focuses on the challenges and prospects of teaching physical education in Arbaminch secondary schools. The external problems such as cultural, economical and climatic conditions and on the other hand internal problems such as school inputs like students' interest, teacher's competency, curriculum, school facilities, school managements, and the like. Thus, the study emphasizes competence of teachers, evaluation mechanisms, climatic conditions of the schools locations, teaching methodology, motivation, the appropriateness of curriculum in addition to disability issues.

1.6. Limitations of the study

Lack of reference materials such as books, and journals shortage of sufficient finances and time constraints are the major limitations. However, the researcher tried to show how to overcome these difficulties by using different mechanisms.

1.7. Operational Definition

- Physical: is refers to the human body and body characteristics such as muscular strength, muscular endurance & etc.
- Education: is broadly defined as ongoing process of learning that occurs throughout our life.
- Teaching: is the process by which teachers and students create shared environment including set of values and believes.
- Valid test: the results are appropriate and useful for making decisions about an aspect of students' achievement (gronlund and Linn, 1990).
- Test: is involves a series of questions with different item types.
- Evaluation: is the process of determining the value or worth of a program towards the ultimate goal of making decision through test and measurement.
- Learning: is the process of acquiring knowledge and skill by training.
- Methodology: refers the set of method. Methods mean way of doing things in the correct order.
- Continuous assessment: is assessment done formally and informally on a regular and continuous basis. It is integrated with instruction in order to improve learning help, shape and direct the teaching-learning process.
- Performance based objective: is used to set measurable & reasonable standards that describes the desired performance of the students.
- Observation: it is a technique of assessment of student practical work where the teacher watches the completion of a given task and assesses the process and the product. Open questions, rating scales and checklist may be used in assessment instruments of observation.

- Standardization: is the degree to which the assessment procedures and scoring rules have been fixed so that the same procedure occurs at different times and places. It implies uniformity of procedure in administering and scoring the test.
- Facilities: are responsible include outdoor facilities such as playground, pools, courts, and fields.
- Indoor facilities: are lockers, shower rooms, weight and exercise room, clipping walls and gymnasium.

1.8. Organization of the Study

This study is organized in five chapters, chapter one is about the problems and its approach, statement of the problems, research questions, objective of the study, significance of the study, delimitation of the study, limitation of the study, and definition of operational key terms. Chapter two is about review of related literatures. Chapter three deals about research design and methodology of the study and chapter four discusses about data presentation, analysis and interpretation. The last chapter five includes summary, conclusions and recommendations.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1. The current status of Physical Education in Schools World Wide, Technical Report for the World Health Organization.

Most secondary schools are suffering from lack of resources such as personal (trained man power),and material resources (equipments),facilities, shortage of books sport manuals, lack of attention for the subject, lack of appropriate physical education curriculum for each grade level and etc. And then, the research document is based on the review of related literatures those collected from the high schools of the different countries of the world In addition to that some literatures are referred from(Federal Ministry of Education) FMOEs research document and for individual researchers in the post graduate level. So that the related reviews are shown as follows.

A perceived decline in the position and presence of physical education in school curricula worldwide was apparent in some countries in the 1970s and 1980s. Subsequent manifestations of a deteriorating situation were evidenced by a number of conference themes, a range of journal articles reporting on the perilous position of physical education in schools, several international and national surveys, on-going analyses of national and international trends (see Hardman 1993, 1994, 1996, 1998a, 1998b, 1999) and a plethora of international agencies' and regional continental organizations' Position, Policy, Advocacy and Declaration Statements (refer Hardman and Marshall, 2000, pp.1-2). It is a matter of historical record that the widespread concerns, particularly in the 1990s, led to the International Council for Sport Science and Physical Education (ICSSPE) initiated (with International Olympic Committee (IOC) support), worldwide survey into the state and status of physical education in schools. One important outcome of this initiative was the World Summit on Physical Education 3-5 November 1999 in Berlin organized by ICSSPE with patronage and support from the IOC, United Nations Educational, Scientific and Cultural Organization (UNESCO) and the World Health Organization (WHO). The Berlin 'Summit' brought together policy makers, administrators, researchers and physical education

practitioners from around the world to share information on the Situation of, and case for, physical education in schools. The disseminated findings from the survey reaffirmed the perilous position of physical education revealed in earlier findings and brought a later UNESCO concessionary response that the principles of its 1978 International Charter had not filtered down into practice with physical education and sport not yet established as a national priority. Physical education was seen to have been pushed into a defensive position. It was suffering from decreasing curriculum time allocation, budgetary controls with inadequate financial, material and personnel resources; it had low subject status and esteem and was being ever more marginalized and undervalued by authorities. School physical education appeared to be under threat in all regions of the world. At best it seemed to occupy a tenuous place in the school curriculum: in many countries, it was not accepted on par with seemingly superior academic subjects concerned with developing a child's intellect. The survey formed the basis for establishing that indeed there was cause for considerable disquiet about the situation of physical education in schools across the world, and that, notwithstanding the difficulties and problems of collecting, interpreting and reporting on data from a broad sample and wide range of sources, there were common trends and issues, which were a source for serious concern. The survey pointed to inadequate watching briefs on what was happening (or not as the case may be) in physical education in many countries and also highlighted the need for more and better quality baseline data in each country.

The Physical Education World Summit culminated in the formulation of Action Agendas and an Appeal to UNESCO General Conference and the Ministers with responsibility for Physical Education and Sport (MINEPS III) meeting in Punta del Este, Uruguay (30 November - 3 December 1999). The so-called 'Berlin Agenda' called for governmental and ministerial action to implement policies for physical education as a human right for all children in recognition of its distinctive role in physical health, overall development and safe, supportive communities. Furthermore, in making the case for quality physical education, it called for investment in initial and in-service professional training and development for well-qualified educators and support for research to improve the effectiveness and quality of physical education. These were issues, which were repeated in an Appeal to the General Conference of UNESCO: the General Conference was urged to commit to developing strategies for effective implementation of and properly resourced

physical education programme, to mobilize inter-governmental and non-governmental organizations, public and private sectors to co-operate in the promotion and development of physical education and was requested to invite the Director General of UNESCO to submit the World PE Summit's Appeal to the MINEPS III meeting in Punta del Este, November 30-December 3, 1999. Subsequently, the MINEPS III Punta del Este Declaration endorsed the Berlin Agenda for Action and called upon member states to implement it through incorporation in school programs or, as a minimum, meeting with any legal requirements with respect to physical education programs in school curricula (refer Doll-Tepper and Scoretz, 2001). The Ministers reiterated the importance of physical education as an essential element and an integral part in the process of continuing education and human and social development, expressed concern that, in spite of the expansion of elite sport and sport for all programs in recent years, opportunities for 2 children to participate in physical education had been significantly curtailed and noted that the time required for physical education in schools was not being respected and was even being substantially reduced in many countries because of changing priorities. In essence, MINEPS III was acknowledging that member states were not wholly complying with the 1978 UNESCO Charter. A year after the publication of the World-wide Survey Final Report (Hardman and Marshall, 2000), a Council of Europe Committee for the Development of Sport (CDDS) 'Working Group of Experts' on Access of Children to Physical Education and Sport picked up the baton. The Working Group resolved to examine the situation of school physical education and sport in the member states of the Council of Europe with a view to providing informed recommendations for discussion and action at the Informal Meeting of Ministers responsible for Sport in Warsaw, Poland 12-13 September 2002. In the event, the ministerial Conclusions acknowledged a serious decline in the quality and the time allocated for teaching physical education and sport for children and young people in schools as well as inadequate opportunities to participate in recreational sport out of school." Additionally, they indicated a need to study ways in which the provision of physical education and sport can be improved in Council of Europe member countries for all children and young people, including those with disabilities. According to the Deputy Secretary- General of the Council of Europe in her Warsaw Informal Ministerial Meeting Opening Address "the crux of the issue is that there is too much of a gap between the promise and the reality" (De Boer-

Buquicchio, 2002, p.2). Section Two: Post-Berlin Developments Generally, since the Berlin Summit developments in school physical education policies and practices across the world have been diverse. Essentially, because the situation in economically under-developed and developing regions has changed little in the five years since the Berlin PE Summit and UNESCO Punta del Este Declaration in 1999, and whereas there have been significant developments in economically developed countries, this Section provides a overview of the relatively unchanged situation on the African and Indian Sub-Continent and a more detailed review of main features of developments in those continental regions and countries, where developments in school physical education have been more significant.

2.1.1 Africa

Shortage of facilities and adequately trained personnel are widely reported throughout the continent as are the peripheral value in the curriculum (regarded as non-educational, non-productive use of time, is treated as recreation/play time especially in primary schools) and inadequate monitory inspections in secondary schools (e.g. in Benin, Botswana and Uganda). Generally, priority is accorded to language and mathematics with even meager allocated physical education/sport resources often diverted to other subjects. In some countries (e.g. Botswana and Malawi) physical education for girls often suffers from optional status with many preferring not to take part, a situation, which is exacerbated by dearth of amenities such as changing rooms. In South Africa, physical education as a school subject no longer exists though it is a focus (physical development and movement) of the learning area “Life Orientation” along with health promotion, social development, personal development and orientation to the world of work foci in grades R-9 (General Education and Training Band) (Van Deventer, 2003).

The majority of African countries have either no or minimal provision for physical education for children with a disability. Typical is a Benin government official’s comment that his country does “not have any program, which deals with the physical education teaching to the disabilities”. In Botswana a Professor of Physical Education observes that “cultural beliefs and attitudes do not allow the handicapped to be exposed to free physical

activities and sports, for fear of their being injured or being ridiculed by their normal peers” but that “some of the courses offered at the Department of Physical Education to all grades of programs includes those on adapted Physical Education including the adapted sports”.

2.1.2. Asia

In many Indian and Pakistani schools, lack of qualified teachers and facilities, inadequate inspection, perception of physical education as a non-educational fun activity and inferiority to academic subjects, collectively contribute to either minimal provision or to not even being a feature of the curriculum. Girls are discouraged from participating in physical education clubs in many rural areas especially because of what it will do to their bodies (render them “unfeminine”). In Pakistan, cultural and religious constraints limit the scope of physical education for girls, who are not allowed to take part in sports and physical activities except within the four walls of the schools. In Vietnam, it is alleged that time allocation does not reach requirements, the physical education lesson is more likely to be cancelled than other subjects and teachers’ technique is poor. The Indian sub-continent generally has minimal provision for disabled students. In India, for example, a Physical Education Lecturer asserts “there is no special provision of physical education lesson of the students with disabilities in the school... The percentage of students with disabilities in the schools is very negligible”.

2.1.3. Central and Latin America Including the Caribbean

In the Bahamas and St. Vincent, physical education is viewed as play/fun time. It is often used as a class venue for disruptive or backward students. In Jamaica, it is regarded as a ‘Cinderella’ subject and/or as a waste of time. In the most Latin American countries, the most recent legislation has made physical education in elementary and middle schools (basic education) a compulsory curriculum subject, though timetable allocation, for which there are no legal prescriptions, is generally minimal or low. Despite the legislation on requirement, in most countries (Chile and Colombia are exceptions) there has been a decrease in the actual number of physical education classes.

Latin America and in some large cities at least, physical activities are being incorporated into people's individual cultures: gymnastic centers, beach and park sports practice, home condominiums' programs, and social clubs' activities etc. are testimony to the significant role of physical education in modern life.

2.1.4 Europe

Europe with its admixture of economically developed and developing countries, regions, various and different historical and socio-cultural settings, is a continental region, in which both diversity and congruence are evident. This sub-section addresses physical education across Europe by drawing from the Council of Europe CDDS commissioned survey of school physical education in member states and includes specific information on developments in the United Kingdom (specifically England and Scotland). The immediate following summary highlights the main findings of the CDDS survey (refer Hardman, 2002a and 2002b).

2.1.4.1 CDDS Survey Findings

2.1.4.1.1 Legal Status of School Physical Education

Legal requirements for physical education in schools are in place: physical education is an obligatory subject or is generally practiced in all member states for at least some part of the compulsory schooling years for both boys and girl

Required weekly/annual time allocation is around 6-7% of total curriculum time; the highest physical education time allocation occurs in the lower to upper middle phase of schooling (children aged 9-14); time allocation reduces with increasing age, especially in the upper secondary or final years of schooling, when it either becomes an optional subject or it disappears from the timetable

Recent educational reforms have not significantly affected the legal status of physical education but across Europe there have been reductions in physical education curriculum

timetable allocation especially in countries where curriculum responsibilities have been divested to schools

Actual implementation frequently does not meet with statutory (legal) obligations or expectations. Examinations in the subject vary from non-existent to annual but few countries have specific obligatory requirements

2.1.4.1.2. Physical Education/Sport Implementation and Subject Status

Physical education seems to have attained the same or a similar legal status as other subjects. The actual status of physical education in relation to other school subjects is perceived to be lower than that accorded within the legal framework; in short, legally it has similar status but in reality it does not.

The regard of physical education as a recreational, free play and non-productive educational activity and importance of academic subjects as stepping-stones to a successful future are European-wide features.

2.1.4.1.3. Pedagogical Issues: Curriculum Aims, Content, Monitoring and Equity

Despite developments in redefining purpose and function and a commitment to a healthy well-being focus in some countries, curriculum aims, themes and content are pervasively oriented towards sports-dominated programs, in which competitive activities have a significant role. Links with other school subjects are evident in over 50% of European countries. Mixed practices in monitoring physical education/sport programs are evident in some countries; they vary from regular to irregular or random or not defined.

The majority of countries consider that there is equality of opportunity for boys and girls in physical education often with legislative measures as the main means, supported by an array of pedagogical and didactical measures and human and material resources to ensure this; however, gender inequalities based in religious/cultural grounds, limited opportunities/range of activities for girls, male dominated or biased curricula and physical education classes and poorly qualified and uninformed teachers are evident.

Opportunities for disabled pupils in physical education seem to be increasing but there are regional variations: in central and eastern Europe the level of integration is considerably lower than the rest of Europe. Problems in realizing integration embrace: the lack of official policy to address and to raise broader awareness of integration issues, shortage of material resources, a shortage of trained specialist personnel, physical barriers to access, class management inadequacies, program content and class sizes

Over two-thirds of member states claim to utilize physical education in, and out of, schools in helping integration of children from minority groups into school and society.

2.1.4.1.4 Resources

A. Finance

Financial considerations have had a number of impacts on physical education in Europe: failure to refurbish/reconstruct/replace/maintain (out) dated and/or provide new facilities; shortages of equipment; employment of lower salaried unqualified teaching personnel; exit of physical educators to better paid jobs; and reductions in numbers of physical education lessons and time-table allocation

A widely reported impact of funding limitations is on the activity area swimming: the considerable financial investment of gaining access to swimming facilities exposes this area of physical activity to reduced opportunities or even omission from curricula in many countries.

B. Facilities and Equipment

Physical education is commonly faced with the challenge of inadequate facilities and poor maintenance of teaching sites. Central and eastern European countries are less well endowed with facilities and equipment and there are signs of deteriorating provision. The problem appears to stretch beyond the geographical and economic divides: whilst there are higher expectations over levels and standards of facilities and equipment in more economically developed countries, there are indicators of inadequacies and shortages in facilities and equipment and low maintenance levels in other European regions. School physical education facilities are reported as widely available for after-school hour's leisure time and/or community use.

C. Qualified Teaching Personnel

A common scenario is qualified ‘specialist’ physical education teachers at secondary level and ‘generalist’ teachers at elementary level; some countries do have specialist physical educators in elementary (primary) schools but the variation is wide and there are marked regional differences

In some countries, the generalist teacher in primary schools is often inadequately or inappropriately prepared to teach physical education and initial teacher training presents a problem with minimal hours allocated for physical education teaching training

Close to two-thirds of countries require in-service training (INSET), which means that one third does not; there are substantial variations in frequency (free choice or nothing to every five years) and time allocated (12 hours annually to 100 hours over 5 years) for INSET A consistent feature on the issue of further professional development of teachers involved in physical education teaching is a need for INSET and a recognition that in some countries, in-service and resource materials have been minimal and have been exacerbated by a marked decline in physical education advisory service numbers. There is very limited use of volunteers in teaching physical education/sport classes. There is a need for induction and mentoring and monitoring for linked extra-curricular and out-of-school participation

2.1.4.1. 5 The Physical Education Environment

Teacher networks exist at schools’ level in most countries; municipal, region/county and national levels networks exist in around 70% of countries; less widespread are networks of physical education teachers and sports club Just over 50% of countries report obligatory links between school physical education and community physical activity settings. Voluntary links between school physical education/sport and wider community physical activity are reported in only around 36% of countries. Co-operation of school physical education with sports organizations occurs on a regular basis in most countries

2.1.4.1.6 Issues in Provision

Here are considerable inadequacies in facility and equipment supply, especially in central and Eastern Europe and in regions within southern Europe; a related issue in the facility-equipment concern is finance with some countries concerned about financial resources and under-funding of physical education/sport as well as the low remuneration of physical education teachers

There is disquiet about teacher supply and quality: insufficiency and inadequacy of appropriately qualified physical education teachers is widely evident, particularly at the primary (elementary) school phase. Curriculum time allocation is a concern in some countries as are implementation and monitoring (as well as an associated failure to strictly apply legislation of the physical education curriculum, falling fitness standards of young people and high youth drop-out rates from physical/sporting activity engagement); the latter concerns are exacerbated in some countries by insufficient and/or inadequate school-community coordination and problems of communication. Additional concerns are: the problem of reconciliation of elite sport and regular schooling; and perhaps more seriously, the failure of society to attach value to school physical education and sport watching briefs on what is happening in physical education in many European countries are inadequate; there is need for more and better quality baseline data in each country. There are common trends and issues, which are a source for some concern: deficiencies in curriculum time allocation, subject status, material, human and financial resources, gender and disability issues and the quality of the physical education/sport curriculum. A narrow and unjustifiable conception of the role of physical education merely to provide experiences, which serve to reinforce achievement-orientated competition performance sport, thus limiting participatory options rather than expanding horizons (in this context, it is unsurprising that pupil interest in physical education declines throughout the school years and young people become less active in later school years). This Observation is also indirectly supported in the minimal attention paid to broader pedagogical and didactical activities in physical education and an overwhelming pre-disposition of countries to cite competitive sport oriented programs (e.g. sports competition structures, sports talent development and provision of specialist facilities) as examples of best practice and the problem of reconciliation of elite sport and regular

schooling. Whilst it may not be pervasively the case in every Council of Europe member state that there are decreasing numbers of participants from school-based and post-school life sports-related activity, it is the case in too many countries not only in the region but also in other parts of the world. The most recent information indicates that generally timetable allocation has stabilized across the region and that in some countries, for example the Nordic countries, physical education curricula are concentrating more on health-related and active lifestyle issues.

2.1.4.2. England

Physical Education remains a compulsory 'Foundation' subject within the modified National Curriculum for children aged 5-16. There is a government aim of entitlement of every child to two hours of sporting or physical recreation activity per school week by 2004. This entitlement remains somewhat hypothetical because the reality of practice is that in many schools, particularly in primary stages (ages 5-11), where literacy and innumeracy are prioritized, and timetable allocation for physical education averages nearer 90 minutes and in some schools can be less than 60 minutes. Over the last 10 years, a number of strategic policy documents have been published by government and quasigovernmental agencies, which variously represent responses to drop-out rates from sport by teenagers (40% of girls drop out of sport by the age of 18 with girls as young as 7 being put off the idea of sport for good; 20% of girls have no regular sport at all during or outside school hours: some girls cite embarrassment about their bodies, ability or kit to be worn as reasons for non-participation - Bee, 2003, p.23), fostering of potential medal-winning athletes, deficiencies in physical education teaching and qualifications, particularly in primary schools and increasingly the perceived epidemic of obesity of young children. Two examples of strategic initiatives are provided here. The Physical Education, School Sport and Club Links (PESSCL) scheme is a direct result of the government's acknowledgement that physical education and school sport help young people and reflects its commitment that all school children should have access to two hours of quality physical education and school sport each week. Furthermore, the strategy is recognition of the growing evidence that quality physical education and school sport can play a key role in improving whole school issues such as pupil attendance,

attainment and behavior. One of the key aims of the PESSCL strategy is to improve the quality of teaching, coaching and learning. Thus, £18 million has been allocated for the new National Physical Education Continuing Professional Development (CPD) Program for teachers and others in England, which will initially run for a three-year period. The National CPD Program, which is one of a number of inter-linked initiatives, will ensure that teachers in every primary, secondary and special school have the knowledge, resources and confidence to develop quality PE and school sport in their schools. The National CPD Program involves teachers attending a local workshop, completing a self-review, and then selecting CPD opportunities from a menu of modules. Every maintained school in England will be able to access these training modules free of charge. An independent research project will monitor progress and schools are required to participate in an annual review process. Sharing best practice is a key element of the program.

2.1.5. North America

In Canada, despite support from medical practitioners, physical educators continue to experience problems in convincing provincial Ministries of Education that physical education has an important role both in the education system generally and in health promotion in particular. Timetable allocations have remained relatively stable since the Physical Education World Summit but budget allocations have been reduced and many schools have sought to raise monies from other sources in order to sustain physical education programs.

2.1.5.1. United States' Teachers Report:

The report indicates Inadequacies in facilities (mainly dilapidation and use for other purposes), reductions in timetable allocation and waivers allowing exemption from physical education classes, large class sizes and budget deficits. Illustrations of these problems are abundant. The following selected exemplars suffice to illustrate the problems.

2.1.5.1.1 Facilities

An Intermediate School teacher observes (2001) that he has “no office. My desk sits in the middle of the gym, which is used almost every evening for other activities as well as on Sundays for Church. I also have use of the old Home Ec. room for health class, but this room is also used for scout meetings, church, and even some science classes. The store-room, in the gym, is extremely small and, I have to remove several ball caddies and large barrels to get to other equipment. Oh yes, the gym roof leaks. While they are attempting to repair it, in the mean time this adds to my challenges as several of the tiles have come up leaving exposed concrete”.

2.1.5.1.2 Time Allocation Reductions and Waivers

In some states mandated time is not being met (e.g. Illinois, Maryland, New Jersey, Washington and Wisconsin). Even districts that “meet state requirements are slashing time and equipment for gym class” (Kippers, 2004). Illinois remains the only State requiring daily PE K-12 but a waiver program now allows exemption from the mandate and there is no time or content guidelines. The mandate is for 150 minutes per week but “one district has PE cut down to 25 minutes once a week (about 13 hours per year)” (Stretch, 2002).

The daily mandate for physical education “as many of my fellow Illinoisans know... is really not true and a joke the way the waivers are handed out...” (Hatten, 2001). New Mexico State Board of Education has eliminated the requirement of one credit of physical education for high school graduation (Crooks, 2002) L., PE Digest, Saturday 9 November 2002) In Washington State, “100 minutes for PE in grades 1-8 are mandated - in reality, few schools observe this law; many offer only 60 minutes per week; others cut back further; and some administrators count recess!” (Editorial, 2003). Some school districts offer ‘waivers’ for PE if involved with a Marching Band; others offer waivers if the student participates in 2 sport seasons out of 4 after the freshman year. One High School credit is given for PE if the student meets this requirement. Wisconsin and Michigan have laws, which permit interscholastic athletics or other extra-curricular activities involving physical activity to substitute for PE requirement. Less than two-thirds of high school students attend physical

education classes. Nearly a third of all high schools exempt youngsters from taking gym if they are cheerleaders, members of the band, choir, or an athletic team” (Wickham, 2001). Time reductions in Racine, Wisconsin brings the comment from Kippers (2004), co-coordinator of health and PE for Racine Unified School District): “...with obesity going up, the only place where kids are getting any physical activity is in the schools... And now we’re cutting back in that area”; according to Evers, (2004), the Deputy State Superintendent, “‘No Child Left Behind’ does play a role in that, there’s no doubt about it... With the focus on math and reading and other areas, it leaves the other subject areas that don’t have the accountability push searching for support”.

2.1.5.1.3 Large Class Sizes

In many states, large class sizes are the norm for physical education classes. Californian elementary school teachers for example regularly 40-70 children on average in a class. Large class sizes can and do affect quality of delivery of physical education. In California, “... Physical educators and physical education programs are cut every year because large class size does not allow for quality instruction. Decision makers have experienced the lack of quality in our programs and see little value in what we do”. Union support of large classes is cited as a source of saving of monies, which are then bargained for by all district employees. If physical education were “to have the same class average as other subjects, the district would have to hire about 8 new physical educators” (Vickroy, 2001) at a cost of about \$400,000. An Adapted PE teacher in San Diego reports that the 35 teachers are overwhelmed with caseloads of 60-85 children and that APE teachers are not part of the Education Code governing caseloads as in Speech, Occupational or Physical Therapy (Speech is set at 55). APE seems to parallel regular PE (classes of 55-60) (Wanner, 2000).

A Connecticut teacher on receiving her year’s schedule of 40-46 students per class expressed “concerns to the administration. I have even invited the superintendent/principal... to come and watch a fourth grade class with 26 students (there are a few special need students and a blind student in the class).

He said it wouldn’t change his mind. I even told him that the schedule would wipe out the curriculum that I have worked sixteen years to build” (Valentini, 2001).

In Texas, the physical education increased time mandate is being achieved through large class sizes: one teacher reports 75 in one class and 150 in another (Needham 2002).

2.1.5.1.4 Budget Deficits

In Rockford Public Schools Board there is a \$300m deficit. The Board has decided to decrease PE credits from 7 to 3 in High Schools and make it a totally elective program in middle schools (art and music to increase from 2 to 4). Teachers lack support. “It is not uncommon for a HS class... to have between 50-100 kids in their... classes. Thus many have quit and given up... So it could be easy to see why the board cut the programs, as it is not easy to sell what goes on in these classes... Thus the schools do not believe the kids need to take physical education or as much of it, even though it is required every day in the great State of Illinois” (Hatten, 2001).

2.1.6. Inclusion and Disability Issues

The Berlin Physical Education World Summit Action Plans embraced the issues of inclusion for all children. Naturally, this included children with disabilities. In terms of these actions as they relate to children with disabilities in physical education there appears to be varying amounts success on how they have been implemented world wide. The in-service training and professional development of teachers to assist them with the inclusion of children with disabilities into regular physical education classes has been addressed by a number of countries since 1999. The issue of inclusion is an ongoing cross-curriculum challenge of which physical education can play an important part. Often, physical education can act as a catalyst for change as the results and benefits of inclusion are more transparent and immediate. Countries such as England, Sweden, Canada, Australia, Finland and Israel have in place specific programs to support the inclusion of children with disabilities into physical education. Undoubtedly, these programs are making progress and are beginning to cater for a much more diverse group of children than ever before. Several notable characteristics and commonalities have emerged from these programs that continue to challenge inclusion generally. These are: The ‘space’ for inclusion given the crowded curriculum, decline in

physical education generally, increasing class sizes and declining specialist PE teachers. There remains a general perception that 'inclusion' is an additional process on top of what teachers already have to do. Education is focusing on empowering teachers to adjust current practices rather than 'add on' to current curriculum requirements;

Inclusion in PE is not generally being driven by Education. Many of the successful current inclusive professional development programs are being implemented outside the core work of Education Departments. This indicates a lack of commitment from Education toward inclusion in PE and sport. Also, while financial support from government and non-government agencies is improving, particularly in the UK and Australia, there is still widespread difficulty in obtaining the necessary financial support to conduct training and professional development; Community understanding and awareness is improving, allowing a more progressive 'social model' approach to inclusion. Legal mandates and greater advocacy is leading to improved awareness and a willingness to accept and provide for children with disabilities. /Dr. Kenneth Hardman/ (Contact: ken.hardman@tiscali.co.uk).

From Dr. Kenneth Hardpan's report, "an update on status of physical education in schools worldwide, technical report for the world health organization". Physical education in secondary schools of Africa, Asia, Central and Latin-American including the Caribbean, Europe in general and England in particular, North America, and specifically in United States even if, there is technological differences between the counties, physical education in secondary schools are affected by allot of problems. The challenges the researcher reviewed from Dr. Kenneth Hardpans, re- such as lack of trained man power, Shortages of facilities and equipments, Altitudinal problems of (the administrative bodies, collogues, parents and the societies), reduction in time table, exemption from physical education class, large class size budget deficits and reduction of budget, Lack of giving attention for inclusion and disabilities and curriculum issues. On the other way now days, Legal requirements for physical education in schools are in place: physical education is an obligatory subject or is generally practiced in all member states for at least some part of the compulsory schooling years for both boys and girls.

2.2. Challenges to Proper Implementation of Physical Education Curriculum {From Physical Education and Sport Policy for Schools [SAINT LUCIA] Scheduled for September 2002}

1. Scheduling

For physical education to be meaningful or to be of value, it must be offered with regularity. The importance of daily periods should be recognized and achieved wherever possible. (This remains a challenge in times of fiscal constraint.) For secondary schools volley ball, hand ball, basketball, football, athletics, swimming, dance and table tennis.

Time Allotment

- From grade 7 - grade 12, 2 single periods per week from 40 minutes per session
- Physical Education should be a part of every student's schedule
- Extra-Curricula activities (intra-murals, inter-house or inter-class activities should be compulsory). (Schools should prepare students for competitions by first organizing their internal competition)
- Intra-murals should be scheduled at least once per week for a maximum of two hours
- Time should be available for unstructured activities (break-time, lunchtime)
- Physical Education should be compulsory from Kindergarten to grade 12

Generally, a major increased in time allotted to physical educations resulted in significant gains in physical fitness.

2. Class Size

Classes in physical education should be approximately the same size as classes in other subjects offered in school. This is as essential for effective teaching, individualized instruction, and optimal performance in physical education as it is in other content subjects. Physical education contributes to educational objectives in an equal basis with other subjects in the curriculum.

Similarly, Bucher (2002) explained proper class size is just as essential for effective teaching, individualized instruction, and optimal performance in physical education. An acceptable size of physical education class is 30 students make up class, with enrollment never exceeding 35 for one instructor. According to Singh (2008), large classes demand more time for organizational activities. Their by reducing the time for physical activity large class size of physical education contribute to a decreased in a students learning, acquisition of motor skills, the achievements of essential knowledge and skills, and has greater risk of injury as well as reducing teacher feedback.

- Class size should be comparable so that its educational objectives can be attained. Recommended class size; maximum of 30--35
- However, aquatics, gymnastics, and other high-risk activities call for reduced student-to-teacher ratio with 20 students

3. Instructional Loads and Staffing

The instructional load of the physical educator should be of prime concern to management. To maintain a high level of enthusiasm, vigor and morale, it is important that the load be fair and equitable.

4. Facilities/Equipment

The provision of adequate physical resources including facilities, equipment and maintenance can help in influencing attitudes and facilitating program success. The physical education and sports program's learning environment suggests that facilities should be available to children engaged in large-muscle activity involving climbing, jumping, skipping, kicking, throwing, leaping and catching, and those also engaged in fundamental motor-skills activities and others in low organization games, various cooperative; team activities and competition.

According to Bucher (2002) facilities for which they are responsible include outdoor facilities such as playground, pools, courts, and fields. And indoor facilities such as lockers, shower rooms, weight and exercise room, clipping walls and gymnasium. As Daughtery

(1979) adequate facilities are needed for effective instruction, goal fulfillment, and the successful teaching physical education. Lack of sufficient teaching station and play area is one of the reason that poor programs in physical education. Therefore we can conclude that schools should build on the bases of fully equipped facilities to all subjects as well as physical education. Other wise these lack of facilities affect the implementation of the curriculum in each school settings.

5. Training for Physical Education Teachers

It has long been recognized that the qualifications and qualities of a good teacher and coach are synonymous. Personnel recruitment, selection and training are very important. In selecting and hiring, the most qualified personnel should be recruited. They include consideration of the special qualifications for teaching and coaching, the general qualifications of physical educators and the unique qualifications for special needed.

- Physical Education Teachers should be trained/qualified
- In-service training should be offered as well
- Uniforms including shoes allowance should be provided for Physical Education Teachers. Trained/qualified Physical Education Teachers should be employed at every Secondary School: 1 male/1 female
- At least one Physical Education & Sports Officer should be made available to each district for communicating schools ministry of education.
- Practicing teachers and coaches should be certified First Aides
- Student-athlete who represent their school or the country at sporting activities should not be at a disadvantage in terms of their academic work; therefore arrangements should be made to provide special tuition for students

6. Health and Safety

Competitive sport should contribute to the health and well being of the student. Everything possible should be done to protect the Health and Safety of the participants.

- Playing areas should be kept clean and safe
- Games should be scheduled that result in equal and safe competition
- Injured players should be examined by a physician and administered proper treatment
- All protective equipment should fit players properly
- Competition should be scheduled between teams of comparable ability

7. Girls and Women in Sport.

Proponents of equality in girl's and women's sports have opened the window of opportunity concerning participation in women's sports in recent years. Women have become accepted as athletes, with full rights to experience the competitive urges so long restricted by our gender-dominated society. With reference to "The Brighton Declaration on Women and Sport", whose main aim is to develop a sporting culture that enables and values the full involvement of women in every aspect of sport, the following recommendations are made:

- Ensure that all girls have the opportunity to participate in sport in a safe and supportive environment which preserves the rights, dignity and respect of the individual
- Increase the involvement of women in sport
- Equal opportunity to participate and be involved in sports regardless of race, religion, sex, disability, social origin, etc. (Elimination of Discrimination)
- The planning, design and management of facilities should equally meet the particular needs of girls and young women in school sports
- Financing of sports should be equal for both men and women

8. Education/awareness

Substance abuse is a reality that must be recognized. The substance abuse problem in the world of professional and college sports is of great concern for all. It is not limited to the adult world, they endanger the entire young generation.

- Athletes found using drugs should be sanctioned (elaborate)
- Every child regardless of creed, race, sex, handicap should be given an opportunity to participate in sports
- Students/athletes should be educated on health and safety
- Standardize skill and theoretical evaluation should be available to schools
- There should be provisions made to include Drug Education in the Physical Education Program

9. Sports for the Physically and Mentally Challenge (disabilities)

Persons with disabilities can receive the same benefits as their non-disabled peer group, if Adapted Sports Activities are included in the school sports program. Students in the adapted/development sport program need activities that have carry-over value. They may continue exercise programs in the future, but they also need training in sports and games that will be useful in life to:

- Prepare the challenged for sport competition particularly where no opportunities and programs now exist
- Provide special training for volunteer coaches to enable them to work with youngsters in physical fitness, recreation and sport activities
- Plan and design appropriate and adequate facilities, equipment and supplies that would cater for the needs of the challenged

10. Budget/Financial Assistance

Physical Education and Sports Personnel have argued that competitive sports programs have great educational value. They are curricula in nature, they represent an integral part of the educational program, and as such deserve to be treated the same. This means that they contribute to the welfare of students like any other subject in the curriculum. On this basis, therefore, the finances necessary to support such a program should come from the Ministry, and from:

- Financial allocation should be made for each district and it pass to schools
- Students should pay a fee for sports development in their respective schools

11. Media

There should be national coverage of school sports. Newspaper, print and electronic media should be used to provide appropriate space and publicity for the program and its activity.

12. Physical Education and Other Areas of the Curriculum

Physical education has many objectives that are developed as the children engage in other subjects, such as Irish, English, geography, art, music, mathematics, and, especially social, personal and health education. Children's learning in these subjects can also be enriched through a program of physical education that is broad and balanced. For instance, a child who learns to read a plan or a map in the geography lesson can use this skill when undertaking an orienteering activity. Thus, the outdoor and adventure activities lesson can provide an opportunity for the child to develop this skill in a practical way. The child who engages in a discussion about the rules of games or the development of a gymnastic sequence is presented with many opportunities for language development. It is important that schools consider the links that exist between physical education and other subjects. Careful planning will ensure that physical education objectives are clearly defined within integrated activities.

13. Physical Education in the School

High-quality physical education programs are an integral part of any coordinated school health program (CSHP). In childhood and adolescence, regular participation in physical activity helps prevent many chronic diseases and maintain an overall healthy lifestyle.¹ Unfortunately, many schools are decreasing the availability of physical education programs and daily recess are on.

To remedy this situation, we need to know that everyone can do something about promoting and implementing physical education into a CSHP and why this is important. With

standards based achievement now mandatory for all schools, research shows that increased physical activity leads to higher test scores in math, reading and writing, increased concentration in class, and a decrease in disruptive behavior. This research reveals that schools need to have youth learn the benefits of and participate in a quality physical education program. Achieving this can be as simple as mandating daily recess periods and extracurricular activities, such as after-school competitive sports, into school policy. Below you will find action steps and resources to help implement physical education into a CSHP.

14. Families and Communities Responsibilities for School Physical Education

Families and communities must:-

- Advocate for physical education classes and after-school programs that are attractive to all students by encouraging school administrators and board members to support activities that promote lifelong physical fitness, not just competitive sports
- Make sure the physical education program includes adequate student participation in practices and contests with no discrimination based on ability, gender or race
- Be volunteer to help children's sports teams and recreation programs
- Teach children safety rules and make sure that they have the clothing and equipment needed to participate safely in physical activity
- Ensure that physical facilities meet or exceed safety standards
- Work with schools, businesses, and community groups to ensure that low-income young people have transportation and appropriate equipment for physical activity programs
- Communicate with schools, teachers and coaches about appropriate physical education including competitive sports teams.

15. The Problem of Library

During this century there has been a marked development in the use of reading materials in all subject fields. Kozman (1947) stated that regarding resources are used to study a particular problem being considered by a group, to help individuals in seeking solution

to specific problems, to supplement class discussion, to provide richer and broader background for a subject. So that physical education is suffering from special library for quality physical education lesson.

16. Teaching Aids

Teaching aids are devices presenting units of knowledge through visual stimuli to help learning. Audio-visual aids will have to be harnessed to make the teaching of physical education lively and interestingly. To give a welcome relief from normal routine Variety of aids like picture maps, films, film strips, models, cartoons, charts, graphs etc. should be drawn into the course. The objective of teaching aids in physical education is to supplement the spoken word, make physical education real and life like, develop and improve attitudes and interests, make learning permanent, and supplement the text books.

- ❖ Scheduling(time allotment), large class size, instructional load and staffing, facilities and equipments training for physical education teachers, health and safety, participation of girls and woman's in sport , budget/finance, media, physical education in relation other field of study, application of physical education in the school, the responsibilities families and communities for physical education, the problem of library and teaching aids are mentioned as the factors that can affects the implementation physical education. <http://www.caricom.org/jsp/> These the above mentioned factors are greatly affect the implementation of physical education in Arbaminch secondary schools.

2.3. List of Teaching Tips from, ISN Bulletin 1, No, 2, 200857, Teachers Response & Researchers Document on Addressing (Teaching) Adapted Physical Education to the Student with Disabilities.

- Facilitate adaptation for the new life style.
- Remove barriers both at the individual and environment (physical and social) level.
- Students' should never play elimination games.
- Teachers should form teams based on one's knowledge of student skill & ability.
- Focus on the fun of playing, not on winning and losing!
- Know the activity before you teach it
- Give examples and demonstrations often, and when need.
- Do not allow students to wait in line for extended periods of time.
- Make sure the learning environment is well structured.
- Use the proper safety equipments at all times
- Implement unnecessary external noises or stimuli.
- Use teaching stations or circuits that changes activities regularly
- Reinforce language and speech communication during activities.
- Improve the students motor skill acquisition by using reinforcement, task analysis, and physical prompting
- Allow for rest periods during the activity.
- Provide a bar or chair when doing activities requiring good balancing techniques
- Don't underestimate the students' intelligence or physical ability.
- Watch for signs fatigue and overexertion-look for redness in the face, heavy breathing/ panting
- Make sure the students drink adequate amounts of water before, during and after the activities
- Use caution during hot and humid days, as well as days with poor air quality.
- Relate the activities to community based setting by teaching skills the student can use frequently and apply to setting other than school.

2.3.1. Teaching Tips for Working with Students' Learning Disability

On the line of the above mentioned general teaching tips of adapted physical education we could list some teaching tips for working with students with learning disabilities.

- Decrease the length of the tasks and make the lessons brief.
- Provide clear and short instructions.
- Repeat the directions to the student when necessary.
- Have the students explain the task back to you to check for understanding..
- Eliminate visual and auditory distractions.
- Deliver reinforcements immediately and more frequently.
- Break lessons into shorter segments (task analysis).
- Allow the student to continue with the easier part of the task or substitute task while waiting for the teacher's help.
- Present new information in smaller quantities.
- Use routines in the class daily.

2.3.2. Teaching Tips for Working with Students with Mental Retardation

- Teach the lesson in short instructional periods.
- Teach in small groups.
- Use few and simple words during your instructions.
- Use demonstrations and physical / verbal cues during the activities.
- Over teach the cognitive information.
- Use multi sensory approaches when teaching a lesson. Check for retention and understanding during the lesson.
- Provide a structured environment with little distractions.
- Use routines frequently.
- Decrease the length if the task and make the lesson brief.
- Reinforce positive behaviors during the lesson.
- Break down the lesson into shorter periods or segments (task analysis).

- Redirect inappropriate behaviors.
- Improve motor skill acquisition by using reinforcements, task analysis and physical prompting. Concentrate on vestibular activities (balance and coordination) and motor skill activities.

Generally, from the above justification we can understand there is the problem of teaching inclusive physical education lesson in high school. So that we have to follow different teaching tips based on type of disabilities in the classroom.

2.4. Physical Education History in Ethiopia

2.4.1 History 1900

Until the early 1900s, formal education was confined to a system of religious instruction organized and presented under the aegis of the Ethiopian Orthodox Church. Church schools prepared individuals for the clergy and for other religious duties and positions. In the process, these schools also provided religious education to the children of the nobility and to the sons of limited numbers of tenant farmers and servants associated with elite families. Such schools mainly served the Amhara and Tigray inhabitants of the Ethiopian highlands. Misguided policies caused very few children to receive an education. As a result Ethiopia did not meet the Educational standards of other African countries in the early 1900s.

Toward the end of the nineteenth century Menelik II had also permitted the establishment of European missionary schools. At the same time, Islamic schools provided some education for a small part of the Muslim population. At the beginning of the twentieth century, the education system's failure to meet the needs of people involved in statecraft, diplomacy, commerce, and industry led to the introduction of government-sponsored secular education. The first public school to provide a western style education was the Ecole Imperiale Menelik II, which was opened in October 1908 under the guidance of Hanna Salib and a number of Copt teachers. By 1924, Pankhurst notes that "no fewer than 3,000 students had passed through the school", and states that in 1935 the school had 150 pupils. That same year, Emperor Menelik II established a primary school in Harar.

In 1925 the government adopted a plan to expand secular education, but ten years later there were only 8,000 students enrolled in twenty public schools. A few students also studied abroad on government scholarships; Pankhurst provides minimum numbers for several countries: at least 20 studied in Lebanon, 19 in Egypt, 12 in Sudan, 63 in France, 25 in England, 8 in the United States, 10 in Switzerland, 10 in Italy, and smaller numbers in Germany, Belgium and Spain.

Today, we have improved our system of education and opened a lot of primary, secondary & preparatory and universities with appropriate distribution in ever sub- states of the country. The curriculum, documents like syllabus, text books and teachers guide form elementary schools up to secondary 1st and second cycle level needs time schedule in the county. The university education is also arranged in the proper manner and equipped with manpower and material resources in the old and newly opened universities.

In Ethiopia, similar to other countries of the world physical education is given as one type of school subject like biology, chemistry math's and etc. The physical education school curriculum is serving students from KG.-university level. Physical education subject from KG.-grade 12 is evaluated with P/F for each grade level. In college level physical education is given as compulsory for major physical education diploma students and as P/F for common course students. In university level it is also taught as compulsory for major students and no instruction is given to non physical education major students.

2.4.2. MOEs Period Allotment in Secondary Education 1st cycles.

Table 1: Secondary Education 1st Cycle (Grade 9-10)

No	Area	Subject	Grade
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			9	10
1	Language	-English	6	6
		-Optional Language	3	3
		Amharic		
2	Mathematics	Math's	6	6
3	Natural Science	-Physics	4	4
	Social science	Chemistry	4	4
		Biology	4	4
4		- Civics	2	2
		- Geography	2	2
		- History	2	2
5	Physical education	Physical education	2	2
			35	35

This curriculum schedule shows the normal distribution of each subject and is arranged to meet their desired objective. But on the current situation of physical education school program, the subject is not treated correctly, and implemented with its give time allotment by the national curriculum. This problem is manifested in Arbaminch secondary schools.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Description of the Study Area

The Study area is located in Gamo Gofa Zone of SNNPR Regional State, specifically located on the way to Walayta Sodo, South of Addis Ababa and it is about 505 km away from Addis Ababa. The climate of Arbaminch is too hot and the average daily temperature is about 33 °c. Arbaminch is reach in tourist attraction due to its two interesting lakes Chamo and Abaya. Chamo is located to the south western part of the town and Abaya is located to the south east of Arbaminch town. These lakes are rich in their fish production and crocodile's reproduction cites for national economic serves. In addition to these Arbaminch is surrounded with Nechsare National Park of Ethiopia. On the other hand, Arbaminch town has Arbaminch Kenema team that is participating in 2004 EC Ethiopian primer league competition.

3.2 Research Design

The design of this research is chiefly used descriptive survey method & basically the aim of this research is to describe the challenges of physical education subject implementation in government secondary schools of Abaya, Chamo & Arbaminch preparatory and secondary high school. Thus, and data was collected both with qualitative using paper-and- pencil & non-intensive data collection instruments and quantitative like interview and observation methods.

3.3 Methodology

Methodology is more general and refers a set of methods & Method means way of doing things orderly or properly arrangement.

3.3.1 Method

As mentioned in the statement of the problem the study is focused to investigate the challenges and current prospects of teaching physical education and to indicate possible solutions for physical education teaching learning process. So that to investigate the problems of the research, the researcher used both the qualitative & and quantitative methods. The research methodology employed in the study was a descriptive survey.

3.4 Sample Size Determination

The data will be collected from three government secondary schools of Arbaminch town. From these secondary schools 446 participants are taken from total number of 4460 students and 65 sections. The researcher selected two sections, one from grade 9 (nine) and the other from grade ten (10) totally 6 (six) sections with simple random method among the sections mentioned above. The whole 10 physical education teachers & 9 top level school administrators from the three secondary schools will be taken with purposive sampling to respond the questionnaire. In addition to this the researcher interviewed the whole ten physical education teachers who are teaching theory and practical physical education subject in their respective section. Three directors are considered purposefully for interview purpose and from six sections of students; the researcher selected one student from each section based on student's commitment and politeness. In addition to these researcher made also the practical and theory class observation.

3.5 Instruments of the Data Collection

The required data are obtained utilizing the following instruments of data collection. The research methodology employed in the study was a descriptive survey. The research comprises of both primary and secondary data sources. Primary data is collected through employing multitude of data gathering techniques including structured questionnaire, key in format interview and observation check list. Secondary data is gathered from published and unpublished journals and books, project documents, web sites and other sources. Percentage and frequency count were used to analyze and interprets the data.

3.5.1 Observation

Class room instruction is important source of data collection in describing the implementation of an educational innovation. In class room instruction teacher's skill, knowledge, subject application, classroom management, teaching aid utilization, the quality of text books, evaluation techniques and other necessary facilities meet and interact to create the citizens envisioned by an education. Observation is one of very important source of data gathering instrument which we use in our research. As Miller and Brewer: 2003, "observation is fundamental part of social activity and a critical tool to look on the forms of

social interaction”. I used observation to look the implementation of physical education classrooms which were observed for two weeks for a total of 20 periods (10-practical &10-theory periods) each has 40’ minutes. Each teacher from the total of 10 teachers is observed practical and theoretically while teaching physical education program in their subject areas.

3.5.2 Questionnaire

Structured questionnaire helped me to collect the desired data from the sample students, teachers, and directors from three government schools of Arbaminch. Close and open ended questions were included in the questionnaires. Even though most of the questions were close ended, some open ended questions were parts of the questionnaires for students, teacher & school directors. The questions in the questionnaires for the students were aimed at the students’ reaction, discovery of their interest and attitude towards to the subject, availability of instructional and supplementary materials, equipments and facilities, and factors hindering the implementation process of physical education. Teachers’ questionnaires focused on similar ideas to the students’ questionnaire, the extent to teacher’s use of theoretical and practical work makes it different, teaching methods, teacher’s role during teaching activities, the actual application of teaching learning process and constraints. Similarly, for school directors questionnaires were distributed and collected. In addition to these suggestions, possible solutions and improving instructional implementation were included in open ended form.

3.5.3 Interview

Interview was one of the instruments used to gather data in this study. In qualitative data collection method, depth interview is an important tool for data gathering process. Amharic language was used for this purpose so as to facilitate communication between the interviewer and interviewees. Interview was delivered to the subject teachers, directors, and students to identify their opinions, views, feelings, perception, and/or practices regarding to challenges during implementation of physical education. The interview has been conducted by guiding interview questions. The interview focused especially on the 3 directors, because their positions are important to describe whether if an educational program is being

implemented as planned or not. They know the strength or challenges, weakness and opportunities of each of the school communities.

3.6 Data Analysis Techniques

The data collected qualitatively (questionnaire and observation check list) has been analyzed using tactical method (percentage and proportion) to compare the findings in secondary schools of Arbaminch town. The data collected quantitatively were categorized in two different categories, analyzed and interpreted starting from the first day interview so that it could be handled easily. Finally the data collected quantitatively and qualitatively were triangulated to reach on more reliable conclusion.

3.7 Validity

Validity is insured by a prolonged engagement, persistent observation triangulation and member checking (Denzin & Lincoln: 2000). To ensure validity, the researcher used triangulation of data from questionnaire, interview and observations that reveals similar result. The following diagram clearly shows the triangulation of instruments of data collection.

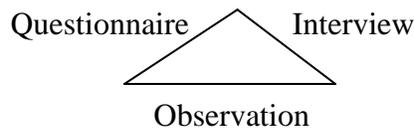


Figure. 1. Validity check diagram to show the relationship between questionnaire, interview and observation

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

4.1. Characteristics of Respondents

This sections, tries to present analyze and interpret the collected data. For data collection, three (3) government schools the whole subject teachers were observed, interviewed and responded the questionnaire. The students of the observed classes (six (6) sections were

participated to respond to the questionnaire and from these respondents, 6 selected individuals, were interviewed by the researcher. Similarly nine (9) school administrators responded to the questionnaire and from these only three (3) selected directors, representing chamo secondary school, Abaya secondary school, and Arbaminch preparatory and secondary high schools were involved in the interview.

Table -2. Characteristics of the Teachers

	Government Schools Teachers Characteristics												
	Arb.Pre.& second.				Abaya Secondary Sch.				Chamo Secondary Sch.				
Experience	Sex				Sex				Sex				
Year	M	F	Total	%	M	F	Total	%		M	F	Total	%
5-9	2	-	2	44.4	1	-	1	50		1	-	1	50
10-29	3	1	4	66.6	1	-	1	50		1	-	1	50
Total	5	1	6	100	2	-	2	100		2	-	2	100
Qualification Degree	5	1	6	100	2	-	2	100		2	-	2	100

The above table shows the characteristics of the observed teachers while teaching in the classroom & practical lesson time. Therefore, from table three we can understand 4 (66.6%) of Arbaminch preparatory and secondary school teachers have experience of more than ten years but. the rest two of them have the experience of 44.4%. In Abaya secondary school from two physical education teachers one of the teacher's has 5 years experience & the other teacher has the experience of more than 29 years. In Chamo secondary school, similar to Abaya secondary school there are two physical education teachers who are teaching physical education subject. And as shown on the table one of the teacher has the experience of 5 and the other teacher has the experience of more than 29 years.

This means that from three government schools of Arbaminch secondary schools, one female physical education teacher and 5 male teachers' have more than 10 years experience and the rest 4 teachers have the experience of 5 years. So that this shows more than half

(60%) of the teachers in Arba Minch secondary schools are experienced in teaching physical education subject. In relation to their qualification, 100% of the teachers in Arba Minch secondary schools are first degree graduates. However, as we observed in Abaya and Chamo secondary schools there is no female physical education teacher. But in Arba Minch preparatory & secondary school only one female physical education teacher was teaching in the staff. On the other hand, in three secondary schools of Arba Minch town, all of the physical education teachers are working in both shifts. And the work load of the teacher was more than 14 sections in average. The schools' current weekly time allocation for teaching physical education is a single period of time per a week. Therefore, with this time allotment, health related physical fitness is not expected. This reduced time allotment in the school setting would bring challenge on educational objectives of teaching physical education

Table -3. The Characteristics of the Students

Schools	Age	M			F			Total
		G. 9	G.10	Total	G.9	G.10	Total	
Abaya	15-20	39	41	70	38	30	68	138
	21-30	2	4	6	1	2	3	9
Chamo	15-20	42	36	78	39	40	79	157
	21-30	0	2	2	0	1	1	3
A/M/Sec	15-20	35	35	70	37	32	69	139
Total		118	118	226	115	105	220	446

As we mentioned earlier the participants were from two sections of three secondary schools. And table 2 shows us the student respondents from secondary schools of Abaya, Chamo, and Arbaminch preparatory high school. Out of 446 students 434 (97.31%) are in the age of 15-20 years, 12(2.69%) of the students are in the age of 21-30 years.

This shows that almost all of the respondents from the three secondary high schools are categorized in the age of 15-20 years old. In terms of gender, out of 446 students, 226 respondents (50.66%) are male students and 220(49.34%) respondents are female students. This implies that equivalent numbers of male and female students are participated to respond to the questions according to the purpose.

4.2. Data Presentation, Analysis and, Interpretations

This is the section where the collected data were presented, analyzed and interpreted as it is stated in the methodology of this study and data were collected by observation, questionnaire and interview, and presented, analyzed and summarized on the findings under the issue rose to answer the research question.

The data collected through the questionnaire were tabulated and analyzed in the form of tables. With this respect, 22 tables were constructed based on the different items of the questionnaires. The data obtained through observation and interviews were presented as supplement in the text where needed accordingly. The data collected and analyzed were presented as follows:

Table- 4. The respondents' response about the students' regular physical education class attendance without being absent

Do you attend properly the school physical education instruction without being absent?	Alternatives	Total No.tudents. from446	Percentage
	Yes	330	73.99
	No	116	26.01
Total		446	100

As shown in the table 3 above student respondents from three government schools of Arba Minch town out of ,330, (73.99%) have attended the regular class of physical education and the rest from 116, (26.01%) of them replied that they are not regularly attending the physical educating class without being absent.

The interview result conducted to teachers replied that most of the students during physical education period have attended their regular classes without being absent.

As we observed the instructional process of physical education during practical and theoretical period and the attendance list of the subject teacher, the most majority of students

in all three secondary schools of Arba Minch are attending the regular classes with out being absent.

Table -5.Responses towards the current time allotment of physical education in secondary schools by students, teachers and administrative bodies in the school.

Item (Alternatives)	Responses(out of 446 students)	%	Item (Alt.)	Responses(out of 10 teachers)	%
Yes	89	19.96	Yes	—	—
No	357	80.04	No	10	100
Total	446	100	Total	10	100

As we observed from table 4, out of 357, (80.04%) of the student respondents and all of 10 (100%) teacher respondents replied that the current time allotment to physical education in Arba Minch secondary schools are not enough to teach physical education and the rest respondent 89 (19.96%) of the student respondents answered that the current time allotments in the school, are enough for teaching physical education. As researcher interviewed the school administrative bodies, they also replied that they don't believe the current reduced time allotment from the actual MOEs period distribution to physical education is not enough. But to get a period for IT (Information technology), they found temporary solution to take one period from physical education subject.

So that this shows, the majority of the students and all of the Physical education teachers from 3 secondary schools said that the current time allotment (one period per week) is not enough to teach physical education subject. And similarly the administrators from each school also believe that one period per a week would not be satisfactory to meet the objective of physical education subject.

The respondents' response about the impacts clarifies that they observed after the reduction of regular two periods per a week in to one has created shortage of physical education.

From the researcher’s gathered data with questionnaire and interview, the students’ and subject teachers ’ response on the impacts they observed after the reduction of regular two periods per a week in to one is meant as follows:

- Lack of attention to the subject
- Reduction of students fitness level
- Problems to relate theory with practice
- The playing areas were not kept clean and safe

Therefore, quality physical education in the school could be gained with sufficient time allotment and with intensive training in regular physical education program. And thus, this quality physical education program is essential in helping students gain competence and confidence in a variety of movement forms .It should provide a sound framework for the design and assessment that develop the students' motivation, fitness, cognitive, affective/behavioral, and active lifestyle needs, and should focus on life-time involvement. To avoid the decline of physical education program in the school has to be give attention with all stockholders in the community and in the national level.

Table. 6. The students’ response on the sufficient number of physical education teachers in the school.

Item	Alternatives	Respondents out of (446) Stu.	%
Are their sufficient physical education teachers in your school?	Yes	255	57.17
	No	191	42.87
Total		446	100

As we observed on the above table 255 (57.17%) of the students responded that there are sufficient amount of teachers who are teaching physical education in the school and the rest 191 (42.87%) of the respondents answered that there are not sufficient amount of physical education teachers in their school.

As we interview results from the subject teachers and the researchers' observation check list emphasis, there is no sufficient teachers in three schools. In addition to this, as we observed the weekly load of each physical education teacher shows more than 15 sections specially in Abaya and Chamo secondary schools. So that the number of teachers in Arba Minch secondary schools are not sufficient to bring progressive change on the physical education subject. And hence, it is better to provide additional, trained physical education teachers to solve the current problem.

Table 7. The student response whether sex has influence or not on school physical education practice.

Item (Alternatives)	Response (out of	%
	446 students	
Yes	192	43.05
No	254	56.95

As shown in the above table 192 (43.05 %) of the respondents answered that sex has influence in schools physical education participation. And the rest 254 (56.95 %) of the respondents answered that sex has no influence in physical education participation. This indicates that, more than half of the students are responded that sex has no influence in physical education participation. Moreover, researcher observed few male and some female students sitting near the field of practical class. During this practical period of the teaching learning process of physical education, the researcher wants to ask the case for female students sitting on the bench .After oral communication with those female students, the students answered that they were left aside from the practical period due to their menstruation problem. From this point of view menstruation is temporary case and sex has no much influence except in hard muscular work.

Table 8. The responses of students, teachers and administrators of the school on people's perception to physical education

Items	Respondents (out of 446 students)	%
Yes	226	50.67
No	220	49.33
Total	446	100

As shown in the above table 226 (50.67%) of the respondents answered that the students and teachers positive attitude and perception towards physical education subject with equal respect to other subjects. The rest 220 (49.33%) of the respondents are replied that there is no positive attitudes and perception towards physical education so that almost half of the respondent responded that they perceive physical education subject equal to other field of studies on the contrary the rest half of the respondents are perceiving ideas that physical education has no equal value and status with other field of studies. The interview result of teaches and administrators implies that there is lack of awareness to the objective of physical education subject with school community and the society. In addition to that the nature of the subject (that needs more of euro muscular coordination) brings challenges on the implementation of school's physical education subject.

Table 9. The students' response to questions showed that they have good perception for physical education.

Reasons for having good perception to wards physical education subject	Alternatives (Yes given by student.	Respondents out of (226) Stu.	%
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-The objective is more than physical development	Yes	57	25.22
-It enhance the knowledge of health habit not to smoke	Yes	72	31.86
- I like the subject	Yes	50	21.12
-It relief tension	Yes	47	20.80
Total		226	100

On table 9 from the total respondents of 226 students, 57(25.22%) of the respondents answered that physical education objective is more than physical development. 72(31.86%) of the respondents reasoned out that physical education enhances the knowledge of health habit not to smoke.50 (21.12%) of the respondents replied that they liked physical education subject and 47, (20.80%) of the respondents answered they perceived physical education relief tension during stress.

Table 10.The students' response the reasons that they had bad perception for physical education.

Reasons of having bad perception to wards physical education subject	Alternatives(N) given by the students	Respondents (out of 220) Students	%
I don't like the subject	No	70	31.82
I have poor relationship with my teacher	No	38	17.27
Previous unsuccessful experience	No	74	33.64
I think our teacher does not give fair mark	No	38	17.27
Total		220	100

In table 10, from the total of 220 students, 70(31.82%) of the respondents answered they don't like physical education subject, 38 (17.28%) of the respondents replied that they have poor relationship with their subject teacher and 74 (33.64%) of the respondents answered that they developed negative attitude due to their unsuccessful physical education performance. The rest 38 (17.27% of the respondents answered that they are not satisfied

with the assessment of physical education teacher. So that we can understand from this response the reasons for bad perception result from the students and from teachers lack of proper evaluation.

Generally, the school community and society develop knowledge on the benefit of schools' regular physical education from leaner fitness and bodies lower blood pressure to improve mental health and cognitive functioning. Therefore, we believe that the School Physical Education and Sports Program should promote physical activity, should teach skills as well as form or change behavior, and should be able to influence health and well being across the life span. Also that a quality program of Physical Education must be a core requirement in all schools and a central component in a comprehensive school's health program. (Allensworth & Kolbe 1987). Helping students learn to be active during their early lives will provide an important foundation for lifetime physical activity.

Table 11. The students response about the qualities observed on physical education teacher.

(Teachers competency) In regular instruction	Rank given to teachers quality by the students
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	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th	9 th	Total	%
Utilize different teaching aids	18	25	40	42	66	48	75	77	55	446	100
Clarity on content	43	38	56	68	55	78	48	30	30	446	100
Effort to achieve the objective	77	66	44	65	41	44	39	38	32	446	100
Effective in classroom management	72	66	59	44	45	41	55	39	25	446	100
Punctuality and being role model.	44	56	59	57	69	45	39	37	40	446	100
Providing adequate answer to questions provided by the students	41	39	50	70	66	58	50	38	34	446	100
Utilizing appropriate tech/ methods	47	49	55	66	64	36	40	42	47	446	100
Considering individual difference	33	38	39	50	44	56	64	67	55	446	100
Utilization of continuous assessment	27	30	39	46	45	48	65	70	76	446	100
Total	401	408	508	508	495	454	475	438	394	4014	900

Discussion about table eleven

Discussions about the respondents' response about the qualities of the teachers on teaching learning process in physical education.

1. Teacher's utilization of different teaching aids.

As mentioned in the above table the respondents response about the use of teaching aids by the teacher from the total 446 students, 77 respondents ranked the 8th choice and this is the highest number in the population. 75 of the respondents ranked the 7th choice and this number is the 2nd highest number in the population. 66 respondents ranked 5th choice and this number is the 3rd highest number in the population. This means 5th, 7th & 8th choice for teacher's utilization of different teaching aids during physical education instruction process. Therefore, we can understand from this table teachers use of teaching aids in instruction

process is low. So that use of teaching aids in instruction process by the teacher has to be improved to give quality physical education program.

2. Clarity of content

As mentioned in the above table the respondents response about the use of teaching aids by the teacher from the total 446 students, 78 respondents ranked the 6th choice to them and this is the highest number in the population. 68 of the respondents ranked the 4th choic and this number is the 2nd highest number in the population. 56 respondents ranked 3rd choice and this number is the 3rd highest number in the population. This means 3rd, 4th & 6th choice for teachers' subject matter knowledge during physical education instruction process. Therefore, we can understand from these table teachers have enough knowledge to teach physical education.

3. Effort to achieve the objective

As mentioned in the above table the respondents' response about the teachers' effort to achieve the objective of physical education from the total 446 students, 77 respondents ranked the 1st choice and this is the highest number in the population. 66 of the respondents ranked the 4th choice and this number is the 2nd highest number in the population. 65 respondents ranked 4th choice and this number is the 3rd highest number in the population. This means 1st, 2nd & 4th choices are for teachers' effort to achieve the objective of physical education during physical education instruction process. Therefore, we can understand from these table teachers' efforts to achieve the objective of physical education is high.

4. Effective in classroom management

As mentioned in the above table the respondents' response about effective classroom management by the teacher from the total 446 students, 72 respondents ranked the 1st choice and this is the highest number in the population. 66 of the respondents ranked the 2nd choice and this number is the 2nd highest number in the population. 59 respondents ranked 3rd choice and this number is the 3rd highest number in the population. This means 1st, 2nd & 3rd choices are for teachers' effectiveness in the classroom management during physical

education instruction process. Therefore, we can understand from these table teachers have very high qualities in classroom management.

5. Punctuality and being role model.

As mentioned in the above table the respondents response about punctuality and being role model of the teacher from the total 446 students, 69 respondents ranked the 5th choice and this is the highest number in the population. 59 of the respondents were ranked the 3rd choice and this number is the 2nd highest number in the population. 57 respondents ranked 4th choice and this number is the 3rd highest number in the population. This means 3rd, 4th & 5th choices are for teachers' punctuality and being role model during physical education instruction process. Therefore, we can understand from these table teachers are some what punctual and role model in their teaching physical education.

6. Providing adequate answer to questions raised by the students

As mentioned in the above table the respondents response about Providing adequate answer to questions provided by the students from the total 446 students, 70 respondents ranked the 4th choice and this is the highest number in the population. 66 of the respondents ranked the 5th choice and this number is the 2nd highest number in the population. 58 respondents ranked 6th choice and this number is the 3rd highest number in the population. This means 4th 5th & 6th choices are for teachers' providing adequate answer to questions raised by the students during physical education instruction process. Therefore, we can understand from these table teachers have average knowledge in Providing adequate answer to questions raised by the students to teach physical education.

7. Utilizing appropriate tech/ methods

As mentioned in the above table the respondents response about the use of appropriate teaching methods by the teacher from the total 446 students, 66 respondents ranked the 4th choice and this is the 1st highest number in the population. 64 of the respondents ranked the 5th choice and this number is the 2nd highest number in the population. 55 respondents were ranked 3rd choice and this number is the 3rd highest number in the population. This means

3rd, 4th & 5th choices are for teachers' use of appropriate teaching methods during physical education instruction process. Therefore, we can understand from these table teachers use of appropriate teaching methods to teach physical education is average.

8. considering individual difference

As mentioned in the above table the respondents response about the use of teaching aids by the teacher from the total 446 students, 67 respondents ranked the 8th choice and this is the highest number in the population. 64 of the respondents ranked the 7th choice and this number is the 2nd highest number in the population. 56 respondents ranked the 6th choice and this number is the 3rd highest number in the population. This means 6th, 7th & 8th choices are for teachers' ability of considering individual difference during physical education instruction .Therefore, we can understand from these table teachers have low level of considering individual difference while teach physical education.

9. Utilization of continuous assessment

As mentioned in the above table the respondents' response about the use of continuous assessment by the teacher from the total 446 students, 76 respondents ranked the 9th choice and this is the highest number in the population. 70 of the respondents ranked the 8th choice and this number is the 2nd highest number in the population. 65 respondents ranked 7th and this number is the 3rd highest number in the population. This means 7th, 8th & 9th choices are for teachers' use of continuous assessment during physical education instruction. Therefore, we can understand from these table teachers are poor in the use of continuous assessment during teaching physical education.

Table-12. The respondents' expectation about school community's positive or negative views on relevance & appropriateness to physical education curriculum.

Item (Alternatives)	Response (out of 446 students	%
Yes /Positive	230	51.57
No/Negative	216	48.43

As shown on the above table 230 (51%) of the respondents are answered the school communities have positive attitude to the relevance& appropriateness of physical education curriculum.216 (48.43%) of the respondents are responded that the school communities have negative attitude towards to the relevance and appropriateness of physical education curriculum.

This means more than half of the school communities show positive attitudes to wards the relevance and appropriateness of physical education curriculum. On the contrary the rest of the school communities have negative attitude towards the relevance and appropriateness of the physical education curriculum. From this we can understand knowingly or unknowingly with their back ground experience, lack of exposure to sport activities, peer pressure, cultural influence and personal problem of the community they might be forced to develop negative attitude to physical education curriculum.

As shown on the above table 230(51%) of the respondents answered that the school communities have positive attitude to the relevance& appropriateness of physical education curriculum.216(48.43%) of the respondents are responded that the school communities have negative attitude towards to the relevance and appropriateness of physical education curriculum.

This means more than half of the school communities show positive attitudes to wards the relevance and appropriateness of physical education curriculum. On the contrary, the rest of the school communities have negative attitudes towards the relevance and appropriateness of the physical education curriculum. From this we can understand knowingly and

unknowingly with their back ground experience, lack of exposure to sport activities, peer pressure, cultural influence and personal problem of the community they might be forced to develop negative attitude to physical education curriculum

Table-13.The students’ response on the types of suitable play grounds in the school.

Types of suitable play grounds in the school	Response (out of 446 students	%
Foot ball	91	20.40
Volley ball	120	29.91
Basket ball	37	8.30
Hand ball	-	-
Athletics	28	6.28
All are No suitable	170	38.11
Total	446	100

As shown on the above table out of 446 students 91 (20.40%) of the respondents replied that foot ball field is suitable in their school. 120 (29.91%) of the respondents answered that volley ball court is suitable in their school. 37 (8.30%) of the respondents responded basket ball is suitable in their school. There is no respondents replied for the suitability of hand ball court in their school. 28 (6.28%) of the respondents answered Athletic field is suitable in their school. 170 (38.11%) of the respondents answered that the sport play grounds in the school are not suitable.

This means that the majority of the respondents supported the idea that their school sport play grounds are not suitable for practical physical education program.

As seen from the outcomes, the teachers and the school administrative bodies, response result has the same to students’ response. In addition to this the observations based on schools play grounds show similar result to the students and administrative bodies response. So that school and the stokeholds of the education because have to aggregate to improve the standards of physical education play grounds in secondary schools.

Table 14. The students' response on the availability of facilities in the school

Types of facilities in the school	Alternatives	Response out of 446 student	%	Response (out of 10Teach.	Alt.	%
Gymnasium	No	446	100	10	No	100
Dressing room	No	446	100	10	No	100
Shower rooms for the stud. & teach.	No	446	100	10	No	100
Sport library	No	446	100	10	No	100
Office for the department	Yes	446	100	10	Yes	100
Store for materials	No	446	100	10	No	100

As we observed from the above table all of the respondents 446(100%) of the students and similarly all of the respondents 10(100%) of the teachers responded that there are no gymnasium, dressing room, shower rooms for students and teachers, sport library, store for materials are not present in the school. on the contrary, all of the students and the subject teachers are responded there is office for physical education department.

This shows only office for physical education department is present in the school. As researcher observed all of the above mentioned ideas are the same and the office of physical education department is for teaching staff and store for sport equipments. In addition to this the size of the office is small. Due to this reason the room does not accommodate chairs with number of the teachers and it has no sufficient spaces to display sport equipments wit their specific items. Therefore, the school administrators and the stockholders should give attention for quality education avoid the problems for absence of sport store room building room, for the absence sport library organizing sport library with in the school library of out side school library in school campus. For gymnasium, shower rooms and dressing rooms the school administrative bodies and the other stockholders have to work jointly fulfill the need of sport science department.

Table15. The student's and teacher's response about the availability of sport equipments in the school

Responses (Items)	Respondents (out of 446 students)	%	Responses (Items)	Respondents (out of 10 teachers)	%
Yes	---	-	Yes	---	-
To some extent	190	42.6	To some ext.	2	20
No	256	57.4	No	8	80
Total	446	100	Total	10	100

As shown on the above table out of 446 students, no body responded for there was no available sport equipments in the school.190 (42.60%) respondents saying that there are some amount of sport equipments in the school .The rest 256 (57.40%) of the respondent replied that there is no available sport equipments in the school. out of 10 teachers no body ie responded there is available equipments in the school and the rest 2 (20%) of the respondents saying that there is some amount of sport equipments in the school. the rest 8(80%) of the respondents are replied that there is no available sport equipments and materials in the school.

This implies that more than half of the students and the majority of the teachers responded that there are no available sport equipments and materials in the school.

➤ Types of equipments and materials in the school

As we gathered information from the interview result the teachers and the students responded similar idea. For this matter, they reason out that materials in the school like hand ball, gymnastic apparatus such as parallel bar, Swedish box, horse pommel and athletics equipments like standard hurdles, starting bocks for running events, jumping poles for high jump, jumping pit for broad jump are not present in the school. foot balls, volley balls and basket balls are not satisfy the need of the students while they are performing enter- mural, extra- mural programs and regular practical teaching sessions.

As researcher observed the above mentioned problems are obvious and which hindered the implementation of physical education program in Arbaminch secondary schools. So that, the school communities and the administrators have to provide some necessary materials and equipments to physical education department by mobilizing the stockholders. In addition to that they have to subsidize annual budgets for sport equipments. In addition to that sport department has to plan in advance to fulfill easily made & risk free materials to prepare from locally available material and more sophisticated materials should bought with there full garnet to avoid any risk on the athlete.

Table -16. The Teachers response about the availability of teaching materials like text books, teachers guide, syllabus and reference materials.

Response about the availability of teaching materials	Out of 10 Teachers	%
Yes	0	0
To some extent	3	30
No	7	70
Total	10	100

As shown in the above table, out of the total of 10 teachers 3 (30%) of the respondents are replied that there are some amount of teaching materials are available in the school.7(70%) of the respondents responded there is no available teaching materials like text books, teachers guide, syllabus and reference materials in the school. No respondents are responded for the presence available teaching materials in the school.

This means the school is suffering with shortage of text books, teachers guide, syllabus and reference to teach physical education. Therefore, the school administrators and the other stockholders have to find solutions for the shortage of physical education teaching materials. The solution might be found by means of coping, buying, lending or communicating with regional and kilil educational bureau for the shortage of teaching materials in the school.

Table 17. The respondents' response about students' & teachers' interest on physical education subject when classroom instruction is going on.

Items	Responses (Out of 446 students)	%	Items	Responses out of 10 teachers	%
High	285	63.90	Items	7	70
Medium	120	26.91	Medium	2	20
Low	41	9.19	Low	1	10
	446	100		10	100

As in the above table respondents out of 446 students 285 (63.90 %) of the respondents responded that they have high physical education subject interests when they are learning in the class room. 120(26.91%) of the respondents replied that they have medium level of interest while they are learning physical education subject. The rest 41 (9.19%) of the students replied that they have no interest to learn physical education.

The teachers response shows from the total of 10 teachers 7(70%) of the respondents replied they have high interest in their teaching physical education .2 (20%) of the respondents of the teachers responded that they have medium level of interest in physical education.1 (10%) of the respondents from the teachers responded that they have less interest of teaching physical education. This means more than half of the respondents of the students, and some of the respondents have medium level of interest for learning physical education, the rest few of the students have less interest in learning physical education subject. On the contrary the majority of the respondents of the teachers have high level of interest in teaching physical education. Some teachers have medium level of interest in teaching physical education and the rest few of the respondents from teachers again responded they have less interest in teaching physical education. This shows the majority of the students and the subject teachers have high and medium level of interest to physical education subject and few of both students and teachers' respondents responded they have less interest of physical education subject.

As researchers observation the majority of the students and teachers during practical and theory classroom teaching learning process have high interest to physical education lesson. The rest few of the students and the subject teachers have less interest to physical education subject. The reasons to less interested groups are:

- The lack of support (from administrators)
- The absence of physical education subjects in the national exam.
- Due to the reduction of time allotment from its previous status.
- Lack of sufficient budget. To fulfill sport materials
- Lack of facilities and equipments.
- Absence of short and long in-service professional
- Attitudinal problem of community and peers
- Lack of play grounds for different sport activities
- The need of high commitment and dedication to the subject by all stockholders.
- The risk full nature of the subject (Sport injuries).
- The weather condition of the environments / the hot weather condition of the area.
- The bulky nature of content to finish with limited short time of /one period/.
- The lack of concerned bodies (sport officer) made available to each district.

Table 18. the teachers responses about the level of support given by the school administrators

Items	Respondents out of 10 Teachers	%
High	0	0
Medium	5	50
Low	5	50
Total	10	100

As shown in the above table, the respondents' response from the total of 10 teachers, 5 (50% of the respondents are responded that the support given from administrators with finance and material are medium. 5 (50%) of the respondents are replied that the finance and the material support given by school administrators are low. This means both group of

respondents mentioned that the support given by school administrative bodies are not satisfactory. As the researchers observation about the school administrative bodies support given with idea, finance and material is similar to the respondents. Therefore, the school community has to work jointly and share their ideas to over com the problem of finance and materials.

Table 19. The respondents’ response about the influence of weather condition for the implementation of physical education

Items	Response out of 446 students	%	Items	Response out of 10 teachers	
Yes	401	89.91	Yes	10	100
No	45	10.09	No	0	0

As shown inn the above table out of 446 students 401(89.91%) of the respondents replied that weather condition of the school location could affect the implementation of physical education. 45 (10.91%) of the respondents of the students responded that the weather condition of the school location could not affect the implementation of physical education. From out 10 teachers all the teachers are responded that the weather condition of the place would not affect the implementation of physical education. This means 89.91% of the respondents of the students and all (100%) of the respondents of the teachers are responded the weather condition of the school location could affect the implementation of practical physical education class. Therefore the secondary schools in Arbaminch town are highly affected by hot weather condition. So that, the school administrators should adjusts the time table considering the strong sun light hours of the day.

Table 20. The respondents response whether they are getting professional in-service training or not

Responses about professional in-service training	Out of 10 teachers	%
Yes	0	0
To some extent	1	10
No	9	90
Total	10	100

The respondents response out of 10 teachers 1(10%) of the respondents responded that the teachers are getting some amount of in-service training in their service years in teaching physical education. 9 (90%) of the respondents responded that they don't have given educational in-service training in their service years of teaching physical education. This means the majority of the teachers of physical education were not getting in-service training in their service years. On the contrary, few of number of physical education teachers in the schools provided with in-service training in the school. As researcher interviewed the subject teachers, especially from Chamo School one teacher was sent for 21 days of coaching badminton. These conditions enhance the motivation for the subject teacher and gives base for quality physical education. Generally, training is necessary for physical education of secondary schools. The necessity of training of teachers to implement educational program in effective way is unquestionable. In this area Shuster (1963) states "Teachers fail to utilize the best procedure of teaching due to the failure of administration to provide in service growth and support for change". Moreover, Negatu (2004) also said that in-service training "promotes efficiency, maintains enthusiasm, increase information expands interests and in general keeps teachers professionally alive and up-to-date."

Thus from the above mentioned evidences and from eye whiteness's it might be possible to deduce that almost all of the physical education teachers that have no received any in-service or on-job training regarding the content of the subject they are teaching.

Table 21. The respondent's response on the physical education subject to be as one of the national exam

Items	Responses (Out of 446 students)	%		Responses out of 10 teachers	%
Yes	357	80.04	Yes	9	90
I am not sure	89	19.96	I am not sure	1	10
No	0	0	No	0	0
Total	446	100		10	100

The respondent's suggestion on the physical education subject being as one of the national exam.

As shown in the above table out of 446 students 357(80.04%) of the respondents that responded physical education subject has to be held in national exam. And 89(19.96%) of the respondents from the students responded that they are not sure whether or not physical education subject is held in national exam. On the other hand out of 10 teachers 9 (90%) of the respondents replied that physical education subject has to be held in the national exam cooperated with other field of studies. The rest 1(10%) of the teachers respondents are replied that they are not sure whether physical education has held in the national exam or not. So that almost all of the students and the teachers respondents are replied that they have need of implementing physical education subject to be held in the national exam.

The respondents' reason out that physical education is an integral part of total educational process that is aimed to develop physical, mental, skill and motor, social and emotional well being through the medium of physical activities. So that student with physical education interest will get chance of being to choose physical education as a field of specialization or field of study to enhance their performance with that line. From this we can understand at the end of grade 8, grade 10 and grade 12 levels there should be physical education national exams to select interested and talented with theory and practical concept of physical

education. This conceptual knowledge physical education leads to the students to have awareness in rules of the game, practical procedures, philosophy and methodological development of physical education.

As we know at the end of grade 8, pupils take the national Primary School Certificate exam. Two 4-year cycles of primary education are now followed by 2 years of general secondary education. At the end of Grade 10, pupils take the Ethiopian General Secondary Education Certificate / 10th Grade National Examination. This exam is administered by the Ministry of Education’s National Organization for Examinations. After having successfully completed this exam, pupils can cope to attend the two general upper grades or follow vocational training.

The second phase of preparatory secondary education has also consisted of a 2-year period since 2001 (Grades 11, 12) and is regarded as preparation for higher education. Until 2003, pupils could obtain the Ethiopian School Leaving Certificate (ESLC) at the end of this period. This certificate has since been replaced by the Ethiopian Higher Education Entrance Examination (EHEEE). /Taken from Education System Ethiopia. International Recognition Department 2011 Nuffic, The Hague/ Therefore, the need of physical education for peoples of all type and especially organizing formal education in the school setting is unquestionable including physical education in the states national examination. This application of physical education in the national examination can enhance the quantity and quality physical education curriculum in the nation. The curriculum improvement also leads us to improved health, active life style and positive attitude towards physical education and sport.

Table 22. The respondent response on whether their physical education lesson is inclusive or not.

Items	Response out of 446 students	%	Items	Response out of 10 teachers	%
Yes	31	6.95	Yes	9	90
No	415	93.05	No	1	10
Total	446	100	Total	10	100

As show on the above table out of 446 students 31(6.95%) of the respondents responded that their physical education class was inclusive. 415 (93.05%) of the respondents from the students responded that their physical education lesson was not inclusive. On the same way out of 10 teachers 9 (90%) of the respondents responded that physical education lesson in their school was inclusive. The rest 1(10%) of the respondents from the teachers responded that physical education lesson was given inclusive.

Therefore, almost all of the respondents of the students and teachers are responded that the schools physical education lesson was not inclusive. The rest few of the students and teachers respondents responded that the physical education in their school lesson was inclusive.

As the researchers interview result, eye witnesses of observation check list and text book evaluation there is no the curriculum guide for teaching inclusive in the high schools except exercise types for females and male students.

The definition of adapted physical education by scholars is providing physical education designed for students with disabilities or gifts or talents who also have special learning needs. To implement special need physical education the respondents' students and teachers reason out the following short comes.

1. Lack enough knowledge.
2. Lack of available materials.
3. Shortage of time.
4. Attitudinal problem of the school environment.
5. The commitment of the participant (student) with special need.
6. Teacher's commitment and dedication to work with students of special needed is low.

As the researchers gathered information from the interview the physical education teachers tell me that they have problem of text book that concerns special need students and there was no course while they were at the university. So that they have no subject matter knowledge plus method of teaching, and organization skill to teach special need students. Few teachers share their experience as follows, exercise for fitness, dividing the body part and exercise type e.g. Exercise for upper body if the special needed individual has the defect in this lower limb. Exercise for the lower body if the special need individual has the

disability in his upper body. In addition to that the respondents replied as if they are providing balls to throw and to kick with their normal limbs.

☞ The challenges of teaching physical education in secondary schools are listed by the students, teachers, administrative bodies, and interview questions and researchers observation. These challenges are:

- Time allotment reductions
- Shortage of materials like text books, teachers guide and syllabus & references
- Large class size
- Absence of play grounds like hand ball and basket ball courts and lack of suitable foot ball field, athletics jumping pits.
- Teaching environment(weather condition)
- Attitudinal and perception problems with most community members, & concerned bodies not to be seen its objective other than physical development.
- Lack of equipments like gymnastic apparatus, high jump poles, stopwatches and measuring clapper and sprint starting blocks.
- Lack of facilities like gymnasium, office for the staff members, shower rooms, store rooms for the physical education department.
- Lack of proper budget allocation
- Reduction of interest with some physical education teachers.
- Absence of appropriate dressing to the physical education teachers.
- Absence of sport library and reference materials in the school.
- Period imbalance comparing with other teaching subject like biology, civics physics and so on.
- The unrelated condition of health related fitness program with physical education current time allotment.
- Lack of in-service training, workshops and frequent upgrading service for physical education teachers comparatively to other academic subjects.
- Lack of inclusive (physical education for the students of all type) teaching physical education in the schools

☞ The suggestions as solution for the challenges of teaching physical education in secondary schools are listed by the students, teachers, administrative bodies, and interview questions and researchers observation. These suggestions are:

- The MOE and the other stockholders have to aggregate to bring quality physical education.
- Has to revise the curriculum to include the special needs student.
- Provide materials and equipments.
- Giving general refreshment course for physical education teachers.
- Giving in-service training for teachers and coaches about adapted physical education
- Giving awareness about health, fitness and physical education and sport relationship to change peoples attitude towards physical education
- Extra-curricular activities (intra-murals inter house or inter-class activities) should be enhanced to increase social integration.
- Period allotment would be match with MOEs secondary schools time allotment.
- Recommended class size would be 30-35 for aquatics, gymnastics and other high risk activities the number of the students in practical physical education class should be less than 30.
- To increase students' and teachers' interest sport dress should be appropriate
- Physical education subject has to be perceived and treated equally with other subjects by time allotment; budget, with man power, facilities and equipments in the school.

CHAPTER FIVE

SUMMARY CONCLUSION AND RECOMMENDATION

5.1. Summary

Education is the process through which students acquire knowledge, develop skill, change in behavior and formulate personality .In the formal education; the most important aspect is giving solution for the challenges to implement the existing curriculum.

The main objective of this study is to investigate factors hindering the implementation of physical education, identifying the major challenges that affect the implementation of physical education in three selected government secondary schools of Arbaminch town. The research methodology employed in the study was a descriptive survey. Data gathering instruments were questionnaire, interview and observation. The participants were students, teachers, & administrative bodies to collect data from 3 Arbaminch government schools selected with random sampling

The data collected were quantitatively analyzed using statistical methods, percentage and proportion, of which the percentage is the major statistical method used for analysis. Therefore the major findings are summarized and presented as follows.

1. Physical education subject in each school :-
 - Does not get support (from administrators)
 - Lacks application in the national exam.
 - Does not provide inclusive physical education lesson
2. Time allotment is often insufficient to achieve fitness and other instructional goals.
3. Large class size, sex difference & heterogeneity of skill levels of the students in class make more difficult to teach secondary physical education.
4. The schools lack of proper budget allocation hinder to fulfill:
 - Materials like text books, teachers guide and syllabus and references
 - Facilities (play grounds , athletics track and field's and sport buildings for secondary school physical education are often inadequate, which can hamper program development

- Equipments like gymnastic apparatus, high jump poles, athletics equipments and etc.
5. The multi activity program does not allow enough time in any one activity to realize important goals.
 6. Intramurals activities in the school are affected by time, facilities, and staffing problems.
 7. Lack of in-service training and different workshops for physical education teachers in the schools minimize the interest of the subject teachers.
 8. Many people believe that physical education has not yet been accepted as the subject of basic importance in the school curriculum.

5.2. Conclusions

From the finding we can make the following conclusions on the challenges of teaching physical education in three governmental schools.

- ❖ Teachers are important for curriculum development and curriculum implementation. In order to make teachers perform tasks effectively, they should be trained on the contents of the subject, utilization of different teaching skills, the application of inclusive physical education program in the class, and implementation of continuous assessment .In this regard the findings indicate that the teachers in three government schools of Arbaminch did not get in-service training to reinforce physical education teaching learning process.
- ❖ Even though most of the teachers and the students have positive attitude to wards physical education, some of the teachers and students have lack of interest and motivation. This lack of interest and motivation for the subject by the students and teachers has negative impact on implementation of regular physical education program.
- ❖ Factors considered as challenges for teaching physical education in three secondary schools are:-
 - Lack of facilities & equipments
 - Inadequacy of time allotment
 - Lack of in-service training

- Lack of supplementary materials
- Class size
- Lack of support from school principals & supervisors
- Attitudinal problems of students, communities and even some of subject teachers
- Absence of physical education subject in the national exam.

But the teachers' efforts to overcome these challenges of teaching physical education program in the school are appreciable.

- ❖ Even though there is command method on the field and lecture method in the class room teaching learning process of physical education, the participation of the students were good.
- ❖ The teachers are good in effort to achieve the objective, in class room management and being role model in their teaching learning process. Never the less, they are poor in application of continuous assessment and teaching adapted physical education for students of all type.
- ❖ Teachers are members of the curriculum development but the actual situation of the school does not allow the teachers to participate in the curriculum development.
- ❖ Generally, we could conclude that even if there is allot of challenges to teach physical education in the schools the devotion of the teachers to collaborative teaching and encouragement among students are not negligible.

5.3. Recommendation

From the finding we can make the following recommendation on the challenges to implement teaching physical education.

Teachers are important for curriculum development and curriculum implementation. So that,

I. The teachers:-

- Should get in-service training to enhance their content knowledge, utilization of teaching aids, implementation of lesson for students of all type (inclusive) apply active learning in the class and use continuous assessment strategies in their classroom instruction.
- Should be given opportunities to participate in curriculum development.

- Participate in community service specially related to their subject with coaching and refereeing.
- Have to give awareness about the goal and objectives of physical education to the community and other stockholders in the form of workshops and seminars.
- Provide effective and enjoyable instructional programs.

II. Concerning Ministry of Education (MOE).

- The MOE should look for additional periods so that to effective syllabus will be realized and to meet the objective of health related physical fitness for students of all type.
- At least physical education and sport officer should be made available to each district.
- Include physical education subject in national examinations to give chance to interested groups.
- Check and follow the ground implementation of physical education by all stake holders (to minimize the attitudinal problem on physical education).

III. The school administrative bodies and department of physical education and other concerned bodies should work in collaboration to make the students aware of the objective of the subject. In addition to that the school has to:-

- Involve families and communities in the promotion of physical activity.
- Provide teachers with in-service training to enhance their knowledge, subject methodology and skill.
- Provide uniforms including shoes allowance for physical education teachers and the school sport clubs.
- Mobilize the school community and other concerned bodies for sport budget to solve the problems of facilities and equipments that hindered the implementation of physical education in the school.
- Create the school environment that supports physical activity as a part of a coordinated school program (creating conducive atmosphere to execute co curricular activities in the school setting).

- The school principals and supervisors should give strong and necessary support to physical education department; more over arrange the period schedule by consulting physical education department due to the difficulty to do practical activity during highest solar insulation and after meal.
- IV. Families and communities make sure the physical education program includes adequate students participations in practices and contests with no discrimination based on gender and race
- V. Finally, we recommend that all stake holders and other volunteers in the school and out side the school campus have to work together to solve the challenges of teaching physical education in secondary schools.

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DECLARATION

This thesis is my original work and has not been prepared in any other university and that all sources of material used for this have been dully acknowledged.

Name Tadesse Gizachew Wordofa: ID. GSR/ 5902/03

Signature_____

Date _____

This thesis has been submitted for examination under my approval as a research advisor.

Name Mebratu belay /Assistant Professor/

Signature_____

Date_____

A. Yes

B. No

3. Is their sufficient physical education teacher in you school?

A. Yes

B. No

4. Do you think that sex has influence on students' physical education participation in your school?

A. Yes

B. No

5. Do you think students' attitude towards physical education subject is equal to other subjects in their school?

A. Yes

B. No

6. If your answer for number 5 is "Yes," please justify your reasons as much as possible.----

7. IF your answer for question 5 is" No,"" please write your reasons.-----

8. Do you have good perception about physical education subject?

A. Yes

B. No

9. If your answer for question number 8 is yes, what are your reasons? Because,

A. My teacher told me that the purpose of physical education is no more physical development.

B. I believe that the class size for practical class is overcrowded.

C. I like the subject D. If you have other specification-----

10. If your answer for question number 8 is “No,” what are your reasons? Because ,

- a. I don't like the subject
- b. I have poor relationship with my teacher
- c. Previous un successful experience
- d. I think our teacher does not give faire mark.
- e. If other specify your reasons-----

11. Which of the following qualities is observed from your physical education teacher?

[Rank form the most quality 1st to the least quality you observed].

. -----A. Utilize different teaching aids

. -----B. Clarify on content

----- ---C. Effort to achieve the objective

----- --D. Effective in classroom management

-----E. Punctuality and being role model

----- -F. providing adequate answer to questions proposed by the students

. ----- -----G. Utilizing appropriate teaching methods

-----H. Considers individual differences

12. Do you think that students and your school community view the relevancy and appropriateness of physical education curriculum and allotment of time to physical education?

A. Yes

B. No

13. Is their suitable sport play grounds in you school?

A. Yes

B. No

14. If your answer for question number 13 is “Yes,” then, circle more than one that concerns your school.

- A. Foot ball field B. Volley ball court C. B. ball court D. Hand ball E. Athletics track

15. Do you think that sport equipments are available in your school?

- A. Yes B. To some extent C. No

16. If your answer for question number 15 is “Yes” circle more than one that concerns your school.

- A. Gymnastic apparatuses and mats B. Foot ball’s C. Volley ball’s D. basket balls
E. hand balls F. Athletics equipments & etc.

17. Which of the following type of facilities is available in your school?

- A. Gymnasium B. Dressing room for the students
C. Shower rooms for the students & teachers D. Sport library E. None of the above

18. Does the weather condition in Arbaminch town affect the practical implementation of physical education in regular class program? -----

19. Please list down the main challenges that you face during teaching learning process of your physical education practical periods?-----

20 List down some of the possible solutions for problems encountered during implementation of teaching physical education in you school?-----

Appendix “B”

በአዲስ አበባ ዩኒቨርሲቲ በድህረ ምረቃ የስፖርት ሳይንስ ትምህርት ክፍል
አዲስ አበባ
ለተማሪዎች የቀረበ መጠይቅ

ውድ ተማሪዎች የዚህ መጠይቅ ዋና ዓላማ በአርባ ምንጭ ከተማ በሚገኙ 2ኛ ደረጃ ት/ቤቶች
ውስጥ በሰ/ማኅልመሻ ትምህርት አሰጣጥ ላይ በአሁኑ ወቅት የሚደርሱ ችግሮችን ለማወቅና
ለችግሩ መፍትሔ ለመጠቀም ነው። ስለዚህ ለጥናቱ የሚሆኑ ግባቶችንና መረጃዎችን
ለመሰብሰብ ብቻ መሆኑን በመገንዘብ ለጥናቱ የሚያገለግሉ መጠይቆችን በመመለስ የበኩላችሁን
ድርሻ ብትወጡ ጥናቱ ጥራት ለንዲኖረውና ትምህርቱ ተጨባጭ መፍትሔ ለንዲያመጣ
ያደርጋል።

ማስባወሻ

1. ስም መጻፍ አያስፈልግም።
2. ከአንድ በላይ መልስ ላለው መልስ መስጠት ይቻላል።
3. ለቀረቡት አማራጮች መልሱን በማክበብ መልስ(ሽ)።
4. ማብራሪያ ለሚያስፈልጋቸው ጥያቄዎች ለንዲኖረውና ለማብራራት መልስ(ሽ)።
5. ለሚደረግልኝ ትብብር ሁሉ ምስጋና አቀርባለው።

ክፍል አንድ: አጠቃላይ መረጃ ለተማሪዎች

የባ ወንድ----- ሴት-----

ክፍል ሁለት:

1. የትምህርት ቤቱን የሰ/ማኅልመሻ የትምህርት ፕሮግራም ባለመቅረት ትክባተላላችሁ?

ሀ. አዎ	ለ. አይደለም
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2. በአሁኑ ጊዜ በት/ቤባ ችሁ የተመደበው የሰ/ማኅልመሻ የክፍለ ጊዜ ብዛት በቂ ነው ብላችሁ ባስባላችሁ?

ሀ. አዎ	ለ. አይደለም
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3. በት/ቤባ ችሁ በቂ የሰ/ማኅልመሻ ትምህርት መምህራን አሉ ወይ?

ሀ. አዎ	ለ. አይደለም
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4. የተማሪዎች የየባ ልዩነት በት/ቤባ ችሁ በሰውነት ማኅልመሻ ትምህርት ተሳትፎ ላይ ተፅዕኖ አለ?

ሀ. አዎ	ለ. አይደለም
-------	----------
5. በተማሪዎች የሰውነት ማኅልመሻ ትምህርት ከሌሎች የትምህርት አይነቶች ጋር

በኩል ደረጃ ይባያል ብላችሁ ባስባላችሁ?

ሀ. አዎ

ለ. አይደለም

6. ከላይ በተራ ቁጥር አምስት ላይ ለተጠቀሰው ጥያቄ የሰውነት ማሳልመሻ ትምህርት ከሌሎች የትምህርት ዓይነቶች ጋር በኩል ደረጃ ይባያል ካላችሁ በምን ሁኔታ ለንደሆነ የበኩላችሁን መግለጫ ስጡ።-----

7. ከላይ በተራ ቁጥር አምስት ላይ ለተጠቀሰው ጥያቄ የሰ/ማሳልመሻ ትምህርት ከሌሎች የትምህርት ዓይነቶች ጋር በኩል ደረጃ አይባይም ካላችሁ ደግሞ በምን ሁኔታ ለንደማይባይ የበኩላችሁን መግለጫ ስጡ።-----

8. ለሰውነት ማሳልመሻ ትምህርት ጥሩ አመለካከት አላችሁ?

ሀ. አዎ

ለ. አይደለም

9. ከላይ በተራ ቁጥር ስምንት ላይ ለተጠቀሰው ጥያቄ የሰ/ማሳልመሻ ትምህርት ጥሩ አመለካከት አለኝ ካላችሁ ምክንያቱ፤

ሀ. መምህሩ የሰውነት ማሳልመሻ ትምህርት ዓላማ የአካል ዕድገት ላይ ብቻ ነው በማለቱ

ለ. ለንደሚገመተው በተግባር ክፍለ ጊዜ ወቅት የተማሪዎች በክፍል የቁጥር ብዛት ስላለው

ሐ. ትምህርቱን ስለሚወድ

መ. ሌላ ምክንያት ካላችሁ ዘርዘሩ-----

10. ከላይ በተራ ቁጥር ስምንት ላይ ለተጠቀሰው ጥያቄ ለሰ/ማሳልመሻ ትምህርት ጥሩ አመለካከት የለኝም ካላችሁ ምክንያቶችሁ ምንድነው?

ሀ. ትምህርቱን ስለማልፈልገው ነው።

ለ. ከመምህር ጋር ጤናማ ግንኙነት ስለሌለኝ ነው።

ሐ. ከዚህ በፊት ውጤታማ ልምድ ስለሌለኝ ነው።

መ. ለንደማስበው የመምህራችን ፍትሐዊ ግምገማ አለማድረግ።

ሠ. ሌላ ምክንያት ካላችሁ ዘርዘሩ-----

11. የሚከተሉት ከሰውነት ማጎልመሻ ትምህርት መምህራን የሚጠበቁ(የሚጠበቁ) የመምህራ ኮፕተንሲ የጥራት መገለጫዎች ናቸው። ስለዚህ ከመምህራ የመማር ማስተማር ወቅት ያያችሁትን ከአንደኛ ስኬት መጨረሻው (1...8...) ደረጃ በፊደሎቹ ፊት ለፊት በመጻፍ መልሱ።

- ሀ. የልዩ ልዩ መርጃ መሣሪያ አጠቃቀም
- ለ. የትምህርት ይዘት ዕውቀት
- ሐ. የትምህርቱን ዐላማ ለማስጨበጥ የሚያደርገው ጥረት
- መ. የትምህርቱ የክፍል አደረጃጀት ውጤታማነት
- ሠ. የሰ-ት አከባቢና ለተማሪዎቹ ምሳሌ መሆን
- ረ. ለተጠየቀው ጥያቄ ተገቢውን መልስ የመስጠት ብቃት
- ሰ. ተገቢውን የማስተማሪያ መንገድ መጠቀም
- ሸ. ልዩ ፍላጎት ያላቸውን ተማሪዎች ግምት ውስጥ ያስገባ ትምህርት መስጠት

12. የተማሪዎችና የትምህርት ቤቱ ማህበረሰብ ስለሰ/ማጎልመሻ ትምህርት ጥቅምና ስለሥርዓተ ትምህርቱ ትክክለኛነት ለንዲሁም ስለ ክፍለ ጊዜው ስርጭት ግንዛቤ አላቸው ብላችሁ ትገምግሟላችሁ?

- ሀ. አዎ
- ለ. አይደለም

13. በት/ቤባችሁ ተገቢ የሆነ የመጫወቻ የስፖርት ሜዳ አለ?

- ሀ. አዎ
- ለ. የለም

14. ከላይ በተራ ቁጥር አስራ ሦስት ላይ ለተጠቀሰው ጥያቄ በት/ቤባችን ተገቢ የሆነ የስፖርት የመጫወቻ ሜዳ አለ ካላችሁ በት/ቤባችሁ አሉ የምትሏቸውን የመጫወቻ ሜዳዎች በማክበብ አሳዩ።

- ሀ. የግር ኳስ ሜዳ
- ለ. የመረብ ኳስ ሜዳ
- ሐ. የቅርጫት ኳስ ሜዳ
- መ. የጅ ኳስ ሜዳ
- ሠ. የአትሌቲክስ መም፣ መወርወሪያና የዝላይ ሜዳ

15. በት/ቤባችሁ በቂ የስፖርት ማዘውተሪያ መሣሪያዎች አለ ብላችሁ ባስባላችሁ?

- ሀ. አዎ
- ለ. በመጠነኛ ደረጃ
- ሐ. የለም

16. ከላይ በተራ ቁጥር አስራ አምስት ላይ በተጠቀሰው ጥያቄ አዎ ካላችሁ ከአንድ በላይ መልሶች ማክበብ ትችላላችሁ።

- ሀ. የጅምናስቲክ መሣሪያዎችና ፍራሾች
- ለ. የግር ኳሶች
- ሐ. የመረብ ኳሶች
- መ. የቅርጫት ኳሶች
- ሠ. የጅ ኳሶች
- ረ. የአትሌቲክስ ስፖርት መሣሪያዎች ስና ወዘተ.

17. ከሚከተሉት የስፖርት ድርጅቶች መካከል በት/ቤባችሁ የሚገኙት ህግን ናቸው?

- ሀ. የጅምናዚያም
- ለ. የተማርዎች መልበሻ ክፍል

ሐ. የተማርዎችና የመምህራን መወጣጠያ ክፍል መ. ልዩ የስፖርት ላይብራሪ

ሠ. መልሱ አልተሰጠም

18. የአርባ ምንጭ ከተማ አየር ሁኔባ የሰውነት በማጎልመሻ የተግባር ትምህርት ፕሮግራም ላይ ተፅዕኖ ያመጣል ብለህ ባስባለህ ?

- ሀ. አዎ
- ለ. አይደለም

19. የሰውነት ማጎልመሻ የተግባር ትምህርት ለማስተማር ዋና ችግሮች የሚሆኑትን ዘርዘሯቸው::.....

20. በትምህርት ቤባችሁ የሰውነት ማጎልመሻ ትምህርት መማር ማስተማር

ላይ ሊያጋጥሙ ይችላሉ ብላችሁ የሚባሰቡትን ዋና ችግሮች ለመቅረፍ የተለያዩ የመፍትሔ ሐሳብ በመዘርዘር ጻፉ::

Appendix” C”

Addis Ababa University School of graduate Studies Department of Sport Science

Addis Ababa

General Information for Physical education teachers

Dear teacher, the main aim of this study is to investigate the challenges and the current prospects of physical education in secondary schools of Arbaminch. Be confident that the information gathered will be used only for the research. Hence, you are kindly requested to provide the necessary information that is very help full to the quality of the research as well as to bring practical solutions to the problems. Therefore, I would like to thank you for your cooperation

Part I General information

Name of the school ----- Sex-----

Age- fom20-30 from 31& above

Qualification----- Years of service-----Work load-----

1. Do you prepare and use your own physical education lesson plan?

A. Yes B. To some extent C. No

2. Do you have interest in teaching physical education subject in secondary school?

A. Yes B. To some extent C. No

3. Do you expect that the school time allotment for physical education period is satisfactory?

A. Yes B. No

4. Is their sufficient text books, teachers guide and syllabus for each grade level in your secondary school?

A. Yes

B. No

5. how did you get students interest to physical education subject when you are teaching?

A. High

B. Medium

C. Low

6. How much go your school administrative bodies would support physical education with budget, idea, and the likes ?

A. High

B. Medium

C. Low

7. Do you believe that parents, students back ground and culture of the society can affect the implementation of physical education in your school?

A. Yes

B. To Some extent

C No

8. Do you have office and material displaying room in your school community?

A. Yes

B. No

9. Do you believe that the current physical education curriculum satisfies the needs & interests of the students?

A. Yes

B. To Some extent

C. No

10. What impacts did you observe after the reduction of regular two periods per a week of physical education to one period in you school?

A. Lack of attention to the subject

C. The reduction of students' fitness level

B. problems to relate theory with practice

D. All of the above

11. Does the school provides you with any professional development in short, long and advanced in-service training program?

- A. Yes B. To some extent C. No

12. Do you suggest physical education curriculum has to include in the national examinations to give directions to the specialization of the students?

- A. Yes B. No

13 If your answer for question number 12 is “Yes,” Please list some of your reasons for farther modification of the curriculum? -----

14. If your answer for question number 12 is “No,” Please list some of your reasons?

15. Does your physical education lesson (inclusive) for students of all type of the school?

- A. Yes B. No

16. Mention some points we use to address practical physical education lesson to students with disabilities into regular physical education periods -----

17. Would you list your possible solutions to avoid the challenges of physical education subject in secondary schools?-----

Appendix “D”

Addis Ababa University School of Graduate Studies Department of Sport Science

Addis Ababa

Questionnaire for administration

Dear administration, the main aim of this study is to investigate the challenges and the current prospects of physical education in secondary schools of Arbaminch. Be confident that the information gathered will be used only for the research. Hence, you are kindly requested to provide the necessary information that is very help full to the quality of the research as well as to bring practical solutions to the problems. Thank you in advance.

No need of writing your name. Name of the school-----Sex-----

Age- from 20-30 from 31& above

Research related information

Directions: Choose the appropriate answer and give short answers for the others

1. Do physical education teachers prepare lesson plan?

A. Yes B. Some times C No

2. Is there formal or informal follow up of the teaching process to physical education in your school?

A. Yes B. To some extent C. No

3. Are there available facilities like play grounds, stores, office, locker, shower, dressing rooms, gymnasium and etc for implementing physical education practice session in your school?

A. Yes B. Some of them C. Few of them D. No

4. Are there sufficient equipments like balls, mat, vaulting box, parallel bares medicine ball, sling ball and etc. in you school ?

- A. Yes B. To some extent C. No

5. Does the school fulfill the required equipments on time when requested by the physical education department?

- A. Yes B. To some extent C. No

6. How much your school administrative bodies could support physical education

With budget & idea?

- A. High B. Medium C. Low

7. Mention some points about how physical education curriculum gives benefits to the students?-----

8. Do you give us some suggestions about curriculum design and implementation of physical education subject in secondary schools?-----

9. What are the major factors that challenge the implementation of physical education in your school?-----

10. Please list down some of the possible solutions for problems encountered during implementation of teaching physical education in you school?-----

Appendix "E"

Interview for Subject Teachers

The purpose of this interview is to get information about how physical education teachers teach physical education lesson in their regular teaching program?

- 1. Name of the school----- Date-----
- 2. teachers Experience-----
- 3. Sex-----Age- from 20-30 from 31& above

- 1. Do you think that physical education teachers in your school have enough knowledge and effective teaching skills in their subject area? How? -----

- 2. What do you think about the motivation and the interest of the physical education teachers in their subject area? -----.
- 3. Do you think that the school administrative bodies could support the school cocurricular activities (enter and extramural sport programs) and regular physical education teaching program with material, budget & idea? If it is so please mention how much it is satisfying the program? -----

- 4. What do you think the main problems that hinder the implementation physical education classes ?-----

- 5. Do you suggest some possible solutions for challenges to implement physical education teaching program in the school? -----
.
- 6. Do you give us some suggestions about curriculum design and implementation of physical education subject in secondary schools.

Appendix “F”

Observation Check List for School Setting

General information

Date of Visit ----- Name of the School-----

Instruction I put check mark (√) in column which tells “V.Good” “Good” “Poor” “No”.

Roll No	Variables to be observed	V. Good	Good	Poor	No
1	Availability of suitable play ground in the school				
2.	Availability of gymnasium, shower, dressing room & etc for students’ practical sessions.				
3	Sport equipments (materials) for peoples of disabilities in the school.				
4	The presence of teaching aids like cones, jumping ropes and etc.				
5	Availability of balls such as footballs, volley balls basket balls and etc.				
6	Availability of Gymnastic apparatus and equipments in the school.				
7	Availability of supplementary references in the library.				
8	The presence of track and field (athletics) facilities and equipments in the school.				
9	Attractiveness of physical and environmental condition.				

Appendix “G” Observation Check List for Theory Class

General information

1. Date of visit-----Grade----- section observed-----Topic-----
2. Length of the observation period-----Number of periods allotted per week-----
3. Number of students in the class-----
4. Bio data of the teachers being observed
Sex-----Age-----Qualification----- major-----Minor-----Total teaching experience-----

Instructions: Put check mark (√) in the column which tells “Yes”, “To some extent” “No”

Roll No	Variable to be observed	Yes	To some extent	No
1	Teacher’s ability of planning the instructional activities based on the student’s, need, interest and ability.			
2	Teachers ability of allowing and motivating the students to express themselves			
3	Teachers manner of conduct and willingness to listen students problem			
4	Teachers ability of identifying individual differences			
5	Teachers ability to explain the questions raised by the students which are not clear in the lesson delivery.			
6	Teachers ability of guided by the lesson plan			
7	Teachers ability of clarify the objectives of the lesson			
8	Teachers ability of using different teaching styles such as students working in pair, small groups and individually.			
9	Teachers effective use of text book, reference materials and teaching aids			
10	Teachers ability of asking questions with a simple language that are related to the content of the lesson			
11	Teachers personality & being good role model			
12	Appropriateness of the teaching methods used by the teacher to teach the lesson			
13	Teachers ability of using different assessment and evaluation techniques			

Appendix “H”

Observation Check List for Practical Class

General information

1. Date of visit----- Grade and section observed-----
2. Topic of the lesson-----Length of the observation period-----
3. Number of periods allotted per week-----Number of students in the class-----
4. **Bio data of the teachers being observed**

Sex-----Age-----Qualification-----major-----Minor-----Total experience-----

Instructions: Put check mark (√) in the column which tells “Yes”, “To some extent” “No”

Roll No	Variable to be observed	Yes	To some extent	No
1	Teachers ability of clarify the objectives of the lesson			
2	Teacher’s ability of planning the instructional activities based on the preparatory part , main part & concluding part the lesson.			
3	Teachers ability of motivating and allowing the students to practice & express themselves			
4	Teachers manner of conduct and willingness to listen students problem			
5	Teachers ability of identifying individual differences considering special needed students in the practical session of the lesson			
6	Teachers ability of demonstrating the practical drills and guided by the lesson plan			
7	Teachers ability to demonstrate & revise again for the questions raised by the students which are not clear in the lesson delivery			
8	Appropriateness of the teaching methods and class organization used by teacher to teach the lesson			
9	Teachers effective use of teaching aids & giving attention of safety rules			
10	Teachers sport wearing & being a good role model			
11	Teachers ability of using different practical assessment and evaluation techniques			

