The Major Challenges of Physical Education Curriculum Implementation in Preparatory Schools of West Shoa Zone

By

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This is to certify that the thesis prepared by Ashenafi Chalchisa entitled: ***The Major Challenges of Physical Education Curriculum Implementation*** and submitted in partial fulfillment of the requirements for the degree of the Degree of Master of education (Teaching Physical Education) complies with the regulations of the University and meets the accepted standards with respecting originality and quality.

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ABSTRACT

The Major Challenges of Physical Education Curriculum Implementation

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The study was initiated to explore the major challenges of physical education curriculum implementation in preparatory schools of west shoa zone. For this study, descriptive survey design was employed. In west shoa zone there are 14 preparatory schools. Out of these, 6 preparatory schools were taken as a sample by using simple random sampling techniques. The total target population of the study was 3034, that is 14 directors, 20 P.E teachers and 3000 students. The study was involved 250 Students selected by simple random sampling technique and 8 Physical Education Teachers and 6 School Principals selected by simple random sampling techniques. Frequency counts, percentage, mean, and standard deviation were employed as statistical tools to analyze and interpret the data. Based on the analysis, it was found out that, the physical education curriculum implementation in preparatory schools of west shoa zone was not satisfactory: shortage of teaching aids and shortage of play and training ground were found as the highest problems. Additionally, less attention has been given to physical education from the administrative bodies was also pointed out as the highest problem. Accordingly, it was concluded that the physical education curriculum implementation in preparatory schools of west shoa zone was less than the expectation and was found problematic. Finally, the study recommended that the government bodies particularly, ministry of education in collaboration with regional education bureau should provide the necessary teaching materials and facilities to the schools, so that the teachers implement it according to the syllabus. In addition to these, school principals and other stakeholders should give due emphasis to physical education curriculum implementation.

Key words: *Implementation, Physical Activity, Physical Education, Sport, Games*

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List of Acronyms

AAU- Addis Ababa University

BASES- British Association of Sport and Exercise Science

HPE- Health and Physical Education

MoE- Ministry of Education

NGO- Non Government Organization

PE- Physical Education

PET- Physical Education Teachers

SPSS- Statistical Package for Social Sciences

UNESCO- United Nations Educational, Scientific and Cultural organization.

CHAPTER ONE

1. INTRODUCTION

This chapter deals with background of the study, statement of the problem, basic research questions, objectives of the study, significance of the study, delimitation of the study, limitation of the study and definition of related terms.

1.1. Back Ground of the Study

Physical education is an integral part of education and contributes to the development of the individual through planned movement, physical activities and exercise. It includes a body of knowledge that depends on many disciplines including the physical, biological and behavioral sciences (Chappell, 2001). Physical education is also the process through which sport, outdoors adventure activities, dances and games are used by physical educators to help students to learn motor skills and physical fitness. It is also defined based on the objectives and aims of the lesson. So, to achieve its objectives and aims, P.E syllabus must be implemented appropriately.

It is obvious that a well-developed curriculum is one of the requirements for the quest of excellence in the educational sector. This is because curriculum is not planned and developed for its own sake rather; the purpose of any curriculum is to benefit the society by developing knowledge, skill and attitudes and subsequently use it in solving problems and improves ways of life.

The purpose of all curriculum planning is to provide opportunities for an individual student or groups of students to benefit maximally from participation in learning activities (Alexander and Lewis). However, this will be realized if and only if the developed curriculum is implemented effectively. In other words, the ultimate test of a curriculum plan lies in its implementation (Alexander and Lewis 1981). Implementation involves an attempt to change individual's knowledge, actions and attitudes in to practice. In many cases the success of curriculum implementation is weak; that means curriculums have not been systematically implemented. (Beauchamp, 1968 and Fullan, 1991).

Many excellent curriculums have had insignificant result because their designers limited their horizon to the development of curriculum without a serious consideration of implementation (Sounders and Graham, 1983; Gene, 1995). Thus the implementers fail to understand what the minds of the designers are. This will result in the failure of the general practice of curriculum implementation. In this case it should be noted that any plan be it a curriculum, for its implementation depends up on the daily activities of the organizational members who are charge of it. If they respond to influence others than intentions of the designers even the most carefully worded and strongly supported plan is unlikely to be implemented as intended. (Adams, Fullan and Pomfret, 1977).

They are also identified four groups of determinants of curriculum implementation. These are firstly the characteristics of the inhalation which means the degree of explicitness or complexity of the curriculum. Secondly, the strategies and tactics which include the training background of teachers, resources, support feedback mechanisms and participation of the teachers in the innovative process. Thirdly; "the characteristics of the adopting units", which include the adaptation process, organizational climate, environmental support and demographic factors. The last one is the "macro socio political factors" that are the role of political agencies outside the adopting organization ranging from the local level to national organizations.

Health and physical education is an important part of the preparatory school curriculum. As an integral component of the total education, Health and Physical education makes a unique contribution to the education of the students. It is the only subject area in which the school devoted to the study of human movement, the acquisition of motor skills and the promotion of fitness. It is also concerned with the total development of motor skills, fitness, knowledge and attitude conducive to a life time of participation is commonly acknowledged goal of the preparatory school of Health and Physical education program (Wuest and Lombardo, 1994).

The curriculum implementation is more complex and extremely difficult to implement in a way that please everyone including the potential beneficiaries in developing countries, Ethiopia cannot be exceptional.

According to Amberber (1985), Ethiopia educational system is challenged by a number of unsolved difficulties. Hence from the preceding discussion one can conclude that of many unsolved educational problems of the country, ineffective implementation of the curriculum is among the major ones. Therefore it is the intension of this paper to see the degree to which the physical education curriculum of the school is implemented as planned.

In order to achieve the aforementioned purpose and objectives of P.E program in general and preparatory school in particular, it is imperative to look thoroughly its implementation. The implementation of health and physical education program requires consideration of many different factors of teaching like the process by which individuals learn skills, teachers' guidance in the selection of teaching styles and strategies, equipments and facilities, teachers' interactions with students, the class size , motivation, discipline etc.

1.2. Statement of the Problem

Physical education contributes to students' academic and intellectual growth as it provides knowledge and understanding about their bodies and how they function with exercise and without exercise. Students learn how to achieve physical fitness and the importance of maintaining an active lifestyle for a lifetime. They are introduced to and exposed to a wide variety of activities, competitive and noncompetitive those brings them enjoyment and support those academic experiences that are critical to understand the activity Dawn and John (1999).

Alex (2006) stated that the purpose of all curriculum planning is to provide opportunities for an individual student or groups of students to benefit maximally from participation in learning activities. Physical education is one of the subjects included in preparatory schools and also the syllabus was developed for it. However, due to some shortcomings, of which, it was not possible to achieve the objectives. When a curriculum is implemented, it may face many challenges in its implementation. Since general preparatory school P.E curriculum is a curriculum under implementation, we cannot say with certainty how much it has been implemented on the ground and what challenges

have been encountered in the course of its implementation. Thus, a thorough assessment of the implementation is essential, so that the challenges can be detected and best practices can be drawn.

In relation to this studies made by Getachew (1994) and Abera (2004) explicitly show such a wide gap between designed programs of the syllabus and what is actually in practice. In all studies, Physical Education curriculum implementation was found inadequate that means techniques and activities suggested in the syllabus are not implemented correctly.

Moreover, the researcher's experience when he was teaching P.E in preparatory school faced different problems during Physical Education curriculum implementation. It was with this in mind that the study was launched. So, the study tried to examine the major challenges Physical Education curriculum implementation.

1.3. Basic Research Questions

This study attempts to answer the following basic research questions.

1. What are the factors that affect Physical Education curriculum implementation?
2. Do teachers use the correct teaching methods and techniques as prescribed by syllabus for Physical Education curriculum implementation?
3. Is the school environment conducive for the effective Physical Education curriculum implementation?

1.4. Objectives of the Study

1.4.1. General Objective

The main objective of this study was to assess the factors that affect Physical Education curriculum implementation.

1.4.2. Specific Objectives

The specific objectives of this study were mentioned as follows.

- To identify factors those affect Physical Education curriculum implementation.
- To assess teachers whether they use the correct teaching methods and techniques as prescribed by syllabus to implement physical education curriculum.
- To identify how much the environment in the school is conducive for the effective implementation Physical Education curriculum.

1.5. Significance of the study

The purpose of this study was to assess challenges of physical education curriculum implementation in preparatory schools of west shoa zone of oromia region.

Educational research encompasses many different studies all of which attempts to define and investigate significant problems involved in teaching and learning in and outside the school system. It tries to understand the practical concerns, explain them and recommend them to maximize benefits of education. So the significance of this research is that it leads in the improvement of teaching and learning physical education. It is also used for education planners such as curriculum designers and policy makers as a useful base line data that can be used for planning purpose and policy decision making in physical education curriculum implementation.

In general, evaluating the implementation of a subject continuously helps to obtain evidence regarding its strength and weakness which are very useful for making decisions.

Therefore, the study expects to have the following importance.

- It provides input for curriculum planners and policy makers to set strategy for a better Physical Education curriculum implementation.
- Ministry of education can benefit from the findings of the study in improving and facilitating the quality of Physical Education curriculum implementation.
- The findings can serve as a reference for those who want to carry out further study on the same area.

1.6. Delimitation of the Study

Geographically, the study was conducted in west shoa zone of oromia regional state. There are fourteen preparatory schools in the zone. To have more comprehensive information it would be preferable if the study includes all grade 11 students in preparatory schools of west shoa zone.

However, for the sake of making the study more manageable it was delimited to only grade 11 students of six preparatory schools in the zone. Because teachers, principals and students of those schools better understand the situation and it was believed that the responses of the respondents from the schools would be adequate samples to represent the rest of preparatory schools in the zone.

1.7. Limitation of the study

In carrying out the study, the researcher faced a number of problems. These were financial, shortage of time and scarcity of reference materials and appropriate documents. Even though, there were problems an adequate care was made to preserve the quality of the thesis and completing it in the proposed time.

1.8. Operational definition of terms

It is evident that words are defined according to their contextual meanings as used by different writers. With this understanding, the following words or phrases are defined according to their context as employed in the study.

Athletics-is a combination of different activities which includes running, jumping and throwing. (Grade 9 text book)

Game - range from a measurements or diversion to competitions governed by rules.

Health- is a quality of life that includes physical, mental and social well beings.

Implementation- putting the curriculum of physical education in to practice.

Physical Activity- is a broad term that describes any bodily movement produced by skeletal Muscles that result in energy expenditure. (Grade 11 text book)

Physical Education- is an education which is given mainly through physical activities. (Grade 9 text book)

Physical Exercise- is a planned, structured and repetitive movement of the body to improve and maintain physical fitness. (Grade 11 text book)

Physical Fitness- is a state which characterizes the degree to which the person is able to function. (Grade 11text book)

Sport-is a well-organized, competitive and purposeful form a play. (Grade 9 text book)

1.9. Organization of the Study

This study was organized in to five chapters. Chapter one deals with back ground of the study, statement of the problem, basic research questions, objective of the study, significances of the study, delimitation of the study, limitation of the study and definition of related terms. Chapter two focused on review of related literature which is related to the conceptual frame works of the study. Research design and methodology with detailed explanations on research design, source of data, subjects of the study, sample size and sampling techniques, pilot test, data collection instruments, procedure of data collection, ethical consideration and methods of data analysis were included in chapter three. In chapter four, analysis and interpretations of data were made. Summary, conclusion and recommendations were presented in chapter five. Finally references, sample questionnaire, sample interview questions and other relevant documents were attached to the last part of the thesis.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1. Introduction

This chapter deals with conceptual frame works that are related to the challenges of physical education curriculum implementation. In order to discuss the issues, some major points were raised. These are an overview of physical education, objectives of physical education; benefits of physical education, concept of curriculum implementation, challenges of curriculum implementation and factors which affect physical education curriculum implementation were presented and discussed.

2.2. An Overview Concepts of Education

Education is the process of getting knowledge and skills in different ways. It is a human activity largely based on the process known as teaching and learning. Teaching learning process can be understood and be clear in light of discussion on how teaching learning takes place. Augural (1996:54-55) explained the teaching learning process as a means through which the teacher, the learner, the curriculum and other variables are organized in a systematic manner.

2.3. The Meaning of Physical Education

Physical education is an education which is given mainly through physical activities to develop and maintains all aspects o personality such as: physical, mental and social well begins.

It is an integral part of education and contributes to the development of the individual through planned movement, physical activities and exercise. It includes a body of knowledge that depends on many disciplines including the physical, biological and behavioral sciences. Physical education is also the process through which sport, outdoors adventures activities, dances and games are used by physical educators to help students to learn motor skills and physical fitness. According to West and Bucher (2003) the word physical refers to the body. They stated that it is often used with reference to various

bodily characteristics such as physical strength, physical development, physical health and physical appearance.

Therefore, according to them Physical education is the process of education that concerns activities which develop and maintain the human body. Physical education when planned and taught properly is education through physical. That is the physical activity serves as a medium through which a total learning experience take place. In other words physical activity not only improves our physical health but also it enhances our emotional outlook and even stimulates our intellectual activity and ability. In short, it improves our wellness. (Schmottlacho Mcmanama, 1997).

Physical education is an important part of the educational process. It improves that its program consists of something other than mere exercise done at command. A physical education program under qualified leadership aids in the enrichment of an individual's life.

Meeks (1996) defined physical education as follows " physical education is a planned, sequential curriculum that provides cognitive content and learning experience in a variety of activity area including basic movement skills: physical fitness, rhythms and balance, games, team and individual sport, tumbling and gymnastics and aquatics".

He also explained that quality physical education should promote, through a variety of planned physical activities each students optimal, physical, mental, emotional and social development and promote sprit that all students enjoy and can pursue throughout their lives.

Based on the outcomes of the lesson physical education is defined by Williams (1994) as follows. "Physical education is the sum of the man's physical activities selected as to kind and conducted as to outcome. This definition takes in to account the fact that a selection are activities must be made and that outcomes are important."

Many educators recognize that physical education has a major role to play in the development of young people. However, some individuals mistakenly consider physical education to be limited to athletics or competitive sport.

In order to understand what physical education covers let as look in to some of the components it entails.

Exercise: - refers to a subset of physical activity. It is a planned, structured, repetitive movement of the body designed specifically to improve and maintain physical fitness. Physical fitness is a set of physical attributes that allows the body to respond or adapt the demand and stress of physical effort.

Play: - a physical activity in which there is no formal rules, no pressure, no winner or loser, no set time, no defined playing area and people just enjoying spontaneous physical activity. It is a voluntary and distinct activity carried out with in arbitrary boundaries in space and time separate from daily role concerns and influence and having no serious purpose meaning or goals for the actor beyond those emerging within the boundaries and context of the play act itself.

Game: - range from a measurements or diversion to competitions governed by rules. Games are more organized than recreation and play more formal than play but less structured than sport.

Leisure or recreation: - is free from work which may or may not be used for physical activity. It is concerned with those activities performed by an individual during hours not at work. Recreation education is aimed at teaching people to utilize their leisure hours in a constructive manner. This implies careful selection of activities.

Sport: - is much more organized than play, games or recreation. Sport involves set of rules, area and time, set positions for players, usually vigorous physical activity, complex physical skills which are applied throughout the set time serious training and preparation and competitions between individual or teams where winning is important. Sport is defined as an activity that involves competition between teams or individuals in whom

the goal is obtain pleasure and success. The end result of a sport is pleasure and success (Willgoose, 1984; West and Bucher, 2003).

Athletics: - many people frequently think of athletics and physical education as similar meaning. But athletics is considered to be one of the broad aspects of physical education program. It refers to the competitive activities organized games either on a team or an individual basis. The word athletics is mostly used for track and field events such as running, throwing and jumping.

2.4. Objectives of Physical Education

The need for students to engage in regular physical activity is one of the pre- requested for achieving quality health and quality life styles has long been recognized. The UNESCO charter of physical education and sport established in 1978 was one of the first international statements supporting these beliefs.

Historically, physical education was not seen as a priority for many policy makers including principals, teachers and parents in the school systems. It occupies tenuous place in the school curriculum and in some cases it is being replaced or given less time in the curriculum. In addition to budgetary constraints, inadequate facilities, lack of equipment, is sufficient physical education professionals as well as societal factors such as our changing family, culture and the impact of the technology have significantly eroded traditional activity levels and are all contributing to its previous status.

The approach to teaching of physical education has changed at this time. As educators become more and more aware of the positive values of physical education, they give considerable attention to the improvement of teaching it at all levels (Schmottlaco Mcmanama, 1997).

2.4.1. Physical development

One of the main objectives of physical education programs is to advance the general well beings of the students. To acquire good posture and move about place fully physical education attempts to train a person in keeping strong and health. The development of skills and endurance are important for an individual who wants to be sportsperson. This

leads to greater agility and ability to overcome fatigue more easily. Some organs are becoming more alert in each activity that intends to do in the Physical education programs (Grade 9 Text Book).

2.4.2. Mental Development

Physical education is an integral part of the total education of any child and is closely linked to other creative and learning experiences and skill acquisition. It makes a significant contribution to the all-round harmonious development of mind. As they take part in regular physical exercise, students become quick to notice and respond to potential draft or procedures. They become intellectually active and develop ability to think quickly and make quick decisions and judgments (Grade 9 Text Book).

2.4.3. Personality Development

Some students may respond differently from subject to subject. Physical education helps students who are usually in word looking and slow in the class. This is psychologically good for them to distinguish themselves better in at least one subject area.

Students who lack in courage or confidence learn to take risks in physical activities. Students learn self-control, cooperation and team sprit through organized games, gymnastics and athletics. Students can learn the benefits of games through sport activities. They learn how to win and lose. This helps them to learn when and how they are going to be fair and honest. They also learn how to deal with defeat. These students will not be over – exited. They can learn how to use their leisure in later life. This has a great value of education in general (Grade 9 Text book).

2.4.4. Social Development

Students learn when and how to start doing or becoming involved with and share something. One of the values of physical education is the development of good social behavior. Students learn how to give support and help in order to achieve or provide their parts for a group effort though organized games. In general they learn to cooperate with each other to words a common goal through a team sprit which is very important for good citizenship. When they become to understand the purpose, they learn how to respect rules

and regulations. This is very important for all rounded development of on individual (Grade 9 Text Book).

2.5 .The Benefit of Physical Education

The benefits of regular physical activities for students are numerous. It can increase strength optimize physical functioning and enhance overall wellbeing (Dattilo, 1994). Participation in physical activities can foster in dependence, coping abilities, competitiveness and team work. Special Olympians show gains in self-esteem, perceived physical competence and peer acceptance, while their parents benefit from much needed informal peer support and the shared experience among families.

Regular physical activity also provides meaningful movement experience and health related fitness for all individuals in order that they may have the opportunity to acquire the motor skills strategies and physical stamina necessary for a life time of rich leisure, recreation and sport experience to enhance physical fitness and wellness, West and Bucher (2003) and Hart (1983) stated that a quality Physical education programs provides the foundation for a healthy, happy and physical active life style.

2.6. The Concept of Curriculum

It is known that different authors define the term curriculum differently. Despite this fact, it is perceived as a plan for the learning experience that young people encounter under the direction of the school, is to provide a vehicle for ordering and directing those experience. This process of providing the vehicle and keeping it running smoothly is known as curriculum development (Derebssa, 2004).

Curriculum planning is more or less synonymous with curriculum design. It refers to the way we arrange the major components of the curriculum objectives, contents, learning experience and activities and instructional methods and materials to provide direction and guidance as we develop it. Curriculum implementation on the other hand is the practice of translating the plan to action. And curriculum evaluation enables as to compare the actual outcome (objectives) and to arrive at conclusions about this comparison with a

view to future action. From the ongoing discussion one can understand the fact that the entire process of implementation and evaluation are interested.

2.6.1. The Concept of Curriculum Implementation

Curriculum implementation is a process of putting the developed or planned curriculum in to effect. However in this case the term implementation refers to the actual use of a curriculum. It should not be viewed as a clear cut yes or no to use or not to use a new program or change. Rather its process is developmental and occurs at different levels. Thus it focuses on the extent to which actual change in practice occurs and on the factors which influence the extent of change. Here note that the production of a curriculum guide or the written curriculum is not the final stage is the process as many feel it is. Rather implementation curriculum or as some state "bringing the curriculum to life" comes next. This stage is a critical phase in the overall process of curriculum development. This is because curriculum cannot achieve its aims unless it is implemented in the way it is intended to be implemented (Derebssa, 2004).

The idea discussed above clearly implies that no matter how the school curriculum is valid or appropriate, it makes no meaning unless it is delivered to the students. Therefore if students are to attain educational goals and objectives, a curriculum must be implemented throughout the school system (Ornstein and Hunkins1988).

In similar Saylor, et.al (1981) advanced the view that the curriculum which is planned for providing sets of learning opportunities for the learners remains only opportunities until learners become engaged with the opportunities in the process of its implementation. "However unless careful steps are taken to support such implementation via regular and appropriate staff development activities, change will not occur." (Wuest and Lombardo, 1994).

Emphasizing the nature of the curriculum implementation in developing counties Dereje (2001), noted that curriculum implementation is a formidable and complex task in most countries where planning and leadership capabilities are at the lowest stage. As part of

developing countries, African countries in general and Ethiopia in particular share similar educational changes highlighted above.

Dereje and Bardach, (2002), noted that curriculum implementation is more complex and extremely difficult to implement in a way that please everyone including the potential beneficiaries in developing countries.

According to Amberber (1985), Ethiopia educational system is challenged by a number of unsolved difficulties. Hence from the preceding discussion one can conclude that of many unsolved educational problems of the country in effective implementation of the curriculum is among the major ones.

2.7. Dimensions to be considered in implementing the Designed Curriculum

The process of implementing a new curriculum is highly complex matter and therefore requires extremely skillful assortment of participants and relevant content for effective result. The task of curriculum implementation involves changing attitude of people, policy makers, administrators, the public and ultimately the learners themselves. And also providing the materials for the administration to make the process possible (Shiundu and Omulando, 1992)

During implementation, concerned people must be persuaded about the worthwhile of innovation and facilities (materials and personal supports have to be delivered if the implementation is to be realized). (Ornestein and Hunkins, 1998).

Based on this fact the process of curriculum implementation to be effective, if the following dimension should be given due consideration.

2.7.1. Planning

For effective implementation to occur planning is of paramount important. Ornestein and Hunkins(1998) have thoroughly discussed about the need for planning for effective implementation. They noted that successful implementation requires careful planning, which focuses on three factors, i.e. people, programs and organization. Although these three factors (people, programs and organization) are inseparable, some educators hold

the belief that dealing primarily with one factor will facilitate implementation. For instance some people say that in order to facilitate the implementation of a new curriculum; educators must deal primarily with people. A major assumption frequently made by these educators is that, if the people are changed the programs and or the organization. However, some educators challenge these view. These people have tended to give primary focus to the program. They argue that people would adapt if they were furnished with different ways to meet the objectives of the school program.

Some other educators rather give priority to the organization with in which people work. If departments are re-organized and spaces are remodeled then people will adjust in the direction necessary for successful implementation. At this juncture, it should be noted that curriculum leaders, it may happen, over emphasize one factor but they should not ignore any factor altogether.

2.7.2. Communication

Communication can be defined as the transmission of facts, ideas, values, feelings and attitude from one individual or group to other. But simply communication deals with message processing between the senders and receivers of the message. The receiver can respond to the message by way of accepting or rejecting the message. Here the curriculum specialist must be sure that the communication network is comprehensive and that avenue for message sending exists in all level of the system. An effective system must not be rigid but should be flexible enough to appreciate the communication inputs of all concerned.

The mode of communication depends up on the nature of the message or the peace of information to be communicated. If curriculum leaders only want to communicate such facts by means of letters, memos, articles, books, bulletins, research reports or speeches. Sometimes they need to communicate to staff the underlying assumption; values and points of view associated a new curriculum. If the new program entails a major change different from the existing program then the curriculum leaders can profitably use such communication vehicles as workshops, meetings, role playing situation, demonstration session etc.

No matter how sophisticated or simple means of communication are available, the key to communication is finally the individual. Thus, all persons or parties concerned in the process need to know the avenues establish for communication; and that their "views welcome and that all have a responsibility to participate:" in sending and processing messages (Ornstein and Hunkins, 19980).

2.7.3. Cooperation

Cooperation between all persons who are to be involved in program implementation must occur if a change is to be successful and to become institutionalized. The teachers' full cooperation is required in practicing the new ideas and programs that will find expression in their class rooms. In many ways teachers are the experts and so their commitment depends heavily on how active they have been in conceptualizing and developing the new program. If teachers actively participate in curriculum development and implementation it is likely that implementation would be effective. People require the involvement of their total beings; sentiments and values if they are to accept, tolerate or support changes. Here educators need to consider teachers' needs level of commitment and skills while determining when and how to involve teachers in implementation. Sometimes, by involvement the teachers may like to have their inputs say in the decision (Ornstein and Hunkins 1988).

For proper implementation of curriculum adequate training prior to implementation are standard approaches. Derebssa (2000) stated that effective implementation requires time, personal interaction and training. The role of teachers is critical in the implementation process, for there would be no curriculum implementation process, without teachers and students. Other participants in curriculum developments also need cooperate in the process. They wishes to incorporate students idea about how to test and modify, if necessary the new program. Those who advocate reform in the school raise the issue of involving community members in the development and implementation of programs. Sometimes, varies minority groups would like to be involved in the development and implementation stage in order to ensure that views are represented and that their children are not discriminated against the initial implementation of the new program.

2.7.4. Support

Curriculum designers need to provide the necessary support for their recommended programs or program modification to facilitate their rapid implementation. Desirable support in terms of both many as well as materials would help building self confidence among those affected in the change. In service training program for teachers', administrator and other personal acquainting those with the new program and its practical aspects can be a necessary support activity. In service program must reach the intended audience and should be accessibly scheduled for curriculum implementers. Open discussion on the new programs should be scheduled throughout the implementation process. Such discussion allows implementers to voice their objections or concerns and consequently reduce opposition. The in service programs must also evaluate how far they are in achieving the objectives (Ornstein and Hunkins 1998).

Money is required for materials and equipment to institutionalize a new program and also to have human support for the implementation effort. A trusting relationship must exist among all parties in the schools; especially the administration and teachers, the school principal or head master can be a key guarantor of successful innovation and implementation. Successful principals knowledgeable of and committed to the curriculum service as "curriculum leader" thereby encouraging other stuff in the implementation effort.

2.8. The Importance of Physical Education Curriculum for Preparatory Schools

Physical Education is an important part of the preparatory school curriculum as an integral component of the total education of students; it contributes to the overall goals of education. Additionally, physical education makes a unique contribution to the education of the student, it is the only subject area in the school devoted to the study of human movement, the acquisition of motor skill, and the promotion of fitness. It is concerned with the total development of the individual, encompassing development in the psychomotor, cognitive, and affective domains. The development of motor skills, fitness, knowledge and attitude conductive to a lifetime of participation is a commonly acknowledged goal of the preparatory school physical education program Wuest and

Lombardo (2000). In addition to this they also added that the preparatory schools years are an important time for physical education. During this time adolescents should have the opportunity to be exposed to a variety of sports and outdoor activities and to develop competence in a few selected ones. Gaining knowledge about human movement is an important part of the physical education experience. Since physical activity habits are formed early in life, attention must be given within the physical education program to helping students incorporate physical activity into their lifestyles at this age Wuest and Lombardo (2000).

2.8.1. Goals of Physical Education for Preparatory Schools

The goals of physical education for preparatory schools are improving physical health and develop a good attitude towards various physical activities that will result in lifetime participation in physical activities MoE (2003). One of the major goals of education is to prepare students to be lifelong learners, knowledge of factors affecting movements is essential to future learning.

The general objectives of physical education syllabus for preparatory schools are:

- Acquires and refines motor skills essential for everyday activities.
- Develop health-related fitness.
- Attains knowledge on the benefit of physical education and health-related physical fitness.
- Develops an application for the contribution that regular physical activity makes to lifelong health.

These outcomes embrace the acquisition of physical skills, promotion of participation, achievement of fitness, attainment of knowledge, and development of attitude when viewed from the more traditional perspective, the goals of physical education relate to the student development in three interrelated domains and some of assessment techniques are important in physical education MoE (2003).

2.9. Factors Affecting the Implementation of Physical Education Theory in to Practice

It is believed that there are many factors that affect P.E curriculum implementation. These factors can be discussed in the following.

2.9.1. The Human Factor

The planned curriculum would be useless unless people change it into operational curriculum. Regarding this Dalton (1988) states "curriculum becomes a reality when teachers implement it with real students in a real class." Therefore the people as one of the major factors affecting the process of curriculum implementation are associated with teachers, students, administration, parents and other stake holders.

2.9.1.1. Factors Related with Teachers

As far as teachers concerned, the international bureau of education (1993) remarked "no one is in any doubt that the chief agent in the process of educational reform is the teacher." Posner (1992) also stated that teachers' play crucial role in determining the success or frailer of curriculum implementation. Thus the teacher with his/her attitude, skill and experience is the most important of all in determining the success or frailer to the process of curriculum implementation. Let us have a look at each dimension turn by turn.

Teacher's Attitude- Teacher's attitude is ground to act in a positive or negative way towards person idea or events happening in the environment. And most educators are convinced that teacher's attitudes are very important dimension in the teaching process. A successful innovation depends substantially on teachers' attitude towards proposed curriculum alterations. Students with teachers of positive attitude towards teaching and the curriculum are found to be high level achievers in learning (Keynes, 1986, Cooper, 1986 and Calhan 1988), consider the teachers' attitude as very important aspect in the teaching process. Noel (1993), asserted that trust is the important ingredient, which the facilitator provides. The more effective teacher were rated higher on every attitude measured by any inventory, they were seen as more real as having higher level of regard for their students should more emphatic understanding. No matter how good the written

curriculum is and extent of back resource supplied no matter how much incentive/trough stick or carrot/ is applied through the accountability of national assessment scheme no matter how much politicians exhort unless teachers' are with good enthusiasm for the subject and methods with their students teaching will never become better than adequate (Wool, 1994).

Many prominent writers focus on the importance of teachers' attitude to the real achievement of educational results. Selection and training provide qualified personal to do each job. But to get the job done the individual must also want to work. What individuals actually accomplish may vary widely as function of their attitudes the immediate superior or towards their fellow workers and towards other aspect of the job. Low moral can make a brilliant person to well-high incredible feats. Education has common agreements on the correspondence in the class room. According to Cooper (1986), teachers' attitudes are very important and have their direct effect on our behavior; they determine how we view ourselves and interact with the environment.

Teacher's Skill- One of the skills required by the teachers to implement the curriculum effectively is his/her pedagogical belief. In relation to pedagogical belief, Oneil (1995) writes:

Given that a syllabus statement is text from which readers must construct meanings on which to plan actions teachers' interpret syllabus statements on the basic of their pre-constructed, conceptualization of the subject and their pedagogical theory what it means to teach and learn.

According to O'neil (1995) teachers marginalize or avoid parts of the syllabus, which are not in agreement with their theoretical position. This is termed as "a filleting process" by Genkins and Shipman (1976) a process by which teachers use the parts of the syllabus which are in congruent with the ways they teach and avoid those parts which are not in harmony with their principles. This virtually leads to "drastic mutation rather than straight forward adaptation of the syllabus" (O'neil, 1995). The other important factor related teachers is the knowledge they have. In relation to this, Mccormick, et.al, (1995)

mentioned that teachers will teach best in areas which they are knowledgably have effective materials and techniques. Walter (1981), Posner (1992), Bennet and Carre (1995) also claimed that teachers knowledge and understanding of the subject matter is a major factor that affects curriculum implementation. Off course, it is an obvious fact that teachers would not successfully implement a curriculum if they don't have the knowledge and understanding about the curriculum implementation. This entails a clear message for curriculum developers that are needed to consider the status of teachers in curriculum planning.

Regarding this, Swans and Brown (1997) write, "past records of curriculum initiatives extra ordinarily modest levels of pedagogical implementation is important because curriculum innovators have failed to start where teachers are." In sum for effective implementation, curriculum developers should take in to consideration teachers existing knowledge and understanding of the subject matter before implementing a curriculum in a large scale. If teachers lack this ingredient then, the necessary orientation or training is indispensable.

Teaching method may be defined as those phases of the work of teacher concerned with organizing and conducting learning activities. Selection of method is takes the heart of the instructional plan or the teaching strategy. Furthermore for effective teaching, when viewed from the perspective of safety and legal liability, planning is critical. In this regard Wuest and Lombardo (1994) noted creation of a safe learning environment is of paramount concern the potential problems and inherent in various physical activities should be carefully assessed. According to Wuest and Lombardo (1994) beyond the pedagogical responsibilities teachers are expected to participate in institutional responsibilities. Health and Physical Education teachers must assume other responsibilities in addition to their pedagogical responsibilities. Some of these responsibilities are explicitly stated in teacher contracts, while others are unwritten expectation for teachers. These institutional responsibilities are wide ranging, encompassing such tasks as supervision, advisement, counseling parent conferencing and participating on school wide committees and professional responsibilities.

In addition to fulfilling their pedagogical and institutional responsibilities Health and Physical Education must also be mindful of their professional obligations. These obligations encompass activities pertaining to one's professional growth and development as well as involvement in professional organization.

Teacher's Experience- Teacher experience is another important factor that contributes to the effective implementation of curriculum. In this case usually, teachers experience is expected to have a positive relationship with teaching effectiveness. A longitudinal study conducted for five years with one group of teachers shared that there is a significant quality increase in teaching behaviors such as making instruction system and stimulating (Adams, 1982). Adams and Martray (1981) have also found out that teachers' self-concern decreased in magnitude from the time student teaching practice through five years teaching, while task pattern related to instruction increased along with more years of service. In underlying the importance of experience Feiman, Nasmer and Buchmann (1985) stated that the firsthand experience is particularly evident in contributing to learn to teach. They also recognized that the positive side of experience arguing experienced school teachers works with college professors as partners to prepare perspectives teachers and to facilitate the continual professional development of teachers. After reviewing many research findings. Hayman (1980) also come up with the conclusion that teachers experience and students' progress have positive relationship.

Other than experience and attitudes, teachers' qualification as indicator of the quality and quantity of training received has remained to have a telling effect on effective instructional performance. In line with this UNESCO (1966) has stressed, advance in education depends largely on the qualification and ability of teaching staff. Similarly, Farrant (1980) has stated that teachers with little or no training (not properly qualified) often tends to use authoritarian and in sufficient methods. Furthermore a study by Good and Brogy (1987) has traced teachers often engaging in insufficient instructional behavior either without awareness of the behavior or its effect; and one of the major factors limiting teacher's awareness was found to be deficiency in training program.

2.9.1.2. Students

Students' responsibilities with respect to their own learning develop gradually and increase over time, as they progress through elementary and secondary school. With appropriate instruction and with experience, students come to see how an applied effort can enhance learning and improve achievement. As they mature and develop their ability to persist, to manage their behavior and impulses, to take responsible risks, and to listen with understanding, students become better able to take more responsibility for their learning and progress. Learning to take responsibility for their improvement and achievement is an important part of every student's education (Grout and Long, 2009).

Mastering the skills and concepts connected with learning in the physical education curriculum requires on-going practice, an effort to respond to feedback, personal reflection and commitment from students. It also requires a willingness to try new activities, work with peers, and always follow safety practices. Through on-going practice and reflection about their development, students deepen their appreciation and understanding of themselves and others, and of their health and well- being. Students' attitudes towards physical education can have a significant effect on their learning and their achievement of the expectations. Students who are strongly engaged and who are given opportunities to provide leadership are more likely to adopt practices and behaviors that support healthy and active life (Macdonald and Brooker, 1997).

2.9.1.3. Parents

Parents play an important role in their children's learning. Studies show that students perform better in school if their parents are involved in their education. By becoming familiar with the physical education curriculum, parents can better appreciate what is being taught in each grade and what their children are expected to learn. This awareness will enhance the parents' ability to discuss their Children's work with them, to communicate with teachers, and to ask relevant questions about their children's progress (Ontario, 2010).

Knowledge of the expectations will also help parents to understand how their children are progressing in school, to interpret teachers' comments on student progress and to work

with teachers to improve their children's learning. Effective ways in which parents can support their children's learning include the following: attending parent-teacher interviews, participating in parent workshops and school council activities (including becoming a school council member), and encouraging their children to practice at home and to complete their assignments. Parents can be supportive by promoting and attending events related to healthy, active living at their children's school (Ontario, 2010).

Parents who work in the health or recreation fields, for example, may be able to contribute as guest speakers or as volunteers during health or physical education classes or co-curricular activities. Parents and all adult role models can also provide valuable support for their children's learning by being physically active themselves and making healthy choices connected to eating, substance use, relationships, personal care, and injury prevention(Douglas, H. 2008).

Parents help to show children the value of their learning in physical education by taking an interest in the curriculum topics and helping to make connections at home. Such an interest encourages students and promotes a positive attitude about healthy, active living. Through discussion with their children, parents have an opportunity to learn about new approaches in physical activity and about emerging health issues. Helping students apply their learning may involve things like including children when making food purchasing decisions and preparing meals, discussing activity choices and ways of building fitness into each day's activities and creating or facilitating activity opportunities. By recognizing the achievements of their children in physical education, parents can help them develop confidence (Bailey, 2006).

2.9.2. Other Factors

There are also other factors which affect the implementation of physical education theory into practice. Among these:

2.9.2.1. Administration

Administration is one of the factors that influence curriculum implementation. Understanding the crucial role of school administrators in implementation; Maclaugh

(1987) notes, "implementation is incredibly hard and that successful implementation generally requires a combination of pressure/introducing new idea/ and supported by school administrators." Supporting this Maclaugh (1976) found that projects sustenance and success was highly related with principals' support. According to them degree of implementation was different in different schools, mainly because the action and concerns of principals were different. And, Hard (1995) he further noted that principals' actions convey the message as to whether a planned change is to be taken seriously or not. This will as noted by Maclaugh (1976) indirectly affect the willingness and dedication of teachers. This action includes many activities but the main ones are developing supportive organizational arrangements, training and ongoing support, consultation and refreshment and monitoring and evaluation. To accomplish these actions trough, the administrators do not directly play a role implementing a curriculum in a class room, he/she needs to have knowledge about the curriculum, planning and management procedures involved (Fullan, 1991).

2.9.2.2. Community Partners

Community partners are an important resource for a school's physical education program. Relationships with public health units, community recreation facilities, social service agencies, universities and colleges, businesses, service groups, and other community organizations can provide valuable support and enrichment for student learning. These organizations can provide expertise, skills, materials, and programs that are not available through the school or that supplement those that are. Such partnerships benefit not only the students but also the life of the community (Susan, 2004).

Public health units are one of the most valuable sources of support in the community for physical education programs, as they can provide health expertise in a number of areas that are relevant to the curriculum. Local health unit staff are involved in work on initiatives such as childhood immunization, oral health, safe food handling, reproductive and sexual health, the prevention of chronic diseases (e.g., through tobacco control or promotion of healthy eating), the promotion of physical activity, the prevention of injury, and the control of infectious diseases (Bailey, 2006).

Public health practitioners can, for example, work with teachers, administrators, students, and parents to assess the health priorities and needs of the school and participate in developing and supporting plans to foster healthy activities, programs, or policies within the school environment (Gary, 1988).

2.9.2.3. Instructional Activities

Content behaviors are those tasks performed by the teacher that directly contribute to the development of P.E content and the intended outcomes of the lessons. These instructional activities include such tasks as explaining and demonstrating a skill, using questions to check student's comprehension, and engaging students productively in activity. Teachers must also activity monitor students' efforts and provide them with feedback to facilitate improvement. They must be alert to modify learning tasks to meet individuals differences provision must be made to assess students' progress and evaluate learning. Teachers must seek to maximize the amount of class time they spend engaged in instructional activities. Teacher who directs the students on how to get equipment for practice or how to move from one activity to the next are also engaging in managerial behaviors efficient performance of these tasks ensures that the time available for instruction is maximized. According to Dawn and John, (1999), any discussion of class room organization must begin with some attention to resources and facilities that the specific setup demands for its implementation. And when there is no lack of equipment and materials that appear geographically to understanding of the pupil, teaching cannot be challenged indeed.

2.9.2.4. Learning Environment

A positive classroom environment is established and reinforced constantly by both teacher and students. Teachers' model appropriate behavior at all times. Teachers take responsibility for preparing, maintaining and providing equipment and instructional space, both on and off campus. Teachers make facilities and equipment available to maximize practice and learning based on individual needs and class size (Bailey, 2006).

Teachers establish a positive learning environment to support student learning. "The climate includes acknowledging success of all students who are moving toward personal goals and who are making individual improvements in skills, understanding, and fitness.

Teachers seek to promote enjoyment in physical activity, class participation, and interest in motor skills and personal fitness. Teachers acknowledge effort, treat students with respect, and recognize individual accomplishments. Teachers maintain high expectations for student achievement, challenging all students to perform to their full potential". Monitoring of the students will be fair, respectful and safe, with open communication both verbally and through journal writing (Chappell, 2001). Teachers reinforce positive social experiences through challenging activities and competition that require student cooperation and shared planning to reach a desirable outcome. Teachers engage students in learning the importance of rules and require compliance with them to make a game safe, fair, and fun. Teachers make connections from games to the rules found in a society. Teachers monitor qualities of leadership, communication, responsibility, trust, and cooperation among students and employ strategies to enhance student growth. Experiences taught contribute to building each individual's confidence (Grout and Long, 2009).

Teachers are to be aware and understand the positive educational opportunity of minorities and diversity in their student body. The select groups that are diverse in characteristics of race, gender, skills and behavior are created and maintained for extended periods of time to facilitate cooperation, respect, responsibility, cohesiveness, etc. Teachers plan group "trust" activities to promote inter-dependence, cooperation, problem solving, communication, and interaction that contribute to the development of respect among group members. Teachers inform students about cultural context of activities even when local diversity may be limited (Susan, 2000).

Teachers select activities for student participation that range from non-competitive to more competitive in an attempt to satisfy the interests of all students. Teachers guide the experiences of students as they develop skills, strategies, and social dispositions to enable them to be successful in participation. Teachers help students learn "what to do" at different levels of competition and set up decision-making situations so students can learn how to make correct "how," "where," and "when" reactions to competitive demands. Teachers structure competitive experiences that parallel real world experiences in an

atmosphere where mistakes can be made with controlled, constructive consequences. Appropriate activity selections supported by adaptations and modifications produce successful experiences that become challenging and fun for participants (Chappell, 2001)

2.9.2.5. Facilities and Equipments

When planning the use of facilities and equipment, teachers should organize the learning environment in a way that allows for movement and ensures student comfort and safety. It is important to plan routines that students can follow as they move to and from the gymnasium or activity space, make transitions from one activity to another, and collect and put away equipment. Planning time and creating guidelines for changing clothes, using equipment and other procedures can maximize student comfort and participation (Mary, 1999).

The curriculum contains a wide assortment of examples and prompts that illustrate different ways of meeting the expectations. Teachers can use these as a source of ideas for adapting the delivery of the expectations to meet the particular needs of their students. When making decisions about equipment and facilities, teachers should ensure that they are distributed in a way that provides fair and equal access to support the development of specific skills and add interest to physical activities, a variety of equipment should be used (Grout and Long, 2009).

When supplies are limited, teachers will have to be resourceful to ensure that each student has opportunities to use as many different kinds of equipment as possible. Teachers must provide specific instruction to students on the appropriate handling of equipment, ensure that equipment is in good repair and suitably organized (Mary, 1999).

2.9.2.6. Class Size

Class size refers to the number of pupils regularly scheduled to meet guidance of a single teacher (Monre, 1956). Class size concerns educators for various reasons because learning can only occur positively when lessons are under appropriate conditions both for students and teachers. The class room size has its own impact in facilitating or hindering activities of teaching and learning. According to Tirusew (1998), since teaching learning

process depends almost entirely on communication between teachers and students the number of students in the class determines the amount and quality of knowledge imported to and gained by the students. Thus the larger the size of the students' number in the class the more difficult communization between the teachers and the students becomes the more the effectiveness of teaching will be hindered and the lower the quality of education will be.

According to the aforementioned schools ideas, there is a strong belief to have smaller group of students in the class room for better learning. Large classes in many preparatory schools, P.E programs almost dictate the employment of the practice style that encourages the organization of multiple groups conducted concurrent during the lesson. The creation of several groups within a lesson is a major move on the part of the teacher away from the command style, as well as from a totally teacher centered approach. As to how many students to have in a preparatory school classroom, there is a general consensus among educators in the field that the number of the students is to be, relatively smaller. Knapp (1968) noted that, classes should be limited to 30-40 students regarded as a maximum. It is true, of course that type of program, teaching methods and available facilities affect the number that can adequately be provided for one class. An undesirable lock-step program, which pays little or no attention for individualization of instruction, can accommodate large numbers in small spaces. Command-response teaching in which all members of a group respond with a definite movement to a teacher command puts little premium on small classes. Generally, instruction in limited class size requires more preparation before class begins. Space, equipments and activities must be clearly determined to efficiently organize at least two groups working simultaneously with in the same area. Provisions must be made for providing information to the groups clearly, quickly and efficiently to avoid students' dependence on the teacher (as in the command style lesson) for direction, visual information, modeling and explanations.

2.9.2.7. Time Allotment

Time (period) allotment is one of the most important factors that influence the implementation of physical education syllabus. Regarding this Knapp (1968), noted that

physical educators are almost unanimous in the belief that a daily period is required in both secondary and preparatory schools if the developmental, recreational and skills needs of young people are to be meet with reasonable adequacy. Not all the physical activity needed for the health growth and development can be provided during one school period daily. However, a daily period of liberal length does allow time for considerable healthful activity. Further it permits the teaching variety of physical activities that develop skills, ability and interests that form a basis for further participation in worthwhile activities (Knapp, 1968). How long should the daily period be? It is suggested that since five minutes at the end are needed for dressing and showering, the larger the period the higher the percentage of time available for physical activities. A sixty-minute period allows 75% of total time for activity other than dressing, where as a forty-minute class permits 62.5%. From this it is concluded that relatively long periods are advantages for physical education classes.

CHAPTER THEREE

METHODOLOGY OF THE STUDY

3.1. Introduction

This chapter was expected to address those issues related to research design, source of data, subjects of the study, sample size and sampling techniques and pilot test. Additionally, data collection instruments, procedures of data collection, ethical consideration and methods of data analysis were addressed.

3.2. Research Design

Research design refers to the plan of action that links the philosophical assumptions to specific methods (Kumar, 1999).Thus a descriptive survey design was strongly believed to be the most appropriate for addressing the intended purpose of the study, because it helps to gather a large variety of data related to a problem under the study. The method also helps to provide adequate information that enables the researcher to suggest some valuable ideas. Therefore, to have a clear picture on the existing problems and to accomplish the objectives of the study, a descriptive survey design was employed.

3.3. Source of Data

The data for the study was obtained from both primary and secondary sources. In primary sources: interview, questionnaire and observation were used. In secondary sources: relevant books, documents, journals and appropriate websites that reflect challenges of Physical Education curriculum implementation were used.

3.4. Subject of the Study

The main participants of this study were the selected preparatory schools students in west shoa zone. Since the study was expected to investigate the challenges of Physical Education curriculum implementation, it is assumed that it would be quite appropriate to get relevant data directly from 250 students that were participated in filling the questionnaire. In addition, 8 P.E teachers and 6 school principals were also participated in the interview.

3.5. Sample Size and Sampling Techniques

In west shoa zone of oromia regional state there are fourteen preparatory schools. Out of these six preparatory schools were taken as a sample. The schools were chosen using simple random sampling techniques to give equal chance for the participants. The total target population of the study was 3034. That was 14 directors, 20 P.E teachers and 3000 students. Out of the total target population 6 school principals and 8 P.E teachers were selected by using simple random sampling technique. In addition to this, 250 students from each school were selected by using simple random sampling technique.

3.6. Pilot Test

The pilot test was conducted with 20 participants that was 15 students and 5 P.E teachers which did not included in the final data collection. The purpose of pilot test was to refine the instrument based on the comments and suggestions obtained from the respondents. Hence, some necessary amendments on spelling errors, ambiguous statements, redundant words, difficult concept and flow of the questions were improved.

3.7. Data Collection Instruments

Different types of data collection instruments were used. These were questionnaire, structured interview and observation.

Questionnaire- Questionnaire was developed based on the review of related literature in English and translated to Afan Oromo to avoid misunderstanding. The questionnaire had five response categories range from 1 to 5. 1= strongly agree, 2= Agree, 3=undecided, 4=disagree, 5= strongly disagree.

Interview- Structured interview was employed to P.E teachers and school principals to identify their opinions, views or practices regarding to the challenges of Physical Education curriculum implementation.

Observation- Observation using checklist was employed to determine the practical situation of P.E, availability of P.E facilities and equipments and conduciveness of school environment in general.

3.8. Procedures of Data Collection

Before data collection, permission was granted from zone education office and then went to study site. Prior distributing the questionnaire to the selected respondents, brief orientation about the purpose of the study was provided. And also serious follow up was made during data collection in collaboration with schools principals. Similarly, structured interview was conducted with P.E teachers and School Principals. The interview was treated by adjusting the convenient time and place for respondents to guarantee the meaningfulness of the information obtained from the respondents. In addition to these, P.E practical class observation was made in all of the 6 sample schools, which mean one period in each based on the prepared checklist.

The researcher distributed a total of 250 questionnaires for the students. From these, 230 (92%) of questionnaire were filed properly and returned. The data gathered from the students in Afan Oromo was translated to English language. Finally, the data collected through questionnaire has been coded, tallied, tabulated and prepared for the analysis purpose.

3.9. Ethical Consideration

The study deals with the ethical issues and code of conduct related to the research. According to the British Association of Sport and Exercise Science (BASES) there is a code of conduct outlines and legal issues that are essential to safe research. Hence, the following ethical considerations were made namely informed consent, confidentiality, safety of participants, equality and impartiality.

3.10. Methods of Data Analysis

To analyze the data collected from the close-ended questionnaire, descriptive statistics were used. Whereas the data collected through structured interview and observation were analyzed qualitatively to support the idea in the questionnaire. In order to achieve the objectives of the study, the data obtained from different sources through different data gathering instruments were analyzed based on the nature of the data. Therefore, both quantitative and qualitative techniques were used to analyze and interpret the obtained data. However, quantitative data analysis method was employed as the major technique

for final work. Due to the time and the resource that the researcher has descriptive statement, frequency counts, percent, mean and standard deviation were used to analyze the data. The qualitative data analysis method was also employed as a supplementary data analysis technique for triangulation and justification purpose to complement the insight drawn from quantitative analysis. As a result, the data collected through structured interview, observation and open-ended questions were narrated qualitatively under quantitative data.

Finally the data were analyzed and discussed to reach at certain findings which in turn were used to give summary, conclusion and possible recommendations.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF DATA

4.1. Introduction

This chapter presents the analysis and interpretation of the data obtained from the sample schools by using data gathering tools to find the appropriate answer for the basic research questions listed in chapter one. It was categorized into two major parts. The first part presents the characteristics of the respondents; whereas, the second part deals with the analysis and interpretation based on the data collected from the respondents.

Accordingly, presentation and analysis were made based on the data gathered from students, P.E teachers and School Principals. A total of 250 questionnaire were distributed to respondents and 230 (92%) of questionnaires were filed properly and returned. Frequency, percentage, mean, standard deviation and descriptive statements were statistical methods employed to present and analyze the structured items of the questionnaire quantitatively.

To supplement and enrich the information that was drawn using questionnaire, the data from open ended questions, semi structured interview, and observational check list were analyzed and described qualitatively.

4.2. Characteristics of the Respondents

Descriptions of the characteristics of the respondents give some basic information about the sample population. Thus, the following two tables show the general characteristics of the respondents involved in the study.

Based on the data in Table 1 below, P.E teachers respondents consisted of 7 (85.7%) males and 1 (14.3%) female. The School Principals respondents also consisted of 6 (100%) males only. There is no female respondent in the School Principals. Moreover, grade 11studets respondents consisted of 150 (60%) males and 100 (40%) females.

Table 1. Characteristics of the respondents by sex

Description		Physical Education Teachers		School Principals		Students	
		N	%	N	%	N	%
Sex	Male	6	85.7	6	100	150	60
	Female	1	14.3	—	—	100	40
	Total	7	100	6	100	250	100

The data revealed that the participation of females in teaching P.E and leadership positions in Preparatory schools of West Shoa Zone were low. This implies that the leadership positions are dominated by males in which females are underrepresented as preparatory schools principals in the area under investigation. The female students' participation in filling the questionnaire was relatively better. That is 100 (40%).

Qualification and work experience of P.E teachers and School Principals are the important factors to create favorable conditions for the implementation of physical education curriculum implementation. It was indicated in table 2.

Table 2. Educational qualification and work experience of the respondents

Description		Physical Education Teachers		School Principals	
		N	%	N	%
Educational qualification	BA/BS/BE	7	87.5	4	66.6
	MA/MS/ME	1	12.5	2	33.4
	Total	8	100	6	100
Work experience in years	<5	2	25	—	—
	5-10	4	50	2	33.3
	11-15	2	25	4	66.7

For the purpose of making the teaching-learning better and to increase students' achievement, the MoE (2007) stated teachers and principals qualifications clearly. Accordingly, preparatory schools (grade 11-12) teachers and principals need to have a graduate level (MA, MSc or MEd) qualification. One of their courses should be EdPM or Pedagogy and complete the course that is given to teachers and principals. However, as Table 2 indicates, a large proportion (66.6%) of School Principals, 87.5 % of School PE teachers were on the under graduate level. The rest, 33.3% of School Principal, 12.5 % of P.E teachers was on the post graduate level. Hence, from the data one can conclude that the minimum requirement to be preparatory school principal and teachers were not satisfied with the sample of preparatory schools. This could significantly affect the contribution to bring success in physical education curriculum implementation.

Based on Table 2, the majority of respondents had 5-10 years of work experience, and a significant number of respondents had above 10 years of experience. One can conclude from these respondents that they had enough experience for their position.

4.3. The Assumption of Respondents on the Issues of challenges physical education curriculum implementation.

The teaching - learning process is the heart of education. The fulfillment of the aims and objectives of education depends on it. It is the most powerful instrument of education to bring about desired changes in students. Teaching and learning are related terms. In teaching-learning process the teacher, the learner, the curriculum and other variables are organized in a systematic way to attain some pre-determined goal (Gagne, 1985). The following tables discussed about the respondents assumptions on the issues related to challenges of physical education curriculum implementation.

4.4. Results and Discussions

Based on the responses of the respondents each questionnaire was discussed and analyzed in the following tables.

4.5. Extent of availability of equipments and facilities

Table 3. There are enough teaching aids in Physical Education during practice.

		frequency	percent	Mean	Standard deviation
Valid	Strongly Agree	10	4.3	4.02	1.154
	Agree	20	8.7		
	Undecided	30	13.0		
	Disagree	65	28.3		
	Strongly disagree	105	45.7		
	Total	230	100.0		

As indicated in table 3, 4.3 %(n=10) of the respondents replied strongly agree to the statement which says "there are enough teaching aids in Physical Education during practice" in the schools. Whereas 8.74 %(n=20) of them answered agree to the question and 13% of the respondents had undecided position. The rest 28.3% and 45.7% replied disagree and strongly disagree to the statement respectively. This implies that most of the respondents which accounted for 74%, had negative attitude towards the statements which says "there are enough teaching aids in Physical Education during practice" in the

school. The mean and standard deviation values 4.02±1.154 indicate that most of the respondents replied schools were not using teaching aids during practical class which in turn would have great impact in physical education curriculum implementation.

Table 4. The teacher uses teaching aids during practice on the field.

		Frequency	Percent	Mean	Standard deviation
Valid	Strongly Agree	20	8.7	3.67	1.323
	Agree	30	13.0		
	Undecided	40	17.4		
	Disagree	55	23.9		
	Strongly disagree	85	37.0		
	Total	230	100.0		

As shown in table 4, 8.7 %(n=20) of the respondents replied strongly agree to the statement which says "the teacher uses teaching aids during practice on the field" in the school. Whereas 13.0 %(n=30) of them answered agree to the question and 17.3% of the respondents had undecided position. The rest 23.9% and 37.0 % replied disagree and strongly disagree to the statement respectively. This implies that most of the respondents which accounted for 60.9 %, had negative attitude towards the statement which says "the teacher uses teaching aids during practice on the field" in the school. The mean and standard deviation values 3.67±1.323 indicate most of the respondents replied teachers were not using teaching aids during the practical class which in turn would have great impact in physical education curriculum implementation.

Table 5. The teaching aids are related to the contents we are learning.

		Frequency	Percent	Mean	Standard deviation
Valid	Strongly Agree	15	6.5	3.80	1.282
	Agree	30	13.0		
	Undecided	35	15.2		
	Disagree	55	23.9		
	Strongly disagree	95	41.3		
	Total	230	100.0		

Table (5) indicates that 6.5 %(n=15) of the respondents replied strongly agree to the statement which says "the teaching aids are related to the contents we are learning" in the school. Whereas 13.0 %(n=30) of them answered agree to the question and 15.2 %(n=35) of the respondents had undecided position. The rest 23.9 %(n=55) and 41.3% (n=95) replied disagree and strongly disagree to the statement respectively. This implies that most of the respondents which accounted for 65.2%, had negative attitude towards the statements which says "the teaching aids are related to the contents we are learning" in the school. The mean and standard deviation values 3.80±1.282 indicate most of the respondent replied teaching aids using in the schools were not related with the contents in the syllabus which in turn would have great impact in physical education curriculum implementation.

Table 6. There are enough teaching aids with the number of the students during practice.

		Frequency	Percent	Mean	Standard deviation
Valid	Strongly Agree	4	1.7	4.31	.869
	Agree	6	2.6		
	Undecided	20	8.7		
	Disagree	85	37.0		
	Strongly disagree	115	50.0		
	Total	230	100.0		

As indicated in table 6, 1.7 %(n=4) of the respondents replied strongly agree to the statement which says "there are enough teaching aids with the number of the students" in the school. Whereas 2.6 %(n=6) of them answered agree to the question and 8.7 %(n=20) of the respondents had undecided position. The rest 37.0 %(n=85) and 50.0% (n=115) replied disagree and strongly disagree to the statement respectively. This implies that most of the respondents which accounted for 87.0%, had negative attitude towards the statements which says "there are enough teaching aids with the number of the students" in the school. The mean and standard deviation value4.31±.869 indicate most of the respondent replied the numbers of teaching aids that are found in the school are not proportion with the number of students in the class which in turn would have great impact in physical education curriculum implementation.

Based on the above tables (3-6), respondents rated the extent to which the physical education curriculum implementation was affected. According to MoE (2007), because of safe and healthy school environment has great role in quality education due attention must be given. Depend on the respondents' response, shortage of material like balls, cloths, sport equipment, etc and shortage of play and training ground were the highest problems that highly affected the implementation physical education theory into practice. According to (Marry, 1999), implementation of curriculum would be better if it is supported with proper teaching aids.

4.6. Extent to Physical Education Curriculum Implementation

Table 7. The teacher makes enough preparation to teach the subject.

		Frequency	Percent	Mean	Standard deviation
Valid	Strongly Agree	59	25.7	2.74	1.480
	Agree	71	30.9		
	Undecided	10	4.3		
	Disagree	50	21.7		
	Strongly disagree	40	17.4		
	Total	230	100.0		

As it is pointed out in table 7, (10), 25.7 %(n=59) of the respondents replied strongly agree to the statement which says "the teacher makes enough preparation to teach the subject" in the school. Whereas 30.9% (n=71) of them answered agree to the question and 4.3 %(n=10) of the respondents had undecided position. The rest 21.7 %(n=50) and 17.4% (n=40) replied disagree and strongly disagree to the statement respectively. This implies that most of the respondents which accounted for 56.6% had positive attitude towards the statements which says the "teacher makes enough preparation to teach the subject" in the school. The mean and standard deviation a value 2.74±1.480 indicates most of the respondent replied the teacher had made enough preparation to teach the subject which in turn had not impact in physical education curriculum implementation.

Table 8. I have positive attitudes towards to Physical Education.

		Frequency	Percent	Mean	Standard deviation
Valid	Strongly Agree	85	37.0	1.85	.886
	Agree	115	50.0		
	Undecided	15	6.5		
	Disagree	10	4.3		
	Strongly disagree	5	2.2		
	Total	230	100.0		

As indicated in table 8, 37.0 %(n=85) of the respondents replied strongly agree to the statement which says "I have positive attitudes towards to Physical Education" Whereas 50 % (n=115) of them answered agree to the question and 6.5 %(n=15) of the respondents had undecided position. The rest 4.3 %(n=10) and 2.2 % (n=5) replied disagree and strongly disagree to the statement respectively. This implies that most of the respondents which accounted for 87.0 % had positive attitude towards the statements which says "I have positive attitudes towards to Physical Education" in the school. The mean and standard deviation a value 1.85±.886 indicates most of the respondent replied students had a positive attitude towards to physical education which in turn had not great in physical education curriculum implementation.

Table 9. The teacher has good motivation to teach the subject.

		Frequency	Percent	Mean	Standard deviation
Valid	Strongly Agree	20	8.7	3.57	1.208
	Agree	29	12.6		
	Undecided	31	13.5		
	Disagree	100	43.5		
	Strongly disagree	50	21.7		
	Total	230	100.0		

As shown in table 9, 8.7 %(n=20) of the respondents replied strongly agree to the statement which says "the teacher has good motivation to teach the subject" in the school. Whereas 12.6 % (n=29) of them answered agree to the question and 13.5 %(n=31) of the respondents had undecided position. The rest 43.5 %(n=100) and 21.7 % (n=50) replied disagree and strongly disagree to the statement respectively. This implies that most of the respondents which accounted for 64.2 %, had negative attitude towards the statements which says "the teacher has good motivation to teach the subject" in the school. The mean and standard deviation a value 3.57±1.208 indicates most of the respondent replied that the teachers had no good motivation to teach the subject which in turn would have great impact in physical education curriculum implementation.

Table 10. We learn all the contents in the text book.

		Frequency	Percent	Mean	Standard deviation
Valid	Strongly Agree	10	4.3	3.70	1.123
	Agree	30	13.0		
	Undecided	40	17.4		
	Disagree	90	39.1		
	Strongly disagree	60	26.1		
	Total	230	100.0		

As indicated in table 10, 4.3 %(n=10) of the respondents replied strongly agree to the statement which says "we learn all the contents in the text book" in the school. Whereas 13.0 % (n=30) of them answered agree to the question and 17.4 %(n=40) of the respondents had undecided position. The rest 39.1 %(n=90) and 26.1 % (n=60) replied disagree and strongly disagree to the statement respectively. This implies that most of the respondents which accounted for 65.2 % had negative attitude towards the statements which says "we learn all the contents in the text book" in the school. The mean and standard deviation a value 3.70±1.123 indicates most of the respondent replied students had not learned all the contents in the text book which in turn would have great impact in physical education curriculum implementation.

Table 11. The period given for Physical Education per week is enough.

		Frequency	Percent	Mean	Standard deviation
Valid	Strongly Agree	7	3.0	4.30	.957
	Agree	8	3.5		
	Undecided	15	6.5		
	Disagree	80	34.8		
	Strongly disagree	120	52.2		
	Total	230	100.0		

According to the data analyzed in table 11, 3.0 %(n=7) of the respondents replied strongly agree to the statement which says "the period given for Physical Education per week is enough" in the school whereas 3.5% (n=8) of them answered agree to the question and 6.5 %(n=15) of the respondents had undecided position. The rest 34.8 %(n=80) and 52.2 % (n=120) replied disagree and strongly disagree to the statement respectively. This implies that most of the respondents which accounted for 87.0 % had negative attitude towards the statements which says "the period given for Physical Education per week is enough" in the school. The mean and standard deviation a value 4.30±.957 indicates most of the respondent replied period given for physical education per week is not enough which in turn would have great impact in physical education curriculum implementation.

Table 12. The period distribution given for Physical Education is appropriate to perform the field practice.

		Frequency	Percent	Mean	Standard deviation
Valid	Strongly Agree	10	4.3	4.04	1.085
	Agree	20	8.7		
	Undecided	10	4.3		
	Disagree	100	43.5		
	Strongly disagree	90	39.1		
	Total	230	100.0		

As indicated in table 12, 4.3 %(n=10) of the respondents replied strongly agree to the statement which says "the period distribution given for Physical Education is appropriate to perform the field practice" in the school whereas 8.7 % (n=20) of them answered agree to the question and 4.3 %(n=10) of the respondents had undecided position. The rest 43.5 %(n=100) and 39.1 % (n=90) replied disagree and strongly disagree to the statement respectively. This implies that most of the respondents which accounted for 82.6 % had negative attitude towards the statements which says "the period distribution given for Physical Education is appropriate to perform the field practice" in the school. The mean and standard deviation a value 4.04±1.085 indicates most of the respondent replied that the period distribution given for physical education is not appropriate to perform the field practice which in turn would have great impact in physical education curriculum implementation.

Table 13. The class size (no. of students) is manageable for the teacher during practical class.

		Frequency	Percent	Mean	Standard deviation
Valid	Strongly Agree	10	4.3	4.00	1.200
	Agree	30	13.0		
	Undecided	15	6.5		
	Disagree	70	30.4		
	Strongly disagree	105	45.7		
	Total	230	100.0		

As shown in table 13, 4.3 %(n=10) of the respondents replied strongly agree to the statement which says "the class size (no. of students) is manageable for the teacher during practical class" in the school whereas 13.0 % (n=30) of them answered agree to the question and 6.5 %(n=15) of the respondents had undecided position. The rest 30.4 %(n=70) and 45.7 % (n=105) replied disagree and strongly disagree to the statement respectively. This implies that most of the respondents which accounted for 76.1 % had negative attitude towards the statements which says "the class size (no. of students) is manageable for the teacher during practical class" in the school. The mean and standard deviation a value 4.00±1.200 indicates most of the respondent replied number of students in the class had not manageable for the teacher during practical class which in turn would have a great impact in physical education curriculum implementation.

Based on the above tables (6-13), respondents rated the extent to which physical education curriculum implementation. In this regard, the extents to which physical education teachers can motivate, interpret syllabus and create positive relationship with their students to implement physical education theory into practice were low as suggested by the respondents. According to Posner (1992) teachers' play crucial role in determining the success or frailer of curriculum implementation. Thus the teacher with his/her attitude, skill and experience is the most important of all in determining the success or frailer to the process of curriculum implementation.

4.7. Extent of school administrators cooperation

Table 14. The school presents the necessary teaching aids on time.

		Frequency	Percent	Mean	Standard deviation
Valid	Strongly Agree	10	4.3	4.20	1.058
	Agree	15	6.5		
	Undecided	5	2.2		
	Disagree	90	39.1		
	Strongly disagree	110	47.8		
	Total	230	100.0		

As indicated in table 14, 4.3 %(n=10) of the respondents replied strongly agree to the statement which says "the school presents the necessary teaching aids on time" in the school whereas 6.5 % (n=15) of them answered agree to the question and 2.2 %(n=5) of the respondents had undecided position. The rest 39.1 %(n=90) and 47.8 % (n=110) replied disagree and strongly disagree to the statement respectively. This implies that most of the respondents which accounted for 86.9 % had negative attitude towards the statements which says "the school presents the necessary teaching aids on time" in the school. The mean and standard deviation a value 4.20±1.058 indicates most of the respondent replied school had not presented the necessary teaching aids on time which in turn would have great impact in physical education curriculum implementation.

Table 15. There is one book for every student.

		Frequency	Percent	Mean	Standard deviation
Valid	Strongly Agree	15	6.5	3.85	1.163
	Agree	20	8.7		
	Undecided	25	10.9		
	Disagree	95	41.3		
	Strongly disagree	75	32.6		
	Total	230	100.0		

As pointed out in table 15, 6.5 %(n=15) of the respondents replied strongly agree to the statement which says "there is one book for every student" in the school whereas 8.7 % (n=20) of them answered agree to the question and 10.9 %(n=25) of the respondents had undecided position. The rest 41.3 %(n=95) and 32.6 % (n=75) replied disagree and strongly disagree to the statement respectively. This implies that most of the respondents which accounted for 73.9 % had negative attitude towards the statements which says "there is one book for every student" in the school. The mean and standard deviation a value 3.85±1.163 indicates most of the respondent replied students have not had text book individually which in turn would have great impact in physical education curriculum implementation.

Table 16. The teacher comes to the field with proper sport dress.

		Frequency	Percent	Mean	Standard deviation
Valid	Strongly Agree	7	3.0	4.30	.957
	Agree	8	3.5		
	Undecided	15	6.5		
	Disagree	80	34.8		
	Strongly disagree	120	52.2		
	Total	230	100.0		

As shown in table 16, 3.0 %(n=7) of the respondents replied strongly agree to the statement which says "the teacher comes to the field with proper sport dress" in the school whereas 3.5 % (n=8) of them answered agree to the question and 6.5 %(n=15) of the respondents had undecided position. The rest 34.8 %(n=80) and 52.2 % (n=120) replied disagree and strongly disagree to the statement respectively. This implies that most of the respondents which accounted for 88.0 % had negative attitude towards the statements which says "the teacher comes to the field with proper sport dress" in the school. The mean and standard deviation a value 4.30±.957 indicates most of the respondent replied teachers had not wearied proper sport dress during the field practice which in turn would have great impact in physical education curriculum implementation.

Table 17. The school library has reference books related to physical Education.

		Frequency	Percent	Mean	Standard deviation
Valid	Strongly Agree	10	4.3	4.13	.994
	Agree	10	4.3		
	Undecided	10	4.3		
	Disagree	110	47.8		
	Strongly disagree	90	39.1		
	Total	230	100.0		

As indicated in table 17, 4.3 %(n=10) of the respondents replied strongly agree to the statement which says "the school library has reference books related to physical education" in the school whereas 4.3 % (n=10) of them answered agree to the question and 4.3 %(n=10) of the respondents had undecided position. The rest 47.8 %(n=110) and 39.1 % (n=90) replied disagree and strongly disagree to the statement respectively. This implies that most of the respondents which accounted for 86.9 % had negative attitude towards the statements which says "the school library has reference books related to physical education" in the school. The mean and standard deviation a value 4.13±.994 indicates most of the respondent replied schools library had no reference books related to physical education which in turn would have great impact in physical education curriculum implementation.

Based on the above tables (14-17), respondents rated the extent to which the implementation of physical education theory into practice was affected. In this regard, the extents to which the school administrators' /principals/ can support and motivate their teachers and students in physical education curriculum implementation were low as suggested by the respondents.

According to (Maclaugh, 1987) implementation is incredibly hard and that successful implementation generally requires a combination of pressure /introducing new idea and supported by school administrators.

Additionally, respondents were given the opportunity to list major challenges of physical education curriculum implementation by using open-ended question. Accordingly, some of the common major challenges identified by them were listed as follows:

- Shortage of budget to fulfill those materials that is very important for the implementation PE practical sessions.
- Less attention was given to P.E practical sessions from the administrative body.
- Lack of sport fields and materials around the schools in the community, so that students can practice the lesson they learnt in the school and protect themselves from bad habits.
- Due to shortage of sport fields and resources the practices that are implemented in the schools were very limited.
- The existing sport fields are not convenient to make practice, so that they are the source of frustration for injuries to the students and teachers.
- Students were not interested to use the calorie they have, so that they cannot return it after practice because of lack of food they have, and hence prefer to use it for other subjects. Likewise, the data gathered from interviews and observation conveys almost similar suggestions with the questionnaire data.

Lastly, all respondents were given the opportunity to suggest possible solutions for the identified challenging factors and unsuccessful P.E curriculum implementation through open ended questions. They commented the following solutions commonly and interview respondents also shared all of them.

- Government should be better to equip preparatory schools with the needed P.E equipment and sport fields.
- Special efforts must be made to ensure that everyone is included in physical activity, regardless of age, ability or any other characteristics
- Attitude change for PE is mandatory, and
- Each concerned body must carry out its responsibility.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1. Introduction

This chapter presents the summary of the major findings, the conclusion and the recommendations that are considered to improve the challenges of physical education curriculum implementation in preparatory schools of west shoa zone.

5.2. Summary

The main purpose of this study was to investigate the major challenges of physical education curriculum implementation in preparatory schools of west shoa zone. The study also attempted to identify the major factors that affect physical education curriculum implementation, to assess teachers whether they use the correct teaching methods and techniques prescribed by the syllabus and to identify how much the school in the environment is conducive for the effective physical education curriculum implementation. In order to attain these objectives, the following basic research questions were raised and answered in the course of the study. 1. What are the major challenges of physical education curriculum implementation? 2. What are the factors that affect physical education curriculum implementation? 3. Do teachers use the correct teaching methods and techniques to implement physical education curriculum? 4. Is the school environment conducive for the correct implementation of physical education curriculum?

To deal with these questions, descriptive survey design was employed. In providing relevant data 8 P.E teachers, 6 school principals and 250 students a total of 264 respondents were involved. Questionnaires, interviews and observation were used as instruments of data collection. The obtained quantitative data were analyzed using frequency, percent, mean and standard deviation. The qualitative data were analyzed thematically following the discussion of quantitative data.

Regarding the characteristics of respondents, 7 P.E teachers and 4 school directors have first degree and 1PE teacher and 2 school directors have master's degree holders. With regard to the students, all were grade 11 students. Moreover, 2 PE teachers have less than

five years work experience, 4 P.E teachers and 2 School Directors had 5-10 years of work experience

After the completion of data analysis and interpretation, the following major findings were drawn.

- Regarding the challenges of physical education curriculum implementation, shortage of material like balls and sport equipment, etc., and shortage of play and training ground were the highest problems.

Similarly, shortage of budget to fulfill those materials that are very important for physical education curriculum implementation, less attention given to P.E from the administrative body were additional challenges that were suggested by respondents. Moreover, due to shortage of sport fields and resources, the practical parts that implemented in the schools were very limited.

- Regarding the factors that affect physical education curriculum implementation, teacher's skill, school administration, facilities and equipment, time allotment and class size were the highest problems.

With regard to the extent to which Physical Education teachers use the techniques and teaching methods prescribed by syllabus to implement physical education curriculum, they did not use the correct teaching methods and techniques prescribed by syllabus as suggested by respondents.

- Concerning the conduciveness of the school environment to implement physical education curriculum, the school environments were not conducive to implement physical education curriculum as suggested by respondents. The researcher observation and the data got through interview from Physical Education Teachers strengthen this point.

Additionally, the existing of sport fields was not convenient to make practice, so that they are the source of frustration for injuries to the students and teachers.

Additionally, the researcher observation and the data got thorough interview from Physical Education Teachers and School Principals also assured the problems suggested by respondents.

Finally, among the solutions for the hindering factors and unsuccessful activities, as suggested by the respondents' government, especially ministry of education should be better to equip preparatory schools with the necessary P.E equipment and sport fields. Furthermore, the concerned bodies, like school administrators must change the negative attitude they have towards to P.E and carry out their responsibility were among the suggestion given by the respondents.

5.3. Conclusion

Based on the major findings of the study, the following conclusions were drawn.

To facilitate physical education curriculum implementation, educational background and experiences of P.E teachers, School Principals, availability of teaching aids and facilities and conduciveness of learning environment are very important. And also the stakeholders should have a positive attitude towards to physical education. The class schedules of the P.E practical session were also not convenient to make practice; the concerned bodies seem reluctant to make good arrangements of the class schedules. PE teachers even were not use lesson plan for the practical session, did not motivate students and were not perceived to be good role models for their students in wearing proper sport dress.

Even in the using of teaching aids (if they are available) which help to teach the practical exercise, teachers were not use it correctly. The availability of teaching materials and facilities to teach Physical education was not sufficient. Additionally, teachers were not flexible in wearing of sport clothes to motivate the students. As a result, students in the practical area were not provided with meaningful practical skills prescribed by syllabus. Therefore, physical education curriculum implementation prescribed by syllabus in preparatory schools of west shoa zone was below the expectation.

Shortage of material like balls, cloths, sport equipment, etc. and shortage of play and training ground (inconvenience of the existing sport fields) were the highest problems that highly affected P.E education curriculum implementation. Additionally, there was a shortage of budget in the schools to fulfill teaching aids to implement P.E curriculum. And also less attention was given to the implementation of physical education from the administrative body. Hence, P.E education curriculum implementations in preparatory schools of west shoa zone were problematic.

5.4. Recommendations

Based on the major findings of the study and conclusions drawn, the following recommendations were forwarded.

1. Government, particularly MoE should provide the necessary teaching materials and facilities according to the syllabus.
2. Schools and Zone Education Bureau in collaboration with oromia regional state should arrange successive and consultative workshop to P.E teachers; so that the teachers will develop the necessary skills and attitude expertise in using various methods, techniques, continuous assessment etc.
3. School Directors should give due emphasis to the period arrangement of physical education by consulting teachers while preparing the schedule. This could overcome the problem of overlapping of periods with the highest solar insulation of the day and just after meal.
4. The provision of single-period lessons was identified as having a negative impact on some students' attitudes towards the subject, which may also adversely affect their participation levels; hence, a single period is not sufficient for in-depth engagement within the practical exercise. Therefore, the period should be better to be maximized.
5. Lastly but not least, schools and education bureau should give due attention to budget allotments, so that the necessary materials and equipment will be bought in sufficient quantity and quality.
6. Finally, the researcher would like to recommend MoE, other organizations and individuals to conduct deep and wide research work in the area of the challenges physical education curriculum implementation to investigate better solutions.

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APPENDIX A

Addis Ababa University

School of Graduate Studies

College of Education and Behavioral Study

Department of Science and Mathematics Education

Questionnaire to be filled by Students

Dear participant,

The purpose of this questionnaire is to get information about the overall "**challenges of physical education curriculum implementation:**" in preparatory schools of west shoa zone.

The information collected would not be used to evaluate teachers' competency in consideration or promotion and strictly be kept confidential. So, your active participation in giving genuine information is very important for the success of this study. Hence, you are kindly requested to complete this questionnaire.

General instruction

- You are not required to write your name on the paper

For closed-ended questions, please indicate the appropriate option by ticking this mark (√)

- For open-ended questions give your answer on the space provided

Thank you very much!!

Part I: Background information

1. Name of the school _____

2. Sex: ☐ Male
☐ Female

3. Age_____

4. Grade and section_____

Part II: Questionnaire

R/N	**Items related with teaching aids**	**strongly agree**	**Agree**	**Undecided**	**disagree**	**strongly disagree**
1	There are enough teaching aids in Physical Education.					
2	The teacher uses teaching aids during practice on the field.					
3	The teaching aids are relevant to the contents we are learning.					
4	The field is suitable for practicing the classroom lesson.					
5	There are enough teaching aids with the number of the students.					
6	The qualities of teaching aids are very good.					

R/N	**Items related with teaching and learning P.E**					
7	We practice the class room lesson on the field.					
8	The teacher gives us enough explanation during field practice.					
9	The teacher has enough knowledge to teach the subject.					
10	The teacher makes enough preparation to teach the subject.					
11	I have strong will to learn Physical Education.					
12	I have positive attitudes towards to Physical Education.					
13	The teacher has good motivation to teach the subject.					
14	We learn all the contents in the text book.					
15	We finish all the contents of the text book in the given time schedule.					
16	The period given for Physical Education per week is enough.					

17	The duration given per week is enough to perform the field practice.					
18	The period distribution given for Physical Education is appropriate to perform the field practice.					
19	The teacher makes maximum effort to help students during practical class.					
20	My parents offer me proper sport dress for Physical Education.					
21	The class size (no. of students) is manageable for the teacher during practical class.					
R/N	**Items related with school administration**					
22	The school presents the necessary teaching aids on time.					
23	There is one book for every student.					
24	The teacher comes to the field with proper sport dress.					
25	The school library has reference books related to physical Education.					

26	There is shower in the school after practical class.					
27	There are dressing rooms in the school.					
28	First aids will be given if there is injury.					

29. Is there any problems related to teaching learning Physical Education?

_____

_____

30. Write the solutions for the above problems.

_____

_____

The end!!

APPENDIX B

Addis Ababa University

School of Graduate Studies

College of Education and Behavioral Study

Department of Science and Mathematics Education

Interview Questions for Grade 11 P.E Teachers

The purpose of this interview is to get information about the overall **"challenges of physical education curriculum implementation"** in preparatory schools of west shoa zone.

Name of the school_____

Teaching experience_____

Qualification_____

Sex A. Male_____

B. Female_____

Date_____

Time_____

Questions

1. Do you think there are hindrances to implement the theory to practice correctly?

2. Does your school provide you with sufficient teaching aids timely?

3. Do you think that the school environment is suitable to teach P.E practical class?

4. Do adhere to the syllabus or the teacher's guide?

5. Do you teach all the contents in the text book?

6. What do you think are the general challenges in implementing Physical Education theory to practice correctly?

7. What do you think are the solutions for these challenges?

APPENDIX C

Addis Ababa University

School of Graduate Studies

College of Education and Behavioral Study

Department of Science and Mathematics Education

Interview Questions for Preparatory School Principals

The purpose of this interview is to get information about the overall **"challenges of physical education curriculum implementation"** in preparatory schools of west shoa zone.

Name of the school_____

Teaching experience_____

Qualification_____

Sex A. Male_____

B. Female_____

Date_____

Time_____

Questions

1. What are the supports you provide for implementing effective teaching learning of PE?

2. Do you supply adequate teaching aids timely?

3. How conducive is you school environment for teaching-learning of PE?

4. Are there enough teachers for the subject?

5. What are the challenges you faced in implementing the P.E syllabuses?

6. What do you think are the solutions to these challenges?

APPENDIX D

Observation Check List

General Information

1. Date of visit _____

2. Name of the school_____

3. Period A Morning_____

   B Afternoon _____

4. Grad and section_____

5. Number of students in the class_____

6. Number of periods allotted per week_____

7. Time (duration) _____

No	Items	Very satisfactory	satisfactory	Undecided	Unsatisfactory	Very satisfactory
1	Playing ground (court)					
2	Material distribution					
3	Availability of teaching aid					
4	distribution of textbook					
5	Number of students in the class					

Check list during practical class

Types of exercise _____

No	Items	Lists of exercise to be implemented on each item	Number of exercise listed on each items	Number of exercise implemented on each item	remark
1	Textbook				
2	Annual lesson plan				
3	Daily lessen plan				
4	Teacher guide				

Check list for P.E Teachers

This check list is based on grade 11 text book

General Information

For each of the following;

- ✓ Tick(x) for contents you do not teach and give reasons
- ✓ Tick (√) for the contents you teach.

Ch	Content	Theory	Practice	Both	Reason
1	Basic concept of physical education				
2	Basic concept of physical fitness				
3	Gymnastics				
4	Ethics and the art of self defense				
5	Basket ball				
6	Track and field (athletics)				

APPENDIX E

YUUNIVARSIITII FINFFINNEE

SAGANTAA DIGIRII LAMMAFFAA

KOOLLEJJII BARNOOTA FI QO'ANNOO AMALAA

MUUMMEE BARNOOTA SAAYINSII FI HERREEGAA

Bargaaffii barattootan guutamu

Kaayyon bargaaffii kanaa <rakkoo Barnoota Guddina fi Jabeeyna Qaamaa (B.G.Q) baruu fi barsiisuu irratti muldhatan> jedhuuf odeefannoo funaanuf kan qophaa'ee dha. Tumsi keessanii fi hirmaanan keessan milkaa'na qorannoo kanaatiif iddoo olaanaa waan qabuuf, deebii keessan amanamummaa fi haala sirrii ta'een akka naaf deebiftan kabajaanan isin gaafadha.Qorannon kun dhimma akkaadaamiksii qofaaf jedhamee kan adeemsifamu waan ta'eef, deebin isin kennitan martinuu icitiin isaa guutumaa guututti kan eegame dha.

Hirmaannaa keessaniif duursen isin galatoomfadha!

Ashannaafii Caalchisaa Hurrisaa

Kaadhimmamaa Digirii Lammaffaa

Yuuniversiitii Finffinnee

Odeefannoo dabalataaf ☞ 0913017819

Kutaa I

Odeefannoo Waliigalaa.

Hub. Maqaa barreessun hin barbaachisu.

1. Maqaa Mana Barumsaa_____
2. Saala_____
3. Umurii_____
4. Kutaa fi Daree_____

Kutaa II

Qajeelfama: Gaaffiwwan armaan gaditti tarrefaman erga dubbiftee booda deebii kee lakkoofsa armaan gaditti kenname keessaa tokkotti **maruun** ykn **jala muruun** agarsiisi.

Hub. Lakkoofsota 1_5 tti barreefaman kan isaan bakka bu'an sirriitti ilaalitii gaafilee gabatee keessatti dhiyaataniif yaada dhuunfaa keetii kenni.

1= yaadni kun baay'ee sirrii dha (I strongly agree)

2= yaadni kun sirrii dha (I agree)

3= yaada kana hin murteessu (un decided)

4= yaadni kun sirrii miti (I disagree)

5= yaadni kun baay'ee sirrii miti (I strongly disagree)

T/L	**Gaaffilee meeshaa deeggarsaa barnootaa wajjiin wal qabatan(Items related to teaching aids**	**Baay`ee sirriidha** (strongly agree)	**Sirriidha** (agree)	**Hin murteessu** (undecided)	**Sirrii miti** (Disagree)	**Baay`ee sirrii miti** (Strongly disagree)

1	Barnoota GJQ irratti meesshaleen deeggarsaa barnoota ga`atu jira.	1	2	3	4	5
2	Barsiisonni yeroo shaakala dirree meshalee deeggarsa barnootaa ni fayyadamu.	1	2	3	4	5
3	Meeshaleen deeggarsa barnootaaf dhiyaatan qabiyyee barnootichaa wajjin kan wal simani dha.	1	2	3	4	5
4	Dirreewwan ispoortii mana barumsaa keessatti argaman shaakallii hojjechuuf mijataa dha.	1	2	3	4	5
5	Meeshaleen deeggarsa barnootaaf dhiyaatan lakkoofsa baratootaa waliin kan wal gitu dha.	1	2	3	4	5
6	Meeshaleen deeggarsa barnootaa isin itti fayyadamtan sadarkaa isaanii kan eeggatani dha.	1	2	3	4	5
T/ L	**Gaaffilee haala baruu fi barsiisuu barnoota G.J.Q wajjin wal qabatan (Items related with teaching and learning H.P.E)**					
7	Barnoota daree keessatti barannu (theory) dirree	1	2	3	4	5

	irratti baanee ni shaakalla.					
8	Barsiisaan yeroo dirree irratti baanee shaakallu ibsa ga'aa nuuf godha.	1	2	3	4	5
9	Barsiisaan barumsicha barsiisuu irratti dandeettii ga'a qaba.	1	2	3	4	5
10	Barsiisan barumsicha barsiisuuf qophii ga'aa ni taasia	1	2	3	4	5
11	Barnoota G.J.Q barachuuf fedhii guddaan qaba.	1	2	3	4	5
12	Ilaalchin ani barnoota G.J.Q tiif qabu baayyee gaari dha.	1	2	3	4	5
13	Barsiisan barumsicha yeroo barsiisu fedhii fi kaka'umsa guddaa qaba.	1	2	3	4	5
14	Qabiyyee kitaaba keessatti argaman hunda isaa ni baranna.	1	2	3	4	5
15	Qabiyyeen kitaabaa hundi isaa yeroo kenname keessatti ni xumurama.	1	2	3	4	5
16	Barnoota G.J.Q tiif sagantaan (period) torbanitti kennameef ga'a dha.	1	2	3	4	5
17	Yeroon pireedii tokko keessatti kenname shaakala dirree irratti	1	2	3	4	5

	hojjetamuuf ga'a dha.					
18	Sagantaan (period distribution) barnoota G.J.Q tiif bahe shaakala dirree irratti kennamuuf mijataa dha.	1	2	3	4	5
19	Barsiisan yeroo shaakallii taasifnu yoo dogoggorre nu sirreessa.	1	2	3	4	5
20	Maatin koo hidhannoo barnoota G.J.Q tiif barbaachisan hundaa isaa naaf guutu.	1	2	3	4	5
21	Baay'inni baratoota daree keessa jiranii barnoota G.J.Q barachuu irratti dhiibba hin qaba.	1	2	3	4	5
T/L	**Gaaffilee bulchiinsa m/b wajjin wal qabatan (Items related with school administration).**					
22	Manni barumsichaa meeshalee deeggarsaa kan barnoota G.J.Q tiif barbaachisan yeroodhan ni dhiyeessa.	1	2	3	4	5
23	Kitaaba barnoota G.J.Q dhuunfadhaanan fudhadhe.	1	2	3	4	5
24	Barsiisaan yeoo dirree irratti nu shaakalchiisu hidhannoo ispoortii ni uffata.	1	2	3	4	5

25	Mana dubbisaa keessa kitaboleen wabii kan barnoota G.J.Q tiif fayyadan ga'atu jiru.	1	2	3	4	5
26	Manni barumsichaa iddo itti qaama dhiqatan (shower) ni qaba.	1	2	3	4	5
27	Manni barumsichaa iddoo hidhannoo ispoortii itti jijjiiratan ni qaba.	1	2	3	4	5
28	Manni barumsichaa miidhaan barataa irra yoo qaqqabe gargaarsa calqabaa (first aid) ni kenna.	1	2	3	4	5

29. Rakkoo barnoota G.J.Q baruu fi barsiisuratti jira jettee yaaddu yoo jiraate naaf tarreessi.

_____
_____
_____

30. Rakkoowwan kanaaf yaada furmaataa ni ta'u kan jettu naaf kaa'i.

_____
_____
_____

Xumurameera!

Yeroo keessan aarsaa gootanii gaaffilee kana naaf guutuu keessaniif ammas irra deebi'een isin galatoomfadha!

Declaration

This thesis is my original work and has not been presented for a degree in any university, and that all sources of materials used in this thesis have been duly acknowledged.

Name: Ashenafi Chalchisa Hurisa

Signature: _____

Date: August, 2016

Approval: This thesis has been submitted for examination with my approval as university advisor.

Name: Dr. Shimeles Assefa

Signature: _____

Date: August, 2016