Factor Affecting the Contribution of Physical Education to Students Physical Fitness . In Addis Ketema Sub City Administration of Addis Ababa Four High Schools.

Legesse G/Kidan

A Thesis Submitted to Addis Ababa University Presented In Partial Fulfillment of the Requirement for the Degree Of Master Of Education In Teaching Physical Education

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This is to certify that the thesis prepared by Legesse G/kidan, entitle: factors affecting the contribution of physical education to student's physical fitness submitted in partial fulfillment of the requirement for the degree of master of sport science complies with the regulation of the university and meets the accepted standards with respect to originality and quality.

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ABSTRACT

Factors affecting the contribution of physical education to student's physical fitness in Addis ketema sub –city administration of Addis Ababa four high schools

Legesse Geberekidan Mullisa

Addis Ababa University, 2016

The purpose of this study is to investigate factors that affecting the contribution of physical education to students physical fitness in Addis Ketma sub city administration of Addis Ababa in four high schools. To conduct the study qualitative and quantitative research method were employed. The data were distributed and collected from 100 grade ten sample students, 16 directors and vice directors,22 physical education teachers for closed ended questionnaires. And with four directors, four physical education teachers conduct group discussion. Again with 16 directors and vice directors I conduct with open ended questionnaires. Totally 146 respondents were participated. I the selection of the sample population all are purposive sampling technique was used. The main instrument of data gathering was observation, closed and open ended questionnaires and focus group discussion. The data were analyzed using descriptive percentage to know whether or not significance difference between the respondents seeing that the result support or against the hypothesis formulated. Hence the finding of the study shows that, insufficient instructional time, shortage of curriculum materials, large class size, inadequate facilities and equipment, preparation of the book is for sport rather than physical education, less relation of community and school, the role of supporting family their children particularly related to physical education is almost zero.

The unfavorable of school environment for physical education teaching learning process and the very worst thing is that physical education teachers themselves are poor in skill (most of them are physically un fit) because they do not have physical activity log, as I observe they are disinterest to teach especially the concept(theory) class and practical too.

Key words

Quality, Factors, Teaching, Learning, Investigation, Qualification, Attitude, Adherence, Motors, Skill, etc

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Acronyms

NCPE- English National Curriculum for Physical Education

UNESCO- United Nations Educational Scientific and Cultural Organization

US- United state

BRFSS- The Behavioral Risk Factors Surveillance system

NHIS- National Health Interview Survey

BTS- Bureau of Transportation and Statistics

CFE- Curriculum for Excellence

PE- Physical Education

PA- Physical Activity

WHO- World Health Organization

KG- Kinder Garden

PR- Physical Training

HAD- Health Development Agency

PAA- Physical Activity Adherence

Chapter One

1.1 Back ground of the study

Regular physical activity experience from child hood to adult age provides immediate heath benefits by positively effecting body Composition and musculoskeletal development (Malina and Bouchard. 1991), and reducing the presence of coronary heart disease risk factors (Gutin ef al..1994). In reorganization of these health benefits. Physical activity guidelines for children and youth have been developed by the health education authority (now health development agency (HDA) (Biddle et al. 1998). Then the primary recommendation advocates accumulation of 1hr's physical activity perday of at least modrate intensity that is the equivalent of brick walking, hardworking, Jogging cycling, swimming, walking daily when we go to school or returning home or when we go to market etc. should be considered as regular physical activity. The adaption of these regular physical activity is considered as physical activity health life style. Recreational and structural activity forms.

A secondary recommendation is that children take part in activities that help develop and maintain musculoskeletal health on at least two occasions per week (Biddle et al. 1998). This target may be addressed through weight-bearing activities that focus on developing muscular strength endurance and flexibility and bone strength. This include three physical education associated objective, two of which relate to increasing the number of schools providing and students participation in daily physical education class.

The three objective is to improve the number of students who are engaged in beneficial physical activity for at least 50^0 lesson time (use department of health and human service 2000) however research evidence suggested that this criterion is some what ambitious and as a consequence, is

rarely achieved during regular physical lesson (Stratton, 1997; US Department of health and human service, 2000; lev in et al. 2001: Fairelough, 2003a)

The potential difficulties of achieving such a target are associated with the diverseaim of physical education. These aims are commonly accepted by physical education through out the world. (International council for sport science and physical education, 1999) through their integration emphasis and evaluation may differ between countries.

Fairclough, 2003 and higher as students get older (seligher et al., 1980). In addition highly skilled students are generally more active than there lesser skilled peer (Lianddun ham, 1993; Stratton, 1996b) and boy stend to engage in more physical education activity than girls (Stratton 1996b; mekenzie etc al 2000). Such inter individual factors are likely to have significant implications for pedagogical practice and there fore warrant further investigation. In accordance with simons. Morton's (Simons- Mortor, 1994) first proposed aim of physical education; the purpose of this study was to assess English students' physical activity levels during high school physical education. The data were considered in relation to recommended levels of physical activity (Biddle et al, 1998) to as certain whether or not physical education can be effective in helping children be fit and healthy; specific attentation was paid to difference between sex and ability groups, as well as during different physical education objectives.

The purpose of this thesis is to assess Addis ketema high schools grade 10 high achiever students physical activity experience and factors affecting the contribution of physical education to students physical fitness like

- Pre disposing factors, Enablingh factors and re enforcing factors (Physical activity adherence)

- Physical activity attitude, that is health and fitness, appearance, Enjoyment, Relaxation, challenge, social, competion, Feling good and out door conditions.
- In the case of physical education teachers: self management skill, self assignment, self monitoring, goal setting, self planning, performance skills, Balancing attitudes, over coming barriers, Learning consumer skills, finding social support, preventing relapse, Adopting coping strategies and managing time are may focus area.

1.2. Statement of the problem

This study intends to address the problem of physical education teaching learning process. To mention why students do not bring behavioral change in physical education rather than pass through the education. To mention the reason that high school students in Addis ketema sub city administration did not have an experience using physical exercise as an instrument for their life health grant. I point out factors that hinder regular physical activity through knowledge of physical education such as physical activity adherence, physical activity attitude and the case of teachers factors affecting self management skills.

To show ditel and briefly the statement of the problems are

- Students attitude barrior about physical education
- Most students particularly females poor in motor skill
- In adequate facilities and equipments in our schools
- The riskfull of play ground in the school to teach physical education practical session
- Unsuitability of school environment to teach physical education practical session (surrounded by residence)

- Directors and vice directors attitude barrior
- Physical education teachers self management skill problem
- The school compound and over population (the number of students in the school and school compound)
- Insufficient instructional time (number of period in a week are less than standard)
- The problem of text book contents
- The problem of school parent relationship
- Physical education teachers carelessness in teaching both theoretical as well as practical class.

1.3. Research questions

My research questions try to assess student, physical education teachers, directors and vice directors knowledge, belief, individual enjoyment nature, experience, ability, confidence etc. Such as

- What are pre-disposing factors in relation to physical education?
- What are re-enforcing factors in relation to physical education?
- What are enabling factors in relation to physical education?
- What is our students physical activity attitude?
- What physical education teachers self management skills, looks like?

1.4 objectives of the study

General objectives

Is to study grade 10 high achiever students physical fitness , physical education teachers , self management skill.

Specific objectives

The specific objectives are :

- To study pre disposing factors that hinder students physical fitness
- To assess what factors enable students to be fit?
- To show the re-enforcing factors that hinder students physical fitness through Physical education.
- To point out Students physical activity attitude
- To mention Physical education teachers self management skills
- To identify School directors and vice directors belief about physical education and sport.

1.5 significance of the study

Factors that affecting the contribution of physical education to students physical fitness

- Will be discussed briefly
- To mention that what physical activity adherence means
- Mention that what physical activity attitude and means of changing behavior
- The meaning and characteristics of self management skill will discussed
- The study will help in teaching physical education in a better facility, enough time
- To mention students responsibility to transfer for parents, nighbers and society the benefit of regular physical activity for their health through their life.
- To mention physical activity is so simple if we give attention and consideration because, it starts as simple as from regular walking rather than using different means of transportation for the distance can be covered with in 30 mints to 1 hr.

- To mention physical education is different from sport and, so physical activity is not only for sports men and women, but it is for all, even to indicate it is natural obligatory phenomenon. Moving for human being is not a chose so it should be practiced by knowledge.

- To mention in to days world regular physical activity, health diet and stress management are the chose less crateria for leading healthy life style.

1.6 Delimitation of the study

Even though the problem is city level, I will go to apply only in four high schools in grade ten students, because of time and having manageable study I will not going further, so that it left for further researcher.

- The data were collected before first semester the sample students rank were their grade 9 rank. That is why grade 9 excluded. Last year grade 9 students were been elementary school.

1.7 Limitation of the study

The most serious limitations are lack of related research in our country on our children and teachers.

- Lack of reference materials prepared by our universities particularly study journals and other printed materials, electronic medias.
- Gathering respondents together
- Less number of samples as wide as the problem do not cover the majority
- Lack of student, parent and school relationship and recorded document in the school

1.8 Operational definition of terms

- Facilities-teaching station, a room or a place where physical education teaching and learning process takes place.
- Self management skill
    - Self- himself, herself, them selves; that specific (person mentioned)
    - An individual personal the object of this own affective consciousness.
    - (Management) the executives of an organization, especially, senior executives.
    - Judicious use of means to accomplish and end.

  Skill:-

- (transitive) to set a part: separate
- (transitive) to discern, have knowledge or understanding, to know how to
- (transitive) to have knowledge or comprehension discern
- (Intransitive) to have personal or practical knowledge of; be versed or practiced; be expert or dexterous capacity to do something well; technique, ability. Skill are usually acquired or learned, as opposed to abilities, which are often through of as innate

1.9 Organization of the study

Organization of the study:- This study was organized I n to five chapters. The first chapter deals with the general background of the study and the underlined problems, objectives, research methods, significance of the study, scope of the study delimitation and limitation of the study, operational definition of terms in the study and organization of the study.

The second chapter treated the review of related literature.

The third chapter four focused on the presentation and analysis of the data gathered chapter five presented the summary, conclusion and recommendations of the study.

Chapter Two

Review of the related literature

Introduction

Factors affecting the contribution of physical education to students physical fitness Contextual factors affecting physical activity. The preceding chapter documented many long term trends in the way the U.S population lives works, and travels that have sharply reduced the physical demands of daily life. The persuasive scientific evidence on the importance of physical activity for health presents a challenge: to increase physical activity in a highly technological society with a built environment that is already in place and has evolved over a long period of time. The chapter explores the socio economic and institutional context that has resulted in the current situation and holds the key to change. It starts with a discussion of the various factors that affect the individuals choices about engaging in physical activity.

Biddle al., 1998 physical education is the commonly highlighted as a significant contributor to help young people to activate their daily volume of physical activity and to as certain whether or not physical education can be effective in helping children are fit and health. Borus, 1983. Striation, 1996 a pedagogical variables (that is classize, available space for particular section, organizational strategies, teacher approach, lesson contente etc) carbin and pangrzi, 1998. The important role that the physical education has in promoting health enhancing physical activity is exemplified in the school health national targets. Department of health and human service, 2000. The three objective is to improve the number of students who are engaged in at least 50^0 lesson time. European parliaments 2007. Resolution on the role of sport in education and UNESCO advocacy action place on physical education on the political agenda factor that affects quality of teaching physical education in high schools.

Fairctough et al., 2002 sport ingland 2001: department for education and empliment. Gutinetal, 1994 Reducing the presence of coronary heart disease risk factors, Hackensmith, 1996. The exclusive focus health international council for sport scierk and physical education 1999.

Levyin et al., 2001. Faielough, 2003a. the above objectives are proved by research evidence the criteriaon is some how ambiguous as a consequence is rarely achieved during regular physical lesson.

Lianddun ham, 1993; Stratton (1996 high skilled students are generally more active than their lesser skilled peer). Madigo (2004). In Canda mention many elementary school generalists who teach physical education receive minimal training during their teacher preparation program. Malina and boucherd 1991 shows composition and musculo-skeletal development. Mechanize etal, 2000. Inter individual factor are likely to have significant simplifications for pedagogical practices.

NASPE, 2012. As a school subject, physical education is focused on teaching school aged children the science and the methods of physically active healthful living./ Physical education makes you fit and health her, oxford journals.Org/content/20/… 14 July 2004. Sallies and Macknize (1991). Published a land mark paper stating that physical education is education consent using a "comprehensive but physically active approach that involves teaching social, emotional, cognitive and physical skills". Simon Mortar, 1994. First proposed aim of physical education to assess English students physical activity levels during during high school physical education, and Stratton 1996 b; mention boys stand to engage more in physical education activity than girls. Stratton 1996 again mention Lack of policy, curriculum development or teacher exerts in this area.

Factors affecting individual choice

Physical activity behavior is influenced by both individual characteristics and the social environment.

Whether an individual is physically active depends on demographic characteristics such as gender, age and ethnic back ground, and on socio economic characteristics such as education and income level.

It also depends on at least three other factors, the latter two of which are external to the individual

- attitudes preferences motivations, and skills related to the behavior.
- Opportunities or constraints that make the behavior easier or more difficult to perform; and
- Incentives or disincentives that encourage or discharge the desired behavior relative to competing activities. Each of these factors is discussed.

  Socioeconomic characteristics

The behavioral risk factor surveillance system (BRFSS) and the national health interview survey (NHIS) have revealed that physical activity levels of adults decline with age and are lower among women, ethnic and racial minorities, those with less education and lower income levels, the disabled, and those living in the south eastern region of the united state. According to this study younger age is positively associated with physical activity as are university education and higher income levels. Although comparisons by race are often obscured by socio economic variables, some studies have shown that ethnic minorities, particularly African. American and Hispanic women are less likely to adopt and maintain active lifestyles other personal barriers to waling.

- The BRSS in discussed in detail by Brownson and Boehmer (2004) and the NHIS by barnes and schoenborn (2003)
- Loukaitousider is (2004), which referencesSeveral relevant studies on the effect of individual characteristics on the propensity to engage in physical activity and an active

lifestyle cited in the literature includes state of personal health and physical disability lack of time, motivation and energy; and lack of self esteem.

Attitudes, preferences, motivation and skills. Several national surveys have been conducted in recent years to determine the publicly attitudes to war purpose of these behaviors. To of the survey were sponsored by organizations that advocate walking and cycling and strongs support for investments that would make communicates more freindsly to these modes (BR& S 2003; American Bikes 2003)

A national survy of walking and cycling sponsored by the national Traffic safety Administration and the bureau of transportation satsfcs (BTS) and administrated by the Gall up organization during summer 2002 found that 8 of 10 respondents aged 16 or older had taken at least one walk of 5 mints or longer in the past 30 days. Fewer than 30 percent, however reported having ridden a bicycle at least one (DOT 2003). When asked the primary purpose for walking trips, respondents most commonly cited exercise or health reasons (27 perent), personal errands (17 percent), and recreation (15 percent). The primary purpose for cycling trips were recreation (26 percent) and exercise or health reasons (24 percent).

- The following subjection draw heavily on the commissioned paper prepared for the committee by kir by and Hollander (2004)

2.1. The context of physical education

How it began. The brief history of physical education would start in just about 1820 when schools focused on gymnastics, hygiene training and are and development the human body. By the year 1950, over 400 institutes had introduced majors in physical education. The young men's Christian association launched its very first chapter in 1851 and focused on physical activities. College were encouraged to focus on intramural sports particularly track, field and foot ball.

The curriculum for excellence (CFE) guide line and associated learning experiences and out comes have been developed following national debats on the purpose of education in Scotland. The rescent development shifts physical education's (PE) role in scotish education, changing from contributing the 'Expresive Arts' of area of the curculum, to one central to the newly created curriculum area of health and wellbeing in the CE. This paper provides an analysis of the brodar policy context at national and global levels examining the policy development for PE in scot land situating them with a global discourse emphasizing concerns about ill health and obesity with in the society. Drawing on the work of bowe ef al. the paper examines the context of production and the context of influence that has contributed to the recent development of 'health and well being' with in the CFE. It is argued that the role for PE and the focus on schools promoting daily physical activity with n the CfE masks the complexity of addressing the issue of health and wellbeing. In conclusion it is high lighted that in the interpretation and implementation of policy thre will befur ther issues for PE and as yet unknown consequences for the context of practice and pupils experiences of PE in scot land.

The current situation of physical education currently physical education is updated in global wise. For example physical education current status in Canada is as follows.

- The majority of Canadians accumulate the one hour of daily physical activity required by Canada's physical activity Guide to health living (CFlRI 2004)
- In Canada many elementary generalists who teach physical education receive minimal training during their teacher preparation program (Mandigo 2004).
- Despite the wide range of support form various sectors and the research evidence bihined the importance of quality physical education programs, Canada is not meeting the

fundmantal light of children and yough in our schools (Mandigo, precenting the Evidence, 2004)

- Only 39% of Canadian schools reported that those most often responsible for teaching physical education classes are specialists secondary schools are more likely to report exclusive use of physical education specialists than elementary schools (53% and 31% respectively) Cameron, craig, coles, and cragg, 2003 Approaches to physical education in schools
- Because it is guaranteed to reach virtually all children to access helath enhancing physical activites.
- High quality physical education program are characterized by (1) instruction by certified physical education teachers, (2) a minimum of 150 minutes per week (30 mints per day for children in elementary schools and 225 mints per week (45 minuts per day) for students in middle and high schools, and (3) tangible standards for student achievement and for high school graduation)
- Students are more physically active on days on which they have physical education
- Quality physical education has strong support from both parents and child professional organizations.
- Several modles and examples demonstrate that physical education scheduled during the school day is feasible on a daily basis.
- Substantial exprancies exist in statements regarding the time allocated for physical education.

- Nearly half of school administration (44%) reported altting significant time from physical education and recess to increase time spent in reading and mathematics since passage of the No child left behind Act.
- Physical education is a formal content area of study in schools that is standards based and encompasses assessment based on the standards and benchmarks. It is defined as "a planned sequential k-12 standards. Based program of curricula and instruction designed to develop motor skills, knowledge and behaviors of healthy active living, physical fitness, sports man ship, self, efficiency, and motional intellignce" As a school subject, physical education is focused on teaching school aged children the science and methods of physically active, healthful living (NASPE, 2012). It is an avenue for engaging in developmentally appropriate physical activites desined for children to develop their fitness, gross motor skills and health (sallis et al, 2003; Robinson and Good way, 2009; Robinson, 2011 . this provides

  1. Presepctive on physical education in the context of schooling
  2. Elaborate on the importance of physical education to child development
- Describe the consensus on the characteristics of quality physical education programs
- Reviews current national, state, and local education policies that affect the quality of physical education and
- Examines barriers to quality physical education and solution for overcoming them.

Physical education in the context of schooling physical education be came a subject matter in schools (in the form of German and Swedish gymnastics at the beginning of the 19th century (Hackensmith, 1996). Its role in human health was quickly recognized. By the turn of 20th century personal hygiene and exercise for bodly health were incorporated in the physical education curriculum as the major learning out comes for students (Weston,1962). The exclusive focus on health, however was criticized by educators Tomas Wood (1913: wood and Cassidy,

1930) as too narrow and detrimental to the development of the whole child. The education community subsequently adopted wood's inclusive approach to physical education where by fundamental movements and physical skills for games and sports were incorporated as the major instructional content.

Sallis and Mackenzie (1991) published a landmark paper stating that physical education, is education content using a "comprehensive but physically active approach that involves teaching social, cognitive, and physical skills, and achieving other goals through movement. This perspective is also emphasized by siedentop (2009)

Physical education is as part of education in institutionalized education, the aim goal has been developing children's cognitive capacity in the sense of learning knowledge in academic discipline physical education is as part of education provides the only opportunity for all children to learn about physical movement and engage in physical activity.

2.2 Global situation of physical education in school

These article draws form the second world wide survey of the situation of physical education (PE) in schools. The survey was undertaken as a contribution to the UN dedicated 2005 year of sport and PE and in response to inter-governmental agencies calls for regular monitoring of developments in school PE in the form of a reality check, The overall purpose of the survey was to assess the world wide situation of school PE as well as development since the physical education world summit held in November 1999in Berlin for which a multi method/pluralistic approach was adopted with analysis of a range of sources comprising globally and regionally as well as on line disseminated questionnaires national surveys, continental regional and national PE related projects, case studies and a comprehensive literature review. The pluralistic methods facilitated data collection on national level policies and practice related issues in school of PE,

the PE. Curriculum, resources (human and material), the PE environment (school subject and PE teacher status; and path way lines to PE activities in out of school settings.) and best practice exemplars. The data generated provide an induction of patterns and trends in school PE in countries and regions across the world.

The reality check indicates that positive developments and polices hetoric are juxtaposed with adverse practice short comings. Thus, the overall scenario is one of mixed massages' with evidence that national and/or regional governments have committed themselves through legislation to making provision for PE but some have been either slow or reticent in translating this in to action through actual implementation and assurance of quality of delivery. Essentially, the situation especially in economically under-developed and developing regions has changed little since the 1999 Berlin physical education summit. Continuing concerns embrace: insufficient curriculum time allocation perceived in fierier subject status insufficient competent qualified and/or in aducatly trained teachers (Particularly in primary schools), in educate provision of facilities and equipment and teaching materials frequently associated with under-dunding, large class sizes and funding cuts and, in some countries in adequate provision or awareness of path way links to wider community programmers' and facilities outside of schools. More generally there is disquiet over the falling, fitness standards of young people, rising levels of obesity amongst children of school age and high youth dropout rates form physical/sporting activity engagement. Whilst some improvements in inclusion (rated to gender and disability) policy and practice can be identified since the Berlin physical education summit, barriers to equal provision and access opportunities for all still remain However, current inter governmental initiatives (European parliament's 2007) Resolution on the role of sport in education and UNESCO advocacy action Place PE on the political agenda with such intera-governmental

commitments to policy principles and action advocacy, a secure and sustainable future for PE appears to be realized.

National situation of physical education National activity recommendations; systematic overview and analisis of the situation in European countries Back ground. Developing National physical activity (PA) recommendations is an essential element of an effective national approach to promote PA. About half of the countries for which information was available and likely less than 40% of all 53 countries in the WHO European region have developed national PA recommendations further investment is needed to address this important step towards a comprehensive PA promotion approach. Much remain to be done for the 2010 WHO recommendations to be fully reflected in national documents across all parts of the region and all age groups. In addition, avoiding extended periods of inactivity and overweight are only addressed by a minority of countries yet.

2.3 Students and physical education

Physical education or PE also know in many commonwealth countries as physical training or PT (1) is an educational course related to the physique of the human body. It is taken during primary and secondary education and encourages psychomotor learning in a play or movement, exploration setting to promote health.

Physical education is given in different countries there ughout the world like as a Australia, North America, Europe etc.

In Asia (sourth Kore) it is mandatory for pupils to take a total of 3hrs of physical education through primary and secondary level.

In Singapore from primary to junior colleges are required to have 2 hours of PE every week. Pupils are able to play games like foot ball, badminton, captain's ball, and basketry bll during most sessions.

Un orthodox sports like touch ball, fencing and skate boarding are occasionally played. NAFA, is conducted in every school once every year to assess the physical fitness of pupils. Pupils are given a series of fitness tests (pull – ups/ inclined pull ups for girls, standing, broad jump, sit ups, sit and reach and 1.6 kilo meter primary (10-12) years.

kilometers for secondary and junior college levels (13-18 years olds). Students are gaded by gold, silver, bronze or fail. NAPFA for pre enlistees serves as an indicator for an additional months in the secondary's compulsory national service if they gain bronze or fail.

- In Malaysia pupils from primary to secondary schools are expected to do 2 periods or 1 hour of PE through out the year. Pupils are allowed to bring their own sports equipment to the school with the authorized of the teacher.

In Philippines, PE- is mandatory for all years some schools have integrated material in to their physical education curriculum.

- In Indonesia from KG. to high school have PE integrated with their curriculum
- PE In Australia was first made an important of the curriculum in 1981.

PE in British, Colombia, Canada the government has stated in curriculum that students must participate in physical activity daily five times a week. The curriculum also requires students in grade one to be knowledgably about healthy living. For example students must be able to describe a benefit of regular exercise, identify healthy choices that require them to be more physical active and describe importance of choosing healthy food.

- In Europe for example Portugal physical is given 2 hers per wek. In Scotland, PE. Is a government supported entitlement of a minimum of 2 hrs of quality physical education.

Chapter Three

Research Design and Methodology

Introduction

Purposive study was set to address the factors affecting the contribution of physical education to students physical fitness in Addis ketema sub-city Administration in four high schools. To this effects, research design, research methods, sampling techniques to the study, instruments and procedures of data collection, analysis and interpretation, source of data, closed ended questionnaires for students physical education teachers, open-ended questionnaires for directors ad vice directors was set. Observation before conducting this research and during research going on are done.

3.1. Research Design

The study attempts to describe the factors affecting the contribution of physical education to students physical fitness in Addis ketema sub-city administration in four high schools. Thus the descriptive survey was chosen as it enables the researcher to make clear the current problems of teaching quality of physical education in the area of the study. The reason that the researcher chose purposive sampling is to reduce the carelessness of answering and to increase reliability and validity of the respondents feed back. All sample are chosen purpose fully from four high schools, such as 25 students from each school which stood 15 from grade 10^1-10^5 25x4=100 students totally and 22 physical education teachers from the same four high schools, 16 directors and vice directors are participated. In the case of physical education teachers and directors/vice directors all are taken.

3.2 The research methods

The method of this study can provide precise information concerning the current status of factors that affects the contribution of physical education to students physical fitness in the study area. Order to identify and analyze the existing conditions the researcher compares it with the reviewed research findings of the past and to draw valid general conclusion of the study, the researcher is interested to use quantitative research method of the study. In addition, qualitative method is employed as a supplementary to the study with the information gained through observation, closed ended questionnaires and open ended questionnaires obtained from sample schools in Addis ketema sub-city administration (Addis Ababa).

The questionnaires have four parts to obtain necessary information about factors affecting the contribution of physical education to student's physical fitness. In an attempt to get valid information for the study draft instruments were checked by researcher adviser from faculty of life science, department of sport science in Addis Ababa University. In accordance with suggestion from researcher advisor, modification was made on the errors that were identified. This was followed by testing instrument using pilot study through superm, an Brown split method and the instrument was reliable and consistent to measure the problem by 98% in sample school of Addis Ketema sub-city administration of Addis Ababa.

In the study area the researcher provide explanation about the objectives of the study and how to respond the questionnaires and observation for the respondent. Finally, taking into account the suggestions from the respondents to the questionnaire and observation. Furthermore modification were made. Thus the instruments were found valuable to collect the data for the main study and hence, it was administered as a scheduled.

Each of the questionnaires described in the research is now contained in new activity features using the new magazine format. This format allow students to get immediately involved in activity and to keep activity logs using the newly designed questions. As I refer form the book concepts of physical fitness active life styles for wellness tenth edition Charles B. corbin Arizona state university ruth Lindsey California state university-long Beach, Gneq welk cooper institute for Aerobics research as we begin the new millennium, it is appropriate that students and teachers be provided with state of the art technology to promote educational activeness. Web address to supplemental resource material such as self study guide simple exam questions and definition of terms, as wellas other curriculum materials, are also provided on the online learning center as the Author mentioned.

3.3 Sampling technique of the study

The target population of the study was involve three subjects namely schools managements (directors & vice directors), physical education teachers, and students. Furthermore, out total population of grade 10 which stood 1-5 from their class and 25 students from each school, that is 25x4=100 from grade 10^1-10^5 each school. Consequently, the researcher took 100 students 22 physical education teachers and 16 directors and vice directors were selected through purposive none probability random sampling, and all together 138 respondents were expected to give their response in the area where this research conducted that helps researcher t collect relevant information and to investigate the problem under disalssion.

Depending on the nature of information to be guthred, different data collecting instruments are used to conduct the research. For this reason the data of the study would be collected by building questionnaire, observation and focus group discution. The researcher was design and distributes close ended questions with vari to students and physical education teachers and open-ended to

all directors and vice directors. In addition to this, the researcher would conduct focus group discussion with physical education head teachers and directors respondents and also observation check list designed to take place while the lesson of physical education on progressing to receive outhentic information in relation to the factors affecting the contribution of physical education to students physical fitness. In relation to areas were this study conducted.

Questionnaires

Questionnaire was used commonly to gather data for descriptive survey. In order together the appropriate information about factors that affecting the contribution of physical education to students physical fitness in Addis Ababa (Addis ketema sub-city administration) questionnaires was set for school directors and vice directors was open ended, questionnaires for students and physical education teachers are closed ended. The questionnaires for directors and vice directors was in Amharic including group discution. Questionnaires for teachers and two types of questionnaires selected for students were prepared in English 1st questionnaire for students were about physical activity adherence and another questionnaire for the same students about physical activity attitude, such questions for students are totally 31 and 18 questions for physical education teachers, is that based on physical activity self management, Ten (10) questions organized and written in Amharic language are for directors and vice directors five (5) again in Amharic for directors and physical education teachers. All closed ended questionnaires follow liket scal. Because it helps the researcher to know the respondents feeling. In addition it helps the respondents to choose one option from the given scales that best aligns with their views. Adding together to this, open ended questionnaires were employed in order to give opportunity for participates to express their feelings perceptions, problems and intensions related to ins school

problems affect quality of teaching physical education in Addis ketema sub city administration in four high schools. Total respondents are 138 and total questionnaires are 58.

Focus group discussion

Another method of collecting information is focus group discussion. Focus group discussions typically can be defined as a group of people who possess certain characteristics and provide information for items a which are qualitative in nature. This method of data collection is composed and respondents from each sample schools four directors and four physical education teachers were taking place. In this process, the researcher provides five basic questions for respondents of school managements and physical education teachers in which they were freely express their opinion that fit to examine the factors affecting the contribution of physical education to students social fitness on the basis of the respondent's agreement, the research used minutes (recorded of discussion) alternatively to gather information corresponding to the topic where this study sited. The discution were not all together, but one physical education teacher with his their director and the researcher at each school the reason is that not possible to get all respondents together.

3.4 Procedures of data collection, Analysis and interpretation

Furthermore, the data that collected through questionnaire is tallied, tabulated and converted in to descriptive percentages statistic and chi-squure test is performed to analysis and interpreted data corresponding with the number of respondent using the spss version 17 of computer program to statically test the reliability of the research instrument based on the given data structure enable to perform chisqure test in spss through data view, variable view, data, analysis descriptive statistics, cross tabs and to the effect, final result is obtained. Lastly the researcher believe that the finding of study provided possible measures; suggestions and recommendations

were fore warded to give solution for the issue that proposed to be treated under the study in Addis Ababa (Addis ketma sub city administration high schools of grade ten students and their directors, vice directors and physical education teachers.

3.5 Sources of data

- Schools, teachers, students, directors/vice directors.

3.6 study area description

Introduction

Having the knowledge of study area is very necessary, because, If another researcher in the previous done his there research at the area it help for reference and it helps to have knowledge the environments socio economics level temperature historical places people's life style, educational back ground, altitude, latitude and boundaries of the research taking place to delimit the research area. Based on these it believed that out of cites critical problems are lack of well organized demographic and socio-economic data (information) is a series problem ("information poverty") accordingly the Addis ketema bureau of finance and economic development, population co-ordination affairs some process has prepared this publication co-ordination Affairs sub process has prepared this publication to provide current information on demographic and socio economic indicators and related issues of the sub city, and made I t using available both in print and electronic medias to data users. The main objective of this publication to make ready of the sub-city key demographic and socio economic indicators to disseminates it for all beneficiaries.

The publication consist key demographic and other socio economic indicators that reflects the socio economic conditions of the sub-city. These are useful for designing and prepareing development plans and for monitoring and evaluating of the impact. It also contributes to raise

under standing on the importance of population dynamics in the various socio economic planning exercises.

Population demography

Total number of weredas 10

Total number of sub weredas 28

Total number of sefer 84

Total number of blocks 302

Administrative boundaries

Addis ketema sub-city administration lay in four nibergher sub cites such as in north Gullale, North east arada, south east and south lideta and west and south west kolfe karanio.

Population distribution

- Area in Km^2 is 8.64 and population size is 268,088
- Population density (people per square kilometer are 31029.9. This is the hight population density comparing the rest 9 sub cites.
- Total population of the city (271,123)
- Total area around 89.8 hectors. The data in the sub city shows that our of population 132657 are males and 138466 are females.

Education distribution

Number of kindergartens 38

Distribution of primary school (total number 25)

Chapter Four

Presentation, analysis and interpretation of the data

This chapter deals with presentation, analysis and interpretation of the data gathered from the respondents through questionnaires, focus group discussion and observation,. Thus, the quantitative and qualitative analysis of data was incorporated in to this chapter. The qualitative part was supposed to be complementary to the quantitative analysis. Hence, the qualitative data includes the data gathered through open ended, foals group 3 discussion and observation. The data was collected from total of 143 respondents. To this effect, a total of 850 copies of questionnaires were distributed to four school directors, which are sixteen in number, twenty two physical education teachers, handread students. The return rates of the questionnaires were 15 (937%) from school directors 22 (100%) physical education teachers and 100 (100%) from sample students.

4.1. Characteristics of respondents

The researcher categorizes the respondents for his study which related to his study such as the first very important groups are students. The sample students were the better academic achievers from their class I took them purposefully according to their rank level whose stood 1-5 from their class according to I collect the pilot questionnaire from this group the pupils are more responsible, which better develop-moral value and more disciplined to vollentarly collected on time, listen what they told, read attentively until they understand the questions they answer and ask the meaning of words phrases and is encence that is abstacle to their understanding of the questions.

Age wis all student respondents have similar age because of their class level is the same, they all are 16-17 years gold

Sex wise my respondents have again similar sex number such as 49 to 51. This rank distribution is collected from Addis ketema government high schools and the above numeric number is the summation of grade 10 students rank level in sex, collected from sample classes from each school. The sample classes are also taken purposely grade 10^1-10^5 from each school. This selection of the section has no any reason rather than reduces the complication and may be making mistake, if the way of identifying class is not well clear.

Teacher respondent- all physical education teachers found in the researched schools is fully participated. The teachers are tabulated in age, sex, marital status and career level. Accordingly (20-30) years old young teachers are (77.2) percent from the total physical education teachers (31-40) middle age teachers are (13.6) percent and high aged teachers are (41-50) only (9) percent.

- Martial status 59 percent single and (40.9) percent married.
- Career level- Addis Ketema Physical education teachers perfocinal career level are distributed as
    - Graduate (beginner teachers)
    - Junior teachers
    - Teacher-teachers
    - Higher teachers
    - Associate lead teachers
    - Read teacher and
    - Senior lead teachers. These prepared in table as follows.

Table 1. Characteristics of Addis Ketema high schools physical education teachers in ages, sex, marital status and professional carrier level

No	Item	Physical education teachers (the respondents)					
1	Age	M	%	F	%	T	%
	20-30	12	54.5	1	22.7	17	77.2
	31-40	2	9	-	4.5	3	13.6
	41-50	2	9	6	-	2	9
2	Sex	16	72.7		27.2	22	100
3	Marital status			3			
	• Married	6	27.2	3	13.6	9	40.9
	• Single	10	45.4	-	13.6	13	59
4	Career level						
	• Graduate (beginner)	3	13.6	-	-		13.6
	• Junior teacher	8	36.4	5	-	3	59
	• Teacher	1	4.5	-	22.7	13	4.5
	• Higher teacher	-	-	1	-	1	4.5
	• Associate velead teacher	2	9	-	4.5	1	9
	• Lead teacher	-	-	-	-	2	-
	• Senior lead teacher	2	9	-	-	-	-
5	Educational background B. ed Me.d	16 -	72.7 -	6 -	27.2 -	22 -	100 -

As the table shown above physical education teachers in Addis ketema sub city Administration of high school in age wis, out of 22 total teacher 12(54.5) percent male and 5(22.7) percent are female, 7((77.2) percent of the total Addis ketema sub city administration high schools are young which means they are below 30 years old.

From the total teachers 3(13-6) percent are at the middle age that is 31 to 40 years old. 2(9) percent are between 41-50 years old.

Physical education teachers in sex characteristics are interpreted as follows 16 (73) percent are male and 6(27.2) percent are female.

Characteristics in marital status 6 (27.2) percent of male teachers are married and 3(13.6) percent are female which are married and 3(13.6) percent are female which are married and totally 9(40.9) percent physical education teachers are married.

Single 10 (45.4) percent are male and 3(13.6) percent are female. Total single teachers are 13 which is (59) percent from the total teachers.

- Professional stages to the teacher's career level areas follows.
    - Graduate (beginner teacher male 3 (13.6) percent
    - Junior teacher male 8(36.4) percent and 5(22.7)percent female total junior teachers are 13 (59)percent.
    - Teacher mall 1(4.5) percent and no female at this level
    - Higher teacher female 1(4.5) percent, no mall at this level.
    - Associate lead teacher male 2(9) percent, no female
    - lead teacher- No lead teacher in both sex
    - Senior lead teacher again male 2 (9) percent No female at this level.

Educational background 16(72.7) percent male and 6 total females (27.2) have first degree (B.ed) The total 22 teachers (100) percent have B. ed.

4.2 Profile of student respondents

The collected data were examined to describe characteristics of student respondents are as follows.

Table 2. Characteristic of student respondents

No	Item		Respondents students					
1		16-17	M 51	% 51	F 49	% 49	T 100	% 100
2	Sex		51	51	49	49	100	100
3	Grade level	10	51	51	49	49	100	100

As in the above table mentioned the characteristics of student respondents all are 16-17 years old and Males 51 (51) percent, and 49 (49) percent female included in sex wise all respondents are chosen from grade 10.

They are chosen purposefully from four high schools grade 10^1-10^5 which stood 1-5 in their class. These means students from one class and 25 students froms classes and 25x4 high schools and the total number of students are 100. These high schools are dillachen secondary school grade 10^1-10^5=25

From Yekatit 23 secondary school 10^1-10^5=25 students
Form Etoyita Secondary school 10^1-10^5=25 students
From Abisinia secondary school 10^1-10^5=25 students
The samples are taken purposely because the researcher is perefer to take high achiver students to reduce carelessness and problem of understanding concepts of the questions and even to get the amount of students he want to address the prepared questions.

In the case of physical education teachers all teachers who teaching in the above mentioned high and schools are covered. The teachers distribution is

- Dillachen 7 teachers
- Yekatit 23,8 teachers
- Etoyita 3 teachers and
- Absinia 4 teachers and total 22 physical education teachers.

Table 3. Characteristics of directors and vise directors in Addis Ketema sub city administration

No	Item	Directors and vice directors respondents					
1	**Age**	M	%	F	%	T	%
	20-30	1	6.6	-	-	1	6.6
	31-30	9	60	1	6.6	10	66.6
	41-50	3	20	-	3	3	20
	>50	1	606	-	-	1	6.6
2	Sex	13	86.6	2	13.3	15	100
3	Marital status Married Single	10 3	66.6 20	1 1	6.6 6.6	11 4	73.3 26.6
4	Work experience- beginner Director vice director Senior…. Leader	5 1 6 2	33.3 6.6 40 13.3	- - 1 -	- - 6.6 -	5 1 7 2	33.3 6.6 46.6 13.3
5	Educational back ground B.ed M.edu	12 1	80 6.6	1 1	6.6 6.6	13 2	86.6 13.3

4.3 Discussion

This section deals with the finding of the presents investigation discussed in the light of the statements of the problems, guide question and review of related literature in order to come across factors that affect quality of teaching physical education to realize and suggested possible recommendation. Hence the discussion focused on major factors that obstruct the contribution of physical education to students physical fitness are:

1. In sufficient instructional time
2. Lack of facility and equipment
3. Lack of curriculum materials
4. In competence of physical education teachers.
5. Lack of sport field
6. The misunderstanding of the school community the difference b/n physical education and sport.
7. School compound and number of pulps

4.4 The in sufficient instructional time

Whether a teacher uses a traditional or more current method of instruction, efficient use of school time has a significant impact on students learning. According to this items respondents were agree with instructional time allocated for high schools (grade 9- 10) in sufficient to achieve the desired objectives. The data gathered through questionnaires, observation and focus group discussion employed both qualitative and quantitative statistic (chi square and descriptive percentage) to identify the relation or gap happen in the response of the respondents response of three groups. According to Becker(1978) stats instructional time allocation experts should have allotted necessary time to be spent in the relation to the content to be taught. This is to mean that the necessary to the life of students should be selected in the way it balances the depth and breadth of the lesson. Conversely, in sufficient time allotted for the subject should tend to restrict the freedom of the subject teacher in his/ her selection of content and limited the teacher to have expensive coverage of the topics and directly lead the teacher to omission of content and using of traditional method which has significant impact on student learning at primary level.

Similarly, in case of allocation of sufficient time for teaching physical education Reston,VA(2004) elaborated, quality physical education requires adequate time (per week, at least 150 minutes for elementary schools and 225 minutes for secondary schools), adequately prepared teachers with opportunities for professional development, adequate facilities, and reasonable class sizes . Currently time spent per week for teaching physical education in the sample school is 42 mints .However, the gap is very huge in Addis Ababa regional state, in general and in particular where this study conducted.

4.5 Facilities and equipment.

In this study the researcher attempted to investigate whether adequate facility and equipment require to teach physical education in high school Addis ketema sub city Administration is present or not.

The information collected in reference to this issue tested using descriptive percentage to know the difference b/n directors, vice directors and physical education teachers there is no significance differences among the three groups. Hence, the finding is consistent with review related literature, hypothesis formulated and previous study. In light of this, Mary Thissen

- Milder(2006) recommends, providing facilities that are clean, safe, and adequate for the number of students needs in physical education classes are appropriate to the grade level.
- Upper elementary school students need more space than lower elementary school students because of their body size and the nature of the program.

4.6 Lack of curriculum materials.

The availability of curriculum materials is including text book, teachers guide and syllabus which are very crucial in teaching and learning processes. The respondents of the sample school suggested there experience, observation and knowledge they have in respect to curriculum materials.

The statistics of this items calculated using descriptive percentage to identify the difference among the respondents. Then there is no significant differences involving the responses of the respondents regarding in availability of a curriculum materials at high school of Addis ketema sub city administration of Addis Ababa. In light of this, Lock head etc, al.(1991) have stated that , text books are one of the most important instructional materials to enhance effective learning

and enlightening the availability of text books in schools has a significant effect up on students academic performance. According to the world bank (1998) , along with provision of text books, suitable consideration should given to the quality of the text books in terms of relevance and utility to develop higher knowledge and better problem solving capacity of the learner. Furthermore, without some basic inspiring inputs, particularly text books and instructional materials, almost no learning could expect to take the place, so that, safest investment in educational quality to make sure that there should be enough books and supplies.

4.7 In competence of physical education teachers

The researcher interested to look in to whether physical education teachers knowledge experience, observation motivated learners towards learning and teaching and treated students fairly and impartially in teaching consider as one of the factors that affects quality of teaching physical education.

The majority of respondents of this study were suggest almost not only physical education teachers were qualified in teaching physical education. So why students often fail to reach their full potential due to subject matter, knowledge, pedagogical skill and low motivation of physical education teachers. Some of the factors that affect their motivation related to Addis Ababa education system (the absence of curriculum materials) in general method of teaching and assessment mechanisms in particular. The investigation was only limited to grade 10 students of Addis ketema sub city. Equally, the results from this study through descriptive percentage show that there is no significance difference among the three groups in request with a shortage of qualified physical education teachers.

In the light, sallis (1993). Elaborates, the better educated staff the better they able to under take a quality improvements. It is the quality of the teacher that influences the quality of learning in

the class rooms(Bear, 1989) Effective teaching is determined by the individual teachers knowledge of the subject matter and mastery of pedagogical skills, which creat astrong positive effect on students achievement. Similarly, OECD (1992) argued that improving educational quality has become a wide spread priority and in this the role of teachers in pivotal and successful reform is realized by and through them .For teachers to accomplish this responsibility, Musoazia (1982). Argues that educational policy makers will need to get much clearer picture of who are teachers, how they view their role in the system and the type of incentives, regulation and training that will increase their effort and improve their capacity to transmit knowledge to students

4.8 Working conditions (Lack of sport field)

Working condition is refers to attractive environment where teaching learning take the place. The respondents of the sample school where asked their appreciation in success and achievements of physical education and students to implements the course of the study they where claim the condition with the same comment and expressing their opinions as it is not attractive. Regarding working condition of the sample schools, MOE (2003) suggests that infrastructure includes play ground, equipment and materials, water, toilet rooms are required to be proportional to the number of teachers and students in the school. This indicates how much attractive working condition is the most important in performing instructional activities.

4.9 The difference between physical education and sport.

Even though both are physical science school physical education and sport are different.

But in my observation and desiccation, my respondents particularly directors, vice directors and some students do not identify school physical education and sport.

Physical education is prepared related with children growth and development to enhance and promote socially, psychologically as well as physical readiness. Particularly it depends on students on students skill related and health related fitness. But sport is a competitive form of play. It is well organized by refery, coach, limited sport activity, sports men and women consisted under it. Physical education is more flexi able than sport because all activities are given for the learner during their school life. The learner do not obliged to be sports men and women, instead they will have their own aim and plan what they will be tomorrow that is what during discussion reach in an agreement.

4.10 School compound and number of pupils in the school

In most schools in Addis Ketema sub city administration from elementary to high schools the number of pupils in the school are beyond the capacity of the school compound. Students out side the class couldn't run her and their running her and their for children is natural movement. Playing different games outside the class during break time and after class is another normal phenomenon for children in their school, again our school compound construction style is exposed the children for injury because it is storny (cobilstone)in addition to too narrow.

The list of problems from more series to less are:

1. Lack of field
2. School compound and number of pupils
3. Lack of facility and equipment
4. Insufficient instructional time
5. Incompetence of physical education teachers
6. Misunderstanding of the meaning of physical education and sport
7. Lack of curriculum materials

Physical activity attitude questionnaire result

Item Table 4. health and fitness

	Excellent					Good					Fare					Poor					Very poor				
Health and fitness	Age	M	%	F	%	Age	M	%	F	%	Age	M	%	F	%	Age	M	%	F	%	Age	M	%	F	%
						16 17	10	19.6			16 17	8	15.7	14	28.6	16 17	8	15.7	10	2o.4	16 17	25	49		25
	51%																								

Health and fitness questionnaire consists two questions such as

- I Should do physical activity regularly for my health.
- Doing regular physical activity is good for my fitness and wellness.

  As the result mentioned in the above table out of 51 male students respondent 10(19.6) percent score a good result .8 respondents which is (15.7) percent score the fair result. Again 8 respondents (15.7) score poor 25 students (49) percent score very poor.

- In the case of female 14 (28.6) percent score faire 25 (51) percent score very por in health and fitness physical activities.

Table 5. Appearance

	Excellent					Good					Fare					poor					Very poor				
Appearnace score	Age	M	%	F	%	Age	M	%	F	%	Age	M	%	F	%	Age	M	%	F	%	Age	M	%	F	%
	16 17						1	1.9	2	4	16 17	48	94	32	65.3	16 17	2	3.9	7	14.3	16 17	-	-	8	16.5

Appearance score consists two questions

- Regular exercise helps me look my best

- I feel more physically attractive when I do regular physical activity.

  As usual out of 51 male respondents 1 (1.9) percent score good, 48 students (94) percent fair 2(3.9) percent poor.

  Out of 49 total respondent of female students 2(4) percent score good, 32, which is (65.3) percent score fair 7(14.3) percent score poor, and 8 female students (16.5) percent score very poor.

Table 6. Enjoyment score

	Excellent					Good					Fare					poor					Very poor				
Item	Age	M	%	F	%	Age	M	%	F	%	Age	M	%	F	%	Age	M	%	F	%	Age	M	%	F	%
Enjoyment score	16 17						47	92	33	67.3		4	7.8	10	20.4				4	8.2				2	4

Enjoyment score questions

- One of the main reasons I do regular physical activity is b/c of it is fun
- The most enjoyable part of my day is when I am exercising or doing sport.

  Out of 51 male respondents 47(92) percent score good result. 4 (7.8) percent score fair.

  Out of 49 female students 33 (67.3) percent score good 10 (20.4) percent score fair 4 (8.2) percent score poor and 2 (4) percent of the total score very poor

Table 7. Relaxation score

	Excellent					Good					Fare					poor					Very poor				
Item	Age	M	%	F	%	Age	M	%	F	%	Age	M	%	F	%	Age	M	%	F	%	Age	M	%	F	%
Enjoyment score	16 17	25	49	25	51		12	23.5				6	11.8	4	8.2		8	15.6	10	20.4				10	20.4

Relaxation score

- Taking part in physical activity helps me to relax.
- Physical activity helps me get away from the pressures of daily living

As indicated in the above table out of 51 male respondents 25,49 percent should score excellent 12(23.5) percent score good 6(11.8) fair 8(15.6) percent poor

Out of 49 female students 25(51) percent score excellent 4(8.2) percent fair 10(20.4) score poor and again 10 (20.4) percent very poor.

Table 8. Challenge score

	Excellent					Good					Fare					poor					Very poor				
Item	Age	M	%	F	%	Age	M	%	F	%	Age	M	%	F	%	Age	M	%	F	%	Age	M	%	F	%
Challenge score		6	11.8			16 17						45	88.2	25	51				14	28.8	10 20.4			10	20.4

In the challenge score questionnaire

- The challenge of physical training is one reason why I do physical activity
- I like to see if I can master sports and activities that are new to me.

Out of 51 male student respondents 6 (11.8) score excellent. 45 (88.2)percent score fair.

Out of 49 female student respondents 25 (51)percent score fair, 14(28.8) percent, score poor 10(20.4) Percent score very poor.

Table 9. Social score

	Excellent					Good					Fare					poor					Very poor				
Social score	Age	M	%	F	%	Age	M	%	F	%	Age	M	%	F	%	Age	M	%	F	%	Age	M	%	F	%
		25	49	25	51		6	16.8				10	19.6				10	19.6	10	20.4				14	28.8

Social score questionnaire consists two questions

- I like to do physical activity that involves other people
- Exercise offers me the opportunity to meet other people

Out of 51 male respondents 25 (49) percent score excellent 6(16.8) score good, 10 (19.6) score fair, 10 (19.6) score poor.

Out of 49 female student respondents 25 (51) percent score excellent 10 (20.4) percent score poor and 14 (28.8) percent respondent score very poor.

Table 10. Computation score

	Excellent					Good					Fare					poor					Very poor				
Competition score	Age	M	%	F	%	Age	M	%	F	%	Age	M	%	F	%	Age	M	%	F	%	Age	M	%	F	%
	16 17	6	11.8						3	6.1		25	49	24	48.9		10	19.6	12	24.9		10	19.6	10	20.4

Computation questionnaire consists

- Completion is a good way to make physical activity fun.
- I like to see how my physical abilities compare to other.

6 male (11.8) percent score excellent, 25 (49) percent score fair, 10(19.6) percent score poor and 10 (19.6) percent score very poor.

3 female respondent which means (6.1) percent score good, 24(48.9) percent score fair, 12 (24.9) percent poor and 10 (20.4) percent score very poor.

Table 11. Feeling score

	Excellent					Good					Fare					poor					Very poor					Total
Feeling score	Age	M	%	F	%	Age	M	%	F	%	Age	M	%	F	%	Age	M	%	F	%	Age	M	%	F	%	
	16 17						7	7.8				25	49	25	51		12	23.5	12	24.5		10	19.6	12	24.9	22

Feeling good questionnaire

- When I do regular exercise, I fell better than when I do not.
- My ability to do physical activity is something that makes me proud.

In this case 4(7.8) percent male students score good, 25 (49) percent score fair, 12(23.5) score poor 10(19.6) percent score very poor.

Table 12. Outdoor nature score

	Excellent					Good					Fare					poor					Very poor					Total
Outdoor nature score	Age	M	%	F	%	Age	M	%	F	%	Age	M	%	F	%	Age	M	%	F	%	Age	M	%	F	%	
		6	11.76				16	31.37				25	49	25	51		4	7.8	12	24.5				12	24	22

Outdoor nature score consists the same two questions

- I like to do outdoor activities
- Experiencing nature is something I look forward to when exercising

For these questions 6 male student (11.76) percent score excellent. 16(31.37) percent score good. 25 (49) percent score fair and 4(7.8) percent score poor

25 female respondents (51) percent score faire result. 12(24.5)poor,12(24) percent very poor score.

Note

As study show physical activity attitude questionnaire is interpreted as follows

Table 13. Rating chart

Rating category	Individual scores	Balance offecling score
• excellent	9-10	5-9
• Good	7-8	2-4
• Fair	5-6	0-1
• poor	3-4	-1 to -2
• very poor	2	(more than -2)

Self management skill questionnaire result from four high school teachers.

Table 1. I regularly assess my health related fitness and rate my fitness test result using health fitness standards.

Table 14. Self assignment score

				R a t I n g											
No	Item	Score	Frequency	Good				Marginal				My need improvement			Total
1	Self assignment score			M	%	F	%	M	%	F	%	M	%	F	%	
		1	22	-	-	-	-	-	-	-	-	14	100	8	100	22

All physical education teachers respondents do not assess their health related physical fitness by using physical test standards b/c the result indicates that 14 (100%) male and 8 (100%) female score the same my need improvement.

Table 15. Self monitoring

				Rating												
No	Item	Score	Frequency	Good				Marginal				Myneed improvement				Total
2	Self monitoring score			M	%	F	%	M	%	F	%	M	%	F	%	
		1	22	-	-	-	-	1	7.14	-	-	13	98.8	8	100	22

All respondents are not keep regular physical activity logs to monitor their regular physic physical activity level.

Table 16. Goal setting

				Rating												
No	Item	Score	Frequency	Good				Marginal				Myneed improvement				Total
3	Goal setting			M	%	F	%	M	%	F	%	M	%	F	%	
		1 2	21 1					M	7.14			13	92.8	8	100	22

By seting a realistic and attainable fitness and activity goals and monitoring progress in meeting these goals by the respondent physical education teachers are not seen out of 14 male respondents only one person (7.14) percent score marginal. The rest 13(92.8%) score my need improvement. But all female respondents 8(100%) score may need improvement.

Table 4. I have planned a personal program that includes activities for all parts of fitness and for optimal health benefits.

Table 17. Self planning

				Rating												
No	Item	Score	Frequency	Good				Marginal				Mayneed improvement				Total
4	Self planning			M	%	F	%	M	%	F	%	M	%	F	%	
		1 2	19 3					3	21.4			11	78.6	8	100	22

My respondents do not have self plan or program for all parts of their physical fitness and for optimal health benefits. We can observe from table 4 only 3(21.4%) male teachers score marginal result.

11(78.6%) score may need improvement and also 8(100%) female teachers score may need improvement.

Table 18. Performance skills

				R a t I n g												
No	Item	Score	Frequency	Good				Marginal				Myneed improvement				Total
5	Performance skills			M	%	F	%	M	%	F	%	M	%	F	%	
		1 2 3	4 17 1	1	7			13	92.8	4	50			4	50	22

I have the motor skills necessary to perform several physical activities on regular basis.

From 14 male respondents only 1(7.140 score good 13(92.8%) score marginal. And out of 8 female teachers 3(37.5%) score marginal. 5(62.5%) score may need improvement.

Table 6 I have more positive than negative attitude about physical activity

Table 19. Balancing attitude

				R a t I n g												
No	Item	Score	Frequency	Good				Marginal				Myneed improvement				Total
6	Balancing attitude			M	%	F	%	M	%	F	%	M	%	F	%	
		3	14	14	100	8	100									22

Both sex respondents 100 percent have positive attitude about physical activity.

Table 20. Overcoming barriers

I find a way to do my activity even when the weather is bad or my times is limited.

				R a t I n g												
No	Item	Score	Frequency	Good				Marginal				Myneed improvement				Total
7	Over coming barriers			M	%	F	%	M	%	F	%	M	%	F	%	
		1 2	19 3					2	14	1	12.5	12	85.7	7	87.7	22

Overcoming barriers and participating in physical activity program only 2(14.2%) male respondents score marginal result and the rest 12(85.7%) score may need improvement. 1(12%) female respondents fail under marginal and 7(85.5) percent may need improvement.

Table 21. Learning consumer skills

				R a t I n g												
No	Item	Score	Frequency	Good				Marginal				Myneed improvement				Total
8	Learning consumer skills			M	%	F	%	M	%	F	%	M	%	F	%	
		3 2 1	1 4 17	1	7			4	28.5	2	12.5	9	64.3	6	75	22

I know how to indentify fitness misinformation and quackery.

From 14 male respondents 1(7%) score good 4(28.5%) score marginal 9(64.3%) may need improvement out of 8 female respondents 2 (12.5%) score marginal 6 (75%) score may need improvement the behavior.

Table 22. Finding social support

				R a t I n g												
No	Item	Score	Frequency	Good				Marginal				Myneed improvement				Total
9	Finding social support			M	%	F	%	M	%	F	%	M	%	F	%	100%
		3 2 1	3 3 16	3	21			3	21			8	57	8	100	22

Table 9. know how to get others to do exercise with me and to get the support of others for doing my own activity program

Finding social support by male than female is better 3(21%) score good again 3 (21%) score marginal and 8(57%) score may need improvement, but 8(100%) female respondents fail under may need improvement the behavior.

Table 110. I know and use strategies to stick with it especially when I have not been active for while I participate in activities.

Table 23. Preventing relapse

				R a t I n g												
No	Item	Score	Frequency	Good				Marginal				Myneed improvement				Total
10	Preventing relapse			M	%	F	%	M	%	F	%	M	%	F	%	100%
		3 2 1	3 7 13	1	7	1	12.5	4	28.5	3	37.5	9	64.2	4	50	22

Preventing relapse 1(7.14%) male score good 1(12.5%) female score good 4(28.5%) male score good 3(37.5%) female score marginal. 9(64.2%) male score may need improvement and 4 (50%) female score may need improvement. In general 64.2 percent in all and 50% female should behave in the preventing relapse may need improvement. .

Table 24. Adapting coping strategies

				R a t I n g												
No	Item	Score	Frequency	Good				Marginal				Myneed improvement				Total
11	Adapting coping strategies			M	%	F	%	M	%	F	%	M	%	F	%	100%
		3 2 1	2 5 10	2	14			5	35.7			7	50	8	100	22

Table 11. Participate in activities that I am not very good b/c I am able to enjoy them even if I don't excel

Adapting coping strategies 2(14.2%) male score good 5(35.7%) score marginal and 7(50%) score may need improvement. 8(100%) female score may need improvement behavior about adapting coping strategies.

Table 25. Managing time

				R a t I n g												
No	Item	Score	Frequency	Good				Marginal				Myneed improvement				Total
12	Managing time			M	%	F	%	M	%	F	%	M	%	F	%	
		2 1	2 20					2	14			12	85.7	8	100	

Table 12. I manage my time to allow regular performance of my physical activity

For managing regular physical activity time 2(14.2%) and 12(85.7%) male respondents score marginal and may need improvement. 8(100%) female respondents score may need improvement.

Table 26. Total score

				R a t I n g												
No	Item	Score	Frequency	Good				Marginal				Myneed improvement				Total
13	Managing time	17	8	M	%	F	%	M	%	F	%	M	%	F	%	
		18	1									14	100	8	100	22
		19	5													
		20	5													
		23	3													

Note: According to evidence shows for self managements skill the criteria is as follow

Rating	Individual score	Total
Good	3	30-36
Marginal	2	24-29
May need improvement	1	Less than24

Total scores (sum of 12) scores

According to this evidence 14(100) percent of male respondents and 8(100) percent of female respondents behave the score of may need improvement.

Physical activity adherence questionnaire result

Table 27. Predisposing factor

Adherence category	Adherence likely					Good					Adherence unlikely				
	Age	M	%	F	%	Age	M	%	F	%	Age	M	%	F	%
• Predisposing factors score	16 17					16-17	36	70.6			16 17	15	29.4	49	100

Predisposing factors questionnaire consists four questions such as

- I am very knowledgeable about physical activity
- I have storng belief physical activity is good for me
- I enjoy doing regular exercise and physical activity
- I am confident of my abilities in sports and exercise

For these questions out of 51 male student respondents 36 students 70.6% score a good result.15 respondents 29.4% score adherence un likely.

Out of 49 female student respondents all of them are fail under Adherence un likely which means 100%.

Table 28. Enabling factor

Adherence category	Adherence likely					Good					Adherence unlikely				
	Age	M	%	F	%	Age	M	%	F	%	Age	M	%	F	%
Enabling factors score	16 17					16-17	36	9.8%	2	3.9%	16-17	46	90%	47	92%

Under enabling factors also there are five questions.

- Possess good physical fitness skills
- I know how to plan my own physical activity program in addition to school program
- I have a place to do physical activity near my home.
- I have the equipment I need to do physical activity I enjoy.
- We have enough period in a week to learn physical education.

For these questions as in the above table mentioned out of 51 male student respondents 5 which is 9.8% good and 46 which is 90% score adherence un likely.

Out of 49 female student respondents 2 which is 3.9% score good and 47,92% score adherence un likely.

Table 29. Re-enforcing factor

Adherence category	Adherence likely					Good					Adherence unlikely				
	Age	M	%	F	%	Age	M	%	F	%	Age	M	%	F	%
• Re-enforcing factors score	16-17	5	9.8%			16 17	28	54.9%			16 17	18	35.3%	49	92%

Re enforcing factors questionnaire consists four questions

- I have the support of my family for doing regular physical activity.
- I have many friends who enjoy the same kinds of physical activities that I do.
- I have the support of my boss and my colleagues for participation in activity.
- My physical education teachers always encourages me to exercise regularly.

For these questions out of 51 male respondents 5, 9.8% score adherence likely. 28, which is 54.9% score good and 18, which are 35,3% fail under adherence un likely.

Out of 49 female respondents all which means 100% fail under the score of adherence un likely.

Note: according to evidence shows for self management skill the criteria is as follows.

Table 30. Rating chart b

Rating	Individual score	Total
Good	3	30-36
Marginal	2	24-29
May need improvement	1	Less than 24

Total scores (some of 12 scores)

According to this evidence 14 (100) percent of male respondents and 8 (100) percent of female respondents behave the score of may need improvement.

Chapter Five

This chapter deals with the summary conclusion and recommendation

5.1 Summary

This study was intended to assess factors affecting the contribution of physical education to students physical fitness to deal through these factors the researcher select three different questionnaires, two different questionnaires, such as physical activity adherence and physical activity attitude are for sample students and another one type of questionnaire for physical education teachers. To summarize the way the researcher followed were, the adherence questionnaire were by the given cose that very true, some what true and not true 3,2 1 points.

These questionnaires asses predisposing factors for physical activities. It assess students knowledge about physical activities it says. I am knowledgeable about physical activity. This shows how much our students bering behavioral change through formal physical education. or for us, it is again shows how our curriculum and method of the teaching committed and works on children, even though they do not participate to day, they might be use it tomorrow if they develop believing.

- Health and fitness result of the study is fail almost under poor.
- Appearance and social results are fair.
- Enjoyment ,competition ,and feeling results are good.
- Challenge of the study is very poor.
- Self assignment, self monitoring, and goal setting results are may need improvement.
- Self planning result is marginal.
- Performance skills, overcoming barriers, learning consumer, managing time results are may need improvement.

- Total scores the sum of 12 scores of each respondent fails under may need improvement.
- Study physical activity attitude result lays greatly good to poor.
- Pre disposing, enabling, and reinforcing score results are laies all in all under Adherence unlikely.

5.2 Conclusion

In this study, attempts have been made to find out the factors that affect quality students physical fitness towards physical activity adherence, physical activity affitude an self management skills. It we see the studies result under adherence questionnaire table 1 shows none of the respondents score adherence likely and none of female students score even good. This shows our physical education curriculum did not internalize knowledge, belief, enjoyment behavior and self confidence particularly our females are absolutely score less than standard.

- If we observe the sample students response on reinforcing factors from 51 male students only 5(9.8) percent score good result the rest are under adhernce unlikely. In the case of female respondents similarly as predisposing factors all respondents 49 (100) percent score adherence unlikely. If we see enabling factors good physical fitness skills, knowledge of planning personal program, having a place for physical activity and having personal equipments are the focus area, as our feed back shows that there is shortage of skills, knowledge to planning personal program and shortage of physical activity place and equipment are seen commonly.
- Under re-enforcing factors only 5(9.8) percent male score adherence likely the rest lays under good and adherence unlikely, this is again cronic for female students 49(100) respondents score adherence unlikely. This factors consists family support, co-operation of fireands boss and physical education teachers. Even though the research world wide

shows the gap between male and female in physical activity is natural, ours is very wide and askes special attention.

Physical activity attitude facts again shows similar result. If we see one by one the facts that organized under physical activity attitude to develop health and fitness non of the respondents score excellent, only 10(19.6) percent male score good and 8(15.7) percent score fair. All females lay under fair poor and very poor including the rest male. This assessment consists how students committed to do regular physical activity for their health the commitment of the students as regular physical activity is good for their fitness and wellness.

Appearance score except one respondent from male respondent who score good the rest all respondents lay under fiar, poor and very poor. Especially none of the respondents is score excellent. The appearance factor consists regular exercise helps to look onece his/her best and good appearance (attractive physique is the result of regular physical activity opinion.

Enjoyment score. Even though no. excellent in both sex 47(92) percent male and 33(67.3) percent score good. This is the better achievement comparing to the above feed back. The rest lays under fair, poor and very poor.

Relaxation score- is as the same as enjoyment score 25(49) percnt male and 25 (51) percent female score excellent the rest lay under from good to very poor.

- Challenge score only 6(11.8) percent male score excellent and no good. All under fair, poor and very poor.
- Under social score 25 (49) percent male and 25(51) percent female score excellent. The average member of respondents score good, fair poor and very poor. It focuses on physical activity socialization.

- Competition score except 6(11.8) percent of male respondents score excellent the rest lays under good to very poor. It focuses on the funness of physical activity and personal physical activity ability compering to others.
- Out door score result is another average distribution from good to very poor, 11..76% male score excellent.

Teachers assessment their self management skills are

- Self managements skill score. All physical education teachers do not have the knowledge of health related physical fitness assessment by using physical test standards. Because the result indicates that (100%) male and the same (100%) female score my need improvement score.
- For the question asked to know how physical education teachers keeping regular physical activity logs all both sex 100 percent score may need improvement. This show teachers do not have the habit of keeping regular physical activity logs to moniter current physical activity level.
- By seting a realistic and attainable fitness and activity goals and monitoring progress in meeting these goals by the physical education teacher respondents are not seen, out of 14 male respondents only one (7.14) percents core marginal. The rest 13(92.8) percents core may need improvement. But all female teachers of my respondent 8(100) percent score may need improvement.
- Planning personal program that includes activities for all parts of finess and optimal health benefits. No good score result, it is under marginal and may need improvement for male, but 8(100) percent under may need improvement for female.

- Having motor skills necessary to perform several physical activities on regular basis. Except one male (7) percent score good the rest both sex lay under marginal and may need improvement, particularly female.
- Balancing attitude questions, which means I have more positive than negative attitude about physical activity, has no problem, both male and female teacher respondents male 14(100) percent females 8(100) percent score the high rating grade good.
- Overcoming barriers. If one is internalized the behavior it is not difficult to over come the barrior like that of bad weather and time limitation, but in the case of the respondent teachers all score marginal and may need improvement, no good score.
- The knowledge of I identifying fitness misinformation and quackery both sexes are lay under marginal and may need improvement. No good result in learning consumer skills.
- Finding social support. Finding social support by male than female is better according to the feed back shows 8(100) percent female teachers do not know how to get others to do exercise with them and to get the support of others for doing their activity program.
- Knowledge of using strategies to stick with it especially when they been active for white they participate in activities. Preventing relapse except only one teacher sore good which is (7) percent of total male teachers the rest both sex respondents lay under marginal and may need improvement.
- Accepting coping strategies-participate activities that they are not very good at because they are able to enjoy them even if they do not excel. 8(100) percent female respondents score may need improvement. Males are more score average from good to may need improvement.

- Physical educations managing time in the sake of regular performance of their physical activity is poor only 2 (14) percent male score marginal the rest are score may need improvement. All female physical education teachers have no time for performance of physical activity.
- As total score table 13 shows in this research paper 14 male teachers (100) percent and 8(100) percent female teachers self management skills indicate may need improvement, because the total score chart shows less than 24-17,18,19,20 and 23 to be good the score should be 30-36 and to be marginal the score should be 24-29. Less than 24 it is under may need improvement.

5.3 Recommendation

Based on the findings the following recommendations have been suggested by the researcher of this paper assuming that they could be the solution for the problem under treatment.

- The curriculum

To be use ful the experts in the ministry of education in collaboration with reginal states and educational bureaus should revise the curriculum materials (text books, teachers guides, and syllabus, parts and school board of management in collaboration with school community are recommended to discuss with pupls involving, governmental organization, and stakeholders and there by improve community contribution in finance (birr) in kinds to full fill the schools facilities and equipment.

- Stockholders
- Worda educational bureaus, parents and school board as well as school communities teachers and non teachers should discus the benefit of physical education to not only the students physical fitness, but for all school communities if peoples get awareness.

- The school

As a result, a number of schools from elementary to high school have not been constracted using the standard and alternative design, which includes sufficient play ground water supply after exercise even a shwar srvice for all school community, the concerned authority, schools, worads, teachers and school management, local communizes, NGO's as a whole seriously give attention to design play grounds, even not only in school, but in wordas with supply of sport equipment and facilities.

- Environment

As my sample of the study try to maintain no place to do physical activity near their home, not only near their home sometimes in worada level it might be no place at all to exercise that is why yough in the whole city of addis are playing every week (sun day) by blocking car street, by exposing to car accident, so the government should have must be give attaition for school as well as village play ground.

- Teachers

In the case of Addis enough school were beult in the past ten years, but still because of teachers the number of students do not become standard so employing teachers must be done to reduce class size.

- Subject knowledge

The most effective strategy for ensuring teachers subject knowledge is first recrut siutably educated teachers whose knowleagabe has well developed by continuous in service training not only by up grading, but also by giving short course (training) to reduce that the for gotness of physical education teachers of their responsibility. As we observe in the research study our physical education teachers self management skill for them selves even is too

shame but the researcher excepect a lot from physical education teachers even to be a model for their society outside the school.

- Directors /vice directors

It is very important to provide seminars and workshops to ensure that duties assigned to directors and school based supervisors which are consistent with their professional experience and technical abilities srelated to physical education to reduce the problem hinder quality of teaching physical education.

- Experienced teachers

Teachers should have given especial attention to surve the profecion as we see know teaching is the breadge until to get an other degree and job many experienced teachers are not in teaching, the education is negelaketed, so government should have give special attention for the job in order to insure quality education giving service for the society.

- Special teachers should be train in school who can help (teach) children with disability and also equipment, materials must be available for special children and their teachers.
- Materials

  Schools should have in rich with available sport materials like bick like machines, seeping pool, ten is in addition to foot ball, basket ball, vally ball and hand ball fields, to day we do not observe in some schools non of these.

- Awareness

  Parents and the society should have get awareness continually about physical activity through midia to use in their daily life for their health and fitness. By know peoples do not identify sport and physical education physical activity is not must be given only in formal class, but it can be given through electronic media.

- Instructional time

  Instructional time should allotted requiring modification by police maker and expert to reschedule necessary time that relevant to the activity needed by human body regularly and to converge the topic otherwise insufficient time allotted for the subject tend for istrict the freedom of the subject teacher in selection of content and obstacles for the coverage of the topic. As a read when I do this thises many world countries physical education time allowted not less than hours per week.

- Text book

  Another is text book problem, if we see the text books specially grade 9 and 10 they didn't have give attention for theoretical class, students do not get enough knowledge about health and physical education that is why my respondent says for knowledge separt negative answer. Physical education is both science and art. We have to teach detail like other subjects to have knowledgeable students, after then we will have skilled citizen, there for the book should have consist many things in theories class as I observe in my study many teachers do not teach theory class, instead they start a practical class on September and October, then students account the subject a play rather than science and art. As all knows play is not obligation it is an individual interest, so if students do not have a knowledge of the science the subject is fail under play and die, in many elementary school physical education teachers live the children in the field to run her and their. The text is exaggerate sport rather than physical activity related to health and wellness of the pupels, then students judge the subject is sport, if it is sport they neglect it because tomorrow they will not be sport men and women, but they will engineers, medical doctors, pilot, mechanic and the like, so why they spent their time for recreate

purpose, that is why it must be exaggerate physical activity on the of the book when people's walking by having their bags, climbing stairs, hard working, bicking, jogging, or any other physical activity in their daily life.

- Standard test

  Standardized evaluation should be prepared for grade 8,10 and 12 like other subjects to give attention for the subjects, that attention stop the teacher's carelessness and give mark for students some times the teacher him/ herself do not know and slandered test is even necessary for the teacher's themselves to get the carrier because he/she have to always being model for their learner and the societies.

- Physical education as disease protection

  As all knows this subject reach the people for disease prevention like health center, and the countries health police is also based on prevention not only our country U.S health goal 2010 set regular physical activity more than three days a week for the nation like wise worada health center should work with schools in collaboration.

Standard test- As research shows in different countries standard test is given every year for example in singapor. NAPFA conducted in every school once every year to assess the physical fitness of pupils. The very interesting practice in this country is pupils are given a series of fitness test like (pull-ups/Inclined pull ups for girls, standing, broad jump, sit ups, sit and reach and 1.6 kilometers for primary (10-12) years and 2.4 kilometer for primary (10-12) years and 2.4 kilometers for secondary and junior college levels (13-18) years old. Surprisingly the students are graded by gold, silver, bronze or fail, NAPFA for pre-enlistees serves as an indicator for an additional two months in the secondary's compulsory, national service if they a affine bronze or fail. This experience should what world has taken and practice to motivate

school physical education. Even the standard test should be given for physical education teachers every year to renew his/her certificate or not.

- Scheduler related to other counters

Time:- The time schedule for high schools are not enough. It is less than 1:30 hrs per week if we take for example British, Colombia and Canada the government has stated in curriculum that students must participate in physical activity daily five times a week. The curriculum also requires students in grade one to be knowledgeable about healthy living. For example students must be able to describe a benefit of regular exercise, identify healthy choice that requires them to be more physical activity and describe importance of choosing healthy food. In own case as I got feed back ours students do not have a knowledge about physical activity no self. Self confidence and self stem.

- Lack of subject knowledge

Awareness- some students , school teachers, directors and vice directors have not knowledgeable about physical education and sport-most of them accent physical education and sport as one. This affects re-enforcing our students by stockholders and even teachers and directors were affected because of lack of the knowledge of physical education.

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Appendices

Appendix 1 – the physical activity adherence questionnaires set for students

Appendix 2 – physical activity attitude questionnaires set for students

Appendix 3 – self management skill questionnaires set for physical education teachers

Appendix 4 – questionnaire set for directors and vise directors

Appendix 5 – The open ended questionnaires prepared for directors and vice directors

Appendix 6- Reliability chart statics

Reliability chart statics

Number	Description	Number of items	Cro-alpha
1	Self assignment score	1	0.62
2	Self monitoring score	1	0.58
3	Goal setting	1	0.76
4	Self planning	1	0.86
5	Performance skills	1	0.56
6	Balancing attitude	1	0.6
7	Overcoming barrier	1	0.72
8	Learning consumer skills	1	0.82
9	Finding social support	1	0.48
10	Preventing relapse	1	0.66
11	Adapting coping strategies	1	0.75
12	Managing time	1	0.65
		12	8.35÷12=0.69