

**IMPLEMENTATION OF PHYSICAL EDUCATION IN SECOND CYCLE
PRIMARY SCHOOL OF PAISA AREA**

**BY
ALEM WORKU**

**A THESIS SUBMITTED TO THE SCHOOL OF GRADUATE STUDIES OF
ADDIS ABABA UNIVERSITY IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE OF MASTER OF EDUCATION IN
TEACHING SPORT SCIENCE**

APRIL 2013

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**ADDIS ABABA UNIVERSITY
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APPROVED BY BOARD OF EXAMINERS

_____	_____	_____
Chairman, Department Graduate Committee	Signature	Date

_____	_____	_____
Advisor	Signature	Date

_____	_____	_____
Internal Examiner	Signature	Date

Acknowledgements

First and foremost I would like to thank my God who helped me with everything. My heartfelt gratitude and appreciation goes to my essay advisor Dr. Bezabih Wolde for his guidance and invaluable, constructive criticism.

I would like to take this opportunity to express my deepest love and respect to my lovely brother Dereje Kumsa for his continuous moral, material and financial support.

Also I would like to thank my relatives and friends, Muluneh, Mekonen, Zenebech and Tsedal who helped me in one or another way during my entire life.

I am also indebted to Meseret Mergia and Saba for her restless effort for the timely production of this paper.

Last but not least, my heart felt appreciation goes to Addis Ababa University and the Department of Sport Science who nourished me in all aspects of my study.

Thank you all,

Abstract

The main purpose of this study was to investigate the implementation of physical education curriculum in second cycle primary schools of paisa area. In view of this objective, an attempt was made on how far the approved curriculum was implemented in second cycle primary school.

The study was carried out by using both quantitative and qualitative methods to describe what is describing, recording, analyzing and interpreting conditions that exist. The compositions of respondents are 7 teachers and 90 students and 3 directors, who were selected purposely for the study. Questionnaire, interview and observation were the instruments of data collection. The data gathered through questionnaire and interview was analyzed using percentage.

The study showed that the implementation of physical education curriculum in second cycle primary schools of paisa area did not properly achieve the intended standard. Curriculum inputs such as the approved syllabuses, textbooks, teachers' guides and other instructional and practical materials in most the schools the absence of adequate professionals in physical education was a persistent problem that hinder the school to properly follow and implement the physical education curriculum.

Furthermore, the study had revealed that the schools were ill-equipped with the desired minimum conditions and requirements of the primary school and learning facilities. Based on the findings, appropriate recommendations are also forwarded.

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CHAPTER ONE

1. Background of the study

1.1 Introduction

Education is a process in which human beings can acquire knowledge and develop different skills. Education is societies cultural productive system and the process is completed with the influences of political, economical and social forces acting up on the process.

Physical education is one of the major school subjects in our educational system. However, the teaching learning process of this subjects is greatly affected by many problems. All aspects of educational structure derive operational policy from the nature and needs of pupils. Learning can take place only as it is meaningful to learners. To be effective, therefore, primary school physical education programs must be based up on an understanding of the general nature of needs interests, abilities and behaviors, specifics characteristics of the children age group which the primary school services, and ways in which physical educational Uniquely contributes to the growth and development of children.

Physical education with its paramount branches, such as gymnastics, football athletics, volleyball etc is one the fundamental skills to be acquired by the learning lots in educational establishments what so ever. Physical education is an integral part of general education. It is the process by which a person's mind, body and characters are developed through teachings.

1.2 Concept of Physical Education in Ancient Time

The culture of any given country has always been reflected by the physical activity of the people. The primary objective of every caveman was survival with the activities of throwing stones, hunting and fishing.

The early Greeks participated in activity which later led them to Olympic games. Their concern for their beauty and was shown through their sculpture in which sports were often the major theme they extolled the Philosophy of "a sound mind in sound body." In Rome spectators sports were often the major theme. They extolled the Philosophy of "a sound mind in sound body. In Rome spectators were conducted to entertain the crowds of a coliseum.

Besides, emphasis was given to prepare men for warfare and later this idea was further developed to a teaching curriculum of physical education.

1.3 Concept of Physical Education in Modern Time

In modern society the concept of physical education is interested in the development and maintenance of high level health, superior health not only physiological health but mental and emotional health of well.

Physical education is indispensable because the soul source of development of vital organ power depends largely up on activity of the student and neglecting physical education in child-hood means improper development of the student.

Particularly this helps to produce productive citizens, sport heroes in arena of Olympic and contributes to the total education of the student.

Lack of activity destroys the good conditions of every human being while movement and methodical physical exercise save it and preserve it. This shows that physical exercise must relate with pupils' day to day activities, and they develop physical well-being as a whole. Therefore, methodical physical exercise can lead us to design a curriculum. Thus the need of curriculum of physical education is unquestionable.

In general historically physical education in primitive society has been given for survival in which people use physical activities to obtain food for the existence of their life and it helps to protect themselves from natural disasters. In modern society people are using physical education mainly to promote healthy, fitness qualities and to create mentally and physically fit persons.

Because of this, every country designed physical education curriculum to fulfill the development of physical, mental, psychological, emotional and social values with the objectives of improvement of all sides of views of interest of human beings.

1.4 Statement of the Problem

Physical education is the part of the whole educational system. It is designed to educate learners both mentally and physically. And this subject contributes a lot for the attainment of the main educational objectives. As the result of many studies indicated, physical exercise, i.e. the main content of physical education, provides different values for the proper functioning of the internal organs and promotes proper body growth, develop different physical qualities, make our mental alert and it is a good means to develop positive attitude towards people in order to have good relationships with the society.

Schools are the main actors to develop these qualities through physical education in schools, other than normal teaching learning process of physical education. There are different opportunities, by which students can acquire knowledge and skill that are helpful for the development of their physical, mental and social qualities. But this is true only if all concerned bodies such as students, teachers and school administrators are active participant in all areas concerning physical education and sport.

For effective implementations of physical education all teachers and learners should have to participate actively and this active participation is determined by their interest, attitude, availability of materials and instruments and active participation of society. The existence of the above listed and other important requirements is necessary for successful implementation of physical education. In some secondary cycle primary schools around piasa the implementation of physical education curriculum may be satisfactory. Because of the over crowded condition. Therefore, taking the stated requirements in to consideration, the researcher has tried to focuses up on the implementation of physical education in second cycle primary schools of paisa area.

In order to do this, the study tried to answer the following research questions.

- To what extent do the second cycle primary schools implement physical education program.
- What are the major problems that hinder to implement physical education properly?
- Are the facilities and equipments adequate to employ practical and theoretical class?
- Can the activities best meets the need and abilities of the student?

- Do physical education teachers have professional skills on the implementation of both practical and theoretical class?

1.5 Objective of the Study

1.5.1 General objective

The general objective of the study is to assess the extent to which physical education implemented in teaching and learning program and to identify influencing factors that hinder the implementation of physical education in some second cycle primary schools around piassa.

1.5.2 Specific Objectives

The study has the following specific objectives. These are:-

- To assess to what extent secondary cycle primary schools around piassa implement physical education program.
- To investigate the achievement of physical education in second cycle primary schools.
- To see the major problems that hinder to implement physical education
- To examine whether the activities meets the needs and abilities of the students or not.
- To investigate the facilities and equipments to employ both practical and theoretical class.
- To explore whether physical education teachers have professional skills to implement physical education program.

1.6 Significance of the Study

The study tries to assess physical education implementation in teaching and learning process in some second cycle primary schools around piassa. Those primary schools have many problems which hinder them to implement physical education curriculum. Among these problems, lack of teaching materials and instruments, infrastructures and instruments, low attitude the school society for the physical education subject and availability and utilization of teaching aid are the major once. Thus, the present study tries to bring the attention of education officials by uncovering the situations.

The effect of these problems can affect the implementation of physical education curriculum. Thus, solving these problems are decisive and priority to be given in order to maintain the smooth flow of the teaching learning process and this is the goal of this study.

1.7 Scope of the Study

The study would have included all students and schools in Addis Ababa. However, it is delimited to only three second cycle primary schools around piassa because of financial and time constraints.

1.8 Limitation of the study

The limitations of this study are:-

- Shortage of time to conduct this research, it took time to complete the distribution and recollection of the questionnaires
- Shortage of published reference materials on the topic.

- Shortage of money

1.9 Operational Definition

Attitude: the feelings, interests and appreciation of an individual towards something.

Content: is an element of the subject matter which helps individual/learners/ in acquisition of knowledge, development of skills, attitudes and values.

Objectives : are those out comes of the learning process that the students should achieved during a particular units or class will be discussed.

Participation: is the act or state of participating or sharing in common with others, as participation enjoy or sorrows.

Physical education: is a learning process designed to faster the development of motor skills, health related fitness, knowledge, and attitude relative to physical activity though a series of carefully planned and conducted exercises.

Sport: is a social and cultural institutions that is composed of complex mix of individual, activities, events and materials, objects as well as a beliefs and values associated with practice of sports.

CHAPTER TWO

Review of Related Literature

In this chapter literatures which are related to the topic and available for the student researcher are reviewed.

2.1 Aims and Purpose of Physical Education

Numerous, authors have offered their own views on the aims of physical education. Talbot (1999) for example, claims that the subject aims to develop physical literacy and integrated development of the whole person. Whilst Almond (2000:12) proposes (among other things) moving beyond play into disciplined forms of physical activity such as sport and dance, and Parry (1998:64) talks of the development of certain human excellence of a valued kind.

2.1.1 Physical education offers opportunities for children to:

- Become skillful and intelligent performers,
- Acquire and develop skills, performing with increasing physical competence and confidence, in a range of physical activities and contexts.
- Learn how to select and apply skills, tactics and compositional ideas to such activities that need different approaches and ways of thinking.
- Develop their ideas in creative way.
- Set targets for themselves and compete against others individually and as team members.

- Understand what it takes to persevere, succeed and acknowledge others' success.
- Respond to a variety of challenges in a range of physical contexts and environments.
- Take the initiative, lead activity and focus on improving aspects of their own performance.
- Discover their own aptitudes and preferences for different activities.

2.2 Dimension of Physical Education

There are different ways of thinking about the content and character of physical education.

- Education about movement
- Education through movement
- Education in movement

2.2.1 Education about Movement

This aspect stresses the value of introducing pupils to a range of physical activities, as well as the concepts, rules and procedures associated with them.

The knowledge, skills and understanding in the program of study identify the aspects of physical education in which pupils make progress:::

- Acquiring and developing skills
- Selecting and applying skills, tactics and compositional ideas
- Evaluating and improving
- Knowledge and understanding of fitness and health.

In learning about movement, it is important that children come to know the ranges and character of the activity areas performance of these activities constitutes a vital aspects of this knowledge.

Different children enjoy and succeed in different activities, breath of physical education curriculum is a recognition of this fact. Narrow conception of competitive team games centered curriculum threatened to alienate a large proportion of the school population as well as rob them a valuable learning experience. An adequate education about movement, therefore, introduce the full range of movement experiences and offers each pupils the opportunity to excel.

2.2.2 Education through Movement

- This aspects of the physical educations curriculum refers to the use of physical activities as a means of achieving educational goals that are not intrinsically part of those activities.
- Movement experience can create a learning environment that is enabling and fun, allowing pupils to relax and enjoy learning. By presenting learning situations as games and play, teachers can encourage pupils who may have build up resistance to lower their defenses their frustrations and anxieties, and develop their skills and understanding incidentally as they engage in physical activity.
- Nowhere is the potential for education through movement more apparent than in the use of languages.

Hopper, Grey and Maude (2000:91) suggests that *“Translating movements in to spoken languages in variety of contexts offers a treasures chest of descriptive, directional and action words for children to explore and experience.”*

2.2.3 Education in Movement

Education in movement is the most fundamental dimension of the physical education curriculum. Through engaging in physical activities, and through exploring the possibilities and limitations of those activities, pupils come to experience them from 'inside' rather than as disinterested observed.

The ultimate justification of physical education relates with the distinctive natures of physical activities and movements, and their great importance to the lives of pupils.

2.3 The Definition Curriculum

The word curriculum is derived from Latin word “curare” which means to “run”. Curriculum is a work scheduled of any particular body of course. Curriculum is usually associated with school plan and this depends on local terminology such as:

- a) Systematic group of course sequence of subjects required for graduation or certifications in major field of study.
- b) General overall plan of the concept of specific material or instruction in the subject which a school offers to students in order that they may qualify for graduation.

- c) A body of prescribed educative experience under school supervision designed to provide an individual with the best possible training experience to fit them for society in which they operate.
- d) Sampling of a whole body knowledge which people master plus the development of habits, accurate, observation logical thinking. Mastery of pleasant task, industry, matness, intellectual and vocational skill, in areas and written communication and democratic areas.

Colliers encyclopedia volume 8 (1968: 569) describes curriculum as follows:

Curriculum is a group of course offered by educational institutions or by department or such as an instrument which must be mastered by student in order to obtain certificates, diploma or degree.

As stated above curriculum is a planned program for the students' achievement and to follow-up his progress.

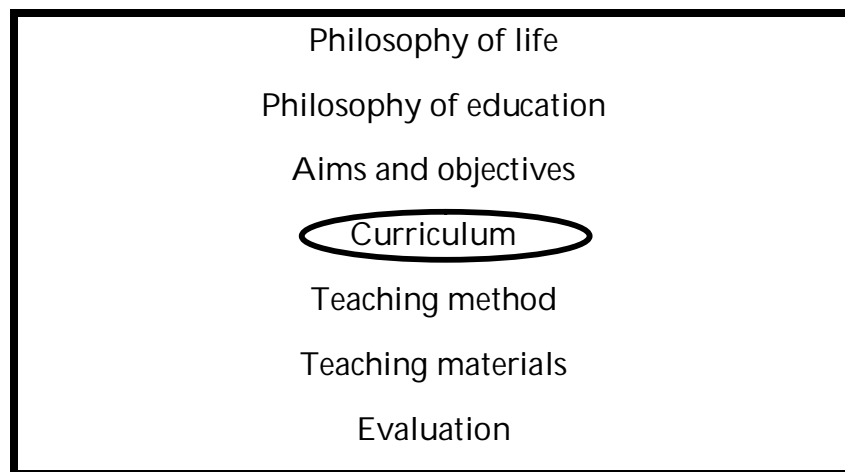
- e) Curriculum is the sum of the school effort to influence learning in the classroom on playing ground or outside teaching. Curriculum includes all schools sponsored activities that influence learning. Curriculum consists mainly of subject studied in the classroom. It also includes some activities that take place outside the classroom.

This activity also services to teach the students teach the students, children learn from radio television etc... but modern educators believe that children learn more effectively if they are guided by organized curriculum.

2.3.1 The Nature of Curriculum

The more common definition of curriculum is described as a work schedule or any particular body of course. The derived word as well as definition seems to suggest an orderly plan and progression. One does not arrive at the schedule or course without having engaged in some kinds of planning and organizing. For instance in American public schools the word curriculum is an all-inclusive term referring to the total program in the school. Curriculum is the central body of teaching. WillGoos (1983: 80) state the curriculum of physical education as follows:

Diagram 1: The central position of curriculum:



Curriculum is body of experience that lies between objectives and teaching methods. It's a full programs of things to do that will realize the original aim and objectives. It depends on sound teaching methods, effective teaching materials and proper evaluations techniques. In short the human factors that teacher has much to do with the achievement of curriculum objectives. It is quite possible, therefore, to think out and develop a fine course of study, only to find that it only partially does the job for which it was intended because some teachers fail to grasp its significance were in different to its content. However, the teacher may

resort to his/her own way of teaching the skill. The teachers who tries to work with the framework of well designed course of study will periodically contribute as planned to the achievement of the prearranged objectives.

2.3.2 The Curriculum Models

The separate subject curriculum is offer called by other names such as subjects matter, curriculum, the scientific subject curriculum and the discipline centered curriculum.

Students study each subject that the school has to after for a certain amount of time each day. The emphasis is almost exclusively on the subject as separate entity in the curriculum, not on science, but on chemistry, physical, and biology not on social study, but on history, economic and geography. Little attempts is made to relate one school subject to another.

2.3.3 The Total Curriculum

The total curriculum emergency the awareness, that students need a balance between their money competencies and kind of understanding in order to serve in a world of varied influence. In alimented sense this is something like the broad field curriculum in which subject matter areas are grouped together. This type of curriculum may group such item as spelling writing, reading grammar, oral communication and literature under the broad topic of language arts. Health safety and physical education may be grouped together for they posses many features in common.

The total curriculum helps students see relationships between several subjects learned in one general area. There are advantages in this kind of curriculum.

Subjects struggling for proper recognition in the program (art, music, health, physical education, industrial arts etc...) have a chance to be identified collectively as an essential part of the total school program.

Therefore experience indicates that both health instruction and physical education use more successfully when taught as a separate subject. However, this does not mean that they could not be effective as part of the total curriculum model, if properly organized.

2.3.4 The Concept of Physical Education Curriculum

The physical education curriculum theory is concerned with the planning of educational program dealing with human movement phenomena. A conceptual framework for curriculum is a "structure" which attempts to systematically describe the curriculum by identifying and operationally defining the elements and the way in which they are or may be related to each other.

Therefore, conceptual framework is essential as a base for sound curriculum design. The goal is the creation of the enriched movement, learning experience resulting in quality physical education. The aim of physical education is the improvement of physical capacity of man and criteria for such improvement is health condition, working capacity and a longer life of the people.

The physical education curriculum must give more emphasis to the individual health and improvements of physical capacity to get physically well fit citizens as a whole. If the curriculum is designed to achieve the objectives of physical education, the students will achieve the overall objectives of physical education.

Unless we design the curriculum on the objective of physical education, we could not achieve the goal of teaching and learning process of physical education.

2.3.5 Objectives of Physical Education Curriculum in Primary School

Physical education is concerned with art and science of human movement. However, its ultimate objectives are to employ movement in order to contribute to the physical, mental, and social goals of education. For this reason physical education might properly be designed as education through physical means that is through large muscle activities.

Regarding the major objective of physical education Miller and White Comb (1963: 4): stated,

“The fundamental objectives of physical education are physical, social, emotional and intellectual development of the students. Its physical objectives is the building and maintenance of straight, vigor, vitality speed, physical characteristics of child at different age level and to develop basic motor skills such as running, jumping doing, climbing etc. In its social emotional objectives students develops characteristics such as cooperation and competition through games and sports. It’s intellectual objectives includes knowledge and appreciation.”

However, we have to design our own curriculum on the bases of general objectives of physical education to physical fitness and health of the pupils. But not only designing, it needs also follow-up and evaluation to check the achievement of the pupils.

2.3.6 Factors Affecting the Implementation Physical Education Curriculum

A. The Nature of Class Size

For effective teaching learning process class size is a determining factor, unless the number of pupils per class is determined, there would be a problem during instruction. Thus, less members of student, in a class with decrease the teachers load, help them to provide good education to his students and the teacher can make proper supervision and so on. This is also true in teaching physical education. Reasonable class size, adequate facility and good equipment supplies with small size of students, sufficient material and adequate play ground could be used to meet the objective of physical education.

According to national conference on youth and fitness it has recommended that the student teacher ratio in teaching physical education should be as stated by (Daughterly and Wood, 1971: 67).

The pupils teacher ratio and the teacher load in physical education should be comparable to that for other teachers in the school. Realistically, 30 to 40 pupils per teacher would seem to be a practical class size.

Particularly class size it a major one to instructions conditions. If this is done accordingly, the teacher would apply the designed plan and the student master the skill, developed for physical well being, physical fitness, coordination and good personality as a whole.

The class size will be popular prospect to judgment of the teacher in achieving the aim and objective of subject matter. In general implementation physical

education curriculum the class size facility for the activities and equipment not supplies must get attention to the objective of physical education.

B. Time Allotment

It is some of the factor that affects the physical education program. The time given for the program should taken the needs as well as the capacity of the children. As we know children are defenseless and relatively powerless to make their own decision. Moreover, they are not often in a position to express their feeling. So teachers should take care in the allotment of time.

Different authors suggest more or less a different length of time per day and per week. However, all of them agreed in one point. That is in the elementary school all children should have daily period if the physical and social objectives to be meet with reasonable adequacy.

Miller and Witcomb (1963) argue that "in the elementary school all children should have at least an hour of physical activity during the school day." In contrasts N.P. Nelson (1966), argue that. A daily instructional period of at least forty minutes should be assigned to physical education activities in each grade though these scholars vary in the assignment of time they argue on the need that physical education program should be given per-day.

The importance of making plans depending on time can not be over emphasized in any activities. Teachers should plan daily, weekly and monthly program. This may help them to select activities of various types in order to given a well-balanced development (Nelson, 1966: 26).

C. Facility

Facility refers to permanent or semi permanent play ground areas in according to (Daughterly and Wood (1971: 24) permanent facilities are such as basketball and football, blackboard and semi-permanent facilities are ball, nets etc...

Students need facilities for classroom instruction and extracurricular activities. Specially in physical education instruction program students develop physical fitness, group awareness, cooperation with peer groups etc... To develop their physical fitness and to achieve these behaviors schools must be facilitated.

Daughterly and Wood (1971: 233) write the following concerning facilities used to teach out door games.

“The most particles, economical area for out door use is the multiple use area. These area, constructed either from concrete or asphalt provide for several play area on one surface. They can e used year round for instruction and computation in basketball, volleyball, tennis and other activities.”

The well facilitated schools will supply services such as rooms, offices, for instructor, adequate storage rooms for physical education equipment and prepare different play ground. Thus schools should be built on the bases of fully equipped facility to all subjects as well as physical education. Otherwise, this lack of facilities affects the implementation of the curriculum, and the target objectives of physical education will not be achieved.

D. The Equipment and Supply

For effective teaching and learning every subject needs proper equipment and supply to facilitate the learning and teaching process. This is the responsibility of government body to allocate budget for schools. Equipments are the determining factors for effective teaching. The less numbers of equipment and supply will decrease the teaching and learning interest of the student as well as teachers. So that, allocating budgets to fulfill the required equipments is so important for the schools to accomplish their tasks. physical education is one of the subjects that requires proper allocation of budget for equipment and supply goods. There could be several plans to develop the budgets. This is described by Grayson Daugherty and John Woods (1971: 247).

Most plan used based on the source of income one of the major plan used is the separate physical education budget.

The purpose of the budget is to assist in producing adequate resource to meet the need of the program. The needs are determined by aims and objectives of the instruction. The instruction content determine the financial resource necessary for conducting the program. The adequate supplies of equipment available to provide quality instruction for each activity.

According to Doughtier and Wood(1971:248)adequate supplies of equipment is help.

Teachers to plan their instructional program with confidence when they are assured of receiving equipment and supplies in orderly fashion.

To provide effective instruction in physical adequate equipment and supplies are required. According to Daughtier and Woods (1971: 249-251) stated as follows.

Equipment are permanent materials like stationary, basketball boards, football goals, volley ball standards, high jump standards and supplies are semi-permanent materials such as football volley-balls, basket-balls hand balls etc.

E. Site Selection for Facilities

Before we construct facilities for physical education activities we have to select suitable site. According to Bucher (1974) the factors that should be considered in site selection include. The number of participants who will be using specific spaces and the general area of various times.

- The number of spectators for the same preceding factor
- The interrelationship of space
- The traffic pattern of all persons
- The number involved in curricular and extra curricular activities
- Estimated future needs of each area
- The expansion potential of each area.

In order to promote sport activities in elementary schools are must be taken in selecting equipment and supplies that are safe for use. Richard F. Mull and et al. (1983: 266). Indicates about the selection of equipment and supplies as follows:

Sport program require equipment and supplies that are safe for use and sufficient to meet participant demand the large financial investment and supplies necessary for their maximum

productivity. Even when facilities are adequate it is possible to provide the quality of sport activities using appropriate equipment and supplies.

When identifying and recommending any item for purchase consider the following:

- Will the item contribute to the quality, efficiency and effectiveness of operations?
- Is the item of quality material and production?
- Will the item pose any safety hazard?
- Is the item durable?
- Can the item be used for multiple purpose?
- Is the item economical?

Lack of equipment and facilities supplies in elementary school serve not useful purpose and less gaining of the motor and skill development.

Miller and Comb (1963: 24) suggested about selection of equipment as follows:

The supplies needed in the elementary school physical education program may be used both in doors and outdoors activities. Many of the supplies used, especially in the lower grades, may be home made which includes, jump ropes, bean bags, rings and hurdles etc. if a worth while program is to be conducted in physical education teachers should not be handicapped by lack of adequate supplies and equipment.

It may be noted that when each individual classrooms its own supplies, there is greater pride in ownership resulting in better care and loss of suppliers.

Knapp and Anne Jewett (1957: 241) also suggested about the selection of equipment as follows:

The best quality is not always necessary; selection should be in terms of economical and efficient use under existing conditions.

Requisitions should be specific accurately completed.

The beginning teacher must also make thoughtful preparations for the care and strong of equipment in order to facilitate distribution and use, avoid loss of equipment and extend.

To conclude about selection of equipment, facilities and supplies should be essential in the sound program of operations.

Due to the variety of items, number of pupils, maintenance requirement and expense, the pupils must employ proper management techniques in the procurement, use and care of equipment and supplies. Such practices contribute to safe and efficient use of resources necessary for the quality of physical education program delivery.

Thus, for the quality and effective instructions the equipments and supply of physical education materials must thoroughly arranged for good instruction and proper outcome of the program.

The purpose of budget is to assist in producing adequate resources to meet the needs of the program. The needs are determined by aims and objectives of instruction. Every instruction has content and teaching method used. Therefore instructional content and teaching methods used need adequate equipment and supplies for effective teaching. According to the above distribution availability of

equipment and supplies are essential to give meaningful physical education instruction implemented the curriculum.

F. The Student Need

Schools are places where the teaching-learning process is conducted. The schools shape the behavior of the student who came from different areas, family background etc. The curriculum which address these students will create change of behavior along period of teaching learning process. Furthermore, schools determine the future life of the student that means the curriculum must be "student centered". If this is well done we can meet the need and interest of students.

Planning for progressive in terms of need will develop at age levels selecting proper material activities so that learning becomes effective evaluation appraising the quality of pupils development and achievement.

Hence the above idea ensure that the curriculum must address the students need. Unless its designed according to the need of the students it creates frustration, failure and loose of interest etc... in the student thus students need, their age, strength and maturity level must e considered when curriculum is designed.

G. The Teaching Staff

At any education system a well qualified teaching staff is required to provide goods instruction to the pupils. Therefore, teachers in different subjects show courses which make them efficient and up to date themselves with the support the government or with their own.

All subjects need their specialized teachers to teach according to the plan, content and teaching methods. Teachers are initiators of their students by providing and setting the lesson. Physical education teachers who are have responsibility of implements the objectives of physical education according to the maturity and grade level of the students. To meet the demand it is describable to have qualified physical education teachers who are responsible for the instruction. Unless we have qualified and adequate number of teachers in schools there will be a problem to implement the curriculum.

Every efforts should made to provide pupils with specialists in physical education who can teach the broad and diversified program in skill, attitude and outcome for which physical education is designed. This shows that physical teachers must be qualified in their teaching profession to conduct the class properly and to provide education to their students.

As it is known students must groups the knowledge assigned to that particular grade level specially in physical education students are expected to develop their fitness, group awareness, and good personality as whole etc. Through physical activity, thus, increasing the quantity and quality of physical education teachers and providing enough training for teachers should not be ignored.

H. The Interest of Society

Society is resource for the development of country. Society started its education with the existences of man in this planned. Society gives education to its children at school, and schools design a proper curriculum according to the need and interest of the society. Society gets only knowledge acquired change of behavior

from schools. The culture of country can be reflected by the activities of physical education.

Therefore, society develops its tradition culture, sport activity etc. in the schools with exchange of one culture to the other and strength its culture and pass it to the next generation through education given in the schools. To day the main tasks of schools is that it is especial institution created and maintained by society in order to transmit knowledge on the aspect of culture and experience its interest by means of proper teaching the coming generation.

Furthermore physical education is one of the subjects given in schools to develop socially, mentally, emotionally and physically well fit citizen and within this activity societies develop their culture and tradition according to the designed curriculum. Besides, society plays different roles to support physical education curriculum concerning this concept Charls A. Bucher and Krotee (1993: 9) stated the following.

The society has considerable influence on physical education development and provide fund for the program.

This shows the society should be enveloped or must be aware of the development of physical education program. But more weight is not given to the influence of society of physical education to develop the program. This creates a problem for the teachers to implement the curriculum effectively and he could not follow-up the achievement of the student on overall objectives of physical education.

Particularly interest of society is one of the instructional conditions. If this is done accordingly, the teacher could apply the designing curriculum properly.

The society interest is good prospect to the judgment of the teacher in achieving the objective of physical education. Unless we designed our physical education program according to the interest of society we will have problem to implement the curriculum.

The need of society must be adapted to designed curriculum to give education and prepare the citizens of the future. Because designed a curriculum according the interest of society will help the effective teaching of physical education and students attain the desired objectives. Thus, considering the interest of society in the curriculum will provide good teaching and learning process and this should not be neglected.

Thus curriculum should be designed according to the need and interest of the society. Otherwise, this will effect at implement the curriculum effectively and the student could not attain the achievement of the overall physical education objective in each grade level.

I. The Administration

Administration is human resource. Administration is considered to the guidance, leader and control of effort of a group of individuals towards some common goal. The work of administrator could be planning, organizing, selecting, directing, coordination, reporting and budgeting in order to accomplish assigned task or to meet the planned objectives concerning the need of good administration Daughter and Woods stated as follows:

The good administrator is the one who enables a group to achieve its objective.

According to the above points, a good administrator of physical education is most important to provide proper instruction. In general, a good administrator enables the group to achieve its objectives such as a physical atmosphere of teaching and learning process to implement the curriculum properly.

A well-trained administrator helps the organization to achieve its objectives with the least amount of cost and time. Woods suggests that a good educational administrator is very important for the instruction class. Hence, for quality of teaching and effective instruction, a good administrator helps the teacher to achieve its objectives with least cost. He/she organizes, guides, controls, and evaluates to bring individual teachers towards the objective of physical education. The objective of a good educational administrator is to assist in providing adequate teaching materials and create good relationships with teachers, students, and administration workers. This will create a good atmosphere of teaching and learning in school.

In general, school administration plays different roles to support the physical education department to implement the curriculum effectively and to attain the objective of physical education.

M. Appraisal and Evaluation of Materials

In order to receive the greatest amount of utilization from physical education materials, these materials should perhaps be continuously appraised and evaluated by supervisors and teachers. It is ordinarily advisable for staff members to devise tentative standards for the various materials to be used, particularly with regard to the rates of consumption, as this is a highly important factor that

physical education teachers appraise and evaluate these materials immediately available with respect to their specific use in the program frequently.

Equipment, which might appear to be absolute with respect to their original purpose, can be utilized to good advantage. In reality many schools are likely to possess certain equipments which are put to use would help them to attain a better balanced and well rounded program. One way of assuring full use of all available materials is to make sure that staff members appraise and evaluate them properly.

Finally, the researchers strongly believes that these principle and guidelines about the selection, usage and maintenance of sport equipment are very vital in our country where the free market is booming like mushrooms, without these information money can e spent for noting.

Nature and definition of physical education program several definition by different scholars the writer feels that it is suffice to take the definition given by Nelson (1966: 3) from him physical education program in the elementary schools is "that part of the school program concerned with development and adjustment of children through the use of movement experience.

From the above definition one may look out the following points the first is that the physical education program in the elementary school is one part of the education in general. Hence just like any type of education it has it's own curriculum which consists of the aims and the objectives of the program.

In short the program is an educational activity which should deserve a fair share of the school time.

The second point in the definition we shall pay attention is that the objectives of the program of physical education program for the elementary school is intended on the development and adjustment of the children by the activity children are expected to develop strength endurance neuromuscular coordination. Not only that they are also expected to adjust their emotion and social relation to the environment the program is carried out through the use of movement experience.

2.3.7 Curricular Program

Having seen what extra-curricular activities consisting of we can now direct our attention to the major aim of the study i.e. the curricular program. To begin with its definitions, curriculum deals with the selection of desired educational outcomes and learning experiences to achieve those our comes. It is clear that in the course of designing a curriculum there are so many factors which should be taken into account. Modern educators agreed that the student should be the central factor in the curriculum construction.

Like wise in the preparation of curriculum for elementary schools the curriculum should take into account the needs, interest an experience of the child B. Kuppuscuamy (1991: 405) not only that for Kuppusnamy, a sound curriculum should characterized as:

“It should be based on understand of individual difference in learning capacity. It should suit all ability levels the immediate rather than the distant future must be kept in view and the activities of the school should be of real worth and interest to him bearing a definite relation to the life of the child and the community.”

We know that society is a state of motion it is conception change from time to time more over the child is in state of development both in physical and school grades. Hence, to accommodate those facts the curriculum should be flexible and adjustable it should be dynamic and possible of revision so that it may be in harmony with changing social conditions.

2.3.8 Instruction Program

Instruction is one of the operations activities of school which related to the conduct of the learning experience. It is a procedure used by teachers in their efforts to solve students teacher problems. It's purpose is to induce change or growth in the learners. To sum up instruction is a means the teacher uses to organized and guide experience to induce learning.

As argued by Bucher (1972: 37) instruction represents the real contact with the students and what they should be learning in other words an instruction is a procedures or techniques used by the teacher in his relationship with the students. It may also comprise the decisions made and the action taken by the teacher to affect the learning environment for student.

We have seen that the objectives of physical education are to develop motor organic and social needs of the student. The value of the instruction program of physical education has been determined by its contribution to these general objectives therefore the instructional program should take into consideration the general and specific objectives of designed to be achieved.

Bucher characterized a sound physical education programs as follows (1972: 137)

- An instruction should be basic and intrusting.

- Instruction should be progressive.
- Instruction should involve definite standards.

Furthermore, the instruction should include a large variety of activities because each activities has specific contribution to the harmonious development of the child. As sighted by Nelson and Hogen (1956: 24) the activities should be carefully selected should stress equally for boys and girls should be adopted to the need of the individual pupils it requires adequate facilities, and equipment supplies and should have qualified teachers.

There are so many factors which may affect and which have to e taken into consideration in the discussion of instructional program among the majors are time allotment, teaching materials and teaching station and the quality of the teacher.

2.4 Teaching and Learning Physical Education

The basic task Of teaching is to help students learning and grow, to design educational experiences through which students will grow in skill ,understanding ,and attitudes, and to do so in a way that enable students to enjoy both learning experience and activity or subject being studded. The most meaningful way to understand teaching is by looking at what happens to the students did not learn

Learning is a change in behavior that is the result of experience rather than genetic development. Clearly, not all learning is the result of teaching people can learn from mistakes.

2.4.1 The Teaching Learning Process of Physical Education

The application of learning theories to particularly in respect to instruction in motor skill has been one of the major emphases in physical education during recent years. For too long, little attention has been paid to what kind of teaching takes place and how skills should be taught.

The teaching learning process implies a duality of effort between the student and the teacher. The student learns from all the factors in his environment, but it is the school that is primarily responsible for formal learning through the education process. To enhance learning a teacher strives to provide the student with a favorable environment that is conducive for learning. Teaching career with two fold responsibilities; the structure of the learning materials, and the provision of desirable learning atmosphere.

If the teaching process is to be enhanced, several environmental factors need careful consideration. Each factor stems from basic individual needs and may be categorized according to four major areas of concern.

- 1) Physical needs
- 2) Emotional needs
- 3) Social needs
- 4) Intellectual needs

Unless the teacher is willing to become sincerely involved with his students, effective learning can not take place, no matter how ideal the physical environment may be. The genuine environment with the students sets the teacher apart from the teaching machine and gains from him/her professional respect. Good teacher student relationship provides one of the most vital keys to

successful teaching and learning. This particular relationship is probably most noticeable in the physical education classroom or on athletic fields, where the physical educator is not only a teacher of skills but a counselor of students.

The teaching process in physical education means a joint activity of the management of the teacher with the conscious participation of the learners. It is to acquiring of knowledge, abilities and habits, development of material and moral volatile, qualities with the aim to prepare for life. The teaching process contains: three interrelated elements: the content, teaching of learning, teaching of physical education is directed to build of motorcal's abilities, habits and knowledge related to them depending on the ways of acquiring the individual exercise teaching can be conducted with the following ways by means of imitation, trial or errors, teaching with leadership of another person, programmed teaching and learning with the help of teaching machines.

Before we go to teach a particular motoricar activity it is necessary to assess the readiness of the learner to absorb the intended activity. It is expressed in 3 components.

- Physical readiness depending on the level of development of physical qualifies.
- Coordination readiness, as a result of previous experience and
- Psychological readiness, connected with before hand formed mood for the forth coming activity in relation to the interest, motives etc.

2.4.2 School Physical Education Program

Well defined program of physical education endeavor to provide systematic progress of movement experiences as the students pass through various development stages during their tenure (time) in school.

Elementary school program of physical education provide the basis for a wide range of learning experience. As children move in to the upper elementary levels, the emphasis is on the development of fine manipulative skills.

Middle school program are to some extent a continuation of the upper elementary school program. However, a greater degree of sophistication of skills development and a border variety of activities are evolved. Because this period is an age of rapid physical and social growth, challenging activities that provide an opportunity for the development interpersonal relationship of students should be offered by planning careful extra class programs the school administration teachers, students, especially physical education teachers should play prominent role. The development interpersonal relationship of student should be assisted by organizing the running this program.

2.4.3 Teacher's Motivation, Interest and Ability

- Does the motivation of teacher affect teaching performance? Do teachers do a better job when they have a personal interest in the activity? Obviously, the answer is often yes to both questions. The ability of a teacher to perform the skills being taught needs to be rationalized when content is being adopted for the curriculum.
- Teachers of physical education cannot be masters of all activities. However, they do have a responsibility to keep up-to-date and continue to develop professionally by attending in service programs and conferences.

2.4.4 Extra-Class Activities

- Developing the physical education and mental potential and the problem solving capacity of individuals is one of the general objectives of education in general and physical education is particular.

Though physical education program students can develop physical skills, coordination and different metrical activities useful for work and play including team sports. Besides the regular physical education instructional program schools should organize and carry out extra class activity program. Extra class activities are the vital part of the physical education curriculum since these activities are the extension of physical education instruction program, it can serve various purpose and needs of student.

Extra-class activities provide on enrichment service for all students. Student needs more activity than the scheduled class period provides. There are athletically gifted youngsters just as there are intellectually gifted who desire and need more time and opportunity than it provided in class time refine skills. Games play in student-directed activities and competitive situations are the proving ground for using skills and working together. Extra class activities are designed for students who are eager to specialize in one or more sports and refine their talent in order compete with others of similar interests and abilities. Extra class activities should be planned carefully because it serves as supporters to the class period.

2.4.5 The Role of Equipments and Facilities in Physical Education

Equipments and facilities are aid or tools used to teaching of physical education. If equipment and facilities are not available in the elementary schools it might be

too difficult for the students to acquire organic the necessary skill of physical education. It can be also one of the causes for biases.

According to William (1968) when facilities are lacking or insufficient as in many elementary schools, then classes in physical education held in classroom, corridors, and basements, such places limits the program. When facilities and equipments are lacking, children did not learn the skill that are essential for their proper development.

CHAPTER THREE

Research Methodology

3.1 Research Design

This study is intended to assess the implementation of physical education curriculum in second cycle primary schools of piassa area. To do this the researcher used both quantitative and qualitative methods to describe what is describing, recording, analyzing and interpreting conditions that exist. It is concerned with process that is going on, effects that are evident, or trends that are developing.

3.2 Sources of Data

Before conducting a research, the researcher must think about the source of data. Accordingly, there are primary and secondary data sources. Thus, the researcher makes use of data that have been obtained from primary and secondary sources. The sources for the primary data are students, teachers and school directors. And the secondary data are data gathered through reading relevant books, journals, research papers and other printed material.

3.3 Sampling Size and Sampling Technique

While conducting a research it is obvious that data collected from the whole population makes the accuracy of research findings to be very smart. But to do this one has to consider the characteristics of the population, time, financial and potential to decide whether to collect data from the whole population or select a sample. Therefore, considering these criteria the researcher took a sample from

population purposively, this is by considering accessibility, geographical advantages. By doing this, the researcher further screened out 97 respondents from the total population.

3.4 Instruments of Data Collection

In order to collect adequate and reliable data, the researcher used questionnaire, personal observation and interview as data gathering tools. At the time of data collection, questionnaire was the main data collection instrument. It is selected for its advantages to address a large number of participants and to cover different issues within a short period of time. However, gaining data through a single instrument would have its own limitation.

3.4.1 Questionnaire

Questionnaire is advantageous to gather data from a number of respondents at one place which makes possible an economy of time and expense, and provides a high proportion of usable responses (Best and Knan, 2005: 301). Hence, using questionnaire that involves both closed and open type in this research is found to be convincing.

The close ended questionnaire was chosen for it is easy to fill out, takes little time, keeps the respondents on the subject, is relatively objective and is fairly easy to tabulate and analyze. On the other hand, the open form questionnaire is intended for it gives a chance for respondents to give their responses in their own words. The questionnaire consists of the personal information of the respondents, general information of the implementation of physical education, the teachers, students and social attitudes and participation on the implementation and the availability of materials.

3.4.2 Interview

Interview is also the other useful instrument to understand reason why and how things happening. It was made to get additional information that could not be reached through questionnaire. The interview is achieved by asking to the supposed resource person's about the implementation of physical education and other related issues.

3.4.3 Observation

Observation is one way of data collection instrument. The observation was conducted by the researcher while administering the questionnaires during their working time especially during practical class. The objectives of the participant observation were to examine the actual use of materials and instruments, do the practical class inclusive or not etc.

3.5 Methods of Data Analysis

The raw data collected from the field were tailed and organized according to similarities of issues raised in the questionnaire.

They were analyzed quantitatively and qualitatively. Statistical methods such as percentage and frequency count were employed. The data obtained using open ended items in the questionnaire, interviews and observations were analyzed qualitatively, and were used to strengthen the analysis obtained.

3.6 Procedure of the Study

As long as with procedure of data collection is concerned, the researcher went through the following steps, so as to collect the relevant data. Firstly, relevant

literatures were reviewed to obtain vital information on the topic. Next, objective and research questions were formulated to indicate clear direction of the study. After that data collecting tools were adjusted and developed. The researcher was handling the observation while administering the questionnaire on top of one another. And then, the interview was conducted. Lastly, the collected data was organized and analyzed by the research rise with the research findings.

CHAPTER FOUR

4.1 Characteristics of the Respondents

Table 1: Characteristics of the Respondents

The table here under depicts personal background of teachers and students in terms of sex, age and educational level.

No	Items		Teachers		Students	
			No	%	No	%
I	Sex	M	4	57	36	42.35
		F	3	43	49	57.65
	Total		7	100	85	100
II	Age	10-15	-	0	66	77.65
		16-20	-	0	12	14.12
		20-24	2	28.57	5	5.88
		25-30	3	42.86	2	2.35
		>30	2	28.57	-	0
	Total		7	100	85	100
III.	Educational level	Grade 5	-	0	15	17.65
		Grade 6	-	0	20	23.53
		Grade 7	-	0	24	28.24
		Grade 8	-	0	26	30.59
		Certificate	-	0	-	0
		Diploma	6	85.71	-	0
		Degree	1	14.29	-	0
	Other	-	-	-	0	
Total		7	100	85	100	

IV	Years of Service	0-5	4	57	-	0
		6-10	2	28	-	0
		11-15	1	14	-	0
		16-20	-	0	-	0
		>20	-	0	-	0
	Total	7	100	-	0	

As indicated in table 1 item I above the overall ratio by sex of the two groups of respondents were, out of 7 teachers 4 (57%) were males and 3 (43%) were females out of 85 student respondents 36 (42.35%) were males where as 49 the remaining 49 (57.65%) were females.

Item II of table present the age of respondents. Regarding this the majority 66 (77.65%) of the students are found between 10-15, 12 (14.12%) are found between 16-20, 5 (5.88%) of the respondents are between 20-24 and the rest 2 (2.35%) of them are found between 25-30 years. On the other hand 2 (28.57%) of the teachers are found between 20-24, whereas 3 (42.86%) are found between 25-30 years. The rest 28.57% are above 30 years.

In the same table 4.1.1 above item III shows educational level of the respondents. In this category, from the teacher respondents majority of them, 6 (85.71%) are diploma holders, 1 (14.29%) degree holder and none of them were certificate nor other. From the student respondents 17.65%, 23.53%, 28.24% and 30.59% are grade 5, 6, 7 and 8 respectively.

Item IV of table shows the variation of service years of the respondents. Accordingly, 4 (57%) of the teachers have served between 0-5 years, 2 (29%)

between 6-10 years and the rest 14% served between 11-15 and none of them are served between 16-20 or above.

4.2 Analysis of Response Obtained from Teachers'

This part consists data analysis and interpretation obtained from 7 teachers' of various schools.

Table 2: The Implementation of Physical Education

No	Items	Alternative	No of respondents	% of respondents
1	Do you think that the objectives of physical education are achieved in your school?	A. Yes	1	14.3
		B. No	2	28.6
		C. Partially	4	57.1
		Total	7	
2	If your answer is 'No' for the above question, What are the major reasons for failures?			

As shown on the above table 2, only one respondent (14.3%) replied that, the objectives of physical education is realized and achieved. And 28.6% (2) of respondents suggest that no or is not achieved. Whereas, the majority respondents agree on, the designed objectives of physical education is partially implemented. From this data we observe that the prevalence of less implementation of physical education objectives.

As stated by the John Dewey, “the aim of physical education is the optimum development of physically, socially and mentally integrated and adjusted individual through guided instruction and participation is selected total body sports, rhythmic and gymnastic activities conducted according to social and hygienic standards.” This great objective of physical education is not able to be achieved because of many factors. On questions number 2 of above table 2, two (28.6%) of respondents replied their own reason for the failurity of physical education implementation. Among these, the major are absence of materials and reference materials including textbooks, wrong outlook of students’ towards perception of the subject, weak attentions of responsible organ (such as school communities and principals) towards fulfilling the necessary facilities, weak devotion and initiation of physical education teachers towards enhancing the awareness in the school communities about the objectives and positive side of physical education etc...

Table 3: Method of Teaching and Initiation of Teachers to Teach the Subject

SN	Questions	Alternative	No of respondents	% of respondents
1	How is your feeling and initiation to teach physical education?	A. Very good	1	14.3
		B. Good (moderate)	3	42.8
		C. Less (weak)	3	42.8
		Total	7	100
2	If your answer is ‘less’ or ‘no’ on the above question what makes your initiation weak to teach			

3	What is the method of teaching that you usually apply to teach physical education, in classroom?	A. Student center	2	28.6
		B. Lecture method	3	42.8
		C. Demonstration	2	28.6
		D. Others	-	-
		Total	7	100

Based on the above table 2, only 1 (14.3%) of respondent replied that has a good initiation and positive feeling to teach physical education, and 3 (42.8%) of respondents agree on that as they have a moderate or good initiation and feeling to teach. This means they are not satisfied by teaching this subject. Because there will be a greater probability of their sharing of various characteristics of dissatisfaction of teaching physical education. 3 (42.8%) of respondents answered that they are totally dissatisfied or less or weak initiated to teach physical education. According to the responses of these two respondents, they feel not lucky to teach physical education. For this of their dissatisfaction they state some reasons:

- Not only teaching physical education, from the begging they late the profession of teaching.
- The miss-behavior displayed from students.
- Negative views forwarded from various angles towards the physical education, such as, students, staff teachers, and school principals.
- School environment by itself is not conducive to teach physical education specifically on practical class. Because the schools are surrounded by things divert the attention of learners, such as, hotels, music and video rooms etc.

According to Schien (1972), “the academic profession involves a full-time occupation, a sense of calling, a long period of education, specialized knowledge, service orientation toward students, strong informal criteria for ‘licensing; via the granting of tenure by colleagues, specific expertise rather than general wisdom, and lack of self-advertisement. And also professional ethics include various dimensions like code of conduct, its philosophy, dignity of work, attitudes, commitment and job satisfaction. Likes and dislikes, personal attachments and biased opinions have no place in a profession which a person should consider as a noble one deserving his regard and interest” .

Generally, from this data, we conclude that the physical education teachers has no enthusiasm and motivation to face various challenges arise from various angles, and they lack professional ethics to committed to promote to change the existing situations. This is why most physical education teachers use or apply lecture (traditional) method of teaching. Unless, the physical education teachers develop the sense of initiation, positive feeling and keep professional ethics it is difficult to talk and predict about appropriate implementation of physical education objectives.

Table 4: Perception of Students on Physical Education

SN	Questions	Alternative	No of respondents	% of respondents
1.	How do you evaluate the initiation and interest of student on receiving physical education subjects?	A. Very good	-	-
		B. Good	1	14.3
		C. Fair	1	14.3
		D. Poor	5	71.42
		Total	7	100

2.	How many percentages of your students clearly understand the objectives of physical education?	A. 10-25%	1	14.3
		B. 25-50%	5	71.4
		C. 50-75%	1	14.3
		D. 75-100%	-	-
		Total	7	100

As shown on the above table 4, 1 (14.3%) of respondents suggest that the initiation and interest of students towards perceiving the subjects can be seen as good. Whereas, majority respondents 5 (71.42%) replied that the interest of students are too much poor and 1 (14.3%) of respondents respond that the students' initiation and interest to acquire the knowledge of physical education can be seen as 'fair'. This means that, the learners are less initiated and interested to realize and familiarize themselves with the objectives of the subject. This might be occurred as a result of their less awareness and the influences forwarded from the traditional views of different angles.

As majority 5 (71%) of respondents answered on question number 2 of above table 4, the average number of students understand the core objective physical education and began to equally see physical education with other academic subjects are below 50% or between 25-50%.

And 1 (14.3%) of respondents suggest that the average number of students' has know-how about physical education are below 25%. Similarly, 1 (14.3%) of respondents replied that the students has a good understanding on the benefit and objective of physical education, which is above 50%.

Generally, this data indicates that the prevalence of weak initiation and interest of learners' on receiving and giving attention to physical education, and also

displays that the less understanding and know-how of students on the objective and the benefit of physical education. In addition to this, on the open-ended questions the respondents asked either they took any measures to solve the problems of interest of students or not. But their response forwarded from all respondents are 'no'. This means that the physical education has not made any efforts to curve the problems of interests and initiation of students.

“Some of the important psychological elements and forces which influence performance is physical education are motivation, individual differences in potentialities, intelligence and maturation” V. Krishnamurthy.

Table 5: The Availability of Materials to Conduct Practical Class

SN	Questions	Alternatives	No of respondents	% of respondents
1	Do you have enough materials to conduct practical class of physical education	A. Yes, enough	-	-
		B. Yes, partially	4	57.1
		C. No material at all	3	42.9
		Total	7	100
2	If your answer is 'no' for above questions, how do you implement the practical class?			

As indicated in the above table 5, the majority or above half 4 (57.1%) of respondents agree on that the availability of necessary material to conduct practical class are less or are not enough and only partially available where as 3

(42.9%) of respondents suggest that there is no a basic facilities that help to properly conduct the practical class. Those teachers use local materials instead of fabricated materials, (e.g. ball made from cloth, shout put made from stone, juvenile made from wood...etc). From this data we can conclude that how much the existence of shortage of basic facilities are prevailed in the school, and also easy to predict how much difficult to conduct the physical education class without having the required facilities. However, this is the major problem that affect the proper implementation of physical education and it is seriously contributes to the decrease of physical education teachers motivation and initiation. These absences of fabricated facilities hamper the students' to know the exact standard of national and international.

Table 6: Attention Provided by the Responsible to Curve the Problems of Physical Education

SN	Questions	Alternatives	No of respondents	% of respondents
1	Do you think that the materials provided by the school are enough to teach physical education theoretical and practical exercises?	A. Yes	-	-
		B. Yes, partially	2	28.6
		C. No	5	71.4
		Total	7	100
2	How do you evaluate the efforts that responsible organ such as school administration, trying to fulfill the required materials for physical education?	A. Satisfactory	-	-
		B. Unsatisfactory	4	57.1
		C. No visible effort	3	42.9
		Total	7	100

As shown on the above table 5, the majority 5 (71.4%) of respondents agree on that, the materials provided by the school administration and responsible organ is not enough to conduct practical classes. Especially, the materials such as, juvenile, handball, basketball, gymnastic apparatus...etc. are not all in all provided by the mentioned organs. Whereas, 21 (28.6%) respondents suggest that the materials provided are partially help to conduct practical and theoretical teaching of physical education. But here no respondents answered that the provided materials are enough and sufficient to properly teach physical education. Above all, things make teaching physical education worst is the less effort, devotion and less attention given to fulfill the basic materials of physical education by the administrative organ of schools and others.

As above half of respondents 4 (57.1%) replied the effort made by the responsible body is unsatisfactory and 42.9% (3) of respondents responded that there is no visible effort shown by the concerned bodies to alleviate the shortage of materials of physical education.

Generally, from this data we can grasp that the materials provided are not sufficient and enough to enhance proper teaching-learning process of physical education. The shortage of basic facilities of physical education are seriously hampers the proper implementation of objective of the subject. The efforts, devotions, attentions ...etc made by concerned bodies including school administration are too much weak to solicit the problems and barriers.

Table 7: presence of Field and Track and Attitudes of Society towards Physical Education

No	Items	Alternatives	No of respondents	% of respondents
1	Is there appropriate field and track for practical exercise in your school?	A. Yes very good	1	14.3
		B. Yes, but not appropriate	4	57.1
		C. No at all	2	28.6
		Total	7	100
2	How do you perceive the attitudes forwarded from other societies including school communities towards physical education?	A. Very good, initiative	-	-
		B. Normal condition	2	28.6
		C. Destructive	5	71.4
		D. I do not know	-	-
		Total	7	100

Based on the above table 7, the selected respondents forwarded their own answer on the availability of field and track and on the attitudes reflected from the mass society towards physical education. Accordingly, 4 (57.1%) of respondents agree on that the sport field and track are found in the school but it is not appropriate to conduct practical class. And 2 (28.6%) of respondents suggest that there is no sport field and tracks in the school compound. So that, we cannot talk here about the appropriateness of the field and practical class because from the begging there is no the crucial things to exercise physical education.

Some mechanisms or alternative ways used to conduct practical class in the absence of field and tracks in the school are mentioned by the respondents on the open-ended questions. This are using the neighboring or nearly found school sport field or any other space in the surrounding. Since, we have discussed that on the table 6, the efforts and devotions made by the responsible organ, including the school administration and academicians, to fulfill the basic materials and equipments are very less. And there outlooks towards the physical education subject is also not positive. This is why the implementation of physical education is not effective as expected and drawn on the curriculum. On the question number 2, of above table 7, the selected physical education teachers' respondents suggest their own answer on the attitudes forwarded from various class societies. 5 (71.4%) of respondents agree on that the outlook forwarded from different class societies, such as, the mass societies, staff communities, academicians, students...etc. On the physical education subjects are not initiative. This means the views and sense reflected from others on physical education are distractive for physical education teachers. This is why most physical education teachers are dissatisfied by teaching physical education. Whereas, 2 (28.6%) of respondents consider that the attitudes of others towards physical education as normal feeling. But no respondents suggest that attitudes and outlooks forwarded from others towards physical education are initiative or very good.

Discussion of Responses Obtained from Open-Ended Questions

The respondent physical education teachers has mentioned various factors that affect proper teaching-learning process of physical education and also they state some serious problems that influence the practical class to be conducted.

Among from the many factors listed by the respondents on the factors that affect proper teaching-learning process of physical education are:- the negative or traditional outlook forwarded from others including academicians; the less attention given by the education curriculum of Ethiopia, this is because physical education is excluded from all national exams, addition to this the allotment of periods is not fair when relatively compared with other subjects. The students not consider physical education as academic subject. Absence of teaching-learning materials of physical education, such as, textbooks, reference materials ...etc are major listed factors that hinder proper implementation physical education.

Similarly, the respondents mention some of the factors that seriously affect the practical classes of physical education. These are:

- There is no sport field and tracks in most school because of this the physical education teachers forced to use the surrounding school field.
- In some school the sport field and tracks are available but its not appropriate to conduct practical class.
- The provided equipments of physical education are un sufficient to conduct practical class.
- There is no allocated budget to enhance and fulfill the equipments of practical class.

4.3 Analysis of Response Obtained from Students'

The part refers the analysis data obtained from selected students' respondents through questionnaire. This data interpretation and analysis are presented as follows:

Table 8: Implementation of Teaching-Learning Process of Physical Education

No	Item	Alternatives	No of respondents	% of respondents
1	What is the physical education teaching-learning process is going on in your school?	A. Very good	-	-
		B. Good	16	19
		C. Satisfactory	34	40
		D. Poor	35	41
		Total	85	100
2	If you compare with other academic subjects the implementation of physical education, seems what?	A. Very low	19	22.4
		B. Low	37	43.5
		C. Medium	26	30.6
		D. Good	3	3.5
		Total	85	100
3	If your answer for above questions 2, is very low or low what is the reason?	A. Very low	19	22.4
		B. Low	37	43.5
		Total	56	65.9

As shown on the above table 8, the teaching-learning process of physical education is found on poor status. 35 (41%) of respondents respond that the feature of physical education teaching-learning process is 'poor' and 34 (40%) of respondents agree on that its satisfactory. This indicates that it is not appreciative and attractive teaching-learning process. Whereas, the left respondents 16 (19%) relied that its good. From this response we can conclude that the process of teaching-learning of physical education is not effective and efficient and not able to fulfill and satisfies the needs and interest of learners. This score of less effectiveness and efficiency indicates the existence of failurity on the

implementation of state objectives concerning the subject. The respondents also compare the implementation of physical education with the other subjects on question number 2 of the above table, based on this 37 (43.5%) of respondents replied that the implementation physical education is low and 19 (22.4%) of respondents answered that its implementation is very low. Whereas 26 (30.6%) of respondents agree on that its implementation is medium while they compare with others and the left 3 (3.5%) respondents suggest its good.

Generally, from the above data we can understand that the teaching-learning process of physical education is not effective in the school and when relatively compared with academic subject is implementation are not on good status or below the expected achievements. On open-ended questions most respondents suggest their own reasons for why its implementations is not effective. Among these reason the major are: the negative attitudes forwarded or reflected from the school communities and others, less attention given by the academicians, the school program schedule, the exclusion from the national exam, other monthly and quarter exams...etc.

Table 9: Factors Affecting the Proper Implementation of Physical Education

No	Item	Alternatives	No of respondents	% of respondents
1	From the following factors which one is affect seriously the implementation of physical education?	A. The teaching-learning materials is low	16	18.8
		B. Absence of appropriate field and track	20	23.5

		C. Shortage of textbook	19	22.4
		D. Low attention given to the subject	30	35.3
		Total	85	100

As shown on the above table 9, majority or high number 30 (35.3%) of respondents agree on that the main factor that affect the proper implementation physical education is the low attention given to the subject, this can be from the academicians, administrative organ, school communities ...etc. And 20 (23.5%) of respondents suggest that the main factor is absence of appropriate field and track. 19 (22.4%) of respondents relied that the obstacles for proper implementation is shortage of reference materials including textbook. Whereas, 16 (18.8%) of respondents answered that the absence of teaching-learning materials are the core problems which hamper the proper implementation of physical education.

"...the major difference between physical education objectives and the objectives of other academic subjects is that the former requires more of students involvement and participation, whereas other academic subject expect students to acquire more information. It is just like saying that swimming cannot be learned by listening to a lecture on swimming or by sitting on the beach and observing somebody swimming. To learn swimming a person has to practically and personally involve himself in swimming. This is because some of the academic subjects can be learnt by listening, for example, the dates of events, multiplication tables, whereas physical educations are learnt only by doing. There is a need for physical and physiological elements of student involvement

in physical education. The teacher's role is to guide the students' to use his physical potentialities and energies in a systematic way so that organic functions and systems improve their power, endurance, and organic fitness and add to the overall health and physical well-being" (Inseley, G. S.).

Table 10: Factors Affect Practical Implementation of Physical Education Class

No	Item	Alternatives	No of respondents	% of respondents
1	Is there an obstacles which hamper properly learning of practical class of physical education?	A. Yes	81	95.3
		B. No	4	4.7
		Total	85	100
2	The method of teaching that your physical education teachers used to teach does include all students during practical class?	A. Yes	23	27.1
		B. No	22	25.9
		C. There is no practical class	15	17.6
		D. Partially	25	29.4
		Total	85	100
3	How about your interest to learn or attend practical class of physical education?	A. Very high	19	22.4
		B. High	36	42.4
		C. Medium	27	31.7
		D. Low	3	3.5
		Total	85	100
4	During practical class of physical education, does	A. Yes	22	25.9
		B. Sometimes	38	44.7

	your teacher properly follow up each and every activity?	C. No	25	29.4
		Total	85	100
5	Is the practical class embodies all students in terms of need and age?	A. Yes	26	30.6
		B. Sometimes	40	47
		C. No	19	22.4
		Total	85	100

As shown on the above table 10, on the first question, almost all 81 (95.3%) of respondents agree on that the existence of a serious obstacles to attend and properly follow up the practical class of physical education. This means learners have no smooth access to attend the practical class of physical education and to be benefited from it. These majority respondents state their own reason that can be seen as obstacles for practical class. Among this, absence of field track, absence basic material of less coordination of physical education teachers with others...etc. are the major. On this question only 4 (4.7%) of the respondents respond that there is no problems or obstacles to learn or attend practical class of physical education. Based on this data, the learners has no an opportunity to realize what they theoretically. If there is no suitable condition to practical exercise physical education it is difficult to say that physical education is implemented in accordance to the designed curriculum.

On the question No. 2, of above table 10, 23 (27.1%) of respondents answered that the method of teaching physical education teachers used to teach the practical class are inclusive or appropriate to all students abilities and capacities. Here 22 (25.9%) of respondents disagree on that physical education teachers not applied the inclusive method of teaching while practical class. The number of

respondents relied 'yes' and 'no' towards making the mechanisms of teaching of physical education teacher either inclusive or not are almost equal. This indicates that there is widely shown an appropriateness or exclusive mechanisms of teaching used by the physical education teachers.

Where as 25 (29.4%) of respondents agree on that physical education teachers some times or practical use inclusive method of teaching to teach practical class. And 15(17.6%) of respondents suggest that from the beginning there is no practical class to exercise. From the above response of respondent we can generalize that there is uniformity or unorganized method of teaching to conduct practical that meet and satisfies the abilities and interest of learners. This means the methods of teaching mostly applied by physical education teachers are lack appropriateness or inclusiveness.

On question number 3 of above table 10, respondents replied various answer on their level of interest to participate actively on physical education practical class. 19 (22.4%) of respondents answer that as they have very high interest to involve in or to attend the practical class of physical education. Whereas, 36 (42.4% of them are replied that they have very high interest to involve it. And 27 (31.7%) of respondents agree on that they have medium of interest to attend or involve in practical class. Only insignificant numbers of respondents agree on that they have low interest to engage in this data indicate that above half of respondents answer and initiation to actively involve in the practical class of physical education. Regarding the interest and physiological makeup of the learner the data shows that there is no problem that displayed from the learners.

Similarly on question number 4 of above table 3, students respondent forwarded their own suggestion on the devotion of teachers' towards closely follow up and

monitor the activities of learners 22 (25.9%) respondents respond that the of physical education teachers follow up and monitoring system during the practical class are acceptable and usually applicable. This means, the teachers follow the activities of students and provide guide lines sometimes. And 25 (29.4%) of respondent agree on that no follow up and monitoring activities that undertaken by the physical education teachers. This mean that the learners just left a lone to did what they like without guidance and close follow up of teachers. Here what required from the physical education teachers are to guide, monitor and effectively coordinate the students to maintain appropriate teaching-learning process; unless, the students may get nothing from the practical than using the time us a free or break. But this is not applied or implemented as we understand from this data.

On the question number 5 of above table 3, the selected respondents replied their own answers on either practical class embodies all students in terms of their need age or not inclusive 26 (30.6%) of respondent agree on that the practical class conducted by physical education teachers are appropriate and inclusive that embodies all students in terms of their needs and age. But high number of respondents 40 (47%) of them are agree on that sometimes the physical education teachers implement this inclusive method of teaching, on the other, hand this mechanisms of considering all age grade levels are rarely implemented by the teachers. Whereas, 19 (22.4%) of respondents suggest that the practical class activities are far from protecting and considering the needs and interests of learners. Based on this data, we can grasp that the majority activities undertaken while the practical class are rarely match or feet the needs and age of learners. This great failurity of physical education teachers of following the needs and

interest of students in terms of their age and grade level way leads to weaken the initiation of learners to involve in practical classes.

“A physical education teacher must involve himself in an exploration of any physical crisis of an individual so that he can help the student in overcoming it. Some of the causes are related to the rapidity and character of changes in the needs, interest and attitudes of the society in general and the student in particular.

Table 11: The Appropriateness of Allotted Periods Per Week for Physical Education and Ability of Physical Education Teachers

No	Items	Alternatives	No of respondents	% of respondents
1	Is the allotted periods per week for physical education is enough and appropriate to cover the portion?	A. Yes	28	32.9
		B. No	57	67.1
		Total	85	100
2	Is your physical education teacher makes you to have a appropriate knowledge and understanding on the subject?	A. Yes	40	47.1
		B. No	45	52.9
		Total	85	100

As shown on the above table 12, the majority 57 (67.1%) of respondents suggest that the allotment periods for physical education is not enough and appropriate to cover the portion. Whereas, 28 (32.9%) of respondents agree on that the allotted periods are enough and appropriate.

On questions number 2 of above table 12, most 45 (52.9%) of respondents suggest that the physical education teachers are not able to make their students to have appropriate knowledge and understanding on the subject. Whereas 40 (47.1%) of respondents agree on that their teachers help them appropriately to have a knowledge and good understanding on the subject.

From this data we understand that, the numbers of periods assigned for physical education per week is not enough to implement physical education effectively and efficiently. This shortage of time to cover the portion of subject is directly affects the quality that the teachers transfer their knowledge to the learners'. And because of talency or other professional factors the teachers not able to make their students' to have a appropriate knowledge and understanding on the subjects.

Discussion of Students' and Teacher's Responses

The objective stated to meet the course is negatively implemented. This happened because of various factors. Among these, absence of professional teachers on the subject, or school administration assigned any teachers in order to cover mainly the period assigned; the less devotion and commitment of responsible organs, such as, academicians, school administration, societies etc... to provide the necessary materials of physical education; less interest of students; traditional views of considering physical education as non academic subject ...etc are the major factors that directly contribute for weaken down of the students interest an accepting physical education as an academic discipline. As a result of this, students consider physical education as a leisure class than perceiving as an academic subject.

The less interest of teachers to teach physical education is also another main factors for the less implementation of physical education. Time frame or the allotted period per week for physical education is not enough to cover the portion appropriately. As a result the students pass from one grade level to the next without having the required practical and theoretical knowledge.

The educational curriculum of Ethiopia excluded physical education from the national exam of any level (i.e. ministry (G-8), matric, entrance...etc). This is why the students' provides or displays less consideration and they receive as a non-academic subject or leisure class.

Most communities has still reflect negative outlook to this subject, because of traditional view. Traditionally, those who like this subject is weak students and believed to be not important for the students like other subjects.

The prevalence of serious shortage of required materials and equipment the physical education teachers forced cover most periods assigned in theoretical class by using lecture method of teaching. Because of this shortage of sport facilities the physical education teachers conduct practical class rarely, this is also not so much fits the abilities, need and interest students.

However, the teachers' fail to fulfill the need and interests' of learners, because its difficult to conduct the practical class that accommodate the whole students in accordance with their age and interest.

Analysis of Information Gathered from Physical Education Class Observation

Informations were gathered through observation from 3 second cycle primary schools during theoretical and practical classes.

All physical education teachers (7 in number) who assigned to teach the subject in the school were observed, structured observation technique were employed in collecting data to see the implementation of physical education. This structured observation was done based on the following points:

- The presence, preparation and implementation of the annual and periodic lesson plan.
- Teaching methodology, attractiveness of the teaching and presentation techniques.
- Availability of facilities and equipment.

The interpretation of relevant data recorded during observation are summarized as follows:

- In all schools annual plans were prepared and periodic lesson plans are derived from the annual plan, but during planning most teachers didn't use all curriculum materials/syllabus, teachers guide and students textbook/.
- Also teaching learning materials as well as continuous assessment and evaluation systems are neglected.
- Among teachers who were observed majority of them have no ability to perform and demonstrate drills, skills, activities and different physical exercises.

- Variety of teaching methods were not employed that is, teaching was not conducted in such a way that can attract all the learners.
- The warming up, the main part and the cool down session in each period were not effectively utilized.
- Equipments, supplies or teaching materials are not available in all schools.
- All schools have some facilities or play grounds.

Analysis of Information Gathered from Interview

The school directors were asked the implementation of physical education, attitude of teachers and students toward the subject in relation to other subject and the problem and shortage of facilities and equipment were overcome. According to their response majority of them suggested the following points. To implement physical education properly first of all:

Depending on data collected from interview there is not enough facilities and instruments in the school because of absence of budget of the subject.

- The subject has to get enough attention like other subjects if the subject has enough emphasis the problem of equipment and facilities would be solved to do this.
- Teachers of physical education can play the major role in solving their department problems in that they can generate different measures of income and they have to make different materials from their environment by involving their students.
- Although lack of human resources is common in all schools, physical education teachers can make their own effort to improve their own knowledge by reading books and attend up to date information from different sources, such as radio TV and magazines in order to implement physical education curriculum efficiently.

CHAPTER FIVE

Summary, Conclusion and Recommendations

5.1 Summary

Participants, physical educators, parents, administrators and the audience do not live in isolation but are linked together by educational objectives. The product of interaction of personalities and activities on the playground is physical education which is an important component of the total educational process.

The physical education teacher who needs positive insights in to his profession and art will benefit by studying physical education as an educational process. Such as enquiry helps him to open new vistas of understanding the player from an educational point of view. The player who faces victory of defeat, who walks out of the field in protest, the physical disadvantaged, the student who withdraws from the field, the schools champion, his playmates and his opponents, his captain, his coach, his head, his officials and audience are all parts of play directly or indirectly.

In physical education, the main concern is not to win or to lose but how far an activity or game provides educative experiences to the players. The most important educational events that happen in the play field result from interaction between people.

The main purpose of the study was to investigate the implementation of physical education curriculum in second cycle primary schools of paisa area. In order to

achieve the goals/aims of the study, basic questions were raised addressing the areas of:

- 1) Major problems that hinder to implement physical education.
- 2) To what extent second cycle primary schools implement physical education.
- 3) Adequacy of facilities and equipments to employ practical and theoretical class.
- 4) Whether the activities meets the need and abilities of the student and
- 5) Professional skills of physical education teachers on the implementation of both practical and theoretical class.

To address the research questions, the researcher reviewed relevant literature and prepare questionnaires and interview guides on the basis of the reviewed guides on the basis of the reviewed literature to collect data from the target sample population at the sampled second cycle primary schools of paisa area. The questionnaires were designed for teachers and students. The study was carried out on three sampled schools which were selected on the basis of random sampling technique. Accordingly, 7 teachers and 90 (ninety) students were selected from those three schools base don the student population in each of the schools.

- The data collected has indicate that shortage of instructional and practical facilities and instruments such as, balls, appropriate field, textbook for teachers and students, gymnastic instruments, were found to be generally inadequate. The absence or scarcity of these instruments and materials are the major hindering problems to implement physical education.

- Majority of teachers relied that they have low initiation to teach physical education. This is because of:
 - Students have low initiation for theoretical class.
 - According to the nature of the subject, it give more attention to practical works than theory so students consider it simply as a play.
 - The subject has no place in national exam.
 - The relationship they have with student is very low or not attractive.

- Concerning the teaching experience of the trainers the finding show that 4 (57%) of the teacher have served between 0-5 years, 2 (29%) between 6-10 years and the rest 14% served between 11-15 and none of them are served between 16-20 or above.

- The data finding revealed that the academic qualification of the significant majority of the sampled schools' teachers (85.71%) were diploma and 14.29% first degree holders.

This chapter therefore summarizes the major findings of the student and draws, conclusion on the basis of the findings. At the end, recommendations that are thought to be helpful to address the problems are forwarded.

5.2 Conclusions

On the basis of the key leading questions proposed earlier as a statement of problem and the major finding are obtained from this study the following conclusions are drawn, that means the implementation of physical education in second cycle primary schools of paisa area is weak, because:

- There is high scarcity of equipment, supplies and facilities, that can play significant role in the attainment of the designed objectives of physical education.
- Most schools did not allocate budget to fulfill necessary teaching materials that can enhance the teaching learning process of physical education.
- The findings of this study revealed that school directors, other subject teachers and students give less attention and attitude toward physical education.
- The study further revealed in adequate availability of school equipments and facilities such as: appropriate play ground, gymnastic materials, balls, throwing and jumping materials were have shortage or non-existent. From this it can be concluded that most of the schools were organized in sufficiently in providing the desired services. Moreover, this situation indicates that the schools were not in a position to properly implement second cycle primary schools physical education of paisa area.
- As the findings show, shortage of students textbook and teachers' guides are a major problem shared by many schools. Similarly gymnastic materials, basket ball and handball courts are also non-existed or scarce. Thus it would be so important to consider the qualitative aspect of the program and plan for minimum fulfillment of these basic requirements.
- Practical course contents of physical education, ball games, gymnastics and athletics are given less-emphasis (time allotments).
- The hindering factors that the teachers can't use the time properly because of students punctuality, dressing, controlling and attendance taking carelessness of the teacher.
- Teachers and students lose interest and commitment on their task.

- From the data the researcher concludes that the teaching learning process of physical education is not effective in the school and when relatively compared with other subject its implementation are not on good status or below the expected achievements. Reason for why its implementation is not effective: the negative attitudes forwarded or reflected from the school communities and others, less attention given by the academicians, the exclusion from the national exam etc.
- Majority activities undertaken during practical class are rarely match or meet the needs and age of learners. This leads to weaken the initiation of learners to involve in practical classes.
- The data collected has indicate that, even though, the academic qualification of the significant majority of the sampled teachers 85.71% were diploma and 14.29% first degree holders, they are not capable to implement physical education curriculum both theoretical and practical. According to students need, age and ability.

5.3 Recommendations

Based on my findings, through questionnaire, interview, observation, and reviewed literatures, the following recommendations are forwarded; I appreciate if the concerned bodies consider them.

- For every grade level, schools should assign teachers based on their interest, feeling and willingness to the subject rather than assigning teachers without their inclination to the subject.
- By preparing workshops and refresher trainings at wereda level, it is possible to make physical education teachers fit to implement the lesson and update them to the new changes and subject methodology.

- Senior physical education teachers should be model, and conduct an induction program for the newly employed teachers to help them perform their job efficiently in every aspect of the subject.
- Like other academic subjects, for better teaching learning process of physical education all schools should allocate budget to fulfill necessary equipment, facilities and supplies. In addition to this the school should create and develop strong relationship with the society and any concerned bodies to solve this problem.
- Physical education teachers should work hard, prepare awareness programs, and conduct different constructive activities to change the attitude of the school community and students towards physical education.
- Physical education teachers should be best model for students to develop positive attitude to physical education.
- Schools should organize, administer and conduct different extra class activities every year to:
 - Support the regular physical education instructional program
 - Develop positive value to the subject
 - Provide an enrichment service to all students
 - Satisfy the feeling of athletically gifted students who are eager to specialize in any sport.
- Schools must be built in the area in which they can get enough play grounds for the instruction and for games.
- The period allotment per week should be increased.
- Teachers guide and textbooks must be published to help both teachers and students to follow the guide line properly.

- Teachers of physical education can play the major roll in solving their department problems in that they can generate different measures of income and they have to make different materials from their environment by involving their student.
- Although lack of human resources is common in all schools, physical education teachers can make their own effort to improve their own knowledge by reading books and attend up-to-date information from different sources, such as radio, TV and magazine in order to implement physical education curriculum efficiently.
- Every one believed that facilities and equipments play a decisive role in teaching learning physical education. So, the school has to plan to fulfilled these equipments and facilities by creating favorable conditions for physical education teachers.
- Each teacher should be assigned in his/her field of study and get appropriate training(knowledge and skills) on the job he/she is doing.
- Finally further research with a wide scope needs to be done on the topic under study in order to gain an in-depth understanding of as to how the existing second cycle primary schools curriculum are being implemented.

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Appendix A
Addis Ababa University
School of Graduate Studies
College of Natural Sciences
Department of Sport Science

Questionnaire for Teachers

I am conducting a study on the implementation of physical education in second cycle primary schools around paisa. I would like to ask you a number of questions. I will only take a few minutes to complete, and your responses will be kept strictly private and confidential. Please complete the questionnaire by circling the number, which corresponds to your answer and by stating your answers fully when you think is necessary.

Note:

- 1) You are not required to write your name.
- 2) All questions raised here are equally important to attain the objectives of the study. So, it is of great help not to leave any question unanswered or uncompleted.

Thank you for your cooperation

Part One: Background Information

1.1 Name of your school _____

1.2 Sex Male Female

1.3 Age 20-24 25-30 Above 30

1.4 Educational qualification

Certificates Diploma Degree Other

1.5 Teaching experience in the school?

0-5 years 11-15 years 20 and above
6-10 years 16-20 years

1) Do you think that the objectives of physical education are achieved in your school?

2) If your answer is 'No' for question No. 1. what is the major reason for failurity? _____

3) How is your feeling and initiation to teach physical education?

Very good Good Less (weak)

4) If your answer is 'less' on above question (No. 3), what makes your initiation weak to teach? _____

5) What is the method of teaching that you usually apply to teach physical education, in classroom?

Student Center Demonstration
Lecture method Others please mention _____

6) How do you evaluate the initiation interest of students for receive physical education subject?

Very good Good Fair Poor

7) Do you have enough materials to conduct practical class of physical education?

Yes, enough

Yes, partially

No material

8) If your answer is 'No' for question No. 8, how do you implement the practical class? _____

The

Appendix B

አዲስ አበባ ዩኒቨርሲቲ ድህረ ምረቃ ትምህርት ቤት የስፖርት ሳይንስ ትምህርት ክፍል

የተማሪዎች የተዘጋጀ ጥያቄ

ይህ መጠይቅ በ1ኛ ደረጃ 2ኛ ሳይክል ትምህርት ቤቶች የሰውነት ማሳልመሻን አዲስ ስርዓተ ትምህርት ለመተግበር የሚያጋጥሙ ችግሮችን ተረድቶ መፍትሄ ለመስጠት ተብሎ የተዘጋጀ ነው። በመሆኑም ለቀረቡት ጥያቄዎች ሁሉ ትክክለኛውን መልስ እንዲመልሱ በትህትና እጠይቃለሁ።

በቅድሚያ ለሚደረግልኝ ትብብር ሁሉ አመሰግናለሁ።

ማሳሰቢያ:- ስም መፃፍ አያስፈልግም።

ክፍል አንድ: ለሚከተሉት አጠቃላይ መረጃዎች የራይት (✓) ምልክት በማድረግ ይግለፁ።

- 1.1 የትምህርት ቤቱ ስም _____
- 1.2 ዕድሜ ከ 10-15 ከ16-20 ከ20 በላይ
- 1.3 ፆታ ወንድ ሴት
- 1.4 የክፍል ደረጃ 5ኛ 6ኛ 7ኛ 8ኛ

ክፍል ሁለት: ትክክለኛ ነው ብለህ/ሽ የምታስበውን/ቢውን የራይት ምልክት (✓) እንዲሁም ባዶ ቦታውን በመሙላት ይመልሱ።

- 1) የሰውነት ማሳልመሻ ትምህርት የመማር ማስተማር ሂደት ምን ይመስላል?
 በጣም ጥሩ ነው ጥሩ ነው መካከለኛ ዝቅተኛ ነው

2) ከሌሎች የትምህርት ዘርፎች ጋር ሲነፃፀር የሰውነት ማጎልመሻ ትምህርት መማር ማስተማር አተገባበር

በጣም ዝቅተኛ ነው ዝቅተኛ ነው መካከለኛ ነው ከፍተኛ ነው

3) ለሁለተኛው ጥያቄ መልሱ “በጣም ዝቅተኛ ነው” ወይም “ዝቅተኛ ነው” ከሆነ ምክንያቱ ምንድን ነው ብለህ/ሽ ታስቢያለሽ?

4) ከዚህ በታች ከተዘረዘሩት ውስጥ የሰውነት ማጎልመሻ ትምህርት እንዳይተገበር በይበልጥ ተፅዕኖ የሚያደርሰው የቱ ነው?

በቂ የመማር ማስተማር መሳሪያ አለመኖሩ

ሜዳ አለመኖሩ

የመማሪያ መፅሐፍ አለመኖሩ

ለትምህርቱ የሚሰጠው ቦታ ዝቅተኛ መሆኑ

5) የተግባር ትምህርት እንዳትማሩ እንቅፋት የሚሆኑባችሁ ነገሮች አሉ?

አዎ

የለም

6) ለ5ኛው ጥያቄ መልስዎ “አዎ” ከሆነ እነዚህ እንቅፋቶች ምን ምን እንደሆኑ እባክዎን በዝርዝር ያስቀምጧቸው? _____

7) የተግባር ትምህርት በምትማሩበት ጊዜ መምህሩ ሁሉንም ተማሪ ያማከለ ስራ ያሰራሉ?

ያሰራሉ አያሰሩም የተግባር ትምህርት ተምረን አናውቅም

8) የተግባር ትምህርት ለመማር ያለህ/ሽ ፍላጎት ምን ያህል ነው?

በጣም ከፍተኛ ከፍተኛ መካከለኛ ዝቅተኛ

9) የተግባር ትምህርት በምትማሩበት ጊዜ መምህራችሁ አስፈላጊውን ቁጥጥርና ክትትል ያደርጋሉ?

ያደርጋሉ አልፎ አልፎ አያደርጉም

10) የምትማሩት የተግባር ትምህርት የተማሪውን ፍላጎትና እድሜ ያማከለ ነው?

አዎ

አንዳንድ ጊዜ

አይደለም

11) በትምህርት ቤታችሁ የሰውነት ማህበረሰብ ትምህርት የመማር ማስተማር መፃህፍትና መሳሪያዎች አሉ?

አሉ የሉም

12) ለ11ኛ ጥያቄ መልስዎ “አሉ” ከሆነ መጠናቸው ምን ያህል ነው?

ከበቂ በላይ በቂ አነስተኛ በጣም አነስተኛ

13) ለ11ኛው ጥያቄ መልስዎ “የሉም” ከሆኑ ያለመኖሩ በትምህርቱ ላይ ምን አይነት ተፅዕኖ ያመጣሉ?

በጣም ከፍተኛ ከፍተኛ ዝቅተኛ ተፅዕኖ የለውም

14) ለሰውነት ማህበረሰብ ትምህርት መምህራችሁ በቂ ግንዛቤ እና እውቀት እንዲኖራችሁ ያደርጋሉ?

አዎ አይደለም

15) የሰውነት ማህበረሰብ ትምህርት መምህራችሁ በቂ ግንዛቤ እና እውቀት እንዲኖራችሁ ያደርጋል?

አዎ አይደለም

16) ለ“15” ጥያቄ መልስዎ “አይደለም” ከሆነ ምክንያቱ ምንድን ነው ብለህ/ሽ ታስቢያለሽ? _____

17) ሌሎች አስተያየቶች ካሉ _____

በድጋሚ አመሰግናለሁ

Appendix C

- 1) How do you evaluate the availability of physical education educational facilities and materials in your school? Do you think the availability of this facility has an influence on the active learning process?
- 2) Do you think that the objectives of physical education are achieved in your school?
- 3) Does the school administration allocate enough budget for teaching physical education? Why?
- 4) Please give your opinion about the implementation of physical education curriculum.
- 5) How do you see/feel about the attention given to physical education by administrators as compared to other subjects.
- 6) What is your general impression about physical education?

Thank you!

Observation Checklist

Observed schools _____

No.	Items	0	1	2	3
1	Class size		✓		
2	Material	✓			
3	Play ground	✓			
4	Lesson plan		✓		
5	School environment	✓			
6	Teaching preparation	✓			

0= Poor

1=Enough/Normal

2=Good

3=Very Good

Declaration

I, the undersigned, declare that this thesis is my original work and has not been presented for a degree in other university and all sources of material used for this thesis and all people and institutions that gave support for this thesis have been duly acknowledged:

Name: Alem Worku

Signature _____

Date May 2013

This thesis has been submitted for examination with my approval as a University advisor

Name: _____

Signature _____

Date May 2013