The Effect of Facilities and Instructional Materials for Achieving Effective Physical Education in the Case Of Preparatory Schools of Illubabor Zone, Oromia Regional State

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This is to certify that the thesis prepared by Amare Tsegaye, Entitled: The effect of Facilities and Instructional Materials for Achieving Effective Physical Education the case of Preparatory Schools of Illubabor Zone, Oromia Regional State. Thesis submitted in partial fulfillment of the requirements for the degree of Master of Arts in Teaching Physical Education complies with the regulations of the University and meets the accepted standards with respect to originality and quality.

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ABSTRACT

The Effect of Facilities and Instructional Materials for Achieving Effective Physical Education in the case of preparatory schools of Illubabor Zone.

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The research was carried out in eight preparatory schools in eight woredas of Illubabor zone, Oromia regional state. Its major objective was to study the effect of facilities and Instructional materials for achieving effective physical education Availability and utilization of Physical and material resources like Instructional materials, Facilities, sport equipment, playing area, text books and physical education reference books play an important role in the achievement of effective physical education and students performance. And inadequate instructional materials and sport facilities influencing students' performance negatively. The study sample was selected through simple random sampling technique by lottery method and available sampling techniques. School principals, physical education teachers, students, librarians, store keepers, school pedagogical center representatives and focus group discuss were the sample of the research. To realize this, descriptive survey design was employed because it provides the researcher with detailed description of the existing condition about the problem under investigation. The data collection instruments were questionnaire, interview, observation checklist and focus group discussion. In order to obtain the necessary data for the study the researcher used both qualitative and quantitative methods. Data analysis was done using statistical tools such as percentages, frequencies, means and standard deviation. Qualitative data was analyzed using content analysis and presented through narratives according to the objectives. Research result showed that (81%) of the respondents agreed that the availability of physical education facilities and instructional materials were ranging from very poor to medium in some circumstances, unavailable, less in quantity and quality. Most of the schools are not well equipped that with facilities and equipment there are also sign of deteriorating maintenance or general non-use. These created a great challenge on teaching and learning activities that in turn had a negative effect on the improvement of the quality of education. To overcome this problem Ministry of education, concerned bodies and the school administration should allocate budget on purchasing and construction physical education instructional materials and facilities.

Key words: *- preparatory, instructional materials, facilities, sport, equipment*

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ABBREVIATION AND ACRONYMS

FGD- Focus Group Discussion

IMs-Instructional Materials

MOE-Ministry of Education

NGO-Non -Governmental Organization

PE-Physical Education

SPC-School Pedagogical Center

SPSS-statistical package for social science

Std.-Standard deviation

TMD-Training Main Department

WHO-World Health Organization

CHAPTER ONE: INTRODUCTION

The availability of adequate instructional materials and facilities promote effective teaching and learning activities in the schools. Without instructional materials and sport facilities teaching –learning process could not be effective in Physical education. This chapter of the study includes basically back ground of the study, statement of the problem, objectives of the study, significance of the study, delimitation of the study and limitation of the study.

1.1 Background of the Study

In the modern society physical activities use to promote health and fitness qualities and create mentally and physically fit person through guided instructions based on scientific concepts. Now a day modern physical education lesson needs many types of instructional materials, equipment and facilities. Without sufficient sport equipment the teaching of Physical education is half complete. "Instructional materials are tools that the teachers use to implement a particular learning task by enriching the instructional strategies employed. In line with teachers and other skilled professional workers, need essential tools to their work best" Brown,J. (1985).

In order to make education meaning full and worthwhile provision of adequate educational resources like facilities, equipment, qualified teachers, materials and school management etc... has to be thoroughly considered. Schramn (1977), referred to instructional materials as basic channel of communication of ideas and concepts in the class room for the purpose of bringing about effective teaching and learning.

The standard of facilities and equipment for physical education activities will have an important effect on the type and frequency of its participants. Most sporting and recreation activities require facilities and equipment which is often provided by the school administration. Careful consideration must be given to selecting, purchasing and storing the equipment. Generally there are two types of equipment in physical education lesson. Capital and expendable equipment. Capital equipment is larger permanent or fixed. It includes football posts, basketball back boards and gymnastic apparatus. It is more durable and does not often need replacing. Expendable or

consumable equipment which include smaller items such as valley ball balls, football balls, hand ball balls, relay buttons and racket etc. The lack in the amount of sport materials can hurt the type and quality of the performer. However, to get teaching materials at school level both teachers and students can produce instructional materials in school pedagogical center from local available resources.

According to the researchers Amare and Tasew (1996), the factors that affects the proper preparation and utilization of instructional materials are lack of training, teachers unfavorable attitude, lack of financial and material support, lack of sufficient time, shortage of equipment and shortage of facilities and etc.

One of the visible problems of preparatory schools physical education may be lack of physical education equipment and facilities such as balls, fields, discuss, javelin, shot put, Hurdle, Relay botn etc. Without sufficient sport equipment the teaching of physical education is difficult, it is also clear that unless these difficult problems are solved we should not expect that success full Physical education takes place. The main objective of this study was to investigate the effect of physical education facilities and Instructional Materials for Achieving Effective physical Education.

Like other subjects physical education facilities and equipment are equally important to teach physical education effectively that is to be enable the students maintain physical fitness and become competent in fundamental skills. The availability of resources and instructional materials influence in physical education teaching-learning activities. Oni, J.O (1995) and Mapaderum, (2002), stated that "The availability and adequacy of instructional materials promote effective teaching-learning activities in schools while inadequacy of these teaching materials affects the academic performance negatively and create poor learning environment. "In addition to this the availability of qualified physical education teachers is associated with increased student knowledge of physical fitness and activity levels during class.

Human resource is at great important for the success of any organization. Thus human resources are assets without which any organization could not realize its potential. It should be noted here that these resources require for their development to enhance growth through education which is regarded a very important factors of human

development. In order to make education meaning full and worthwhile, provision of adequate educational resources like facilities, equipment, qualified teachers, sport materials etc. has to be thoroughly considered. It seems because of this that, the education and training policy of our country (MOE, 1994), Stresses on the supply, distribution and utilization of educational materials, educational technology and facilities in order to promote the quality, relevance and expansion of education. And the greatest challenge in developing countries is the fact that having resources allocated for education is declining. However one of the greatest challenges in physical education is lack of adequate facilities and Instructional materials for teaching-learning process. On the other hand teachers can prepare instructional materials when they cannot get teaching materials available in their school or when the available materials are not adequate for teaching learning purpose. Instructional materials are prepared by teachers and students themselves for immediate use in their schools from simple local materials, like hurdle, bars, javelin and horizontal bar etc.

The main problems of Yayo Preparatory School Physical education and Sport Department were lack of Physical education instructional materials, Sport facilities and equipment for teaching-learning process. These problems are the ones which enforced the researcher to study the effect of Facilities and Instructional materials for achieving effective physical education in most preparatory schools of Illubabor zone. Because of these reasons the researcher of this study preferred to investigate the effect of Physical education instructional materials and Sport facilities for achieving effective physical education in Illubabor Zone Preparatory Schools.

1.2 Statement of the Problems

As indicated in the background of the study, Oni, J.O (1995) and Mapaderum (2002) stated that "the availability and adequacy of instructional materials promote effective teaching-learning activities in schools while their inadequacy affects the academic performance negatively and create poor learning environment".

The main purpose of this study was to identify the problems of sport facilities and physical education equipment in Illubabor zone preparatory schools and to make

reliable physical education program and suggest ways of minimizing the shortage of sport facilities and equipment in teaching learning physical education activities.

Many physical education teachers complain that most of the instructional materials/equipment and facilities are not adequately available. Chapman and Mahlak (1997, p:6) made the important discovery that "in adequacy of instructional materials negatively affects the teaching-learning process and quality of education in developing countries.'' His research shows that lack of instructional materials, negatively affects quality of education in developing countries. Another researcher finding on related topics by Stave F.L Walley (1997) indicated the role of equipment and facilities as quality equipment and well maintained facilities are essential to good teaching and good coaching. It might be impossible to achieve satisfactory results from students whose training facilities and equipment are inadequate or of substandard. It is also noted that most of physical education students lack exposure to modern sophisticated infrastructural facilities and equipment for training. This research is different from those researchers, in that Champman and Mhalak (1997) focused on the problems for modern sophisticated infrastructural facilities and quality equipment in training. However, this study focused on the availability of physical education facilities and IMS for achieving effective physical education. In Illubabor zone preparatory schools. Therefore, it tried to identify the problem of facilities and instructional materials for achieving effective physical education, to identify factors that affect the availability of resources, facilities, and sport equipment and to suggest ways of minimizing the shortage of sport facilities and equipment in teaching learning process. Many educators indicate that inadequate or unavailable instructional materials in their schools are exactly related to the problems of preparatory schools in Illubabor zone.

1. 3 Objectives of the study

1.3.1 General Objective

The general objective of this study was to investigate the effect of Facilities and Instructional Materials for Achieving Effective Physical Education in the case of Preparatory Schools of Illubabor Zone, Oromia Regional State.

1.3.2 Specific Objectives

The specific objectives of this study were to:

- Check how adequate supply of physical education and Sport instructional materials are available in the schools.
- Point out latest facilities and modern sport equipment for teaching physical education.
- Assess the major factors that affect utilization of instructional materials at preparatory school level in physical education.
- Look in to the support and encouragement provided by school principals and School administrators for the provision of facilities and sporting materials.

1.4 Research Questions

Based on the above objectives the following basic questions are formulated.

1. How adequate is the supply of instructional materials in terms of the quantity required for teaching physical education in preparatory school?
2. Are there available and suitable facilities, equipment in preparatory schools in physical education?
3. What are the major factors that affect utilization of instructional materials at preparatory school level in physical education?
4. To what extent do school principals and concerned bodies support for the provision of instructional materials and sport equipment?

1.5 Significance of the Study

The results of present study will be of significant to various groups and individuals:

- Teachers can help their students effectively and using these instructional materials they promote effective teaching and learning activities in schools.
- Furthermore, preparatory school physical education teachers can apply these findings to fulfill the short coming of the instructional materials in their schools.
- The finding of this study may also be useful for the ministry of education instructional materials providers and different concerned bodies.
- To find out the problem which is directly interrelated with instructional materials and equipment of physical education in order to give solution
- It will point out the actual and latest facilities and equipment in physical education at school.
- It may be help full to indicate different suggestion, opinions and concepts which promote and improve the availability of resources for achieving quality physical education.
- It may increase awareness among the concerned officials (school management, woreda, zonal and regional state) of the existing problems.
- It will give relevant information to the teacher's schools principals, pedagogical center coordinators and other concerned bodies on the availability of resources for achieving quality physical education in Illubabor zone preparatory schools.

1.6 Limitation of the Study

As a limitation of the study, there were problems while conducting this research. First, the researcher was in trouble because of unavailability of internet service, electric light and telephone to collect information and to communicate with adviser that limited this study. Anyhow, the challenges were resolved by using secondary source Books, Research findings and written documents to complete this research.

1.7 Delimitation of the Study

This study was conducted in Oromia region of Illubabor zone in eight different woredas of preparatory schools. The boundaries of the study are confined to eight preparatory schools. In addition to that the study was delimited to the availability of facilities and instructional materials for achieving effective physical education and also delimited to government preparatory schools.

1.8 Definition of Terms

- **Budget:** the amount of money available for a purpose.
- **Facilities:** a building, service, etc. provided for a particular purpose are used for Sport activities such as running track, swimming poles, basketball court, soccer fields available in school for teaching learning process
- **Gymnastic apparatus:** materials used to exercise involving physical agility and flexibility.
- **Instructional materials:** are tools that teachers use to implement a particular learning task.
- **Physical education:** an educational process that uses physical activity as a means helps People to acquire skills, fitness, knowledge and attitudes that contribute to their optimal development and well-being
- **Sport equipment:** is any object use for sport exercise
- **Physical facilities:** Classrooms libraries, laboratories, workshops.
- **Educational resources:** Physical, material, human and financial inputs in the teaching Learning process
- **Utilization:** The act of putting into use.
- **Instructional resources:** Physical and material, inputs in the teaching learning process.

1.9 Organization of the Study

This study was organized in to five chapters. the first chapter deals with background of the study, statement of the problems, objectives of the study, research questions, significance of the study, limitation of the study ,delimitation of the study, operational definitions, and organization of the study. The second chapter deals with literature review, the third chapter deals with methodology, study area, research design, research methods, source of data, sampling procedure, target population, data collection instruments, validation of instruments ,reliability ,method of data analysis and data organization. Chapter four is about data analysis and interpretation, analysis and interpretation of students responses, analysis and interpretation of teachers responses, analysis of school principals interview results, analysis of focus group discussion results, analysis of observation check list results and discussion. Chapter five includes summary, conclusion and recommendations.

CHAPTER TWO: REVIEW OF RELATED LITRATURE

2.1 Introduction

This chapter consists various literature, are assumed to have relevance to the topic under investigator. The content of this chapter is connected with the study of sport facilities and equipment. The meaning of instructional materials, importance of instructional materials for teaching learning process, Availability of instructional materials, types of instructional materials, the role of equipment and facilities that affecting the availability of instructional materials in physical education and sport is included.

2.2. Importance's of Instructional Materials for Teaching Learning Process

Instructional materials in Physical education lesson play a great role in improving and developing the aim of physical education. The aim of Physical education must be to make every child physically, mental and emotionally fit and also to develop in him such personal and social qualities as will help him to live happily with others and build him up as a good citizen. Through guided instruction and participation in selected total body sports, rhythmic and gymnastic activities conducted according to social and hygienic standards. According Heinich et.al 1996: 24 have discussed that "instructional materials serves as a catalyst to change in the whole instructional environment and facilitate for intellectual development." Instructional materials are instructional devices which are used in the class room to encourage teaching learning process. To achieve quality physical education can be enhanced by establishing, protecting and improving both resources and instructional materials Oni (1995) and Mapadrn (2002) emphasized that "the availability and adequacy of instructional materials promote effective teaching and learning activities in school while there in adequacy affect the academic performance negatively and leads to poor learning environments." In Physical education practical lesson, equipment and facilities are not available in preparatory schools it might be too difficult for the teaching- learning process. But well-maintained, safe and appropriate facilities and sport exercise equipment will enhance student opportunities for adequate Physical activities.

According Amare (1999, p: 55) and MOE (2002, p: 113) described that availability of instructional materials determine the quality of education and teachers effectiveness. From different types of instructional materials, students gained more knowledge and skills can improve their ability, performance and understanding.

2.3. Availability of Equipment and Media

Instructional strategies reflect the availability of appropriate athletics equipment and media. And It should go without saying that teaching would be much easier .If all the Physical resources we could want were obtainable on request. But a creative and diligent teacher can develop make shift materials, borrow from other sources and modify teaching procedures within the limits of the situation.

According Heinich et.al (1996,p:46) states that "the majority instructional materials used by teachers are ready made and available from the school district or other easily acceptable source" they state that teachers have at least three options in obtaining instructional materials. Firstly, they use materials that are readily available in the school pedagogical center; similarly, teachers and students can have access to the local community resources by organizing field trip or by inviting resources persons to the class room to share their experiences. Secondly, when the materials obtained are only partly relevant to the subject of the study, then they can be modified or adapted by the teachers to meet their specific objectives. The third alternative is producing one's own materials. This can be done by teachers and school pedagogical center personal who has the main responsibility of materials producing using locally available resources.

Activities that are presented in preparatory Physical education lesson will help to extend the students" knowledge and encourage learning by doing. Some of the activities are designed for individual use, but most are intended for group work, cooperation an all the other features of group activity can be brought in to play all these activities are related to equipment and facilities.

According to Amare (1999, p: 55) the availability of instructional materials can determine the quality of education and teachers "effectiveness. However, the shortage of instructional materials in developing countries, this shortage is affecting teaching learning process.

Chapman and Mahlak, L (1997, p: 6) made the significant discovery that "In adequacy of instructional materials, negatively affects the teaching learning process and quality of education in developing countries." The above research finding indicates that the availability of enough instructional materials and facilities in physical education lesson at preparatory school levels is an important issue for the effective Physical education.

2.4. The Role of Equipment and Facilities in Physical Education

Equipment and facilities are Aids or tools used to teaching of sport and physical education. Stave F.L Walley (1997) indicates the role of equipment and Facilities as quality equipment and well maintained facilities are essential to good teaching and good coaching. If equipment and facilities are not available in the schools it might be too difficult for students to acquire or gain the Necessary skill of Physical education. School facilities, which are consists of all types of buildings that use for academic and non- academic purpose, equipment, classroom facilities, furniture, instructional materials, audiovisual aids, toilet, ICT, library and laboratory materials and others play a pivotal role to smoothly run teaching and learning process. As Buckley, Schneider and Shang (2004), school facilities enable the teacher to accomplish his/her task as well and help the learner to learn and achieve effectively. Additionally, they emphasized that the availability and proper use of school facilities can affect the interest of the teacher to teach effectively in turn that positively affects student's academic achievement. Therefore, the school facilities in the school needs a proper attention as they have a great value in the support of teachers and students morale, motivation and plays a significant role to improve the quality of education. Ethiopian Ministry of Education (2002) to ensure the quality of education, students should have quality textbooks, instructional materials and other school facilities in sufficient quantity and quality. Hedges and Theoreson (2000) also argue that, the adequacies of school facilities do not a guarantee for students' academic performance but the proper utilization of the facilities has a great value. As indicated above, to improve the quality of education, the availability of school facilities and the proper management of these resources should give a great attention. Improving the quality of education, therefore, has become the burning issue of the time. Quality education depends on a complex

combination of factors that come together at the school and classroom levels. The most important of these factors is widely understood to be quality of school resources

According to Williams, J.F (1964), "When facilities are lacking insufficient as in many elementary schools, then the class in physical education held in classrooms, corridors and basements; such place limits the physical education programs when facilities and equipment are lacking, children did not learn the skill of coordination that are essential for their proper development". At this point one thing must be clear for a sound Physical education program to be conducted teachers should not be handicapped by lack of adequate supplies of equipment and instructional materials. According the above concepts physical education and sport equipment in school level have great role in improving and developing the aim of Physical education teaching learning process.

2.5. Types of Instructional Material

Instructional materials include all the materials that are used by the teachers and students to make the teaching learning process more concrete and meaning full. Printed and static materials, Included under printed materials are texts, work sheet, and mimeographed material and such nonmoving visual aids as slides transparencies, photographs, charts, and illustrations. These means of communication can orient the students, provide goal direction and present actual content as well as mechanical principles that might effectively transfer to the learning movements involved in skills.

Static visuals have usually been used to help students learn psychomotor skills. Written matter, besides serving this function, can be used to present rules and regulations, terms, equipment and space dimensions and appropriate tactics or written handouts. Printed and static materials are relatively cheap are widely used in almost class situation in one way or another and can contribute to the student learning. According to Heinich and others (1996, p:106) "Printed materials are text books, teacher guides, manuals, work sheets, etc. are important visual materials in the teaching learning process."

The other types of instructional materials are audio materials includes Tape records, records and radio. Auditory media in the form of tape recorders, Records and radios generally rival or compliment the teachers oral communication as well as the

visual media in orienting the students, gaining his attention, motivation him, presenting content and administrating instructions and directions. In addition, recording encourage individualized approaches to learning. According brown, J.et.al (1983) Heinich and others (1996) Agrawal, J. (1996, p: 106) and training main department TMD. (2002, p:18) have almost similar are classifications of the materials these are audiovisual and visual materials. According kinder, J.(1959), Audio visual materials, included television, video tapes and demonstration, films and study trips these are materials which improve both sight and hearing senses.

In general physical education text book at grade 11 and 12 includes several lessons that needs instructional materials that includes ball games, athletics, gymnastics, apparatus gymnastics, high jump, triple jump areas, discuss, shot put. Muscular exercises needs materials that include pull ups, sit and reach test ruler, box, stopwatch and running area.

2.6. Factors Affecting the Availability of Instructional Materials

Availability of instructional materials can be affected by number of factors some of them are:

2.6.1 Financial and Material Support

Instructional materials require financial and material support. This means Physical education and sport materials need certain amount of Budget allocation According to Amare. (1998,P:297)"Teaching without instructional materials is Tantamount of Farming with the use of Finger hails" so that the teaching learning process needs the use of appropriate technology is one of the sources of this problem is limitation of budget. Leader ship is one of the most important factors affecting the availability of instructional materials. A principal has a very important role to fulfill physical education and sporting materials to facilitate the teaching learning process. Financial provision for the purchase of instructional materials has vital importance. To this end school should look for sources of budget both from government and non-government agencies. Besides to this, the school community should also devise an inbuilt income generating activities for such purpose.

In this regard, Brown, et.al (1977, p: 77) states that "Financial and material support can be obtained from government and non-governmental organizations, parents, resource persons and the community as a whole." Financial and materials support plays a great role in preparing, producing and using instructional materials. However, different schools did not have enough budget allocation So that the deficiency of budget can affect the teaching learning process.

2.6.2. Budget Planning for Facilities and Equipment

Sport and Physical education instructional materials, facilities require financial support. This means many items of instructional materials needed for teaching physical education are relatively expensive comparison with those usually furnished to other instructional departments. Jolron R, Olson (1935, p: 13) also suggested about the budget for facilities and equipment as follows. "Annual budgeting and planning affects may be the most challenging tasks you will face each year. The need initiation high demand program and acquire modern equipment while responding to local user interests is made more complex by an ongoing requirement to maintain or replace equipment and damaged facilities."

Planning requires understanding of the present status of the organization that enables to forecast in to the future. Having adequate information about the past and the present facilities used to make the decision easy and implementing. Therefore, planning assisting to have a clear direction regarding what to do, how to do, when to do and enable to utilize the resources effectively.

According to Goplalaxrishpan and Sunddaresan (1977, p: 31) the materials budget serve the following purposes;

1. The materials management departments know exactly its resources availability so that it can plan its purchases and long term contracts in most optimum manner taking in to account price trends, market position etc.
2. To record the prices on which the budget was formed and to compare it finally with the actual prices so that controllable and uncontrollable elements are clearly brought out

3. To help the financial management of materials by clearly stating the cash requirements for the budget period (usually year) as well as for short horizons (monthly or quarterly) so that planning budget for facilities and instructional materials. So that budget planning for facilities and instructional materials is necessary for achieving educational goal.

2.7. The Status of Facilities and Equipment

Effective sport organization require organizational and administrative variables such as personnel, facilities, equipment, finance, incentives, planning, training facilities and equipment provisions are important aspect of Physical education and sport administration.

In terms of facilities and equipment, Physical education is commonly faced with the challenge of inadequate facilities and poor maintenance of teaching sites. Central and eastern European countries are less endowed with facilities and equipment and there are signs of deteriorating provision. The problem appears to stretch beyond the geographical and economic divides. Whilst there are higher expectations over levels and standards of facilities and equipment in more economically developed countries, there are indicators of inadequacies and shortages in facilities and equipment and low maintenance levels in other European regions. School Physical education facilities are reported as widely available for after-school hours" leisure time. A study by Luke and Sinclair (1991), however, revealed that facilities were ranked at the bottom as determinants of children's attitudes toward participation in Physical education. The latest developments in Kenya are that "No athletics meet or competition is to be carried out in a grass track, but should at least be a mar rum track for it to be."

Excellent program is the key word in Physical education and competition; this requires well equipped and good play ground for training, standard facilities and equipment are essential pre-requisites to good and impressive performance. Lack of adequate facilities hampers sport progress in many ways as discussed in this paper.

In order to catch young people secondary schools Physical education requires a variety of sports, Physical education facilities, supplies and equipment both indoors and outdoors. Lack of adequate and standard facilities and equipment hampers Physical

education and sports programs in many ways. The effective performance of physical education and sports programs in preparatory schools involves the determination, allocation and development of budgets for the achievement of the school sports programs.

Physical education and sport programs requires large amount of many, because facilities such as courts and pitches are constructed and maintained for the use of the students. Equipment and supplies such as balls, nets, javelin, rackets, and hockey sticks, bats, gymnastic and athletic (track and field) materials require either purchasing, replacement or repairs. Bucher, A.C and Krotee (2002).Opined that facilities should be planned are constructed with an eye to the future. Too often, facilities are constructed and out-grown their use in a very short time. Most facilities constricted in preparatory schools are very difficult to expand or exchange. Because the increased population, limited space and material costs are barriers for the achievement of effective Physical education programmers. According to Awosika (2009), Pate et.al (1997) it might be impossible to achieve satisfactory results from athletics whose training facilities and equipment are Inadequate or sub-standard. Scarcity of Physical education facilities supplies and equipment constitute a big log in the successful program of Physical education.

Traditionally, at the secondary school level, facilities, supplies and equipment management are usually the responsibilities of those persons who are in charge of Physical education and sports programs. The facilities for which they responsible including outdoor facilities such as play grounds, pools, courts and fields and indoor facilities such as locker and shower rooms ,racket, sport court, weight and exercise rooms. Without adequate or available facilities and instructional materials at school level teaching physical education can be affected negatively and create poor learning environment.

2.8. Maintenance Culture of Physical Education Facilities and Equipment

Maintenance of most public properties which belongs to nobody is less concern of some citizen of the countries. Maintenance culture should be established by the physical education administrator, with proper repairs of physical education facilities, supplies and sport equipment. Maintenance can help in protecting further damage of the resources and lays a good ground for reuse otherwise demand or force to buy the newer one. That is costing for the organization.

Harris (1985, p: 209), maintenance includes actions which are needed to allow for repairs, servicing and replacement Procedures. Ray, J.R et.al, (2001, p: 238) also stress on the point that maintenance enable that provision of services without stoppage. As such they define it as "the function of the school system associated with up keep, repair, and replacement that ensures continues usability of the physical plant equipment, and service facilities."

Bucher and krotee (2002) opined that equipment and facilities should always be maintained in a serviceable condition procedures for caring for facilities , equipment and supplies should be reutilized so that repairs are provided as needed. All used equipment and supplies should be checked and them repaired, replaced, or served as needed. Such used items should be cleared and stored properly. The maintenances of proper environment are essential to ensure the long period use of the equipment. Both humidity and temperature must be controlled. There are a large number of different types of maintenance schedules, and they all present difficulties. One concept is to do much of the work as possible. When the Students are not in class, the problem with this approach is that it requires people to work at add hours.

In order for equipment to have a long and productive life equipment should be maintained properly and kept in a safe and usable condition. BrownJ.et.al (1977) Carron, 1982, Howe 1981) Maintenance culture of equipment facilities should be attractive and esthetically pleasing with the utilization of good color and design. According to Williams Jesse, (1964) the following basic principles should serve as guide for equipment maintenance procedures.

1. There should be definitive policy regarding the care and maintenance of equipment.
2. Players or students should be instructed in the care of equipment.
3. Designated person or coach should be directly responsible for the care and maintenance of equipment.
4. An accurate record should be kept all equipment including conditions, size, age, and utility.
5. Equipment should be maintained, repaired and stored in accordance with manufactures recommendations.
6. Equipment should be cleaned properly after each use.

Proper maintenance culture" a facility will last longer, provide a healthier and safe environment, be less costly, and provide a more satisfying experience for user groups, planning and constricting facilities in physical education and sport are team efforts. If proper plans construction and materials are selected then maintenance should be made easier.

2.9. The Availability of School Pedagogical Center

School pedagogical center is a very important issue to improve the effectiveness of physical education. Because most instructional materials can be prepared at school level in pedagogical center, in these center teachers and students can collect, preparing and using physical education materials and sport equipment for teaching learning process According Heinich, et.al (1996, p: 18) pointed out that school pedagogical centers are special units within an institution (a school) where a wide variety of media are produced, housed and distributed from. The availability of instructional materials in Physical education lessons an important issue for the quality of education and to facilitate students learning for achieving educational objectives. On the other hand, the scarcity of instructional materials in school pedagogical center affects the teaching-learning process negatively. Particularly the modern method of teaching by demonstrating may not be practical in sport and Physical education.

Amare (1999, p: 62) argued that without student interaction with instructional materials, active learning will not be achieved. The roles of school pedagogical center include;

preparing and preserving instructional materials, helping teachers selecting preparing and using instructional materials; providing facilities and materials; organizing all instructional materials collecting instructional materials by borrowing from different sources. Providing professional service throughout the day; developing awareness of new and up-to-date instructional materials, etc. The teaching process with the absence of school pedagogical centers and instructional materials may be influenced by the traditional method of teaching, lecture method. So that both commitment and self-initiation t o the preparation and utilization of instructional materials in school pedagogical center is important precondition for effective teaching-learning process.

2.10. Safety in Relation to School Facilities and Equipment

Various safety measures need to be taken in order to help school students approximate the level of wellbeing. Jemes Humperey (1958, p: 273) suggested that about safety as follows. The areas of safety concern certain aspects which threaten the individual's health as well as those factors which contribute full living. Consequently, if elementary school class room teachers think in terms of providing for the optimum health of children, they will assume responsibility in the area of safety education, the as health education. Arthurg, Miller and Virgina Whit comb (1963, p: 34) also indicated about safety as follows. The primary responsibility for safety lays with teachers many of accidents and injuries which occur in physical education activities are due to the lack of proper supervision. Many are prevented if the teachers insist on the correct use of equipment adherence to rules governing the activities, and certain recommended safety procedures.

The importance of safety must first be recognized by the teachers, who in turn, through instruction, demonstration and practice should try to develop in the children right attitudes, concepts, and information about safety .these must be supplemented by adequate skills to help make the knowledge functional. As follows.it is important that you and members of your staff maintain an accurate record of accidents and injuries,

They are important in order to identify trends in accidents and injuries ,injuries specific to various activities, injuries specific to various equipment items, and needs for budgetary support of maintenance and repair projects. Generally the researcher hardly

believes that the guide lines and principles about the selection, maintenance, safety and utilization of sport equipment and facilities suggested by different outers are very important in which many schools were put principles in to use would help them to attain a better balanced and well-rounded physical education programs.

2.11. Selection of Equipment and Supplies

In order to promote sport activities in school care must be taken in selecting equipment and supplies that are safe for use. Richard, F, Mull, Mathryng, Bay less caring, M. Ross and Lynn M. Jamieson (1983, p: 266) Indicates about the selection of equipment and supplies as follows. Sport programs require equipment and supplies that safe for use sufficient to meet participant demand the large financial investments in facilities requires the availability of equipment 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 items for purchase consider the following.

If the item a necessary or luxury? Will the item contribute to the quality, efficiency and effectiveness of operations? Will the item pose any safety hazard and durable? Can the item be used for multiple purposes and economical? Lack of equipment and facilities supplies in school serve no use full purpose and less gaining of the motor and skill development. As Clyde knar and Annie, Tewett (1957, p: 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. To conclude about selection of equipment, facilities and supplies should be essential in the sound program of operation.

2.12 Identifying Facilities and Equipment Need pre Sport and Physical Education.

The facilities and equipment needs the sport activities depend up on the age, maturity level text book and interests of the pupils in school level. In order to promote sport activities in school care must be taken in selecting equipment and supplies that are safe for use. Richard. Mull, Mathryng. Bayless, Craig M. Ross and Lynn

M.Jamieson (1983, p: 266) indicate about the selection of equipment and supplies as follows.

> *Sport programs require equipment and supplies that are safe for use and sufficient to meet participants demand the large financial investment in facilities requires the availability of equipment 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. Jolron R, Olson (1935.p:18) indicated about identifying facilities and equipment needs in per sport as students of the elementary school vary in age, maturity level, interests; motivate computation to unstructured sport activities.

For safety, you will need to insure that adequate floor size; filed space and buffer zones are available within and between each facility or playing field and competitive level of the pupils' .Lack of equipment and facilities supplies in school serve no use full purpose and less gaining of motor and skill development.

CHAPTER THREE: RESEARCH METHODOLOY

3.1 Introduction

This chapter presents the research methodology for the study. The chapter describes the design, source of data, target population, data collection methods, the sample and sampling techniques, the research instruments, data collection procedure and data analysis techniques.

3.2 Study area

The research was conducted at Ilubabor Zone Eight woredas of Preparatory schools (Yayo, Chora, Bedele, Dembi, Alge , Bure, Mettu and Gore).The research area have distance 600 km from Addis Ababa, capital of Ethiopia. Illubabor zone was easily accessible to the researcher and on which permits immediate report between the researcher and the informants about the availability of physical education facilities and instructional materials in preparatory schools.

3.3 Research Design

The purpose of the study was to investigate the availability of resources, facilities, instructional materials, sport equipment and to find out the factors that affect the availability of instructional materials and facilities in illubabor zone preparatory schools. In order to achieve the intended objectives of the study, both research methods were used. It means both qualitative and quantitative approaches were required. To realize these objectives a descriptive survey design was employed. The researcher has employed descriptive survey design of the study because it provides the researcher with detailed descriptions of the existing condition about the problem under investigation.

3.4. Research Methods

The purpose of the study was to investigate the availability of resources, facilities, instructional materials, sport equipment and to find out the factors that affects the availability of instructional materials and facilities in illubabor zone preparatory schools. In order to achieve the intended objectives of the study, the researcher used both qualitative and quantitative approach.

3.5 Source of Data

The sources of data were obtained from eight preparatory schools (Yayo, Chora, Bedelle, Dembi, Mettu, Alge, Bure, and Gore) in Illubabore zone. Primary source of data was obtained from Physical education teachers, school principals, school pedagogical center coordinators, store keepers, FDG members and students of preparatory schools. And secondary source of data was obtained from list of materials.

3.6 Sampling Procedure

In order to select sampling from the target population of (1156) students 25% (289) of them taken through simple random sampling techniques by using Lottery method, Physical education teachers, school principals, librarians, store keepers, school pedagogical center representatives were not sampled because According Kombo and Tromp (2006) when the target population is too small selecting a sample would be meaning less and therefore taking the whole population in such cases is advisable. All of the teachers, principals, FDG members, store keepers, Librarians and pedagogical center representatives were taken with available sampling method.

3.7 Target Population of the Study

There are eight preparatory schools in Illbabore Zone; all of them have been selected for using simple random sampling techniques. The research population includes school principals, Physical education teachers, School pedagogical center coordinators, Librarians, Store keepers, FDG members and students of preparatory schools. The number of Physical education teachers were eleven in number (Yayo, Chora, Bedelle, Dembi, Mettu, Alge, Bure and Gore, 2, 1, 2, 1, 2, 1, 1, 1) respectively and the total number of students were (37, 29, 54, 26, 56, 33, 19, 35) totally 289 students were respondents for this survey respectively in 2015/2016 academic year or 2008 E.C.

Table 1: Total population and Size

Data Source	Total Population		Sample size		Percent		Total
	Male	Females	Male	Females			
Woreda			8			8	100
Schools			8			8	100
Principals	9		9	9		9	100
Teachers	9	2	11	9		11	100
Students	632	524	1156	158	131	289	25
SPC	4		4	4	-	4	100
Store Keeper	6	2	8	6	2	8	100
Library	9	3	12	9	3	12	100
F.G.D	6	1	7	6	1	7	100
Total	675	532	1207	201	139	340	

3.8 Interpretation of total population, Sample Size Percent

Total of (289) students and (11) teachers were respondents to survey questionnaires, 9 school principals were respondents for survey interview and focus group discussion method was used to accomplish the questionnaires, group size in focus group discussion was 7 peoples including woreda supervisor, woreda store keeper, woreda head officer, physical education department head, school librarians, parents representative, school principals were respondent for survey focus group discussion. Respondents were selected by educational back ground, direct, or/and indirect related with the availability.

3.9 Data Collection Instrument

Data were collected through questionnaires, interviews, focus group discussion and observation check lists. The materials were developed by the researcher, based on literature review and basic research questions.

3.9.1. Questionnaires

According Sharma (2000) state that a questionnaire enables a researcher to collect data from large groups of individuals within a short period of time; and it is also easy to administer a number of respondents in one place at a time. Questionnaires were

suitable for survey research it makes a research less expensive and gives more accurate information. Because of this the researcher selects questionnaires as a part of data gathering tools for this study. Questionnaires were developed for two types of respondent's physical education teachers in preparatory schools and students. Questionnaires were closed ended items were developed for students and teachers, on the availability of resources and instructional materials, importance of instructional materials, school pedagogical center, financial and material support for physical education, budget allocated by the principals for facilities, equipment and functionalities of library, store room, school pedagogical center.

3.9.2. Interview

According to save the children (2003) interview is one of the primary data collecting methods. Interview was a form of self-report that was relatively simple approach to data collection; although simple it can produce a wealth of information. Because of this the researcher select structured interview as a part of data gathering tools for this study. To test the content validity of the instrument tested through fairly and compressively covers the domain and face validity of the instrument tested by the question given to carefully selected sample of experts they can give relevant information with Judgment. And the interview should be thought out beforehand and standardized so that all participants are asked the same questions in the same order. This indicates relevance of the instrument or measurement, Interviews were conducted to school principals regarding availability of instructional materials, commitment towards preparation, using of teaching materials, financial and material support, the functionality of library, school pedagogical center, store room, budget allocated for Physical education.

3.9.3. Focus Groups Discussion

The researcher were selecting focus group discussion as data gathering tools, because focus group discussion allows for interactions between the researcher and participants themselves. Focus groups were typically made up of individuals who share a particular characteristic demographic or interest to the being studied (Hoyle and Judd, 2002) Focus groups are also typically made up of individuals who share a particular characteristic, demographic, or interest that is relevant to the topic being studied.

This focus group was organized from woreda supervisor, preparatory school store keeper, preparatory school principal, physical education department head, representative of parents, and stakeholders" were respondent for survey focus group discussion. Most FGD member's respondents were educated, matured and directly or indirectly related to the school community. To test the face validity of instrument the question given to carefully selected sample of respondents. The discussion consisted of items about availability of Physical education instructional materials, sport facilities; budget allocated by government and school Administration the functionality of school pedagogical center, library, and store room condition.

3.9.4. Observation Check List

This approach was an efficient way to collect data on quantifying some type of behavior. In order to gather information gained through observation check list were employed to facilitate the observation recorded from school pedagogical center, library, store keeper, and Physical education department by using semi structured observation.

3.10. Validation of Instruments

The questionnaires were prepared in *Afan Oromo* and were given to experts who have a qualification of M.A in English to translate *Afan Oromo* in to English. The other expert who was a qualified teacher in educational management was involved in assessing and commenting the extent to which the items would be appropriate in securing relevant information to the research. According to Kerlinger (1986), validity of an Instrument is demonstrated when an instrument is seen to be asking the right question framed in the least way. In other words, validity answers the question "are my findings true" or ambiguous way. And triangulation of data results also answers the validity of questions. The face validity of instruments tested by the question given to a carefully selected sample of experts they can give relevant information with Judgment and based on feedback some modifications and improvements were made.

3.11 Reliability

Reliability according to Mugenda and Mugenda G: (1999), is the degree to which research Instruments yield a consistent result or data after trials. According to Orodho (2005), the less the variation produced by an instrument on subsequent trials, the more reliable it is. The questionnaires and Interview were tested for reliability by use of pilot testing in two randomly selected new schools in Illubabor Zone before collecting data for the study.

3.12 Method of Data Analysis

On completion of data collection, the researcher checked the data for completeness of the questionnaires. The quantitative and qualitative data was arranged and grouped according to the particular research questions. The coded data was entered in the computer for analysis using the Statistical Package for Social Sciences (SPSS) version 20. Quantitative data was tabulated and analyzed by use of simple frequencies, percentages and means. Qualitative data from closed ended questions was analyzed using content analysis and presented through narratives according to the objectives. The findings were presented using frequency distribution tables with mean, Standard deviation and percentages.

3.13 Data Organization

As stated in the previous chapters, the objectives of this study was to investigate the availability of physical education instructional materials, sport facilities and to identify the factors that affect the availability of Physical education instructional materials in Illubabor zone preparatory schools. Based on these objectives data collected through questionnaires, interview, and focus discuss group and observation check lists. The data collected through closed ended questions from teachers and students. Structured interview for school principals and focus group discussion and observation check list in library, store room, physical education department and school pedagogical centers.

CHAPTER FOUR: DATA ANALYSIS AND INTERPRETATION

4.1 INTRODUCTION

This chapter deals with the analysis and interpretation of data gathered for the study. The data obtained during the present investigation deal with the results obtained from respondent in eight preparatory schools one from each woreda in Oromya region, Illubabor zone. From all the eight Woredas 340 respondents were respondents, a total of 9 principals, 7 from each preparatory school and 2 from one of the schools, 11 physical education teachers 5 from each preparatory schools and 2 respondents from each of the remaining 3 preparatory schools, 4 SPC coordinators, 8 store keepers, 12 librarians and 289 students that comprise of 25% of the total population were respondents for the survey study.

During the study raw data were collected from questionnaires, Interviews, Focus Group Discussion, and observation check list. The analysis is organized in to four major headings. The first part of this chapter discusses the data collected using questionnaires from all students and teachers of the schools for the study. Second part in this chapter is the analysis of findings from interviews to sample school principals. The sample school principals were interviewed on their views regarding PE instructional materials, sport facilities, allocation of annual budget, attention given to PE facilities and sport equipment. The responses from the interviews were summarized in this section. The third part in this chapter discusses findings from FGD members. FGD members discussed on their views regarding instructional materials, sport facilities and budget allocation for physical education instructional materials for achieving effective physical education. The respondents from the FGD members were summarized in this section. The last section in this chapter discusses findings from observation check list. The view of the researcher is summarized in this section with mean, Std. deviation, percentile and frequency. Under all these sections a detailed and specific interpretation is made based on data collected to show real findings.

4.2. Characteristics of Respondents

Table 2: the age, sex, educational level and years of experience of the participants

Factors	Item	Principals		Teachers		Students		S.P.C		Library		Store		Focus group	
		NO	%	NO	%	NO	%	NO	%	NO	%	NO	%	O	%
Sex	Male	9	100	9	81.8	158	54.67	4	100	9	75	6	75	6	85.7
	Female			2	18.2	131	45.33	-	-	3	25	2	25	1	14.3
	Total	9	100	11	100	289	100	4	100	12	100	8	100	7	100
Age	15-25					289	100	1	25	1	8.3				
	26-35	4	44.4	6	54.54			1	25	1	8.3	4	50		
	36-45	3	33.3	1	9.09			2	50	6	50	2	25	1	14.3
	46-50	2	22.2	4	36.36					2	16.7	1	12.5	1	14.3
	51-60									2	16.7	1	12.5	2	28.6
	Total	9	100	11	100	289	100	4	100	12	100	8	100	7	100
Education	5-8													1	14.3
	9-10							1	25	1	8.3	1	12.5		
	11-12					289			100			1	12.5		
	12+tti														
	12+3											2	25		
	Diplo			1	9.09			1	25	9	75	4	50	2	28.6
	Deg	7	77.8	10	90.90			2	50	2	167			4	57.14
	M.A	2	22.2												
	Total	9	100	11	100	289	100	4	100	12	100	8	100	7	100
Service	1-5			1	9.09			1	25	2	16.7	1	25		
	6-10	3	33.33	3	27.27			1	25	2	16.7	2	25	2	28.6
	11-15	3	33.33	3	27.27			1	25	2	16.7	2	25	2	28.6
	16-20	3		1	9.09			2	50	1	8.3	2	25	1	14.3
	21-25	1	11.1							3	25			1	14.3
	26-30	1	11.1	4	36.36					3	25	1	12.5		
	31-35	1	11.1											1	14.3
	40-45													1	14.3
	Total	9	100	11	100			4	100	12	100	8	100	7	100

By describing the characteristics of the respondents, it is possible to know some background information about the sample population in the study. Thus, the sex, age, qualification and years of experience of the respondents are presented in the above table.

As it can be seen in the table 1- with regarding to the sex 9(100%) of school principals, 9(81.8%) of teachers, 158(54.67%) of students, 4(100%) of school pedagogical center representatives, 9(75%) of librarians, 6(75%) of store keepers, 6(85.7%) focus discuss group members were males. On the other hand 2(18.2%) of teachers, 131 (45.33%) of students, 3(25%) librarians, 2(25%) of store keepers, 1(14.3%) of focus group discuss members, none of school principals and school pedagogical center representatives were females.

Item two of table 1 shows the age distribution of respondents accordingly, all students of preparatory schools were 289(100%) of them between the age of 15-25, the majority of principals, teachers, and store keepers, Focus group discussion member respondents were (44.4 and 54.54 %) respectively range between 26-35 years. Similarly, the majority of librarians and school pedagogical center representative fall between the age ranges of 36-45 years. This indicates that most of respondents were matured enough to give their response with feeling of self responsibility.

With item three of the same table regarding the service of school principals 7(77.85%) of respondents were degree holders and 2(22.2%) of respondents were M.A holders this implies that the respondents were all qualified. Teachers' respondents 10(90.90%) were degree holders, 1(9.09%) were diploma holders, this implies that above 90 percent of responds were qualified. School pedagogical center coordinators 2(50%) of them were degree holders 1(25%) of the respondents were diploma holder, 1(25%) of respondents were grade 10. this implies that most of the pedagogical center coordinators were degree holders, qualification of pedagogical center coordinators in academic subject is problematic for the availability and utilization of instructional materials. Regarding school librarians 9(75%) of respondents were diploma, 2(16.7%) of respondents were degreeholders1 (8.3%respondentsweregrade10.

This implies that most respondents were qualified in academic subjects. Educational back ground of store keepers 2(33.3) respondents were grade 12, 4(66.7%) respondents

were diploma holders, 2(16.7%) of respondents were degree, 1 (8.3%) of respondents were grade 10.this implies that most respondents were qualified in academic subjects.

Educational status of focus discus group members 4(57.14%) of respondents were degree 2(28.6%) of respondents were diploma 1(14.3%) of respondents were grade 8 for the case of understanding and correctly to participate in the discussion group.

With regarding work experience of school principals 6-10 years of service 3(33.33%), 11-15 years" service 3(33.33%), 21-25 years" service 1 (11.1.%),26-30 years of service1(11.1) were respondents, regarding teachers 4(36.36%) had above 25 years, 1(9.09%) of respondents were 16-20 years experienced 2(18.2%) respondents had 11-15 years of service 3(27.27%) of respondents had 6-10 years" work experience, 1(9.09%)of respondents were 1-5 years experienced this indicates the a majority of Physical education teachers had more than 16 years" work experience. They can give relevant information about the issue under investigation.

With regard to educational states of school pedagogical center representatives 1(25%) of the respondents were 1-5 years of service, 1 (25%) of respondents were 6-10 years of service, 2 (50%) of respondents were 16-20 years of service. Thus half of the respondents were more experienced. This shows that they could provide reliable information about the issue under investigation.

Regarding store keepers and focus discus group members more of the respondents had 6 - 10 years and above work experience. Such long year service would assist them to give relatively reliable and relevant information. Hence, heterogeneity of respondents in regards age, sex, educational level and working experience would enable the study to incorporate diversified views pertaining educational materials, facilities and equipment availability and utilization.

4.3 Analysis and Interpretation of students Responses of the Questionnaire

Table 3: How adequate is annual budget allocation to buy and repair physical education instructional materials in terms of quantity required for teaching P.E?

	Frequency	Percent	Valid	Cumulative Percent	mean	Standard deviation
Very low	69	23.9	24.6	24.6		
Low	113	39.1	40.2	64.8		
Medium	63	21.8	22.4	87.2		
High	27	9.3	9.6	96.8		
Very high	9	3.1	3.2	100.0		
Total	281	97.2	100		2.2669	1.03679
Missing system	8	2.8				
Total	289	100.0				

Keys: 1= very low 2= low 3= medium 4= high 5= very high Level of agreement: [< 1.49=not available]; [1.50-2.49=poor]; [2.50-3.49=medium]; [3.50-4.49=good]; [4.49-5=very good]

The above table shows that the frequency of descriptive statistics calculated as the frequency column shows that 69 respondents replied as an adequate annual budget allocation to buy and repair physical education instructional materials in terms of quantity required for teaching P.E is very low. This is equivalent to 23.9% of the total number of respondents and 24.6% of respondents were who agreed to the annual budget allocation to PE materials was in a very small amount of budget. We can see that the annual budget is missing for 2.8% of the adequate annual budget allocation of physical education instructional materials.

Respondents 113 answered as an adequate annual budget allocation to buy and repair physical education instructional materials in terms of quantity required for teaching P.E is low which is also equivalent to 39.1% 0f total number of students and 40.2% of them are perceived as an adequate budget allocation to PE materials is low whereas 63 respondents equivalent to 21.8% of the total number of respondents and 22.4% agreed adequate annual budget to PE materials is medium. About 27 respondents who were equivalent to 9.3% of the total respondents and 9 .6% of them are replied as

adequate annual budget allocation to PE materials is high. And 9 respondents who are 3.1% of the total Respondents and equivalent to 3.2% of them are answered as adequate annual budget to PE materials is high. All statistics calculated recommended as the mean (2.2669) and Std. deviation (1.03679). It is possible to know that from the above result adequate annual budget allocation to PE in the school was low.

Table 4: Do physical education teachers utilize instructional materials during physical education class?

	Frequency	Percent	Valid percent	Cumulative percent	Mean	Standard deviation
Very low	32	11.1	11.3	11.3		
Low	108	37.4	38.3	49.6		
Medium	97	33.6	34.4	84.0		
High	36	13.5	13.8	97.9		
Very High	6	2.1	2.1	100.0		
Total	208	97.6	100.0		2.2669	1.03679
Missing system	7	2.4				
Total	289	100.0				

Keys: 1= very low 2= low 3= medium 4= high 5= very high Level of agreement: [< 1.49=not available]; [1.50-2.49=poor]; [2.50-3.49=medium]; [3.50-4.49=good]; [4.49-5=very good]

The above table shows the frequency of descriptive statistics as the frequency table reports that 32 respondents (11.1% of the total number of respondents) who are equivalent to 11.3% of these respondents were confirmed as the physical education teachers utilize instructional materials and facilities during PE class as very low. The 108 respondents (37.4% of total number of respondents) are equivalent to 38.3% of this respondents were agreed to the physical education teachers utilize instructional materials and facilities during PE class as low.

On the other hand, 97 respondents (33.6% of the total respondents) those who are equivalent to 34.4% of this respondents agreed that medium. The 39 respondents (13.5% of total number of respondents) those who are equivalent to 13.8% of this respondents answered as the physical education teachers utilize instructional materials and during PE class as high, but 6 respondents (2.1% of total number of students)

who were equal to 2.1% of these respondents answered as the physical education teachers utilize instructional materials and facilities during PE class as very high. All quantitative calculation recommends the mean of 2.2669 and Std. deviation of 1.03679. Thus this result shows that utilization of instructional materials and facilities during PE class was low.

Table 5 how do you evaluate the contribution of school pedagogical center in facilitating IMs for teaching learning process in your school?

	Frequency	Percent	Valid percent	Cumulative percent	Mean	Standard deviation
Very low	79	27.3	28.5	28.5		
Low	83	28.7	30.0	58.5		
Medium	73	25.3	26.4	84.8		
High	28	9.7	10.1	94.9		
Very High	14	4.8	5.1	100		
Total	277	95.8	100		2.2669	1.03678
Missing system	12	4.2				
Total	289	100.0				

Keys: 1= very low 2= low 3= medium 4= high 5= very high Level of agreement: [< 1.49=not available]; [1.50-2.49=poor]; [2.50-3.49=medium]; [3.50-4.49=good]; [4.49-5=very good]

The frequency of descriptive statistics was calculated with mean (2.2669) and Std. deviation (1.03679) as 79 respondents (27.3% of total number of respondents) which is equivalent to 28.5% these respondents evaluated the contribution of school pedagogical center in facilitating the teaching learning process in their school as very low. The number of respondents, 83 respondents (28.7% of the total respondents) equivalent to 30.0% of respondents evaluated the contribution of school pedagogical center in facilitating the teaching learning process in their school as low. Others 73(25.3% of total number of respondents) those are equivalent to 26.3% of respondents evaluated the contribution of school pedagogical center in facilitating the teaching learning process in their school as medium. However, 28 respondents (9.7%) that are equivalent to 10.1% of respondents were evaluated the same statement as high and 14(4.8% of respondents total which is equivalent to 5.1% of respondents evaluated as the contribution of school pedagogical center in facilitating the teaching learning process in their school as very high. 4.2% of respondents were in missing system. This indicates that pedagogical center doesn't facilitate the teaching learning process in school.

Table 6: Attention given* to physical education *by administrators as compared to other subject?

	Frequency	Percent	Valid Percent	Cumulative percent	Mean	Standard deviation
Very low	106	36.7	38.1	38.1		
Low	77	26.6	28.7	65.8		
Medium	65	22.5	23.4	89.2		
High	21	7.3	7.6	96.8		
Very High	9	3.1	3.2	100.0		
Total	278	96..2	100		2.1007	1.09673
Missing System	11	3.8				
Total	289	100.0				

Keys: 1= very low 2= low 3= medium 4= high 5= very high Level of agreement: [< 1.49=not available]; [1.50-2.49=poor]; [2.50-3.49=medium]; [3.50-4.49=good]; [4.49-5=very good]

The above table indicates that frequency of descriptive statistics was calculated as 106 respondents (36.7% of total respondents which are equivalent to 38.1% of respondents) answered as an attention given to PE by the school administrators was very low when compared to other subjects with missing of 3.8%.The table also shows that 77 respondents that are 26.6% of total respondents which is equivalent to 27.7% of respondents total answered as an attention to the PE by administrators of school was low. The respondents number of 65 those of 22.5% of the total respondents that is equivalent to 23.4% answered as an attention to the PE by administrators of school was medium whereas 21 respondents (7.3% of the total respondents which is equal to 7.6%) respond as an attention to the PE by administrators of school was high and 9 respondents (3.1% of the total respondents which is equivalent to 3.2%) an attention to the PE by administrators of school was answered as very high. All answers were with the mean of 2.1007 and Std. deviation of 1.09673 with 3.8% missing. This indicates that the attention given to PE by school administration was very low.

Table 7: How available sport and physical education reference books in your school library?

	Frequency	Percent	Valid Percent	Cumulative percent	Mean	Standard deviation
Very low	218	75.5	77.3	77.3		
Low	42	14.5	14.9	92.2		
Medium	14	4.8	5.0	97.2		
High	4	1.4	1.4	98.6		
Very High	4	1.4	1.4	100.0		
Total	282	97.6	100.0		1.3475	.76382
Missing system	7	2.4				
Total	289	100.0				

Keys: 1= very low 2= low 3= medium 4= high 5= very high Level of agreement: [< 1.49=not available]; [1.50-2.49=poor]; [2.50-3.49=medium]; [3.50-4.49=good]; [4.49-5=very good]

The above table the frequency calculation reveals that 218 respondents (75.4% of total respondents which is equivalent to 77.3% were answered as availability of sport equipment and PE reference books in the school was very low and 42 respondents (14.9% of total respondents) answered as low. On the other hand, 14 respondents (5.0% of the total respondents) were answered as availability PE reference books in the school were medium. Conversely, 4 respondents (1.4% of total respondents) replied as availability of PE reference books in the school were high and another 4 respondents (1.4% 0f total respondents) also replied as availability of and PE reference books in the school were very high.

For all responses the mean1.3475 and Std. deviation of .76383 with 2.4% of missing were calculated. This result indicates that as availability of sport and PE reference books in the school was unavailable to use.

Table 8: What do you think about the importance of using instructional materials and sport facilities in teaching learning process?

	Frequency	Percent	Valid percent	Cumulative percent	Mean	Standard Deviation
Very low	9	3.1	3.2	3.2		
Low	16	5.5	5.7	8.8		
Medium	38	13.1	13.4	22.3		
High	89	30.8	31.4	53.7		
Very High	131	45.3	46.3	100.0		
Total	283	97.9	100.0		4.1201	1.04833
Missing System	6	2.1				
Total	289	100.0				

Keys:1= very low 2= low 3= medium 4= high 5= very high Level of agreement: [< 1.49=not available]; [1.50-2.49=poor]; [2.50-3.49=medium]; [3.50-4.49=good]; [4.49-5=very good]

The above table indicates that the frequency of descriptive statistics was calculated as 9 respondents (3.2% of total respondents) were answered as the importance of using instructional materials and sport facilities in teaching learning process of PE was very low and 16 respondents (5.7% of the total respondents) were answered as the importance of using instructional materials and sport facilities in teaching learning process of PE was low. Out of these respondents 38(13.4% of the total respondents) were answered as the importance of using instructional materials and sport facilities in teaching learning process of PE was medium. However, 89 respondents (31.4% of the total respondents) were answered as the importance of using instructional materials and sport facilities in teaching learning process of PE was high and respondents (46.3% of the total respondents) were answered as the importance of using instructional materials and sport facilities in teaching learning process of PE was very high. The table also reports that all responses 2.1% of missing with the mean of 4.1201and Std. deviation 1.04833. This result shows that the importance of using instructional materials and sport facilities in teaching learning process of PE was very high.

Table 9: Availability of student text books for physical education subject in your school?

	Frequency	Percent	Valid percent	Cumulative percent	Mean	Standard Deviation
Very low	5	1.7	1.8	1.8		
Low	5	1.7	1.8	3.6		
Medium	18	6.2	6.4	10.0		
High	23	8.0	8.2	18.2		
Very High	229	79.2	81.8	100.0		
Total	280	96.9	100.0		4.6643	.82184
Missing system	9	3.1				
Total	289	100.0				

Keys: 1= very low 2= low 3= medium 4= high 5= very high Level of agreement: [< 1.49=not available]; [1.50-2.49=poor]; [2.50-3.49=medium]; [3.50-4.49=good]; [4.49-5=very good]

The above table indicates that the frequency statistics was calculated as 5 or 1.8% of total respondents replied as students textbook for physical education subject available in the school was very low and the other 5(1.8% of the total respondents) as low. On the other side, 18 or 6.4% of the total respondents were answered as student textbook of physical education available in the school was medium. but 23 or 8.2% of the total respondents were answered as the availability of physical education textbook was high and most respondents 229 that is 81.8% were answered as the physical education textbook was available in the school was very high. The table reports that frequency statistics recommend the mean (4.6643) and std. deviation (.82184). This result indicates that physical education textbook are available in many school even though small amount of textbook are found in certain schools.

Table.10: How much available adequate playing area in your school?

	Frequency	Percent	Valid Percent	Cumulative percent	Mean	Standard deviation
Very low	80	27.4	28.6	28.6		
Low	72	24.9	25.7	54.3		
Medium	88	30.4	31.4	85.7		
High	32	11.1	11.4	97.1		
Very High	8	2.8	2.9	100.0		
Total	280	96.9	100.0		2.3429	1.09591
Missing System	9	3.1				
Total	289	100.0				

Keys: 1= Very low 2= low 3= medium 4= high 5= very high Level of agreement: [< 1.49=not available]; [1.50-2.49=poor]; [2.50-3.49=medium]; [3.50-4.49=good]; [4.49-5=very good]

The above table reports that the calculation of frequency statistics that 80 respondents (28.6% of the total respondents) were answered as an availability of safe and adequate playing area of their school as very low and also 72 of them (25.7% of the total respondents) as low. About 88 respondents (31.4% of the total respondents) were answered as an availability of safe and adequate playing area of the school was medium. But 32 respondents (11.4% of the total respondents) were answered as an availability of safe and adequate playing area of the school was high and 8 respondents (2.8% of the total respondents) were answered as an availability of safe and adequate playing area of the school was very high. The statistics reports with the missing of 3.1% with the mean of 2.3429 and Std. deviation of 1.09591. The above result shows that availability of safe and adequate playing area of the school was not full of safe and inadequate playing area.

Table 11: What is the level of class room, desk, and black board condition in your school?

	Frequency	Percent	Valid percent	Cumulative percent	Mean	Standard deviation
Very low	15	5.2	5.4	5.4		
Low	41	14.2	14.7	20.1		
Medium	167	57.8	59.9	79.9		
High	51	17.6	18.3	98.2		
Very High	5	1.7	1.8	100.0		
Total	279	96.5	100.0		2.9642	.78476
Missing system	10	3.5				
Total	289	100.0				

Keys: 1= very low 2= low 3= medium 4= high 5= very high Level of agreement: [< 1.49=not available]; [1.50-2.49=poor]; [2.50-3.49=medium]; [3.50-4.49=good]; [4.49-5=very good]

The table above reports that frequency statistics calculation of which 15 respondents (5.4% of the total respondents) were answered as the level of classroom, desk, blackboard in the school was very low and 41 respondents (14.7% of the total respondents) were answered as it was low. The 167 respondents (59.9% of the total respondents) were answered as the level of classroom; desk and blackboard were at medium. On another side, 51 respondents (18.3% of the total respondents) were answered as the level of these materials was high level and 5 respondents (1.8% of the total respondents) were agreed to the level of classroom, desk and blackboard in the school was at very high level. The mean (2.9642) and Std. deviation (.78576) with missing of 3.5% in all statistics were also calculated. Thus it means that the availability of classroom, desk and blackboard condition were adequately available.

Table 12: How do you evaluate teacher's commitment and self-initiation in preparing instructional materials from locality available materials?

	Frequency	Percent	Valid Percent	Cumulative percent	Mean	Standard Deviation
Very low	60	20.8	21.5	21.5		
Low	95	32.9	34.1	55.6		
Medium	104	36.0	37.3	92.8		
High	15	5.2	5.4	98.2		
Very High	5	1.7	1.8	100.0		
Total	279	96.5	100		2.3190	.93032
Missing system	10	3.5				
Total	289	100				

Keys: 1= very low 2= low 3= medium 4= high 5= very high Level of agreement: [< 1.49=not available]; [1.50-2.49=poor]; [2.50-3.49=medium]; [3.50-4.49=good]; [4.49-5=very good]

The table above shows that the frequency of statistics was calculated as 60 respondents or 21.5% of the total respondents answered as the students" self-initiation and PE teachers commitment in using and preparing instructional materials from locally available materials were very low. The respondents 95(34.1% of the total respondents) were agreed to students" self-initiation and PE teachers commitment in using and preparing instructional materials from locally available materials were low. And about 104(37.3% of total respondents) were evaluated as it was a medium. But 15(5.4% of the total respondents) evaluated Physical education teacher's commitment and self-initiation in using and preparing instructional materials from locally available materials were as high and 5(1.8% of the total respondents) evaluated it as a very high. The statistics was recommended as the mean (2.3190) and Std. deviation (.93032) with the missing of 3.5%. Thus, it means that students self-initiation and PE teacher's commitment materials use and prepare instructional materials from locally available materials is low participation in the school.

4.4. Analysis and Interpretation of teachers Responses of the Questionnaire

Table 13: How Adequate is the supply of physical education instructional materials in terms of quantity required for teaching preparatory students?

	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Standard Deviation
Very low	3	27.3	27.3	27.3		
Low	6	54.5	54.5	81.8		
Medium	2	18.2	18.2	100		
High						
Very High						
Total	11	100.0	100.0	100.0	1.9091	.70065
Missing system						
Total						

Keys: 1= very low 2= low 3= medium 4= high 5= very high Level of agreement: [< 1.49=not available]; [1.50-2.49=poor]; [2.50-3.49=medium]; [3.50-4.49=good]; [4.49-5=very good]

The above table shows that the frequency descriptive statistics was used with the mean (1.9091) and Std. deviation(.70065) that 3 respondents(27.3% of total respondents) answered as that adequate supply of physical education materials in large amount for teaching preparatory class was very low and 6(54.5% of the total respondents) as low. However, 2 respondents (18.2% of the total respondents) were suggested that supply of PE instructional materials in preparatory class was at medium. This result expresses that the supply of PE instructional materials are found in the schools were low.

Table 14: Do teachers utilize instructional materials and sport equipment during physical education class?

	Frequency	Percent	Valid percent	Cumulative Percent	mean	Standard Deviation
Very low	4	36.4	36.4	36.4		
Low	7	63.6	63.6	63.6		
Medium						
High						
Very High						
Total	11	100.0	100.0	100.0	.6364	.50452
Missing system						
Total						

Keys: 1= very low 2= low 3= medium 4= high 5= very high Level of agreement: [< 1.49=not available]; [1.50-2.49=poor]; [2.50-3.49=medium]; [3.50-4.49=good]; [4.49-5=very good]

The above table shows that frequency statistics calculation used as the mean of 1.6364 and Std. deviation of .50452 and 4(36.4% of the total respondents) replied as teachers utilization of the instructional materials and sport equipment during physical education class was very low and 7(63.6% of the total respondents) were replied that the teachers of the instructional materials and sport equipment during physical education class was low. It is possible to understand from this result that the teacher's utilization of the materials and sport equipment was low in the schools.

Table 15: Availability of playing area for sport activities in your school?

	Frequency	Percent	Valid Percent	Cumulative percent	Mean	Standard Deviation
Very low	3	27.3	27.3	27.3		
Low	6	54.5	54.5	54.5		
Medium	2	18.2	18.2	18.2		
High						
Very High						
Total	11	100.0	100.0	100.0	1.9091	.70065
Missing system						
Total						

Keys: 1= very low 2= low 3= medium 4= high 5= very high Level of agreement: [< 1.49=not available]; [1.50-2.49=poor]; [2.50-3.49=medium]; [3.50-4.49=good]; [4.49-5=very good]

The above table indicates that the calculation used by frequency statistics resulted as 3(27.3% of the total respondents) answered as sport using playing area for

activities in the school was very low and 6(54.5% of the total respondents) as low. But 2(18.8% of the total respondents) respond as sport using playing area for activities in the school was medium. The statistics was recommends as the mean of and Std. deviation of 1.9091.This finding shows that the playing area for sport activities is not adequately available in the school.

Table 16: Annual budget allocated to buy and repair physical education instructional materials and facilities?

	Frequency	Percent	Valid percent	Cumulative perce	Mean	Standard deviation
Very low	3	27.3	27.3	27.3		
Low	5	45.5	45.5	72.7		
Medium	2	18.2	18.2	90.9		
High	1	9.1	9.1			
Very High						
Total	11	100.0	100.0	100.0	2.0909	.94388
Missing system						
Total						

Keys: 1= very low 2= low 3= medium 4= high 5= very high Level of agreement: [< 1.49=not available]; [1.50-2.49=poor]; [2.50-3.49=medium]; [3.50-4.49=good]; [4.49-5=very good]

The table reveals that the calculation of frequency statistics was used as 3 respondents (27.3% of the total respondents) replied as the annual budget allocated to physical education materials and facilities was very low and 5(45.5% of the total respondents) were replied as low. On the other hand, 2 respondents (18.2% of the total respondents) answered as the annual budget allocated to physical education materials and facilities was medium and 1 respondent (9.1% of total respondent) was answered as high. The statistics assigned the mean (2.0909) and std. deviation (.94388). The result shows that annual budget allocation of physical education instructional materials and facilities were low to buy and repair.

Table 17: How do you evaluate the importance of using physical education instructional materials and sport facilities in the teaching learning process?

	Frequency	Percent	Valid percent	Cumulative percent	Mean	Standard Deviation
Very Low						
Low						.
Medium						
High	11	100.0	100.0	100.0	5.000	.00000
Very High						
Total	11	100.	100.0	100.0	5.000	.00000
Missing system						
Total						

Keys: 1= very low 2= low 3= medium] 4= high 5= very high Level of agreement: [< 1.49=not available]; [1.50-2.49=poor]; [2.50-3.49=medium]; [3.50-4.49=good]; [4.49-5=very good]

The table indicates that frequency statistics was used as 11respondents (100% of the total respondents) were evaluated the importance of using physical education instructional materials and sport facilities in the teaching learning PE as highly important. The table also shows that the mean of 5.000 and std. deviation of .0000. This means that using physical education instructional materials and sport facilities is very important in teaching- physical education.

Table 18: How availability of student text books for physical education subject?

	Frequency	Percent	Valid Percent	Cumulative Percent	Mean	Standard deviation
Very low						
Low						
Medium						
High	11	100.0	100.0	100.0	5.000	.00000
Very High						
Total	11	100.0	100.0	100.0	5.000	.00000
Missing system						

Keys: 1= very low 2= low 3= medium 4= high 5= very high Level of agreement: [< 1.49=not available]; [1.50-2.49=poor]; [2.50-3.49=medium]; [3.50-4.49=good]; [4.49-5=very good]

The above table indicates that the frequency statistics calculation used as 11(100% of the total respondents) respond as that students textbook of physical education subject was available in the school with the mean of 5.000 and std. deviation of .00000. This means that students text book of physical education in the school are adequately available or 1:1 ratio.

Table 19: Attention given by school administrators for physical education subject?

	Frequency	Percent	Valid percent	Cumulative percent	Mean	Standard deviation
Very low	2	18.2	18.2	18.2		
Low	4	36.4	36.4	54.5		
Medium	4	36.4	38.4	90.9		
High	1	9.1	9.1	100.0		
Very High						
Total	11	100.0	100.0		2.3636	.92442
Missing system						
Total						

Keys: 1= very low 2= low 3= medium 4= high 5= very high Level of agreement: [< 1.49=not available]; [1.50-2.49=poor]; [2.50-3.49=medium]; [3.50-4.49=good]; [4.49-5=very good]

The table above indicates that the frequency of descriptive statistics was calculated as 2 respondents (18.2% of the total respondents) answered as that the attention given to physical education by school administrators when compared to other subjects was very low and 4 respondents (36.4% of the total respondents) answered as low attention. About 4 or 36.4% of the total respondents were replied as an attention given to physical education by school administrators was medium. However, 1 or 9.1% of the total respondents were answered as high attention was given by school administrators when compared with others. The quantitative recommendation was also reported as the mean of 2.3636 and std. deviation of .92442. This result shows that most of the school administrators do not give attention to physical education when compared to other subjects.

Table 20: The effectiveness of the school administration in maintenance of broken materials and equipment

	Frequency	Percent	Valid percent	Cumulative percent	Mean	Standard Deviation
Very low	5	45.5	45.5	45.5		
Low	4	36.4	36.4	81.8		
Medium	2	18.2	18.2	100.0		
High						
Very high						
Total	11	100.0	100.0		1.7273	.78625
Missing system						
Total						

Keys: 1= very low 2= low 3= medium 4= high 5= very high Level of agreement: [< 1.49=not available]; [1.50-2.49=poor]; [2.50-3.49=medium]; [3.50-4.49=good]; [4.49-5=very good]

The above table indicates that the calculation used was frequency statistics. Thus 4 of 45.5% of the total respondents answered as that the effectiveness of school administration in maintenance of materials and equipment broken and unused resources were very low and 4 or 36.4% of the total respondents as low. However, 2 or 18.2% of the total respondents were answered as that the effectiveness of school administration in maintenance of materials and equipment broken and unused resources were medium. For the quantitative statistics the mean (1.7273) and std. deviation (.78625) was used. Thus the result shows that most of school administrators are not effective in maintenance of the broken materials and equipment or unused resources in the school.

Table 21: The availability of physical education reference book in school library?

	Frequency	Percent	Valid percent	Cumulative percent	Mean	Standard Deviation
Very Low	8	72.7	72.7	72.7		
Low	3	27.3	27.3	27.3		
Medium						
High						
Very High						
Total	11	100.0	100.0	100.0	1.2727	.46710
Missing system						
Total						

Keys: 1= very low 2= low 3= medium 4= high 5= very high Level of agreement: [< 1.49=not available]; [1.50-2.49=poor]; [2.50-3.49=medium]; [3.50-4.49=good]; [4.49-5=very good]

The table above indicates that the frequency of descriptive statistics was used to calculate. Thus 8(72.7% of the total respondents) answered as the availability of physical education reference books in school library was very low and 3 or 27.3% of the total respondents were answered as it was low. The statistics was recommended as the mean (1.2727) and std. deviation (.46710). We can deduce from the result that physical education reference books are not available in the school library

Table 22: Do teachers prepare and utilize instructional materials and sport equipment during physical education class?

	frequency	Percent	Valid percent	Cumulative percent	Mean	Standard deviation
Very low	4	36.4	36.4	36.4		
Low	7	63.6	63.6	63.6		
Medium						
High						
Very High						
Total	11	100.0	100.0	100.0	1.6364	.50452
Missing system						
Total						

Keys: 1= very low 2= low 3= medium 4= high 5= very high Level of agreement: [< 1.49=not Available]; [1.50-2.49=poor]; [2.50-3.49=medium]; [3.50-4.49=good]; [4.49-5=very good

The above table shows that the frequency statistics was used to calculate as 4 (36.4% of the total respondents) were answered as that teachers preparing and utilization of instructional materials and sport equipment during physical education class was very low. However, 7 respondents (63.6% of the total respondents) were answered as that teachers' utilization of instructional materials and sport equipment during physical education class was low. The table also shows that it recommend the mean (1.6364) and std. deviation (.50452). This result shows that the PE teachers" utilization of instructional materials and sports equipment during physical education is low in which teachers do not prepare materials from locally available materials using IMs and sports equipment during physical education class.

4.5 Analysis of School Principals Interview Results

School managements and principals have a very important role to fulfill physical education Instructional materials and facilities in their daily job and duties, and responsibilities principals were more responsible for the improvement of the teaching learning in their school sport programs in many ways.

School principals were interviewed to respond on the school facilities and instructional materials.

Item 1 was designed to get data on supply of physical education facilities and sport materials in terms of quantities related to student's number. Most of them agreed that the supply of physical education facilities and instructional materials were low, were as few of them said that the supply of instructional materials and sport facilities were moderately available. The first need aroused for the human beings was the physical comfort, physical facilities provide and maintain safe, clean and creative educational environment that are conducive to high achievements of students. Physical facilities strive to give students a comfortable atmosphere in which they work and learn.

Similarly, Item 2 was prepared to get data on the adequacy of the annual budget allocated for physical education equipment and sport materials. Half of the respondents said as it was low, and the rest two schools said moderate, especially Bure School had no budget for PE. School principals were responsible to budget planning and allocation for physical education. Planning and budgeting is the primary function of school

principals, it is the guiding instrument to select our goals and determine how to achieve them. It also lays a good ground for effective working and controlling systems.

Regarding item 3 the comfortable and safe playing areas in their schools all most half of school principals responded as it was low, three respondents said moderately available, and the remaining respondents said it was not totally available. This indicates that lack of adequate sport facilities and playing area affect the quality of teaching learning process.

Item 4 as to how they evaluate the availability of physical education department room in their school. Except two schools the rest 6 school had no physical education department rooms at all in their school. This indicates that the attention given to physical education subject was less

In the same way, item 5 asked respondents how they evaluate teachers" commitment and initiation in using and preparing instructional materials from local row materials. This view of school principals indicates that teacher's commitment and self-initiation in preparing IMs was low and moderate this can affect the preparation of instructional materials in schools negatively. When we observe from the above response seems to be consistent with the argument to the researcher findings Amare and Tasew (1996) stated that one of the factor that affecting the proper preparation and utilization of instructional materials are teachers unfavorable attitude.

Respondents were asked item 6 as to how many the factors affect the availability of physical education facilities and sport equipment. According the question item 6 school principals saying there are many factors that factors like lack of budget, playing areas, the availability of sport materials in the market, lack of interest in PE teachers to prepare teaching aids from locally available materials and lack of durability of purchased materials affects the availability of physical education facilities and instructional materials. All respondents said that the three factors lack of playing area, the availability of sport materials in the market and lack of durability of purchased materials moderately affects the availability of physical education facilities and instructional materials. Regarding the budget allocation seven of them responded as this factor moderately affect the availability of physical education facilities and instructional

materials in their school all of the respondents also agreed that lack of interest in physical education teachers to prepare teaching aids from locally available row materials was moderately affect the availability of physical education facilities and instructional materials in their school.

According Item 7 what can you say about the functionality of school pedagogical center, library and store room? For the questions asked to evaluate the functionality of library and store room all of them said that moderately available. Regarding school pedagogical centers half of them had school pedagogical center, in other hand Yayo, Cora, Bedele, and bure said that there were no pedagogical center in there school. this result indicates that the preparation of quality teaching aids by teachers was low because of most of the school had no school pedagogical centers and the remaining which had school pedagogical center were also not adequately functional. School pedagogical center is Avery important issue because most instructional materials can be prepared at school level in pedagogical center in these center teachers and students can collect, preparing and using physical education materials and sport equipment for teaching learning process. Lack of school pedagogical center affects the teaching learning process negatively. Particularly the modern method of teaching by demonstration may not be practical in sport and physical education. Regarding the availability and functionality of libraries all of the preparatory schools had functional libraries but, there were no adequate and modern reference books related to the same subject.

Regarding store rooms all of the preparatory schools had store room but they were not well equipped with physical education instructional materials and equipment in addition to that the level of class room, desk, and blackboard condition in school for proper teaching learning process. Permanent equipment refers to articles that are part of the building electric lights, black boards, bench, table and other materials permanently fastened in the building. According the above idea all principals said that the condition of class room were moderately available.

4.6 Analysis of Focus Group Results

Focus group discussions and open-ended responses were also held in this research to discuss the availability of instructional materials and facilities in all of the preparatory schools. During group discussions, the researcher initiated the discussion by stating some of the observations and responses from people interviewed and from questionnaires. Participants were allowed to state their responses on availability of instructional materials, facilities, budget allocation and the functionality of pedagogical centers, libraries and stores in all of the preparatory schools. Group discussions were used as a complement for the questionnaires.

Item 1 was designed to get how preparatory schools well equipped with human resources, playing area and PE instructional materials. Two principals responded as it was low, five of them responded as it was inadequate/ very low. All respondents agreed with no problem about human resource, but lack of comfortable and safe playing area had negative impacts on the state of physical education in schools and it might be the cause of injuries.

Regarding item 2, the annual budget allocated for P.E facilities and sport equipment six of them responded as very low and one of them responded as low. annual budget allocated for P.E facilities and sport equipment have a significant positive effect to increase the motivation of teachers and students by adopting different methods of teaching in using teaching aids, but as the study revealed there were inadequate budget allocated for P.E facilities and sport equipment and materials that had a negative impact on teaching and learning process. Teaching aids are important to help students to understand the lesson on objective basis. Students learn the content of the lesson when it is supported with a teaching aid.

Item 3 was prepared to get data on the contribution of school principals and communities have to solve the problem of physical education equipment and sport facilities.one of the respondents said good, five of them responded as that, the contribution of school principals and communities to solve the problem related to lack of Physical education equipment and sport facilities was very low whereas, one of them responded as not adequate or low. This result shows that the attention and

contributions of school principals and communities to solve the problem related to lack of Physical education equipment and sport facilities were low and not significant to improve the existing problems which made the situation difficult.

In the same way, item 4 asked respondents what attention given to Physical education instructional materials and sport facilities by administrators. The analysis of the interview shows that five of the respondents said that the attention given to Physical education instructional materials and sport facilities by administrators was low when compared with other subjects, the remaining group members equally a cumulative of two responded as it was very low. The observation held on school pedagogical centers indicated that only 4 (50%) of the preparatory schools had school pedagogical centers but the remaining 4 (50%) of them had no school pedagogical centers at all this result indicates that the preparation of quality teaching aids by teachers was low because of most of the schools had no school pedagogical centers and the remaining which had school pedagogical center were also not adequately functional. Regarding the availability and functionality of libraries all of the preparatory school had functional libraries but, there were no adequate and modern reference books related to the same subject. Concerning store rooms all of the preparatory schools had store room but they were not well equipped with P.E instructional materials and equipment.

The respondents also suggested that preparation of instructional materials from locally available materials, increasing annual budget allocation, construction of additional play grounds with the financial help of parents and communities have decisive role to improve the problems related to Physical education instructional materials and sport facilities in all of the preparatory schools.

Data Collected from Observation Check List

Table 23: Observation cheek list for the materials and equipment of physical education

	Items	Department	Sch.Peda. Center	Store	Library	Quantity	Quality		Yayo	Chora	Bedelle	Dembi	Mettu	Alge	Bure	Gore	Total
							Old	New									
	SPC											1	1	1		1	4
	Library								1	1	1	1	1	1	1	1	8
	Store								1	1	1	1	1	1	1	1	8
	Depart										1		1				2
	Athl.fel	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	f.b.field					3	3	-			1		1	1			3
	h.b.court					3	2	1	1	1	1						3
	b.b.court					5	5		1		1	1	1			1	5
	v.b.court					8	7	1	1	1	1	2		1	1	1	8
	Tennis t		2				2				1		1				2
	v.b net					8	7	1	1	1	1	2		1	1	1	8
	b.bbord					5	5		1		1	1	1	-	-	1	5
	h.b gale					3	3	3	1	1			1				3
	F b ball	15		10		25	20	5	3	4	3	4	3	4	1	3	25
	Vb ball	19		8		27	21	6	2	4	5	3	5	3	1	4	27
	Hb ball	4		3		7	7		2	2	1		1			1	7
	Bb ball	8		1		9	8	1	2	1	1	1	2			2	9
	Discuss	13	6	4		23	19	4	2		5	4	4			8	23
	Javelin	8	12	6		26	16	16	7	5	2		5	3		4	26
	Shot put	1	8	4		13	9	4	1	1		4	3	2		2	13
	Hurdle		1												1		1
	Rela y	6	6			12	12		4			6		2			12
	Jum p	8	16	4		28	28		10		3	6	5			4	28
	Paral.bare	2				2	2				1		1				2
	Mats	1	1	1		3	3			1	1		1				3
	Meter	2	-	2		4	4		1	1			1			1	4
	Whistle					5			1	1	-	1	1	-	-	1	5
	Ball pump	8	-	-	-		8	8	1	1	1	1	1	1	1	1	8
	Shower	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Charts	-	4	-	-	4	4	-	-	-	-	2	-	1	-	1	4
	First aid	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

4.7 Analysis of IMs and Facilities Observation Check List Results

As the result in the observation cheek list Table 2, regarding the availability of P.E facilities and sport materials in the eight preparatory schools of Illubabour zone, Oromya region indicated that the availability of most of the materials and facilities were not adequate in all of the preparatory schools investigated by the researcher. The observation on the availability of different playing areas, summarized below. Concerning football playing fields there were only three foot ball courts in Bedele, Mettu and Alge preparatory schools among the eight schools of Illubabour Zone, Oromya region. There were also only three preparatory schools were identified that had hand ball courts these were Yayo, Chora and Bedele preparatory schools. This result indicated that more than 6(65%)of the preparatory schools in this zone lacks football and hand ball playing fields which are very important facilities for teaching sport and physical education effectively using practically supported teaching and learning methods.

Unlike the above two playing fields all of the preparatory schools had valley ball courts however, only two table tennis were found in Bedelle and Mettu preparatory schools among the eight schools of this zone. Regarding athletics fields all of the eight preparatory schools had no athletics field unlike other playing fields. The observation from the cheek list can be used as data that shows the difficulties in teaching different portions of the lesson by practically supported teaching learning process in Illubabor Zone preparatory schools, due to lack of the necessary playing areas almost in all of the schools. In addition to the absence of athletics field in all of the observed schools athletics materials are also inadequate for teaching athletics. There were only 26 Discuss, 26 Javelin 13 Shot pots, 1Hurdle and 12 Relay battens totally recorded in all of the preparatory schools in the eight Woredas of Illubabour Zone, Oromya region. Together with lack of safe and comfortable playing areas, shower, first aid services and other necessary sport and physical education instructional materials in the schools can be considered as factors that can affect positive teaching learning process in sport and physical education.

Generally when we observe about facilities and equipment in all of the preparatory schools of Illubabour zone, Oromya region there were no safe and comfortable playing areas, shower and first aid services in all of the preparatory schools of Illubabor zone.

Generally lack of those instructional materials and facilities can affect the teaching learning process negatively, so that measures have to be taken to improve the current situation in all of the schools to secure effective teaching learning process in teaching sport and physical education.

4.8 Discussion

According to Kirui Kipng et,al. UNESCO"s International Charter of Physical Education and Sport, Article 5, Sections 5.1, 5.2, and 5.3 talk of planning and provision of adequate facilities and equipment as essential to physical education and sport. According to Hardman, (2002b) an up-date on the status of physical education in schools worldwide commissioned by WHO said that resources like financial considerations have had a number of impacts on physical education. The report further says that the failures to refurbish/reconstruct/replace/maintain (out) dated and/or provide new facilities; shortages of equipment had negative impacts on the state of physical education in schools. In order to improve and properly manage the teaching and learning process and achieve better quality education in sport and physical education information on the status and availability of instructional materials and facilities is vital in addition to qualified human resources. The current study thus provide baseline information vital for the improvement and provision of better quality education in sport and physical education in preparatory schools of the country in general and that illubabor zone of Oromya region in particular. This study was conducted to identify the status and availability of instructional materials and facilities in teaching physical education in illubabor zone preparatory schools, which may be used as an input for the planning and management of improved teaching learning process in the subject The status of physical education facilities and equipment were identified as low and inadequate almost in all of the preparatory schools according to the data collected from the eight preparatory schools of Oromya region, Illubabor zone from all the eight

Woredas. 340 respondents were interviewed, the respondents were composed of school stuffs and students, nine principals, 11 physical education teachers 289 students that comprise of 25% of the total population were interviewed. The mean value (1.95) accumulative of (2.10 that of students mean+1.81 that of teachers) responded that the availability is low. Most of the school principals and FGD members also agreed that the supply of physical education facilities and instructional materials were as low and very low. The result indicated that most of the respondents viewed physical education facilities and equipment as not meeting the requirements. This paints a forbidding picture on the status of physical education facilities in preparatory schools in this zone of Oromya region. This can affect the proper teaching learning process and quality education in teaching physical education effectively the result agrees with Adeogun (2001) who discovered a strong positive significant relationship between instructional resources and academic performance. Schools endowed with more resources performed better than schools that are less endowed.

According to the respondents (81%) physical education equipment and facilities were ranging from very poor to medium in some circumstances, the facilities were very low and unworthy for use. most of the schools are not well endowed with facilities and equipment like fields for various ball sports and athletics field, balls and other materials, there are also signs of deteriorating maintenance or general non-use. This may be due to the poor attention given by the principals and administrators that failed to allocate enough budgets to facilities and equipment and maintenance for physical education materials (Table 6 and Table 19). This agrees with the WHO Report which said that physical education is commonly faced with the challenge of inadequate facilities and poor maintenance of teaching sites.

A part from the above results all of the schools have libraries and storage rooms for the equipment and facilities available in their schools. It was observed that indeed, all of the schools had libraries. But the libraries had no enough related books to physical education (Table 7 and Table 21). The mean value of 1.35 indicated that the libraries had no enough references in all of their schools which had similar negative effect on effective teaching learning process as Adeoguns (2001) finding that discovered a strong positive significant relationship between instructional resources and academic performance

Schools endowed with more resources performed better than schools that are less endowed. The study also showed that there are small stores available in all of the schools as storage rooms, where the equipment and facilities are available they are safe for use as a store. The study also indicated that only 50% of the schools have pedagogical centers while the remaining 50% have no school pedagogical centers.

The result of the study showed that the schools are in need of physical education facilities and equipment and related books in their libraries. Alongside the attention and contribution of school principals and annual budget allocated is also very low. Students also responded about annual budget allocation with the total mean of (2.2669) and std. deviation 1.03679, Teachers respondents report with mean value of (2.0909) and std. deviation .94388 this result indicates that annual budget allocation to physical education was evaluated as between very low and low the majority of school principal's also responded as low to very low and FDG members also responded as very low.

Annual budget allocation for PE facilities and sport equipment had a significant positive effect to increase the motivation of teachers and students by adopting different methods of teaching in using teaching aids, but as the study revealed there were inadequate budget allocated for PE facilities and sport equipment and materials that had a negative impact on teaching and learning. This finding is in line with Hardman, (2002) who said that resources like financial considerations have had a number of impacts on physical education and refurbish/reconstruct/replace/maintain (out) dated and/or provide new facilities; shortages of equipment had negative impacts on the state of physical education in schools.

Attention given to P.E instructional materials and sport facilities by school administrators was indicated as not adequate or low with the mean value of 2.23 a cumulative of (2.10 that of the mean value from students response +2.36 that of the mean value from teachers) (Table 6 and Table 19) this result indicates that attention given to PE was laying between low to very low, when compared with other subjects. The analysis of FDG members Interview also shows that between very low to low.

Concerning the availability and comfortably of playing areas the respondents disagreed that playgrounds in their schools were safe and adequate According to the calculated statistics response from the students indicated with the mean (2.3429) and std. deviation of 1.09591.and that of teachers as the mean value (1.9091) and std. deviation .70065 this finding showed that the playing area for sport activities were not available and safe in all of the schools. Information collected from the cheek list also confirmed that most of the schools had no playing fields at all or were not comfortable. Analysis made on of FDG and interview collected from school principals and observation check list indicates that the availability of comfortable of playing areas was laying between low to very low. With the mean value 2.12 a cumulative of (2.34 the mean value from students response + 1.90 that of the teachers) also indicated that the schools lack adequate and comfortable playing fields (Table 10 and Table 15).

Regarding the importance of using IMs and sport facilities in teaching-learning process was evaluated as very high with a mean value of 4.56 (4.12 the mean value from students response + 5.0 that of the teachers) the results showed that the importance of using IMs and sport facilities in teaching learning process was very high. This finding is in line with Kirui Kipng et,al. UNESCO"s International Charter of Physical Education and Sport, Article 5, Sections 5.1, 5.2, and 5.3 which talks about planning and provision of adequate facilities and equipment as essential to physical education and sport.

Like the importance of IMS and school facilities almost all of the respondents agreed that about the availability of physical education text books in their school was very good (Table 9 and Table 18) and calculated as the mean value of 4.83(4.66 the mean value from students response + 5.0 that of the teachers) the result indicated that students text book was fully available in all of the schools with the student text book ratio of 1:1 which showed that text books are the most accessible and available resource in all of the preparatory schools of the study area.

The level of class room, desk and black board condition in the school was also analyzed as a mean value of 2.96 which is an indicator of medium condition or moderate

availability (Table 11).and School principals saying the level of Class room condition in their schools was moderate/medium.

Regarding the teachers commitments to prepare IMs from locally available materials was also evaluated as a result laying between low to very low shown as a men value of 1.97 (2.31 the mean value from students response + 1.63 that of the teachers) this result indicated that teachers lack commitments to prepare IMs from locally available materials which makes the problem even more complicated. School principals Interview result indicates that teacher's commitment and self-initiation in preparing IMs was low. Most of the results discussed above showed poor availability of IMs hence poor teaching learning process as mentioned on Kirui Kipng et,al. UNESCO"s International Charter of Physical Education and Sport Article 5, Sections 5.1, 5.2, and 5.3 talk of planning and provision of adequate facilities and equipment as essential to physical education and sport. According to Hardman,(2002b) an up-date on the status of physical education in schools worldwide commissioned by WHO said that resources like financial considerations have had a number of impacts on physical education. The report further says that the failures to refurbish/reconstruct/replace/maintain (out) dated and/or provide new facilities; shortages of equipment; employment of lower salaried unqualified teaching personnel; exit of physical educators to better paid jobs; had negative impacts on the state of physical Education.

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter gives a summary of the study findings. The conclusions of the study are also given as drawn from the summary of the findings. Lastly, the study gives some recommendations.

5.2 Summary

The overall objective of the study was to determine the availability of Facilities and Instructional Materials to achieve effective Physical Education teaching learning process in Oromiya Regional State, Illubabor Zone of Preparatory Schools. Out of 340 respondents that were sampled, 340 responded. This was a 100 percent response rate.

- The adequacy of the supply of physical education instructional materials and sport facilities in terms of quantities related to student's number.

The question sought to find out the adequacy of the supply of physical education instructional materials and sport facilities in terms of quantities related to student number in preparatory schools, Illubabour zone, Oromya Regional State. It was apparent that the 340 respondents sampled, posted different opinions (27.3%), of the respondents indicated the availability is very low, (54.5%) low, and (18.2%) medium. Most of school principals and FDG members agreed that the supply of PE facilities and IMs were low. The result of observation check list indicates that the availability of facilities and IMs were not adequate in all of preparatory schools investigated by the researcher. Generally, the adequacy of the supply of physical education instructional materials and sport facilities in terms of quantities related to students' number was evaluated as low with a mean value of 1.90.

- Factors that affect utilization of instructional materials at preparatory school level in physical education were caused by many factors and each factor may lead to many problems. Among these, the internal factors mainly include low availability of materials, equipment, comfortable playing area, and poor attention given by principals and administrators, small amount of budget allocated, less contribution of school pedagogical centers, and self- initiations of teachers and students to prepare IMs from

locally available materials. Therefore, preventive measures have to be taken to improve the existing situation. The cause of many factors that affects Sport facilities and instructional materials were collected and discussed in the previous chapter through Questionnaires, Interview, Focus group discussion and Observation check list.

Attention given to physical education by school administrators.

- The study sought to determine the level of attention given to physical education by school administrators in eight preparatory schools of Illubabour Zone. The study found that the 340 respondents sampled, posted different opinions as usual of which, (38.1 %), of the respondents indicated the attention given to physical education was low. (28.7%) responded as low, (23.4%) medium, (7.6 %) high and (3.2 %) very high. Generally, the level of attention given to physical education by School administrators was evaluated as low with a mean value of 2.23.and analysis of FDG results indicates that attention given to physical education IMs and sport facilities by school administrators was between low to very low.
- Commitment and self-initiations of teachers and students to prepare and utilize IMs from locally available materials

The question sought to find out the commitment and self-initiations of teachers and students to prepare IMs from locally available materials in the eight preparatory schools of Illubabour zone, Oromya region. The study found that the 340 respondents sampled, posted different opinions concerning the level commitment and self-initiations of teachers and students to prepare IMs from locally available materials of which, (21.5 %), of the respondents indicated the level commitment and self-initiations of teachers and students to prepare IMs from locally available materials is very low (34.1%) responded as low, (37.3 %) medium, (5.4%) high and (1.8 %) very high. Analysis of school Principals interview results indicates that teacher's commitments and self-initiation in preparing IMs was low and moderate. Generally, the commitment and self-initiations of teachers and students to prepare IMs from locally available materials in the eight preparatory schools of Illubabour zone, Oromya region was evaluates as low with a mean value of 1.97.

- Annual budget allocated to buy equipment and material for physical education.

The study sought to find out that the adequacy of annual budget allocated to buy physical education equipment and material in the eight preparatory schools of Illubabour Zone, Oromya Region. The study found that the annual budget allocated was low out of the total number of respondents (23.9%) indicated that the budget allocated was very low and (39.1) of the respondents said it was low and (21.8%) medium. Generally, adequate annual budget allocation to PE and sport materials was low with a mean value of 2.26. Analysis of FGD members and School Principals result indicates that annual budget allocation for PE facilities and sport equipment was very low and low.

- The availability of comfortable playing areas for sport activities in the schools

The study sought to determine the availability of comfortable playing areas for sport activities in the eight preparatory schools of Illubabour Zone. The study found that out of the total number of respondents sampled, posted different opinions of which, (28.6 %), of the respondents indicated the availability is very low, (28.6%) low, (25.7%) medium, (31.1 %) high and (2.9 %) very high. According analysis of FDG member's results, School Principal's interview response and observation check list results that PE facilities and sport equipment were very low/low. Generally the availability of comfortable playing areas for sport activities in the eight preparatory schools of Illubabour Zone was evaluates as low with a mean value of 2.13.

As indicated in table 23 the study found out that the availability of libraries, SPC, and store rooms as the following all of the schools have libraries and storage rooms for the equipment and materials, but the libraries had no related reference books to PE. There are also small stores available in all of the preparatory schools as storage rooms unlike the above two facilities only 50% of the schools have school pedagogical centers while the remaining 50% have no school pedagogical centers. (81. %) of the respondents agreed that physical education equipment and facilities were ranging from very poor to medium in some circumstances, facilities were low and unworthy for effective teaching learning process even, worst for various ball sports and athletics field, together with lack of reference books and poor attention given by the principals and

school administrators to allocate enough budgets to facilities, equipment and maintenance of physical education materials.

5.3 Conclusion

This paper was aimed to identify the various aspects and problems arises in preparatory schools in Illubabor Zone of Oromya region in teaching Physical education which are manifested in various types, that can bring negative influences on teaching Physical education which deeply affects the pace of implementation of quality oriented education in these schools. These problems were caused by many factors and each factor may lead to many problems. Among these, the internal factors mainly include low availability of material and equipment, poor attention given by principals and administrators, small amount of budget allocated and inadequate supervision on teaching Physical education. Therefore, preventive measures have to be taken to improve the existing situation. The problem of sport facilities and instructional materials were collected and discussed in the previous chapter through Questionnaires, Interview, Focus group discussion and Observation check list.

According to the results indicated in the study the researcher has come up with the following conclusions.

- The supply of instructional materials in terms of quantity was not adequate
- There were not suitable facilities and modern sport equipment in all Schools
- The effort made by Physical education teachers to prepare instructional materials from locally available materials to overcome the shortage of instructional materials was not satisfactory
- Attention given to Sport and Physical education subject by responsible body was less when compared with other subject
- School Principals and concerned bodies did not support for the provision of IMs and Sport equipment
- Pedagogical center doesn't facilitate the teaching-learning process in school
- Adequate and safe playing areas were not available in the all preparatory schools

- There was inadequate budget allocation to buy equipment and to prepare materials

5.4 Recommendations

This study provides valuable information on the availability of facilities and instructional materials for achieving effective physical education in the eight preparatory schools of Illubabour zone, Oromya Region. This study has revealed the status of instructional materials and the importance of it to achieve effective teaching and learning process. However most of the schools are not well equipped in instructional materials and facilities which might hinders effective teaching and learning process as a result, the following points are recommended to improve the existing conditions

- Ministry of Education should be allocated budget to apply on the targeted areas (to buy instructional materials and facilities; fulfill library equipment, constructing school pedagogical centers) for each preparatory school.
- The principals and the school management should use properly the allocated budget on purchasing, constricting instructional materials and learning facilities to their school for effective teaching-learning, additionally developing instructional materials from locally available materials.
- The principals and school administrators have to give better attention by allocate adequate budget to improve the least availability of instructional materials and equipment for effective teaching learning process in Physical education.
- Teachers and students have to prepare instructional materials from locally available materials to fulfill the gap or to overcome the shortage of Instructional materials.
- Physical education teachers have to utilize the in hand Physical education instructional materials and sport equipment during PE class.
- Training should be given to Physical education teachers and school Representatives preparation of IMs from locally available materials to fulfill the gap.

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Appendix I

ADDIS ABABA UNIVERSITYSCHOOL GRADUATE STUDIES DEPARTMENT OF SCIENCE AND MATHEMATICS EDUCATION Questioners to be filled by preparatory students

This questionnaire is formulated to collect necessary information about the availability of instructional materials, physical education facilities and factors affecting the availability of instructional materials in preparatory school (11-12) grade of Illubabor zone. The success of the study depends up on your genuine information so that your cooperation in honestly and frankly answering the question will contribute significantly for the effectiveness of the study.

Part one: Personal Information

Instruction-please write your response on the open space provided background information.

1. Wereda----------
2. Name of the school----------
3. Sex----------
4. Age----------
5. Grade----------

Part two: Questionnaires of the Study for preparatory students

Instruction: please, indicate your response by in circling one of the letters of alternative or write the answer for those which require written answers in each of the following statements.

1. How adequate is annual budget allocation to buy and repair physical education instructional materials in terms of quantity required for teaching P.E?

   1. Very low 2.Low 3.Medium 4.High 5.Very high

2. Do Physical Education teachers utilize instructional materials during physical education class?

   1. Never 2.Rarely 3 . Sometimes 4. Often 5.Always

3. How adequate is the supply of Physical Education instructional materials in terms of quantity required for teaching preparatory students?

   1. Very low 2.Low 3.Medium 4. High 5. Very high

4. Attention given to Physical Education by school administrators as compared to other subject?

   1. Very low 2.Low 3. Medium 4. High 5. Very high

5. The available of sport and Physical Education reference books in your school library?

1-Very low 2.Low 3. Medium 4. High 5.Very high

6. What do you think about the importance of using Instructional Materials and Sport Facilities in teaching learning process?

   1. Very low 2.Low 3.Medium 4. High 5. Very high

7. Availability of student text books for Physical Education subject?

   1. Very low 2. Low 3. Medium 4. High 5. Very low

8. How much available adequate playing area in your school?

   1. Very low 2. Low 3.Medium 4.High 5. Very high

9. What is the level of class room, desk, black board condition in your school?

1. Very low 2. Low 3. Medium 4. High 5. Very high

10. How do you evaluate teacher's commitment and self-initiation in preparing instructional materials from locality available materials?

1. Vary low 2. Vow 3. Medium 4. High 5. Very high

Appendix II

ADDIS ABABA UNIVERSITY SCHOOL GRADUATE STUDIES DEPARTMENT OF SCIENCE AND MATHEMATICS EDUCATION Questionnaires to be filled by Physical Education Teachers

Dear teachers,

This interview is formulated to collect necessary information about the availability of **questionnaires of the study** instructional materials, physical education facilities and factors affecting the availability of instructional materials in preparatory school (11-12) grade of Illubabor zone. The success of the study depends up on your genuine information so that your cooperation in honestly and frankly answering the question will contribute significantly for the effectiveness of the study.

Part one: Personal Information

Instruction-please write your response on the open space provided background information.

1. Wereda----------
2. Name of the school----------
3. Sex----------
4. Age----------
5. Year of service----------

Part two:

1. How adequate is the supply of physical education instructional materials in terms of quantity required for teaching preparatory students?

   1. Very low 2. Low 3.medium 4.High 5. Very high

2. How do you evaluate the importance of using physical education instructional materials and sport facilities in the teaching learning process?

   1. Very low 2.Low 3.Medium 4.High 5.Very high

3. Availability of playing area for sport activities in your school?

   1. Very low 2. Low 3. Medium 4. High 5.Very high

4. Annual budget allocated to buy and repair physical education instructional materials and facilities?

   1. Very low 2.Low 3.Medium 4.High 5.very high

5. How do you evaluate the importance of using Instructional Materials and Sport Facilities in the teaching learning process?

   1. Very low 2.Low 3.Medium 4.High 5.Very high

6. How availability of student text books for Physical Education subject?

   1. Very low 2.Low 3.Medium 4.High 5. Very high

7. Attention given by school administrators for Physical Education subject compared to other subjects?

   1. Very low 2.Low 3.Medium 4.High 5. Very high

8. The effectiveness of the School Administration in Maintenance of broken Materials and Equipment?

   1. Very low 2.Vow 3.Medium 4.High 5.Very high

9. The availability of Physical Education reference book in school library?

   1. Very low 2.Low 3.Medium 4.Vigh 5. Very high

10. How do you evaluate teacher's commitment and self-initiation in preparing instructional materials from locally available materials?

1. Very low 2.Low 3.Medium 4.High 5. Very high

APPENDIX III

ADDIS ABABA UNIVERSITY SCHOOL GRADUATE STUDIES DEPARTMENT OF SCIENCE AND MATHEMATICS EDUCATION

This interview is formulated to Directors of preparatory schools in Illubabor Zone. This interview is formulated to collect necessary information about the availability of instructional materials, physical education facilities and factors affecting the availability of instructional materials in preparatory school (11-12) grade of Illubabor zone. The success of the study depends up on your genuine information so that your cooperation in honestly and frankly answering the question will contribute significantly for the effectiveness of the study.

Directors and focus group discussion members of preparatory schools in Illubabor Zone

1. Part One: Information about the Principal Respondents

1. Name of the school----------
2. Sex----------
3. Age----------
4. Year of service----------
5. Educational qualification----------

2. Part Two: Interviews for School Principals

1. How adequate supply of Physical Education Facilities and Instructional Materials interims of quantity required for teaching preparatory students?
2. Is there any annual budget to buy equipment and material support for Physical Education?
3. is there comfortable playing areas for sport activities in your school?
4. is there Physical Education department in your school?

5. What kind of comments do you have about teacher's commitment and self- initiation in using instructional materials?

6. What are the factors that affect the availability of Physical Education Materials?

7. What is the practice of maintenance of Instructional Materials and budget allocation for maintenance?

8. What can you say about the functionality of school pedagogical center, library and store room?

9. What is the level of class room, desk, and black bored condition?

APPENDIX I V

ADDIS ABABA UNIVERSITY SCHOOL GRADUATE STUDIES DEPARTMENT OF SCIENCE AND MATHEMATICS EDUCATION

Interview of Focus Group Discussion

Part one: Information about the respondents

1. Name of the school----------
2. Sex----------
3. Age----------
4. Years of service in teaching----------
5. Educational qualification----------

Part two: Focus Group Discussion

1. Are preparatory schools well equipped with human resource, playing area and P.E instructional materials?
2. What do you think about annual budget allocated equally for physical education facilities and sport equipment when compared with other subjects?
3. How do you evaluate the contribution of school principals and communities to solve the problem of physical education equipment and sport facilities?
4. What attention the Administrators give to P.E instructional materials and sport facilities when compared with other subject?
5. What is your suggestion to solve the shortage of equipment and sport facilities in preparatory schools?
6. What can you say about the functionality of library, store and school pedagogical center in preparatory schools?

Appendix V List of Instructional Materials

	Items	Dep	Spc	Sto re	Library	Quantity	Quality		Yayo	Chora	Bedelle	Dembi	Metu	Alge	Bure	Gore	Total
	SPC																
	Library																
	Store																
	Depart																
	Athl.fel																
	f.b.field																
	h.b.court																
	b.b.court																
	v.b.court																
	Tennis t																
	v.b net																
	b.bbord																
	h.b gale																
	F b ball																
	Vb ball																
	Hb ball																
	Bb ball																
	Discuss																
	Javelin																
	Shot put																
	Hurdle																
	Relay botn																
	Jump roob																
	Paral.bare																
	Mats																
	Meter																
	Whistle																
	Ball pump																
	Shower																
	Charts																
	First aid																

APPENDIX VI

ADDIS ABABA UNIVERSITY SCHOOL GRADUATE STUDIES DEPARTMENT OF SCIENCE AND MATHEMATICS EDUCATION Gaaffilee barattootaaf dhiyaatan

Kutaa 1: Odeeffanoo Waligalaa Gaaffiwaan Kanaa Gaditiif Deebii Keessan Bakka Duwwaa Kennamerratti Guutaa

Maqaa mana barumsaa ---------- Kutaa----------
---------- Umurii---------- Saala----

Kutaa 2: Gaaffilee Qoarannoo Dhiyaatan

Qajeeilfama; gaaffilee Kanaa gaditti dhiyaataniif fillannowan dhyaatan keessa tokkotti ittimarudhaan ykn. Jala sararuudhaan deebii keessan agarsiisaa.

1 . Meeshaaleen Barnoota Guddinaf Jabeenya Qaamaatiif dhiyaatan hangam ga;aadha?

1.daran gadaanaa 2.gadaanaa 3.quubsaa 4.olaanaa

2. Barsiisoonni barnoota guddinaaf jabeenya qaamaa meeshaalee deeggarsa barnootaa fayyadamudhan adeemsa baruuf barsiisuu keesatti ga;ee isaanii niba;aatu?

1. gonkuma 2.yeroo muraasa 3.yeroo tokko tokko 4.yeroo baayee 5.yeroo hunda

3. Handhuurri gabbisa barnootaa mana barumsaa keessanii addeemsa baruuf barsiisuutiif haala

Miijeessuurratti ga;ee akkamii bahataa jira?

1. daran gadaanaa 2.gadaanaa 3.giddu galeessa 4. Olaanaa 5. Daran olaanaa

4. Hooggansii mana barumsaa barnoota guddinaf jabeenya qaamaatiif xiyyeffanoon inni kennuu akka mtti ilaalta?

1. daran gadaanaa 2.gadaanaa 3.giddu galeessa 4. Olaanaa 5.daran olaanaa

5. Mana barumsaa keessaa keessatti kitaabileen wabii barnootaa guddinaaf jabeenya qaamaatiif ta;an hangam argamu?

1.gonkuma hinargamanu 2.xiqqoodha 3.giddu galeessa 4.baayinaan argamu

5. daran olaanaadh

6. Barnoota guddinaaf jabeenya qaamaa keessatti faayidaa meeshaalee deeggarsa barrnootaa akkamitti ilaalata?

1. darangadaanaa 2.gadaanaa 3. Giddugaleessa 4.ol, aanaa 5.daran olaanaa

7. Kitaabni barataa kan barnoota guddinaaf jabeenya qama hangam argamu?

1. daran gadaanaa 2.gadaanaa 3.quubsaa 4.olaanaa 5.daran olaanaa

8. Dirreen shaakalaa barrnootaa guddinaaf jabeenya qaamaa kan nageenyi isaa eegame hangam argama?

1. daran gadaanaa 2. Gadaanaa 3. Giddu galeess 4. Olaanaa 5. Daran olaanaa

9. Sadarkaan dirree kubbaa, daree barnootaa, miinjaalaa, gabatee gurraachaa mana barumsaa keessanit maal fakkaataa.

1.daran gadaanaa 2.gadaanaa 3.olaannaa 4. Olaanaa 5. Daran olaanaa

10. Meeshaalee deegarsa barnootaa guddinaaf jabeenya qaamaatiif oolan qopheessuuf itt fayyadamuu irratti kutatumman barattootaaf barsiisotaa maal fakkaata?

1. daran gadaanaa 2. Gadaanaa 3. Quubsaa 4. Olaanaa 5. Daran olaanaa

APPENDIX VII

ADDIS ABABA UNIVERSITY SCHOOL GRADUATE STUDIES DEPARTMENT OF SCIENCE AND MATHEMATICS EDUCATION OBSERVATION OF LIBRARY

2.1.1 Part one: Information about the Respondents

1. Name of the school----------
2. Sex----------
3. Age----------
4. Year of service ----------
5. Educational qualification----------

2.1.2 Part two

1. What kind of physical education materials are available in your library?
2. What is the students" book ratio in physical education subject?
3. What are your suggestion about budget allocation and material support for physical education?
4. What are the factors that affect the availability of physical education instructional materials in library?
5. What effort made to full fill physical education instructional materials?

APPENDIX VIII

ADDIS ABABA UNIVERSITY SCHOOL GRADUATE STUDIES DEPARTMENT OF SCIENCE AND MATHEMATICS EDUCATION

Observation check list

Observation at pedagogical Center, Library and store room

1. Presence of school pedagogical center A. yes B. no
2. Presence of library A. yes B. no
3. presence of store room A. yes B. no
4. Most of educational instructional materials are? A. produced by teachers

B. purchased C. donated D. borrowed E. other

5. Type of instructional materials in school pedagogical center, store room and library for physical education subject

No	Types of instructional	Produced By	School pedagogical	Store	Library	Quantity	Quality		
							New	Old	

DECLARATION

I, hereby declare that this thesis is my original work and has not been presented for a degree in any other university and that all sources of material used for the thesis have been duly acknowledged.

Name: Amare Tsegaye

Signature ----------

Date ----------

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

Name: Shimeles Assefa (PhD)

Signature ----------

Data ----------