

**Major Problems of Teaching Learning Process of Physical Education. In The
Case of Some Selected Governmental Preparatory Schools of Addis Ababa.**

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DEDICATION

I would like to give this research paper for the memory of my beloved mother, **Mrs Sisay Bedada** for her valuable influence on my whole life. She was everything to me. Even if I didn't born from her, but she was my real Mother and she gave her everything for my livingness on this world beginning from my coming. Rest In Peace!

“Love WISDOM and she will make you GREAT. Embrace her and she will bring you HONOR”. Proverbs 4:8

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ALL GLORY BE TO THE ALMIGHTY GOD

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Acronyms

AE= AEROBIC EXERCISE

AD= AFFECTIVE DEVELOPMENT

ANE= ANAEROBIC EXERCISE

BB= BASKET BALL

CRE= CARDIO RESPIRATORY ENDURANCE

CD= COGNITIVE DEVELOPMENT

CLD= COOL DOWN

DS= DISCUS

FAK= FIRST AID KIT

FB=FOOTBALL

HB= HANDBALL

HRDL= HURDLE

JR= JUMPING ROPES

Jv= JAVELIN

Mt= MATS

Nt= NET

PE= PHYSICAL EDUCATION

PS= PREPARATORY SCHOOL

SP= SHOT PUT

VB=VOLLEYBALL

VLB= VAULTING BOX

ABSTRACT

The central problem of this study was to identify the challenges facing the teaching and learning of physical education with a view of coming up with recommendations that can positively enhance the effective teaching and learning of the subject. The objectives were to; identify the challenges related to resources in the teaching and learning of physical education, find out the attitudes of teachers and pupils towards physical education and determine teachers' preparedness in handling physical education lessons.

This study utilized a descriptive survey design. The descriptive survey provided qualitative information from a representative sample of the sampling frame by the use of an interview guide, observation checklist and questionnaires.

The study was carried out in governmental preparatory schools of Addis Ababa. The targeted respondents were the; five (5) head teachers, five (5) school directors, three hundred and twenty eight (328) students. Five (5) sampled schools took part in the study. The head teacher of each sampled school was interviewed; all the twenty (20) teachers and 328 pupils from the sampled school filled a questionnaire.

Interview schedules were used since they frequently give very high response rates. Both questionnaires and observation checklist were also used during the study. Through questionnaires, there is greater consistency therefore greater compatibility in the response. The checklist was used to ascertain the availability of the resources and the challenges therein. The research instruments were piloted in two (2) schools. Test-retest method was used to test the reliability of the questionnaire and Spearman rank order correlations were employed to compute the correlation coefficient.

The findings of the study indicated that the major challenge facing teaching and learning of PE was lack of enough facilities that could facilitate learning process.

CHAPTER ONE

INTRODUCTION

1.1. Background of The Study

It has become a day to day talk and issue in the schools regarding to the implementations of teaching physical education especially at secondary schools of Addis Ababa.

According to Bailey (2006), Physical Education and Sport have numerous advantages linked with active participation.

Although there are a number of alternatives today for the provision of practical experiences of different motor skills and other physical abilities which are described by many researchers as the most important component of creating an all rounded personality of students.

Practical lessons of physical education subject are very important to transfer the students from leading a sedentary life style to active daily life style. It also helps them to be initiated to participate in regular physical exercises. It is the same as for the teachers, it is important that teaching physical education helps them to keep their physical fitness level due to demonstrating each skills of the topics.

Thomas (2009), notes that physical education helps children to develop self-respect, helps in integrating social, cognitive and physical growth, develops knowledge of the function of aerobic and anaerobic physical programs in health, positively improves self esteem, and enhances social, affective and cognitive development. Physical activity maintains healthy joints and muscles so that one can undertake their daily activities and be physically fit.

The ultimate goal of every person is to lead a better life and to keep themselves healthy in many aspects. Many scholars raised many reasons regarding to the problems of students and PE teachers during practical lessons. In fact, to assess these problems and to indicate the possible solutions, it requires detail researches and many findings because the topic itself is vast and it may be related with many situations.

Alexander et al. (2006), in their research, argue that doing aerobic, muscle-strengthening and bone-strengthening physical activity of at least a moderately-intense level can slow the loss of bone density that comes with age. Regular physical activity reduces the risk of developing type II diabetes and metabolic syndrome-a condition in

which one has some combination of too much fat around the waist, high blood pressure, low HDL cholesterol, high triglycerides, or high blood sugar.

Many researches which are conducted on this issue show that the theoretical lessons are not only enough but practices also have a great significance.

Evidence noted by Bailey (2006) suggest a correlation in physical programs and other health related factors like diabetes and blood pressure.

1.2. Statement of The Problem

Several factors enhance the development of physical activity as a constituent of a healthy standard of living. Evidence suggests health-related habits acquired in childhood are maintained into maturity. The effectiveness of PE influence on physical activity and health is greatest when PE programs merge classroom study with activity, when the students“ are given freedom to determine their course of action in PE (Bailey, 2006).

Physical education plays a vital role in shaping of all rounded personality development of the students and to create productive citizens for the society.

The government and many schools in cooperation are trying to employ knowledgeable and equipped physical education teachers for each grade of preparatory schools of Addis Ababa but there is a problem on the selection criteria of each teacher.

Because they primarily focus on the evaluation of the theoretical knowledge of the candidates which means performance ability of the teacher is ignored, this may create a misunderstanding between the teacher and the students when they try to teach practices because if the teacher has a difficulty of demonstrating the skills effectively, the students will be poor in performing the skills.

Curry (2012) writes that PE needs to be looked upon with the same perspective as any other subject. He emphasizes that PE has the potential to improve learners' lives through sporting experiences, developing their skills and identifying students with possibly hidden talents or those in need of further support. He further states that PE enables students to improve social-affective skills and provides opportunities for teamwork.

In the World Summit on PE (1999), international researchers highlighted case study evidence concerning the benefits of PE around the world and its health benefits to children (Hardman, 1999). Some of these benefits are; improving self-esteem and reducing risky habits; reducing the chances of early sexual activity among girls and teenage negative attitudes toward school and dropout rate; giving knowledge of abstract-critical thinking and preventing health hazard injuries.

Kirui and Too (2012) further cement the great benefits derived from Physical Education. Apart from the afore-mentioned benefits, there is improving school, encouraging attitudes of fairness, respect for others and valuing unity in diversity.

Through teaching those lessons PE teachers may face some problems to transfer the lesson which comes from different sources. Many of them are derived from the students themselves.

According to Gettman (1996), benefit/cost ratio is the most widely used yardstick of economic benefits of physical activity programs. He argues that, physical education program is a part of healthy lifestyle, which may also include health danger evaluation and habits modification plans for nutrition and obesity control, stress management, stopping smoking and hypertension control. Some studies based on cost-benefit ratios advocated that broad health support programs are effectively advantageous and thus the merits of health support outweigh the costs of the program (Gettman, 1996).

A study carried out by Wanyama (2011) comparing the challenges faced by teachers teaching PE in Kenya and Victoria in Australia identified that the challenges are alike across countries and that teachers from both Kenya and Victoria feel PE is marginalized compared to other traditional curriculum subjects.

The challenges facing the effective teaching and learning of PE in governmental preparatory schools reflect the state of PE teaching and learning process in Addis Ababa and also in Ethiopia in general. The challenges can be attributed to various factors that hinder the effective teaching and learning of PE in some selected governmental preparatory schools of Addis Ababa.

One of the main reasons is to do this research work is to indicate that effective ways of implementing Physical Education lessons at preparatory school level. And also the researcher has the aim to find the causes and effects of those challenges and problems happened during teaching and learning process of Physical Education.

Through conducting many findings the researcher tried to list the leading consequences and influences of these problems through digging from the root of their causes. The researcher has also tried to suggest the possible remedial solutions and recommendations in order to reduce these problems based on the collected data and returned questioners which will be distributed for PE teachers, selected students and different stock holders.

1.3. Basic Research Questions

The basic research questions which the researcher has tried to give emphasize and tried to answer during the actual research work are as follows: -

1. What are the schools' major problems to teach Physical Education subject?
2. Are Physical Education teachers professionals in the field of Physical Education?
3. How is the teaching methodology of PE teachers while delivering each topic?
4. How is the student's attitude towards the subject matter?
5. How is the schools facility status?

1.4. Objectives of The Study

1.4.1.General Objective

The major objective of this research work is to focus on investigating a survey study regarding to the major problems of teaching learning process of physical education especially during practical classes in some selected preparatory schools of Addis Ababa.

1.4.2.Specific Objectives

The researcher has tried to give more emphasis on the following issues to meet the specific objectives of the senior essay paper.

1. To identify the major problems that impedes the teaching-learning activities of PE.
2. To examine the professional status of the PE teachers
3. To assess the methodological process of physical education teachers use during delivering the topics.
4. To assess the students attitude towards PE subject.
5. To examine the sport facilities, equipments and play ground areas.

1.5. Significance of The Study

Considering that the fact of practical exercises has great importance for students as well as for teachers. Performance of the teacher determines for the effectiveness of PE lessons. If the teacher fails to demonstrate the exercise, the students could not easily understand it and also they could not be initiated to try and perform the exercise.

This study will try to provide the real image of some selected preparatory schools of Addis Ababa regarding their experiences of teaching physical education subject. The findings of the causes of the major problems of each school on the implementation of PE lessons will help the schools and PE teachers to meet the solutions in order to improve the teaching learning process of PE.

The study also serves as a reference material for those who will have a desire to conduct the same investigation on the same issue. It could also support the schools in order to reduce those problems. It may also help for the researcher himself to predict the outcome of the problems based on the hypothesis.

The researcher believes the end results of the findings to be applied not only for the schools where the investigation takes place, it could also be important for other schools which are not included in this specific investigation but which face such kinds of the same problems. But the wideness of the topic may delimit the research work to be done in detail.

It is true that teaching PE at preparatory level is very challenging because it needs special considerations for teenagers and patience is also expected from the teachers. This research paper has tried to give preliminary information about the problems of the teaching-learning ways of Physical Education in special reference of preparatory schools.

It may also serves as an additional reference for other researchers to conduct further investigations on related issues. Its findings will give suggestions and recommendations in improving or avoiding the problems. It will be important for being additional source for those who wants to make a wide range of study on the same topic (issue).

1.6. Delimitation Of The Study

The study focused on challenges facing the teaching-learning process of PE in some selected governmental preparatory schools of Addis Ababa. School directors, PE teachers and sampled students of those selected governmental preparatory schools had participated in the study thus leaving out the total population of the students.

Generally the area of the research work mainly focuses on making survey study on the major challenges of implementing teaching learning process of physical education at some selected governmental preparatory schools of Addis Ababa.

1.7. Limitation Of The Study

Due to time and money constraints this study was limited only at the five selected preparatory schools of Addis Ababa. Also the location of each school may create difficulties for further investigation of the issue. Because the distance between them is very far so the researcher faced transportation difficulties. That is why the investigation is limited only at five selected governmental preparatory schools.

This research work focuses on identifying the major problems that could be obstacles for the successful transfer of knowledge and skills of Physical Education at primary school levels. Honestly speaking this study did not have the ability to address the whole schools, students, teachers the following factors may affect not to do this such as;

- Shortage of money;
- Shortage of time;
- Insufficient answers for each question;
- Size of the population to be studied;
- Lack of reference; and so on.

1.8. Definition of Key Terms

There are a lot of key terms in which the researcher has tried to define and give emphasis. These terminologies help the readers to realize the main ideas of the paper and to meet the objectives of the research work. These words and phrases are listed as follows; -

- **Aerobic exercise** - it is any physical activity which requires the capacity of heart and lungs, to work harder to meet the body's demand of oxygen.
- **Affective domain** – the development of values, attitudes, appreciation, and other characteristics.
- **Anaerobic exercises** – any activity that utilizes oxygen at slower rate.
- **Basic movement** – are activities that are the foundation of all other movements. They are fundamental natural body activities.
- **Challenges**– barriers/ problems affecting positive outcomes.
- **Curriculum**– The learning activities carried out in a school.
- **Holistic development**– the whole educational growth aspects of a learner e.g. social, moral, mental, physical.
- **Physical education** – it is an education mainly given through physical exercises.
- **Learning** – it is the total process of acquiring new knowledge, skills and attitudes for the development of an individual.
- **Teaching** – the act of providing, directing, checking and evaluating students' understanding what they had learned.

CHAPTER TWO

Review of Related Literatures

Introduction.

The preparatory level PE lessons are very close to university level topics. Here researcher has reviewed related literature which are written before on related under such sub-topics such as, the definitions of education, teaching, learning and physical education, the significance of PE, the Challenges related to resources in PE, teachers' and learners' attitudes towards PE subject, and preparedness of PE teachers in handling the subject matter.

2.1. Education?

Wiersma, W. (1985), defines education as the process of educating or teaching (now that's really useful, isn't it?) Educate is further defined as "to develop the knowledge, skill, or character of..." Thus, from these definitions, we might assume that the purpose of education is to develop the knowledge, skill, or character of students. Unfortunately, this definition offers little unless we further define words such as development, knowledge, and character.

What Is Knowledge?

Is it a body of information that exists "out there"—apart from the human thought processes that developed it? If we look at the standards and benchmarks developed by many states—or at E. D. Hirsch (2000), his list of information needed for Cultural Literacy we might assume this definition of knowledge to be correct. However, there is considerable research leading others to believe that knowledge arises in the mind of an individual when that person interacts with an idea or experience.

This is hardly a new argument. In ancient Greece, Socrates argued that education was about drawing out what was already within the student. (As many of you know, the word education comes from the Latin e-ducere meaning "to lead out.") At the same time, the Sophists, a group of itinerant teachers, promised to give students the necessary knowledge and skills to gain positions with the city-state.

There is a dangerous tendency to assume that when people use the same words, they perceive a situation in the same way. This is rarely the case. Once one gets beyond a dictionary definition -a meaning that is often of little practical value-the meaning we assign to a word is a belief, not an absolute fact. Here are a couple of examples.

“The central task of education is to implant a will and facility for learning; it should produce not learned but learning people. The truly human society is a learning society, where grandparents, parents, and children are students together.” (Hardman, 1986).

“No one has yet realized the wealth of sympathy, the kindness and generosity hidden in the soul of a child. The effort of every true education should be to unlock that treasure.”(Bandura, 2000).

“The only purpose of education is to teach a student how to live his life- by developing his mind and equipping him to deal with reality. The training he needs is theoretical, i.e., conceptual. He has to be taught to think, to understand, to integrate, to prove. He has to be taught the essentials of the knowledge discovered in the past- and he has to be equipped to acquire further knowledge by his own effort.” (Gorneau, 2005).

“The aim of education should be to teach us rather how to think, than what to think- rather to improve our minds, so as to enable us to think for ourselves, than to load the memory with the thoughts of other men.” (Bailey, 2006).

It is believed that the transmission of knowledge is the primary purpose of education, while the transfer of knowledge from school to the real world is something that happens naturally as a consequence of possessing that knowledge—a function of education. Because a purpose is an expressed goal, more effort is put into attaining it. Functions are assumed to occur without directed effort.

2.2. Teaching?

Teaching is the process of attending to people’s needs, experiences and feelings, and making specific interventions to help them to learn particular things.

In teacher education programmes – and in continuing professional development – a lot of time is devoted to the ‘what’ of teaching – what areas we should we cover, what resources do we need and so on. The ‘how’ of teaching also gets a great deal of space – how to structure a lesson, manage classes, assess for learning for learning and so on.

What is Teaching?

In much modern usage, the words ‘teaching’ and ‘teacher’ are wrapped up with schooling and schools. One way of approaching the question ‘What is teaching?’ is to look at what those called ‘teachers’ do – and then to draw out key qualities or activities that set them apart from others. The problem is that all sorts of things are bundled together in job descriptions or roles that may have little to do with what we can sensibly call teaching.

Another way is to head for dictionaries and search for both the historical meanings of the term and how it is used in everyday language. This brings us to definitions like: Impart knowledge to or instruct (someone) as to how to do something; or Cause (someone) to learn or understand something by example or experience.

Teaching is the process of attending to people's needs, experiences and feelings, and making specific interventions to help them learn particular things. Interventions commonly take the form of questioning, listening, giving information, explaining some phenomenon, demonstrating a skill or process, testing understanding and capacity, and facilitating learning activities (such as note taking, discussion, assignment writing, simulations and practice).

As can be seen from these definitions we can say that we are all teachers in some way at some time. Teaching has to have a focus. We should be clear about we are trying to do. One of the findings that shine through research on teaching is that clear learning intentions help learners to see the point of a session or intervention, keep the process on track, and, when challenging, make a difference in what people learn (Sparkles, 2009).

As educators, pedagogues and workers there are a lot of times when we are seeking to foster learning but there may not be great clarity about the specific goals of that learning (Stuart, C., & Thurlow, D. 2000). We journey with people, trying to build environments for learning and change, and, from time-to-time, creating teaching moments.

It is in the teaching moments that we usually need an explicit focus. In institutionalized education, the main goal has been developing children's cognitive capacity in the sense of learning knowledge in academic disciplines. This goal dictates a learning environment in which seated learning behavior is considered appropriate and effective and is rewarded.

Physical education as part of education provides the only opportunity for all children to learn about physical movement and engage in physical activity. As noted, its goal and place in institutionalized education have changed from the original focus on teaching hygiene and health to educating children about the many forms and benefits of physical movement, including sports and exercise. With a dramatic expansion of content beyond the original Swedish and German gymnastics programs of the 19th century, physical education has evolved to become content.

2.3. What is Learning?

Lifelong learning is a continuously supportive process which stimulates and empowers individuals to acquire all the knowledge, values, skills, and understanding they will require throughout their lifetimes and to apply them with confidence, creativity and enjoyment in all roles, circumstances and environments.

As Marilyn Mc-Meniman: 2000; notes that to educate is to get people to learn. Any educational system is a system for promoting learning. Teachers are not, as such, social workers or therapists or community workers or child-cares – although they may de facto be forced into anyone or more of these roles; their expertise lies in being able, through training and experience, to help people, particularly children, to learn.

2.4. What is Physical Education?

Physical Education (PE) develops the skills, knowledge, values and attitudes needed for establishing and enjoying an active and healthy lifestyle, as well as building student confidence and competence in facing challenges as individuals and in groups or teams, through a wide range of learning activities.

PE is offered as an elective examination subject at senior secondary education level. It emphasizes the connection between theory and practical skills and is designed to develop the interest and potential of students in the areas of PE and sports. It will help students gain a deeper understanding of theories and applications in the fields of human movement and health, and it will promote the well-being of individuals and society.

The curriculum for PE builds on the prior knowledge and skills that students will have obtained through the Basic Education PE Curriculum and other Key Learning Areas. The concepts on fitness and health will be strengthened and new elements on sports psychology, biomechanics, and sports and recreation will be added.

The senior secondary PE curriculum will continue to enhance the six strands in PE and develop students' collaboration and communication skills, creativity and critical thinking skills as a basis for further studies and career development. World Health Organization (2002).

Concerning the academic values of implementing PE in secondary schools a lot of scholars believe that PE develops the body as well as the mind of the individuals. The authors clearly reveals the methods of implementing PE at secondary school levels is differ from that of in secondary school levels or even in higher education levels (universities).

Regarding to the methods of presenting PE lessons at secondary school levels different researchers have raised a lot of ideas concerning to the definitions and significance of teaching physical education.

Concerning the academic values of implementing PE subject at preparatory levels educations a lot of scholars believe that PE develops the body as well as the mind of the individuals. The authors clearly reveals that the method of conducting PE at secondary school levels is differ from that of in primary levels because it gives more focus on sport science concepts.

The preparatory level PE lessons are very close to university level topics. On the actual research work the researcher has a plan to use the following ideas from different authors who made detail investigation on the same issue.

PE teachers play a vital role. Usually they serve as a model for the pupils. Hence, in order to serve as a model, they should acquire the desired training on the field. A teacher with little training in the subject and a teacher who is in families with born with the materials and the method used should not cause up on to teach up-to-date PE lessons.

“If PE is properly administered it develops the mind as well as the body. It develops coordination, control, quickness, of thought and cooperation in a way that few other school subjects can do. It is such very essential subject in the school education process we must realize this” (Coward and Lane, 1970).

“PE is a process through which favorable adaptation and learning whereby organic, neuromuscular, intellectual, social, cultural, emotional, and aesthetic results and proceed through selected and fairly vigorous physical activity”. (Negussie Getahun, 1995)

PE teachers play a vital role. Usually they serve as a model for the pupils. Hence, in order to serve as a model, they should acquire the desired training on the field. A teacher with little training in the subject and a teacher who is in families with born with the materials and the method used should not cause up on to teach up-to-date PE lessons.

Concerning the above idea different scholars have raised their understandings in the following manner.

“PE should aim to provide skilled leader ship and an adequate facility which will provide an opportunity for the individual or group to act in institutions which are physically whole-some, mentally stimulating, satisfying and socially sound.”(J.F. Williams)

“The aim of PE is to influence the experiences of persons to extend that each individual within the limits of his/her capacity may be helped to adjust successfully in the society and to increase and improve his/her wants.”(Sharman)

“PE exists to help others. Its members are concerned about the welfare of other people and they work to help, protect or to improve the lives of others.”(Charles A. Butcher)

So any teacher who is assigned to teach PE subject at secondary school level, should be professionally enough in the teaching the subject and should be equipped in knowledge and skill.

2.5. Significance of Physical Education.

The teaching learning of PE at primary school level mainly needs the interest and active involvement of the students. Hence the motivational level of the pupils at this school level has a significant role to play in adapting the lesson presented as much as possible. Concerning the influence the psychological readiness of the learners.

Anderson and other authors wrote the following ideas:-

“The great difference in levels of maturity of children within one age group emphasizes the need for the individual activities. There is universally recognized in the classroom but often ignored on the play ground. Here, children have a readiness for things and opportunities must be provided but their particular levels of confidence is to be developed.” (Anderson, 1966)

“Standards for time allotment may vary. In a survey of state requirements, the difference of raged form no specific time requirements for PE. Many educators and administrators realize the importance of a minimum daily period of PE subject.”(Charles A. Butcher, 1971)

“In learning PE each students have their own age and maturity level even though, they are at the same grade level. Therefore it requires designing individual activities in consideration to the individual differences; however, this individual activity is quite hard for a teacher to provide, if the class size is relatively large.” (Coward and Lane, 1970)

- As students acquire desired learning outcomes of PE their active involvement in the teaching-learning process is vital.

“Moreover the use of variety of audio-visual aids can provide a rich and fruitful environment for the learners, and they will enrich and improve most of instructional programs.”(Helen Cooper, 1969).

2.6. Challenges Related To Resources in PE.

In spite of the devastating scientific proof of the benefits of physical education program and the fact that the 1948 UNESCO chapter enshrined PE as a fundamental human right, PE is in a dangerous situation worldwide.

Mackendrick (1996) notes that PE is mostly taught by generalist teachers with modest knowledge or with no PE education methods.

Hardman (1999) of Manchester University, in his research to the critical status of physical education (Berlin, November 1999) showed the essential status of PE around the globe, in spite of the social and economic class. One of the main issues identified by Hardman (1999) is resources. According to the audit report, the reduction of funding compromises the quality and quantity of physical education programs in schools.

In an Australian journal of teacher education presented by Jenkinson and Benson (2009), the challenges to physical education and physical activities are stated. The barriers can be institutional and teacher related. Dwyer et al. (2003) reported that PE is allocated lower status and priority in learning institutions, lack of achievement measures for PE and physical activity and inadequate infrastructure.

According to a study by Hardman and Marshall (2000) on the condition of PE in Schools, absence of policies for national PE, programmed is stated but not fully carried out, PE tutors are not specialists, lack of government's support, inadequate structures and facilities and lack of time for teaching were the major obstacles of PE in most primary schools (Hardman and Marshall, 2000). Within the broad education system, a greater part of countries has legal necessities for physical education in schools for at least some part of the mandatory schooling years.

Together with states where there is no mandatory prerequisite for physical education but where it is usually practiced, PE programmed achievements rises. Physical education is neither mandatory nor might it be offered for girls (Hardman and Marshall, 2000).

Hardman and Marshall (2000) noted that due to educational reform, PE is fused with health education, which result to the decrease in the teaching and learning time of Physical programs. According to Hardman and Marshall (2000), for the last decade, many states have reformed their education systems. Whilst it is encouraging that physical education has remained or become mandatory in a great majority of countries, since 2000.

The study of Hardman and Marshall (2000) continues that, more governments are squeezing physical education out of the education system and adding more compulsory academic courses, which hold little benefit, compared to PE. Hardman and Marshall, (2000)

suggested the development of national policy to repeat and implement policies and structures to control time of PE allocation in the curriculum.

Kirui and Too (2012), allude to the fact that there ought to be a commitment to work dynamically so that the position of PE, inside and outside education system is both completely acknowledged and developed- through measures to improve the curriculum, sport amenities and equipment, the position of physical education and the initial in-service training of tutors.

A study by Sparkes et al (1990), also allude to the findings of Marshall (2000) that teachers and other stakeholders ignored and accorded low status to PE. (Marshall and Hardman, 2000, Sparkes, Templin & Schempp, 1990) suggested that the overloaded curriculum restricts teachers from scheduling and implementing PE, designing discourses about the state of affairs of children's health. Consequently, the requirement for more physical activity, and the appointment of physical activity experts.

A study by Ministry of Education (2007) in New Zealand on healthy and confident kids suggests alignment of current PE activities in primary schools with precedent PE credentials. The report advocates for programs, which are relevant and useful to modern children. Gatman (2005) in his research suggests that primary schools PE teachers should continuously update themselves on PE teaching activities, which are future focused.

2.7. Teachers' and Learners' Attitudes towards PE Subject.

Mc-Cullum et al. (2005), Decoby et al. (2005), and Dewyer et al. (2003), have reported of teacher-associated barriers in the primary schools curriculum. The obstacles include, Teachers lack of confidence or interest in handling PE activities; teachers not planning PE documents, having had personal negative knowledge in PE and absence of training, understanding, skill and prerequisites to provide PE as cited by Xiang et al. (2002).

An article by Gourneau (2005) on five attitudes of effective teachers, states that pre-service teachers are interrogated about their teaching profession, they always respond that they want to make a positive difference in the lives of learners. Further, teachers say that they have a chance to be better teachers than the teachers they personally experienced.

Arabaci (2009) in the article – attitudes towards physical education activities and class inclinations of Turkish school students, note that, many studies have acknowledged family influence and support as an importance factor. Sports participation in pre-adolescent girls and adolescents' attitudes are associated with parents' participation (Colley et al. 1992; Gregson and Colley, 1986). Peers also influence pleasure by providing companionship and acknowledgment of achievements, (Duncan, 1993).

Furthermore, Boyle et al., (2008) in the Australian journal of teacher education depicts that teachers feel that students are lured by the greater accessibility of inactive opportunities. Therefore, suggesting that lower physical capability in learners might be affecting both delivery and involvement in PE and physical activities (Boyle et al., 2008).

According to an article-physical Education and Sports policy for schools (2011), Motor skills and physical fitness development begins in the initial years of primary school. During the period, the students are physically and academically competent of benefiting from instruction in PE and are greatly motivated to learn. However, right through the school life, age-suitable training must be provided during PE (Physical Education and Sport and Sport Policy for Schools, 2011). With these ideas in mind, people can well plan for the growth of our young person's arising from a number of deliberations, explanation, experiences and events.

A study carried out by Gitonga et al. (2011) of teacher-trainee attitude towards PE has been noted in Kenyan primary schools. Njoroge affirms that in all the teachers colleges, PE is mandatory for every teacher learner and must be taken in spite of interest, gender, age or physical environment. Therefore, students and teachers appear to correlate the subject with little esteem. The negative attitude factors developed by the trainee-teachers are carried to schools they are posted to after training.

Shamshoum, K.B. et al, (2003). investigated secondary school learners' attitudes towards participation in physical education programs, and the students' attitudes and their performance. They also found that students have positive attitudes towards participation in physical education and that their performance is significantly above average. Practices of the precedent are also clear in the methodologies used in the delivery of PE lessons.

2.8. Preparedness of PE Teachers in Handling the Subject.

This is another aspect that determines the quality of physical education and activity prepared and delivered by the teachers in schools. The general primary school-based result reflects not only the absence of research across the secondary grades in schools, but could probably be accredited to both secondary and specialist primary school teachers having committed PE unit as part of their training (Barroso et al., 2005; Decorby et al; Dwyer et al, 2003; Morgan and Hansen, 2008; Morgan and Bourke, 2005; and Xiang et al, 2002).

This specialization should prepare teachers with the skills to overcome challenges effortlessly and enable them to plan and apply programs accordingly. Katherine et al, (2011) in their manuscript of physical education assets, class management, and learner physical activity levels, empirically appraise a proposed mock-up of physical education (PE) programs excellence in grained in the Donabedian (2003) organization – progression- result

approach to presentation monitoring. Structure indicators of excellence include human (e.g. student to teacher ratio, accessibility of tutors completely listening carefully on PE), curricular (e.g. accessibility of curricula and lesson preparation resources associated with best practices in PE), and material (e.g. right to use facilities and apparatus) resources that contain the circumstances below which P.E is provided.

In addition, Katherine (2011) noted that learners who are present at schools with a sufficient number of tutors who completely provide PE coaching (specialist teachers) receive more PE knowledge and skills per week. Furthermore, the increasing generally experience to PE lesson time, the accessibility of dedicated PE teachers raised learners understanding of physical health and activity levels during class.

According to Curry (2012), the study shows that compared with classroom teachers, physical education tutors teach longer and top quality classes in which learners use extra time being physically energetic. In another research article by Curry (2012), primary teachers frequently skip the compulsory P.E. hours from their week because of emotion pressured by the scope of the curriculum and their absence experience and capability to teach the sensible component of the Personal growth, Physical Education program of study.

From the study of PE (Morgan, Bourke, & Thompson, 2001), PE teachers have great pressure on an individual's choices, practices and routine as future teachers of PE.

Morgan et al (2001) state that trainee teachers learn ITE by means of preconceived knowledge linking to the practices of PE. To negate these preconceptions of PE and to increase more dependable ideas concurrent with curriculum assistance; enough time is to be specified for PE.

The current PE reduction in terms of hours allocated to PE inside ITE courses is of great concern to the stakeholders (Morgan, Bourke & Thompson, 2001). According to the study by Timperley et al, (2007) experienced teachers are to be given chance to take part in regular in service focused on PE.

2.9. Summary of Review of Related Literature.

The literature review highlighted the challenges facing the teaching and learning of PE in the schools. It has led to PE not enjoying the high status it deserves despite the benefits that are derived from teaching and learning it.

Some of the major importance of PE and sports are depicted in physical, way of life, emotional, communal and cognitive domains in children. One gap identified is that PE environment varies from country to country in that some countries had adequate playing grounds but lacked PE kits required.

Another gap identified was that in Ethiopia the government provides funding through Free Education, which can be used to purchase PE teaching and learning materials but school administrators do not see the need of purchasing PE resources.

Another gap illustrated is that despite the negative attitudes attributed to some teachers of PE there are those ones who are committed to effectively teach PE but lack resources and motivation from school administration.

CHAPTER THREE

Research Design and Methodology

Introduction

This chapter presents the description of strategies and procedures that used throughout conducting the research work. The section focuses on research design, sources of data, population of the study, sample size and sampling techniques, data collection instruments, data procedures, validity and reliability of the instruments, and data analysis techniques.

3.1. Research Design

This research study is adopted by descriptive survey study research design. It is applied to describe the entire problems of the raised issue. It mainly focuses on the teaching-learning process of physical education subject.

As Lockesh (1984) notes that descriptive studies are designed to attain applicable and preserve information concerning the position of phenomena and whenever possible to draw valid general conclusion for the data discovered.

This study approve a description survey to investigate the challenges facing the teaching-learning process of physical education programs in some selected preparatory schools of Addis Ababa.

3.2. Sources of Data Collecting Instruments

Basically there are two main sources of data collecting methods:-

- Primary data collection method and Secondary data collection methods.

A.Primary Data Sources.

This type of data collection method helps the investigator to gather information directly from the targeted population. This information was collected through the following Instruments: -

- Questionnaires,
- Interviews, and
- Observation.

B. Secondary Data Sources.

These data are data which were collected from secondary sources. These also enabled the researcher to refer additional information on the issue. For these types of data collection method the researcher tried to use the following data collection instruments:-

- Printed documented information on the issue in each school,
- The students' result on the subject, and
- Other published books, newspapers, magazines, which are printed before on related issue.

The researcher tried to use the two methods to assess the listed problems. But due to time constraints the researcher couldn't implement group discussion method.

3.3. Population of The Study

There are number of preparatory schools in our country Ethiopia, but due to some reasons the researcher gave special attention only for five governmental preparatory schools which are located in Addis Ababa.

As much as possible these preparatory schools of Addis Ababa were included on the research work. The researcher traveled around those schools in order to address them equally.

According to the sample size used by the researcher the study mainly focuses on the problems during implementation of physical education at the selected 5 governmental preparatory school of Addis Ababa i.e.

1. Minilik II preparatory school;
2. Derartu Tulu preparatory school;
3. Fire Hiwot No.2 preparatory school;
4. Bole General preparatory school;
5. Kefitegna 23 preparatory school; etc.

The total population of the study was as follows including the number of PE teachers at each school, the number of students, and the number of school directors.

As it is illustrated above the researcher made this study on the selected 5 preparatory schools. The numbers of PE teachers in each school are as follows according to the size of the school:-

1. Minilik II preparatory school (5);
2. Derartu Tulu preparatory school (3);
3. Fire Hiwot No.2 preparatory school (5);
4. Bole General preparatory school (4);
5. Kefitegna 23 preparatory school (3)

There are totally **20** PE teachers. Among these PE teachers, **5** of them are also head teacher (head of PE department) at the selected schools. The fore all the **20** PE teachers have been participated on this survey study in responding the questionnaires and in addition 5 of them also participated being interviewed. The total number of students which was taken as the population of the study is **4567** at the selected **5** preparatory schools.

In average there are **10** sections for each **11th** and **12th** preparatory grades for those 5 schools. The average number of students in each section for both grades is **40**. This gives an average number of students in each school which is **913** for both preparatory grade levels. Therefore the total number of population is **4597**.

3.4. Target Population

The target population for the study was taken from five (**5**) preparatory schools in Addis Ababa. The targeted respondents was all the twenty (**20**) PE teachers, five (**5**) head PE teachers, five (**5**) directors and totally four thousands five hundred sixty seven (**4567**) students from grade 11 and 12 of those selected school.

PE teachers of each school are very necessary to give information based on practice; perception and preparedness in conducting PE activities in school, while students were also crucial since they enabled the researcher to configure their attitudes on implementation of PE in governmental preparatory schools. This is a target population of four thousand five hundred ninety seven (**4597**) pupils.

3.5. Sample Size and Sampling Technique.

During conducting the research work, it was very difficult to assess the entire population in each school, but except the students all other total populations of the PE teachers, head PE teachers, and school directors were included to respond the questionnaires and interviews.

According to Yamane’s sampling formula sampling technique that is used by the researcher is illustrated below. It is in order to minimize the possible errors that will going to be happened during determining the sample size the following formula was used:-

$$n = \frac{N}{(1+N(e)^2)(1+N(e)^2)}$$

Where: - n= corrected sample size

N= population size

E= margin of errors i.e. 0.05

Given: - N=4597
e=0.05

There for by using the above formula the sample size will be as follows: -

$$n = \frac{N}{(1 + N(e)^2)}$$

$$n = \frac{4597}{(1 + 4597(0.05)^2)}$$

$$n = \frac{4597}{(1 + (4597 \times 0.0025))}$$

$$n = \frac{4597}{12.49}$$

n ≈ 368

Simple random sampling was used to pick 5 governmental preparatory schools from Addis Ababa. A purposive sampling was applied to select **368** which include students of grade 11 and 12, head PE teachers, PE teachers, and school directors of the selected school.

The total sample size of the study has **368** respondents. This translated to 8% of the target population. The percentage of the sample size gives the minimum size since the population is very large.

This agrees with the concept of Best and Kaln (2006), who argue that the ideal sample of a large population should be small enough to be selected economically.

3.5.1. Proportional size of respondents.

The total number of students from the five selected preparatory schools is 4597 and the total number of sample size is 368. Therefore as the number of students in each school is vary. By using the following formula it is illustrated as follows.

Name of the school	Grade 11			Grade 12			Grand Total
	M	F	Sub Total	M	F	Sub Total	
1. Minilik II P.S.	248	260	508	220	325	545	1053
2. Derartu Tulu P.S.	202	219	421	190	199	389	810
3. Fire Hiwot No.2 P.S.	208	256	464	206	232	438	902
4. Bole General P.S.	194	232	426	285	258	543	969
5. Kefitegna 23 P.S.	200	185	385	220	228	448	833

Let 'n' be total sample size, let 'T' be the total number of students in each school, let 'N' be the total number of students and let X be the proportional sample size of each school.

$$N=4597 \quad n= 368 \quad X=?$$

Then the formula will be $X= \frac{n(T)}{N}$

A. For Minilik II P.S.

$$X= \frac{368 (1053)}{4597} = \underline{\underline{84}}$$

B. For Derartu Tulu P.S.

$$X= \frac{368 (810)}{4597} = \underline{\underline{64}}$$

C. For Fire Hiwot No.2 P.S.

$$X= \frac{368 (902)}{4597} = \underline{\underline{72}}$$

D. For Bole General P.S.

$$X= \frac{368 (969)}{4597} = \underline{\underline{77}}$$

E. For Kefitegna 23 P.S.

$$X= \frac{368 (833)}{4597} = \underline{\underline{67}}$$

3.6. Data Collection Instruments

Through out this study, the following data collecting instruments have been used: -

- Questionnaire,
- Interview Schedule and
- Observation.

3.7. Data Collection Procedure.

3.7.1. The Questionnaires

The researcher was not able to distribute both open and close ended questionnaires. Due to shortage of time and lack of the ability of the respondents to understand open ended questionnaires he was limited to distribute only a close ended questionnaires and interviews to get the required information from teachers and students.

Through questionnaires, there was greater consistency and compatibility in the responses. Orodho (2009) opines that a questionnaire allows dimension for or beside a particular viewpoint and that questionnaire has the capability to gather a great amount of information in a reasonably short time. The questionnaire was chosen since it is easy to manage and the researcher can concurrently collect information from the respondents therefore saving time (Mugenda, 2004).

The questionnaire was chosen since it is easy to manage and the researcher can concurrently collect adequate information from the respondents and it saves time. The questionnaires were administered only to PE teachers and students.

3.7.2. The Interview

Using the interview schedules, the researcher got answers from head PE teachers of sampled schools. Interview schedules were used since they frequently give very high response rates. Thomas (2009) points out that an enormous deal is provided by this personal contact, since the interviewees take action to the interviewer in bodily presence, unlike how they would react to the questionnaire. It allows the interviewer have the liberty to follow up points if needed.

This was administered on the head teachers of the sampled schools, to get data on challenges related to resources in teaching and learning of PE. The interview schedule was mainly for the mobilization level of PE teaching/learning, challenges, and ways towards curbing the challenges facing the implementation of PE in preparatory schools.

3.7.3. Observation

Based on the observation checklist guide that is illustrated on Appendix IV, were prepared in relation to the research questions. Therefore, the observations are consciously planned. The researcher uses observation checklist to ascertain the availability of resources and challenges on the sport field. This technique was advantageous since it gave accurate data from direct observation.

Therefore the data collecting process was made through the following sequences: - first questionnaires were distributed for PE teachers and students then it was collected after one week and. Next interviews were presented for school director and head PE teachers. Finally observation will be made by the researcher by having the observation check list. After collecting this information by using the above instruments the researcher was able to make data analysis, interpretation, and discussion based on the findings of collected data.

Finally the researcher gave suggestions, recommendations and conclusions of the study.

3.8. Validity and Reliability of Instruments.

According to Wiersman (1985), it is necessary that the research instrument be piloted as a way of finalizing them. The purpose of piloting according to Frankel and Wallen (2000) is to detect any problem for remedial before the actual study.

The research instrument was piloted in three (3) governmental preparatory schools from Addis Ababa. The two pilot schools were not included in the study. Two (2) head teachers, four (4) teachers, and ten (10) students were used to pre test the data collection tools. Ambiguous statements were rephrased and unnecessary ones were deleted to enhance the validity of the data collection tools before the actual study is carried out.

3.8.1. Validity of Research Instruments

The questionnaires, interview guides and the observation schedules were based on the conceptual framework of the study. The instruments were content validated by thesis advisor at Addis Ababa University to determine whether the instruments were adequately reflect the concerns of the study.

The researcher believes that each data collecting instruments are highly valid because they have their own strength.

Questionnaires gave valid information since they give confidence to the respondents and it keeps the privacy of the respondent to feel free when they fill the questionnaires.

An interview also grants a great chance for the researcher to collect direct responses from the face to face contact with the respondent. It also gives a chance to the respondents to express their feelings and responses without any limitation.

The observation check list enabled the researcher to observe the proper implementation of PE lessons directly since he was not biased through filling the answers and in fact the responses do not depend on others view. It also helps him to collect adequate information through looking over the PE resources in the schools.

The purpose of the pilot is to detect shortcomings in the face validity in terms of structured questions in relation to their level of understanding. Content validity determined the appropriateness of the questions in relation to coverage and full representation.

3.8.2. Reliability of Research Instruments

Test-retest method was used to experiment the reliability of the questionnaire for teachers and learners, and the interview guide for school director/vice director after a pilot study was conducted. The researcher chooses the schools in the study and administered questionnaires and interview to teachers and school directors and only questionnaires schedule for the students. The research instruments were administered once because of shortage of time.

3.9. Data Analysis Technique

Orodho (2009) proposed that data analysis is the lifeline of a research and the method of analysis is the backbone and conduit wire. Descriptive statistics were used to analyze quantitative data based on the collected data.

Qualitative data were presented by condensing the material systematically, and then structured into themes and patterns for effective analysis.

The result were presented by using frequency tables, pie charts and bar graphs. Both quantitative and qualitative findings were reported based on the objectives of the study and conclusions and recommendations made based on study findings.

CHAPTER FOUR

Data Presentation, Analysis and Discussion.

4.1. Introduction

This chapter presents data collected, results and discussion of the study findings on challenges facing the teaching and learning of physical education in selected governmental preparatory schools of Addis Ababa, with a view of positively enhancing the effective teaching and learning of the subject. The findings of the study were guided by research questions as indicated in chapter one as shown:

- i. To identify the challenges related to resources in the teaching and learning of physical education.
- ii. To determine the attitudes of teachers and learners towards physical education.
- iii. To determine the teacher's preparedness in handling physical education lessons.

The data was analyzed based on research questions with the support of Statistical findings. The data was presented and discussed under related sub headings using descriptive statistics such as percentages, frequencies and tables.

The research study is investigated in 5 selected governmental preparatory schools which are located in Addis Ababa. The schools are:-

- ❖ Minilik II preparatory school;
- ❖ Derartu Tulu preparatory school;
- ❖ Fire Hiwot No.2 preparatory school;
- ❖ Bole General preparatory school; and
- ❖ Kefitegna 23 preparatory school.

The questions presented are not many; the reason behind this is the number of PE teachers is very few. But the questions can address the issue.

This chapter consists of the major findings of the study. All the relevant data and information which have gathered have been sufficiently digested and analyzed and the basic research questions were also tried to be answered appropriately. Before I start presenting each response of the questions in detail, let me try to give the background information about each group of respondents.

Background information about each group of respondents.

Four groups of respondents were subjected to participate on this investigation. (i.e. PE teachers, head PE teachers, School directors and selected students). Out of these respondents 65% of them are females. All of the teacher respondents are PE teachers and graduated with the field from recognized institution, therefore, they are very equipped to answer the questions which are raised by the researcher. Because they are subjected primarily to the issue and well oriented with the problems.

The administrators were also part of the participants. But only three of them were able to be interviewed other two of the school directors were not willing to give their time. Therefore, I agree that the information gathered from the school directors is not sufficient.

The last respondents are students of Grade 11 & 12 of each school, but because of shortage of time and other causes it is difficult to address the whole population, so their representatives are included in random selection method. The students are capable of responding the questions and honest to reflect their ideas confidently.

4.2. Response Rate

The study intended to collect information from 368 respondents. However, out of 368 research tools that were administered to the respondents, 328 questionnaires were returned from the study.

This translated to a response rate of 89%, which was considered to give commonsense results. The response rate was summarized in Table 4.2.

Table 1. Respondents Rate

Subjects	Sample		Percentage (%)
	Proposed	Final	
School directors	5	3	60
PE Teachers	20	20	100
Head PE Teachers	5	5	100
Students	338	300	88.75
Total	368	328	89%

4.3. Demographic Information

The study sought to establish demographic information of the respondents based on the educational level of PE teachers and Head teachers' experience in order to evaluate their suitability and skills in PE.

4.3.1. Educational Level of Teachers

There are totally 20 PE teachers in those 5 schools among them 16 are males and 4 are females. All of them are graduated from the recognized governmental university specifically with physical education field and from these teachers 12 of them are first degree (BED) holders and the rest 8 are MED graduates.

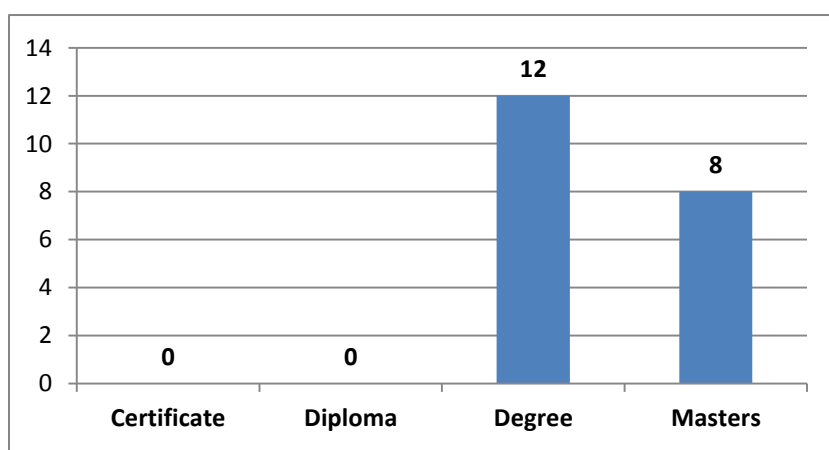


Figure 1: Distribution of Teachers by Level of Education
Source: Teachers' Questionnaire

4.3.2 Teaching Experience of PE teachers

The results of the study showed that majority 9 out of 20 (45%) of the PE teachers had teaching experience of over 10 years; an indication that many PE teachers were old enough in their workstations and could effectively develop ways of enhancing Physical Education activities in their schools.

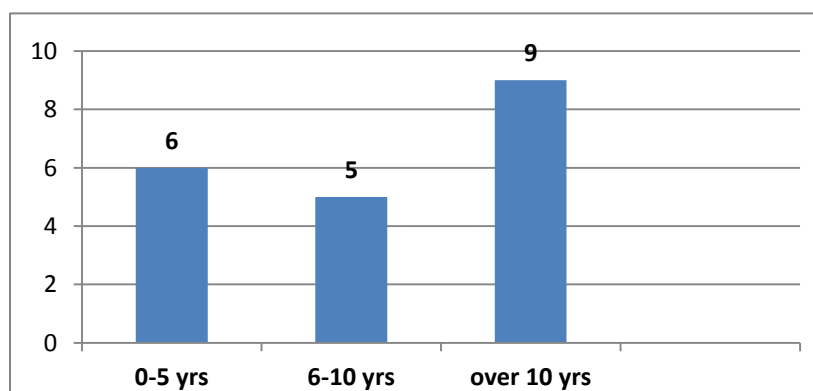


Figure 2: Distribution of PE teachers by teaching Experience
Source: Teachers' Questionnaire

4.4. Results of the Study Found From Questionnaires Presented To PE Teachers

The total number of PE teachers in each school is presented as follows:-

Name Of The School	Number of PE Teachers		
	M	F	Total
1. Minilik II preparatory school	4	1	5
2. Derartu Tulu preparatory school	3	-	3
3. Fire Hiwot No.2 preparatory school	3	2	5
4. Bole General preparatory school	3	1	4
5. Kefitegna 23 preparatory school	3	-	3

Table 2. Number of PE Teachers in Each School.

All of them are participated through filling the questionnaires, totally 20 questionnaires were distributed for them but only 12 of them are returned back with full responses.

The results of the study indicated that majority that is 12 out of 20 (60%) of the teachers were degree (BED) holders. However 8 out of 20 (40%) were Masters (MED) holders. The results show that majority of teachers were well trained and thus enough skills for effective implementation of PE in the preparatory schools.

4.4.1. The Suitability of Sport Field in the Schools.

In fact the study is implemented in preparatory schools the mandatory of the sport field to be found in the school is a basketball or a handball court, because the lessons of grade 11 & 12 PE subject is mainly needs these court to conduct the lessons effectively. From the collected response for this question shows that majority of PE teachers are agreed with the appropriateness of the sport field in each school.

This question is presented for 20 PE teachers among them 16 are agreed which is 80% and 3 of them are also strongly agreed which is 15% of the total respondents but only one respondent which is 5% of the total respondent is strongly disagreed with the suitability of the school field for teaching PE lessons effectively.

4.4.2. Frequency of Conducting PE in Schools

In most of the schools the allocated numbers of periods are the same. But the subject is not treated equally with other subjects. Therefore the number of periods given for the subject is not equal with other subjects. Majority of the teachers are disagreed with the number of periods allotted for PE subject per week

From the 20 PE teachers only 3 of them which are 15% agreed with the number of periods per week, but the remaining 17PE teachers which are 85% of the total teachers are strongly disagreed.

- ✓ From these the researcher can conclude the weekly period allocation for PE subject is not enough, because the contents of the subject are wide, therefore, it is very difficult to cover in the entire year by using 2 or 3 periods per week. Also the nature of the subject more laid on practicing different physical exercises. So the students need much to do each exercise repeatedly in a week. Because “Practice makes better”.

4.4.3. Is The Time Allotment Sufficient For Each Period?

In all schools the allocated time for each period to every subject including PE is the same, i.e. 45minutes. Among the respondents of this question, 9 of them which are 45% agreed that the time for a period is enough, but the rest 11 which are 55% disagreed in the sufficiency of the time given for one period.

From the responses come from the teachers we can understand that the majorities of the teachers said that the 45 minutes time allocation is not enough.

- ❖ Also the researcher is on the side of the teachers who said it is not enough. Because the subject needs more time especially for practical class. In order to give chances for the students to participate actively, more time is needed. Also for changing clothes, to warming up exercises, to practice the daily topic and to implement cool down activities and also to be ready for the next subject class, there is a need to have enough time.

4.4.4. The Interests of the Students to Participate In PE Classes?

This question assesses the participation of students in each school and the ways how the teacher manages them at a time.

14 of the total teachers which are 60% confirm that the participation of students is very good. Whereas 6 of them which are 30% raised an argument on the participation of students in the class.

These can be proved from the teacher’s attendance. As I have seen majority of the teachers are well prepared and able to encourage the students to participate.

4.4.5. The Appropriateness of Physical Exercises Given For Preparatory Grade Students?

According to the belief of majority of PE teachers exercises which are included on the preparatory grade PE subject are not properly designed.

From the 20 PE teachers 12 of them which are 60% are strongly disagree with the selected physical exercises. And 6 in which 30% of them are neutrals but the rest 2 of them that covers 10% of the 20 PE teachers strongly agree with the appropriateness of the activities given for preparatory students.

4.4.6. Fulfillment of Sport Materials by the School.

As all the selected schools are governmental schools they have government's budget for their financial need. Therefore each school has not equal budgets because it depends on the size and successful utilization of their previous year budget.

According to the response of the PE teachers' majority of them i.e. 17 or 85% of the 20 strongly agreed that their school is providing adequate sport materials for the success fullness of the teaching learning process of PE and the rest the 3 respondents are neutral. Therefore no one has an argument on the fulfillment of sport materials.

4.4.7. Participation of Students in PE Class.

As a teacher it is expected to encourage students for active participation especially on PE practical classes.

As the teachers explain their answer towards this issue 10 that is 50% of them strongly disagreed that on the equal participation of the students they believes that this is because of the ability and sex differences.

The rest 10 of them that covers 50% are also strongly agreed with the participation of the students.

4.4.8. Availability of Resources of P.E in School

It is evident that balls were the major resources used for PE in most schools as reported by majority 150 out of 328 (66.66%) of the pupils. But there are no first aid kits and vaulting box apparatus in all school. There are also inadequate athletics apparatuses and nets in majority of schools. As only 75 out of 225 (33.33 %) of the pupils reported that the teachers' guide and student text books were available in their schools.

Name Of The School	Types Of Sport Materials													
	FB	VB	BB	HB	J V	Ds	SP	RL Y	HRD	Nt	Mt	VLB	FK	JR
1. Minilik II P. S.	5	4	10	8	6	5	4	20	10	2	5	-	-	12
2. Derartu Tulu P. S.	4	3	8	6	4	3	4	8	6	2	5	-	-	7
3. Fire Hiwot No.2 P. S.	4	4	6	5	2	5	4	8	10	2	6	-	-	10
4. Bole General P. S.	3	5	6	5	4	4	4	6	8	1	4	-	-	9
5. Kefitegna 23 P. S.	4	2	4	4	3	3	4	5	10	1	4	-	-	10

Table 3. Availability of sport materials in each school.

These findings agree with the findings from teachers in which revealed that first aid kits and vaulting box apparatus were most lacking resources by majority of schools. This discouraged majority of learners from participating in PE due to lack of such essential PE facilities. Majority of the schools are very rich in availability of balls.

4.4.9. Gender Equality of Participation on PE Class.

Majority of 18 out of 20 (90%) of the teachers strongly agreed that there is a great difference on the attendance of PE class that is boys have great participation acceptable and viewed positively by the students. However, only 2 out of 20 (10%) of the teachers understood that there is equal participation of students on PE class.

4.4.10. Proper Usage of PE Materials by the Teachers.

All the teachers agreed that they are trying to use PE facilities. In fact, the schools are not full supply the required PE materials but PE teachers are trying their best to fill this gap.

But there is a gap between the availability of number of materials and number of students in the classroom. It is not proportional in the view of the teachers. According to this finding the researcher concludes that there are no enough PE materials in those schools.

This can lead to the improper implementation of PE subject. Therefore it is very difficult to meet the objective of the subject.

4.5. Results Of The Study Found From Questionnaires Of Students.

Based on the observation check list illustrated on appendix IV “D” the number of students in each school are as follows:-

Name of the school	Grade 11			Grade 12			Grand Total
	M	F	Sub Total	M	F	Sub Total	
1. Minilik II P.S.	248	260	508	220	325	545	1053
2. Derartu Tulu P.S.	202	219	421	190	199	389	810
3. Fire Hiwot No.2 P.S.	208	256	464	206	232	438	902
4. Bole General P.S.	194	232	426	285	258	543	969
5. Kefitegna 23 P.S.	200	185	385	220	228	448	833

Table 4. Number of students in each school.

According to the above table the total number of students is **4567**. From these students based on the sample size only 328 of them are included to participate on filling the questionnaires. Therefore the results obtained from their response are as follows:-

This result shows that each PE teachers of the schools has to work on the participation of the students they must encourage female students to be engaged on PE activities. Because if there is no equal participation of students, the aim of the subject could not be meet its goal.

4.5.1. Motivations of the School for the Students during PE Classes.

Majority of the students that is 270 which is 82% of the total number of students declares that the schools do not motivate them to be engaged in PE class. Of course, the school also controls students who did not participated in PE class but their control is not beyond controlling the attendance even they did not check the presented students activity whether they are actively involved or not.

Therefore this implies that if there is no proper supervision from the school administrators the students will not be encouraged to learn PE enthusiastically. Because this leads the students to concentrate only for their academic result. This also leads the effective implementation of PE subject at preparatory school level.

4.5.2. Preparedness of the Teacher.

This question tells us the readiness of the teacher towards the lesson that he/she is going to present. It also indicates that whether the teacher is led by plan or not.

Among the answers given to this question, 300 of them which are 91% of the totals show the teachers are excellently prepared for every topic. On the other hand, 20 means around 6% of the total students said their teachers preparation is on a goord status where as

the rest 8 which belongs to 3% of the total declares that the teachers are usually on poor preparation with lack of readiness.

- ❖ Therefore, the researcher can give a conclusion of most of the teachers readiness for their job is recognized by their students. And the other groups of teachers for this question have been seen as lazy by the learners, so they have to look over their ways.

4.5.3. The Attractiveness of Teaching Methods Used By PE Teacher.

Here, 246 students fully gave witness for the attractiveness of the methods used, and 65 of them are partially comfortable with the methods but the rest 17 students said that the teaching methods used by the teacher is very poor and it does not attract the students for participation. It is true that the method that is used by primary school teacher should be very attractive and funny.

- ✓To show this data in percent:- 75% said excellent,
20% said very well and.
5% of them said poor.

From the above information we can get that the teaching methods that we are going to use has great impact in implementing the lessons. If PE teacher uses very attractive method of teaching the topics, he/she can accomplish the stated objectives of the subject. Then the students will follow the lessons very attentively.

4.5.4. Demonstration of Exercises by the Teacher.

200 students from the total number of 328 which is 60% of them said that the teachers demonstrate poorly the skills of each practical topic lessons, 100 of them which represent 30% of the total number agreed that the demonstration can be said very good, and only 28 of them which are 8% agree with the excellent demonstration of the skills by the teachers.

From this result the researcher concludes that majority of the teachers are well equipped with the demonstration of the skills.

Therefore those teachers must do on the improvement of their skills and abilities because if PE teacher fails to show the skills of each topic the students will also be poor in skills and they will not be initiated to learn PE because it is boring for the students if there is no participation.

4.5.5. Time To Practice During Each Period?

As it is well known that practice makes better, giving more time to the students is expected from a good PE teacher.

From the total respondents many of them i.e. 210 students have said that they do not get much time for practice. Because the teachers spent their time on lecturing the topic even on the field. And also 95 students said that it is very good but 23 of them are totally happy with the time they are given.

- ✓ To indicate the result in percentage: -64% of them said poor, 29% of them said very good and 7% of them said excellent regarding to the time given during each period.

- ❖ According to this finding the researcher declared that there is lack of time for practice. This leads the subject to be focused more on talk. Today's system of education agrees that more effort is expected from the students, so PE teachers have to grant more time for practice to the students. Because if they are ignored to practice they could not improve their performance.

4.6. Results Obtained From Head PE Teachers' and School Directors' Interviews.

Introduction

From the selected 5 governmental preparatory schools which are included on this study there are 5 head PE teachers and 5 school directors totally. Thus the number is very few to include all to be part on respondents list all of them are included. Therefore the total number of participants for the interview schedule was 10.

4.6.1. The Potential of PE Teachers.

In each school the administrators have a plan to supervise all of the teachers twice in each semester. One formal and one informal evaluation are conducted. They evaluate skill as well as theoretical ability of the teacher.

Unlike other subject teachers PE teachers are always in supervision by everybody especially when they teach on the field whether they are in concentration of their work or not. Therefore, PE teachers have to be careful especially when they are on teaching practical lessons on the field. Because they are under observation of every person on that place. They may fall under disappointment of others.

4.6.2. Availability of Budget

Basing on challenges, head teachers were further asked whether budget for purchasing P.E resources was adequate to meet the need of effective PE in the schools. Figure 3 shows the result.



Figure 3: Availability of Budget

The results revealed that even though majority (80%) of schools directors and head PE teachers set aside an adequate budget for purchasing PE resources, the actual purchasing of PE resources is inadequate as evidenced by table 4.2. Probably PE resources were not prioritized, because it was not examinable. These findings coincide with Mackendrick's (1996) who suggested that reduced funding of PE is having a negative effect on the time and resources needed for successful PE programs.

4.6.3. Attitudes of other subject teachers towards PE subject

Based on the objectives listed in chapter one, the study sought to determine the attitudes of teachers and learners towards physical education. The respondents were asked to state how they felt towards teaching PE. The findings were presented as in the following figure.

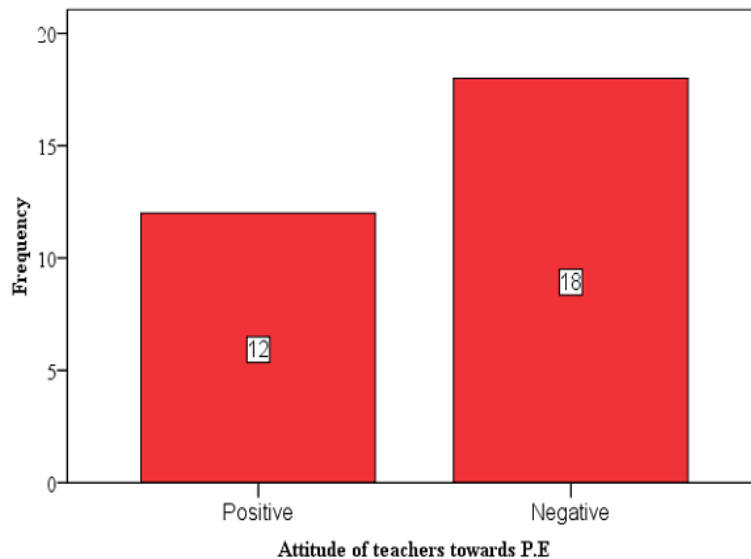


Figure 4. Attitude of Teachers towards PE

It is evident from the above figure that majority 18 out of 30 (60%) teachers had negative Attitude towards teaching PE. Probably, majority of teachers concentrated only on other subjects and considered PE as a waste of time since it was not examinable. Supported by other study findings, Hardman and Marshall (2000) noted that less value/importance is placed on PE since it is treated as a non-subject and of non-academic status. Sakwa et al. (2003) investigated secondary school students' attitudes towards participation in physical education, and the students' attitudes and their performance.

The findings are supported by Gitonga et al. (2011) who carried out a study on teacher-trainee attitudes towards physical education in Kenya and reported negative attitude towards PE in Kenyan primary schools.

4.6.4. Number of P.E Workshops Organized for the Year of Study

Based on preparedness of teachers, head teachers were further interviewed to provide the number of PE workshops organized in a year for the welfare of teachers.

The results revealed that majority 4 out of 5 (80%) had no PE workshop organized for the in-service training of PE among teachers. However, only 1 out of 5 (20%) of the studied schools was reported to have organized one PE workshop for in-service training. This implies that majority of the selected preparatory schools did not fully implement PE

programs and hence teachers were not ready to conduct PE activities due to lack of support from the school administration.

According to Curry (2012), an expert PE teacher would ensure that the benefits of PE are not weighed down by the emphasis of examinable subjects. Curry (2012) state that many teachers depend on their own personal school-based experiences with PE and sport; therefore their teaching of PE is a mirror image of their recollections, quite from the understanding gained in pre-service training colleges.

4.6.5. Strategies used to motivate P.E teachers

Strategy	Frequency	Percent
None	6	30%
Giving Incentives to well performers	4	20%
Praising those who participate	3	15%
Sponsoring for P.E Workshops	5	25%
Allocating P.E in Timetables	2	10%
Total	20	100%

Table 5: Ways of Improving the PE Activities in the School as Reported by Head teachers and school directors.

Results from the table revealed that majority 6 out of 20 (30%) of the respondents did not give any strategy since they had not fully implemented PE in their schools. Head teachers perceived PE as a burden to teachers and learners since PE was not examinable. Teachers were further interviewed to provide ways of improving PE activities in their schools. Table 5 gives the summary of the findings.

CHAPTER FIVE.

Summary, Conclusion, And Recommendation

5.1. Summary

Challenges Related To Resources in the Teaching-Learning of PE

The primary purpose of this paper was to assess the major problems which occur during the teaching-learning process of PE subject. In those selected governmental preparatory schools. These variations helped the researcher to face different experiences.

The first objective was to identify challenges related to resources in the teaching and learning of physical education. The results indicated that the major challenge facing teaching and learning of PE was lack of enough facilities that could facilitate learning process. The findings indicated that majority of teachers and students reported that they had no enough PE materials.

These were represented by a frequency level of 25 (7.5%) and 303 (92.5%) respectively. Hence, it was too difficult for teachers to conduct PE due to lack of such essential PE facilities.

It was observed that even though majority 14(93.33%) of the preparatory schools had playfields for carrying out PE activities, peer support and PE kits storage were inadequate; as reported by response rates of 13.33% and 20.0% respectively.

Finally the study summarizes the findings in the following way. Of course the problems are many sided a lot of works are needed from each stock holders those are: - parents, students, PE teachers, the school administrators, the society and even the government itself.

5.2. Conclusion

There are some common problems in each school which have been studied. According to the findings and results, here the study concludes the following ideas.

Here the researcher discovered so many problems which happened during the teaching-learning process of PE subject. But four of the problems are very common and mentioned by each students and also PE teachers.

- **Shortage of Sport Materials**

Sport equipments are very crucial for the successful completion of the ultimate goals of the subject. In addition to this sport wears for PE teachers is very necessary. It initiates them for a better work and success. Therefore, without fulfilling these, it will be very difficult to achieve successful results from PE subject.

- **Lack of PE Reference Books**

In fact all schools have PE teachers guide for both grade levels which have been prepared by Ministry of education as it is presented below.

But there should be also additional reference books which have been prepared by different authors. These will help PE teachers to be well informed about the topics they going to teach and to have in depth knowledge concerning the subject matter.

- **Problem of Proper Sport Field**

Of course this is not the problem of most governmental schools, because they have enough space to teach practical lessons of the subject, even the field can host two or more classes at a time, but as a preparatory schools the studied schools should have basketball court which is very important specially to teach basketball and handball skills which are specific lessons of grade 11 and 12 PE subject respectively. The only thing they have to make is in making the field very suitable for the teaching-learning process by improving it injury free place for students.

- **Problem of Period Allotment Per Week**

The last common problem for each school is lack of sufficient periods per week. In each school the subject has given the least number of periods when it is compared to other subjects. Even when we see the contents of the subject the total number of period per week is not enough to complete them through the entire year within two or three periods per week. Therefore the schools have to give equal attention to the subject and should have to increase the periods.

Finally Based on the findings, the study concludes that the major challenge facing teaching and learning of PE was lack of enough facilities that could facilitate learning process. Many challenges are similar across countries and that teachers from every part

of the city feel PE is marginalized compared to other curriculum subjects. Consequently, Ethiopian PE teachers can learn a lot from other countries, example Australia, in matters concerning curriculum time allocation, class sizes, teachers' professional affiliation, examination and assessment, school sport, and use of technology, among others. However, while the benefit of PE is widely recognized, competition from examinable subjects has forced many schools to reduce or cancel some PE programs. The major results of the study states that there is:-

- Lack of sufficient sport field,
- Insufficient time allotment for each period,
- Shortage number of periods per week,
- Unproportionality of teacher-student ratio,
- Lack of reference materials, and
- Shortage of sport equipments.

Therefore, there is great need for teachers to collaborate and to share information on how to improve and to strengthen the delivery of PE programs in primary schools.

5.3. Recommendations

Based on the analysis presented in the previous chapters, the researcher recommend the following suggestions regarding to pointing possible remedial solutions for the disused problems, because this is the final output of the study.

- 1.** The proper sport facilities and equipments shall be fully available.
- 2.** It shall be better to maximize the period allotment per week.
- 3.** The number of PE teachers shall be improved to meet the teacher-student ratio proportional.
- 4.** The curriculum and contents of the subject shall be revised by ministry of education.
- 5.** PE reference books shall be increased.
- 6.** Suitability of sport field shall be improved.
- 7.** Finally the researcher recommend that each school shall do their best in order to improve the level of physical education for providing well educated and physically fit citizens for the society, because they are working on human beings.

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Appendix 1. Questionnaires guide for PE teachers.

- These questionnaires, interviews and checklists are designed by the researcher to investigate major problems that occurred during the teaching learning process of PE in some selected preparatory schools of Addis Ababa and also to find out their possible remedial solutions.

Instructions: You are kindly requested to fill the questionnaire below. Be as frank and honest as possible in your responses. All responses will be treated with utmost confidence.

- You are not expected to write your name.
- I would like to thank you in advance for your positive cooperation.
- Name of School _____
- Educational status Diploma Degree Masters PhD
- NB: PE is Physical Education
- Tick ✓ where applicable

Item	Responses				
	Strongly agree 5	Agree 4	Neutral 3	Strongly Disagree 2	Disagree 1
1. Do you think the school (play ground) is suitable for teaching PE subject?					
2. Is the number of periods allotted for PE subject per week enough?					
3. Is the time given for one period enough?					
4. Do the students have interest to learn PE lessons?					
5. Do you think physical exercises given for preparatory students are appropriate for their level?					
6. Do all of the students attend PE practical class?					
7. Does the school fulfill adequate sport equipments?					
8. Are there enough PE teaching materials?					
9. Do you think PE text book for preparatory level prepared well?					
10. Do boy and girl students participate equally on PE lessons?					
11. Do you use each teaching material effectively?					

Appendix 2. Questionnaires guide for students

Instructions: You are kindly requested to fill the questionnaire below. Be as frank and honest as possible in your responses. All responses will be treated with utmost confidence.

- Name of School _____
- Grade level 11 12
- NB: PE is Physical Education

Item	Responses			
	Excellent 4	Very good 3	Good 2	Poor 1
1. How the school motivates you to attend PE class?				
2. How is your believe about the importance of PE subject for students?				
3. How is the opportunity (time) given for the students to practice each skill?				
4. How is the knowledge of PE teachers on the subject?				
5. How is the ratio of sport equipment to the number of students in the class?				
6. Does your PE teacher demonstrate the each exercise appropriately?				
7. How is the suitability of the play ground for PE lessons in the school?				
8. How do you see the participation of the students in each practical exercise?				
9. Do the students like teaching methods used by PE teachers?				
10. Are PE teachers professional and ethical in teaching profession?				
11. Do the teachers prepared well always?				
12. Do the teachers give their maximum effort to teach the subject?				
13. Do the teachers give more focus to spend on practices?				
14. Is the teaching method used by the teacher attractive for students?				
15. Do PE teachers demonstrate exercises very well?				

Appendix 3. Interview guide for the school directors and head PE teachers.

Instructions: You are kindly requested to fill the questionnaire below. Be as frank and honest as possible in your responses. All responses will be treated with utmost confidence.

- Name of School _____
- Educational status Diploma BSc MSc PhD
- NB: PE is Physical Education

1. How do you express the potential of the PE teachers of the school?

2. What is the attitude of other subject teachers towards PE?

3. How do you find the interest of PE teachers to teach the lessons?

4. How the school motivates PE teachers activities?

5. Do the school has budget for purchasing sport equipments? If yes how? If no why?

6. Does the school organize sport workshops, sport day festivals and special trainings for PE teachers? If yes how?

APPENDIX 4. Observation Checklist guide

A. Availability of sport materials in the school.

Name of the school: - _____

No.	Types of sport Materials	quantity	Current status			
			Excellent	Very good	Good	Poor
1.	Football					
2.	Volleyball					
3.	Basketball					
4.	Handball					
5.	Javelin					
6.	Discus					
7.	Shot put					
8.	Relays					
9.	Hurdles					
10.	Nets					
11.	Gymnastic's mats					
12.	Vaulting box					
13.	Playing field					
14.	First aid kit					
15.	Jumping ropes					
16.	Teachers' guide					
17.	Text books					

B. Number of PE teachers in the school.

Name of the school: - _____

No.	Grades	Number of Teachers		
		M	F	Total
1.	Grade 11			
2.	Grade 12			
	Total			

C. Number of periods allotted for PE subject per week

Name of the school: - _____

No.	Grades	Number of Periods
1.	Grade 11	
2.	Grade 12	
	Total	

D. Number of students in the school.

Name of the school: - _____

No.	Grades	Number of students		
		M	F	Total
1.	Grade 11			
2.	Grade 12			
	Total			

DECLARATION

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

Name: Kumneger Tirfagegnehu

Signature:

Date:

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

Name: Alemmebrat Kiflu (PhD)

Signature:

Date: