PRACTICES AND CHALLENGES OF TEACHING AND LEARNING PHYSICAL EDUCATION AND SPORTS IN SECONDARY SCHOOLS OF KELLEM WOLLAGA ZONE

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A Thesis Submitted to
The Department of Science and Mathematics Education

Presented in Partial fulfillment of the Requirements for the Degree of Masters of Education (Teaching Physical Education)

Addis Ababa University
Addis Ababa, Ethiopia
September, 2016

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This is to certify that the thesis prepared, by Gemechis Bekela entitled: *practices and challenges of teaching-learning physical education and sport in secondary schools of kellem wollaga zone and* submitted in partial fulfillment of the requirements for the Degree of Masters of Education (Teaching Physical Education) complies with the regulations of the university and meets the accepted standards with respect to originality and quality.

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ABSTRACT

Practices and Challenges of Teaching and Learning Physical Education and Sports in Secondary Schools of Kellem Wollaga Zone

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The main purpose of this study was to explore the practices and challenges of teaching-learning of PE and sport in secondary schools of Kellem Wollega Zone. In the study, descriptive survey design was employed. The participants of the study were students' and PE teachers' in selected secondary schools. Simple random sampling technique for students and purposive sampling technique for sample teachers were used. The data were gathered using questionnaire, interviews and classroom observations. The questionnaire was administered to 206 sample students. It consisted of closed-ended, open-ended questions and teachers' interviews were interviewed. The data were analyzed using both qualitative and quantitative methods. To describe the information obtained from the participants of the study through closed-ended questionnaire, first it was tallied, tabulated and registered as frequency. Simple statistical techniques such as frequency and percentages were used to analyze the data. The study identified problems such as both teachers and students had negative attitude and ineffective practices of PE/sports kills and little focus for PE/sport, lack of facilities, and limited time, problems related to students' such as interest, inability to use effective strategies during practice were identified in this study. Based on the findings, the researcher concluded the study by recommending possible solutions for the problems.

Key words: *attitude, focus, frequency, inability, teaching-learning, and ineffective practice.*

ACKNOWLEDGEMENTS

First and foremost, I would like to thank my almighty God who always thinks good for all creatures and gave me moral support from the beginning to the end of this study.

Secondly, I would like to express my heartfelt gratitude to my advisor Dr. Sahlemichael Bizuneh for his constructive comments, detailed advice and professional guidance throughout the study. In fact, without their continuous follow-up and encouragement, this thesis would not have been completed.

Thirdly, I express my sincere thanks to my wife, Aregash Abdisa for her encouragement, priceless spiritual support, understanding, patience and loving care and sharing all my pains during my stay in the School of Graduate Studies.

Fourthly, I would like to express my thanks to my friends Taddele Obsi (MA), Adisu Sakuna (B.Ed), Amare Mamuye (B.Ed), Bayisa Yadate (B.Ed), Bikila Gurmessa (B.Ed) Gemechis Fikadu (B.Ed), for their material and ideological support to complete this study.

Last but not least, I would like to acknowledge all my friends with whom I shared ideas during my work.

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Abbreviations

ALT-PE: Academic Learning Time-Physical Education

DSE: Directorate of School Education

HPE: Health and Physical Education

IER: Institute of Educational Research

MOE: Ministry Of Education

PA: Physical Activity

PE: Physical Education

UNESCO: United Nations Education, Science and Cultural Organization

Definition of Terms

Physical Education (PE)- Is an education which is given mainly through physical activities to develop and maintain all aspects of personality as: physical, mental and social well being.

Sport-Is physical activity that involves competition, score keeping, rules and outcome that cannot be predetermined.

Physical activity- is any bodily movement produced by the contraction of the skeletal muscles that increases energy expenditure above base line level.

Secondary schools- School which have levels from grade 9-10

Teaching-Teaching is just helping others to learn. It requires methods and techniques how to help students to learn. Teaching is also facilitating learning because learning is also the responsibility of learner himself/herself.

Learning-Is a change in behavior that is the result of experiences rather than genetic development links to the things teachers do with positive, growth- oriented things that students learn.

Focus- to give attention/emphasis towards PE/sport implementation.

Attitude- a predisposition or a tendency to respond positively or negatively towards a certain idea.

CHAPTER ONE: INTRODUCTION

1.1. Background of the Study

Education can change or modify the environment in which human beings live in. It is a fundamental instrument by which human beings a depth nature according to their needs. Without education development will not occur (UNESCO, 1999), education particularly formal schooling. Therefore, it is essential to build and develop nation. Hence education has to be used as a vital instrument for social, economical and political change and should be related to the long term national inspirations and the programs of national development on which the country is engaged (Aggarwal, 1997).

Physical education is an important part of secondary school curriculum. As an integral part of the total education, health and physical education makes area in the school devoted to the study of human movements, the acquisition of motor skills and promotion of fitness. It is also concerned with the total development of individual encompassing development in psychomotor, cognitive, and affective domains. The development of motor skills, fitness, knowledge, and attitudes conducive to a life time of participation is a commonly acknowledged secondary school physical education of governments (Wuest and Lombardo, 1994).

In order to achieve the aforementioned purposes and also the objectives of physical education in Ethiopia in general and in secondary school particularly, it is imperative to look thoroughly its implementation. An implementation of PE program requires consideration of many different facets of teaching. Understanding the process by which individuals learn skills, teacher's guidance in the selection of teaching styles and strategies, teacher's interactions with students, the class climate, motivation , disciplines, etc. Furthermore, teachers must thoughtfully consider how they will meet the needs of all students within the program including with those special needs.

Effective administrative procedures can help teachers to more efficient and accomplish required tasks in a timely manner. Evaluations should be an integral part of the program so teachers can determine the extent of achievement of learning goals. Teachers who are determined to improve their teaching will benefit from employing a diversity of techniques to evaluate their own performance. Promotion of HPE

program through the use of various public relations strategies is an important responsibility of PE teacher (Wuest and Lombardo, 1994).

We are living in a times when many peoples in the world appreciate the value of physical activity; lifelong involvement in physical activity is considered as not only valuable but also necessary for healthy and wellbeing. According to Siedentop(1991) only schools, primarily through physical education and sport, have the institutional process and the potential of socializing and educating all students toward a life time of active involvement in physical activity. Therefore, for schools to provide a well rounded education they must have active sports and physical education programs. Schools can provide many opportunities for young people to engage in vigorous physical activity and are thus better placed amongst societal institutions to motivate young people to live active lifestyles (Jenkison and Benson, 2010). Physical education is a core study in the school curriculum because, it contribute two unique goals to the curriculum; the development of motor skills and physical fitness. Evidence exists proving that students those were active in physical education programmes improve their motor performance and learn skills better than students those only play games and receive no physical education (DSE, 1993).

Malina (1996) stated that the more competent a person is young age, the more likely that person will be active later in life. Therefore, the teaching of students to be competent and to excel in their performance should be an aim of physical education teacher. As Corbin (2002) concluded a physically educated person must be fit, skilled, know the value of physical activity and understand the benefits of physical activity. If children are to truly become physically educated, then educators need to ensure that we teach for this understanding through effective teaching practices that have student learning as a central consideration and basic tenet. Fishburne and Hickson (2005) suggested teachers of physical education have the responsibility of changing or continuing those characteristics and skills that promote students learning. It is only then that students will receive the instruction that they need to gain the benefit from being physically active and to truly become physically educated.

Movement is essential for daily functioning. Knowledge of what, where and how the body can move is critical for quality human existence. Physical education, as an integral part of the general education process, contributes to an individual's awareness

and understanding of the elements and dimensions of movement and forms the basis for the learning of sport skills. Sport, on the other hand, is viewed as a vehicle for the enhancement of fundamental motor skills and the development of complex skills learnt through a properly structured Physical Education and Sport programme. It is governed by formal or informal rules that involve competition and may be pursued for recreation or reward while promoting healthy lifestyle practices. Sport is recognized as an instrument for the promotion of international peace and understanding and many local, regional and international sporting bodies have embraced shared values through sport. Therefore, the study of Physical Education and Sport not only allows students to work individually and cooperatively in the theoretical and practical components of the subject but also assists them in developing critical life skills. As a curricular inclusion, it provides students of varying abilities with experiences that facilitate physical, social, intellectual, cultural, spiritual and emotional growth. Skills related to decision-making, problem solving and critical thinking and the use of sport technology are acquired by students undertaking a course of study in Physical Education and Sport.

At present, many public school systems provide opportunities for individual teachers and the whole school staffs to investigate their teaching practices and performances. While these opportunities are available to investigate the areas that teachers and school are held publicly accountable for can be immense. Consequently, improving practice in the areas of PE looking at teaching and learning is very important. Therefore, physical educators need to continue to educate the value of PE and encourage school personnel to consider PE teaching and learning as an integral component of a learning environment.

Physical education, on the other hand, is an educational course related to the physique of human body. It is taken during primary and secondary education and encourages psychomotor learning in a play or movement exploration setting to promote health. In Ethiopia, for pupils forty minutes allotted to physical education through primary and secondary level of schools per week. Most of the time pupils are not engage in different sport activities and playing field is almost not observed in many state secondary schools of Kellem Wollaga zone.

1.2. Statements of the Problem

Physical education (PE) and sport teaching-learning is not implemented effectively in order to achieve a goal set by PE education curriculum in secondary schools of kellem wollega zone from the researcher experience. Physical education subject have no equal attention in schools with other subjects. Furthermore, to the best knowledge of the researcher there is deficiency of studies which focused on the issue in secondary schools of kellem wollega zone. For these reasons, all these initiating the researcher on the practices and challenges of teaching and learning physical education and sport education in secondary schools of kellem wollega zone.

In light of the above stated problem in the selected secondary schools of the zone, it is necessary to conduct research on the practices and challenges of teaching and learning in PE and sport with an objective of evaluating the practices of physical activities and understanding the major influences of practices in the schools. Recent years have seen the roles and status of PE changes in schools. Although a number of issues have impacted negatively on the promotion of quality PE programs, the perceived values of PE, the competition time within the school timetable, and the manner of PE has been taught challenged, particularly difficult for physical educators to overcome.

The invention of different types of games activities with no doubt had a profound effect on the current level of PE and sport development. Now a day's PE and sport is recognized in every high school and is incorporated in curriculum of Ethiopian education. Therefore, for the PE and sport development students' participation and interest in PE class at the school level are very significant. Regarding to this Locke (1975) forwarded that the curriculum of PE was not harmed by bad teaching, but rather that it was plagued by the issue that there was no teaching occurring. This is students may well be participating, but at varying level of success and involvement, with no actual teaching occurring to improve performance. Hardman (2000) stated it is obvious that as an ascribed practical subject, PE does not have equal status in the curriculum because of its perceived subservience to academic tradition. Consequently, PE is not appreciated for its potential to contribute to educational experience of student and hence, it has lower prestigious esteem on the hierarchy scale of school curriculum subjects. Following this, he concluded that the subject is disinterested in its goal and unsupportive by parents, teachers and school principals, thus it is

considered as a non-academic subject. According to Gebre Negash (2005) concluded that many teachers of PE are poor at teaching and do not appropriately develop interest toward the subject. They use traditionally teacher-centered methods of teaching which do not provide students the opportunity to participate in teaching and learning outcomes.

Alex (2006), stated that the purpose of all curriculum planning is to provide opportunities for an individual a student or groups of students to benefit maximally from participation in learning actively the role played by the teacher in the implementation of a curriculum is one of the factors that influence the quality of education in Ethiopia's educational system, physical education is one of the subject included in the secondary schools and the syllabus with general objective has been developed for it. However, due to shortcomings, of which it was not possible to achieve the objectives.

In all studies PE has low status and attitudes in educational curriculum (to parents, teachers and principals),low level of student success in performance, lack of interest to teach, lack of competence to teach, and traditional method of teaching are appeared. However, in Kellem Wollega secondary schools, the overall PE instructional system has the problem of having the lack of development of goals and objectives and implementation of PE/sport appropriately. Students participate in a limited number of practices and games so that there is limitation of opportunity to develop basic concepts and motor skills for individual students. On the other hands, teachers fail to recognize and explore the unique role of PE which allows students to learn to move and move to learn. Accordingly, there is a condition of the students required to take practical assessment without adequate practice in that they receive poor grades. Therefore, the main purpose of this study is to provide proper implementation of PE and sport teaching and learning process by creating awareness to the students, teachers and principals as well as to school community and parents of the students.

1.3. Research Questions

Research questions are which state in the investigation curiosity in intended study was stated as the following:-

1. What are the attitudes of the students towards physical education (PE)/sports?
2. How relevant and appropriate is the physical education (PE) and sports curriculum to students learning environment and background?
3. What are the major barriers in teaching and learning of physical education (PE) and sport in secondary schools?
4. To what extent do facilities and equipments influence the practice of physical education (PE) and sport?

1.4. Objectives of the Study

The research has the following general and specific objectives:-

1.4.1 General objective

The main objective of the study is to assess the practices and challenges that affect teaching and learning in physical education and sport class.

1.4.2. Specific Objectives

The specific objectives of the study would be:-

- To assess the attitude of students towards physical education and sports.
- To examine PE and sport curriculum to students learning environment and background.
- To investigate the practices and challenges of the PE teaching and learning in secondary schools.
- To identify factor influencing the practice of PE and sport education.

1.5. Significance of the Study

Having the investigation on the problem addressed in the study helps to obtain useful evidences of the causes and making decisions. Thus, this study is absolutely important in the study area as stated below.

- ✓ The findings create awareness for PE teachers, school administrators, and secondary school students on their weakness and strengthen points how and by what appropriate practices of PE are implemented.

- ✓ The study is also very interesting to understand the impacts of physical education teaching and learning on physical activities given through secondary school curriculum of PE.
- ✓ Investigate factors that hinder the participation of students in physical education class.
- ✓ Examine factors affecting student's participation during physical education class.
- ✓ Initiate students to actively participate during physical education class.
- ✓ The study reveals to the teachers of PE and students the directions leading to effective teaching and learning whether the theory or practice hold creating conducive environment.
- ✓ Not only this, this research study is very essential in providing PE curriculum improvements in posing solutions to factors influencing practical lesson of physical education.
- ✓ Fill the knowledge gap about the PE teaching-learning approach, build consensus and raise awareness of stakeholders for better practices.
- ✓ Provides a clue for future researchers about the challenge that affecting the implementation of PE/sport during the physical education class.

1.6. The Scope of the Study

This research aimed to discover the practices and challenges of teaching and learning PE & sports in secondary schools of Kellem Wollega Zone as well as the relative focus given to it. The scope of this research was bounded to secondary schools in kellem wollega zone in particularly with five secondary schools and their physical education teachers'. The study conducted in Kellem Wollega Zone (Oromia region). Among the total secondary schools the researcher was delimited to conduct only 5 secondary schools. From the two grades of secondary school (grade 9 and 10), only 5 secondary schools was represented.

1.7. Limitations of the Study

Conducting research is a process through which researchers find solution for existing problems. In doing this, the researcher may encounter different challenges. Among these, time and money constraints as well as the place where the researcher found are

the major problems researchers face during conducting research. The other challenge was that the researcher proposed to record teachers' interview to carefully listen, interpret and report the data though it was not fulfilled due to economic problem. The last but not the least challenge of the researcher was his location from his advisors in obtaining appropriate advice as he expected.

1.8. Organization of the Study

The study got organized in to five chapters. The first chapter contains the background of the study, Statement of the problem, objectives of the study, Significances of the study, delimitation and limitation of the study. The second and third chapters present the review of related Literature and the research design and methodology respectively. The fourth chapter dealt with the presentation and analysis of data gathered from responses .The last part, which is Chapter five, provided the summary, conclusion and recommendations.

CHAPTER-TWO

2. Review of Related Literature

2.1. Scope of Physical Education and sport

Modern schools consider physical education as an integral part of general education. Through activity-oriented and well-planned programmes they try to organize different physical activities like drill and marching, sports etc. Which are directed towards physical, mental, emotional, social, intellectual and moral development of the child. The scope of physical education for school students are:- corrective exercise, games and sports and swimming, self-defense activities, fundamental gymnastics, rhythms, recreation and yoga.

2.1.1. Contribution of physical education

Quality physical education provides students with the knowledge, skills, abilities, behaviors, and confidence to be physically active throughout their lifetime. (Houston and Kulinna, 2014). Physical Education courses contribute to the General education program by, first of all, teaching students the importance of a healthy life style in their "life-long learning" process. In fact, physical education promotes regular physical activity, which can help to prevent diseases and encourage lifetime wellness. In addition, PE courses play an important role in the General education program because they: help students to focus on their own health and physical fitness, encourage students to develop "leadership and teamwork" in a non-academic environment.

Physical activity (PA) during physical education (PE) lessons provides an important opportunity for being physically active. Although PA during PE has been shown to be low, little is known about the contribution of PA during PE to overall PA. Physical education plays an important role in promoting healthy behaviors. Students in physical education, when compared to those who are not in physical education, are more physically active, eat more fruit, and watch less television (Tassatano et al., 2010). Physical education programs that include frequent meetings, focus on prevention of obesity, and focus on management of obesity are effective in reducing the prevalence of childhood obesity. Secondary school students have less waist circumference gain when participating in more frequent physical education (Wardle et al., 2007).

2.1.1. a, The Benefits of Physical Education on Learning in the Affective Domain

It has been long established in education that there are three key learning domains that make up the foundation of teaching and learning: psychomotor, cognitive, and affective (Bloom,1974). The affective learning domain encompasses the social, emotional and psychological components of life, including getting along with others, respecting physical and cultural differences, developing an appreciation for fitness and physical activity for longevity and overall health and wellness, working with partners and within groups successfully, respecting authority, embracing fair play and sportsmanship, and increasing self-esteem, to name just a few examples. Two of the five national standards for physical education require physical educators to teach students "responsible personal and social behavior that respects self and others" and the"value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction" (SHAPE America, 2014). Physical education curriculum includes teaching and learning opportunities that address social, moral and emotional areas of growth and development. Students in physical education classes experience the benefits of teaching, skill development, cognitive learning, sport play, and moderate-to-vigorous physical activity on their social and emotional well-being.

2.2. Attitudes towards Physical education

One of the major problems affecting the teaching of PE is the usually covert though sometimes overt widely reported negative attitudes of senior administrators, education officers, heads of schools, some teachers, parents and other key stakeholders towards the subject. The reasons given for such negative attitudes include lack of knowledge of what PE and sport is as well as its purpose and benefits. However, when it is taken into account that physical education course supports physical, mental and social development of both male and female students, it can be said that interest of both gender for physical education course should be increased. In order to increase attitudes towards physical education course of both male and female students, increasing students' participation in physical education course is too important (Morgan and Carpenter 2002). Moreover, to know why male and female students' attitudes are negative and accordingly to take necessary precautions can help to increase attitude levels of both students.

In literature, there are some similar studies supporting our study findings and identifying the differentiation of the attitude levels towards physical education course. Accordingly, it can be said that if schedules of physical education courses are created in accordance with the personal characteristic of each student, this will be effective in enhancing the students' attitudes towards physical education course (Ekiciet al. 2011). Furthermore, as the grade levels of the students increases, the students' readiness for secondary education can be thought as the main reason for the decrease in the attitude levels towards physical education course of the students. The secondary school students experience more stress more than the low class students in terms of entrance examination to secondary school and conceivably this affects the students' attitudes towards the courses negatively.

It is understood that the attitudes towards physical education course of the students who participated in the study indicated a significant difference according to the circumstance of the students' parents engaging in exercise. According to the findings obtained, it was determined that the attitudes towards the course of the students whose parents engage in exercise are significantly higher than the attitudes of the students whose parents do not. What was effective for the emergence of this result can be thought that the children of parents giving importance to sport tend to develop positive attitudes towards physical education and sport. Therefore, having a positive attitude towards physical education and sports from the students tend to create a positive attitude about the lesson is an expected result (Aybek et al. 2011).

2.3. Facility of Teaching-Learning in PE and sport

Physical facilities are the plant facilities provided in the school in order to facilitate teaching learning process. It includes school building, availability of enough rooms, proper lighting and ventilation, seating and furniture, provision of pure and safe drinking water, availability of play grounds, laboratories, writing boards, enough washrooms. In order to improve teaching learning process general cleaning and particularly the cleanliness of class rooms are necessary. Excellent school facilities are basic ingredients for good education programs and are very important for achieving the targets and improving the literacy rate of a country. The phenomena that some schools have surplus facilities and others lack them are an indicator of poor educational planning in schools. Regarding to this, Lyons (2012) Suggested that,

learning is a complex activity that, supremely tests students' motivation, physical condition, teaching resources, their skills of teaching and curriculum.

In Latin America, a study was conducted by Willams (2000) and he found that children whose schools lacked classroom materials and had an inadequate library were significantly more likely to show lower test scores and higher grade repetition than those whose schools were well equipped. Fuller. (1999) revealed that physical learning environments or the places in which formal learning occurs, range from relatively modern and well-equipped buildings to open-air gathering places. The qualities of school facilities have direct effect on learning, an effect that is hard to measure. Some author argued that "extant empirical evidence is inconclusive as to whether the condition of school buildings is related to higher students' achievement after taking into account student's background".

Reddy (2006) reported that, in physical facilities area problems emerged at times of booming enrollments. During a period of total pupil increases, the impact was felt first at the elementary level. Many communities had found it necessary to expand their facilities but they not had sufficient time and resources to recover, through normal amortization, to turn their attention to added facilities at the secondary level. With heightening demands on the secondary schools, maintenance factors and the most efficient use of existing facilities had given more importance.

American Association of School Administrators (1999) reported that, students were more likely to prosper when their environment was conducive to learning. Environmentally responsive heating, air conditioning and ventilating systems, either in a new or renovated school, provided a more comfortable learning environment. A recent report, evaluating school facilities in Milwaukee (2000) completed by the council of Educational Facility Planners International documented that "Facility condition may had a stronger effect on student performance than the combined influences of family background, socio-economic status, school attendance, and behaviors"

2.4. Factors Affecting Teaching and Learning in physical Education

2.4.1. Instructional Facilities

According to Metzel(cited in Azeb,1998) any discussion of classroom organization must begin with some attention to resources and facilities that the specific set up demand for its implementation. Metzel further describes that when there is no lack of equipment, teaching cannot be challenged indeed. In light of this statement, Tirusew (1998) also describes that for effective teaching and learning to take place, classroom must be adequately organized and conducive enough. Whenever theoretical issues are presented in classroom for students, it is practically proved that students get the most out of them when they are supported by teaching materials (Hallack, 1990). Therefore, teaching equipments and classroom situation are of paramount importance in the process of teaching and learning where lack of appropriate equipments and materials result in hampering effective transmission of knowledge.

According to Solomon (2000), the problems approaches employed by the concerned teacher are not based on the methods and the techniques prescribed by the syllabus so that it is difficult to implement due to serious shortage of teaching materials, non-availability of sufficient budget and play ground. Willingness of concerned teachers to get together with the methods of teaching also negatively affect running of the class.

2.4.2. Class Size

Class size concerns educators for various reasons because learning can occur positively when lessons are under appropriate conditions both for students and teachers. The classroom size has its own impact in facilitating or hindering activities of teaching and learning. According to Lombardo and Wuest (1994) stated that the large class size in many secondary school physical education programs almost dictate the employment of the practice style that encourage s the organization of multiple activities and groups conducted concurrently during the lesson. The creation of several groups within a lesson is major move on the part of teacher away from command style and teacher-centered approach.

According to Tirusew (1998) since teaching and learning process depends on almost entirely on communication between teachers and students, the number of students in a class determines the amount and quality of knowledge imparted to and gained by the students. Thus, the larger the size of students' number in a class, the more difficult

communication between the teacher and students which becomes the more teaching quality of education will be hindered and lowered. There is a general consensus among physical educators that the number of students in secondary school classroom is relatively smaller. Knapp (1968) noted that generally speaking, class should be limited to 30 students and 40 should be regarded as a maximum. It is true, of course that type of program, teaching methods and available facilities affect the lesson can adequately be provided for in one class. An undesirable lock-step program which pays a little attention for individualization of instruction in which all members of a group respond puts little premium on small classes. Therefore, instruction is limited class size requires more preparation before class begins. Space equipments and activities must be clearly determined to efficiently organize at least two groups working simultaneously within the same area.

2.4.3. Physical Education Curriculum Time Allocation

Curriculum time allocation remains an issue of concern globally since the time allocated for PE has been whittled away or disappeared altogether (Directorate of School Education [DSE], 1993). This situation is exacerbated in most countries because PE is never examined and therefore, teachers prefer using PE time to teach the "academic" subjects. Most schools have PE allotted on the timetable but hardly implement it. Unfortunately, while there have been many education reforms since the late 1990s these reforms have impacted negatively on PE because PE time allocation has continued to decrease in around 17% of countries (Hardman, 2008). This is happening despite "strong efforts and international advocacy supported by extensive economical, medical, scientific, social and cultural support for sufficient PE programmes and initiatives in some countries to increase PE time to 120 minutes per week.

Time or period allotment is one of the factors that influence the implementation of PE curriculum. Regarding this Knapp (1968) noted that physical educators are almost unanimous in the belief that daily period is required in both elementary and secondary school if developmental, recreational, and skill needs of young people are to be met with reasonable adequacy. Not all physical activities needed for health growth and development can be provided during one school daily. However, a daily period of liberal length does allow time for considerable healthful activity. Further, it permits

the teaching of variety of physical activities that develop skills, abilities and interest that form a basis for further participation in worthwhile activities (Knapp, 1968). How long should the period be? It is suggested that since the five minutes at the start and ten minutes at the end are needed for dressing the longer period the higher percentage of time available for physical activity.

Generally, according to some write as much as possible considering along period time and making a period near the morning and afternoon may favor to facilitate teaching PE effective as one aspect of factors influencing the implementation of PE curriculum.

2.5. The Learning student in Physical Education

There is no doubt to getting students plenty of perfect practice strategy which has a correlation in physical education (PE). There have been many suggested strategies for developing self-directed learner. Perhaps the most successful among them is student cooperative practice where students are taught to help each other during independent work and sometimes are even judged on a common product they can produce and which seems to develop the kinds of skills and predispositions are common among self-directed learners (Slavin,1980)

According to Rink (1985) has called it the movement task-student response cycle and describes it as a fundamental unit of analysis for understanding teaching in PE. Providing students with plenty of perfect practice in beginning and in many cases, more difficult problems for PE teacher than a unit in fractions do for the classroom of mathematics. Repeated practice is necessary for achieving the kind of mastery students require to actually use the skill in applied settings. This is true for example, learning the fore arm pass in volleyball. Repeated, successful, relevant practice leads to accuracy and speed, the two necessary components of skilled performance. To be use in applied setting like games-skills need to reach the level of ''atomicity'' (Bloom, 1986), where they can be used quickly and accurately according to the changing demands of the settings.

2.5.1. Learning Strategies of Students in Physical Education Classes

In the acquisition stage, learners could actively transfer the information from their working memory into their long-term memory through applying strategies such as

comprehension, organisation, elaboration, association and integration (Mayer, 1984). Interest to study students' use of strategies for learning stems from the assumption that students are active agents for learning, such, an understanding of their cognitive involvement could provide some insight into developing teaching approaches which could maximize learning.

In the learning of subject matters other than physical education, researchers had already began to examine students' learning strategies as the mediator between teacher behaviour and student achievement. Biggs (1992) used the term "surface strategies" and "deep strategies" to describe students' approaches to learning. He posited that when students avoid "planning, monitoring, and in-depth involvement with the task" in a given learning situation, they are using the surface strategy approach to learning. Conversely, when students actively search for "analogies, relating to previous knowledge and, deriving extensions and exceptions" (pp.10-11), they are using deep strategies. Typically, surface strategies are used when the students are more interested in "getting the task out of the way" and "meeting teacher's minimal requirements" whereas deep strategies are used when the students feel that the learning is "personally significant". This suggested that the type of strategies employed by students is closely related to their motivation to learn and to their interest in the subject matter.

However, active teaching doesn't necessarily require the teacher to always be in a center stage and direct control of student practice. If students are to become lifelong learners and participants, they need to learn how to practice independently. This can be accomplished within the framework of active teaching, but it needs to be addressed carefully and systematically. The general framework of active teaching is teacher demonstration and explanation with students actively responding, followed by teacher guided practice with prompts and feedback, and only then, followed by independent student practice with active teacher supervision. The next step in this process is to teach students to practice and learn independently. It is the independent practice that active students begin to assume a role that can contribute to lifelong learning. Although many educators have goals for development of independent learners, there are few proven strategies for achieving those goals. Nonetheless, the goal is worthy and widely shared. One of the prominent, recurring themes in the history of the school reform is that effective schooling enables every student to become an active learner;

one who assumes responsibility for acquiring knowledge and skills and sustains a pattern of self-directed, lifelong learning (Wang & Palincsar, 1989).

2.5.2. Barriers to Physical Education Provision

Barriers within schools that restrict teachers providing physical education programs have been classified by Morgan and Hansen (2008) as being either institutional (outside the teachers' control) or teacher-related (arising from the teachers' behaviour). The simplicity of this classification enables it to be applied to both primary and secondary school settings. The barriers to student learning and participation may in part be explained by social cognitive theory (Bandura, 1986), which highlights the relationship between cognitive, behavioural and environmental factors that influence an individual's choices, including those relating to physical activity behaviour. These three factors are not independent, but are mutually dependent and all influence learning and activity choices within a host of contexts. Due to the large amount of time dedicated to schooling, students are influenced greatly within the school environment by many elements, including their teachers, their peers, the programs provided, their participation in classes and their engagement in curriculum and extra or co-curricular activities. The interaction and influence of all three factors on preferred behaviour is certainly most evident at the secondary school level, where adolescents begin to cement their own attitudes and beliefs regarding physical activity. The majority of previous research has focused on primary schools therefore, it is important to understand the barriers to physical education and physical activity provisions in secondary schools more clearly. The limitations identified by teachers responsible for providing school-based opportunities need to be examined, as an understanding of these barriers is essential to making improvements and developing quality physical education programs in secondary schools, both now and into the future.

The benefits of participation in physical education are numerous and have been highlighted by Bailey et al. (2009), who categorise them as being physical, lifestyle, affective, social, and cognitive. However, it becomes increasingly difficult to provide quality physical education and physical activity opportunities in schools when constrained by many institutional, teacher and student-related barriers.

2.5 .2.1.PE knowledge

The increasing under-utilization of the opportunities offered by schools to provide adequate PE and physical activity is caused by several factors. The basic reason given being ignorance of the importance of physical activity for young people. This in turn is considered to be largely due to the fact that policy and decision makers, teachers and other professionals, parents and various other concerned stakeholders and organizations have no adequate knowledge of the need for PE, physical activities and its benefits for the present and future health and well being of young people.

2.5.2.2. Misconceptions about PE

The dearth of knowledge explained above have also contributed to a lot of misconceptions about PE which in turn adds to the low status and subsequent nonteaching of the subject. The following are some of the most commonly reported misconceptions about PE: Some people believe that PE is for dull students. This stems from the misguided view that PE is concerned with the physical and not the intellectual, social and emotional objectives of education. Its teachers are often also labeled as dull. This belief de-emphasizes the physical as being subordinate to academic (scholastic) work. This also arises because PE is not normally done in the classroom, does not have written exercises, homework, tests or internal or public examinations. However, reality is not true because PE have been proved to meet the cognitive, affective and psychomotor needs of the learner.

2.6. The active teacher-the learning student

The general picture that emerges from 30 years of teacher effectiveness research is that of an actively involved teacher and a consistently engaged, active student. In effective educational settings students do not work alone without supervision and they do not have long periods of time when they are not working (Brophy and Good, 1986). Effective teachers frequently use the whole group instruction and well organized small group instruction. When students are assigned tasks to work on themselves, the teacher supervises that work carefully. In the effective class students are seldom passive. They respond often. The pace of the instruction and practice is vigorous, yet within the students' abilities or developmental levels. Eventually, students receive the message of this approach to teaching and learn to work independently with a sense of purpose. What follows are brief summaries of the major

findings from teacher effectiveness research (Smith, 1983; Brophy and Good, 1986; Rosenshine and stevens, 1986; Evertson, 1989). These findings describe the active teacher and learning student.

1. ***Time, opportunity to learn and content covered.*** The effective teachers intend for students to learn important content. They allocate as much time as possible to that content coverage and provide students with sufficient opportunities to learn. Conversely, the seriously limit time devoted to other than academic objectives.
2. ***Expectation and roles.*** A teacher's intentions are easily seen in the expectations communicated to students. The effective teacher communicates high, yet realistic expectations for achievement and strong, positive expectations for work involvement. The teachers and students roles in this process are carefully defined and practice time is allowed for students to learn their roles.
3. ***Classroom management and student engagement.*** Effective teachers are good managers. The establish routines at the start of the school year and generally manage by using these well-developed organizational structures. Rules are established and enforced, often through positive motivational strategies. The effect of such management is to increase time for student engagement in academic activities. Management is predominantly positive. Coercive, negative or punitive teacher behavior is virtually absent from effective class.
4. ***Meaningful tasks and high success.*** Effective teachers arrange for students to be engaged in meaningful activities related to academic objectives. Tasks are suited to the achievement levels of the class and are challenging, yet allow for high success rates.
5. ***Pacing and momentum.*** Effective teachers create and maintain a strong forward pace to their lessons and prevent events from disrupting that momentum. Tasks are typically broken down into small steps to ensure success, yet teachers pace the class so that students move quickly through these tasks.
6. ***Active teaching.*** The effective teacher tends to communicate content to students directly instead of depending on curricular materials. Short, effective

demonstrations are typically followed by guided student practice in which teachers frequently prompt and check foe understanding.

7. ***Active supervision***. When guided practice indicates that students understand the task and are making few errors, they are shifted to independent practice. This independent practice is actively supervised by the teacher, who monitors progress, maintains an on-task atmosphere, and provides help where needed.
8. ***Accountability***. Teachers hold students accountable for completing tasks. A variety of mechanisms, most of them positively oriented are used for this purpose.
9. ***Clarity, enthusiasm and warmth***. Effective teachers are clear in their presentations, tend to be enthusiastic about the subject matter and their students, and develop and maintain a warm classroom climate in which student attitudes can be positive.

2.7. Why effective teaching is important?

Defining effective teaching is of course problematic. Ideally, we might define effective teaching as that which leads to high achievement by students in valued outcomes, other things being equal. We acknowledge that available assessments and particularly those that have been used for high-stakes accountability or in existing research studies – may not fully capture the range of the outcomes that we might specify as desirable aims for education (Popham and Ryan, 2012). Physical educators need to be effective teachers. Students won't develop lifetime habits of fitness and sport participation if they get ''turned off'' to physical education during their school years. Nor will these habits develop if students fail to learn skills. Having a good time in a physical education is not enough. Students have to learn skills, gain knowledge, and grow in their appreciation of the joys of participating in sports and the importance of lifetime personal fitness.

We also acknowledge that 'other things being equal' may be open to different interpretations about what factors should or can be taken into account. A number of factors will influence students' achievements, for example, pre-existing student characteristics (both of individual students and collectively), characteristics of the school and of the teacher (some of which may be alterable, others not), and of the context. In practice, the attribution of an 'effect' to an individual teacher or school is generally determined by what cannot be explained by factors that are judged to be

outside the control of that individual (Raudenbush, 2004). Each of you has no doubt experienced what it means to be in contact over a period of time with a truly outstanding teacher. What teachers and coaches do is extraordinarily important. A skilled, motivated elementary classroom teacher can, in one year's time, give a young girl or boy untold chance for personal and academic growth. A skilled middle or high school teacher can open the riches of subject matter during a particular term. At the same time a poorly skilled, uncaring teacher can make a year or even a term seem like eternity and can be responsible for the stunting of personal and academic growth.

2.7.1. Evidence about teacher improvement and its effects

While the evidence from descriptive research on teachers and students in PE does not present a consistently optimistic picture, the evidence on teacher improvement and its effects is more hopeful. There is substantial evidence that teachers can develop effective teaching skills during their pre-service preparation (Siedentop, 1986). There is also evidence that PE teachers on the job can improve their teaching skills and that when they do, their students get substantially more ALT-PE (Birdwell, 1980). Finally, there is also evidence that student teachers can improve markedly with appropriate supervision and that when they do, their students experience more ALT-PE (Sidentop.1981; Hutslar,1977; Cramer,1977;Rrandal & Imwold.1989).

The bulk of this evidence suggests the following conclusions about teacher improvement and its effects.

1. Teachers in training can develop effective teaching skills if they get adequate practice and supervision
2. Teachers on the job can improve their teaching skills and when they do ,their students get more ALT-PE
3. Student teachers can improve their interactive teaching skills and the behavior of their students (less management time, more ALT-PE, fewer disruptions) if they get adequate supervision.
4. Both pre-service and in-service teachers can learn positive interaction styles and to provide more specific skill feedback.
5. Pre-service teachers can learn to discriminate critical elements and common errors in a variety of sport skills and can reduce management time significantly.

6. Direct intervention on improving ALT-PE with pre-service teachers can result in marked increases in students ALT-PE(Randall &Imwold,1989)

It seems clear that women and men preparing to become PE teachers can develop effective teaching skills if they are provided knowledge about those skills, the opportunity to practice them, and systematic feedback about their progress.

2.8. Ways to Implement PE teaching strategies in Class room

According to Ramsden (1992), there are several strategies that the teacher can employ in explaining the skill. These strategies are:-

a) Using the white board to demonstrate the skill

Teacher can also use the white board to teach PE in schools. The teacher should first plan what they want to teach and draft an outline. The white board can be a good plat form on which the teacher can illustrate. The board is also a good method of teaching in that the students connects quickly with the illustrations. Some skills may be better illustrated on the board than having practical illustrations especially if the teacher cannot. This method gives the students to participate in classroom demonstrations. The students are thus likely to learn the skill faster. The students are also in a better position to partner with the teacher. The teacher on the other hand is in a position to bond well with the students.

b). Use of video to explain the skill. It has been noted that when teachers use instructional video the students keep more information, are enthusiastic about the topic and understand concepts more easily. Teaching PE in school will often require the teacher to demonstrate some skills. In most cases these teachers lack the capacity to demonstrate such skills. Use of video would be of great help to demonstrate such skills. Using video in classroom will make the students make connection with the topic of physical activities and discover the skills especially from the expertise. This method will make the students understand the skills and make them curious to try out the skill. Use of video can be used to demonstrate concepts through animated 3 dimension images. The skills that cannot be demonstrated in class will be shown and taught with ease. The video in some cases are interactive and this generates more interest from the learners. This is effective way to improving literacy and very essential where the teacher teaches something that the students have no clue about.

c) A practical example provided by the teacher to explain the skill. A practical presentation by the teacher in the classroom is proved to be effective in disseminating

and helping the students understand critical concepts. This instructional method engages the students in discussion about the skill. Through this method the student can learn critical concepts in PE and learn the challenging aspect of the skill. The teacher should research adequately in advance. This method encourages cooperative learning and stimulates critical thinking.

d) Choosing one of the students for discerning application of the skill. In this strategy it calls for both critical observation and application of the skill. The student will be expected to observe teachers demonstrations and video clips and then apply what they have learnt about the skill. Effective teaching does not take its effect on students for granted. This method recognizes the relationship between teaching and learning as relative and uncertain. Ramsden (1992) also argued that this method is open for change and as such it encourages learning from students. Through this method the teacher can see what effect the training has on the students. How they are learning the skill and identify the areas of improvement. Good teachers should make learning tasks suitable to the student's level of understanding. They should also be aware of the uniqueness of individual learners and avoid the lure to inflict mass production standards that treat all learners as if they were exactly the same. It is important to stress that we know that students who experience teaching of the kind that allows control by the learner not only learn better, but also they enjoy learning more.

e) Application of the collective request for the skill. This technique involves the participation of the students in the learning process. This not only makes the learning interesting but also showcases the students' abilities. However, it is important to notice that some students may be better than others. The method initiates a collaborative learning environment where students work as groups. The students work together to achieve a common goal. This learning strategy stresses the importance of faculty and student involvement in the learning process (Ramsden, 1992).

f) Correct errors for students' when apply the skill to reach perfection. This strategy calls for appropriate assessment and feedback. Various evaluation techniques are used giving the students a chance to show their masterly of the field of study. This is opposed to the traditional methods that encouraged the students to just memorize. This method not only recognizes but also appreciates the power of feedback to motivate the students to put more effort to learn.

g) ***Use of skills in school games.*** This will lead to active learning and applications of the skills that the students have learnt in class. According to Ramsden (1992), this strategy helps the student reflect the content of the course through solving problems. This method will help the student take various roles. For example in our case the students may for full football team, some students will take the defensive position while others may take offensive positions. This will help the students to apply what they are learning and is indeed the highest level of learning taxonomy (Brown, 1990).

2.9. Themes Regarding the Development of Physical education

Physical Education is perceived differently in different countries of the world. The PE curriculum has not been exempted from the changes that have taken place in educational curricula throughout the world. As in other subjects, physical educators have thought and written extensively about the curriculum and status of their subject locally and more broadly. A notable example of these efforts includes writings focusing on the state and status of PE by Hardman, often in collaboration with others. In a worldwide survey concerning the state and status of PE in schools, Marshall and Hardman (2000,) noted that, "arguably, physical education has been pushed into a defensive position." It is suffering from decreasing curriculum time allocation, budgetary controls with inadequate financial, material and personnel resources, has low subject status and esteem, and is being evermore marginalised and undervalued by authorities. At best it seems to occupy a tenuous place in school curriculum: in many countries, it is not accepted on par with academic subjects concerned with developing a child's intellect. (Marshall & Hardman, 2000,).

As a result, (Hardman and Marshall, 2000) have advocated for international action based on bi-lateral and multi-lateral co-operation because such collaboration will enhance the development of physical education in the world. In a related survey, Hardman (2008) sought to assess the situation of PE especially after the UN had dedicated 2005 as the year of sport and PE and also in response to inter-governmental agencies' calls for consistent monitoring of developments of PE in schools. This survey indicated that while governments had committed themselves through legislation to providing for PE, little had changed in many countries. The gap between official policy and regulations and actual practice is geographically widespread and pervasive factors contributing to it are seen in devolvement of responsibilities for

curriculum implementation, loss of time allocation in some cases because time is taken up by other competing prioritized subjects, lower importance of school PE in general, lack of official assessment, financial constraints, diversion of resources elsewhere, inadequate material resources, deficiencies in numbers of properly qualified personnel and attitudes of significant individuals such as head teachers. (Hardman, 2008).

This analysis confirmed that children in schools in many countries were still being denied the opportunity to experience the benefits of PE. Hardman therefore called for constant and frequent monitoring of developments across nations to ensure that legislation was converted into reality. In making this assessment of the global situation regarding PE in schools, Hardman (2009) discerned seven themes which he considered to be important to the ongoing development of PE: (1) Situation of physical education in schools; (2) Physical education curriculum time allocation; (3) Physical education in schools; (4) Physical education curriculum; (5) Physical education resources; (6) Equity (Inclusion) issues; and (7) The situation of physical education in schools is a heading used by Hardman (2009) to refer to the "legal requirements for physical education" in different countries, which effected the "required physical education provision during compulsory schooling years." Curriculum time allocation refers to the weekly timetable allocation for physical education in schools while physical education in schools is the "legal and perceived actual status of physical education and its teachers".

In most countries, the status of PE is perceived to be lower than that of other school subjects. In the physical education curriculum, of great consideration are the aims of PE, the range of activities offered in PE programmes and their quality and relevance. Physical education resources include teachers, classes, playing fields, facilities and financial ability. Generally, this refers to all that is needed to ensure the provision of PE in schools. Additionally, equity issues deal with the inclusiveness of PE in the areas of gender, school sport and disabled students.

To sum up, partnership pathways refer to the networks that teachers form within their schools and outside too. These may include links with other teachers in the same school and in other schools, links with sports clubs, sports organizations and other

outside school community providers. These partnership pathways may, to a large extent, determine the success of PE programmes in school.

2.10. Situation of Physical Education in Schools

Physical education is a core study in the school curriculum because it contributes two unique goals to the curriculum: the development of motor skills and physical fitness. Evidence exists proving that students who are active in PE programmes improve motor performance and learn skills better than students who only play games or receive no physical education (DSE, 1993). According to Hardman (2008), the actual legal and perceived status of PE and its teachers compared to other subjects and their teachers is a highly contentious issue. Even in countries where all subjects are weighted equally, somehow the status of PE and its teachers is placed at a level lower than in the traditionally academic subjects. This situation is especially worse in education systems where PE is not an examinable subject because they concentrate more on the examinable subjects.

Implementation of PE:- To investigate the steady decline of physical skills and fitness of young people and recommend appropriate solutions to reverse the trend. The committee produced the Moneghetti Report, which made 19 key recommendations. Included amongst these were that regular PE should be made available from the day a student entered school to the day the student left school. It recommended PE that would produce "physically educated students with the knowledge, skills, understanding and motivation to seek health and an active physical life" (DSE, 1993)

It is obvious that when a curriculum is implemented it, may face many challenges in its implementation. Since general secondary school PE curriculum is a curriculum under implementation, we cannot say with certainty how much it has been implemented on the ground and what challenges has been encountered in the course of its implementation. Thus, a thorough assessment of implementation is essential so that the challenge can be detected and best practices can be drawn. Moreover, the researchers' experience when he was teaching PE in secondary school phased different problems in the practical session.

Measurement and evaluation of learning in PE is a contentious issue. Tinning (2006) states that, being a unique subject, PE ought to develop literacy that is totally different

to that developed by classroom based academic subjects. Therefore, he cautions that assessment regimes that favor written and textual literacy may alienate the very youth it seeks to befriend. Instead, he recommends that PE should focus on understanding and teaching for the development of physical competence. Likewise, Penney, Brooker, Hay and Gillespie (2009) state that quality assessment in PE should focus on intended student learning, while Macdonald and Brooker (1997) believe assessment should primarily be student centered. In essence, therefore, quality assessment practices in PE must focus on what students should learn and they must be authentic.

According to Huebner (2009) formative assessment is most ideal in secondary schools because extensive research on assessment and learning shows that it has significant positive effects on student learning, if skillfully used. Similarly known as assessment for learning, formative assessment requires teachers to frequently assess students' academic progress in order to identify their learning needs and to inform the next phase of teaching and learning (Duke, 2010). However, this means that teachers must be willing to frequently check students' learning and to modify instruction to satisfy the students' needs (Huebner, 2009). To support this, Tucker (2009) explains that successful changes to assessment may require equally challenging revisions to standards, curriculum instruction, and teacher training. While it may not share the same status as other subjects, there is official assessment of the subject in both the compulsory and post-compulsory components of schooling. Valid, reliable and consistent evaluation, assessment and grading of students are important in defending and evaluating the subject (Matanin & Tannehill, 1994).

2.11. Physical Education Curriculum

Physical Education teachers all over the world have to fight for recognition and status within school curricula. This is unfortunate considering the role of PE and play in fostering social and emotional development. It is critical at the point of implementation to select judiciously a school or grade that could serve as an appropriate field test site. After field test site plan must be devised to formatively moniter and assess the implementation of the program (Dawn, 2006). PE is affected by different factors, among of these human factors are stated below

2.11.1. Teachers

Teaching is a key to student success. Teachers are responsible for using appropriate and effective instructional strategies to help students achieve the PE curriculum expectation, as well as appropriate methods for assessing and evaluating student learning. Teachers bring enthusiasm, addressing individual students' needs and ensuring high-quality learning opportunities for every student. The attitude with which teachers approach PE is critical, as teachers are important role models for students Ontario (2010)

2.11.2. Students

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

2.11.3. Parents

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

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

2.11.4. Economic status

The level of employment within the community is some of the economic factors that can positively or negatively affect various school programs and the equality of the education students receive. In relation to PE this means will planned plan, adequate equipment, and enough qualified personal with salaries high enough to attract and retain them. It also means an appropriate class size for learning, varied instructional program, an inclusive intramural program, and a full interscholastic program. Where communities are experiencing hard economics time the school budget may be not supported. Over a period of time, this lack of financial support can have severe impact the equal of education with reference to PE, the consequences can include in adequate facilities, shortage of equipment supplies over crowded class, sensitivity to different economic conditions within the needs of their students while some students may come from very wealth backgrounds, other students may be living at or below poverty level. These students may face the problems of hunger, fear and security that may interfere with their ability to learn (Ontoryo, 2010)

According to Derebssa (1999) the curriculum cannot achieve its aims unless it is implemented. It is a critical phase in the cycle of planning and teaching a curriculum. Careful planning and development are obviously important, but they count for nothing unless teachers are aware of the product and have the skills to implement the curriculum in their classroom. Moreover, curriculum implementation is a process of putting the developed or planned curriculum into effect. The term implementation refers to the actual use of curriculum. It should not view as a clear cut yes or no to use or not to use a new program or change. According to Calfee (1986), implementation would require restructuring and replacement of many things includes recognizing and adjusting in personal habits, ways of behaving program emphases, learning spaces and existing curricula and schedules. It means getting educators to shift from the current programs to the new program a modification that can be met with great resistance.

CHAPTER-THREE

3. Research Design and Methodology

This chapter contains the research design, research method, the population, sample size and sampling techniques, instruments of data collection, the procedures of data collection, method of data analysis and interpretations and also ethical considerations.

3.1. Research design

Research design is the plan of action that links the philosophical assumptions to specific methods (Creswell & Planoclark, 2007). In this study, mixed research was used. Because the major goal of this study was to describe the practices and challenge of teaching-learning of PE and sport in Kellem Wollaga Zone (Oromia region), as it exists at present, it was also relevant to collect detailed information concerning current status of PE practices in the selected schools. This is so because descriptive research sets out to describe and to interpret what is and is used to draw valid general conclusion in its natural setting.

3.2. Research method

In order to assess and identify the current practices and challenges of teaching PE and there by recommend productive, it was necessary to use mixed research methods. Thus, both quantitative and qualitative data was required to assess the practices and challenge of teaching-learning of PE and sport in Kellem wollega zone (Oromia) region, public secondary schools. As a result, questionnaire was used to collect the quantitative data, while for the qualitative data interview, observation and open-ended question was used. According to Kothari (2004) is a method of securing information concerning an existing phenomenon from all or selected number of respondents of the concerned universe, while interview facilitated to have or to get in-depth data. Furthermore, the qualitative information is used to provide greater clarity and understanding of the information obtained from the quantitative response (Creswell, 2003)

3.3. Research site

The research study would be conducted in Kellem Wollega zone, Oromia Regional State located at 652 km distance toward west from Addis Ababa, the capital city of Ethiopia. The location of this zone is demarcated from East by Ilu Abba Bora, from

West by North West Wollaga and South West Gambella, from South by Gambella regional state, from North by West Wollaga. The main town of zone is DembiDollo.

3.4. Sources of data

To achieve the above stated purpose of the study, the researcher used primary data. Primary data source was used to obtain real or genuine information about the concerned issue. The sources of primary data were the students, and PE teachers of the selected schools.

3.5. Population

To determine sample size and sampling technique, the frame of population was defined. Accordingly, the target population in this study was all governmental secondary schools in the zone. There are 11 governmental secondary schools in the zone. In these secondary schools there were a total of 21 Physical education teachers and 10,539 students' members.

3.6. Sample Size and Sampling technique

Five Governmental secondary schools were selected by simple random sampling techniques to reach at representative teachers, and pupils in some selected secondary schools of the zone. The use of this kind of sampling techniques in survey study was selecting representative samples from larger number of case. From 11 woredas of KellemWollega zone, five woredas were selected by simple random sampling techniques. Because, a simple random sampling is one in which each element of the population has an equal and independent chance of being included in the sample by lottery method. These woredas were Dembi Dolo, Sayo, Anfillo, Hawa Galan and Lalo Kile. From these woredas, five schools were selecting on the basis of their accessibility and proximity to researcher. Those schools were, Anfillo, Kellem, Jahan Sayo, Burayu and Lalo. Hence, it would be suitable to come up with representative samples and adequate number of individuals in the sample of the 206 students out of 5,631 grade 9 and 10 students, 5 PE teachers out of 10 teachers. These sampling techniques of the study would be simple random sampling techniques using lottery method in probability sampling.

Table 1: Summary of sample size in the selected schools

S/No.	List of Woreda's	List of schools	Students'			PE teachers		
			male	female	total	male	female	total
1	Anfillo	Anfillo	21	17	38	1	-	1
2	Hawa Galan	Burayu	23	18	41	1	-	1
3	Dembi Dolo	Kellem	33	25	58	1	-	1
4	Lalo Kile	Lalo	17	17	34	1	-	1
5	Sayo	Jahan Sayo	15	15	30	1	-	1
Total	=5	= 5	=109	=92	=201	=5	-	=5

3.7. Data collection instrument

To collect the necessary information, three data collection instruments were used in the study namely questionnaire, interview, and observation.

3.7.1. Questionnaire

Questionnaire is the most widely used type of instrument in education. The data provided by questionnaires can be more easily analyzed and interpreted than the data obtained from verbal responses. Questionnaire gives better uniformity across measurement situations rather than interviews. Questionnaire plan is relatively easy when compare with other instrument. Questionnaire was supposed to be better to get large amount of data from large number of respondents in a relatively shorter time with smallest quantity of cost. The questionnaire were prepared in English language and translated to Afan Oromo language by expert. The questionnaire contained items designed to obtain necessary information regarding the attitude, curriculum relevance, impeding factors, learning strategies and Physical education facilities and equipments in the school and so on. In addition to this, the content of the questionnaire also included the students' personal and learning background information and also their views regarding the practices and challenges of learning physical education in their school.

3.7.2. Interview

For this study, structured and semi structured types of interview was prepared to collect additional information from teachers. An interview is the verbal questions asked by the interviewer and verbal responses provided by the interview. The interviews were conducted after the participants' individual consent was obtained.

During the process of interview the researcher select free and calm environment to minimize communication barriers that disturb the interviewing.

3.7.3. Observation

The purpose of classroom and field observation was to obtain and acquire information on how do teachers implement and transfers practical skills to their students. Observation enables researchers to document and reflect systemically up on classroom actions and events as they actually occur rather than as we think they occur. As a result, the researcher asked the interests and cooperation of the schools and teachers to allow his class. However, the researcher doesn't tell to the teachers as he observe lesson specifically. He simply searched as the teachers were class from few students indirectly without they know the reason. In general and how to support student's participation and interest in PE class, was observed.

3.8. Procedures of data collection

To collect relevant data for this study, questionnaire, interview and observation were prepared. Then at the start, the researcher and the data collectors distributed the questionnaire to 206 students of all the sample schools under the study. At the end, the data was collected and counted as per the respondents. Besides, interview questions were administered by the researcher to 5 physical education teachers of the sample schools.

3.9. Methods of data analysis

Both quantitative and qualitative data were analyzed and organized and presented in a way to properly answer the research questions. Both quantitative and qualitative data were analyzed as follows; the quantitative data collected through questionnaire was analyzed and calculated by Percentage and frequency. Qualitative data collected from the interview, and observation was analyzed and interpreted qualitatively. Finally, the overall course of the study was summarized, concluded with possible findings and optimal solutions recommended.

3.10. The validity and reliability

Checking the validity and reliability of data collecting instruments before providing to the actual study subject will be the core to assure the quality of the data (Yalew Endawoke, 1998). To ensure validity of instruments, the instruments were developed under close guidance of the advisor and a pilot study was carried out to pre-test the

instrument. Thus, the researcher conducted a pilot test on 40 students of one secondary school, which was not included in the sample. The objectives of the pilot study was to: assess the practicality and appropriateness of the questionnaire and provide an indication whether the items need further refinement; to get teachers stand and views on the items; determine the level of items; and assess the reliability of the questionnaire. After the dispatch, a questionnaire was returned and necessary modification or adjustments of unclear questions were done.

3.11. Ethical considerations

Research ethics refers to the type of agreement that the researcher enters into with his or her research participants. Ethical considerations play a role in all research studies, and all researchers must be aware of and attend to the ethical considerations related to their studies. Therefore, the researcher informed the respondents about the purpose of the study i.e. purely for academic; the purpose of the study was also introduced in the introduction part of the questionnaires and interview guide to the respondents and confirmed that subjects' confidentiality to be protected. In addition to this, they were also informed that their participation in the study to be their consensus or permission. The research does not personalize any of the respondent's response during data presentations, analysis and interpretation. Furthermore, all the individuals who participated and who did their best in this research were acknowledged.

CHAPTER-FOUR

4. Presentation, Analysis and Interpretation of Data

4.1. Introduction

This chapter presents the analyses and results of the data collected and their interpretation. First, the biographical data of the respondents is analyzed. Secondly, the analysis of respondents' responses to the closed-ended questionnaires followed, then the content analysis of the open-ended questionnaires, interview questions and classroom observation. The data collected through different instruments such as questionnaire, interview and classroom observation have been presented, analyzed and interpreted by tabulation and textual discussion.

As a result, a total of 206 questionnaires were distributed to students', among of this 201 (97.6%) were filled in and collected. But, 5 (2.4%) of the questionnaire were rejected before analysis due to the fact that they were not answered properly. Finally, the research analysis was done based on the data obtained from the remaining 201 (97.6%) of sample.

The responses to the closed-ended questions and classroom observation were analyzed on the basis of frequencies and percentages of each item quantitatively and responses obtained from interviews and open-ended questions were analyzed qualitatively to support each other in drawing conclusion from them. The results were presented and discussed in different sections concerned with the responses obtained from teachers' and students' towards their practices and challenges teaching-learning of PE/sport. Various kinds of questions were administered through different data gathering techniques to obtain the necessary information to answer the basic research questions raised in the study. To see students' and teachers' perception and focus on challenges of teaching-learning PE/sport was first, priority was given to analyze and discuss the closed-ended questions. The responses of the questions were analyzed and discussed below one after the other.

4.2. Characteristics of Respondents

In this part the background information of the respondents from the five secondary schools is analyzed in frequencies and percentages and results are shown in table 2 and 3 stated below

Table 2: Characteristics of Students

No	Variables	Category	N	%
1	Sex	Male	109	54.2
		Female	92	45.8
		Total	**201**	**100**
2	Grade	9^{th}	70	34.8
		10^{th}	131	65.2
		Total	**201**	**100**
3	Age	15-17 yrs	75	37.3
		18-20 yrs	97	48.3
		21-25 yrs	29	14.4
		Total	**201**	**100**

The above table shows the respondents' characteristics in terms of sex. The male group constituted 109 (54.2%) and females were 92 (45.8%). The above table shows the respondents' characteristics in terms of grade they were learn. The grade nine was around 109 (34.8%) while the grade ten respondents were 131 (65.2%). This indicates that the number of grade ten students were greater than grade nine respondents. Regarding the age, 75 (37.3%) students were between fifteen and seventeen years old, and 97(48.3%) students were between eighteen and twenty years old. About 29(14.4%) students were which ranges between one and twenty five years and none of the students more than twenty six years.

Table 3: Characteristics of Teachers

No	Variables	Category	N	%
1	Sex	Male	5	100
		Total	**5**	**100**
2	Qualification	Fist degree	5	100
		Total	**5**	**100**
3	Experience	1-5 yrs	1	20
		6-10 yrs	2	40
		11-15 yrs	1	20
		16-20 yrs	1	20
		Total	**5**	**100**

The above table shows the respondents' characteristics in terms of sex unfortunately all of them are male. In the above table shows respondents' characteristics in terms of qualification. All of them were bachelor of degree none of them were either diploma or masters.

Regarding work experience 1(20%) teacher have between one and five years of teaching experience and 2(40%) teachers have teaching experience between six and ten years. About 1(20%) teachers have teaching experience which ranges between eleven and fifteen years and 1(20%) teachers have experience that falls between sixteen and twenty years. This indicates that the schools are rich with teachers who have good work experience.

4.3. Analysis of Responses on Closed-Ended Questions towards Problems Related to the Practices and Challenges of Learning PE and Sport

The analysis is based on responses of students to questions relevant to the study. The questions focused on the views of students about the practices and challenges of teaching and learning PE and sport in their schools. To assess the actual challenge of teaching and learning PE in the sample schools, students were asked to rate the extent the students' of the schools performed in a given task or role as students'. Respondents gave their responses on a given Likert-scale ranging from always to never. A high frequency or percentage value on a particular job under the major task indicates how the students are active as the learner in that area. School students who obtained a high rating across the various tasks or roles were perceived as having relatively better performance in their learning. The responses given were organized under five major roles based up on the problems related to students' perception of their attitude, the relevance of curriculum, students' strategies, impeding factors and equipments and facilities use in order as follows. The responses obtained from students were analyzed under each table quantitatively.

4.3.1. Response of Students' Attitudes towards physical education

In order to increase students' attitudes toward physical education course of both male and female students, increasing students' participation in physical education course is too important (Morgan and Carpenter 2002). Moreover, to know why male and female students' attitudes are negative and accordingly to take necessary precautions can help to increase attitude levels of both students. In literature, there are some

similar studies supporting our study findings and identifying the differentiation of the attitude levels towards physical education course.

Accordingly, it can be said that if schedules of physical education courses are created in accordance with the personal characteristic of each student, this will be effective in enhancing the students' attitudes towards physical education course (Ekiciet al. 2011). Furthermore, as the grade levels of the students increases, the students' readiness for secondary education can be thought as the main reason for the decrease in the attitude levels towards physical education course of the students. Therefore, having a positive attitude towards physical education and sports from the students tend to create a positive attitude about the lesson is an expected result (Aybek et al. 2011).

Under this section, the researcher analyzed the responses of students' attitude related to different factors he/she thought they affect students' understanding which lead the students to have negative attitude. Concerning students' attitudes, the researcher has analyzed five items which indicates students' attitude towards it.

Table 4: Frequency and percentage for Responses of Students' in the Area of attitudes

No	Statements	Response of students, N=201									
		Never		Seldom		Some times		often		Always	
		F	%	F	%	F	%	F	%	F	%
1	Do you have interest to learn PE and sport	14	7	60	29.9	63	31.3	38	18.9	26	12.9
2	Do you have interest to continue in PE/sport stream in future career	83	41.3	53	26.4	49	24.4	10	5	6	3
3	Do you have habit of participating in different sport clubs in school	43	21.4	59	29.3	65	32.3	19	9.4	15	7.5
4	Do you practice physical activities in PE class	80	39.8	66	32.8	35	17.4	12	6	8	4
5	How oftenlearningPE/sport motivate your interest	28	13.9	58	28.8	75	37.3	27	13.4	13	6.5

As it is seen in Table above of item 1, students as respondents were asked whether their attitudes positively or not towards PE and sport. As a result, the majority 14(7%), 60(29.9) and 63(31.3%) of the total students respondents were on never, seldom and sometimes position respectively. On the other hand, while 37(18.4%) and 26(12.9%) of the total students put their opinion on often and always position. Since the majority of the students responded that PE and sport were not in good manner, so it can be concluded that the attitude of students towards learning PE and sport were weak in these selected secondary schools.

The second item in the above table, students as respondents were asked whether they have interest to continue in PE and sport stream in their future career or not. As it has been shown in the table, 83(41.3%),53(26.4) and 49(24.4%) of the respondents ticked under never/seldom and sometimes respectively. Only 10 (5%) and 6(3) of the students replied that often/always to continue in PE and sport stream in their future career. Since the majority of the students responded they were not want to continue in PE and sport in their future career. Therefore, teachers should remind their students pay attention to the overall benefits of PE and sport for human body.

Concerning the third item in the above table, 65 (32.3 %), 19(9.4) and 15(7.5) of the students replied that they often/always and sometimes have habit of participating in different sport clubs in their school respectively. And also, 43(21.4 %) and 59(29.3) of the respondents answered they never/seldom have habit of participated in different sport clubs in their school. Since the majority of the students responded that they were not actively participated indifferent sport club in their schools.

For the fourth item of the above table indicates students' response of this item revealed that 35 (17.3 %), 12(6 %) and 8(4%) of the students replied that they sometimes, often and always practices different physical activities in PE class in their school respectively. And also, 80(39.8) and 66(32.8%) of the respondents answered they never/seldom practices different physical activities in PE class in their school. So it can be concluded that the majority of students did not engage in physical activities in PE class in their school.

Regarding the last item of the above table, 27(13.4%), 13(6.5) and 75(37.3%) of the students replied that they often/always and sometimes learning of secondary school

PE motivates your interest in learns PE and sport in their schools respectively. And about 28(13.9%) and 58(28.8%) of the students respondent answered they never/seldom learning of secondary school PE motivates their interest in learns PE and sport in their schools. To conclude students' response of this item revealed that to some extent learning PE and sport motivates their interest.

Generally the analysis of the items in the above table regarding attitude is as observed and can be concluded that the secondary schools students of Kellem Wollaga are low in learning PE/sport. But do you think all the students were low in learning PE/sport? So to answer this question, a **Chi-Square Tests** was applied as you see in table below.

Table 5: Chi-Square Tests on students' effectiveness in learning secondary school PE/sport

Items	Value Chi-square	Df	Asymp. Sig. (2-sided)
1	112.062[a]	4	.02
2	127.637[a]	4	.01
3	175.835[a]	4	.00
4	115.501[a]	4	.04
5	108.175[a]	4	.03

*significant at 0.05 level

Table 5 shows that, statistically as there is a significant value for all items degree of freedom (chi-square value > 9.487, P< 0.05 level) significant among the school students in having positive attitude to learn PE/sport in kellem wollaga secondary schools. The observed and expected value is significant at chi-square and p-value.

4.3.2. Response of Students' on Curriculum Relevance

Curriculum implementation is a process of putting the developed or planned curriculum into effect. The term implementation refers to the actual use of curriculum. According to Derebssa (1999) the curriculum cannot achieve its aims unless it is implemented. It is obvious that when a curriculum is implemented it, may face many challenges in its implementation. Since general secondary school PE curriculum is a curriculum under implementation, we cannot say with certainty how much it has been implemented on the ground and what challenges has been encountered in the course of its implementation.

In the following table four items to identify students' problems related to the PE and sport curriculum relevance were designed and analyzed accordingly.

Table 6: Frequency and percentage for Responses of Students in the Area of curriculum

No	Statements	Response of students, N=201									
		Never		Seldom		Sometimes		Often		Always	
		F	%	F	%	F	%	F	%	F	%
6	Does the teachers encourageimplementation of PE curriculum	20	9.9	24	11.9	42	20.9	67	33.3	48	23.9
7	Does the syllabus of PE content is appropriate	17	8.4	21	10.4	39	19.4	58	28.9	66	32.8
8	Does the aim and objectives of PE/sport are clear.	25	12.4	31	15.4	55	27.4	51	25.4	39	19.4
9	Does the suggested teaching method of PE/sport is appropriate	61	30.3	47	23.4	48	23.9	29	14.4	16	8

Regarding the first item in the above table, 67(33.3 %) and 48 (23.9 %) of the students totally 115 out of 201 who represent (59.2%) replied that they always and often implemented PE curriculum during physical activity was carryout some extent by the teachers respectively. Incontrast, 44 students who represent(21.8%) of the total respondents responded seldom and never to the idea. The rest 42 students who represent (20.9%) replied that there is a medium effort for the implementation of the PE curriculum. As majority of the students responded always and often, then it can be concluded that the teachers were good regarding this issue.

In the same Table of item seven, 66(32.8 %) and 58(28.9 %) of the students totally 124 out of 201 who represent (61.7%) replied that they always and often the syllabus and PE content is appropriate for secondary schools respectively. Incontrast,38 students who represent (18.8%) of the total respondents responded seldom and never to the idea. The rest 39 students who represent (19.4%) replied that there is a medium idea for the appropriateness of PE syllabus for secondary schools. As majority of the

students responded always and often, then it can be concluded that the syllabus and PE content is somewhat appropriate for secondary schools.

In the above Table item eight, student respondents were asked to put their opinion regarding the aims and objectives of PE/sport in the schools and if the aim and objectives is also clear or not. As a result, 56 who represent (27.8%) of the total respondents replied never and seldom have they had clear images regarding this issue. In contrast, 90 who are (44.8%) of the total 201 respondents replied often and always and do not get challenged by this problem. The rest 55 who represent (27.4%) of the total respondents of students have some awareness on the aim and objectives of PE/sport. Since the majority of students responded often and always with regard the aim and objective of PE/sport, then it can be concluded that the majority of schools have good awareness on aim and objectives PE/sport.

In the above Table item 9, student respondents were asked to put their opinion regarding the appropriateness of PE/sport teaching method in the schools and if the teaching method of PE/sport is appropriate or not. As a result, 61 and 47 who represent (53.7%) of the total respondents replied never and seldom were they not accepting the teaching method of PE/sport is appropriate. In contrast, 45 who represent (22.4%) of the total 201 respondents replied often and always they were accepting the teaching method of PE/sport is appropriate in secondary schools. The rest 48 who represent (23.9%) of the total respondents of students said that the schools have medium to teaching method of PE/sport is appropriate. Since the majority of students responded never and seldom agree with regard to the teaching method of PE/sport is appropriate, then it can be concluded that the majority of schools were not use the appropriate teaching method of PE/sport teaching-learning.

In general regarding curriculum relevance (Houston and Kulinna, 2014) suggest that quality physical education provides students with the knowledge, skills, abilities, behaviors, and confidence to be physically active throughout their lifetime. Physical Education courses contribute to the General education program by, first of all, teaching students the importance of a healthy life style in their "life-long learning" process. Therefore, the relevance of physical education and sport curriculum is unquestionable. The analysis of the items in the above table regarding curriculum is as observed and can be concluded that the secondary schools students of kellem wollaga

were high on the relevance of PE/sport. But do you think all the students were high in on the relevance of PE/sport curriculum? So to answer this question, a **Chi-Square Tests** was applied as you see in table below.

Table 7: Chi-Square Tests on the area of curriculum relevance

Items	Chi-Square Tests Value	Df	Asymp. Sig. (2-sided)
6	130.147[a]	4	.010
7	123.207[a]	4	.030
8	169.550[a]	4	.045
9	181.000[a]	4	.048

Table 7 shows that, statistically as there is a significant difference among the school students on the curriculum relevance. As a result (chi-square >9.487, p< 05) revealed as there is significant difference. The observed and expected value is significant at chi-square and p-value

4.3.3. Analysis of Students' Learning Strategies

There is no doubt to getting students plenty of perfect practice strategy which has a correlation in physical education (PE). There have been many suggested strategies for developing self-directed learner. In the acquisition stage, learners could actively transfer the information from their working memory into their long-term memory through applying strategies such as comprehension, organisation, elaboration, association and integration (Mayer, 1984). Interest to study students' use of strategies for learning stems from the assumption that students are active agents for learning, and as such, an understanding of their cognitive involvement could provide some insight into developing teaching approaches which could maximize learning.

Five items to identify students' perceptions related to their problems of practicing skills were designed below. The responses obtained were analyzed under the table.

Table 8: Students Responses on practicing; task and activities

No	Statements	Response of students, N=201									
		Never		Seldom		Sometimes		Often		Always	
		F	%	F	%	F	%	F	%	F	%
10	I find it difficult to practices sport	16	8	27	13.4	37	18.4	53	26.4	68	33.8
11	Do you practices adequately at the end of the lesson	78	38.8	62	30.8	40	19.9	17	8.5	4	2
12	Does your family support you to participate in different sport activities	69	34.3	64	31.8	46	22.9	16	8	6	3
13	I find it difficult to do sport activities in pair/group work	18	9	18	9	47	23.4	60	29.8	58	28.8
14	I use my experience and background skills to perform given activities.	45	22.4	52	25.9	60	29.8	30	14.9	14	7

Students' inability of practices sport in classroom tasks due to different challenges may affect their skills. In the learning of subject matters other than physical education, researchers had already began to examine students' learning strategies as the mediator between teacher behaviour and student achievement. Biggs (1992) used the term "surface strategies" and "deep strategies" to describe students' approaches to learning. He posited that when students avoid "planning, monitoring, and in-depth involvement with the task" in a given learning situation, they are using the surface strategy approach to learning. Concerning this, in the above Table item 10 was prepared to explore whether students find it difficult or easier to predict what the teacher are going to order them. The students' response indicated that a great majority of the students were affected by difficulty of predicting what will come next from the teacher. This means, 53(26.4%) 68(33.8%) 37(18.4%) and 43 (21.4%) of the respondents answered that they often/always, sometimes and seldom/never find it difficult to predict what their teacher will say respectively. This may results from the problems discussed above. So, the majority of students responded often and always

find difficult to perform sport, then it can be concluded that the majority of schools were not practices sport during PE/sport class.

Concerning this, in the above Table item 11 was prepared to explore whether students effectively practices what they have to do at the end of each lesson or not. Students' inability of practices sport in classroom tasks due to different challenges may affect their skills. The students' response indicated that a great majority of the students were not effectively practices at the end of the lesson. This means, 21 (10.5%), 40(19.9%) 62 (30.8%) and 78(38.8) of the respondents answered that they often/always, sometimes and seldom/never were not adequately practices at the end of the lesson, then it can be concluded that the majority of schools were not practices sport during PE/sport class effectively.

In the above Table item 12, student respondents were asked to put their opinion regarding the support of family to participate in different sport activities either in the school or out of the school. As a result, 133 who represent (66.1%) of the total respondents replied never and seldom were they not support by their family to participate in different sport activities either in the school or out of the school. Only, 22 who represent (11%) of the total 201 respondents replied often and always they were support by their family to participate in different sport activities either in the school or out of the school. The rest 46 who represent (22.9%) of the total respondents of students said that their parents encourage them in different sport activities moderately. Since the majority of students responded 64(31.8) and 69(34.3) seldom/never were not supported, it can be concluded that the majority of the family were not encourage students to participate in different sport activities. In contrast, former research revealed that Parents and all adults' role models can also provide valuable support for their children's learning by being physically activate themselves and making healthy choices connected to eating, substance use, relationships, personal care, and injury prevention (Douglas, H.2008).

Concerning this, in the above Table item 13 was prepared to identify whether students find it difficult or easier to perform sport activities in pair/group work. The students' response indicated that a great majority of the students were affected by difficulty of to perform sport activities in pair/group work. This means, 118 (58.6 %), 47(23.4 %) and 36 (18 %) of the respondents answered that they often/always, sometimes and

seldom/never find it difficult to perform sport activities in pair/group work respectively. So, the majority of students responded often and always find difficult to perform sport in pair/group. Although cooperative learning provides a context in which individuals help each other; it is a method of helping groups as well as helping individuals; and it can enable individuals and groups to influence and change personal, group, and organizational and community problems (Brown, 1992), the students' responses in the above table revealed that the students were not doing cooperatively (pair or group work and discussion) as effectively as it should be. And also, the students were found difficult to do sport activities in pair/group work. However, according to (Slavin,1980) the most successful among them is student cooperative practice where students are taught to help each other during independent work and sometimes are even judged on a common product they can produce and which seems to develop the kinds of skills and predispositions are common among self-directed learners.

Concerning item 14, which was designed to identify whether students use their background skills and experience to perform a given activities or not, 45(22.4) 52 (25.9 %) and 60 (29.8 %) of the respondents replied that they use this strategy seldom/never and sometimes respectively. Only 44(21.9%) of the respondents replied that they often/always use their background skills and experience to perform a given activities. This implies that students' strategy use of their background skills and experience were ineffective. Background skills plays a crucial role in performing a given activities because it enables learner not only to perform a given activities but also to make differences.

Regarding students learning strategies as observed and can be concluded that the secondary schools students of Kellem Wollaga were poor learning strategies of PE/sport. But do you think all the students were poor learning strategies of PE/sport? So to answer this question, a **Chi-Square Tests** was applied as you see in table below.

Table 9: Chi-Square Tests students learning strategies

Items	Chis-quare Value	df	Asymp. Sig. (2-sided)
10	128.093a	4	.030
11	118.553a	4	.020
12	117.200a	4	.040
13	131.642a	4	.010
14	142.323a	4	.020

Table 9 shows that, statistically there is significant difference (chi-square >9 .487 P >.05) among the students regarding strategies in the schools. The observed and expected value is significant at chi-square and p-value.

4.3.4. Impeding Factors to Learn physical education (PE) and Sport

According to (Bandura, 1986), the barriers to student learning and participation may in part be explained by social cognitive theory which highlights the relationship between cognitive, behavioural and environmental factors that influence an individual's choices, including those relating to physical activity behaviour. These three factors are not independent, but are mutually dependent and all influence learning and activity choices within a host of contexts. Due to the large amount of time dedicated to schooling, students are influenced greatly within the school environment by many elements, including their teachers, their peers, the programs provided, their participation in classes and their engagement in curriculum and extra or co-curricular activities.

Regarding this problem the researcher has analyzed four items below. These items indicate students' problems related to learn PE and sport to themselves.

Table 10: Impeding to learn PE and sport

No.	Statements	Response of students, N=201									
		Never		Seldom		Sometimes		Often		Always	
		F	%	F	%	F	%	F	%	F	%
15	Does the past negative experiences affect the implementation of PE/sport	9	4.5	13	6.5	68	33.8	57	28.4	54	26.9
16	Does the time provided for PE/sport activity is sufficient	50	24.9	53	26.4	65	32.3	19	9.4	14	7
17	Does the school environmentencourage physical activity (PA)	47	23.4	55	27.4	51	25.4	28	13.9	20	9.9
18	peer pressureinfluence	20	9.9	24	11.9	53	26.4	46	22.9	58	28.9

The first item in the above table was prepared to identify as past negative experiences affects students' performance. As it has been shown in the table, 57(28.4%), 54(26.9%) and 68 (33.8 %) of the respondents replied that they often/always and sometimes affected by past negative experiences respectively. Since past negative experiences affects students' performance of what they listen, from past should be changed to positive and then practices their performance. Teachers also remind their students as they ignore past negative experiences. Only 22 (11%) of the respondents replied that they were affected by past negative experiences.

As to the second item in the above table, 50(24.9), 53(26.4) and 65 (32.3%) of the students replied that they seldom/never and sometimes find it difficult to get general understanding because of the insufficient time allotted to practices a given tasks effectively respectively. Only 33(16.4%) of the respondents answered that they often/always not find difficult to get general understanding knowledge and skill. Since the majority of the students replied that insufficient time is allowed for PE/sport class, this influences implementation of PE/sport. In line to this a worldwide survey concerning the state and status of PE in schools, Marshall and Hardman (2000,) noted that, "arguably, physical education has been pushed into a defensive position." It is suffering from decreasing curriculum time allocation budgetary controls with

inadequate financial, material and personnel resources, has low subject status and esteem. Curriculum time allocation refers to the weekly timetable allocation for physical education in schools while physical education in schools is the "legal and perceived actual status of physical education and its teachers".

Item 17 in the above table was prepared to identify as the school environment encourage students' physical activity or not. As it has been shown in the table, 47 (23.4%), 55(27.4) and 51 (25.4 %) of the respondents replied that they never, seldom and sometimes were not encouraged by school environment to perform physical activity respectively. But 28(13.9) and 20(9.9%) of the respondents replied that they often and always were encouraged by school environment to perform physical activity. Since the majority of the students replied that school environment does not encourage physical activity performance, then it concluded that majority of the school environment were not encourage to perform physical activity.

Regarding the last item in the above table was prepared to identify as the peer pressure influence students' participation in PE/sport class or not. As it has been shown in the table, 46(22.9), 58(28.9 %) and 53 (26.4 %) of the respondents replied that they often/always and sometimes were highly influenced by peer pressure respectively. Only 44(21.8%) of the respondents replied that they seldom/never were not influenced by peer pressure. Since the majority of the students replied that peer pressure influenced participation of students in PE/sport class, then it concluded that majority of the students participation were influenced by peer pressure.

Generally the analysis of the items in the above table regarding impeding factors is as observed and can be concluded that the secondary schools students of Kellem Wollaga were highly impeded to learn PE/sport. But do you think all the students were highly exposed for factors in learning PE/sport? So to answer this question, a **Chi-Square Tests** was applied as you see in table below.

Table 11: Chi-Square Tests on impeding factors to learn PE/sport

Item	Chi-square Value	df	Asymp. Sig. (2-sided)
15	139.968[a]	4	.010
16	169.058[a]	4	.020
17	145.266[a]	4	.040
18	165.266[a]	4	.010

Table 11 shows that, statistically as there is significant difference (chi-square> 9.487, $P > .05$) among the school students on the area of impeding factors to learn PE/sport in Kellem Wollega secondary schools. The observed and expected value is significant at chi-square and p-value.

4.3.5. Analysis of responses towards PE Facilities and Equipments

According to Milwaukee (2000) completed by the council of Educational Facility Planners International documented that "Facility condition may had a stronger effect on student performance than the combined influences of family background, socio-economic status, school attendance, and behaviors". In addition to this Reddy (2006) reported that, in physical facilities area problems emerged at times of booming enrollments. During a period of total pupil increases, many communities had found it necessary to expand their facilities but they not had sufficient time and resources to recover, through normal amortization, to turn their attention to added facilities at the secondary level. With heightening demands on the secondary schools, maintenance factors and the most efficient use of existing facilities had given more importance.

Three items to identify students' perceptions related to their problems of using facilities and equipments were designed below. The responses obtained were analyzed under the table.

Table 12: Students' responses related to facilities and equipments

No.	Statements	Response of students, N=201									
		Never		Seldom		Sometimes		Often		Always	
		F	%	F	%	F	%	F	%	F	%
19	Access of facilities and equipments	60	29.8	66	32.8	56	27.9	11	5.5	8	4
20	Access to suitable learning spaces	44	22	59	29.3	63	31.3	29	14.4	16	8
21	Does PE/sport prioritize in the schools	61	30.3	65	32.3	58	28.9	12	6	5	2.5

The first item in the above table was prepared to identify as access of facilities affects students' performance. As it has been shown in the above table, 126 (62.6 %) and 56 (27.9%) of the respondents replied that they never/seldom and sometimes highly affected due to lack of facilities to perform activities respectively. Only 11 (5.5%) and 8(4) of the respondents replied that they often/always were not affected due to lack of facilities. From this all most all respondent replied that teaching-learning of PE/sport seriously harmed due to lack of facilities. In line to this according to Solomon (2000), the problems approaches employed by the concerned teacher are not based on the methods and the techniques prescribed by the syllabus so that it is difficult to implement due to serious shortage of teaching materials, non-availability of sufficient budget and play ground. According to Metzel(cited in Azeb,1998) any discussion of classroom organization must begin with some attention to resources and facilities that the specific set up demand for its implementation. Metzel further describes that when there is no lack of equipment, teaching cannot be challenged indeed.

As to the next item, 103 (51.3%) and 63 (31.3%) of the students replied that they seldom/never and sometimes they were not get suitable learning spaces to engage in physical activities. But 45(30.4%) of the respondents answered that they often/always get suitable learning space. Since majority of the students replied that there were no suitable learning spaces and conducive environment for PE/sport class, so to conclude that many schools have not available learning spaces for PE/sport class. In opposite to the result concluded Fuller. (1999) revealed that physical education learning

environments or the places, in which formal learning occurs, range from relatively modern and well-equipped buildings to open-air gathering places. The qualities of school facilities have direct effect on learning, an effect that is hard to measure

Concerning the last item in the above table was prepared to identify as PE/sport is prioritize in the schools or not. As it has been shown in the table, 126 (62.6 %) and 56 (27.9 %) of the respondents replied that they never/seldom and sometimes PE/sport were not prioritizes in the schools. Only 17(8.5%) of the respondents replied that they often/always PE/sport were priorities in the schools. From this all most all majority of the respondent replied that PE/sport is not priorities in the schools. The result concluded from this was in line within Hardman (2008), the actual legal and perceived status of PE and its teachers compared to other subjects and their teachers is a highly contentious issue. Even in countries where all subjects are weighted equally, somehow the status of PE and its teachers is placed at a level lower than in the traditionally academic subjects. This situation is especially worse in education systems where PE is not an examinable subject because they concentrate more on the examinable subjects. Physical Education teachers all over the world have to fight for recognition and status within school curricula. This is unfortunate considering the role of PE and play in fostering social and emotional development.

The analysis of the items in the above table facilities and equipment is as observed and can be concluded that the secondary schools students of Kellem Wollaga Zone were low access of facilities to learn PE/sport. But do you think all the students were highly exposed for lack of facilities and equipments in learning PE/sport? So to answer this question, a **Chi-Square Tests** was applied as you see in table below.

Table 13: Chi-Square Tests on the responses related to access of facilities and equipments

Items	Chi-square Value	df	Asymp. Sig. (2-sided)
19	152.078[a]	4	.000
20	145.851[a]	4	.030
21	142.319[a]	4	.020

Table 13 shows that, statistically there is significant difference (chi-square > 9.487, P >.05) among the school students regarding facilities and equipment in the schools. The observed and expected value is significant at chi-square and p-value.

4.4. Students' Responses on Open-ended Questions

Under this section the responses of some open-ended type of questions to identify students' attitude were analyzed and discussed as follows. The students' attitudes determine their learning either positively or negatively and its consequences. To identify students' attitudes, the open-ended question were asked and the responses of these questions from participants were discussed and analyzed in order below qualitatively.

4.4.1. Students' Responses on their attitudes

Concerning the first question asked to obtain students' information and the relative focus given to learning PE, the sample students were asked to order subjects such as Maths, Physical education, ICT, English, Biology and so on, they learn in their schools as their preference from the most to the least. Of these 23 students responded on the first order, 30 students responded on the fifth order, 48 students responded on the second order, 34 students responded on the third order, 40 students responded on the sixth order and 36 students responded on the fourth order. All most all of them wrote their reason argued that they think as if the PE might not have direct impact on their achievements in education, since not included in matrics. Consequently, for question 1.2, 98 students encircled yes as well as 69 of them replied as they don't want to waste their time learning PE and 34 students answered no as they want to learn the subject. Since learning PE/sport have benefits the interest of learning it improved through practice. According to (Morgan and Carpenter 2002), In order to increase attitudes towards physical education course of both male and female students, increasing students' participation in physical education course is too important. In addition to this (Aybek et al. 2011), stated that having a positive attitude towards physical education and sports from the students tend to create a positive attitude about the lesson is an expected result.

4.4.2. Students' Focus of PE and Sport Learning

Under this part the responses obtained from the participants of the study concerning their focus of teaching and learning PE were analyzed. To identify students' attention towards PE and sport, the researcher had prepared questions he thought they provide him information about the participants' attention/focus of PE and sport. In addition, as it has been mentioned in students' perceptions of PE and sport, the responses obtained there indicate where the students' focus of PE teaching-learning resembles. Furthermore, the responses obtained through students' open-ended question mainly related to their focus of PE and sport teaching-learning were analyzed qualitatively below.

4.4.3. Students' Responses on their Focus of PE Learning

For question number two which were asked to identify students' preparation to learn PE and the time they give for learning in comparison with other subjects, 129 students responded no and 72 students encircled yes. In addition to this for question 2.1 which tries to identify how often do they do so from students answered yes, 40 students encircled to rarely, 21 of them said sometimes and only 11 students answered usually. This students response shows as it is not as much as different from students answered no since many of them answered rarely they give a very little time for PE subject preparations. And also almost all of the students answered no gave their reason saying instead of wasting their time on PE period they would rather learn other subjects. They added their reason saying that since they thought PE as the least important of the other subject, their teachers do not get them practice PE and sport regularly.

4.4.4. Problems Related to Practices and Challenges of Teaching-Learning of PE and Sport

This section deals with the students' problems related to their practices and challenges of teaching-learning of PE and sport. The open-ended questions items sought to identify the participants' perceptions related to their problems of PE and sport practices. The responses obtained concerning these questions were analyzed and interpreted qualitatively as follows. As it was mentioned in chapter three, responses obtained through open-ended questions were analyzed qualitatively while responses obtained through closed-ended questions were analyzed quantitatively throughout the study.

4.4.5. Problems Related to Practices and Challenges of Learning PE and Sport

Depending on question number three which was asked to identify students' practical problems during PE lesson, almost all of them have written their inability of comprehending (understanding) their teachers' instruction due to different reasons. Of these, their lack of facilities and equipments, playing field, low time allotment, background knowledge and skills and also their teachers' factors (lack of needed skills , not motive, not punctual and so on.), their own strategy used during practical lesson to acquire skills and techniques, their own problems (feeling nervous, practicing skills, poor classroom conditions) and problems related to tasks and activities (difficulty of prediction, cooperative works, demonstrating summary of what they practices) and so on were among the problems mentioned.

4.4.6. Students' Suggestions towards the Teaching-Learning Process of PE/Sport

As to the last item of open-ended questionnaire many students suggested that they try follow their teachers while he/she teaches PE/sport texts. However, they argued that since the goal of the subject was to improve awareness and skills, their teachers should search different methods (approaches) of teaching skills. But they were not forwarded approaches such as making students engaging in activities, bringing various types of games with different rules and regulations, and selecting interesting skills which are entertaining and educative. Indeed, the researcher has recognized from these students' responses that through this approaches teachers should not handle students' attention towards PE/sport and develop their skills.

Interview Response: An interview is the verbal questions asked by the interviewer and verbal responses provided by the interview. The interviews were conducted after the participants' individual consent was obtained. During the process of interview the researcher select free and calm environment to minimize communication barriers that disturb the interviewing and the interview were held face to face between interviewer and each interviewee. The responses given were organized under six major roles based up on the problems related to teachers' perception of their attitude, knows the contribution of PE/sport, students' interest, as teacher give attention to teach, hindrance to implement curriculum and providing suggestion in order as follows. Then interviewer wrote the response of respondent on note book and analysis then

after interprets it. The response obtained from teachers interview were analysed qualitatively below after transcription of interview.

Interview 1

Q1: What do you particularly feel about the teaching of PE and sport? Do you enjoy teaching it? Why or Why not?

T1: I don't interest to teaching PE/sport. Because, our students do not interested to learning PE/sport since their skill competence protects them to perform what is demonstrated so that there is no participation in classroom. Thus, it made me hate teaching it.

T2: Emm, I don't think anybody interesting to teach PE/sport including me, because many students do not have interest to learning PE/sport. So, they can't participate actively. This makes me hate teaching PE/sport.

T3: Yeah, I know why you ask me about teaching PE/sport. Many of teachers do not enjoy teaching PE/sport but I am not as such teachers I enjoy teaching it very well. I hope we teachers know much about PE/sport than our students though sometimes we act as our students. PE/sport is a crucial field of study which develops students' knowledge, skill and confidence. Besides, while I am teaching PE/sport I learning for myself. But, many teachers and students think PE/sport as it is worthless. However, PE/sport is not a skill to be neglected.

T4: Oh! I don't think anybody interesting to teach PE/sport including me. Because, many students do not have interest of learning PE/sport. So, they can't participate actively. This makes me hate teaching PE/sport.

T5: Bbbb! Why don't you ask me about it? I don't interest to teaching PE/sport. Game, you know our students' knowledge, skill and their learning experience of PE/sport they don't want to consume their time learning PE/sport. As a result, I don't want teaching it instead I can concentrate to other jobs.

4.5. Teachers' Responses on Interview Questions

Under this section the responses of some interview type of questions to identify teachers' attitude were analyzed and discussed as follows. The teachers' attitudes determine their teaching-learning either positively or negatively and its consequences. To identify teachers' attitudes, the interview question were asked and the responses of these questions from participants were discussed and analyzed in order below qualitatively.

4.5.1. Teachers' Responses on their attitudes

Concerning the first teachers' interview which was asked to get teachers' attitude of teaching PE, four teachers similarly argued that they were not interested in teaching Physical education. All of them said that since active participation due to students' knowledge, skill, background experience and interest of learning PE were very low; they would rather prefer to concentrate on other extra jobs. According to (Wuest and Lombardo, 1994) promotion of HPE program through the use of various public relations strategies is an important responsibility of PE teacher. In addition to this Gebre Negash (2005) concluded that many teachers of PE are poor at teaching and do not appropriately develop interest toward the subject. One teacher said that he enjoys teaching PE very well. He gave his reason saying that teaching is learning while he teaches techniques and skills he himself is learning many things again. In addition, he said that PE is not a subject to be neglected though many people (students) give very less attention to this subject without detail understanding.

Interview 2

Q2: Wouldn't you believe that practicing PE/sport curriculum help student in their daily life and for other courses? Why or why not?

T_2: Of course! It may help them. It is clear that PE/sport practices contribute much for students since everything they can do help to learn actively but the factors I mentioned earlier made me hate it.

T2: Yeah, it helps them. To tell you the reality, PE/sport practice contributes too much in students' life as well as for other courses, because it develops their ability to listen their teachers actively. But, since students suffer learning it I would not concentrate on it.

T3: Definitely! It contributes too much for them. As to me, of the subject I teach my students, I know as PE/sport practice has the greatest role in students' life style, and in other courses because through it their ability to perform things are developed. Therefore, I always advice my students to practice physical activities.

T4: Yeah, it helps them. To tell you the reality, PE/sport practice contributes too much in students' life as well as for other courses because it develops their ability to listen their teachers actively. But, since students suffer learning it I would not concentrate on it.

T5: Emm! Maybe. Though it doesn't help them equivalent to other subject since it does not appear on metric, it may help them in some situations. However, I don't pay attention to teach PE/sport.

4.5.2. Teachers' Responses of Interview towards the contribution of PE/sport

For teachers' interview two which was asked to identify teachers' perception of PE contribution in students' daily life and other courses, four teachers said that they know as PE practice contribute for many things in students' future life. They further explained that many activities students can do come from what they practice but many problems related to PE practice made them have negative perception of PE subject. In line to this responses (Houston and Kulinna, 2014), quality physical education provides students with the knowledge, skills, abilities, behaviors, and confidence to be physically active throughout their lifetime. Physical Education courses contribute to the General education program by, first of all, teaching students the importance of a healthy life style in their "life-long learning" process. One teacher further explained that he knows very well as PE has the greatest importance in the education he teaches his students so that he often made his students practice PE regularly.

In this day of mass communication, much of it oral, it is of vital importance that students were attending effectively and critically. To the contrary, the other one teacher suggested that PE subject do not contribute much in comparison with other subjects such as English, Math's, Physics and so on. Due to this he often does not pay attention to teach PE effectively. They all were similar in that PE practice plays a great role in students' life and to learn other subjects.

Interview 3

Q3: Do you give as much time and preparations to teach PE and sport skills activities? How often do you do so?

T1: No. I don't. To tell you frankly, in comparison with other subject, PE/sport has no impact on student's academic achievement too much since it does not appear on national exam. Thus, I don't give enough time and preparation to teaching PE/sport.

T2: No. Okay, I give very little time and preparation to teach PE/sport because it contributes some.

T3: Exactly! I give enough time and preparation to teach PE/sport. Well, I need to teach PE/sport and other skills more, I often acquaint them to learn PE/sport practice

because much of students' time is devoted to follow other courses. Therefore, to benefit them I often engage my students to practice PE/sport skills.

T4: No. I give very little time and preparation to teach PE/sport because it contributes some.

T5: Yes. I do. Sometimes I enforce my students to practice physical activities but students' textbook is too narrow. As a result, I do not often teach it effectively to benefit students.

4.5.3. Teachers' Responses Interview towards their Focus on PE Teaching

For teachers interview three which was asked to identify weather teachers give as much time and preparations to teach PE and sport activities as compared to other subject, two of the teachers frankly said that they give very less time and preparation to PE and sport skills since they think the importance of PE and sport skills activities as minor in comparison with the advantage of other subject such as English, Math's, ICT and so on. They also suggested that students' text content is narrow. The other two teachers said that they did sometimes but not often gives time and preparation to teach PE. Like the two teachers, they said that the contents of students' text is narrow though they sometimes enforce their students mainly to practice techniques, skills and activities as this skill help them in their future life. The other one teacher argued that he often teaches PE and sport skills like other subjects equally. He illustrated further saying that since much of students' time functioning in other subject, they often teaches PE and sport skills to acquaint his students with this important subject. He also identified that their students need to learn other subjects and some other skills which help them during national exam.

Interview 4

Q4: Do you think that your students enjoy learning PE/sport? Why or Why not?

T1: Oh! They don't want learning PE/sport subject. I don't know how their teachers taught PE/sport in lower grades anyway PE/sport mean nothing for students. They don't enjoy learning PE/sport instead they prefer learning other subjects.

T2: No, I don't. May be their learning experience influenced them. Their teachers in lower grades seem not concentrating on teaching PE/sport. Consequently, PE/sport doesn't mean anything for students even they hate me when I take time to make them practice physical activities.

T3: No, no. they don't. Well, they relate the advantage of PE/sport to evaluation only. But PE/sport contribution should not be undermined even it is the most overlooked of the other subject they think important. However, many of our teachers follow their students' wrong ideology towards PE/sport and give little focus to PE/sport implementation. This may result from students' wrong judgment of their teachers' inability of teaching the subject.

T4: No, I don't. May be their learning experience influenced them. Their teachers in lower grades seem not concentrating on teaching PE/sport. Consequently, PE/sport doesn't mean anything for students even they hate me when I take time to make them practice physical activities

T5: Ah! They never want consuming their time on PE/sport. It seems me that students' and teachers' in lower grades do not have any care about PE/sport practices because the students do not attend me while I teach PE/sport. Even, they think as I am unable to teach other courses. This implies, the students didn't have adaptation of learning PE/sport.

4.5.4. Teachers' Responses on students interest to learning of PE

The fourth teachers' interview was asked to obtain information about students' interest and attitudes towards learning PE class and the reason behind it from teachers. All of the teachers uniformly said that their students never want to waste their period learning PE. They all suggested that students' background learning experience of PE subject has played a great role in their present learning PE interest. They said that as if their teachers in lower grade did not have any care about teaching PE because almost all of their students do not accept a teacher who tries to teach PE seriously. This implies as students have no adaptation in learning PE and sport. Even, one teacher argued that their students think a teacher who tries to teach them PE theory as he/she is unable to teach the subject. Instead they thought a teacher who regularly teaches practices and avoiding theory as a clever teacher. Therefore, it is obvious that the interest and attitude of the students towards PE subject seem very low. Thus, the researcher decided that PE is affected greatly by students' interest which arises from their understanding. Apart from these, the researcher also decided that many teachers were with their students by forgetting the importance of PE subject.

Interview 5

Q5: What are the practical problems/challenges you face while you teach PE/sport? How do you solve them?

T1: Many challenges are made me hate teaching PE/sport. Among of these, students' lack of interest, background experience, time provided, equipments and facilities are the core problems affected students' participation. Without participation teaching is nothing. Again, it seems me that my students are not using different strategies to perform activities. I often remind my students the contribution of physical education overall to draw their attention as they improve their skills and attitudes to perform exercises by using different strategies. Again, I do pre-practices activities with my students at home to provide them the benefit of PE/sport and familiarizing them with their background knowledge.

T2: Well, the practical problems I come across during teaching PE/sport are mainly related to the students. My students find difficult to do physical activities. Again, time provided for PE class, the level of students' competence and their strategy use to understand what is demonstrate are some of challenge I remember. Most of the time, I advice my students to work cooperatively as they share something from each other.

T3: Well, our students do not have the ability to use different strategies of learning PE/sport. Their language competence is another problem which leads the students to the inability of doing tasks in classroom. These combined together made me hate teaching PE/sport. It is good question. I often remind my students to get the advantage of PE/sport information, to relate what they learn to their prior knowledge, I often engage the students to summarize what they learn to evaluate their understanding and so on.

T4: Well, the practical problems I come across during teaching PE/sport are mainly related to the students. My students find difficult to do physical activities. Again, the level of students' competence and their strategy use to understand what is demonstrate are some of challenge I remember. Most of the time I advice my students' to learn cooperatively as they share something from each other.

T5: Ok! Now a day, it is difficult to teach PE/sport because our students couldn't interest to learn PE/sport course. In addition to this the time provided for PE class is not enough. I think sometimes they find difficult to engage in physical activities and sport competition due to this they couldn't interest. These made me hate teaching

PE/sport so I sometimes prefer to miss class. I often use body language, hold them to group work and advise them to pay attention during PE/sport class.

4.5.5. Problems of PE/Sport Implementation

Alike the students, teachers' interview five was asked to identify practical problems related to PE/sport implementation during practical class. Their responses of this question revealed what the students replied concerning their problems related to PE/sport practice. Five teachers have mentioned many problems they encounter during PE/sport practices. Among of these, three teachers similarly suggested that their students' lack of skill competence including techniques, basic skills and tactics as well as strategy use to understand skill during PE class were the challenges their students encounter always during PE class. They complained that these students' practical problems cause them to hate teaching skills in general. The other two teachers also suggested similar problems that they encounter during PE/sport class. They forwarded problems such as students' attitude, difficulty to doing PE/sport tasks and activities as practical problems their students encounter during PE class. Their students were challenged by these problems which affect their performance. Consequently, they often discouraged to teach PE/sport skills.

Interview-6

Q6: Can you tell me if you have any further comments and suggestions in teaching PE/sport subject?

T1: Yeah! It is good to have playing field, facilities and equipments for students to familiarize them with physical activities, create awareness about the contribution of exercises, improve attitudes of students and etc. Again, concerned bodies should pay attention for the implementation of PE/sport.

T2: Okay! Teachers alone can't provide students with skill, minimize students' improve negative attitudes and there should be open field for students to practice PE/sport.

T2: Okay! Teachers alone can't provide students with skill, minimize students' improve negative attitudes and there should be open field for students to practice PE/sport.

T3: Well, I am happy in getting chance to forward my idea concerning this issue. Let me begin by criticizing teachers themselves instead of pointing finger to our students. Many teachers think similar to their students today. Alike their students they think

teaching PE/sport as it is time wasting so that they don't care anything about PE/sport practice. However, PE/sport contributes too much in students' life and in other courses. Therefore, unless teachers have positive perception of PE/sport, it is unthinkable that students have interest to learn PE/sport. Teachers should find solutions for students' problems like engaging them to actively participate in PE/sport practice by changing their former learning experience. Concerned bodies should fulfill accesses like equipment and facilities and curriculum designers should amend students' textbook and the way of assessment method.

T4: Okay! Teachers alone can't provide students with skill, minimize students' change negative attitudes and there should be open field for students to practice PE/sport.

T5: Well, as far as my knowledge concerned, concerned bodies should provide facilities and equipments for PE/sport practice separately. For example, there should be play ground, teaching aids, such as football, volleyball, basketball,handball and etc

4.5.6. Teachers' Suggestions on Teaching-Learning Process of PE/Sport

For the last interview, all the teachers suggested that since students' skill cannot be improved by teachers alone, concerned bodies should prepare facilities and equipments and advice to increase their awareness which minimize students' negative attitudes, and there should be open field for students to practice PE/sport skills. They also suggested that curriculum designers should improve the volume of the text and amend the strategy of the assessment at national standards. Two teachers also added that all physical activities should tangible, well organized and supervised activities to get students practice skill properly. One teacher specifically suggested that teachers should have positive perception towards PE/sport skills to change students' background experience of learning PE and find solution for students' problems of PE/sport skills like engaging them to actively participate in sport practice instead of following students' negative perception which arise from their misunderstanding. Teachers were no longer the only source of information, but acted as mentors who helped students to actively interpret and organize the information they were given, fitting it into prior.

4.6. Analysis of Data Obtained from Classroom Observation

As it was mentioned above, fourteen checklists were focuses on the teaching-learning practices of PE and sport classes. In the table, the researcher used 'NP' to indicate activities which were almost not practiced, 'MP' to indicate activities which were moderately practiced and 'WP' to indicate activities which were well practiced in his sense in front of each observed practices. The letters in the table shows how often you practice them according to the following rating scale. Tick under NP if you not practice, under MP if you moderately practice and under WP if you practice well.

Table 14: Actual teaching-learning practices of PE and sport observed

Item No.	Observed teaching practices	Observed schools														
		Kelem			Lalo			J/Sayo			Burayu			Anfilo		
		NP	MP	Wp	NP	MP	Wp	NP	MP	Wp	NP	MP	Wp	NP	MP	Wp
1	The teacher introduced the purpose of the lesson briefly and clearly to draw students' attention towards the activity	√				√			√			√				√
2	The teacher activated the students with physical activities and their background knowledge and skills			√	√			√			√				√	
3	The teacher made clear what the learners are going to practices			√		√			√			√		√		
4	The teacher tell students as to interpret some visuals picture in to actual one			√		√			√			√			√	
5	The teacher allowed the students to do techniques, tactics, and skills with their partners	√			√				√			√			√	
6	The teacher engaged the students in pair/group work on the physical activities	√			√				√			√			√	
7	The teacher demonstrates the skills and allowed the students to perform the skill		√			√			√		√			√		
8	The teacher give enough time		√			√			√		√			√		

	to practice the exercises/activities														
9	The suggested teaching method is appropriate	√			√			√			√			√	
10	The content of PE and sport practiced in secondary school		√			√		√			√			√	
11	The teacher made the students practice the activity using the real equipment's		√		√			√				√			√
12	The teacher instruct the students to summarize the lesson	√			√			√				√			√
13	The teacher allow the students for self- evaluation so that they can assess, how accurate or complete their activity has been	√			√			√		√			√		
14	The teacher provide students with feedback on their performances		√				√	√			√			√	

Key: ***NP***: Not Practiced ***MP***: Moderately Practiced ***WP***: Well Practiced

Concerning the first observation checklist which was aimed to identify whether teachers introduce topics clearly and briefly or not, three teachers who teach Lalo, Jahan sayo and Burayu schools were observed while they moderately try to introduce topics but it was not as expected of them. They roughly introduced the topic and read the text for students. Another teacher who was observed while he was teaching in Kellem secondary school was not almost introduced the topic. He carelessly opened the book and read the text once only then told the students to do activities. But the teacher who was observed while he was teaching in Anfillo secondary school introduced the topic clearly and briefly for students. He introduced as they were going to learn a subject interesting by telling them about the contribution of PE and sport briefly. Here the majority of the teachers were observed that they were not introducing topics clearly and briefly.

For item 2 which was designed to observe teachers' condition of activating students with physical activities and their background knowledge and skill , teachers who were observed while they have been teaching in Burayu, Lalo and Jahan sayo secondary

schools were not activated their students with background knowledge and skill. They directly introduced the topic and reminded their students the previous lesson. One teacher who was observed while he was teaching in Kellem secondary school activated his students well. He reminded his students by taking example about the starting point of famous sports men and women in the world. The teacher in Anfillo secondary school was observed while he moderately activated his students. He asked his students if they know sport person who beneficiary in their surrounding and then passed to the next activity without telling them anything about it. From this easily conclude that teachers where not activate their students.

Regarding the third observation checklist which was aimed to identify whether teachers made the clarification what the learners were going to practices or not, three teachers who teach Lalo, Jahan sayo and Burayu schools were observed while they moderately try to made clarification what the learners were going to practices but it was not as needed. They roughly instruct and direct the students. Another teacher who was observed while he was teaching in Anfillo secondary school was not almost clarifying what the students were going to do. He carelessly tells them as to go field and play a ball. But the teacher who was observed while he was teaching in Kellem secondary school clearly instructs what they were going to do. The observation reveal that almost they were try to made clarification, but it was not as needed.

Concerning item four which was designed to observe as teachers tell students to interpret some visuals picture in the textbook set, all teachers have told to their students as they can develops the ability of interpreting and understanding pictures, to show practically on the field, but they did not tell them each activity specifically except the teacher who was teaching the lesson entitled "basic techniques of kicking in football" in Kellem. He informed his students to interpret visual picture and as they do the four exercises under the lesson or activity. He told them that these activities were designed to evaluate their understanding about the visual interpretation and designed to relate to what they know or to their background knowledge and skills.

Item five and six were prepared to evaluate whether the teachers engage their students into group/pair work or not and as they allow their students to do techniques, tactics, and skills with their partners. As to the teachers observed in Kellem and Lalo secondary school, both of them were not observed while they engage their students

into pair/group work and share experience from their partners. They discussed everything they did by themselves without making their students do/discuss in pair/group. Those teachers who were observed in Jahan sayo, Anfillo and Burayu were observed while they tried to engage their students into a group of three and above students, but all of them did not provide enough time for students to share ideas from each other. In contrast to this (Slavin,1980) state that most successful among them is student cooperative practice where students are taught to help each other during independent work and sometimes are even judged on a common product they can produce and predispositions are common among self-directed learners.

For item seven and eight which were designed to observe whether the teachers' allowed their students to perform skill after demonstrating the skills and gave enough time to practice the exercises. As to the teachers observed in Kellem, Jahansayo and Lalo secondary school, Those teachers who were observed while they allowed their students to perform skill and gave time to practice the exercises, but all of them did not provide enough time for students to perform skill. They gave a few minutes to perform skill for their students. As the teachers observed in, Anfillo and Burayu secondary school both of them were not observed while they tried to allowed their students to perform skill and gave enough time to practice the exercises. They demonstrated everything they did by themselves without allowed their students to perform skill. Majority of the teacher does not provide enough time for their students.

Concerning item nine and ten which was designed to observe as teachers applied suggested teaching method and content of PE was appropriately practiced in secondary schools, three teachers have moderately applied suggested teaching method and content of PE was appropriately practiced in secondary school except the teacher who were teaching in Lalo and Kellem secondary school were not applied suggested teaching method of physical education (PE) and sport.

Regarding the eleventh observation checklist which was aimed to identify whether teachers made the students practice the activity using the real equipment's or not, two teachers who teach in Jahan sayo and Kellem secondary schools were observed while they moderately try to use real equipments ,but it was not displayed widely that mean as needed. They instruct and teaching their students by using certain real equipments. Another teacher who was observed while he was teaching in Anfillo, Burayu and Lalo

secondary school were not almost observed while they using equipments. They did not observed while they were using real equipments, but in rare case some of them were observed while they try to use local equipments. Conclude that they were not observed while they practice with real equipments.

Concerning item twelve and thirteen were designed to observe whether the teachers' instruct the students to summarize the lesson and allowed their students for self-evaluation. As to teacher who was observed in Jahan sayo secondary school, he was observed while moderately instruct the students to summarize the lesson and allowed their students for self-evaluation. Unless all teachers did not observed while they instruct their students to summarize the lesson and allowed their students for self-evaluation rather they were observed while they summarize the lesson and evaluated by themselves without allowed their students.

The last item of this section was prepared to identify whether teachers provide students with feedback on their performances. Three teachers who were teach in Kellem, Burayu and Anfillo schools were observed while they moderately try to provide students with feedback on their performances, but it was not as expected of them. They roughly provide correction for their students. Another teacher who was observed while he was teaching in Jahan sayo secondary school was not almost provided students with feedback on their performances. He carelessly said that practice at home with your partner, but the teacher who was observed while he was teaching in Lalo secondary school provided feedback for students on their performance.

In general, the researcher identified that teaching PE were not practiced as effectively as it could be. It is possible to say similar what the researcher observed and what the students answered as well as what the teachers said in their interview about actual classroom while-teaching PE and sport classes activities were partly practiced effectively. But some items were practiced ineffectively as the majority of the teachers do not acquaint the students with the items. In spite of the role it plays in activating students' prior knowledge, in building up their expectations for the coming information and providing necessary knowledge and skills. Therefore, it is advisable for all teachers to make students practice all while-teaching PE and sport classes during learning lessons to improve their knowledge and skills.

CHAPTER FIVE

5. Summary, Conclusion and Recommendation

In this section some important points of the study, the conclusion that was made on the basis of the summarized findings and the possible recommendations that were drawn in light of the findings and conclusion were briefly presented as follows.

5.1. Summary

As it has already been indicated in chapter one of this study, the main objective of this study was to find out the practices and challenges of teaching and learning physical education and sport. In order to find out what challenges and practices do the students and teachers have towards learning and teaching PE/sport skills, the researcher has attempted to answer some of the questions raised as the research questions in chapter one. For this purpose, three different types of data gathering instruments such as questionnaire, interview and classroom observation were employed to collect sample and reliable data from different perspectives. From the data gathered through such various types of techniques, it is possible to realize the kind of reaction that the sample participants might have towards the major aspects of PE/sport skills such as, teachers' and students' attitudes PE/sport, the relevance of PE/sport curriculum for secondary school, challenges of students practice PE/sport, some problems related to equipments and facilities and strategies of improvement and how teachers implement and students practice PE/sport skills.

The data gathered through closed ended questionnaire were first tabulated and analyzed quantitatively in terms of frequency and percentage. But, the data gathered through open ended questionnaire, teachers' interview and classroom observation were organized and described qualitatively so as to support the data gathered through closed ended questionnaire. Since the items in each instrument used for data collection were grouped into different categories to assess adequate and reliable data from all aspects of PE/sport teaching-learning, the desired analysis and interpretation were also made quantitatively and qualitatively on the basis of the responses given to each category. As a result, the possible findings of the study have been summarized based on the analysis and interpretation made to each group of items in each category as follows:

The interpretation made on the basis of analyzed responses has indicated that both the teachers and the students are found to have negative attitudes of teaching-learning of PE/sport. This could undoubtedly be said from the uniform information obtained during teachers' interview, students' questionnaire and classroom observation and also the high percentage of closed-ended questionnaire analysis in the tables revealed the same thing. As it has been understood in all instruments, of teaching-learning of PE/sport lessons were rushed over by teachers and students thinking that it has less contribution. Teachers often rush to teach all components all in interestingly and students attention drawn to learn other subjects instead of learning PE/sport lessons. This clearly indicated that the relative focus given to learning PE/sport is very low. Therefore, many teachers and students except few of them were in the wrong way.

In this study some problems related to learning PE/sport and strategies of improvements were identified. These include: teachers discouraged to teach PE/sport and students suffer learning due to students' negative attitudes and discourses, students' strategy use during practices, students' problems related to lack of background experience, lack of facilities and equipments, lack of suitable learning spaces, system of assessment at national standard, misunderstanding the concept of PE/sport and so on were problems made the subjects to have negative perceptions. Beside these problems, their strategies of improvement were analyzed and discussed in this study.

Consequently, the findings of the study identified that PE/sport class were practiced ineffectively. Due to teachers' and students' perceptions and problems related to PE/sport learning, PE/sport activities were treated ineffectively by the subjects of the study. But also the study revealed that PE/sport can be developed by consistent practices and improving the attitudes of all stakeholders.

5.2. Conclusion

The data gathered through three different data gathering instrument were tabulated, analyzed and interpreted to come up with the summarized findings presented above. On the basis of these findings the following conclusions have been drawn. As it has been indicated in the presented summary the following conclusion were drawn;

- According to the result of the study, students don't understand physical education as a subject, because of physical education period is give once a week and there is no suitable infrastructure in the schools in addition to that they have less awareness for physical education subject.
- Both the teachers and the students are found to have negative attitudes towards PE/sport. It is to mean that the subjects have very less attention and focus.
- Some of the factors contribute to their less initiation and focus of PE/sport such as students' negative attitudes and discourses,
- Based on the findings of the study physical education teacher did not give motivation , tutorial programs for students in addition to that they did not provide chance to students for trial and error in physical education class.
- Students' strategy use during practices, students' problems related to lack of background experience, lack of facilities and equipments, lack of suitable learning spaces were among the problems related to PE/sport practices.
- The study revealed that PE/sport were implemented and practiced ineffectively by teachers and students due to the problems mentioned. Therefore, it is possible to say that the in appropriate and improper uses of teaching practices can impair the effective performances of students' PE/sport. The remedies of these problems were forwarded by the teachers, students, and all concerned bodies.

5.3. Recommendation

On the basis of the findings and conclusions drawn from the analyzed and interpreted data, the following recommendations have been forwarded.

1. The teachers and students have negative attitudes towards PE and sport. Therefore, teachers and students should have positive attitude towards PE and sport.
2. In the study, though PE/sport contributes much in students' daily life and to learn other courses, it was identified that both teachers and students give less attention/focus to PE/sport compared with other subjects. Therefore, teachers and students should give attention/focus to PE/sport learning.
3. It was identified in the study that students' problems related to their perception affected their skill practices. In turn, their practices affected their skill. So, teachers should help their students to overcome (minimize) these problems.

4. It was identified that teachers' and students' face problems such as lack of play ground to held different activities and lack of facilities and equipments. Concerned bodies should prepare important materials and open field for students' to their improvement of skills.
5. Implementation of PE and sport were ineffective. Therefore, teachers should implement and students should practice PE/sport lessons effectively.
6. Both teachers and students were commented that students' textbook is too narrow. Therefore, concerned bodies should improve as it can't disturb teachers' and students' perception of teaching-learning PE/sport.
7. Scarcity of sport materials and sport fields discourage students interest in general. Therefore, schools should allocate budget to purchase sport materials including teachers sports suit, to prepare intramural sport competitions and should include in their annual plan.
8. Ministry of education should evaluate the curriculum of physical education subject, increase the number of periods per week and include physical education subject in metric exam in order to increase the participation of students in physical education/sport class.
9. This study helps researchers who will conduct further research on the area of similar problem.

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Appendix A
Addis Ababa University
School of graduate Studies
Department of Science and Mathematics Education

Questionnaire for student

The main purpose of this questionnaire is to collect relevant information about the factors influencing the implementation of PE in selected secondary school. Therefore, you are kindly, requested to give appropriate information the issue related to the study .The success of this study directly depends up on your honest and genuine response to each question. The data you supply will be used only for the purpose of the academic issue and also treated with almost confidentially.

Notice: *Please, do not suspect to ask for explanation if you come across anything not clear while you respond the questions.*

Thank you very much for your cooperation!!!

Part I: Write your personal Information.

Sex_____Age_____Grade_____Section_____School _____

Part II. In the table below there are 21 statements concerning your responses related to different problems of teaching-learning PE/sport. Think carefully problems which affect your learning PE/sport and tick under the letters given in front of each statement to indicate how often you challenged by them. The letters in the table shows how often you practice them according to the following rating scale. Tick under N if you never practice, under S if you practice seldom, under St if you practice sometimes, under O if you practice often and under A if you practice always.

Table: Frequency and percentage for Responses of Students attitudes in the Area of learning PE and sport

No	Statements	Response of students, N=201									
		Never		seldom		Some times		often		Always	
		F	%	F	%	F	%	F	%	F	%
1	Do you have Interest to learn PE and sport?										
2	Do you have interest to continue in PE/sport streaminyour future career?										
3	Do you have habit of participating in different sport clubs in your school?										
4	How often do you practice physical activities in PE class?										
5	How often does learning PE motivate your interest?										
6	Does the teachers encourage implementation of PE curriculum?										
7	Does the syllabus and PE content is appropriate?										
8	Is the aim and objectives of PE/ sport clear?										
9	Is the suggested teaching method of PE/sport is appropriate?										
10	I find it difficult to practices sport										
11	Do you practices skills adequately at the end of the lesson?										
12	Does your family support you to participate in different sport activities?										
13	I find it difficult to do sport activities in pair/group work?										
14	I use my experience and background										

	skills to perform given activities?										
15	Does past negative experiences such as (not cognitive, not add nothing to you and etc) affect the implementation of PE/sport?										
16	Is the time provided for PE/sport activity sufficient?										
17	Does the school environment encourage physical activity (PA)										
18	Does peer pressure influence your participation in PE /sport class?										
19	Access of facilities and equipment?										
20	Access to suitable learning spaces?										
21	IsPE/sport prioritized in the school?										

II. Please give what you think is an appropriate answer for the following items.

1. Of the following subject which one do you want to learn more? Write them according to your preference from the most to the least. PE, English, Math's, ICT, Geography and Biology.

1st_____2nd_____3rd_____

4th_____5th_____6th _____

1.1. Write why you prefer them in this way?

_____

_____

_____.

1.2.Do you have subject do not want to waste your period practicing in the given above?

A. Yes B. No

1.2.1. If your answer for question No 1.2 is yes, which one? Why?

_____

_____

_____

1.2.2. If your answer for question No 1.2 is no, why not?

_____

_____

_____

2. Do you give as much time and preparations to learn PE/sport as you do for other subject?

A) Yes B) No

2.1. If your answer for question No 2 is yes, how often do you do so?

A) Usually B) Sometimes C) Rarely

2.2. If your answer for Q No 2 is No, why not?

_____

_____

_____.

3. What are the practical problems you face while you learn PE/sport?

_____

_____

_____.

4. Please write any further comment or suggestion on teaching-learning of PE/sport, if you have any?

_____

_____

_____

_____

Appendix B
Addis Ababa University
School of graduate Studies
Department of Science and Mathematics Education

Bar-gaaffii Barattootaaf

Kabajamaa/tuu barataa/tuu, kaayyoo ijoon bar-gaaffii kana odeeffannoo waa'ee shaakala fi gufannaa baru-barsisuu barnoota Guddinaa fi jabeenyaa qaama fi hojiirraa oolmaa isaa ilaalchisee odeeffannoo funaannachuufiidha. Bu'aan odeeffannoo bar-gaaffii kana qorannoo amma yuuniversiitii Finfinneetti sagantaa teel-eebbaatiin mata duree shaakala fi danqaminsa barsiisoota fi barattoota hojii irra olmaa barnoota guddinaa fi jabeenyaa qaamaa irratti qaban jedhuuf barbachisaadha. Bar-gaaffiin kun kutaa lama qaba. Kutaan jalqabaa gaaffilee cufaa qabataanii argamu. Isaaniis kan qoopha'aan odeeffannoo waa'ee huubannoo ati shaakalaa fi dandeettii baru-barachuu keetii wajjiin wal-qabsiise fi shaakala dhabata isin daree alaafi keessatti qabdan irratti odeeffannoo funaannachuuf akka dura duuba isaniin taa'u. Kutaa 2ffaa jalatti immo gaaffilee banaan afur waa'ee huubannoo kee fi xiiyyeffannoo ati bgjq irratti qabdu irratti odeeffannoo funaannachuuf qoopha'aniiru. Deebiin kabajamaan ati gaaffilee kanneen deebisuuf kennitu milkaa'ina qorannichaaf daran murteessaadha. Kanaafuu, amanamummaa guutudhaan gaaffilee siif dhiyaataniif deebiwwan barbaachisoo kennuufiin kee gaarii ta'a.Kunis dhimma barnoota akkaadaamii qofaaf barbaadameeti.

Hub: Waan ifaa hin ta'iin gaaffachuu hin shaakkiin yommuu deebii kennetu.

Tumsa keef guddaa galatoomi!

Kutaa 1^{ffaa}

Qajeelfama: Odeeffannoo waa'ee dhuunfaa keetii barreessi.

Saala_____Kutaa_____Daree_____M/barumsaa _____

Kutaa 2^{ffaa}

Qajeelfama: Gabaate armaan gadii keessa himoonni 21 waa'ee rakkoowwan barnoota guddinaafi jabeenyaa qaamaa kee miidhaan waliin wal-qabaate hubaannoo ati qabdu beekudhaaf qoopha'anii jiru. Rakkoowwaan barnoota kana barachuu kee irraan danqamiinsa ga'aan sirritti yaadudhaan yeroo akkam akkami akka si rakkisaan mallattoo "X" kanan agarsiistuulee keennamaan jala akka armaan gadiitti kaa'i.

Qubeewwan gabaate keessa jiran jala yeroo akkam akkamii akka si rakkisaan akka agarsiistuulee armaan gadiitti kaa'ii. Yoo tasumaa ta'e qubee 'N' jala, yoo darbee darbee ta'e qubee 'S' jala, al tokko tokko yoo ta'e 'St' jala, yeroo baay'ee yoo ta'e qube 'O' jala fi yeroo hundaa yoo ta'e immoo qube 'A' jala kaa'uun agarsiisi.

Lak.	Himoota	N	S	St	O	A
1	Barnoota guddinaafijabeenyaa qaamaa barachuuf fedhii qabdaa?					
2	Gara fuula duratti hojii koo barnoota guddinaafijabeenyaa qaamaatiin itti fufuf fedhii qabdaa?					
3	Mana barumsaatti amaleeffannan gosa ispoortii garaagaraa keessatti hirmaachuu qabdaa?					
4	Wayitii bgjq tti hagam shaakala qaamaa hojjetta?					
5	Barnoota gjq barachuuf fedhiin hagam si kaka'a					
6	Hojii irra olmaa sirna barnootaa bgjq barsiisonni ni jajjabessuu?					
7	Qabiyyeenifi sirni barnootaa bgjq mijawadha?					
8	Galmiifi kaayyon barnoota guddinaafjabeenyaqaamaa hagam ifaadha?					
9	Tooftaaleen ittin ispoortii baradhu sirridha					
10	Ispoortii shaakaluun/barachuun natty ulfaata?					
11	Dhumaa wayitii kennameetti sirritti ni shaakaltaa?					
12	Maatiin kee ispoortii garaa garaa keessatti akka hirmaattuf si deggeruu?					
13	Sochii ispoortii gareenis ta'ee lamaan dalaguun na rakkisa					
14	Gochawwan kennaman dandeetti fi muxannoon kana dura qabu fayyadameen dalaga					
15	Barteen darbee hojii irra olmaa barnoota ispoortiif dhibbaa qabaa?					
16	Yeroon barnoota ispoortiif ramadamee ga'adhaa?					
17	Haalli moraa mana barumsaa ketii sochii qamaaf si					

	afeeraa?					
18	Dhiibban hiriyyaa hirmaannaa atii ispoortiif qabduu ni hirdhisaa?					
19	Dhiheessin hidhannoofi meeshaalee barbaachisoo ta'anii jiraa?					
20	Bakki mijaawan barnootaa kanaf ni jiraa?					
21	Mana barumsaatti barnoota gjqf xiyyeeffannon ni kennamaa?					

Kutaa 3ffaa

Qajeelfama. Maaloo, gaaffiwwaan armaan gadiitiif deebii sirriidha jette yaadduun guuti/deebisi.

1. Barnoota barattan keessaa gosa barnootaa isa kam caalaatti barachuu barbadda? Isaanis akka armaan gaditti tarreffamaanii jiru waan ta'eef akka filannoo keeti isa caalaatti barachuu barbaddu irraa gara isa xiqqaatti barachuu barbaddutti lakkoofsa armaan gadii irraatti guuti/barreessi. Gosa barnootaa Bayolojii, Guddina fi jabeenya qamaa, ICT, Afaan Ingilizii, Herrega fi Jiogiraafii

1ffaa_____2ffaa_____3ffaa_____

4ffaa_____5ffaa _____ 6ffaa _____

1.1. Maaliif haala kanan akka fiilatte bakka duwwaa armaan gadii irraatti barreessi?

_____

_____

_____.

1.2. Gosa barnotaa armaan oliitti tarreffaman keessa gosa barnotaa yeroo kee shakaludhaan irraatti dabarsu hin barbanne qabdaa?

A. Eeyyee B. Lakki

1.2.1. Yoo deebiin kee gaaffii 1.2 tiif eeyyee ta'e, isa/isaan kaami? Maaliif?

_____

_____

_____.

1.2.2.Yoo deebiin kee gaaffii 1.2 tiif lakki ta'e, maaliif akka lakki jette barreessi?

_____

_____

_____.

2. Barnoota Guddina fi jabeenya qamaa, barrachudhaaf yeroo fi qophii gahaa akkuma gosa barnoota biroo kan akka bayoolojii,herrregaa, ingliffaa fi kkkf tasiistu ni tasiistaa?

A. Eeyyee B. Lakki

2.1. Yoo deebiin kee gaaffii 2ffaa eeyyee ta'e yeroo akkam akkamii akka tasiistu kannen armaan gadii keessa filadhu deebisi.

A) Yeroo hundaa B) Al-tokko tokko C) Akka taasa/darbee darbee

2.2. Yoo deebiin kee gaaffii 2ffaa lakki ta'e immo maaliif akka jette barreessi.

_____

_____

_____

3. Yeroo barnoota guddina fi jabeenya qamaa, barattu/shakaltu rakkoolee qabatamoo si mudataan bakka duwwaa armaan gadii irraatti barreessi?

_____

_____

_____.

4. Yaada daabalata fi koomi barnoota/shakala ykn baru-barachuu barnoota guddina fi jabeenya qamaa, irraatti qabdu bakka duwwaa armaan gadii irraatti barreessi.

_____

_____

_____.

5.

Appendix C

Addis Ababa University

School of graduate Studies

Department of Science and Mathematics Education

Interview questions for teachers'

The purpose of this interview is to collect data to the study entitled as " the practices and challenges of teaching and learning PE and sport in some selected secondary schools of Kellem wollaga zone (oromia region) ''. Your responses are vital for the success of the study. So you are kindly requested to listen to all the questions and give your genuine response. Be sure that your responses will be used only for academic purpose.

Instruction:-Please respond to these interview questions based on your experiences as a physical education teacher. All the questions are about you, your educational status and your teaching-learning roles and practices.

A. Background information of the interviewers.

Sex: ----------

Name of the school: ----------

Academic qualification: ----------

Fields of specialization: ----------

Years of experience: ----------

B. The interview question items

1, What is your attitude particularly about the teaching of PE &sport?
Do you enjoy teaching it? Why or Why not?

2, Would you believe that practicing PE/sport curriculum help student in their daily life and for other courses?
Why or why not?

3, Do you give as much time and preparations to teach PE and sport skills activities?
How often do you do so?

4, Do you think that your students' enjoy learning PE/sport?
Why or Why not?

5, What are practical problems/challenges/ you face while you teach skills and techniques of PE/sport?
How do you solve them?

6, Can you tell me if you have any further comments and suggestions in teaching PE and sport subject?

THANK YOU FOR YOUR CO-OPERATION!!!

Appendix D

Addis Ababa University

School of graduate Studies

Department of Science and Mathematics Education

Class Room and Outdoor Observational Check List

Grade: _____ Topic of the lesson: _____

Unit and Section_____ Date of the observation _____

No	Teaching practices/activities	WP	MP	NP
1	The teacher introduced the purpose of the lesson briefly and clearly to draw students' attitude towards the PE/sport.			
2	The teacher activated the students with physical activities and their background knowledge and skills			
3	The teacher made clear what the learners are going to practices			
4	The teacher tell students as to interpret some visuals picture in to actual one			
5	The teacher allowed the students to do techniques, tactics, and skills with their partners			
6	The teacher engaged the students in pair/group work on the physical activities			
7	The teacher demonstrates the skills and allowed the students to perform the skills			
8	The teacher give enough time to practice the exercises/activities			
9	The suggested teaching method is appropriate			
10	The content of PE and sport practiced in secondary school			
11	The teacher made the students practice the activity using the real equipment's			
12	The teacher instruct the students to summarize the lesson			
13	The teacher allows the students for self-evaluation so that they can assess, how accurate or complete their activities has been.			
14	The teacher provide students with feedback on their performances			

Key: NP: Not Practiced, **MP**: Moderately Practiced, **WP**: Well Practiced

DECLARATION

I the undersigned, declare that this thesis is my original work under the guidance of my advisor and has not been presented in any university or colleges. All relevant source of materials used for the thesis are duly acknowledged.

Name Gemechis Bekela

Signature _____

Date September, 2016

The thesis has been submitted for examination with my approval as university advisor.

Dr. Sahlemichael Bizuneh

Signature _____

Date 02/11/16

Addis Ababa University, 2016