PHYSICAL EDUCATION TEACHERS' SELF EFFICACY LEVEL IN TEACHING DIFFERENT PHYSICAL EDUCATION CONTENTS IN OROMIA REGION ILU ABABOR ZONE SECONDARY SCHOOLS

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This is to certify that the thesis prepared by KalbisaGanati, entitled: *Physical Education Teachers' Self-efficacy Level in Teaching Different Physical Education contents in Oromia Region Ilu Ababor Zone secondary schools* 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.

Signed the Examining committee

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Abstract

Thepurpose ofthisstudywastoassessPhysical education teachers' self-efficacy level in teaching different physical education contents in Oromia Region Ilu Ababor Zone secondary schools. Fortheimplementationofthe study,adescriptive surveydesignwasemployed.Thesample of the studywas selectedthroughthestratified randomsampling technique. Inthisattempt,datawerecollected throughquestionnairesand observationchecklist.Consequently, the data gathered trough questionnaires were analyzed statistically using frequency, percentage, chi-square, independent samples t-test, mean, and standard deviation and qualitatively for open-ended questionnaires and observation. The result from the study revealed that there was no significant difference exists in gender, teaching experience and major areas of the study except in the level of education. In addition, both male and female physical education teachers' perceived that they could have a moderate confidence in skill, communication, and preparation whereas high confidence in motivation.Finally,basedonthemajorfindings, some valuablesuggestions were forwardedfor physical education teachers, school administration, policy makers, curriculum designers and teacher educators.

Key words: Physical Education Teacher, Self-Efficacy…

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Acronyms

GTE: General teaching efficacy

HPE: Health and physical education

NASPE: National Association of sport and physical education

PCK: Pedagogical content knowledge

PESPE: Teacher efficacy scale in physical education

PETPASS: Physical education teachers' physical activity self-efficacy scale

PTE: Personal teaching efficacy

TSES: Teacher self-efficacy scale

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CHAPTER ONE: INTRODUCTION

This chapter introduces the reader to the main problem of this study. It begins by providing the reader with background information for the study and statement of the problem. This leads to identifying the research objectives, followed by the research question and significance of the problem investigated in this study. Additionally, it includes the following sections: limitations of the study, delimitation of the study, definition of terms and organization of the study.

1.1. Background of the Study

Physical education is an education that has many different aspects to be considered such as; it teaches a wide range of skills and activities. It has the aim of helping students to develop in motor skills, health related fitness and knowledge. In addition, it changes the learner attitude that related to physical education through a series of carefully planned and conducted experiences (Capel, 2000).

School physical education and physical activity has been specifically recognized as an important vehicle for delivering physical fitness and motor skill. Physical education teachers play a vital role in helping the students to develop their behaviors, and to be active in their lifetime (Martin, and Kulinna, 2003).

Teachers are critical in determining the activities in which children engage in during physical education classes. They can decide to implement curricula and teach lessons that focus on social skills, sport skills, or health-related fitness. According to Social Cognitive Theory (Bandura, 1997) a major determinant of the choices teachers make are their own instructional self-efficacy beliefs. A few researchers have examined the self-efficacy of physical education teachers. Social Cognitive Theory defines human behavior as one component of a triadic, dynamic, and reciprocal interaction of personal factors, behavior, and the environment (Bandura, 1986). Self-efficacy is a major construct of the Social Cognitive Theory. Perceived self-efficacy is defined as people's beliefs about their capabilities to produce designated levels of performance that exercise influence over

events that affect their lives (Bandura, 1994). He suggests that having a strong sense of self-efficacy enhances human accomplishment and personal well-being in many ways.In contrast, people low in self-efficacy shy away from difficult tasks that they view as personal threats. Individual beliefs about self-efficacy are developed by four main sources of influence; *past performance accomplishments* (most effective), *vicarious experiences, verbal persuasion,* and *emotional arousal*.

Chase, Lirgg, and Carson (2001) developed the Teacher Efficacy Scale in Physical Education (TESPE) based on four dimensions of teacher efficacy: *Motivation, Analysis of Skills, Preparation,* and *Communication.* According to their teacher efficacy model, teachers high in overall efficacy will provide more instructional time and a higher quality of feedback to students than teachers with low teacher efficacy.

Teacher self-efficacy has been found to predict student achievement, student motivation, and students' own sense of self-efficacy (Ashton, 1984). Further, teacher self-efficacy has been linked to teacher's enthusiasm for teaching, teachers' high confidence levels and positive attitudes, their willingness to experiment with new methods, the amount of effort and persistence a teacher demonstrates, their commitment to teaching, teacher retention, and an orderly and positive school atmosphere and greater classroom-based decision making (Ward, 2005). The concept of self-efficacy was originally developed by Albert Bandura to constitute a part of his social cognitive theory. He defined self-efficacy as a belief in one's own ability to organize and perform a certain task (Bandura, 1997). As such, self-efficacy is a self-system that controls most personal activity, including appropriate use of professional knowledge and skills. Teacher self-efficacy is the belief that teachers have in their own abilities and skills as educators. Self-efficacy beliefs influence thought patterns and emotions, which, in turn, enable or inhibit actions.

Also teachers are critical in determining the activities engage students in during physical education classes, can decide to implement curriculums and teach lessons that focus on social skills, sport skills, or health related fitness. The choices teachers make profession has its critical influence on student behavior.

The complexity of the Physical Education learning environment and effective teaching referred to; the developmental level of the learners dictated the opportunities and limitations for instruction, their stages of learning (beginner, intermediate, advanced) affected the teaching and learning strategies. Furthermore, the task itself dictated the most appropriate instructional strategies to be adopted. Teachers of Physical Education have stressed the importance of self-efficacy in relation to desired outcomes in performance, motivation, and enjoyment for students. So teacher's self-efficacy refers to "teacher's judgment of their capacity to successfully perform a task" (Chase, 1998).

Teachers' efficacy beliefs are thought to affect both their general orientation toward the educational process as well as their ability to meet specific instructional activities. Teaching efficacy is important for physical educators in regards for their ability to effective educate students from diverse backgrounds. Teaching efficacy is the "judgment of his or her capability to bring about desired outcomes of student engagement and learning, even among those students who may be difficult or unmotivated. The development of self-efficacy is vital for creating effective, committed, and enthusiastic teachers (Woolfolk Hoy, et al, 1990).

Teachers play a decisive role in the fulfillment of educational goals. Whatever curriculum change is introduced and whatever reforms are made, all will be of little or no avail without qualified and committed teachers. Miles (1975:167) sates:

> *…good curricula, creative instructional materials, efficient organization and management, modern facilities and equipment; all of these contribute to the effectiveness of education, but all depend for their full realization upon the skill, the wisdom and the commitment of teachers.*

Indeed teachers are the most important elements in the realization of educational goals. Because of this, every educational system should strive to attract qualified people to the profession and to provide them with the best possible working conditions and material incentives that will satisfy their needs.

In Ethiopia, in the past decade and half, significant efforts have been made to expand the access to secondary education. However, the greater push given to increasing enrolment

seems to have offset the efforts made to improve the quality of education that it has been found essential in ESPP III to give greater emphasis to quality enhancement (MOE,2005b), which makes qualification of teachers a focal point, particularly at the secondary level.

Effective schooling at all levels depends on a highly qualified and motivated teaching force. The tasks of teachers are today more complex and demanding than in the past. They have to respond to the wishes of the community regarding educational outcomes, the social need for wider access to education, and pressures for more democratic participation within the schools (OECD, 1985). In order to ensure that teachers are properly equipped professionally to meet the new tasks and challenges posed in the classroom, countries define the minimum qualification required of teachers for the different levels of the system.

Since the introduction of the new education and training policy in 1994, major activities have been carried out. The policy has been implemented with the view to give due emphasis to teachers' professional competence in teaching. The policy incorporates the development of problem solving capacity, research oriented activities on the part of teachers. The role of the teacher becomes more concerned with support for the learner than being possessor of knowledge. Teachers should incorporate problem solving learning, active learning; devise assessment methods which show students' weak areas and strengths, and produce materials for all students; different learning needs, rather than rigidly delivering the same program for all students (MOE, 2003). To attain these, the need for investigation of teachers' sense of efficacy is unquestionable because they are teachers who are supposed to implement instruction at classroom level.

The Ethiopian Government Education Policy documents succinctly express that, the universal secondary education aim achieved by improving access, quality, equity relevance, and efficacy of the education system (MOE, 2003). To achieve this aim the role of physical education teachers is important for the subject of physical education.

According to Ethiopian Ministry of education, 2003; the impact-oriented physical education and sport policy must be developed by all concerned stakeholders, including

national administrations for sport, education, youth, and health; inter-governmental and non-governmental organizations; sport federations and athletes; as well as the private sector and the media.

As the provision of quality physical education depends on well-qualified educators, responsible authorities should undertake punctual reviews of systems of physical education teacher efficacy as a policy priority. Reviews should be undertaken with due regard to improvements in both the initial and continuing education of physical education teachers. Particular focus must be placed on those responsible for physical education in secondary schools. High-quality pre- and in-service training for teachers, based on respect for human rights and the principles of inclusive education, is an essential element for supporting teacher effectiveness.

To the contrary of this view, Bandura(1986) states that, the effectiveness of the teachers can be affected by teachers less self efficacy which is caused by personal, behavioral and environmental factors. Therefore, the researcher examined the common factors for physical education teacher's self-efficacy in teaching physical education to identify their self-efficacy, diagnosed the outcomes that are achieved by physical education with high self-efficacy and teachers with low self-efficacy, and identified the causes for this high or low teacher's self-efficacy. Finally, gave recommendation to these common problems.

1.2 Statement of the Problem

Self-efficacy is the personal belief that one is capable of performing in an appropriate and effective manner to attain certain goals (Ormrod, 2006). It exists in many domains of human functioning, including both professional and private behavior. Specifically in an educational context, teacher self-efficacy is the teacher's personal belief in ability to plan instruction and accomplish instructional objectives.It has been proved to powerfully related with many meaningful educational outcomes such as teachers' persistence, enthusiasm, commitment, and instructional behavior, as well as student outcomes such as achievement, motivation, and self-efficacy (Woolfolk, Rosoff, and Hoy, 1990).

According to social-cognitive theory, teachers who do not expect to be successful with certain pupils are likely to put forth less effort in preparation and delivery of instruction,

and to give up easily at the first sign of difficulty, even if they actually know of strategies that could assist these pupils if applied.. (Tschannen-Moran &Hoy, 2007)

Some studies identified a set of factors including both environmental factors and active engagements of students in the learning process are observed to affect self-efficacy teachers (Martin and Kulinna, 2003). In addition, previous studies to have addressed the relationship between teacher self-efficacy and teacher student behaviors (Martin and Kulinna, et al., 2005) and its relationship with physical education teachers professional developments (Martin, 2008).

Although efficacy beliefs of physical education teachers had been assessed and little research had been conducted, this study would have attempted to fill this void by exploring physical education teachers' sense of efficacy and the factors affecting their self-efficacy. One essential component in Tschannen-Moran et al., 1998 model of teacher efficacy is the analysis of teaching task and context. This study proposed to investigate that component in detail by describing physical education teachers' efficacy in content area and the effect of selected background characteristics to teacher sense of efficacy.

Moreover, from the experience of this researcher, in Ilu Ababora Zone, there are different shortcomings that are resulted from lack of physical education teacher's self-efficacy which is caused by personal, behavioral and environmental factors.Teachers enforced to teach only contents that they have a confidence on, they prefer to teach only the theoretical parts than the practical one, they cover the practical contents (apparatus gymnastic, self-defense, and other different activities that need skilled physical exercises and special equipment) simply by teaching its theory. Therefore, teacher self-efficacy has been important research issue for educational field. It is also concerned for physical education teachers (Tsangaridou, 2006). Considering this idea, the researcher going to measure the teachers' efficacy and describe it whether they have high, low, or moderate in contents. Specifically, the present study was design to determine the physical education teacher self-efficacy level inteaching different physical education contents in

Oromia Region Ilu Ababor Zone secondary school, and finally, the researcher intended to recommend these problems to achieve the quality of education proposed objectively.

1.3. Objectives of the Study

The main objective of this study is to investigate the physical education teachers' self-efficacy level inteaching different physical education contents in secondary schools of Ilu Ababor Zone. These general objectives are broken down in to specific ones;

1. To assess physical education teachers teaching self-efficacy level in Ilu Ababor Secondary Schools
2. To observe if physical education teachers' show self-efficacy differentially to the differentareas of contents.
3. To identify the common factors that influence physical education teacher's self-efficacy.

1.4 Research Question

For the investigation of physical Education Teachers Self efficacy level in teaching differentphysical education contents, the researcher uses the following basic research questions.

1. What is the level of the physical education teacher teaching self-efficacy in Ilu Ababor Secondary Schools?

2. Do physical education teachers show different self-efficacy on different content area

3. What are the major factors that influence physical education teacher's self-efficacy?

1.5 The Significance of the Study

To fulfill and establish this study on the physical education teachers 'self-efficacy level in teaching different physical education contents it was necessary to put the significance as the following;

- The findings of this study is important for the teachereducatorsto develop their self-efficacy on the desired content areas to achieve the learning outcomes by referring the recommendation given to the identified problems behind self efficacy.
- For researchers wishing to carry out further research, the study will help to attempt to reach comprehensive information and finding regarding teacher self-efficacy as sources of reference materials and carried out further related studies on wider scale.
- The finding also encourage designers (teachers) to conduct needs analysis, and to revise modules or course contents in order to adjust the materials in such a way that they address the teachers self efficacy which are indicated as an implication of the study.
- In addition, for policy makers the finding is a significant to develop educational policy that gives consideration to teachers' self-efficacy and as guidance.

1.6 Limitations of the Study

Thestudywouldbemorecomprehensiveifit was studiedatalllevels.However, thisstudy was been restrictedto teachers self efficacy of Ilu Ababor zone secondary schools duetoscarcityoftimeandresources.Furtherresearchneedstobeconductedwith morecomprehensivesamplesincludingtheprimary,secondary,andpreparatorylevelsinordert ogetacompletepictureoftheproblem.And also, the researcher is not sure that if teachers self efficacy problems of theIlu Ababor zone secondaryschools can represent the problems at other teachers in Ethiopia.

1.7 Delimitation of the Study

This study was conducted in Oromia region, Ilu Ababor Zone secondary school by focusing on physical education teachers' self-efficacy level in teaching different physical education contents. Because, this problem is widely manifested in the Zone secondary schools and affects the achievements objectives of the subject matter. This issue is also related to the countries wide area due to having the common desired curriculum on the physical content areas all schools of the country can shares. The sample of this study is restricted to physical education teachers, which will be studied by the researcher. The implication of this study was to make the research more manageable and successful.

1.8 Definition of Terms

The following terms was used throughout the study. These definitions were provided to ensure that the terms are used correctly, and that the reader has complete understanding.

Beliefs- Attitudes and values about teaching, students, and the education process that students bring to teacher education

Motivation: - Defined as a drive to do something.

Perceptions- Thoughts, beliefs, and feelings about persons, situations, and events

Physical education- The term refers to a process of learning through physical activities designed to improve physical fitness, develop motor skills, knowledge, and behavior of healthy and active living, sportsmanship, and emotional intelligence.

Self-efficacy- refers to "beliefs on one's capabilities to organize and execute the courses of action required to produce given attainment" and determine how people feel, think, motivate themselves, and behaves (Bandura, 1997).

Teacher Self-Efficacy: Teachers' confidence in their ability to promote students' learning (woolfolkHoy, 2000).

Teachers' Sense of Efficacy Scale (TSES): Scale to measure teachers' sense of Self-efficacy (their confidence in their ability to promote student learning) (Tschannen-Moran &Woolfolk Hoy, 2001).

1.9 Organization of the study

This study was organized in such a way that the first chapter presents and discusses the introduction (background), statement of the problem, objective, and limitation, and delimitation, significance of the study and definition of terms. The second chapter attempted to forward various literature works of scholars that has relation to the topic under discussion. The concern of chapter three is on presenting the methodology of the study. Chapter 4 reports the presentation, analysis, and discussion. Finally chapter five presents the summary, conclusion, and recommendation of the study.

CHAPTER TWO: LITERATURE REVIEW

This chapter presents social cognitive theory, self-efficacy, and teachers 'sense of efficacy level. Because self-efficacy is considered within the larger social cognitive theory, the chapter begins with this more general framework before presenting self-efficacy theory in detail. These theories construct the theoretical framework of the teachers' sense of efficacy research and of this study. The following section provides a comprehensive review of the studies on teachers' sense of efficacy including measurements. Overall, this chapter provides background and context for understanding teacher efficacy studies, documents the importance of the efficacy construct, and stresses the need for studies exploring efficacy beliefs of physical education teachers.

2.1 What is Self-Efficacy?

The concept of self-efficacy beliefs has been explored in a range of disciplines and settings and has received support from a growing body of findings from diverse fields. Bandura (1997) synthesized these findings and presented the concept of self-efficacy in the context of psychology whereas Pajares and others extended it to the field of education (Zeldin and Pajares, 2000; Pajares*et al*., 2001). Badura's Social Cognitive Theory was a reaction to behaviorism. Behaviorism was a prevailing domain in psychology in the 19th century. According to leading behaviorists (e.g. Skinner), behaviors of people and animals should only be determined with what can be observed and not with what takes place in their mind and remains unobserved (Skinner, 1984). Such psychologists believed that behavior could be described scientifically without involving hypothetical constructs such as thought and beliefs (Baum, 1994). Bandura (1986) challenged the predominant theory of behaviorism by saying that a theory that denies that thoughts can regulate actions does not lend itself readily to the explanation of complex human behavior. By this, he means that human behavior is affected by the beliefs that individuals hold about their own capabilities.

2.2 Concept of self-efficacy and other related terms

Contrary to behaviorism, Bandura (1997) introduced the concept of a self-system that enables individuals to exercise a measure of control over their thoughts, feelings,

motivations, and actions. He believed that human behavior is the result of the interplay between this self-system and external sources of influence. The discussion led to the formulation of the concept of self-efficacy beliefs. In different situations, people with low self-efficacy put in less effort or give up easily, while people with high levels of self-efficacy exert more effort and tend to persevere (Robbins and Judge, 2007). The self-assurance which people show while facing difficult tasks determine whether they make good or poor use of their capabilities (Bandura, 1997). Pajares and Schunk (2001) added the element of competence into the debate on self-system and noted that self-efficacy is how an individual perceives his or her competency. As a result, this perception influences an individual's ability to set attainable goals to complete a task. They took the triadic model by Bandura (1986) and explained that an individual's perceptions activate the self-system by providing information regarding past experiences, accomplishments, and failures.

Then these experiences are cognitively processed and used by the self-efficacy beliefs system, which in turn affects behavior and the environment by forming perceptions about the individual's own abilities. Pajares and Schunk (2001) posit that these perceptions become the motivational drive that accompanies action to fulfill the task. Arguments concerning self-efficacy have established that beliefs about one's abilities affect behavior in several important ways. In a similar vein, Bandura (2001) claims that self-efficacy beliefs also help determine how much effort people will exert on an activity, how long they will persevere when confronting obstacles, and how resilient they will be in the face of adverse situations. In other words, the higher the sense of self-efficacy, the greater is the effort, persistence, and resilience.

Thus, the more people are self-assured, the better they utilize already existing capabilities and potential. Artino (2012) observes that if people are not sure that they can produce desired results through their actions, they have no incentive to act. Therefore, they need to be encouraged to have positive beliefs about their abilities to perform. While examining the nature of self-efficacy beliefs, Bandura (1997) posited that these beliefs are future oriented judgments about one's capabilities to act to produce required results in specific situations or contexts. However, these judgments are not necessarily accurate

assessments of those capabilities. It should be remembered that a capability is only useful to the extent of its execution. People cannot perform more than what they are capable of. Their self-efficacy determines how well they put in use existing capabilities to perform a task (Bandura, 1997). This distinction between the belief about the ability to perform a task and the actual ability to do so is important because it suggests that if people over estimate or underestimate their actual abilities, these estimations may have consequences for the courses of action they choose to pursue and the effort they exert in those pursuits. Therefore, self-efficacy beliefs are the estimations that people have about their ability to execute a certain task in a certain context.

To avoid any confusion between the terms self-efficacy and other related to self-beliefs, researchers have defined these terms in various studies (e.g. Aitken *et al*., 2001; Park, 2004). Theories, which investigate the influence of human thoughts and beliefs on human behavior, are known as cognitive theories (Tai *et al*., 2012). It is possible to influence teachers' self-efficacy within secondary education programs and there is more than one motivation theory that has used the construct of self-efficacy (Dinther*et al*., 2011).

Other conceptions of self-belief or self-evaluation (e.g. self-esteem) may be considered global (Maddox, 1995; Bandura, 1997) or more general and less context dependent (Marsh *et al*., 1991). In an academic setting, perceptions like self-concept are considered more dependent upon and influencing achievement in a particular domain (Marsh and Seaton, 2013). On the other hand, self-efficacy is defined and measured in the context of specific behaviors in specific situations (Maddox, 1995). Furthermore, self-efficacy is a predictive construct. Bong (2013) explains that self-efficacy, self-esteem and self-concept are largely formed on the basis of past experiences but only self-efficacy beliefs are particularly concerned with what one believes to achieve in future with existing competence. 'I will do well at practical physical education' is a self-efficacy belief whereas 'I am good at practical physical education' is a self-concept. It also shows that individuals judge their self-efficacy in relation to the goals and standards they have set for target performance. Moreover, Bong (2013) notes that affective reactions can influence self-efficacy but are not a part of its definition.

On the contrary, these reactions are important in global self-esteem, self-worth, or academic self-concept. Self-concept is a composite view of oneself that is linked with ideas, feelings, and attitudes about oneself; a type of self-image based on accomplishments (Woolfolk hoy, 2001) whereas self-efficacy relates to perceived competence to accomplish specific tasks and not to personal or overall assessments of oneself. Bong and Skaalvik (2003) mention the differences between self-efficacy and self-concept as context specificity, as opposed to collective judgment, and conclude that self-efficacy can be seen as providing a foundation for the development of self-concept. Due to the specificity associated with self-efficacy beliefs, it is a much better predictor of behavior than self-concept (Pajares and Miller, 1994). Thus, self-concept and self-efficacy are two different and unique psychological dimensions. However, Hughes *et al.* (2011) analyzed the common component of competence in self-concept and self-efficacy and found a considerable overlap between both constructs.

The concept of self-esteem is a set of beliefs associated with an individual's judgment of self-worth. There is no fixed link between beliefs about one's capabilities (self-efficacy) and whether one likes or dislikes oneself (Bandura, 1997). It suggests while self-esteem may be strong, self-efficacy for a specific task may be weak (or vice versa). Self-esteem is different from self-efficacy as it is an affective reaction indicating how a person feels about him or herself, whereas self-efficacy involves cognitive assessment of personal capacity to perform a specific task (Zimmerman and Cleary, 2006). Self-esteem is a general feeling of self-worth or self-value, whereas self-efficacy is the belief in one's capacity to succeed in tasks. 'I am liked by my physical education' teacher' is self-esteem and 'I can get good marks in physical education' is self-efficacy.

Another construct that has been considered similar to self-efficacy is outcome expectancy (belief that certain actions will lead to particular outcomes). On the other hand, self-efficacy is whether individuals believe that they have the ability to execute certain task up to the desired targeted outcome (Bong, 2013). Bandura (1997) forcefully negates any resemblance between the two notions and asserts that self-efficacy is a judgment of one's capability to perform certain action whereas outcome expectancy is a judgment of the likely consequences such performance can produce. Self-efficacy is about ability while

outcome expectancy is about the outcome of this ability. For example, teachers may have outcome expectancy that doing a PhD will lead to a better professional standing in academia but some may not have strong self-efficacy that they can successfully accomplish this task to attain the desired achievement.

The term 'collective' has been used with self-esteem and self-efficacy. Collective self-esteem refers to the degree to which individuals evaluate the worth of their social or cultural groups (Rezaei, 2012) whereas collective self-efficacy is associated with the performance capability of an entire social group and refers to a group's perceptions that are concerned with the performance capability of a social system as a whole (Bandura, 1986, 1997). Collective self-efficacy of teachers refers to their perceptions that the efforts of the faculty as a whole will have a positive effect on students (Goddard *et al*., 2000).

Efficiency is the ratio of outputs produced to inputs committed (King *et al*., 2003). It is the discrepancy between performance and effort (van Gog and Paas, 2008) and in an educational setting, high efficiency results when performance is high and corresponding effort to attain the performance is low, whereas low efficiency occurs when performance is low and effort is high (Hoffman and Schraw, 2010). Clearly, efficiency differs from the concept of self-efficacy and these two cannot be confused due to their theoretical dissimilarity. In order to describe how self-efficacy beliefs are developed and influenced, the next section discusses the sources that provide self-efficacy information, interpreted by individuals into producing self-efficacy perceptions.

2.3 Nature of Teacher Self-Efficacy

Self-efficacy is the personal belief that one is capable of performing in an appropriate and effective manner to attain certain goals (Ormrod, 2006). It exists in many domains of human functioning, including both professional and private behavior. Specifically in an educational context, teacher self-efficacy is the teacher's personal (i.e., self-perceived) belief in ability to plan instruction and accomplish instructional objectives. It is in effect the conviction the teacher has about his/her ability to teach pupils efficiently and effectively. Teacher self-efficacy should be distinguished from teacher "competence", which is usually interpreted and/or applied to refer to (only) the teacher's professional

knowledge and skills. Teacher self-efficacy is a broader concept, and in fact, high self-efficacy underlies and enables successful use of professional knowledge and skills, or conversely, low self-efficacy inhibits effective use of professional knowledge and skills. Thus, teacher self-efficacy is a strong self- regulatory characteristic that enables teachers to use their potentials to enhance pupils' learning. It should be acknowledged that teacher self-efficacy is related to "perseverance"; the stronger the self-efficacy, the greater the perseverance and the greater the perseverance, the greater the likelihood that the teaching behaviors will be successful.

Teacher self-efficacy is a construct that was developed within the context of Bandura's social- cognitive theory. He defined self-efficacy as the belief about one's own capabilities to organize and execute a certain task (Bandura, 1997). Self-efficacy beliefs influence thought patterns and emotions, which in turn enable or inhibit actions. According to Bandura's theory, self-efficacy has two components: efficacy expectation and outcome expectancy. The former is the conviction that one has the ability, knowledge, and skills successfully execute the behavior or actions required to produce the desired outcome(s). The latter represents a person's estimate of the likely consequences (impact) of performing a task at the self-expected level of performance. That is, outcome expectancy is the belief that a given behavior or action will indeed lead to expected outcome(s). To be successful, the teacher must have both high efficacy expectations and high outcome expectancy. If the teacher has the former and not the latter, it is unlikely that the teacher will be successful teacher even if the teacher is professionally well qualified.

In addition, teacher efficacy has been defined as both context and subject matter specific (Tschannen-Moran et al., 2001). A teacher may feel very competent in one area of study and feel less able in other areas. Presumably, a teacher who has specialized training in a specific area will feel more competent in his or her abilities in that specific area.

Many of the obstacles experienced by teachers were in direct relation to teachers' beliefs playing a considerable role in defining tasks and selecting strategies since, unlike many types of knowledge, beliefs can be applied flexibly to other arising problems. (Bandura, 2007).

2.4 Sources of Teacher Self-Efficacy

The role of self-efficacy beliefs in human behavior can be explained by exploring the four sources (Bandura, 1977; Goddard *et al.*, 2004) from which these beliefs are developed. Self-efficacy information received from these four sources (mastery, vicarious, social persuasion, and affective states) influences self-perception after it is cognitively processed by individuals. During this cognitive process, people judge and combine the contributions of personal and situational factors such as the difficulty of task, the effort they spend, the support received and their failures and successes (Senge, 1994). The resulting interpretations based on people's performance provide information on which their self-efficacy is established (Dinther*et al.*, 2011). Wang *et al*. (2004) found that the effect of combined self-efficacy sources has promising results and such a combination has a high potential for enhancing students' self-efficacy (Dinther*et al.* 2011). The sources of self-efficacy beliefs are actively constructed by individuals through cognitive processes and reflective thoughts (Bandura, 1986, 1997).

2.4.1 Mastery experiences: are situations in which teachers demonstrate their own teaching success, thus proving that they are competent teachers. "Enacted mastery (teaching) experiences are the most influential source of self-efficacy information because they provide the most authentic evidence of whether one can muster whatever it takes to succeed. Success builds a robust belief in one's personal efficacy" (Bandura, 1997).

Whenever teachers engage in teaching activities, they interpret their results and use these interpretations to develop beliefs about their ability to engage in similar activities. If these activities are consistently successful, they tend to raise self-efficacy or, conversely, if these activities typically produce failure, self-efficacy is likely to be lowered. Therefore, if a teacher initially has a low sense of efficacy, it will bring doubt about his/her abilities. Such doubt likely will result in failure in teaching, and reinforce low self-efficacy (Bandura, 1982).

2.4.2 Vicarious experiences: the experience gained by observing the successes and failures of others creates the second source, vicarious experience. In other words, when

an individual observes someone else completing a similar task with success, it leads to the impression that they too could accomplish that task. Researchers propose that beginning teachers who have higher levels of induction support are more likely to view their jobs as manageable; report that they can teach the most difficult students, and indicate that they are successful in providing education to students needing special education services (Bandura, 1997).

2.4.3 Social or verbal persuasion: in addition to mastery and vicarious experiences, social or verbal persuasion also affects levels of teacher self-efficacy. The persuasive messages individuals receive from others, such as; evaluative feedback from students, colleagues, administrators, and parents, likely influence how capable one feels in his job. Positive messages typically boost self-efficacy, while criticisms tend to undermine it. This is likely why teachers who perceive more support from their principals are less stressed and more committed and satisfied with their jobs than those who perceive less support (Billingsley & Cross, 1992). Similarly, research shows that educators who remain in their jobs were about four times more likely to recognize their administrators as supportive and encouraging than were the teachers who left their jobs (Boe, Barkanic, &Leow, 1999). Verbal persuasion thus allows an individual to overcome doubt when others express their beliefs in the individual's ability. Self-efficacy stemming from verbal persuasion is not enduring, however, and requires constant reassurance from others; any sign of failure or obstacles will weaken the individual's self-efficacy.

2.4.4 Physiological and emotional states: is deals with the individual's somatic and affective responses regarding his performance, are also a source of self-efficacy. For instance, excessive stress or anxiety can convince teachers they do not have the skills necessary to carry out his job successfully. Emotional arousal taps the individual's anxiety, steering him away from a feeling of avoidance. Teachers with low self-efficacy have reduced motivation to teach (Bandura, 1997). If the task is not successfully completed, the individual's self-efficacy will be further influenced in a negative manner. On the other hand, those who feel energized by the teaching task likely approach their work with confidence. For example, the multiple pressures on special education teachers pose legitimate concerns for increased stress, which is associated with burnout and

teacher attrition (Boyer & Gillespie, 2000). In general, self-efficacy will be improved through consistently successful outcomes and decrease with repeated failures.

Out of all four sources of self-efficacy, Bandura (1986, 1997) stresses mastery experience as being the most essential. However, teachers do not rely on direct experience as the only source of information about their self-efficacy. In this context, the notion of vicarious experience gains importance. It was noticed that teachers listen to stories told to them about the achievements of their colleagues as well as success stories of other institutions (Huber, 1996). Therefore, vicarious experience and modeling serve as effective ways to develop teachers' self-efficacy. Social persuasion emerged as another means of strengthening teachers' conviction that they have the capabilities to achieve what they seek (Goddard *et al.*, 2000). Talks, workshops, professional development opportunities, and feedback about achievement can move teachers towards desired goals by the institution. Goddard *et al.* (2000) believed that verbal persuasion alone is not a powerful change agent, but joined with models of success and positive direct experience (enactive mastery), it can influence the self-efficacy of teachers. As this study explores the role of self-efficacy in an educational organization, the next section examines what previous self-efficacy researchers have found about the importance of these self-efficacies perceptions in an academic setting.

2.5 Teacher Self-Efficacy and Effectiveness of the Teacher

Studies have shown that teacher efficacy is an important variation in teachers' effectiveness that is related consistently to teacher behaviors and student outcomes (Bray-Clark, N., & Bates, R. 2003).The assumption by some people that teacher who has low self-efficacy cannot be effective is supported by(Podell, D., &Soodak, L. 1993). The author argued that high efficacy teachers are more apt to produce better student outcomes because they are more persistent in helping students who have problems. Studies revealed that teachers who have a high level of self-efficacy regarding their ability to teach can produce superior student achievement across a range of academic disciplines (Bray-Clark, N., & Bates, R. 2003). Bandura, A. (1993) believed that teachers who have high self-efficacy will spend more time on student learning, support students in their goals and

reinforce intrinsic motivation. Barnes, G.L.V. (1998) posited that there is a positive correlation between self-efficacy and teacher effectiveness.

Many teachers who have low self-efficacy depend on reading from textbooks when teaching students. No effective teacher will be reading a textbook for his or her students while teaching. In support of this point, (Czerniak, 1990, April) said efficacious, high teachers are found to be using inquiry and student centered teaching strategies, they are not using teacher directed strategies like lecture method and reading from the text. When come across a teacher who comes to teach from the textbook in a class, that the teacher is not sure of his or her ability and, therefore, may score very low on efficacy scale.

Yeh, Y. (2006) opined that teacher self-efficacy is a reliable predictor of the improvement of the personality characteristics of teachers. According to Bray-Clark, & Bates 2003, teacher self-efficacy is a strong self-regulatory characteristic that enables teachers to use their potentials to enhance students learning. Self-efficacy is informed by the teachers' understanding of what effective teaching is (Percy, B. 2012).Teachers' self-efficacy is an important motivational construct that shapes teacher effectiveness in the classroom (Pendergast, Garvis& Keogh, 2011).

2.6 Teacher Self-Efficacy and Content Knowledge of Subject Matter

Self-efficacy is a powerful force in learning and motivation (Bandura, 1977). In education, self-efficacy is a context and task-specific level of self-confidence (Bandura, 1977) and has a strong relationship to performance (Moritz, et.al, 2000). Specifically, teacher self-efficacy has been defined as "the extent to which the teacher believes he or she has the capacity to affect student performance" (Bandura, 1977). In addition, Bandura believes that teacher self-efficacy is a strong predictor of teacher behavior and that it contributes to student learning.

Teacher self-efficacy, related to student achievement, is most influenced by teacher experiences specific to their subject matter (Pintrich&Schunk, 1996). Regardless of student ability, those teachers who viewed students as teachable and who exhibited confidence in their instructional abilities had the students who learned the most. Enochs and Riggs (1990) examined preserves elementary teachers' self-efficacy toward math and

science and time spent instructing these subjects. Teachers with high efficacy in a subject matter spent more time instructing that content. However, these findings were not replicated in a physical education and physical activity setting.

As an attempt to identify the determinants of teacher decision making regarding the amount of physical activity time during physical education class, Martin, Kulinna, Eklund, and Reed (2001) found that teacher self-efficacy had little influence on whether instruction emphasized physical activity time. In determining, the teacher's intentions to provide physical activity time and teach concepts related to physical activity, self-efficacy had little influence on teacher decision making. At this time, little is known about physical education teacher knowledge and how self-efficacious teachers are in their own content knowledge of the subject.

2.7 Teacher Characteristics and Self-Efficacy

The teacher characteristics of gender, age, and years of teaching experience, in relation to self-efficacy, may influence content knowledge or instruction. Research that examined the content knowledge of preserves teachers has found gender differences (Ayers, 2002). Females' significantly outscored males on all sub discipline areas, including exercise physiology, except historical perspectives. Although gender differences were identified in preserves teachers regarding health related fitness content knowledge, there were no gender differences for teacher self-efficacy (So, Sharpe, Klockow, & Martin, 2001). Males and females, within a specific subject matter, have been found to be equally confident about their content knowledge (So et al., 2001). Age may be an influential factor in teacher self-efficacy and physical education instruction. So et al. (2001) found a high, negative correlation between teacher instructional self-efficacy and age. The early years of teaching are critical to the long-term development of teachers' self-efficacy. The development of teacher self-efficacy is important because, once established, it is somewhat resistant to change (Tschannen-Moran& Hoy, 1998). With regard to teacher content knowledge, Kelley and Lindsay (1977) discovered evidence of obsolescence of physical education content knowledge with age and experience. With a greater expectation of students than ever before (NASPE, 2004), it remains unclear whether teachers have enough content knowledge to help the students meet the standards.

2.8 Measuring Teacher Self Efficacy

Self-efficacy research has more than thirty-year history. Its beginnings are very well documented in several review papers (e.g., Tschannen-Moran et al., 1998; Woolfolk-Hoy &Spero, 2005). To outline the history, we should start with two RAND Corporation projects, which evaluated innovative educational programs funded by the US federal government (Armor et al., 1976; Berman et al., 1977). In these studies, teachers' level of efficacy was determined in a questionnaire by computing a total score for their responses to two 5-point Likert scale items:

> *(a) When it comes right down to it, a teacher really cannot do much because most of a student's motivation and performance depends on his or her home environment.*
>
> *(b) If I try hard, I can get through to even the most difficult or unmotivated students.*

The theoretical basis for these items was Julian Rotter's (1966) locus of control theory. Teacher efficacy was seen as the extent to which teachers believed that factors that they could control had a larger impact on teaching outcomes than beliefs that the environment held greater power. Thus, the first-cited questionnaire item reflected an external control orientation, whereas the second one reflected an internal control orientation, emphasizing the power of the teacher to teach students regardless of environmental conditions.To the great surprise of researchers, the efficacy items proved to be strongly related to pupil achievement, teacher behaviors which fostered this achievement, and teacher willingness to adopt innovative instructional proposals (Berman et al., 1977). As we shall see, the locus of control theory influenced developments in further research in teacher self-efficacy, and again surprisingly, caused some methodological confusion.

The second part of the story of empirical research in self-efficacy is linked to Bandura´s (1997) social cognitive theory. To recapitulate, the concept of self-efficacy is considered by Bandura as the primary motivational force behind an individual's actions. As defined by the author (Bandura, 1977, s. 79), self-efficacy is "the conviction that one can successfully execute the behavior required to produce outcomes". Based on his theory,

two American authors, Gibson and Dembo (1984), were first to develop an instrument specifically to measure teacher self-efficacy. Their instrument, the **Teacher Efficacy Scale (TES)**, has been used in many studies and is considered a "standard" tool for measuring the teacher self-efficacy construct. The original Teacher Efficacy Scale had 30 items. Later, they developed a short form having only 16 items but better psychometric qualities. Still later, other researchers developed a 10-item version found to have psychometric qualities roughly equivalent to those of the 16-item version. In its various forms, the teacher efficacy scale has been used in a variety of school environments and at diverse types of schools, / administered to in-service teachers who taught across a variety of school subjects, and used with pre-service teachers. It also inspired researchers to develop and use similar instruments, especially subject-specific measures such as ones for teaching mathematics (Charalambos, Philippou, &Kyriakides, 2007), science (Cakiroglu, & Boone, 2005), chemistry (Enochs, Smith, &Huinker, 2000), or character formation (Mil-son, 2003).

The structure of the TES includes two dimensions labeled, (a) Personal teaching efficacy and (b) General teaching efficacy. The latter was originally named simply teaching efficacy but because it was frequently confused with the first component, it was later renamed general teaching efficacy. TES respondents use a six-point, Likert-type response scale ranging from "strongly agree" to "strongly disagree". Higher (i.e., more positive) scores represent higher self-efficacy.

2.8.1 Personal Teaching Efficacy (PTE): referring to the teacher's own ability and skills of professional education that provide the teacher with confidence to play a suitable professional role or his own evaluation on his teaching ability.

Examples of items:

- When the grades of a pupil improve, it is because I have found a way to teach him/her.
- If a pupil did not remember the information I gave in a previous lesson, I would know how to increase his/her retention in the next lesson.

2.8.2 General Teaching Efficacy (GTE): represents the belief that teaching (as an organizational form of education) can affect pupils positively, even in light of external factors or conditions such as low motivation or poor home environment. According to Gibson and Dembo, GTE is a teacher's personal beliefs about the relationship between his/her teaching and pupils' learning; essentially, it corresponds to what Bandura called outcome expectancy.

Examples of items:

- The amount the pupil can learn is primarily related to family background.
- If parents do more for their children, I can do more.

Gibson and Dembo (1984) found that teachers who scored high on both dimensions were less likely to criticize a student following an incorrect answer and more likely to persist if a student failed a learning task initially. High efficacy teachers also were more likely to divide a class for small group instruction as opposed to whole class instruction. Other researchers have found similar results.

Bandura (2001) also developed a 30-item instrument for teacher self-efficacy based on his self-efficacy construct of social cognitive theory. Most studies divided teacher's self-efficacy into two dimensions including personal teaching efficacy and general teaching efficacy. However, other studies divided teacher's self-efficacy into three or more dimensions. Tschannen-Moran and Woolfolk (2001) developed a teachers' sense of efficacy scale with three dimensions including efficacy for student engagement, efficacy for instructional strategies and efficacy for classroom management. To sum up the analysis mentioned above, it is more common for researchers to divide teacher's self-efficacy into two dimensions, including personal teaching efficacy (PTE) and general teaching efficacy (GTE). PTE is the level of confidence that a teacher has of his own teaching skill and ability. It is a teacher's self-evaluation about his teaching ability and a consciousness of his in improving students' positive changes. GTE refers to the teacher's belief of teaching outcomes, that is, the teacher's expectation of how the students could change in the process of learning under external environmental influences.

Several authors (Soodak&Podell, 1996) challenged the original conception of GTE, which Gibson and Dembo (1984) maintained was in agreement with Bandura´s outcome expectancy. They found that GTE was different from Bandura´s notion of outcome

expectancy because it concerned teachers' belief that they could overcome external influences, and it did not concern the outcomes of their behaviors. Consequently, new models of self-efficacy were proposed. Soodak and Podell (1996) postulated a three-factor model comprising (a) personal efficacy, (b) outcome efficacy, and (c) teacher efficacy. Personal efficacy pertains to a teacher's belief that he/she possesses teaching skills, while outcome efficacy refers to the belief that, when teachers implement these skills, they lead to desirable pupil outcomes. The third factor, teacher efficacy, is the belief that teaching can overcome the effects of outside influences.

Some authors (Guskey&Passaro, 1994; Deemer&Minke, 1999; Brouwers&Tomic, 2003) point out that the problem with GTE rests in the wording of its items. They have found that the items in PTE are worded in the first person, (When a pupil gets better grades, it is usually because I have found better ways of teaching that pupil), while items in GTE refer to a third person a teacher (A teacher is very limited in what he/she can achieve because it is the home environment that shapes a pupil's motivation.). Furthermore they note that the majority of items in GTE are formulated in negative terms (The hours in my class have little influence on students compared to the influence of the home environment), while items in PTE are mostly worded in positive terms (When a pupil does better than usual, often it is because I exert a little extra effort). These are important objections to the conceptualization of the original TES. However, subsequent research has not proved that either "I" versus "teacher", or positive versus negative orientation items play a decisive role in factor analysis of TES data (Guskey&Passaro, 1994; Deemer&Minke, 1999). Next to this, the physical education teachers'self-efficacy and how can measure is presented specifically.

2.9 Physical Education Teacher Self Efficacy

School physical education has been specifically identified as an important vehicle for delivering physical activity to millions of children and adolescents (Lee, Burgeson, Fulton, & Spain, 2007). Physical education teachers play a vital role in helping children develop the behaviors, attitudes, skills, and knowledge they will need to be physically active for a lifetime. Social Cognitive Theory (Bandura, 1997) suggests that it is vital to understand teachers' efficacy for overcoming the barriers they face in teaching. Self-

efficacy and outcome expectancy comprise two major constructs in the Social Cognitive Theory. In teaching settings, teacher efficacy is defined as one's beliefs about his or her ability to teach effectively, whereas teaching outcome expectancy refers to ones' beliefs concerning how effective her/his teaching would have positive effects on student learning. Recently scholars have focused their research on the examination of self-efficacy and outcome expectancy in relation to academic teaching (Plourde, 2002). However, such inquires have been rarely made in physical education.

Few researchers have examined the self-efficacy of physical education teachers. Given this lack of research and the importance of physical education classes, Martin and Kulinna (2003) developed a physical education teachers' physical activity self-efficacy (PETPAS) scale that would allow researchers to assess teachers' self-efficacy for teaching classes with high levels of physical activity, defined as at least 50% of class time. The goal was to develop a psychometrically sound instrument for assessing and beginning to understand teachers' efficacy for overcoming the barriers they face to teaching physically active physical education classes.

Teachers are critical in determining the activities children engage in during physical education classes. They can decide to implement curriculums and teach lessons that focus on social skills, sport skills, or health-related fitness. According to Social Cognitive Theory (Bandura, 1997), major determinants of the choices teachers make are their self-efficacy judgments. Researchers in physical education and the exercise and sport sciences have recognized the important role that self-efficacy cognitions play in both the initiation of exercise and in sport performance (Kujala, et.al. 1998). As afore mentioned, teachers who report low self-efficacy are more likely to attribute their successes or failures to outside factors, such as lack of resources (Lock, Telljohann& Price, 1995). Teachers with high teaching efficacy will provide more instructional time and a higher quality of feedback to students than teachers with low teacher efficacy (teacher efficacy model).

In physical education, teachers with high efficacy provide more Academic Learning Time than the teachers with low efficacy (Chase, Lirgg, &Sakelos, 2003). Teachers with high teaching efficacy also provided more reinforcement that is specific, general encouragement, specific informational feedback, general organization, and less general

punishment feedback than teachers with low teacher efficacy. Chase and Lirgg (2001) developed the Teacher Efficacy Scale in Physical Education (TESPE). The scale is based on what the researchers identified as the four dimensions of teacher efficacy:

- *Motivation* - reflected a teacher's confidence in his/her ability to motivate students.
- *Analysis of Skills* - revolved around the teacher's ability to analyze student performance of skills.
- *Preparation* - represented the teacher's ability to prepare and plan for instruction.
- *Communication* - revolved around the teacher's ability to communicate information to his/her students.

Although documented use of the TESPE is limited, these outcomes are important variables in preparing physically educated students. Chase and Lirgg (2002) theorized that teacher efficacy will affect a teacher's commitment to teach, persistence in teaching, use of time in providing instruction, and the quality and type of feedback provided to students. To test this model, sixteen pre-service teachers completed the Teacher Efficacy Scale for Physical Education (TESPE) and were videotaped teaching one lesson in physical education (Chase, Lirgg, &Sakelos, 2003). Results of a one-way analysis of variance of instructional time and quality of feedback indicated there were differences between the teachers with high teacher efficacy and those teachers with low teacher efficacy. Teachers with high efficacy provided more Academic Learning Time than the teachers with low efficacy. Teachers with high teacher efficacy also provide more reinforcement that is specific, general encouragement, specific informational feedback, general organization, and less general punishment feedback than teachers with low teacher efficacy (specific reinforcement, general encouragement, specific informational feedback, general organization, and less general punishment. Overall, teachers with high efficacy were more positive in their feedback to students than teachers with low teacher efficacy.

CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

This chapter includes the following sections; research design, research method,research site and participants, data collection method, and instrument, teacher sense of efficacy scale, data analysis procedure, and ethical consideration that is followed by the researcher is presented respectively.

3.1 The Research design

Thestudy adopted a descriptive research study in which both qualitative and quantitative methods of studies are employed. It is chosen as it is used to describea phenomenon without conducting an experiment (Selinger and Shohamy 1989). So the researcher believed that this method is appropriate to answer the formulated research question.

3.2 Research Site

The research was conducted on the secondary schools in Ilu Ababor Zone, Oromia region**.** Ilu Abba Bora Zone is located in oromia region state, at distance of 600km from Addis Abeba. According to the Zone Education Bureau, there were 24 Woredas' in Ilu Ababor Zone and each of them has secondary schools that were formally established by Ministry of Education. Moreover, there are 33 secondary schools in the Zone. The researcher thought that it was preferable to use a sample from the secondary schools of this site since he had an experience of teaching physical education in this defined area.

3.3 Population and Sample Size

Asdescribed in the area of the study, in Ilu Aba Bora zone there are 33 governmental secondary schools. The total population of the study is 48 physical education teachers. From this total population, 13 teachers are female and 35 are males. From this population, the researcher selected for the study a sample of 12 female and 31 male physical education teachers.

3.4 Sampling techniques

In order to make the research manageable, the researcher selected 43 physical education teachers as a sample out of 48 teachers of secondary schools by following the principle of how to calculate sample size in the educational research (from the site of www.surveysystem.com/sscalc.hotmail.htm). The researcher used stratified random sampling techniques where the researcher divides his population in strata on the basis of the respondents' characteristics and from each of these smaller homogenous groups (strata) draws at random a predetermined number of units because the researcher wanted to take respondents proportionally from different section and sexes. For each participant, questionnaires were dispatched to the given participants, but only 41 questionnaires were returned back.

3.5 Data Collecting Procedure

To collect data the researcher used the procedures; all sampled population was given the questionnaire and the researcher addressed adequate instruction on how to respond the questions. The respondents were assured that their participation in the study was voluntarily and their response was remaining confidently and was been used only for the purpose of this research. To administer all the above ideas, the researcher selected the participants to distribute a questionnaire. Then after, the researcher conducted follow up activities. A response from close-ended questionnaires was tabulated and a response from open ended questionnaire and were described. At the same time, the researcher used observation to triangulate the response from questionnaire. This is described in detail as follows.

3.6 Data collection Instruments

To obtain reliable information, data were gathered from primary source (physical education teacher) through questionnaires and observation.

3.6.1 Questionnaires

The questionnaire contains closed and open-ended items. It is used to collect data from physical education teachers. The questionnaires were distributed for all selected sample

of physical education teachers. This research questionnaire was adapted from the (Matthew Buns, 2010). The questionnaires give the answer for the research question related to the factor that influences physical education teacher self-efficacy and their efficacy in different content areas of the subject.

The questionnaire that applied in this study was consisted of three parts. The first part dealt with the general information (back ground) of the participants, the second and third, part includes open ended and Likert scale questions that require participants to rate the level of their satisfaction, effectiveness and perception based on the given points respectively. The first part consist seven questions in which the participants were asked their general profile. In addition, the second part 18 and the third part 16 that consisted open-ended and Likert scale questions respectively were asked to investigate the problem based on the level of satisfaction, effectiveness, and perception of the participants.

3.6.2 ClassObservation

The researcher also used observation to check the responses that the participants answer through questionnaires and to evaluate and understand physical education teachers' self-efficacy in physical education content areas. Furthermore, this instrument was used by the researcher to examine the physical education teachers' self-efficacy on practical class and theoretical class or session by using observation checklist instrument. The observation gives the answer for the research question related to the if physical education teacher's show self-efficacy differentially to the different areas of content and physical education content areas to which physical education teachers' exhibit high or low self-efficacy qualitatively.

The researcher has also made use of observation for gather information relevant to the study. The school and classroom has been observed to get the relevant information that observation is useful to indicate how the school organized and prepared for PE according to variety of activities such as: football, volley ball, basketball, gymnastics equipment and teaching room, material store, teacher office, and others case. Hancock (1998:89) also says,

"Because of the richness and credibility of information it can provide, observation being a desirable part of data gathering instrument".

Therefore, to obtain more information, observation in the actual school compound and learning process was used as data gathering instrument. For the purpose of observation, checklist is employed. Accordingly, the selected school was observed two times each. Hence, a total of observations were marked using the checklist developed for the purpose. The observations were focusing on the school have full facilities that are important to physical education teaching learning process.

3.7 Teachers Sense of Efficacy scales

The TSES was developed at College of Education, the Ohio State University by Tschannen-Moran and Woolfolk Hoy (2001), and the measurement of Teacher Efficacy Scale in Physical Education was adapted from (Chase, Lirgg, & Carson, 2001) to assess how confident each teacher feels that he or she can positively affect the learning of students. The TESPE (Appendix B) consists of 15 items on four dimensions of personal teacher efficacy (PTE): motivation, analysis of skills, preparation, and communication.

The other teacher efficacy scale that was adapted from the three components of Social Cognitive Theory (personal, behavioral, and environmental factors) (Bandura, 1997) to examine some perceived factors that influence the efficacy of physical education teacher. *Personal factor* designed to increase participant self-efficacy included discussion of the description of quality physical education and best practices (Appendix C) and how participants have personally exhibited those teaching characteristics. *Behavioral factor* were reinforced through physical educator self-monitoring, goal-setting guidance, and discussion of the parts of high quality physical education under their control through curricular decision-making. Whereas, *environmental factor* was demonstrated through presentation of anecdotal evidence indicating some administrators are supportive of physical education despite difficulty, economical, times and academic pressure. The responses scored on a five point likert scale from strongly disagree (1) to strongly agree (5) for positively phrased items and strongly agree (5) to strongly disagree (1) for negatively worded items. In addition, the researcher scored on a five point likert scale

score from strong negative influence (1) to strong positive influences (5) for positively phrased item and strong positive influences (1) to strong negative influence (5) for negatively phrased item.

3.8 Validity and Reliability

The developers of this instrument claim that the TSES (Bandura, 1997) and PETSE (Chase, Lirgg, & Carson, 2001) has sufficient validity and reliability. Based on the findings (Table 6-13), the developers of TSES believe that these scales could be considered reasonably valid and reliable, with either 30 or 15 items, it is of reasonable length and should prove to be a useful tool for researchers interested in exploring the construct of teacher efficacy (Tschannen-Moran and Woolfolk Hoy, 2001). The validity analysis in this research also confirmed that the instrument is suitable for the proposed study in Oromia Region Ilu Ababor Zone.

3.9 Rating and Scoring

The items were rated using a 5-point scale from nothing (1) to a great deal (5). The higher scores indicate higher levels of agreement on self-efficacy. Each subscale score consisted of the mean of the responses to the items in that factor (Tschannen-Moran and Woolfolk Hoy, 2001). The scores for the total scale were computed from the mean scores of each item of all respondents. Therefore, the total score of TSES and PETSE and each subscale could vary from one to five.

3.10 Validity and Reliability Analysis of the Instrument

The researcher took from some experts (researcher, psychologists, specialists of curriculum and design) for content validity. The major tasks of experts to rate each items as strongly agree, agreed, undecided, disagree, strongly disagree the extent each item measures the efficacy level of physical education teachers' and it indicate whether each efficacy scale item is stated as positively, negatively or difficulty to determine in either of positive or category.

To ensure their quality and reliability in terms of this study context, reliability analysis of the instrument was conducted using SPSS for windows version 20.0. Internal consistency

was tested with Cronbach's alpha. Therefore, the reliability coefficients of the alpha values of the 0.74 and 0.89 in this study are relatively lower when compared to the previous study; all of them have alpha coefficient values over 0.70, which is sufficient for data analysis and interpretations of the results.

3.11 Data Analysis Procedures

In this study, both quantitative and qualitative data analysis techniques were used. The data collected through the questionnaires was filling and grouped according to the category of the questions (Closed and open-ended questions). The data gathered via closed ended questions was properly code and analyzed using Statistical Package for Social Science (SPSS). In the data analysis the researcher used the statistical method on part of the questionnaires (closed ended) that relate with teachers efficacy on the affect learning students and factors influencing teacher self-efficacy was analyzed in the form of tables by determining the frequency of each of the options and calculating frequency table for the personal information of the participants, mean scores, and standard deviation for other questionnaires each option. Finally, the qualitative data that obtained from the open-ended, comparative questions and observation was analyzed thematically and at last the researcher gave his own possible recommendations based on the findings of the study that will be important as input for the study area and also the education sectors as whole.

3.12 Ethical considerations

The researchwas conducted by an individual with a postgraduate for the fulfillments of Master of physical education Thesis in Addis Ababa University. The people whom they are used for the sample would not-inanimately mention and were confidential for the information they would give in a respondent. The information of the respondents was done in a right, ethical and responsible procedure. However, the name that is listed under open-ended questionnaires analysis was not actual name so that the researcher used to describe according to comfort the analysis. The study would be free from any sort of political, religious and personal biases but their genuine and frank responses is only valuable for the achievement of the objectives of this thesis.

CHAPTER FOUR: DATA PRESENTATION AND ANALYSIS

This chapter deals with presentation, analysis and interpretation of the data gathered from the respondents through questionnaires and observation. Thus, the quantitative and qualitative data collected was presented according to instrument by instruments. Hence, the qualitative data includes the data gathered through open ended and observation. Therefore, it begins with demographic information of participants, flowed by the degree of physical education teachers' teaching efficacy, discuses about the perceived factors that influence physical education teachers' self-efficacy and the results of the open-ended questions are presented respectively.

4.1 Description of the respondents

In order to collect data about independent variables of the study, a questionnaire was developed by the researcher. The questionnaire was consisted teachers',gender, level of education, major study areas, and their teaching experience to assess physical education self-efficacywas describe by using statistical analysis of percentage as follow.

Table 4.1: Demographic Characteristics of Participants

Characteristics	Categories	N	%
Gender	Male	30	73.2
	Female	11	26.8
Teaching experience	1-10	27	65.8
	Above 11	14	34.2
Level of education	Diploma	7	17.1
	Degree	34	82.9
Major study area	Physical education	15	36.6
	Sport science	26	63.4

It can be seen from table 4.1 that;according to the gender, 73.2% of the participating in this study is men and 26.8% isfemale. When the retirement years is in consideration, it was found that 65.8% ofthem has been at work for 1-10 years, and 34.2% of them have above 11 years of teaching experience.When analyzed according to education level, it is observed that 82.9% of the participants have undergraduate degree and 17.1% has

diploma holders. When major study area is inconsideration, it was stated that 36.6% of themis physical education and63.4% has qualified by sport science.

4.2 Teachers Self-efficacy and Demographic Characteristics

The purpose of this study was to examine whether teaches' background variables such as chronological age of the teachers, sex of the teacher, years in teaching, educational level and major area of study, predict teachers sense of efficacy.Respondents were asked their information based on their position to identify their characteristics. Therefore, the next **table 4.2-4.5** shows the effect of demographic profile respondents on the teacher's self-efficacy that used in the data by using under the one-sample chi-square t-test and frequency statistics. The results of data analysis in this regard are presented as follow.

Therefore, in the next table the researcher tries to see the effect of gender of physical education teachers on their self-efficacy.

Table 4.2: Examining Teacher Self-efficacy Level By Gender

Gender distribution	*F*	*%*	*M*	*SD*	*df*	*t*	*p*
Male	30	73.2	3.07	1.437	39	-1.391	.234
Female	11	26.8	2.45	1.440			
Total	41	100.0	0.27	0.449			

As indicated in Table 4.2, the result considering gender, this research finding showed that in Ethiopia particularly Oromia Region Ilu Ababor Zone a majority of physical education teachers is males (73.2%). This is consistent with the general composition of the secondary school teaching staffs in Ethiopia. Furthermore, the data obtained from the secondary schools sampled for this study showed that male teachers comprised 75% of the total teaching force. However, no significant differences were observe regarding to gender in which the $p > 0.05$. This shows that both male and female teachers demonstrate similar sense of efficacy and teaching roles demanded by the profession. The same research is conducted by So et al., 2001, males and females, within a specific subject matter, have been found to be equally confident about their content knowledge.Some studies aimed at determining the level of self-efficacy of teachers (Kahyaoglu, Yangın,

2007) that there was no difference detected in terms of gender; however, research findings (Korkut, Babaoglan, 2012) support this study. Generally, there is no gender-based difference seen with self-efficacy of physical education teachers in teaching most content areas of physical education.

In the net table there is the distribution physical education teacher responses to analyze their self-efficacy regarding to teaching experience.

Table 4.3 Investigating Teachers Self-efficacy Level by Teaching Experience

Teaching experience	*N*	*%*	*M*	*SD*	*df*	*t*	*P*
1-10 year	27	65.8	.25	.463	39	21.021	.215
Above 11 year	14	34.2	.00	.000			
Total	41	100.0	3.34	.480			

From the data in Table 4.3, it can be seen that 65.8% of the teachers who participated in this research have 10years or less than 10 years' experience. Nevertheless, most of the physical education respondents can be considered as reasonably experienced ones as 34.2% of them have more than 10years of teaching experience. Teaching experience may be an influential factor in teacher self-efficacy and physical education instruction. So et al. (2001) found a high, negative correlation between teacher instructional self-efficacy and teaching experience. The early years of teaching are critical to the long-term development of teachers' self-efficacy. Therefore, Physical Education teachers to have more favorable self-efficacy towards teaching in most of the content areas are due to their greater experience.

In the next table, the researcher tries to illustrate the difference between degree holders and diploma holders on the teaching efficacy. Depending on the instrument related, the results of the question were shown as the following.

Table 4.4: Analysis of Teacher Self-efficacy Level by Level of Education

Education level	*F*	*%*	*M*	*SD*	*df*	*t*	*P*
Diploma	7	17.1	2.83	.379	39	2.763	.029
Degree	34	82.9	2.89	.405			
Total	41	100.0	2.483	.381			

As shown in table 4.4, in general more than half (greater mean value) of the physical education teachers had bachelor's degrees, while diploma holders make up is less mean value. In secondary schools sampled for this study, there was no physical education teacher with more than bachelor's degree. This indicates that the maximum qualification required to teach at Ilu Ababor Zone secondary schools is bachelor's degree. Those with more than bachelor's degree may be assigned to some administrative duties or transferred to teach at higher levels. Those diploma holders and others teaching at the secondary school level may be in the process of upgrading to bachelor's degree or assigned to teach physical education as degree holders. According to Faucette, et al., 1990, 2002, teachers are more efficacious when they are confident in their knowledge. Often, less professional teachers have limited experiences in physical education and are not knowledgeable about promoting physical activity. Mastery experiences are a powerful source of efficacy beliefs, and programs designed to provide for this are successful. In addition, physical education teachers' insufficient knowledge and underdeveloped teaching skills are reported to affect their willingness to teach (Martin et al., 2008; Siedentop 2002; Tsangaridou 2002). Therefore, level of education-based self-efficacy where statistically significant difference on physical education teachers self-efficacy level in which $p < 0.05$.

Thus from the data, we can infer that there is much discrepancy between the ratio of physical education teachers' those holders degree and diploma and the educational level has a great significance on teacher self-efficacy.

In the table below, the researcher also used the result of the significance of major area study of the respondents' on the teachers' self-efficacy presents as follow.

Table 4.5: Effect of the Major Area Study on Teachers' Self-Efficacy Level

Major area study	*F*	*%*	*M*	*SD*	*df*	*t*	*P*
physical education	15	36.6	2.93	1.438	39	-1.283	.104
sport science	26	63.4	2.88	1.479			
Total	41	100.0	.63	.488			

From the data table 4.5 it can be seen that, about 36.6 of respondent's major area of study are physical education and about 63.4 of them are qualified by sport science. However, sport science teachers take postgraduate diploma trainer (PGDT) to increase their teaching efficacy. Therefore, major subject area based self-efficacy is not brings significantly difference on physical education teachers self-efficacy level in which $p > 0.05$. Pedagogical Content Knowledge as the knowledge base required for teaching that are subject matter knowledge and pedagogical knowledge. It consists of knowledge of the curriculum, the knowledge of learning difficulties of students and the knowledge of instructional strategies and activities. Tschannen-Moran andWoolfolk Hoy, 2001, also found that, the teachers feel quite adequate in their subject areas in regard with general self-efficacy. Therefore, we conclude that, no matter how physical education brilliant a teacher may be, the moment he or she could not interpret the subject-matter knowledge to facilitate student learning. This means he or she has achieved the objectives of the subject that being they have to more favorable self-efficacy towards teaching in most of the content areas and mail respondents to do the same with physical education teachers' in this respect due to their major area of study.

4.3 The degree of Physical Education Teachers Teaching Efficacy

The participants of the study are 41 (30 males and 11). In order to reach general understanding of the physical education teachers' confidence on teaching and their teaching efficacy were assessed using the survey instrument for data gathering. In addition, data were analyzed using SPSS for Windows version 20.0.with descriptive statistics; frequency, chi-square, mean, and standard deviation were used to show the general feature of each criterion and predictive variables.

In the bellow **table 4.6-4.9** the results of frequency, independent samples t-test and chi-square analyses related to the interpretation of the total teaching efficacy scores for the Physical Education teachers' toward their confidence is listed within mean and standard deviation for each of the item by using the five likert type scales.

Table 4.6; illustrate one sample chi-square t-test for the general analysis of physical education teachers' skill level. The results are presented as follow.

Table 4.6 Analysis of Teaching Efficacy level of Teachers'

Skill dimensions	*SD*	*D*	*U*	*A*	*SA*	*df*	χ^2	*P*
Adjust teaching style, when necessary to motivate students analyze what is wrong with a movement	6	3	13	10	8	40	11.276	.024
Watch students perform skills and analyze what improvements they Should make	-	-	20	11	10	40	4.979	.083
Explain instructional cues and strategies to students in ways that they will understand	8	3	15	10	5	40	10.570	.032
Breakdown or extent certain skills to match the ability levels of students	-	-	16	18	7	40	3.996	.136
Correctly explain technique cues for skills to students	5	5	15	9	7	40	5.752	.218
Organize quick transitions from one activity to another		5	15	10	11	40	9.152	.027
Organize activities in class so that students frequently feel successful	2	6	14	12	7	40	11.234	.024

NB:SD- strongly agree D- disagree U- undecided A- Agree
SA- Strongly agree Significance at .05 levels

The findings presented in Table 4.6 show, the subscale for the confidence on skill analysis was asked. Accordingly, on its subscales with chi-square for the quality of respondentswith *40* degree of freedom at calculate $p > 0.05$ on items: watch students perform skills and analyze what improvements they should make, breakdown or extent certain skills to match the ability levels of students and correctly explain technique cues

for skills to students as a whole. So, no statistically significant difference is observed between the points scored by the physical education teachers.

Whereas, on its subscales of ($p < .05$) on the watch students perform skills and analyze what improvements they should make with chi-square for the equality of respondentswith *40* degree of freedom at calculated $\square^2$-value of *11.276*the obtained *p*-value is *0.024*, explain instructional cues and strategies to students in ways that they will understand with chi-square for the quality of means with *40*degree of freedom at calculated $\square^2$ – value of *10.570*the obtained *P* value is *0.032,*organize quick transitions from one activity to another with chi-square for the equality of means with 40 degree of freedom at calculated $\square^2$-value of *9.152*the obtained p-value is *0.027* and organize activities in class so that students frequently feel successful with chi-square for the equality of means with 40 degree of freedom at calculated $\square^2$-value of *11.234*the obtained p-value is *0.024* as a whole. So, the statistically significant difference is observed between the points scored by the physical education teachers. Nevertheless, on the 5-point Likert scale the calculated frequency for the items of this subscale were undecided for the whole skill. This reports describes that when some physical education teachers of the Zone has a moderate skill of teaching efficacy in physical education content areas.

Many researchers have documented that, teachers' self-efficacy and skill or knowledge about instructional processes lead to devoting more classroom time to academic learning, to providing students who have difficulty learning with the help they need to succeed, and to praising them for their accomplishments (Ashton & Webb, 1986; Barkley, 2006; Goddard, Hoy & Hoy, 2000; WoolfolkHoy, 1990; Tschannen-Morgan, Hoy & Hoy, 1998).And also, evidence indicated that teachers' beliefs in their instructional efficacy partly determined how they structure academic activities in their classrooms and shape students' evaluations of their intellectual capabilities (Bandura, 1997). Teacher efficacy had significant implications. It not only affected a teacher's behavior in the classroom, but also the effort that they exerted in teaching, the goals they set, and their levels of aspiration (Tschannen-Moran and A. Hoy, 2001). Teachers with a high sense of instructional efficacy operated on the belief that difficult students were teachable through extra effort and appropriate teaching techniques. They believed that they could enlist

family support and overcome negating community influences through effective teaching (Bandura, 1997). Therefore, from the result, we expect a moderate confidence of teaching efficacy and delivering the skill to the students has its own significance on teaching efficacy of teachers in physical education content areas.

Table 4.7, the researcher tries to illustrate one sample chi-square t-test for the general analysis of physical education teachers' communication level. Therefore, the mean value less than three is low; mean value between three and four is moderate and mean value greater than four is high confidence.The results are presented as follow.

Table 4.7: Analysis of Teaching Efficacy level of Teachers

Communication analysis Items	*SD*	*D*	*U*	*A*	*SA*	*df*	$\square^2$	*P*
Provide students information feedback about their performance in a positive manner	1	1	18	6	15	40	13.140	.011
Talking with students in ways that allows them to feel that care about them as a student	-	5	20	8	8	40	8.334	.040
Appropriately describe ways in which students can improve their performance	4	7	15	9	6	40	13.135	.011

NB:SD- strongly agree D- disagree U- undecided A- Agree SA- Strongly agree Significance at .05 levels

An examination of the findings presented in Table 4.7 shows the subscale for the confidence on communication dimension was asked. Accordingly, on its subscales of ($p < .05$) on items: provide students information feedback about their performance in a positive manner *($\square^2$ =13.140, df= 40, p= 011)*, talking with students in ways that allows them to feel that care about them as a student *($\square^2$ = 8.334, df =40, p= .040)*and appropriately describe ways in which students can improve their performance *($\square^2$ =13.135, df= 40, p= 011)*as a whole. Then, the statistically significant difference is observed between the points scored by the Physical Education teachers. In addition, on the 5-point Likert scale the calculated frequency for the items of this subscaleshows high score on undecided. This means, physical education teachers of the Ilu Ababor Zone have a moderately provide information to the students how they can improve their performance and they talk the feeling they have to students.

The substance of the effectiveness of increasing social persuasion is in ensuring the correct interpretation of achievements (Parajes, 2002).According to Chase, Lirgg and Sakelos, 2003 found that teachers with high efficacy provided more Academic Learning Time (ALT), specific reinforcement, general organization, specific informational feedback, and less general punishment than teachers with low teacher efficacy. Therefore, from the result we expect Ilu Ababor Zone teachers of physical education has a moderate confidence of teaching efficacy and communication has its own significance on teaching efficacy of teachers in physical education content areas.

Table 4.8, the researcher tries to illustrate one sample chi-square t-test for the general analysis of physical education teachers' preparation level. The results are presented as follow.

Table 4.8: Analysis of Teaching Efficacy level of Teachers

Preparation analysis Items	*SD*	*D*	*U*	*A*	*SA*	*Df*	χ^2	*P*
Prepare lesson plans on different content areas using behavioral objectives that promote learning accordingly	1	3	20	9	8	40	12.100	.017
Plan a developmentally appropriate curriculum for all grades	8	5	12	8	8	40	15.102	.004
Prepare lessons that match the ability levels of students	4	6	12	12	7	40	12.061	.017

NB:SD- strongly agree D- disagree U- undecided A- Agree SA- Strongly agree Significance at .05 levels

Table 4.8 examine on the subscale for the confidence on preparation dimension was asked. Accordingly, on its subscales of ($p < .05$) on prepare lesson plans on different content areas using behavioral objectives that promote learning accordingly *(χ^2 =12.100, df= 40, p= .017)*, plan a developmentally appropriate curriculum for all grades *(χ^2 =* 15.102*, df=40, p= .004)*and prepare lessons that match the ability levels of students *(χ^2 =12.061, df= 40, p= .017)* as a whole. Then, the statistically significant difference is observed between the points scored by the Physical Education teachers.' In addition, the 5-point Likert scale calculated frequency scores for these items of subscale were

undecidedfor the whole preparation and this shows a moderate confidence on teaching efficacy.

According to Allinder, 1994 teachers with a strong sense of efficacy tended to exhibit greater levels of planning and organization. These teachers were also more receptive to new ideas and were more willing to experiment with new techniques better to meet the needs of their students (Guskey, 1988; Stein and Wang, 1988). Therefore, from the result we expect the physical education teachers have high on preparation and it has a great significance on teaching efficacy of physical education content areas.

Table 4.9, the researcher tries to illustrate one sample chi-square t-test for the general analysis of physical education teachers' preparation level. The results are presented as follow.

Table 4.9a: Analysis of Teaching Efficacy Level of Teachers

Motivation analysis Items	*SD*	*D*	*U*	*A*	*SA*	*df*	χ^2	*P*
Motivate students to persist after failing in skill attempts	7	4	5	14	11	40	7.352	.025
Motivate students to attempt new skills	-	-	10	19	12	40	10.582	.032

NB:SD- strongly agree D- disagree U- undecided A- Agree SA- Strongly agree Significance at .05 levels

An examination of thefindings presented in Table 4.9 shows the subscale for their confidenceon motivation was asked. Accordingly, on its subscales of ($p < .05$) on motivate students to persist after failing in skill attempts *(χ^2 = 7.352, df= 40, p= 025)* and motivate students to attempt new skills *(χ^2 = 10.582, df= 40, p= 032).* Then, the statistically significant difference is observed between the points scored by the Physical Education teachers' with the 5-point Likert scale the calculated frequency for the items of this subscale were agree for the motivation that shows high confident on teaching efficacy.

This highest mean indicates that, even though more teachers have not adapted to the pedagogical content knowledge to teach physical education their motivation is moderate

level. According to Akkoyunlu, Orhan, &Umay, (2005), Self-efficacy belief is not related to how effective on individual's qualification and is a concept that his/her belief for his/her skills. This belief determines individuals how feel in a specific subject, what they think and how they motivate themselves and how they behave. Kotaman (2008) has specified that this belief affects whether act or not for an attitude on task, the continuity in behavior, their motivation and ultimately their performance. Therefore, from the result we suppose the physical education teachers has moderate on motivation and it has a great significance on teaching efficacy of physical education contents.

In addition, the analyses of the male and female teaching efficacy of physical education teachers by using independent samples t-test statistics were seen in the next table.

Table 4.10 Investigation of Teachers' Teaching Efficacy level by Gender

Variables	*Groups*	*N*	*Mean rank*	*SD*	*df*	*t*	*P*
Skill	Male	30	3.57	1.337	39	-1.698	.082
	Female	11	3.12	.982			
Communication	Male	30	3.90	1.269	39	-1.033	.308
	Female	11	2.36	1.286			
Preparation	Male	30	3.80	1.031	39	1.496	.143
	Female	11	3.27	.905			
Motivation	Male	30	4.27	1.112	39	-1.203	.236
	Female	11	4.03	1.009			

M- mean, SD- standard deviation, df- degree of freedom, Significance at .05 levels

As shown in Table 4.10, both male and female physical education teachers produced moderate means in skill variable. This means that they moderately view the world of teaching in general and believe that they do in medium making any difference in student's achievement by their own efforts: being a teacher is moderately a satisfying them to deliver instruction and they are more involved in organization investment in moderate teaching in most of content areas. However, there was no significant difference observed on this variable between male and female teachers.

Also, when male physical education teachers show a moderate means, female physical education teachers produced low means in communication variable. This means that they moderately view the teaching in general and believe that they do in medium making any difference in student's achievement by their own efforts: being a teacher is moderately a satisfying them to provide feedback and they are more involved in time investment in moderate description how students feel to improve their performance in most of content

areas. However, there was no significant difference observed on this variable between male and female physical education teachers

In similar table, both male and female physical education teachers produced moderate means in preparation variable. This means that they moderately view the teaching in general and believe that they do in medium making any difference in student's achievement by their own efforts: being a teacher is moderately a satisfying them to develop plan and they are more involved in time investment in moderate preparation to the lesson in most of different content areas. However, there was no significant difference observed on this variable between male and female physical education teachers.

Additionally, both male and female physical education teachers produced high means in motivation variable. This means that they view the teaching in general and believe that they do not make any difference in student's achievement by their own efforts: being a teacher is a satisfying them to motivating students and they are more involved in time investment in motivation them to attempt new skills in most of physical education content areas. However, there was no significant difference observed on this variable between male and female physical education teachers.

4.4 The Perceived Factors Influencing Physical Education Teachers Self Efficacy

The perceived factors were assessed using the survey instrument for data gathering and data were analyzed using SPSS for Windows version 20.0. Interpretations of the results were based on an independent samples t-test, mean score, and standard deviation of the statistical analysis of the data. The variables and their related constructs were the following:

Therefore, in the bellow table 11 there were three potential perceived factors influences in the teacher survey and the scores for the total scale were compute from the t-test, standard deviation, and mean scores of each item of all respondents. The high in mean describes the high-perceived factors of influence the physical education teachers' self-efficacy in which mean value less than three indicate low confidence, mean value equal to three is moderate confident, and Mean value greater than three is high confidence.

Table 4.11: Analysis of Perceived Factors on Teachers' Self-Efficacy by level of education

Variables	*Groups*	*N*	*Mean rank*	*SD*	*df*	*T*	*P*
Behavioral	Diploma	7	3.57	1.134	39	-2.548	.015
	Degree	34	2.82	1.193			
Personal	Diploma	7	3.71	1.604	39	3.718	.001
	Degree	34	1.88	1.094			
Environmental	Diploma	7	4.14	.900	39	-.139	.890
	Degree	34	3.21	1.122			

NB: SD- standard deviation, df- degree of freedom, Significance at .05 levels

As shown in Table 4.11, an independent samples t-test was conducted to evaluate whether there were significant differences between diploma and degree holders of physical education teachers according to their self-efficacy scores about influence of behavioral perceived factor variable. The results indicated that behavioral perceived factors onmy school curriculum framework, standards or guide lines and text book or instructional materials with the computed t-test value for the equality of means with *39df* at calculated *t*-value of *-2.548*the obtained *p*-value is *0.015* which is less than *0.05*. Therefore, the respondents level of education-based statistically significant difference in their views about the issue. However, diploma holders' physical educations teacher respondents show high level of agreement with the 5-point Likert scale the calculated means for the items of this subscale is a high influence and degree holders' show less agreement. This indicates that on the factors both physical education teachers' respondent show different view on the issue.

However, there is evidence that some physical education programs offer a limited curriculum that is not based on standards (Lowry R, Wechsler H, Kann L, and Collins J, 2001). In the search for solutions, physical education must place greater emphasis on relevant activities, include physical activities that are enjoyable, build self-efficacy, and connect the curriculum to the world outside of the gymnasium (Lowry R, Wechsler H, Kann L, Collins J, 2001).So, the absence of the well formulated school curriculum frame

work, standards and guides for the physical education brings influence on the physical education teachers and to have low self-efficacy in different content areas of the subject.

Therefore, we expect diploma holder Physical Education teachers are highly influenced by behavioral perceived factors and not favorable self-efficacy towards teaching in most of the content areas as degree holders and mail respondents to do low due to less professional training.

In similar table, independent-samples t-test was conducted to evaluate whether there were significant differences between diploma and degree holders of physical education teachers according to their educational level scores about influence of personal perceived factor variable. The results indicated that on personal perceived factors; on pre-service preparation, level of training to teach the activity and their professional development experiences (*t= -2.390* and*p= 022*) which is less than *0.05*. Therefore, the respondents have level of education-based statistically significant difference in their views about the issue. In conformity with this, degree holders' physical education teacher respondents show low level of agreement with the 5-point Likert scale the calculated means for this subscale, which is less than three mean values. Whereas, diploma holders of the respondents show high agreement with the 5-point Likert scale the calculated means for this subscale, which is greater than three mean values. This indicated that both respondents have different views on these issues.

Personal commitment to the teaching high profession training is the catalyst for teachers to seek continuous improvement of content knowledge and pedagogical practice. According to Borko H, Elliott R, Uchiyama k, 2002 teachers who had less desire for professional involvement and did not participate in professional development activities were unaware of current teaching innovations advocated in the standards. Unfortunately, professional development activities may not be provided or encouraged in physical education, or those that are offered may not seem relevant to the physical educator's work (Macdonald D, and Brooker R., 1997). From this view we expect perceived personal factors influence the diploma holders of physical education self-efficacy and they are not good in teaching some content areas of physical education due to lack of professional training than degree holders.

Additionally, independent-samples t-test was conducted to evaluate whether there were significant differences between diploma and degree holders of physical education teachers according to their educational level scores about influence of environmental perceived factor variable. The results indicated that personal perceived factors; on preparation of students for next grade or level,parental or community preferences andexisting physical education facilities and equipment, are computed t-test value for the equality of means with *39 df* at calculated p-value is greater than *0.05*as the whole. Therefore, the respondents have no level of education-based statistically significant difference in their views about the issue.However, both degree and diploma holder respondents show high level of agreement with the 5-point Likert scale the calculated means for this subscale is greater than three mean values This indicates that both physical education teachers of Ilu Aba Bora Zone have the same views on this factor.

Therefore, from result we can expect those perceived environmental factors are highly influence diploma and degree holder of physical education teachers' self-efficacy toward teaching physical education in most of contents.

4.5 The Analysis and Results of the Open-ended Questions

The participants were asked seven open ended questions to provide information related to teaching efficacy and factors that influencing teaching efficacy. The responses of the respondents are analyzed thematically as follow.

4.5.1 Participants' Response on the Teaching Efficacy and Analysis

This section is another part of data analysis in which the data collected from research participants of physical education teachers through open-ended questionnaires were described constructively.

The researcher was used in hand text of their responses depending on their opinion they have to each question. Here the researcher used representation of the five physical education teachers in letter as Mr. T, Mr. G, Mr. W, Mr. F, and Mr. K. The responses were analyzed as the following.Participants were asked about their teaching situation and teaching confidence. Accordingly, the participants' responses;

For questions related to teaching the whole contents of the text to achieve the designed objectives;

Mr., T, who is degree holder said:

> "I do not teach all chapters of Physical Education text". Concerning this question, the rest degree holders, and diploma holder teachers gave the same answer. By probing question that the reason to why they did not teach all chapters of the text;

Mr. G, whose major area of the study is Physical Education and diploma holder said:

> "There is a great shortage of teaching material and there is uncomfortable condition".

Mr. W, who is degree holder and teach in a new school said:

> "Because there is no play ground", concerning this question about seven respondents have the same response, and others of the respondents agreed to the above responses given by three teachers.

For question that discussed on teaching practically self-defense, apparatus gymnastics, and other activities that requires special equipment in their school;

Mr. G, who is diploma holder said:

> "I do not teach practical self-defense, apparatus gymnastics, and other activities that require special equipment", regarding to this question all respondents gave the same response. By inquiring question that the reason to why they did not teach; they gave response "because they do not have adequate training, no appropriate period allotted, shortage of materials (teaching aid) and mismatch of their skill regarding to the content and no confidence at all to teach"

Mr. F, who is experienced (above 21 teaching experience), said:

> "I do not teach because of large class size and shortage of play ground (special gym with special equipment)" and other respondents especially those teach around rural area gave the same response.

From the above responses of the respondents, the researcher concludes that Ilu Ababor Zone physical education teachers do not teach all chapter of the text in order to achieve the objective of the subject because of;

- There is a great shortage of teaching materials.
- There is lack of suitable training fields or there is no playground is the school.
- Lastly, a bad weather condition that is not expected.

Moreover, they do not teach practical self-defense, apparatus gymnastics, and other activities that require special equipment in their school because of many problems such as:

- Shortage of materials (teaching aid)
- Shortage of play ground (special gym with special equipment).
- In appropriateness of period allotment.
- Lack of adequate training.
- Large class size.
- Mismatch of their skill regarding to the content and no confidence at all to teach.

Generally, majority of the respondents pointed out that: there was a much gap on the teaching situation and teaching efficacy in the secondary school. The respondents further noted that teaching learning process of physical education that have been conducted at secondary school were simply to full the standard requirements but, no matter their relevance to the level of students.

Therefore, we expect those problems made Physical Education teachers to have low confidence and careless for the subject and their responsibilities and most physical education content were not sufficiently relevant to the students of secondary school.

4.5.2 Participants' Response on Factors that Influence the Physical Education Self-efficacy

The participants were asked some other factors that influence their efficacy on physical education content areas,

Mr. K who is beginner less than five-year teaching experience said:

> "Yes like; there is no adequate period (one period per week) and students' choices", this response is also given by almost all of the respondents those have less than ten year teaching experiences.

Mr. T said; "yes such as; lacks of skills towards improvements (training) and funding to the subject" and the rest respondent gave the same response.

Standing from the above response the researcher concludes the analysis in which almost all of the participants forwarded that there were no adequate period (one period per week), lack of skills towards improvements (training), students choices and funding to the subject to do relevant and achieve the objectives effectively. The same is true that there was a big problem with respect to the adequacy of time; especially most of the teachers were unable to cover and give corrections for all of their practical class effectively on time. Therefore, we can deduce that, there was a real and big problem at secondary school with respect to shortage of time to teach physical education. And also there is other problem that hinder the physical education teacher self efficacy that relate with pre service preparation, school preparation and support, attitude given to the subject… that made physical education teachers low self-efficacy.

4.6 Analysis on Classroom and Field Observation

The discussion on classroom and field observation focused on what the researcher observed in classroom and field in the selected sample secondary school physical education classes. Based on the observation checklist, the researcher has made an indication on each checklist indicated points. The observation focused on certain checklist and basic observation points and based on those point the researcher gave a parameter for the observation.

During class observation, teachers' mobile in the class to attract the attention of the students and initiate them to actively participate in classroom activities and provide them a feedback. As the researcher observes in the class and on the field, the teacher was not well organized in preparation of lesson plan that can achieve the objectives of the contents and the plan was not take the class size in to account. As much as possible the teachers provide feedback to the whole class, small group, and individual students, but the teacher did not use an appropriate ways of giving a feedback. Especially during practical class, the teachers do not encourage the students by having smooth relation with them; even they do not demonstrate the skill and techniques of the exercises. They simply order them to do without sufficient instruction and the students simply use their own experiences.

The teaching learning process of physical education in the Zone is somewhat the same; there is no more practical class. Most of the time, teachers teach the practical lessons or contents theoretically in the classroom instead of teaching such contents on the field. Not only these but also teachers prefer to give a ball for the students and lets them on the field than leading them as a guidance. Additionally physical education teachers give their class for another subject teacher.

As the observer seen facility of all sample school compound observation presented as follow. In the first place, all school of teaching rooms' facilities in each are observed as very good .When the researcher see playing ground of some school it's sufficient. Whereas poor in others which means there is no practical filed. Because it builds for the purpose of public school this means. According to the researcher information that gained from his observation and reading research books, most of private and public school had no playground and physical education teaching learning material.

4.7 Discussion of Results

The purpose of this study was to test Bandura's social cognitive theory and Teacher Efficacy Scale in Physical Education as a means to improve physical education teacher efficacy in physical education content areas. There were more respondents of males (82.93%) than females (17.07) physical education teachers in Oromia Region Ilu

AbaborZone. This is obvious because the number of male physical education teachers' is higher than females in our country Ethiopia.

The result from the study that relate with the effect of physical education teachers' demographic information on their self efficacy indicates there was no significant difference were existed in gender, age, teaching experience and major area study except in level of education. Local studies conducted on teachers and teaching related behaviors revealed that older teachers exhibited higher mean score in satisfaction than younger teachers; degree holder teaches had higher mean score than TTI and diploma teachers; job satisfaction tends to be higher for older and more qualified teachers; there was no mean score difference in sex, age and experience in teaching (Getachew, 1999). Fritz et al., (1995) found that teachers who participated in professional development training demonstrated a high sense of efficacy, personal competence in meeting the needs of their students, and perceived fewer external constraints on students learning, greater satisfaction as a teacher and integrated their professional roles with other social roles. In this section the responses derived from data analysis have been summarized and presented in a succinct manner to address the four research questions posed in this study

Research question one *"What are physical education teachers teaching self-efficacy in Ilu Ababor Secondary Schools?"* the measurement of Teacher Efficacy Scale in Physical Education (Chase, Lirgg, &Carson, 2001) which include the four dimensions of personal teaching efficacy (analysis of skill, communication, preparation and motivation) was used and also it statistically analyzed by chi-square.

Therefore, physical education teachers in Ilu Ababor zone are a moderate self-efficacious in which individual item means are shown in Table 4.6a;among theskill dimension items like; watch students perform skills and analyze what improvements they should make, explain instructional cues and strategies to students in ways that they will understand, organize quick transitions from one activity to another and organize activities in class so that students frequently feel successful on the statistically significant difference is observed between the points scored by the physical education teachers'. On the 5-point Likert scale the calculated means for these items of this subscale are greater than three of the whole skill dimensions in which physical education teachers of Ilu Ababor Zone

shows a moderate level of teaching efficacy. Similar findings were reported by Brouwers&Tomic, 2000; Caprara, Barbaranelli, Stece, & Malone, 2006 teachers who hold high levels of high teacher self-efficacy are suggested to be more skillful in using teaching strategies more effectively, in ensuring that student will remain engaged, and in implementing classroom management skills.Moreover, individual item means are shown in Table 4.6b;both male and female physical education teachers produced moderate means in *skill dimension*. However, there was no significant difference observed on this variable between male and female teachers.

Regarding to *communication dimension,* physical education teachers in Ilu Ababor zone are a moderate self-efficacious in which individual item means are shown in Table 4.7a;in which there were statistically significant difference is observed between the points scored by the physical education teachers. As shown in table,on the 5-point Likert scale the calculated means for these items of this subscale are greater than three of the whole communication dimensions in which physical education teachers of the Zone shows a moderate level of teaching efficacy.Moreover, individual item means are shown in Table 4.7b;both male and female physical education teachers produced moderate means. However, there was no significant difference observed on this variable between male and female teachers.

In addition,on *preparation dimension*, physical education teachers in Ilu Ababor zone are a moderate self-efficacious in which individual item means are shown in Table 4.8a; in all items there were statistically significant difference observed between the points scored by the physical education teachers' and their means score is greater than three in which physical education of the Zone shows moderate level of teaching efficacy. However, the result gained is the same with the result reported by Allinder, 1994; teachers with a strong sense of efficacy tend to exhibit a moderate level of planning and organization.Moreover,physical education teachers' are a moderateself-efficacious in which individual item means are shown in Table 4.8b;both male and female physical education teachers produced moderate means. However, there was no significant difference observed on this variable between male and female teachers.

Lastly,on *motivation dimension,* physical education teachers in Ilu Ababor zone are high self-efficacious in which individual item means are shown in Table 4.9a;in the items there were statistically significant difference is observed between the points scored by the physical education teachers', in which the Zone physical education teachers' score more mean that shows high teaching efficacy. Stronge (2003) contended that effective teachers improve student achievement. Teachers who are motivated by their belief that they can help students despite challenging obstacles have high teacher self-efficacy. These motivated teachers assess the means needed to promote student achievement.Whereas, physical education teachers shows more self-efficacious in which individual item means are shown in Table4.9b, both male and female physical education teachers produced high means. However, there was no significant difference observed on this variable between male and female teachers.

Generally, as the result of the study illustrates, physical education teachers' of Ilu Ababor Zone secondary school perceived that they could do moderate teaching efficacy in skill analysis, communication, and preparation. Whereas,on motivation dimension both male and female physical education teachers shows high level of teaching efficacy.

Research question two *"Do physical education teachers show different self-efficacy on different content areas?"* as prepared questionnaires that analyzed under Table 4.10, in which all items were statistically significant difference is observed between the points scored by the physical education teachers. In addition, on the 5-point Likert scale the calculated means for these items of this subscale is less than three of the whole teaching efficacy in which physical education teachers of the Zone shows less level of teaching efficacy. Therefore, the Zone physical education teachers show low-level self-efficacy in different content areas. But, according to(Centers for Disease Control and Prevention, 1997 and Saffici, 1999 secondary physical education must place greater emphasis on relevant activities, include physical activities that are enjoyable, build self-efficacy, and connect the curriculum to the world outside of the gymnasium. And also, the importance of supporting theoretical information's given for transfer of theoretical information's to practice with concrete examples and giving the opportunity for application are expressed (Argote& Ingram, 2000) this research support this result. From this point of view, it may

be thought that theoretical information is given during teachers' training process are not supported with concrete examples and they do not find the opportunity to use these information satisfyingly during practice process.

Research question three*"What are the major factors that influence physical education teacher's self-efficacy?"*the teacher efficacy scale that was adapted from the three components of Social Cognitive Theory (personal, behavioral, and environmental factors) (Bandura, 1997) to examine some perceived factors that influence self-efficacy of physical education teacher and also statistically analyzed through t-test.

So, physical education teachers in Ilu Ababor zone are more self-efficacious is highly influenced in which individual item means are shown in Table 4.11, among the computed level of education-based *behavioral perceived factors* school curriculum framework, standards or guide lines and text book or instructional materials the respondents level of education-based statistically significant difference is observed between the points scored by the physical education teachers'.

In addition, on the 5-point Likert scale the calculated means for these items of this subscale is less than three of the completely behavioral perceived factors influence in which degree and diploma holders' physical education teachers of the Zone shows less level of self-efficacy except high level on textbook or instructional materials item. This indicates that the factors influence both Ilu Ababor Zone physical education teachers' self-efficacy.

Physical education teachers in Ilu Ababor zone are more self-efficacious is highly influenced in which individual item means are shown in Table 4.11 among the *personal perceived factors,* the respondents level of education-based statistically significant difference is observed between the points scored by the physical education teachers'. However, on all items degree holders physical education teacher respondents show high level of agreement with the 5-point Likert scale the calculated means for the items of this subscale which is between greater than three mean values. Whereas, diploma holders of the respondents show less agreement with the 5-point Likert scale the calculated means for the items of this subscale, which is less than three mean values. This indicates that

those factors influence the efficacy of degree holders of Ilu Ababor Zone physical education teachers' than diploma holders' self-efficacy.

The statistically analyzed of *experimental perceived factors* that influence physical education self efficacy in which individual item means are shown in Table 4.11, among degree holders physical education teachers' show high level of agreement with the 5-point Likert scale the calculated means for the items of this subscale is greater than three mean score except on items student special needs and preparation of students for next grade or level which is less agreement to influence their self-efficacy. However, diploma holders' physical education teachers show less level of agreement with the 5-point Likert scale the calculated means for all items, except items parental or community preferences and existing physical education facilities and equipment the result shows high level of influence on their self-efficacy. Teachers with high levels of teacher self-efficacy are reported not only to exert more effort in overcoming the problems that they encounter, but continue making such effort for a longer time (Bandura, 1986).

Generally, both degree and diploma physical education teachers' of Ilu Ababor Zone self-efficacy is influenced by environmental perceived factors specially the factors regarding to existing physical education facilities and equipment.

Additionally, to answer this question the researcher used the observation checklist that contains class observation. Therefore, teachers' mobile in the class to attract the attention of the students and initiate them to actively participate it classroom activities and also provide them a feedback. As the researcher observes in the class and on the field, the teacher was not well organized in preparation of lesson plan that can achieve the objectives of the contents and the plan was not take the class size in to account. As much as possible the teachers provide feedback to the whole class, small group, and individual students, but the teacher did not use an appropriate ways of giving a feedback. Especially during practical class, the teachers do not encourage the students by having smooth relation with them; even they do not demonstrate the skill and techniques of the exercises. They simply order them to do without sufficient instruction; the students simply use their own experiences. Physical Education teachers' insufficient

knowledgeand underdeveloped teaching skills are reported to affect their willingness to teach (Martin et al., 2008).

Generally, regarding to the contribution of physical education subject in solving problems, majority of the respondents believe that relevant contents, if the teachers of Physical Educations are get additional training by special or skilled person at college or university and there is progressive scaling up on certain contents, school fulfill with appropriate materials and adequate economic support for school through government could be very advantageous to improve physical education teacher self efficacy qualities on different content areas and support the development of students' achievement.

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATION

This chapter presents the summary thatintended to recapitulate the major ideas discussed in the previous chapters, the conclusion part where the main conclusion of the result were listed, and at the last there is offers of recommendations for future research in the same field.

5.1 Summary

The argument has been made in research literature teacher self-efficacy has been offered as a framework to investigate how programs of physical education content can be implemented effectively. This would provide a foundation to drive a research agenda that adds to the theoretical knowledge base concerning physical education teacher self-efficacy, as well as identifying successful strategies for perceived factors that influence physical education teachers' self-efficacy that have positive effects on learning of students.

The purpose of this study was to investigate the influence of physical education teachers' efficacy levels on their participatory behavior in an intervention designed to increase confident on the teaching physical education contents. A secondary purpose was to initial investigate the influence of the sources of information on the strength of physical education teachers' self-efficacy. To achieve these objectives the researcher uses the following basic research questions.

1. What is the level of the physical education teacher teaching self-efficacy in Ilu Ababor Secondary Schools?

2. Do physical education teachers show different self-efficacy on different content area

3. What are the major factors that influence physical education teacher's self-efficacy?

This study consisted of 41 secondary school teachers at Oromia Region Ilu Ababor Zone who completed quantitative measurements that included open-ended responses. The participants received information, materials, and support before and during the

researcher conduct the research. The first part was design using quantitative methods to explore self-efficacy's promise in the educational research literature as a predictor of student learning performance. The purpose of the first part of this study was to investigate how physical education teachers' efficacy levels influence the confidence in teaching physical education content areas and perceived factor that influence Physical Education teachers' self-efficacy. The second part of this study-elicited teacher's open-ended responses to pertinent questions regarding influences on their beliefs and participation. The purpose of this part of the study was to explain their efficacy and participation levels. The statistical tools used in this study include frequency, percentage, mean, t-test, and independent samples t-test.

- The result from the study that relate with the effect of physical education teachers' demographic information on their self-efficacy indicates that are no significant difference were existed in gender, age, teaching experience and major areas of the study but in level of education. Therefore, diploma holder physical education teachers score low self-efficacy in teaching most of physical education content areas due to less professional training.
- The result of the study reveals the Ilu Ababor Zone secondary schools do have a moderate teaching efficacy in skill analysis, communication, andpreparation. Whereas, physical education teachers in Ilu Ababor zone are a more self-efficacious in motivation.
- The result of the study indicates that the theoretical information given during teachers' training process are not supported with concrete examples and they do not find the opportunity to use these information satisfyingly during practice process.
- Physical education teachers have low self-efficacy level in teaching different physical education contents.
- Degree and diploma holder physical education teacher self-efficacy is highly influenced by lack of facilities and textbook or instructional materials to teach physical education content areas.

- The result of the study describes that diploma holder physical education teachers believes they are less influenced by environmental, personal and behavioral perceived factors than degree holders.
- Physical education teachers' mobile in the class to attract the attention of the students, initiate them to actively participate it classroom activities, and provide them a feedback.
- From the observation, the result revealed teachers was not well organized in preparation of lesson plan that can achieve the objectives of the contents and the plan was not take the class size in to account.
- As much as possible the teachers provide feedback to the whole class, small group, and individual students, but the teacher did not use an appropriate ways of giving a feedback.
- Especially during practical class, the teachers do not encourage the students by having smooth relation with them; even they do not demonstrate the skill and techniques of the exercises. They simply order them to do without sufficient instruction and the students simply use their own experiences.

5.2 Conclusion

Through questionnaire and observation the researcher has some up with following major Conclusion.

- Most teachers of physical education do not appropriately develop efficacy towards different content areas of the subject due to this lack, many teachers less likely fulfill their professional duties and responsibilities.
- Physical education teachers of the Zone have a moderate confidence on delivering skill, motivation, communication, and preparation towards teaching most content areas of the subject.
- There is low efficacy in teaching contents like gymnastics, ethics and the art of self-defense and some activities that need special equipment because of lack of skill, materials, playing grounds and time to teach.
- Many teachers are poor at teaching different content areas of the subject, where they do not use various methods, equipment appropriately, rather the use

reputation lesson that are tedious and that do not provide students the opportunity to participate in the teaching learning process.

- In many school's the schools' environment is not appropriate for the instruction of physical education subject. This is because most schools lack an appropriate training field, teaching materials, store etc.
- The period allotment as well as the school program (Schedule) of physical education in many respects has serious problems in different content areas. For one thing, it is not enough; secondly, it is not properly arranged in the school program. That is it mostly concludes with the time of the highest solar Isolation, sometimes just arranged after meal, and before tough subject.
- Most teachers in some school are not fulfilling their duties such as in teaching: where as they give their period for another subject. They are mostly careless this because of lack of support, lack of appreciation... As the result they were responds to question about curriculum is "in our school there is no physical education curriculum "truly it likes that shows the lack of self-efficacy.

5.3 Recommendation

In the present education setting, an increase in teachers' self-efficacy is crucial to make them more effective as effective teaching can result in effective learning. Furthermore, it is important to work on improving the self-efficacy of physical education teachers' by creating a favorable teaching environment. Based on the finding of the study, the following recommendations were forwarded;

- Teachers need to be given adequate opportunity to advance in their level of education so that they can manage their roles assigned in the teaching positions as well as in the community. Adequate professional development training should be given to teachers who served in the profession for a long time to acquaint them with newly emerging methodologies and approaches in teaching in general and their subject matters in particular.
- Diploma holder teachers should upgrade their qualification since being a teacher is a satisfying experience as it is supported by further training and updating oneself with the dynamism of knowledge to be more involved in

time investment in teaching content areas relevant materials required by the profession.

- A modern teacher educator is more of a facilitator who points out the shortcomings in the learners and indicates the areas of improvement. For effective learning, it is important that teachers have an awareness of giving positive and productive feedback that mostly works as social persuasion. It is a skill that can be learned and the school should train the physical education in this art.
- The school should work towards having more full time to the subject, that will be beneficial for students as well as creating a good name for the school. If the teachers are full time, more teachers will be available for students after class timings and their interaction is likely to create positive teacher students relationships. Furthermore, full-time teachers can give extra time for producing an environment, which is conducive to effective learning. This long term planning will surely have very positive impact on the broader secondary schools of Ethiopia by producing more skilled and qualified professionals.
- Directors of the schools, in collaboration with Zone Education Bureau should arrange successive training and consultative workshops in adequately to the physical education teachers; so that the teachers will develop the necessary conviction, attitude and skill and expertise in using various methods, educational training etc. In addition,give emphasis to the evaluation and appreciation of teacher and period of health and physical education arrangement schedule. This could mitigate or overcome the problem, overlapping the periods, with the highest solar isolation of the day and not to arrange it just before tough subjects and just after meal.
- The Zone Administration of Education Bureau in collaboration with the investment office. The school and other concerned peoples and organizations have to solve the school problems, i.e. which the availability of scares play grounds, and the lack of materials, etc.
- Education Bureau of the Zone should take the first step towards conducting such workshops and training for its teachers. This professional development

of the teachers' will improve the overall teaching learning environment within the school. Moreover, if teachers are properly trained in the use of modern teaching aids, such as gymnastics equipments and other special materials, the quality of teaching can improve within all content areas.

- Curriculum developersshould arrange means by which two periods of the subject can allotted in which curriculum will be properly maintained ;So that problem of lack of enough period allotment in school will be lessened.
- Researchers should carry out further research on teacher self-efficacy in order to solve lack of reference materials while others carried out related studies.

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APPENDIX A

College Of Education And Behavioral Studies In Partial Fulfillment Of The Degree Of Master Of Education In Teaching Physical Education (Med) Department Of Science And Mathematics Education

Questionnaires to be filled by Physical Education Teachers

General directions

Dear; teachers

The purpose of this questionnaire is to collect data on the physical education teachers self efficacy on the physical education subject areas in Ilu Ababor Zone secondary school of Oromia regional state. The researcher conducts this thesis as a fulfillment to the Masters of Education degree. The information you provide in this questionnaire will be kept confidentially and will be utilized only to the purpose of the research. Your genuine and frank responses to the questions are highly valuable for the achievement of the objectives of this research. Please provide your response by putting this mark (x) on the space provided.

Note that: no need of writing your name.

PERSONAL INFORMATION

1. Name of the school _____
2. Sex: Male ☐
   Female ☐
3. Age _____

   Teaching experience _____

   The grade you teach _____

4. Educational qualification:
   - Diploma (12+2/10+3) ☐
   - Degree in BA +PGDT ☐
   - BED ☐
   - BSC+PGDT ☐
   - Second degree in MAS ☐
   - MSC ☐
   - MED) ☐
5. Major area of study _____

APPENDEX B

On teaching confidence, reflect up on a typical teaching situation and then rate how sure you are about your teaching ability for each of the items below. Please note that a low number does not mean you are a below average teacher, just less confident in that areas of teaching.

1 = very low confidence 2 = low confidence 3 = moderate confidence

4 = high confidence 5 = very high confidence

No	Items related to teaching ability in content areas	Ranking scale				
		1	2	3	4	5
1	I adjust my teaching style, when necessary to motivate my students analyze what is wrong with a movement					
3	I prepare lesson plans on different content areas using behavioral objectives that promote learning accordingly					
	I provide students information feedback about their performance in a Positive manner					
4	I motivate my students to persist after failing in skill attempts					
5	I watch students perform skills and analyze what improvements they Should make					
6	I plan a developmentally appropriate curriculum for all grades that I teach					
7	I explain instructional cues and strategies to my students in ways that they will understand					
8	I breakdown or extent certain skills to match the ability levels of my students					
9	I prepare lessons that match the ability levels of my students					
10	I correctly explain technique cues for skills to my students					
11	I talk with students in ways that allows them to feel that I care about them as a student					
12	I appropriately describe ways in which my students can improve their performance					
13	I organize quick transitions from one activity to another					
14	I organize activities in class so that my students frequently feel successful					
15	I motivate my students to attempt new skills					

16. Do you tech the all chapters of physical education text to achieve the designed objectives?

Yes ☐ No ☐

If 'No' tell me the reason

_____

_____

_____

18. Do you teach practically self-defense, apparatus gymnastics, and other activities that requires special equipment in your school? Yes ☐ No ☐

If 'No' what is your reason?

_____

_____

_____

19. Does your skill level match with physical education content that you teach?

Yes ☐ No ☐

If 'No' what is needed?

_____

_____

_____

Please explain if you have any else idea

_____

_____

APPENDIX C

Please rate the level of your strong negative influence to strong positive influence on the factors that make influence on the effective teaching in different physical education content areas. Please indicate the degree to which each of the influence.

1 = very low confidence 2 = low confidence 3 = moderate confidence

4 = high confidence 5 = very high confidence

No	Factor influencing physical education teacher self efficacy	Ranking scale				
		1	2	3	4	5
1	My school curriculum framework, standards or guide lines					
2	Text book or instructional materials					
3	National physical education standards					
4	My pre-service preparation					
5	Student special needs					
6	Parental or community preferences					
7	Preparation of students for next grade or level					
8	Local priorities or school wellness policies					
9	Classroom assessment result					
10	Your professional development experiences					
11	Level of training to perform the activity					
12	Level of training to teach the activity					
13	Amount of available instructional time					
14	Existing physical education facilities and equipment					
15	Students interest/choice					

Table 2: questionnaires on the factors that influence self-efficacy of physical education teachers

16. What are the factors that influence your efficacy on physical education content area?

_____

_____

_____

Please explain if you have any else idea

_____

_____

APPENDIX D

Observation Checklist Instrument

The objectives of this checklist is to assess important issues concerning, physical education teacher self efficacy on physical education content areas

- Observation date _____ beginning and completion time of observation _____ to _____
- Observer _____ number of set of observation _____
- Place of observation _____ title of a set _____

No	Observation lists	Yes	No
1	Is the teacher mobile during class		
2	Is the teacher providing the feedback throughout the class session		
3	Is the teacher organized? (lesson plans, structure of class)		
4	Is the teacher providing the feedback to the class as a whole		
5	Is the teacher providing feedback to small group		
6	Is the teacher providing feedback to small group		
7	Did the teacher provide closure to the class with a review exercise		
8	Did the teacher teach any skills to the students		
9	Is there enough teaching materials or equipments		

Declaration

I, the undersigned, declare that this is my work and that all sources of materials used have been duly acknowledged.

Name	KalbisaGanati
Signature	_____
Place	Addis Ababa University
Date of submission	_____

This thesis has been submitted for examination with my approval as university advisor;

	Name	signature	Date
ADVISOR	MEKBIB ALEMU (PhD)	_____	_____