CHALLENGES OF TEACHING PHYSICAL EDUCATION IN AXUM, NIGSTE SABA, WUKRO MARAY AND KINFE G/MEDHN PREPARATORY SCHOOLS: IN CENTRAL ZONE, TIGRAY REGION

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This is to certify that the thesis prepared by Tewelde G/Michael, entitled: challenges of teaching physical education in selected preparatory schools of central zone, Tigray region: perception and practice and submitted in fulfillment of the requirements for the degree of master education in teaching physical education complies with the regulations of the university and meets the accepted standards with respect to originality and quality.

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ACRONYMS

JOPERD	Journals of physical education recreation and dance
NASPE	National association of sport and physical education
PE	Physical education
U.S	United States

ABSTRACT

Challenges of Teaching Physical Education in Preparatory Schools in Central Zone, Tigray Region.

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Teaching of Physical Education faces more challenges in most countries. Due to these same challenges teachers are not at the appropriate positions to conduct high quality physical education at the same time the students are not at the position of being benefited from this same. It means the objectives of high quality physical education manifested on the students decline. Thus, the objective of this study aimed to examine challenges of teaching physical education in *Axum, Nigste Saba, Wukro Maray and Kinfe G/medhn preparatory schools in central zone, Tigray region. And with central objectives of the research in mind, the researcher applied descriptive study design on the basis of its relevance to the study. Target subjects were also selected using stratified sampling and the researcher selected 200 preparatory students as the sample size from the total population 667 preparatory students. The researcher selected 30% students from the total population. As of the data presentation, analysis and discussion showing us preparatory schools in central zone of Tigray region have not enough materials for the students to participate in physical activity and in which help teaching physical education. In addition preparatory schools in central zone of Tigray region have not methods of teaching that the teachers used to make the lesson attractive and participative & encouraging students to relate theory with practice and skill of participation activities. Moreover, students were in the trend of engaging in less than their average school based physical activity they were with less degree of agreement in their responses to items about challenges of teaching physical education. school resources and teaching method in a survey study are worded such that high values of a theoretical construct is reflected by high scores on these same items. So it is better for the region to give prime in due consideration to challenges of teaching physical education related to resources in allocating budget to support high quality physical education.*

***Key words**: Physical education, sport, teaching, learning, Motivation, interest.*

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Physical education is an education that applies in the school through physical activity. The history of physical education is as the history of the human society although modern and formal curriculum based course on the physical education were developed later in the history of mankind and physical change both qualitatively and quantitatively. The target of physical education was at first the enjoyment of various types of physical education involvements passing peace fully and mentally refreshing and protection of an individual or group of individuals.

Different people understand physical educations in different ways. Some are physical education as only education of the physical/ body(Afeworki Teklay, 2014).

Others understand it simply with sport. Still others regard it only as a set of physical activities that does not require a lot of thinking. Similarly in the researcher long experience and observation the subject physical education in central zone preparatory schools many problems are happen.

Most of the students understand physical education is only education of the physically/body; class size and happen shortage of facilities when to teach physical education class.

But Physical education plays big roles in all aspects of our lives and the process by which changes in the individual are bought about through movements, experience, physical education

aims not only physical development but also with education of the whole person through physical activities.

Physical education popularly known and accepted as a profession which enable an individual to develop his physical, mental, social, emotional and other qualities to live most, serve best and get wellness (Aheri, 2012)

According to Bailey (2006), the idea that PE positively affects people's social growth and pro-social characters goes back many years. Numerous studies have illustrated that the growth of pro-social habits can even fight anti-social and juvenile disorders. In addition Bailey (2006) noted that according to researchers, Physical Education enhances academic achievement by increasing the blood flow to the brain, enhancing mood, increasing mental alertness, and improving self-esteem (Bailey, 2008 quoted in Lukhalango, 2015).

Meanwhile, the teaching of Physical Education (PE) faces challenges in most countries (Hardman, 2009; quoted in Nalianya and Quay, 2014). Due to these same challenges teachers are not at the appropriate positions to conduct high quality physical education at the same time the receivers (students) are not at the position of being benefited from this same.

It means the output of high quality physical education manifested on the students decline. Actually there are various forms of output as the result of high quality physical education: Affective Development, Life Style Development, Physical Development, Social Development, Improved physical activity pattern and Cognitive Development.

For the consumption of this paper the researcher focused on physical activity pattern. So, this study examined the challenges of teaching physical education in preparatory schools: the case of

central zone, Tigray region with respect to the lessening in output of high quality physical education - students' school based physical activity pattern.

1.2 Statement of the Problem

There are many challenges in teaching physical education in most countries. The challenges of teaching physical education have a great impact when to teach the preparatory schools. In dealing with challenges of teaching physical education, teachers have similar serious problems (Hardman, 2009; quoted in Nalianya and John Quay, 2014).

These challenges of teaching physical education are critically challenging the output of high quality of physical education. So far various studies have been carried out on challenges of teaching physical education from teachers' perspective and these findings served in updating the teachers attending four year training and in service training (Nalianya and John Quay, 2014).

In addition various studies have also assessed challenges of teaching physical education from the students' perspective. Meanwhile little was done in identifying major challenges of teaching physical education and at the same time showing their correlation with the lessening in output of high physical education quality. So the following research questions jotted down in the next section posed opportunity to examine challenges of teaching physical education. The challenges of teaching physical education have a great impact when to teach the preparatory schools. In dealing with challenges of teaching physical education, teachers have similar serious problems. Some of the problems are lack of shortage of facilities and lack of teaching methods. The researcher attempts to the study. This brief research and to overcome the problems solve by teaching the students daily and making awareness with existing enough facilities.

1.3 Research question

1. What are major challenges of teaching physical education in preparatory schools of central zone in Tigray region?
2. Is there relationship between challenges of teaching physical education and the lessening in output of school based physical activity pattern?
3. What is the difference between challenges of teaching physical education and the lessening in output of school based physical activity pattern?

1.4 Objectives of the Study

1.4.1 General objective

The general objective of this study was to examine challenges of teaching physical education in central zone, Tigray region.

1.4.2 Specific objectives

The specific objectives of this research study were:

1. To identify major challenges of teaching physical education in preparatory schools of central zone in Tigray region.
2. To point out the relationship between challenges of teaching physical education and the lessening in output of high quality physical education - school based physical activity pattern.

3. To identify the strength of the relationship between major challenges of teaching physical education and the lessening in output of high quality physical education - school based physical activity pattern.

1.5 Significance of the Study

The finding from this study used as empirical evidence by solving major challenges like lack of materials and shortage of teaching methods of teaching physical education in preparatory schools of central zone, Tigray region. In addition the finding of this study helped preparatory schools by giving empirical evidence about the correlation between challenges of teaching physical education and lessening in output of high quality physical education – school based physical activity pattern. So, preparatory schools would be well equipped with information in prioritizing challenges of teaching physical education to wisely allocate their resources in support high quality physical education. The finding of this study gave a hint for a researcher to do more research on the topic. Moreover, it served as a basic data for researchers who are eager to do their research in this topic related areas.

1.6 Scope of the Study

To make the study manageable, the scope of study was focused on in Axum, Nigste Saba, Wukro Maray and Kinfe G/medhn preparatory school students in central zone, Tigray region with preparatory school students and teachers.

1.7 Limitation of the Study

It was difficult to gather reasonable information from the students regarding to some items of the questionnaires, interview and observation.

- Lack of research instrument and reference in the title.
- Lack of materials, financial and time.

1.8 Definition of operational Terms

Physical activity – it is defined as any bodily movement produced by the contraction of skeletal muscle that increases energy expenditure above a resting level.

School based physical activity – school related physical activity resulting in any bodily movement produced by the contraction of skeletal muscle that increases energy expenditure above a resting level.

High quality physical education–It is the manifestation of physical development, life style development, affective development, social development, cognitive development and improvement in engagement of physical activity pattern on the students.

Techniques: is a characteristics line of movement created with the limitation for theoretical and solutions of aims appearing the game.

Training: pedagogical process upgrading or improving the performance of students

1.9 Organization of the Study

This research paper has five chapters: chapter one presented the introduction part, embodying background of the study, statement of the problem, objectives of the study, significance of the study, scope and limitations of the study and definition of terms; chapter two presented the literature review and chapter three encompassed research methodology embodied research design, sources of data &data collection techniques, target population &sampling methods and data presentation, processing and analysis technique; chapter four organized data presentation, analysis and discussion & chapter five encompassed summary, conclusion and recommendation.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

As the researcher reviewed theoretical literatures about physical activity, benefits of physical activity, schools and physical activity, enhancing physical activity engagement; theoretical framework and empirical literatures grasped the conceptual frame work of this study.

2.2 Theoretical Literatures

2.2.1 History of Physical Education

According to Afeworki Teklay Physical education aims to provide children and young people with learning experience that enable them to develop knowledge motivation and competence to live a physically active life and physical education develops physically, morally, intellectually and basically with an education context with peoples are value and cared for physically education is by which changes the individually capability through movement experience and physically education goals not only physically development but also education of the whole person through physically activities physical education in primary school and secondary school and forms part of the care curriculum and is also offered as national qualification offered a range of physically activities in and beyond.

The curriculum to engage children and young people with purpose fully worthwhile enjoyable and enriching learning experience education is a profession which focus on human movement

and the course focus on the development theoretically and practically knowledge in relation the physical activities which compromise the main content the physical education curriculum in schools.

As Mosby (1980) stated physical education is a profession which focuses on the human movement. It describe, analysis, facilitating and examine the effect of movement. Central to the profession in an attention to motor skills, motor objective is provides people with increasing control of their own motor performance capability. The program of physical education focused on the teaching children and youths in the school. The basic concepts of physical education should be respects the objective clearly to transfer thought (Bucher, 1972).

Historically, physical education programs focused on teaching the children and youth in the school setting. The expansion of physical education beyond its traditional realm to non-school settings and people of all ages requires a more inclusive definition to encompass the diversity of programs and the wide range of goal achieved by participants.

Siedentop asserts that there is probably less agreement today on the basic meaning of physical education than there has been at any time in our professional history. However, he states that the mostly widely accepted meaning for physical education is based on the developmental model. This model is based on the belief that all school subjects, including physical education should contribute to the development of whole child. Carefully structural physical activity is recognized as a means through which educational goals can be achieved.

Zielger, in discussing the increasingly and diverse nature of the field argues that "development of physical activity that is some sort of planned physical activity in sport exercise and related expensive movement" are our common focus. As professional we are working to promote

"developmental physical activity for people of all ages" abilities and needs, Ziegler states "we have a comb to tomb" responsibility for the developmental of physical activity for all citizens throughout their lives.

Physical education uses physical activity to enhance the development of whole person. Physical education includes the acquisition and refinement of motor skills, the development and maintenance of fitness for optimal health and well being, the attainment of knowledge about physical activities and exercise, and the fostering positive attitudes conducive to lifelong learning and well life span participant. Physical education is concerned with the promotion of active life styles for peoples of all ages and abilities. Physical education program under qualified leadership in riches participants lives.

The scientific concept of physical education can be formulated to the change of knowledge, attitudes habits of primitive man in to modern society. Physical education is a part of physical culture which brings from effective on man. It is an old concept which appeared first in the system of physical culture 1966. Physical culture is a concept of every day activity it is very also a wide content. It includes the organizational management, sport pedagogical material and technical and spiritual level of development of the society in variation of physical development instruction and health of people. According to V. Murdin the natural cultural movements of primitive man can be accepted as the first and initial concept in physical education.

Since the early 1970's, there has been an economic interests in the scholarly study of sport. It is significant role in our society and massive impacts on our culture, and for reaching involvements of millions as participants and spectators has drawn the attention of scholars. Schools have studied the philosophical, sociological and psychological dimensions of the sport experiences.

The aim of physical education can be reveled in the following tasks; instructional task, health task, and educational task. The systematical participation in physical education and sport can bring quantitative as well as qualitative changes in the development of man.

The various definition of physical education according to different physical educators:-

- Physical education is the sum total of the main parts of human activity.
- Physical education is that the phase of education that deals with the big muscle activities and their related response(J.B Nush)
- Physical education is the sum of change in the behavior of human organisms originating primarily from the stimulus of social big muscle play and related activities(CC. Cawell)
- Physical education the social process of changes in the individual caused by the experience centering in motor activity (Cassidly).
- Physical education is the sum of means physical activity selected as to kind as to outcomes. (Williams)
- Physical education is an integral part of the total education process and has its aims, the development of physically, mentally, emotionally, and socially of the citizens through the medium of physical activities which have been selected with a view to realize their outcomes.(Charles A.Bucher)
- Physical education is the phase of education which is concerned first with organization and leadership of children , in muscle activities , to gain standards, so that educational process may go on without growth and handicaps.(Klark W. Heathernington)

Physical activety was started in the ancient Greece for survival start of human being. At the early time curriculum is not designed. But now day's make to designs curriculum for survival. Physical education is focused of the teaching learning of children and youth in school settings.

The changing and ever expanding of physical education scope of the field and physical education an educational process that contribute to the development of all children and use to achieve the educational goals and educational process that helps to student acquire of knowledge, acquire ability, correct posture, fitness, knowledge, skill and attitude that contribute their optimal development.

2.2.2 Physical Education as an Academic Discipline

C. A Bucher, 1972 argue that academic discipline organized body of knowledge collectively embraced in a formal learning of physical education in the field are passing through a period of charge and transformation from traditional roles in accordance with the increased productivity of today's world through competition and production.

Besides, isolation and aggregation of physical activities has had many unhealthy setbacks like develops an inferiority complex in the physical educators with members from other teaching faculties usually referring to them as non-teaching staff. It is suggested that organization of physical education should start with developing a positive attitude and self-confidence among physical educators themselves and make feel that physical education should extend itself to the classroom and became to focus and centered point of the educational system (C. A Bucher, 1972).

Another scholars siedentop (1998) discusses that; physical education is a field of action, rules and of persons. The significance of self-involving physical participation and movement is really a planned exercise in growth and awareness not possible in other areas of learning. Khetese facts are theoretically known to many people but are explicitly expressed them or teach them to other. In other words physical activity needs a theoretical frame work where ideas can be selected, judged and then formulated in to lows, hence we need a strong theoretical orientation for physical education so that the accumulated information can be consolidated and stabilized (Lukhalango, 2015)

In my interest of helping the student to maximum, improving our own image and cutting down the routines and traditional curriculum of the school. The amount of the knowledge is not the criterion of successful of life but the way in which an individual faces of physical realities of the world and problem. There is no doubt, offers and educational dimension to the activity and tries to bridge the gap between school and the physical world (Lukhalango, 2015).

2.2.3 Physical Education as a Part of General Education

Physical education is the integral part of the total education process which enhances and integrates those physical, social, and psychological aspects of the individual life, through directed physical activity very often the natural relationship between general education and physical education is forgotten, with the resulted in reducing the scope of the school program in two respects firstly the educational function of physical education has been neglected and secondly, the physical function of education are not recognize (Afeworki Teklay,2014).

Arnold (1976) also views that, though well-directed physical education program students develop skills for the correct use of leisure time by understanding activities which are conductive to healthy living social development and a sense of civic responsibility.

Bucher (1972) defines physical education as; an integral part of the total education process a field of endeavourer that as its aim the development of physically, mentally, emotionally and socially fit citizens through the medium of physical activities that have been selected with a view to realize these outcomes.

The above definition depicts that physical education is a process which utilizing activities that are inherent in each individual to develop a person organically, neuromuscular intellectually and emotionally. These outcomes are realized when ever physical education activities are conducted in such places as the playground gymnasium and swimming pool.

The relationship between physical education and general education provides opportunities for exchange of views between the physical education teachers and the subject teachers about the abilities, interests, limitation and scope of individual student and his or her participation in the school program. In this way, good physical education teacher ascertains how well participation performs the necessary motor skills before permitting him or her to take part in physical activities (Bucher, 1972).

To some authors explicitly elaborated that physical education has been accepted as an essential part of general education and no educational authority, state or organization questions that justification or need for it. But still there is a considerable confusing in interpreting the scope and the nature of physical education program and its academic relationship with general education or the contribution of general education (Bucher, 1972).

The physical education teacher is a model to the students because of his or her concerns with his or her pupils' physical health as well as their intellect and emotions. The development of cognitive and recreational abilities can become the guiding force and the outcomes. This widens of the educative scope of physical activity and help to give a global definition to education and an educational orientation to physical education (Bucher, 1972).

Physical education program is nothing but an application of sound philosophical, educational, psychological, anatomical and biological principles. The physical educator should consider psycho physical needs and problems of boys and girls and fit the program to suit the children instead to trying to adapt every boys and girls to the program. Rigid syllabus has no place in physical education except as a guide lines or out lines which can be altered or even completely dropped according to various factors like climate, time, environment type of group, purpose of activity and so on(Bucher ,1972).

Therefore, the relationship between physical education and educational is natural. It is a fact that we cannot conceive of physical education with out of education value as it cannot exist in and educational vacuum.

For centuries, the ideas of separate mind and body influenced education and the school practice which led to plan for training the mind disregarding the body. But today, the educational orientation has changed physical education is conducted as a real part of the entire educational process. The basic fact of integration of mind and body, ideas and action, knowledge and application has taken place (Arnold 1976:68)". The prime responsibility of physical education is to conceive of its work as related to all reactions that participants experience to be concerned for

interests, moods, manners, morals habits, and ideas as well as strength, skill, agility, speed, safety and endurance. The whole person participates: the whole person must be served.

In line to this idea, Bucher (1972) states "Physical education and health not only affect the social development but emotional development as well. Games provide release from tension after long periods of study; furthermore, achievement in physical activities gives students as a sense of provides which pays dividends in emotional satisfaction and well-being.

2.2.4 Challenges of Teaching Physical Education in 21st Century

Zeichner, K. (1986), summarized that research on educational issues has brought forward many matters in various domains of education. As Major challenges for teacher education in the twenty- first century are summarized below:

- The raising of the status of the teaching profession to a level at which it attracts the best qualified applicants.
- Harnessing rapidly developing technology to provide maximum learning opportunities for student teachers, especially those in remote areas and those in developing countries, where conventional resources such as libraries are impossible to resource adequately.
- Discovering the optimum balance between theory and practice in the curriculum of teacher education in the many and varying contexts in which it is provided.
- Developing teacher education structures and curricula that provide optimal balances among the academic, humanitarian, aesthetic and moral domains of human experience.
- (Ejigayehu, 2013) designing research that takes account of the many complex factors that impinge upon the process of teacher education, so that a greater understanding may

be gained of the ways in which students learn to teach in the myriad of contexts in which they live.

Always schools are challenged by the way the type government and other policy frameworks support the existence and conduct of PE. There is also occasion schools are challenged by physical education curriculum time allocation, status of PE as perceived by teachers, students and parents, physical education curriculum. Moreover these same institutions are challenged by physical education resources, inclusion of all students in PE lessons and in partnership - PE teachers and students connecting with others (Nalianya and Quay, 2014).

2.2.5 Output of High Physical Education Quality

(Sirimba Lukhalango Edward, 2015) is obvious intervening on challenges of teaching physical education results in high physical education quality. High physical education quality is manifested by physical development, life style development, affective development, social development, cognitive development and improvement in physical activity pattern of the students. For example, in case of physical development regular physical activity is associated with the enrichment of reduced risk of a variety of diseases.

Regarding to this Teshome (1981:12-13) noted that "All teachers should be sensitive to the developmental needs of boys and girls while the mathematics teacher is especially sensitive to the needs of the students to be able to think quantitatively and to solve certain problems (Seidu, 2014).

In addition physical education teachers should be especially sensitive to the achievement of the following goals which we might call specific objectives of physical education. These are:

development of organic power, development of neuromuscular skill, development of desirable personal and social attitude and development of intellectual awareness"

2.2.6 Teaching Effectiveness in Physical Education

D. Siedentop (1991) studies the learning time physical education in this topic includes only these studies in which the data were obtained through direct or indirect observation of actual instructional episodes (Lock, 1977). This definition excludes some interesting areas, such as research on the beliefs of physical education teachers so that we can maintain our focus on what is happening in real teaching schools.

Learning time physical education based on actual observations of teachers and students is a young field, slightly more than 20 years old. It began with observational studies describing the activities of teachers and students in physical education class. The prototype for these early studies was the group of research projects undertaken at Teacher College under the direction of Dr. William Anderson.

2.2.6.1 What Teacher Do In Teaching Physical Education

D. Siedentop (1991) results from a long number of descriptive studies tend to produce a fairly uniform picture of the typical physical education teachers. The major functions occupy most of attention of physical educators as they teach: managing students, directing and in directing students, and monitoring supervising students.

Managing refers to verbal and non verbal teacher behavior that is emitted for purposes of organizing, changing activities, directions about equipment and formations, and taking care of

class routines, as well as all on academic activities such as collecting permission slips, taking role, etc.

Transitions are management episodes that deal with the movement of students among the various activities within a lesson.

2.2.6.2 What Students Do in Teaching Physical Education?

D. Siedentop (1991 ibid) studies about student behavior in physical education of two varieties time based and response based. Perhaps the most start time aspect of learning time physical education is the low percentage of time. Students are actually engaged in motor activities within a physical education class. Naturally, students cannot be in motor activity 100 percent of the time. There are managerial chores to accomplish, equipment to change, transitions from place to place, and instructions to be received. But one would expect that, in physical education class, students would be engaged in motor activities a fairly high percentage of the available time. In fact, they are seldom engaged in motor activities more than 30 percent of the time. Their functionally effective time involvement is even less than that. They are most likely waiting for something to happen.

2.2.7 Creating the Condition for Effective Teaching in Physical Education

D. Siedentop (1991) suggested that many teachers have effective instructional skills and strategies but seldom get to use them because they cannot create the conditions to use them. This happens because teachers and teacher preparation programs have for too long viewed teaching primary from the perspective of instruction, while neglecting the important managerial and discipline function. This topic provide model to help you understand the relationship among

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class management, discipline, and instruction; the important strategies of managing to prevent discipline problem from occurring; techniques for dealing with disruptive and off task behavior; and the important interpersonal skills necessary for teachers to have positive effects on their students.

2.2.7.1 The Ecology of Teaching Physical Education

D. Siedentop (1991) examines the ecological framework described in this topic developed from research on real teachers in real classrooms. The ecological model was originally described by Doyle (1979) and first applied to physical education by Tousignant and Siedentop (1983). Our understanding of the ecology of physical education has since been informed though a series of research studies at Ohio state University Alexander, (1981); Tinning and Siedentop (1985); Marks (1988); Jones and Son(1989); Lund (1990). The information in this topic derives from the ecological model defined by Doyle and the study of that model in the context of physical education.

2.2.8 Preventing Class Management in Teaching PE

Siedentop (1991) suggested that effective management in teaching physical education doesn't just happen classes that run smoothly, are free from disruptive behavior, and optimize the amount of time available for instruction and practice are the result of a serious efforts on the part of skilled teachers to ensure that a good learning environment is developed and maintained. There is an old adage that "an ounce of prevention is worth a pound of cure." Nowhere in this have more trued than in the development of managerial task system that maintains appropriate student behavior and provides an optimal amount of learning time.

The managerial task system establishes the structures through which the physical education class becomes a predictable and smoothly operating system. The system establishes the limits for behavior and the expectations the teacher has for students. A clearly defined managerial task system is unambiguous for students. They know what to do, how to do it, and when to do it. They also understand the consequences for behaving in ways that stretch the limits of the system or violate its boundaries. The managerial system, when set up well, frees the teacher from the need to attend constantly to managerial details and allows the student to operate responsibility within the boundaries of the system.

2.2.9 Discipline Techniques and Strategies in Teaching PE

Siedentop (1991) suggested that appropriate behavior is defined as student behavior that is consistent with the educational goals of a specific educational setting. Different settings often require different definitions of appropriate behavior, yet each setting requires a high percentage of appropriate behavior in order to achieve whatever educational goals have been set. Therefore, you will say very little here about what kinds of student behavior ought to be defined as appropriate. Eventually, that will be up to you. Ultimately, schools, departments, and teachers decide these things based on their own convections and their interpretations of the concerns of local parents and administrators. However, a basic assumption is made here that high rates of appropriate student behavior are universally sought after by teachers. You have some opinions about what should be considered appropriate, but when you cite or discussed them they will be clearly delineated as opinions rather than as universal "do's" and "don'ts."

Teachers make decision every day about what is or is not appropriate for the class room and gymnasium. Whenever a teacher reprimands a student, he/she is helping to delineate the

boundaries of acceptable behavior. Every educational environment has rules of behavior. Sometimes they are made public, but most often they learn by violating one and being the target of a negative interaction. Most unwritten class rules are negative; they come across as "don'ts" rather than "do's (Siedentop 1991)."

2.2.10 Issues in Secondary school Physical Education

(Earls, 1981; Placek, 1983) have provided evidence about what physical educators considered to be success in their own teaching. The main criterion physical educators are busy, happy, and good. Physical educators obviously feel that keeping students involved in activity is important, they also are concerned that their student enjoy the class, and they want their students to be a successful class.

Griffey,(1987, p. 21) have provided most authors in the JOPERD issues agreed that lack of expectations for real learning outcomes is the main problems in secondary physical education to day. "as many of the following articles point out, the sense of mastering something important is denied most students in secondary school physical education programs in this country" (Griffey, 1987, p. 21). The suggestion that too many secondary physical educators seem to the primary concerned with keeping their students busy, happy, and good could be true only in situations where the school administrators have few expectations for more important outcomes in that area of the school curriculum. When administrators and other teachers have low expectations, then eventually physical educators may also lower their expectations. The result is too often a supervised recreation period in which students have only to be busy, happy, and good for everyone to be satisfied.

2.2.11 Malt Activity Curriculum in Teaching PE

Siedentop (1998) assessed that many people who have to contributes to the general lack of outcomes. Many high school programs comprise a series of short term units covering a wide variety of activities. However, can 5 to 10day units provide sufficient in depth learning to produce lasting outcomes. Taylor and Chiogioji give an answer with which most experts would agree.

The generally accepted goals of physical education are to promote physical fitness, self esteem, and cognitive and social development. However, the practices the proliferation of an emphasis on teaching too many activities in too short a time has made those goals more difficult to attain. The smorgasbord approach of requiring team sports, individual sports, dance physical fitness activities, all within the space of one school year lessons those students' opportunities to master any one activity through which they can meet the stated goals. (Taylor and Chiogioji, 1987, P.22)

Improvement, achievement, and mastery are themes that are neither readily apparent in malt activity programs nor likely in programs that focus on keeping students busy, happy, and good.

2.2.12 Reducing of Time in Teaching Physical Education

Sedentop (1998) As in elementary physical education ,lack of time is a problem at the secondary levels also ,here ,however the problem is somewhat different .since the mid 1970s, many states have actually reduced the amount of time that students are required to take PE in the secondary school .four years requirements in states such as California and Illinois have been reduced and in other states virtually eliminated .In some states ,groups of concerned professionals have joined to

defeat efforts to reduce the state requirement for secondary PE. Nowhere, is the recent past, has there been an increase in state mandated time for secondary PE.

This does not mean that high schools cannot develop elective programs that go beyond any state requirement .In fact, some do! however ,during periods when tax support for school is difficult to increase ,and parents are concerned about issues such as science laboratories and completes, most secondary schools are unwilling to provide the resources necessary to support an elective program of PE that goes beyond the requirements of the state law(Siedentop 1991).

2.2.13 Difficult Situations of Teaching Physical Education

Siedentop(1998) suggested that if high school PE is in trouble, certainly part of the reason is the difficult situation many of its teachers face .the difficulties involve combinations of class size and heterogeneity of skill levels, as well as coed participation (addressed in the next section).In some schools. it is not uncommon to find fifty to seventy students in a physical education class ,although classes in ,say English or algebra ,are considerably smaller .with that many students, there are always problems of classroom management, equipment ,and space. Good teaching can be done in such situations, but it is difficult.

A second factor is the marked heterogeneity of the skill levels of a typical secondary physical education class varsity level athlete are scheduled in the same class as inexperienced .unskilled students. Whereas algebra teachers or chemistry teachers can expect their students to have a basic level of skill and understanding, physical educators have no such luxury .physical educators must often accommodate enormously diverse levels of skills and interests in any given class, which makes effective teaching difficult .In programs where students elect classes and programs where classes are based on progressions in skill, this major problem is reduced

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substantially, the high school program described in fitness skill testing procedure to place students in classes that were developmentally appropriate for them practices such as these enhance the quality of experiences for the student and allow teachers to teach more effective (Siedentop 1991).

2.2.14 Facility Resources of Teaching Physical Education

Katherine B. Bevan's (2010) suggested that teachers responded to questions about the presence of and their satisfaction with facilities used during physical education at their school. If teachers reported they had access to particular type of facility, they were asked to rate their level of satisfaction with the facility on a 5 points Linkert scale for which higher response options indicated greater satisfaction. Both middle and elementary school teachers were asked to rate their satisfaction with 6 facility types: gymnasium, outdoor track, outdoor basketball court, base ball and soft ball demands, and playing fields. Each item was coded as if the facility was unavailable, one if available facility and teachers expressed extreme to moderate dissatisfaction, and two if a facility was available and teachers expressed satisfaction or extreme satisfaction. Scale scores were calculated by averaging item responses. The facility resources scale had adequate internal consistency reliability.

2.2.15 Teaching Physical Education with Large Class Size

Desta Abera (2001) explained that, large class size refers to the number of pupils regularly scheduled to meet in the administrative and instructional unit, known as class or section. Usually under the direct guidance of single teacher, Class size concerns educators for various reasons

because learning can only occur positively when lessons are under appropriate or hindering activities of teaching and learning.

Teachers view that the quality of their teaching and their interaction with their students decline with increase in the size of class, various studies emphasize the disadvantages of large class size for both teachers and students. A study contacted by (Bennett; 1996:4) indicates that as class size increases the volume of work in marking and preparations increases. Furthermore, Coloogh and Keith (1993:114) conform that class size increases, it would be very difficult in getting to know students.

2.3 Empirical Literatures

2.3.1 Challenges of Physical Education

Based on the findings of SirimbaLu khalango Edward (2015) the study concludes that the major challenge facing teaching and learning of PE was lack of enough facilities that could facilitate learning process. Many challenges are similar across countries and that teachers from both Kenya and other countries feel PE is marginalized compared to other traditional curriculum subjects.

Consequently, Kenyan PE teachers can learn a lot from other countries, example Australia, in matters concerning curriculum time allocation, class sizes, teachers□ professional affiliation, examination and assessment, school sport, and use of technology, among others. However, while the benefit of PE is widely recognized, competition from examinable subjects has forced many schools to reduce or cancel some PE programs. Therefore, there is great need for teachers to

collaborate and to share information on how to improve and to strengthen the delivery of PE programs in primary schools.

2.3.2 Why Schools Should Care about Physical Education and Physical Activity

Dr, Robert C. and Veronica Atkins (2010) studies physically active children are better able to learn. Furthermore, quality has the potential to conform other benefits, such as conflict resolution, goal setting, and team building that can also contribute to improved academic performance. The low level of physical activity among children in California and the U.S contributes to numerous health problems and negatively impacts student academic performance. Given the strong link between physical activity and the ability to learn, it is imperative that all schools support a robust physical education program and provide opportunities for physical activity throughout the school day. Children given such opportunities are not only better able to concentrate, focus, and learn while in school, but they can also be provided the skills, self confidence, and enjoyment of physical activity to foster a physically active life style throughout their lives.

In order to inform the development of state level policy recommendations, this review will provide evidence regarding the multiple benefits of physical education and other opportunities for physical activity during the school day, the neglected state of physical education and physical activity in California schools; and what needs to be done to protect our children's health and future through schools based support of physical active lifestyle (Dr, Robert C. and Veronica Atkins 2010).

2.3.2.1 Physical Activity is Critical for Optimal Brain Function and Ability to Learn

Dr. Robert C. and Veronica Atkins (2010) studies physical activity has been shown to improve the ability to learn. Physical activity improves executive functions the ability to concentrate, memory, and intellectual performance. Animal studies have provided plausible mechanisms for improved learning by showing that chronic exercise positively in rats creates a favorable environment for learning by heightening neuron genesis, enhancing neuronal transmission, and increasing concentrations of neuron protective factors and growth factors in the hippocampus [Trudeau et al., 2008]. Physical activity stimulates parts of the brain and causes the release of the factors, especially brain derived neuron atrophic factors, that are responsible for functions related to sharper thinking, enhanced memory, focus, and concentration [Ratey and Hagerman, 2008]. Furthermore, acute exercise has been shown to protect the brain from the harmful effects of oxidative damage [Radak et al., 2001]. Although only adult animals have been studied, it is possible that these results may have an even greater magnitude in developing minds given the higher brain plasticity of children [Trudeau et al., 2008; Ratey and Hagerman, 2008].

2.3.2.2 Physical activity is Associated with Better Academic Performance

Dr. Robert C. and Veronica Atkins (2010) studies have shown time and again the positive influence that physical activity has on students' academic performance, as measured by improved grades and standardized test. According to a research brief published by the Robert Wood Johnson foundation [2007].11 of 14 published studies between 1967 and 2006 found appositive association between regular participation in physical activity and improved academic performance. A 2003 longitudinal study comparing self report data from the California healthy

kids survey with several standardized measures of academic performance, found that the California schools with high percentages of students who did not participate in regular physical activity also experienced similar subsequent gains in SAT-9 test scores than schools with more active students [Hanson and Austin, 2003]. In other words, schools with students who reported the highest levels of physical activity also showed the greatest gains in standardized test scores over time. Although it is un clear if several of these studies controlled adequately for socioeconomic status suggesting the association between physical activity and academic performance is not due merely to differences in socioeconomic status of the children.

2.3.2.3 Student Fitness is Associated with Better Academic Performance

Dr. Robert C. and Veronica Atkins (2010) studies physical fitness is also strongly linked to better academic performance. The California department of education [2005] found that physically fit children score twice as well on academic test as those that were unfit; similar studies found that higher levels of fitness were associated with higher academic achievement [Hanson and Austin, 2003; Comets et al., 2009]. Another currently un published study compared FITNESS GRAM test results from more than 2.4 million Texas students in grades 3to 12 and found significant correlation between physical fitness and improved performance on state standardized tests[active living research,2009]. All these studies controlled for socioeconomic status, suggesting this association is not solely due to the mediating effect of socioeconomic status. Obesity also has a negative effect on overall performance in school; a literature review found obesity to associated with several measures of poor academic performance including increased absenteeism, lower GPA, fewer years of schooling,[Tara's and Potts_Daterma,2005].

2.3.2.4 Structured Physical Activity May Confirm Additional Benefits That Contribute to Improve Academic Performance

Dr. Robert C. and Veronica Atkins (2010) structured physical activity, such as that provided in physical education classes and organized sports, is more consistently associated with better school grades than is unstructured activities. Numerous studies have an association between participation in sport and several academic out comes including: improved grades, increased time spent doing home work, educational and occupational aspiration, self-esteem, college enrollment, eventual educational attainment, reduced dropout rate, better occupational status, higher wages, and higher scores on standardized tests [Rosewater, 2009].

2.3.2.5 Time Devoted To Physical Education and Other Physical Activity does not Negative Impact Academic Performance

Dr. Robert C. and Veronica Atkins (2010) suggests there is no evidence to show that increasing students' time in physical education negatively affects performance in other subjects, deposit concerns by school administrators, and parents[Carson et al., 2008; Robert Wood Johnson foundation, 2007;Taras, 2005;Ahamed et al.,2007; active living research, 2009]. On the county physical activity has been shown to increase concentration and mental cognition and facilitate excusive function. There by improving student performance in academic subjects, even when time for physical education reduces class time for academics [Symons et al., 1997; Trudeau and Sheppard, 2008]. One quasi experimental study recently found that allocating up to an additional hour per day of curricular time to physical activity or physical education programs, even when that time is taken away from academic classes, does not affect academic performance of elementary school students [Trudeau and Shepherds, 2008]. In fact, such an increase in time

spent physical active resulted in grade point over age gains and suggests and increases in performance per unit of academic teaching time. The authors conclude: "Given competent and providers, physical activity can be added to the school curriculum by taking time from other subjects without the risk of hindering student academic achievement. On the other hand, adding time to " academic" or 'curricular' subjects by taking time from physical education programs does not enhance grades in these subjects and may be detrimental to health"[Trudeau and Shephard,2008].

2.3.2.6 Physical Activities can Improve Class Behavior and Attendance

Dr. Robert C. and Veronica Atkins (2010) studies participating in physical activity leads to better class room behavior in school children and has been shown to increase attentiveness. Similarly, periods of in activity lead to an increase in disruptive behaviors, such as fidgeting and restlessness, and to a decrease in concentration. Allowing school aged children opportunities to expend energy by engaging in physical activity increases the likelihood that a student can focus on academic subjects in the class room. One recent study found that providing third grade students with recess breaks and allowing for physical activity was associated with better class room behavior. This is of particular concern for children from disadvantaged backgrounds "children who did not receive scheduled recess at school were more likely to be from lower income families and from black and Hispanic ethnics groups___ [given] that many children from disadvantaged backgrounds are not free to room their neighborhoods___ recess periods may be the only opportunity for them to practice their social skills with other children".

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Research Design

With central objectives of the research in mind, the researcher applied descriptive study design on the basis of its relevance to the study.

3.2 Sources of data

Research is done to learn about or find solutions for a definite problem or to discover something new. In order to accomplish this task successfully, it requires to be done through different approaches and means. Consequently, employing appropriate approach is the most crucial thing to do to get appropriate findings.

Selecting the right approaches hinge on the nature of the subject under study. Research approach might be understood as a process used for conducting a research. It refers to the processes the researchers exercise in performing research tasks (Kothari, 2004). In other words, all these approaches which are used by researchers during the study of their research problems are characterized as research methods.

Approach refers to how researchers go about doing research as they can select the methods to be used based on the topic under study. It is a way through which researchers crack to show problems that require investigation and how the research would proceed (Wimmer and Dominick, 2011).

Given the theoretical explanation of both qualitative and quantitative research approaches, the researcher adopted quantitative research approach due to its importance to the subject under study. This was done because the study was needed to be more objective, to have higher sample size and minimize possible cost (material and time).

3.2.1 Quantitative Research

Quantitative is a "type of research approach which roots on the measurement of quantity or amount". It uses tools like questionnaires and structured interviews to generate statistical data.

It is believed that in this type of fact finding researchers could get more people and contact with these people quicker than it may happens in qualitative one. This approach is assumed to be relatively better in survey studies as it helps to be more objective, to have higher sample size and minimize possible cost (material and time).

3.2.2 Qualitative Research

Qualitative is a research approach to "concerned with subject assessment of attitudes, opinions, and behavior", adding that researches in this situation is a function of researcher's understandings and impressions. It involves dealing with few individuals to get in-depth information. Given the explanation of the research, the researcher has applied this means of acquiring facts and information about challenges of teaching physical education.

Moreover, this type of data collection approach allows generating of more facts and information. A specific tool of data collection employed under qualitative approach of this research is explained in detail under the subtitle application of data collection instruments.

3.3 Sample and Sample procedure

This study target population was students and teachers in Axum, Nigste Saba, Wukro Maray and Kinfe G/medhn preparatory schools in central zone, Tigray region. Before proceeding in to survey; the researcher took in due consideration about some criterions which are traits of preparatory schools.

For example, any preparatory school has its own identity with respect to the following trait (size of training packages to support high quality physical education); so, for the consumption this study: preparatory schools were categorized in to low, medium and large size.

Hence, primarily the researcher stratified preparatory schools which are to some extent homogeneous with respect to these categories. So, the researcher used stratified sampling for allocating sectors in different strata.

In stratified sampling the population is partitioned into groups, called strata, and sampling is performed separately within each stratum (Saifuddin Ahmed, 2009).

Thence, one to two preparatory schools were randomly selected with respect to sample sizes in each stratum (maximum – two or minimum-one preparatory school).

After meanwhile, four preparatory schools were selected in proportion to the stratum size. From the large size, 2 preparatory schools; medium size 1preparatory School and small size1 preparatory school were selected randomly. The total population size of these four preparatory schools was 667 students. The researcher selected 30% students from the total population: therefore, 68 students from Axum preparatory school, 66 students from Ingest Saba preparatory

school, 36 students from Wukro Maray preparatory school and 30 students from Kinfe G/medhn preparatory school.

3.4 Sampling Technique

According the central zone of administration bureau there are 12 Woreda, 35 governmental secondary school and 12 preparatory schools in the central zone of Tigary region within these preparatory school there are 12 physical education teachers.

Simple random sampling was taken as sampling techniques for this study.

3.5 Application of Data Collection Instruments

According to Wimmer and Dominick (2011), method is a specific data collection process in accordance with the assumption of the selected methodology such as questionnaire, interview and observation. Therefore, the researcher applied descriptive survey method.

3.5.1 Questionnaires

As explained earlier, it was necessary to administer questionnaires. This is because; the nature of this study by itself requests the views of students. The researcher looked-for a numerical percentage in order to indicate the view of the respondents. According to Barr, Davis and Johnson (As cited in Singh Yogesh, 2006: 192) "A questionnaire is a systematic compilation of questions that are submitted to a sampling of population from which information is desired."

So, for this study the data was acquired through a questionnaire that included sections as follows: 1 question students demographic characteristics, five questions challenges of teaching physical

education related to school resources, five questions teaching method and average time of engagement in school based physical activity for Axum, Nigste Saba, Wukro Maray and Kinfe G/medhn preparatory school students.

3.5.2 Interview

Under this category, the researcher contacted four school principals and four supervisors who were long tenure in program to support quality physical education in addition to their routine works. so, the researcher interviewed these some people to validate the information gathered from the primary information sources.

3.5.3 Observation

Observation has a crucial role of investigate the purpose of the class room and field observation in teaching physical education. So the researcher was believes that observation three Questions for two times can be provided highly accurate detailed obtain and acquire information how to do physical education teachers implement and transmit knowledge, technique and skills in teaching learning process to the students in general and to help the capacity of students. The researcher getting information whether the teacher understand the students self-confidence the data collected from the observation consists of detailed subscriptions on the students participation in the teaching learning process. Students were observed to get full information during the teaching learning process in the physical education class.

Therefore, when I observed in central zone, Tigray region there are challenges like lack of materials and lack of teaching methods.

3.6 Procedures of data collection

The data obtained through questionnaire was analyzed through Spearman's correlation, Pearson's correlation coefficient and linear regression. However, the data obtained through interview and observation was analyzed thematically and descriptively. The researcher was prepared the questionnaire to avoid the challenges of teaching physical education in central zone, Tigray region preparatory schools, and to show the subject teacher professions and the researcher to evaluate the questions. The researcher and the subject teacher received the questions read and evaluate carefully, after the subject teacher and the researcher are avoid the un necessary questions and add the important point which is used for the researches' to avoid the challenges of teaching physical education and give to the researcher critical constructive idea and correction to make the questions for ward and after the validity and reliability of the questionnaire will examine the result.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1 Introduction

This chapter attempted to present, analyze and interpret the data collected and relate them to the theory discussed in the second chapter of the paper. At the same time, the data is analyzed in association with the research questions raised in chapter one.

The center of focus of the presentation and analysis of data is to reveal physical activity pattern and its influencing factors..

4.2 Demographic Information about the Respondents

Table 1: Frequency and percentage distribution of the respondents by their age

Age of the respondent 1 = 15-17years, 2 = 18-21years 3 = 22-25years

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 18-21years	200	100.0	100.0	100.0

Source: field survey, April (2016)

As far as age concerned, the table above shows that 200 (100%) of the respondents are between the age of 18 and 21.

4.2.1 Analysis and Discussion

Based on the above table it is possible to say that the majority of respondents are young. They are also at the appropriate schooling age for this study the researcher wants to see.

4.3 School Based Physical Activity Pattern

This study assessed physical activity pattern for male and female students. It was measured by the minute per week these same students spent on physical activities, sport focused physical activity. In Tigray region physical education and physical activity has 1 contact hour 40minutes per week. It means per semester 2 months are allocated for class based instruction whereas the other 2 months are allocated focused to physical activity. It means if the student participate on the sport focused physical activity without any absence he/she will be engaged in 40minute * 8 week (320 minutes per semester). So, before the researcher get involved in this study he checked students in the sample whether they were absent or not without any sound reason – health problem and other sensitive issues related to their family. From the secondary information source the researcher checked that their being absent was without any the aforementioned reasons.

Table 2: Descriptive statistics about school based physical activity pattern for male students

Descriptive Statistics

	n	Minimum	Maximum	Mean	Std. Deviation
School based Physical activity	100	225	300	262	21.82671
Valid n (list wise)	100				

Source: field survey, April (2016)

Table 3: Descriptive statistics about school based physical activity pattern for female students

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Physical activity	100	125	199	161.9867	21.80348
Valid n (list wise)	100				

Source: field survey, April (2016)

The tables above show us male students on average spent 262 minute per semester on physical activities. Meanwhile female students also spent on average 161.9867 minute per semester.

4.3.1 Analysis and Discussion

Actually, based on the above table male students have been engaged in school based physical activity of 262 minute per semester. Regarding to female students they were participated on school based physical activity of 161.9867 minute per semester.

Moreover, 320 minutes per semester; both sexes were not succeeded in even though female students were too far because female students were mostly do jobs like fetch for water, firewood, go to ;arkets for selling and buying and cook foods.

According to Macdonald and Penney (2009), sport and physical education by itself may not play a key role in challenging social constructions, such as gender stereotypes, that limit student engagement (Murphy, 2014).

4.4The Relationship Between Challenges of Teaching Physical Education and School Based Physical Activity

4.4.1 Reliability Test for Likert Scaling Questionnaires about Challenges of Teaching Physical Education Related to Resources

Before the researcher let in to further statistical analysis it was inevitable to check whether the likert scaling questionnaires about challenges of teaching physical education related to school resources were reliable to the theoretical construct about the relationship between challenges of teaching physical education and school based physical activity participation; so, the researcher carried out internal consistency reliability test. The result of internal consistency reliability test is shown below.

Table 4: Internal consistency reliability test for likert scaling questionnaires (Q1 – Q5) about challenges of teaching physical education related to resources

Item-Total Statistics

Items	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation
Q1:the school has enough materials for the students to participate in physical activity 5 = Strongly agree, 4 = Agree, 3 = undecided, 2 = Disagree, 1 = Strongly disagree	50.40	81.181	1.000
Q2: In the school there is place for the students enable to change their sport cloths 5 = Strongly agree, 4 = Agree, 3 = undecided , 2 = Disagree, 1 = Strongly disagree	50.40	81.181	1.000
Q3: the school has available materials in which help teaching physical education 5 = Strongly agree, 4 = Agree, 3 = , undecided 2 = Disagree, 1 = Strongly disagree	50.40	81.181	1.000
Q4: physical education teachers start the lesson on time 5 = Strongly agree, 4 = Agree, 3 = undecided , 2 = Disagree, 1 = Strongly disagree	50.40	81.181	1.000
Q5: Exercise facilities are in convenient for me with respect to schedule 5 = Strongly agree, 4 = Agree, 3 = undecided , 2 = Disagree, 1 = Strongly disagree	50.40	81.181	1.000

The table above presents internal consistency reliability test for the likert scaling questionnaires of challenges of teaching physical education related to resources and punctuality with Cronbach's Alpha1.000 which shows the likert scaling questionnaires were reliable to the theoretical construct about relationship between challenges of teaching physical education and school based physical activity participation.

4.4.2 Reliability Test for Likert Scaling Questionnaires about Challenges of Teaching Physical Education Related to Teaching Method

Moreover, before the researcher let in to further statistical analysis it was inevitable to check whether the likert scaling questionnaires about challenges of teaching physical education related to teaching method were reliable to the theoretical construct about the relationship between challenges of teaching physical education and school based physical activity participation; so, the researcher carried out internal consistency reliability test. The result of internal consistency reliability test is shown below

4.4.2 Reliability Test for Likert Scaling Questionnaires about Challenges of Teaching Physical Education Related to Teaching Method

Moreover, before the researcher let in to further statistical analysis it was inevitable to check whether the likert scaling questionnaires about challenges of teaching physical education related to teaching method were reliable to the theoretical construct about the relationship between challenges of teaching physical education and school based physical activity participation; so, the researcher carried out internal consistency reliability test. The result of internal consistency reliability test is shown below

Table 5: Internal consistency reliability test for likert scaling questionnaires (Q1 – Q5) about challenges of teaching physical education related to teaching method

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation
Q1: There is high motivation of the students towards teaching method of physical education 5 = Strongly agree, 4 = Agree, 3 = undecided , 2 = Disagree, 1 = Strongly disagree	22.20	7.611	1.000
Q2: The teachers always applied various method of teaching 5 = Strongly agree, 4 = Agree, 3 = undecided, 2 = Disagree, 1 = Strongly disagree	22.20	7.611	1.000
Q3: The teachers always use teaching method in a way of relating the lesson with life activity of the student 5 = Strongly agree, 4 = Agree, 3 = undecided, 2 = Disagree, 1 = Strongly disagree	22.20	7.611	1.000
Q4: The teachers always use teaching method in a way of motivating student 5 = Strongly agree, 4 = Agree, 3 = undecided, 2 = Disagree, 1 = Strongly disagree	22.20	7.611	1.000
Q5: Exercise facilities are in convenient for me with respect to schedule 5 = Strongly agree, 4 = Agree, 3 = undecided, 2 = Disagree, 1 = Strongly disagree	22.20	7.611	1.000

The table above presents internal consistency reliability test for the likert Scaling questionnaires of challenges of teaching physical education related to teaching method with Cronbach's Alpha1.000 which shows the likert scaling questionnaires were reliable to the theoretical

construct about the relationship between challenges of teaching physical education and school based physical activity participation

4.5 Challenges of Teaching Physical Education from Students' Perspective

4.5.1 Challenges of Teaching Physical Education Related to School Resources

4.5.1.1 Data Presentation

Table 6: Percentage and frequency distribution of respondents (students) by the degree of agreement

S/N	Statements about teaching method	No and %	Frequency /Percentage	Level of agreement with the statement SD = Strongly disagree, D = Disagree, I = Indifferent, A = Agree, SA = Strongly agree				
				SD	D	UD	A	SA
1	the school has enough materials for the students to participate in physical activity	No	200	-	100	75	25	-
		%	100	-	50	37.5	12.5	-
2	In the school there is place for the students enable to change their sport cloths	No	200	-	125	50	25	-
		%	100	-	62.5	25	12.5	-
3	the school has available materials in which help teaching physical education	No	200	-	100	75	25	-
		%	100	-	50	37.5	12.5	-
4	physical education teachers start the lesson on time	No	200	-	125	50	25	-
		%	100	-	62.5	25	12.5	-
5	Exercise facilities are in convenient for me with respect to schedule	No	200	-	125	50	25	-
		%	100	-	62.5	25	12.5	-

The table above presents percentage and frequency distribution of the respondents by the degree of agreement. Almost more than 50% of the respondents (students) disagree for items about challenges of teaching physical education related to school resources in a survey are worded such that high values of a theoretical construct is reflected by high scores on these same items.

4.5.1.2 Analysis and Discussion

So, based on the above table from the students' perspective preparatory schools in central zone of Tigray region has not enough materials for the teacher, director and supervisor to participate the students in physical activity and in which help teaching physical education. Actually the researcher also observed the same way during physical observation at the four preparatory schools in central zone, Tigray region. As appendix B - Summary table: observation about teacher's activity in teaching physical education shows us schools are poor in equipment and facilities in the school.

4.5.2 Challenges of Teaching Physical Education Related to Teaching Method

4.5.2.1 Data Presentation

Table 7: Percentage and frequency distribution of respondents (students) by the degree of agreement

S/N	Statements about teaching method	No and %	Frequency /Percentage	Level of agreement with the statement SD = Strongly disagree, D = Disagree, I = Indifferent, A = Agree, SA = Strongly agree				
				SD	D	UD	A	SA
1	There is high interest of the students towards teaching method of physical education	No	200	-	125	50	25	-
		%	100	-	62.5	25	12.5	-
2	The teachers always applied various method of teaching	No	200	-	125	50	25	-
		%	100	-	62.5	25	12.5	-
3	The teachers always use teaching method in a way of relating the lesson with life activity of the student	No	200	-	100	75	25	-
		%	100	-	50	37.5	12.5	-
4	The teachers always use teaching method in a way of motivating student	No	200	-	100	75	25	-
		%	100	-	50	37.5	12.5	-
5	Exercise facilities are in convenient for me with respect to schedule	No	200	-	100	75	25	-
		%	100	-	50	37.5	12.5	

The table above presents percentage and frequency distribution of the respondents by the degree of agreement. Almost more than 50% of the respondents (students) disagree for items about challenges of teaching physical education related to teaching method in a survey are worded such that high values of a theoretical construct is reflected by high scores on the same practical class.

4.5.2.2 Analysis and Discussion

Therefore, based on the above table from the students' perspective preparatory schools in central zone of Tigray region have not methods of teaching that the teachers used to make the lesson attractive and participate and encouraging students to relate theory with practice and skill of participation activities. Actually, the researcher also observed the same way during physical observation at the four preparatory schools in central zone, Tigray region. As appendix B - Summary table: observation about teacher's activity in teaching physical education shows us schools are poor with respect to these same issues.

4.6 Correlation between Challenges of Teaching Physical Education Related to Resource and School Based Physical Activity Pattern of the Students

4.6.1 Data Presentation

The researcher examined challenges of teaching physical education - resources perceived by the student with respect to school based physical activity pattern. It is shown below.

Table 8: Correlation between self-efficiency and physical activity pattern

Correlations			
		Physical activity	Challenges related resource Median
Physical activity	Pearson Correlation	1	.912**
	Sig. (2-tailed)		0
	N	200	200
Challenges related to resource Median	Pearson Correlation	.912**	1
	Sig. (2-tailed)	0	
	N	200	200
**. Correlation is significant at the 0.01 level (2-tailed).			

The above table indicates the correlation in between challenges related to resource and physical activity pattern of the students with 0.912.

4.6.2 Analysis and Discussion

Since the figure very approach to 1 it indicates that there is high correlation. Actually, those students' who were in the trend of engaging in less than their average school based physical activity they were with less degree of agreement in their responses to items about challenges of teaching physical education – school resources in a survey are worded such that high values of a theoretical construct is reflected by high scores on these same items.

4.7 Correlation between Challenges of Teaching Physical Education Related to Teaching Method and School Based Physical Activity Pattern of the Students

4.7.1 Data Presentation

The researcher examined challenges of teaching physical education – teaching method perceived by the student with respect to school based physical activity pattern. It is shown below

Table 9: Correlation between perceived benefit and physical activity pattern

Correlations			
		Physical activity	Challenges related to teaching method Median
Physical activity	Pearson Correlation	1	.920**
	Sig. (2-tailed)		0
	N	200	200
Challenges related to teaching method Median	Pearson Correlation	.781**	1
	Sig. (2-tailed)	0	
	N	200	200
**. Correlation is significant at the 0.01 level (2-tailed).			

The above table indicates the correlation in between challenges of teaching physical education related to teaching method and physical activity pattern of the students with 0.781. This result was also validated during in-depth interview with school principals and supervisors.

These same people explained about challenges of teaching physical education in relation to lessening in students' school based physical education engagement in the same manner to the finding from the students.

4.7.2 Analysis and Discussion

Since the figure very approach to 1 it indicates that there is high correlation. Actually, those students' who were in the trend of engaging in less than their average physical activity they were with less degree of agreement items about challenges of teaching physical education – teaching method in a survey are worded such that high values of a theoretical construct is reflected by high scores on these same items.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Summary

This study was to examine challenges of teaching physical education in central zone, Tigray region. To this end, the study tries to answer the following basic questions.

- ✓ What are major challenges of teaching physical education in preparatory schools of central zone in Tigray region?
- ✓ Is there relationship between challenges of teaching physical education and the lessening in output of high quality physical education - school based physical activity pattern?
- ✓ What is the correlation between challenges of teaching physical education and the lessening in output of high quality physical education - school based physical activity pattern?

The study employed descriptive study design on the basis of its relevance to the study and it was conducted in four-government preparatory schools of central zone, Tigray region. These samples were selected with stratified sampling. The subject of the study was 200 preparatory schools students. The information was obtained from sample respondents through questionnaires. The data were analyzed using frequency/percentage and Pearson correlation. Based on the data analysis the following major findings were obtained.

- ✓ Male students have been engaged in school based physical activity of 262 minute per semester.

- ✓ Female students they were participated on school based physical activity of 161.9867 minute per semester.
- ✓ From the students' perspective preparatory schools in central zone of Tigray region have not enough materials for the students to participate in physical activity and in which help teaching physical education.
- ✓ Preparatory schools in central zone of Tigray region have not methods of teaching that the teachers used to make the lesson attractive and participative & encouraging students to relate theory with practice and skill of participation activities.
- ✓ Students' who were in the trend of engaging in less than their average school based physical activity they were with less degree of agreement in their responses to items about challenges of teaching physical education – school resources in a survey are worded such that high values of a theoretical construct is reflected by high scores on these same items.
- ✓ Students' who were in the trend of engaging in less than their average physical activity they were with less degree of agreement items about challenges of teaching physical education – teaching method in a survey are worded such that high values of a theoretical construct is reflected by high scores on these same items.

5.2 Conclusion

As of data presentation, analysis and discussion showing us students of preparatory schools in central zone, Tigray region their being engaged in school based physical activity hour is becoming less and less especially for the case of female students.

So their lessening in participating on school based physical activity was in reference to challenges of teaching physical education. From the Pearson correlation coefficient challenges of teaching physical education related to resources was more correlated to the lessening of students participation in school based physical activity (less than the region recommendation on school based physical activity: 320 minutes per semester).

5.3 Recommendation

So it is better for the region to give prime in due consideration to challenges of teaching physical education related to resources in allocating budget to support high quality physical education.

All the teacher and school administration should give more attention to the establishment of productive effective teaching physical education and used to minimize the challenges progress:

1. Give relevant knowledge and awareness to increase the capacity of students in teaching physical education.
2. Physical education teachers should develop their teaching methods to improve the student's activity in teaching physical education.
3. The school administration should be complete the required instructional materials and facilities to facilitate the teaching learning process of physical education. In general, central zone preparatory schools should allocated budget to buy the necessary materials.
4. Physical education teacher should be made a smooth discussion with administration of the school, community and student parents to solve the challenge of teaching physical education.

5. Physical education teachers should motivate your students to have great interest in the subject and to increase their participation in teaching physical education at both theoretical and practical class, especially to develop gradually the techniques and tactics of movement through practical.
6. Physical education teacher should be applying the role in monitoring and managing problems in large class size and lack of instructional material such as, class setting arrangement and practical class arrangement.
7. Physical education teacher should organize to solve shortage of credit hour in order to decrease the challenge of teaching in physical education.

Generally, the researcher were applied different kind of teaching methods to solve the challenge of teaching physical education in central zone, Tigray region preparatory schools that the researcher faced during teaching learning of physical education theory and practicing. So, the researcher recommended that the school societies, school administration, instructional materials and manuals with such impacts that solve the environment to increase the effective teaching learning process and to improve the capacity of student in teaching physical education.

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APPENDICES

Appendix A

Self-administered structure questionnaires, interviews and observation

Addis Ababa University

School of Graduate Studies

MED in Physical Education

Questionnaires to be filled by Preparatory School Students

Dear respondents

The following detailed questionnaires are designed to examine challenges of teaching physical education in preparatory school of central zone, Tigray region. So, the questionnaires have the following parts i.e.

I. Questionnaires about physical activity pattern related to demographic characteristics

II. Questionnaires about challenges of teaching physical education related to school resources

III. Questionnaires about challenges of teaching physical education related to teaching method

IV. Questionnaires for in depth - interview

Lastly, what I want to remind that the information you give is used only for academic purpose and will be kept confidential

I. Questionnaires about physical activity pattern related to demographic characteristics

1. Sex

□ Male □ Female

2. Education status

□ Grade 12 □ Grade 11

3. In which category your heights fall? For example: m.cm

□ < 1.60 □ 1.60-1.70 □ > 1.70

4. In which category your weights fall? For example: Kg

□ < 45 □ 45-55 □ > 55

5. Average time of engagement in school based physical activity

_____

_____

_____

V. Questionnaires about challenges of teaching physical education related to school resources

S/N	Likert scaling questionnaires	Time of occurrence				
		Strongly agree	**Agree**	Undecided	**Disagree**	**Strongly disagree**
1	the school has enough materials for the students to participate in physical activity					
2	In the school there is place for the students enable to change their sport cloths					
3	the school has available materials in which help teaching physical education					
4	Optimum class size is maintained and it is not challenge in teaching physical education					
5	physical education teachers start the lesson on time					

Questionnaires about challenges of teaching physical education related to teaching method

S/N	Likert scaling questionnaires	Level of agreement				
		S a	A	UD	D a	S d a
1	There is high interest of the students towards teaching method of physical education					
2	The teachers always applied various method of teaching					
3	The teachers always use teaching method in a way of relating the lesson with life activity of the student					
4	physical education teachers utilize different methods of teaching to foster the participation of the students in class					
5	The teachers always use teaching method in a way of motivating student					

NB: S a=strong agree, A=agree, UD= undecided , D a=disagree, S d a=strong disagree

VI. Questionnaires for in depth - interview

1. What are challenges of teaching physical education?_____

_____

_____

2. Please prioritize them?_____

_____

_____

3. What measures should be taken to combat the challenges?_____

_____

_____

VII. Observation about teachers activity in teaching physical education

No	Teachers activity in teaching physical education	1	2	3	4
1	Method of teaching that the teachers used to make the lesson attractive and participative				
2	Encouraging students to relate theory with practice and skill of participation activities				
3	Adequate equipment and facilities in the school				

NB. 1= excellent 2= very good 3= good 4=poor

Appendix B

Summary table: observation about teacher's activity in teaching physical education

No	Teachers activity in teaching physical education	1	2	3	4
1	Method of teaching that the teachers used to make the lesson attractive and participative				√
2	Encouraging students to relate theory with practice and skill of participation activities				√
3	Adequate equipment and facilities in the school				√

NB. 1= excellent 2= very good 3= good 4=poor

DECLARATION

I, the undersigned, declare that this research paper is my original work and that all sources of the materials in the research paper have been duly acknowledged. The matter embodied in this research paper has not been submitted earlier for award of any master degree, degree or diploma to the best of my knowledge and belief.

Name: TEWELDE G/MICHAEL

Signature: _____

Date: _____

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

Name: Dr. SOLOMON TEKA

Signature _____

Date _____