**ADDIS ABABA UNIVERSITY**
**COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES**
**DEPARTMENT OF SCIENCE AND MATHEMATICS EDUCATION**

# The Implementation of Physical Education Curriculum in Some Selected Secondary Schools of East Hararge Zone

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**November, 2019**
**Addis Ababa, Ethiopia**

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# The Implementation of Physical Education Curriculum in Some Selected Secondary Schools of East Hararge Zone

**A Thesis submitted to:**

**The school of graduate studies of Addis Ababa University in partial fulfillment of the requirements for the Degree of Master of Education in Teaching Physical education (Med)**

**By AberaChala**

**November, 2019**

**Addis Ababa, Ethiopia**

**ADDIS ABABA UNIVERSTIY**

**SCHOOL OF GRADUATE STUDIES**

This is to certify that the thesis prepared by Abera chala, entitled:-"**The Implementation Of Physical Education Curriculum in some selected secondary schools of East Hararge Zone** "submitted in partial fulfillment of the requirement for the Degree Of Master Of Education (Teaching Physical Education) complies with the regulation of the University and meets the accepted standards with respect to originality and quality.

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## Acknowledgement

I would like to express special gratitude and appreciations to. Solomon Areaya (PhD) major advisor of this study and Mekbib Alemu (PhD) in conducting this research. They worked tirelessly in making constructive criticisms, ideas and corrections from research proposal development to final report write up.

My deep gratitude also to my best mother W/ro Kenene Gormu who supported me with building my morals and by multidimensional support and continuous encouragement in my work.

## Abstract

This study attempted to the implementation of physical education curriculum in some selected secondary schools of East Hararge Zone. To realize the objective of the study, five research questions were raised. To answer those basic research question, descriptive survey research method was employed. The participants of this study were physical education teachers, school principals and students. The sample size of this study included 79(seventy nine) students 4(four) physical education teachers and 4(four) school principals from 4(four) secondary schools (high schools) of East Hararge Zones, there were so many challenges and problems in cases of timely condition in the area it is more than my control(external). But from the date there are several factors influence the teaching and learning process of physical education and sports, some of those factors are schools environment 9setting) lack of awareness, lack of materials, facility equipments and infrastructure fields (play ground).Lack of interest by the student and school community, there is low attention given by concerned staff and stake holders etc.

To this end, the attitudes and practices of teaching and learning physical education and sport in high school under consideration was less and problematic for further enhancement of attitudes and practices of teaching and learning physical education and sport efficiency, those challenges should be minimized be avoided. This requires all concerned parties including teachers, principals, students, stakeholders, school community, officials and the school community at large.

Key words, curriculum programs, motivational climate high school students, physical benefits, Affective benefits, cognitive benefits.

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**List of Acronyms**

EHZEB---East Hararghe Zone Education Bureau (office)

ETB-------Ethiopian Birr

HPE-----Health and Physical Education

MOE---Ministry of Education

PE-----Physical Education

PF----Physical Fitness

SPSS—Statistical Package for Social Science

SA –Strongly Agree

SD-Strongly Disagree

# CHAPTER ONE

## INTRODUCTION

Some physical education programs are in excellent conditions as they have both a substantial curriculum and motivated students (Griffey, 1987).However; this is unfortunately the exception to the rule. A conference in Orlando, Florida in 1992 discussed high school physical education and the current state of peril. Conference participants stated "All was not well in secondary physical education, and an effort was made to identify concerns and suggest strategies and structural framework for improvement''(Stroot,1994).Subsequently, Stroot suggested current physical education teaching methods needed a complete overhaul as curriculum and contextual factor have found to be hindering progress. Not teaching in physical education is malicious to the content area. Physical education is much more than game play as teachers need to be able to express fundamental concept to students in order to facilitate active learning environment

According to the national Association for sport and physical education (2007), the quality of physical education professionals is supposed to engage in the reflective process. In addition, being professional, they have to assess and provide adequate feedback in order to meet the need for a diversity of learner and empowering student to maintain and achieve a healthy lifestyle, possessing the skill' knowledge, and values outlined by NASPE standard to improve the teaching practices, and establishing high expectation to learn the psychomotor, affective ,and cognitive domain.

Physical education plays a critical role in educating the whole student. Research supports the importance of movement in educating both mind and body. Physical education contributes directly to development of physical competence and fitness. It also helps student to make informed choice and understand the value of leading a physical active lifestyle. The benefits of physical education can affect both academic learning and physical activity patterns of student. The healthy, physically active student is more likely to be academically motivated, alert, and successful. In the preschool and primary years, active play positively relate to motor abilities and cognitive development. As children grow older and enter adolescence, physical activity may enhance the development of a positive self-concept as well as the ability to pursue intellectual,

social and emotional challenges throughout the school years. Quality physical education can promote social, cooperative and problem solving competencies. Quality physical education programs in our nation's schools are essential in developing motor skill, physical fitness and understanding of concepts that foster life-long healthy life-style (NASPE, 2007).

In high school, quality education program provides the conceptual and practical understanding of health-related physical fitness and the way in which we can maintain the physical fitness of student. Physical education plays a vital part in helping high school student maintain and refine the skill and knowledge needed to select physical activity to use throughout their lives. Physical education is unique to the school curriculum as the only program that provides student with opportunities to learn motor skills develop fitness and gain understanding about physical activity. Physical benefit gained from physical activity includes disease prevention, safety and injury avoidance, decreased morbidity and premature mortality, and increased mental health. The physical education program is the place where student learn about all of the benefit gained from being physically active as well as the skill and knowledge to incorporate safe, satisfying physical activity into their lives

There are many benefits physical education to provides student and society. Within a school setting, a physical education program can serve society in many ways if it is implemented and utilized appropriately. There are many areas physical education can serve and positively affect student and society. One is overall physical fitness. For example, physical education helps student and society improves skill-related components such as speed, agility, reaction time ,balance, coordination, and basic movement patterns .Physical education helps student and society improve upon are strength, endurance, flexibility, and cardiovascular/respiratory activities. The American Heart Association (AHA, 2010) recommends that if children and adolescents want to increase their life expectation, they need to eat healthier and become physically active. Doing those two thing will help children and adolescents defend emphasis on the importance of physical education in schools? The physical education element of the course has theoretical aspects: The theoretical part involves the academic study of human movement through subject like psychology, biomechanics (science of movement) and sociology

Finally, physical education is a systematic instruction in sport, training, practice, gymnastic, exercise, and hygiene given as part of a school or college program. It is an integral part of the

social and emotional challenges throughout the school years. Quality physical education can promote social, cooperative and problem solving competencies. Quality physical education programs in our nation's schools are essential in developing motor skill, physical fitness and understanding of concepts that foster life-long healthy life-style (NASPE, 2007).

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schooling process. Efficient performance of physical education and sports program in secondary schools encompass the determination, allocation and development of funds for the achievement of the school sports program. Sport program requires a stable finance from time to time, simply because facilities such as court and pitches are constructed and maintained for the use of the student. Equipment such as balls, nets, javelin, rackets, hockey sticks, bats, gymnastic and athletics (track and field) materials require either purchasing, replacement or repairs. Bucher and Krotee (2002) opined that facilities should be plan and constructed with an eye to the future. Too often, facilities are constructed and out-grown their use within a very short time. Most facilities constructed in secondary schools are very difficult to expand or exchange (facilities and equipment) are either non-exist or inadequate

Therefore, the main purpose of this study is to investigate the factors affecting the implementation of physical education classes.

## 1.1. Background of the Study

Physical education is as old as human society (Willets, 1986).Human earliest ancestors needed to be able to hunt, run and be physically strong to survive; therefore, separate physical fitness programs were not needed. Gradually, ancient societies in China, Egypt, Greece and Rome adopted physical education as part of military training and the history of physical education frequently shows a pattern of military, social, and political influence(Thomas N.Trendowski:A Case study on Teaching Practices in Physical Education)

Physical education began early in the 1990's with a syllabus for Canadian schools being developed in 1911.In 1922, physical education become a compulsory subject in western Canada. It is part of curriculum for most jurisdiction throughout the world. Physical education is most often aimed at teaching student the attitude, knowledge skill, and ability required to live active and healthily lives. More than ever before, it is important to instill these attitude and aptitudes in children and adolescents (Physical Education Curriculum Review Report Prepared by Bruce W. Dwaccon Coordinator Physical Education Curriculum November 2001,p: 8)

The aim of physical education is "to enable all learners to enhance their quality of life through active living" similarly, the curriculum goal states that "through participation in physical education, students will develop the knowledge, skill and attitude necessary to incorporate

physical activity into regular routines and leisure pursuit to live an active, healthy lifestyle" This research concludes that the learning outcome effectively address this aim and goal and the IRPs are regards by many as one of the best provincial physical education curricula in Canada (Physical Education Curriculum Review Report Prepared by Bruce W. Dwaccon Coordinator Physical Education Curriculum November 2001,p:4)

The teaching-learning process of physical education is challenged by numerous factors. These challenges are influencing the teaching and learning of physical education in schools. It has led to physical education not enjoying the high status it deserves despite the benefits that are derived from teaching and learning it. According to the document presented by the International Council of Sport Science and Physical Education. Some national governments have either scrapped off PE from the curricular or reduced curriculum time allocation (Hardman, 1999). Macke rick M.O, Head of the Canadian Association for Health and Physical Education (CAHPE) in 1996,stated that PE was not a main concern in 1990s.As generalist teachers with modest skills in PE method frequently teach PE. On the other hand, a study carried out by Wanyama (2011) comparing the challenges faced by teachers teaching PE in Kenya and Victoria in Australia identified that the challenges are a like across countries and those teachers from both Kenya and Victoria feel PE is marginalized compared to other traditional curriculum subjects. However, PE in Victoria is a Key Learning Area (KLA) and is thus given more prominence

The state of secondary Physical education has been under security in recent years. One may wonder if physical education is still in a state of ambiguity because more method and models for teaching have been developed and extensive research has continually furthered the advancement of subject. Lies of physical educators are multifaceted and are influenced by factor such as their career stage. The primary purpose of this study was to examine teachers in one high school physical education program and gain an understanding of their socialization into the profession and their perceived teaching efficacy. A secondary purpose was to examine their career cycle, and the environmental factor that both enhanced and constrained teacher's career development.

In Kenya the challenges of physical education resources are enormous. The availability of resource is pegged on the social and economic status of the institution. The highly endowed institutions have better physical education resources. Coomds (1970) asserts that scarcity of textbooks, libraries and physical education amenities will limit education system from

responding completely too new demands. In order to improve education based on quality, better learning material and resources are needed. Almond (1997) emphasized the significance of having suitable human resources, plan and provide enough instructional materials and physical amenities to sustain educational efforts (CHALLENGES FACING THE TEACHING AND LEARNING OF PHYICAL EDUCATION IN PRIMARY SCHOOLS IN BWIRI/NANGUBA ZONE,SAMIA SUB-COUNTY, KENYA).

Another study of Hardman and Marshall (2000) on the condition of physical Education in schools, absence of policies for national PE, programme is stated but not fully carried out, PE tutors are not specialist, lack of government's support, inadequate structure and facilities and lack of time for teaching were the major obstacles of PE in most primary schools (Hardman and Marshall, 2000). Within the broad education system, a greater part of countries has legal necessities for physical education in schools for at least some part of the mandatory schooling year. Together with states where there is no mandatory prerequisite for physical education but where it is usually practiced, PE programme achievements rises. Physical education is neither mandatory nor might it be offered for girls(Hardman and Marshall, 2000)

The University of Worcester study is concerned about the diminishing amount of time being allocated to PE as there appears to have been a gradual erosion of the amount of time allocated to PE in schools in recent time. Denmark, Sweden, France, Germany and Greece all experienced reductions in PE time allocation. In over 90% of countries PE has the same status as other subjects, but in practice its actual status is perceived to be lower in 34% of countries including Ireland(University of Worcester, 2007,P: 9)

Therefore; the main idea of this study is to investigate the current influence level of the challenges in the teaching learning process of physical education. Therefore; investigating the major challenges which are hindering the physical education classes from having facilitated environment and finding the different solution for the sake of getting better understanding about the benefits of physical education for the students is the basic purpose of this study.

## 1.2. Statement of the Problem

The exact problem to be stated here is during the implementation time of the curriculum was faced (practiced) that are so many problems but I find and discussed some common and basic

problems, challenges under here to instance. Physical education has many benefits for the students. The benefits include psychomotor development, cognitive development and affective development. Psychomotor development involves fitness acquisition, efficient movement, body growth and development of varied skills. Cognitive development involves logical reasoning; knowledge in various disciplines, improved mental health and coordination, and problem solving skill. Affective development involves appreciation for movement, self-confidence, positive leisure time and self-esteem(PGDT Course note by the researcher recorded).

The contribution of physical education to the personal, social and physical development of child has been well documented in many research studies (Mc Guinness &Shelly, 1996). Physical Education (PE) provides children with the knowledge, skills and understanding necessary to perform variety of physical activities, maintain physical fitness and to value as well as enjoy physical activity as an ongoing part of a healthy lifestyle. In an era in which childhood and adult obesity is on the rise across Europe, PE and a healthy eating lifestyle have the combined potential to make a positive lifestyle change for all.

Physical Education (PE), according to Bailey (2006), is an integral subject in the holistic development of a learner can be attested by the physical, social, affective and cognitive development of the learners (Bailey, 2006). The correlation between PE and examinable academic subject is great, in that learners become active participants in the process of learning. Despite the fact that the Minister of Education Provides Free Primary Physical Education, according to Bailey (2006).To solve the problem and to improve the application of the current challenging approach during the physical education classes, the existing challenges must be studied and known in adequate amounts. Therefore; for the sake of providing the student the right physical education approaches, then the motivation of students PE is low and it affects the teaching and learning process then it is the main problem of implementing the curriculum accordingly with the above. The problem should be investigated to understand the level of influence that the challenges created on the physical education classes.

## 1.3. Objective of the Research

- ✓ To assess the effect of the different challenges which are hindering the teaching-learning process of the physical education classes. As related to the curriculum and implementation of objectives.
- ✓ To study the type of challenges against the teaching-learning process of physical education.
- ✓ To study the ways in which those challenges are appearing in the teaching-learning process of physical education. Level of affection and condition.

## 1.4. Research Questions

The study will focus upon the following main research questions.

- ✓ What are the attitudes of secondary school students towards PE?
- ✓ What are the levels of students' achievements on PE subject?
- ✓ What are the factors affecting the implementation of PE curriculum in some secondary schools of East Hararge Zones?
- ✓ What are the challenges that hinder the teaching-learning process of physical education classes?
- ✓ How are those challenges affecting the teaching-learning of physical education classes?
- ✓ In what influence level do those challenges affecting the teaching-learning process of physical education classes?

## 1.5. Delimitation of the Study

This study was delimited to address the affecting factors that affect the strategy of teaching and learning process of physical education curriculum and the effects of a sport education. Intervention on student motivational response toward physical education in Oromia Regional state under East Hararghe zone in different high schools. The level of motivation of implementation and condition indicator research. The reason why the researcher become interested is they have experience and working at one of the high schools of zone for consecutive years. Then during that time the researcher has realized the problem of the students closely. The study helps the schools by encouraging the awareness of concerned bodies about proper HPE implement in the school

# CHAPTER TWO

# REVIEW OF RELATED LITERATURE

The present chapter gives the detailed account of literature available on the present topic; in research terminology, it is known as the review of literature. The research did his best effort to review the concerned literature based on previous researches and their finding, expert comments of the specialized scholar, and comments of the specialized authorities in the field of and physical education. The main objective of the review of literature in the process of doing research is to unearth the problem and to determine the objective of the concerned research project. Moreover, such survey is helpful to delineate the result of the present study. The review of literature helps the researcher in supporting the result based discussion and in giving the suggestion by taking the supports of yester period researchers

This chapter focuses on related literature that have done by scholars. The researcher collects various scholars' views. These chapters present about objective of physical education, facilities and equipment, institutional and teacher-related barriers to physical education provision, student-related barriers to participation physical education, physical education curriculum assessment in physical education, perception of physical education, and characteristics of effective physical education teaching and clearly discuss each topics and subtopics with reference. Keeping all these consideration, this chapter are devote to review of literature in the following pages

## 2. Key words: Curriculum programs, Motivational climate, High school students

Motivation has been viewed as a key factor influencing student learning outcomes (Chen, 2001). From a cognitive perspective (pintrich and Schunk(1996)) have defined motivation as the process in which a goal directed activity is instigated and sustained. In the educational domain, research on motivation is mainly concerned with how personal and environmental factor involved in the teaching/learning process energize and direct student learning and achievement(Chen, 2001). Whether student are motivated to persist in the learning behavior or not is highly dependent on their specific goals and cognitions and on whether they perceive their experience as positive or not. A type of individual motivation that has been shown to be important in determining positive motivated behavior in physical education and sport is the

student level of intrinsic motivation (Mitchell, 1996). This concept has been defined as the degree to which one chooses to participate in an actively for its inherent pleasure rather than for any valued outcomes associated within (Deci& Ryan, 1985). Deci and Ryan (1985) theorize that when student are intrinsically motivated, they show interest in an activity, they experience enjoyment and feeling of competence and control

Research in sport (Pelletier, Fortier, Vallerand, et al., 1995) and physical education (Ntoumanis, 2001) has shown that intrinsic motivation is positively related to student felling less bored, reporting a greater self-effort and being more intent on future participation in physical activity. As such, fostering tasks in physical education that increase student perception of optimal challenge personal control and self-competence will enhance intrinsic motivation and develop a number of positive adaptive student motivational responses (Deci and Ryan, 1985)

During the last two decades, researchers have employed achievement goal theory to explain student motivational response to learning. Such as enjoyment and effort (Nichols, 1989). Those using this perspective are concerned with reasons for motivated behavior (Chen, 2001), two primary achievement goals have been identified in student motivated behavior.

The first goal is to demonstrate superior ability relative to peers it is called ego goal orientation, the other goal is to develop self a referenced competence or gain mastery of a task; it is leveled task goal orientations (Dweek& Leggett, 1988) research in the physical education domain (Treasure & Roberts, 2001) has shown that the two goal orientation relate to different behavioral and effective student motivational response, such as choice of task difficulty, satisfaction and enjoyment. Student with a high task orientation use individual improvement and effort to define success. They choose challenging task and report higher level of enjoyment. In contrast, students with a high ego orientation tend to avoid. They attribute success or failure to normative ability.

Achievement goal orientation purported to explain student motivation at the individual level. At the situational level achievement goal theorists (Ames, 1992) have suggested that student may perceive different instructional structures as fostering different achievement goals. Epstein (1989) coined the acronym target to represent six structures of the achievement context which influence student motivation in the classroom; Task authority, reward, grouping evaluation and time Ames contended that the way teachers operationalize these structures determines to a great

extent. Children's motivational response. For example, an instructional structure that offers task variety, involves students in the decision making, promote work in mixed ability groups, and comphasizes self-referenced criteria for evaluation and recognition would promote a high task involving motivational climate. In contrast, in an ego involving climate the task, student initiative is encouraged and rewards are based on peer comparison and normative success.

Consistent with research in the classroom setting (Ames & Archer. 1988) research in physical education has revealed high student satisfaction with engagement in learning when a task involving motivational climate is perceived (Treasure, 1997) other positive motivational outcomes associated with a task involved climate include increases in student intrinsic Motivation(Mitchell, 1996) and the belief that effort leads to success(Solomon, 1996). In contrast, perceptions of an ego-involved climate have been found to relate to decreases in intrinsic motivation (Papaioannou, 1995) and the perception that the teacher favors high achievers (Treasure, 1997).

Although previous studies (Solomon.1996, Treasure. 1997; Treasure & Robert, 2001) have lent some support to Ames(1992) for a task involved climate most of them have been conducted with student of middle school age (Solomon, 1996; Treasure & Roberts, 2001). To date, little research in this domain has been conducted with students of high school age as a target population. Considering recent findings (Xian Lee & Shen 2001) which show that as adolescents progress through high school tend to become more ego-goal oriented. This population should be a priority for intervention of this type. Studies based on the manipulation of Epstein's (1989) target dimensions for creating a task involved climate have also tended to use non PE specific activities (Solomon, 1996) thus they lack generalization to the other PE settings. One PE curriculum that has been designed to be used in sport based activities, and has recently shown the potential to increase student positive motivational response to PE is the sport education model (Siedentop, 1994).

The sport education curriculum model was designed to provide positive motivation sport exercise for all students in PE by simulating key contextual features of authentic sport (Siedentop, 1994). In addition to helping students improve their sport skills, sport education encourage them to fulfill other sport related roles such as referred, team coach, captain and serving on sports management board or as part of a duty team with in the instructional structure

of this curriculum the student gradually assume greater responsibility for learning while teachers relinquish traditional upfront direct teaching roles. The teacher after moving off center stage often acts as facilitator to student social knowledge and skill learning through a range of student centered learning strategies

A number of studies in the pedagogy domain(Alex and Luckman, 2001, Carlson &Hastic; Grant, 1992) have reported the positive effect that sport education has on student enthusiasm for PE grant (1992) found that sport education promoted team affiliation, enhanced relationship among team member and elevated enthusiasm among many students who previously seemed to dislike physical education and sport. Grant suggested that this student enthusiasm could be attributed to the fact that much of the decision making and control of the experience was determined by the students themselves. Also, the student perceived the teachers to be less dominant than in traditional curricular approaches (Carlson & Hastie, 1997)

In recent survey study of 344 Australian teacher's perception of the sport education model, Alexander and Luckman (2001) found that 83% of teachers agreed.

**Table 1: Similarities of sport education model with Ames TARGET structures of a task-involving motivational climate**

| Task involving climate | Sport education curriculum model |
|---|---|
| **Task** | |
| Task involving variety and diversity are offered to student | Student often choose from a range of offered practices |
| **Authority** | |
| Students are given leadership roles and are allowed to make decision on tasks | Students choose own skill practices & are responsible for setting up equipment |
| **Recognition** | |
| Recognition of accomplishment is private and self-referenced | Recognition is based on individual progress in small group structures |
| **Grouping** | |
| Student work in co-operative mixed ability groups. | In the small group structure student coaches emphasize individual improvement in order to benefit team performance goal |
| **Timing** | |
| Time requirement are adjusted to personal capabilities. | During time students often dictate the rate of progression through specific practice. |

Source… In recent survey study of 344 Australian teacher's perception of the sport education model, Alexander and Luckman (2001)

The purpose of this study was to determine the effect of two contrasting approaches. The sport education model and traditional teachers-led approach to teaching a unit of game based activity in physics education. The dependent variable was student enjoyment perceived effort and perceived competence. It was hypothesized that students in the sport education curriculum would show greater increases in student enjoyment perceived effort and perceived competence

Finally this study has indicate that the despite its limitation. However, the result of this study have shown that the sport education curriculum model has many structural features which when utilized effectively by teachers, have the potential to foster more adaptive student motivational

response by creating an environment that better caters for self-improvement, choice and equity for students

## 2.1. Effect of Sport Education Intervention on Students Motivation Responses in Physical Education

### 2.1.1. Physical Benefits

Physical education is unique to the school curriculum as the only program that provides student with opportunities to learn motor skills develop fitness and gain understanding about physical activity. Physical benefit gained from physical activity includes disease prevention, safety and injury avoidance, decreased morbidity and premature mortality, and increased mental health. The physical education program is the place where student learn about all of the benefits gained from being physically active as well as the skills and knowledge to incorporate safe, satisfying physical activity into their lives (NASPE, 2007)

### 2.1.2. Affective Benefits

Physical competence builds self-esteem. Quality physical education programs enhance the development of both competence and confidence in performing motor skills. Attitudes, habits, and perception are critical prerequisites for persistent participation in physical activity. Appropriate levels of health-related fitness enhance feeling of well-being and efficacy (NASPE, 2007)

### 2.1.3. Cognitive Benefits

Children learn through a variety of modalities (e.g., visual, auditory, tactile, physical). Teaching academics concept through the physical modality may nurture children's kinesthetic intelligence. Academic construct have greater meaning for children when they are educational domain across the three realms of learning, including the cognitive, affective and psychomotor domain. Greater depth and relevance can be achieved when the subject matter construct are related to each domain of learning. Research has demonstrated that children engaged in daily physical education show superior motors fitness, academic performance, and attitude toward schools versus their counterparts who did not participate in daily physical education. Physical education learning experiences also offer a unique opportunity for problem solving, self-expression, socialization, and conflict resolution (NASPE, 2007)

## 2.2. Physical Education Facilities and equipment

In an up-date on the status of physical education in schools worldwide, a technical report for World Health Organization(WHO) by (Hardman,2002) said that resource like financial consideration have had a number of impacts on physical education in not only Europe, but across the globe. The reporter further says that the failures to refurbish/reconstruct/replace/maintain (out) dated and/or provide a new facilities; shortage of equipment; employment of lower salaried unqualified teaching personnel; exit of physical educators to better paid jobs; and reduction in numbers of physical education lessons and timetable allocation has had negative impact on the state of physical education. In terms of facilities and equipment, physical education is common faced with the challenge of inadequate facilities and poor maintains of teaching sites. The problem appears to stretch beyond the geographical and economic divides. Whilst there are higher expectation over levels and standard of facilities and equipment in more economically developed countries, there are indicators of inadequacies and shortage in facilities and equipment and low maintains level in other Europeans regions

The qualify teaching personnel by (Hardman,1998) report says that a common scenario is qualify specialists physical education teachers at secondary level and elementary level some countries do have specialist physical educator in elementary(primary) schools but the variations is wide and there are marked regional difference in some countries. The generalist teacher in primary schools is often inadequately or inappropriately prepared to teach physical education and initial teachers training presents a problem with minimal hours allocated for physical education teachers training. There is very limited use of volunteers in teaching physical education/sport classes. There is a need for induction, mentoring and monitoring for linked extra-curricular and out-of-school participation, the report then concludes

## 2.3. Institutional and Teacher-related Barriers to Physical Education provision

Barriers within schools that restrict teachers providing physical education programs has classified by(Morgan and Hansen,2008) as being either institutional(outside the teachers control) or teacher-related(arising from the teachers behavior). The simplicity of this classification enables it to apply to both primary and secondary school setting

Previous research has highlighted many institutional barriers including budget constraints, scarce resource, reduction in time provision in the curriculum, the absence of professional development, the crowed curriculum itself and the lack of facilities and equipment(Common Wealth of Australia, 1992); (Hardman, 2008);(Le Masurier and Corbin,2006); (Morgan and Hansen,2008).

The lower priorities given to physical education, the absence of performance measures for physical education and activity, and insufficient infrastructure were the three major institutional barriers identified by generalist elementary teachers in Canada to the provision of curriculum that was capable of meeting the health and physical education guidelines(Dwyer et all.,2003)

## 2.4. Student-related Barriers to Participation in Physical Education

In contrast to the barriers experienced by generalist teachers, a recent study from the united kingdom investing heads of physical education and physical activity in secondary school environment (Boyel et all.2008).Therefore, further consideration of other barriers in secondary schools that inhibit the delivery of and students participation obstacles that teachers must be able to plan for and overcome when providing educational opportunities for students

The barriers of participation In physical education and physical activity had reported that changing attitudes to activity and physical education, adolescents decision making favoring made sedentary activity, the importance of peer pressure or desire for peer approval when choosing activities, the changing fitness levels of students, student unwillingness to practice, a dislike of activity, a lack of understanding of the benefits of physical activity and a decline in student interest (Boyle et al., Common Wealth of Austria, 1992;Dagkas and Stathi; 2007; Sherar et all.,2009; Trudeau and Shephard 2005).

## 2.5. Physical Education curriculum

An area physical education teachers need to review is the effectiveness of their school districts physical education curricula. Since sport education is the dominant curriculum model within many schools, the question still exists: are physical education teachers providing the opportunities for student to be physically active through not only the sport education model, but physical fitness and health related-activities as well? It appears that many physical education programs are not adequately promoting physical activity and health-related fitness among young people (Bulger et al., 2004).It appears that physical education's role is more important than ever

in meeting important public health goals for the future (Mohr et al., 2006). Regarding physical education curricula, physical education teachers need to focus on gender and students attitudes toward physical education.

## 2.6. Assessment in Physical Education

Another area that needs to investigated the importance of assessment in physical education classes and how assessment measures is incorporate within the physical education curriculum. Physical education need to be a viable area on the school report card in order to enhance accountability and give credibility to the subject area (Stevens-Smith et al., grade determination needs to be aligning with set objectives and a notion of fairness. (Wiersma and Sherman, 2008) stated that it is important to use appropriate practices while assessing students' physical fitness levels. They said that students should be motivated in order to have enjoyable experiences while being assessed. They conclude that physical fitness testing done is inappropriately and students,'

## 2.7. Perception of Physical Education

How administrator perceive physical education is essential to physical teachers and their Physical education program. Do they believe that physical education is a subject of substance or importance? Study conducted by(Stevens-Smith and Fisk, 2006) they found that 36% of the principals surveyed indicated that they did not review physical education as an academic subject. The principals also ranked physical education last in a list of 11 subjects evaluated. They also found that principals valued the classroom teacher as the most important teacher in the school. Conversely, this study found that principals indicated that the physical education teachers was valued as the next most important teachers in the schools

Physical education teachers overall appearances also may affect student performance(Dean et al., 2005) found that there is support given to the idea that the physical appearances and fitness level of physical education teachers was important and related to how students perform in physical education classes. This finding indicated that physical education teachers should possibly be role models, not only as teachers in the gymnasium, but also looking the part of a physically fit physical educator.

## 2.8. Characteristics of Effective Physical Education Teaching

The review of physical education teaching research, (Silverman, 1991) suggested the following characteristics for the effective teaching of motor skills: the planning for class management and

student learning ; the anticipation of situation and contingency plans; the awareness of individual student skill differences and use of such information in planning and monitoring; the acquisition of information to plan; the knowledge of, and when to use, a repertoire of teaching styles; the accuracy and focus of explanation and demonstration; the provision for adequate student practice time; the maximization of appropriate student practice and engagement; and the minimization of pupil waiting. However, Silverman's review has come under criticism by researchers (Mawer, 1995). for example, one of the criticisms from (Dodds and Place, 1991) was that the" list also focuses on what teachers do, ignoring both the specific student outcomes that accrue as a result and intended teacher goals relevant to a given teaching situation"

## 2.9. Definition of Terms

### 2.9.1. Motivation

The degree of interest a person has in as participation and performance (YakshaAggavwal, 2006) different scholars define motivation in different ways without significance difference between them Braon (1995:144) defines motivation as follows "motivation is commonly through as an inner drive impulse or desire or desired that avouses someone to particular action"

Other scholars like Clark and Stars (1956:734) defines mutation as "motivation is whatever it is that arouses people to whatever it is through" Harmar also defines motivation as" motivation is some kind of interval feelings that encourages somebody to pursue a course of action" (Harmar 1991. 1:3)

### 2.9.2. Definition of Strategies

One of the earliest researches in this field. Rubin (1975.p:43) provided a very broad definition of learning strategies as "the techniques or device which a learner may use to acquire knowledge "In 1981.she identified two kind of learning strategies: those which contribute directly to learning and those which contribute indirectly to learning. The direct learning strategies she divided into six types (clarification/verification, monitoring memorization, guessing inductive inference, deductive reasoning and practice) and the indirect learning strategies she divided into two types (creating opportunities for practice and production tricks). Learning strategies are broadly defined as operations and procedures employed by learners to facilitate the process of acquisition, storage, retrievaland use of information in their learning (Rigney, 1978)

# CHAPTER THREE

# RESEARCH DESIGN AND METHOD

This chapter deals with the description of design of the study. Subject of the study, the instrument used and how they implement as well as the procedures followed in collecting the data and method of data analysis

## 3.1. Research Method and Design

### 3.1.1. Research Method

The method could follow in this research was the descriptive survey method. This method was selected because it enables to explain the strategies ability, community and the contribution of learning and teaching HPE. The descriptive survey method used to specify or describe a phenomena without a conducting an experiment (Selinger, and Shohamy. 1989). This research design involves the gathering of limited data from a relatively large number of cases at a particular time. Additionally survey method is frequently employed to indicate prevailing condition or particular trends. It is not concerned with the characteristics of individual as individual, but it is concerned with providing information about population characteristics (Neuman, 2007; Verma&Mallick. 1999).

Therefore, this design is appropriate to address the "what" questions (what are the grouped of strategies being preferred) and the inferential statistics. After all, a quantitative research method was used in this study. This method is to explain phenomena by collecting numerical data to analyze using mathematically based methods (in particular statistics) such as frequencies, means, standard derivation, and ranges( Anderson, 1998, Best & Kahn, 2006). Besides, quantitative research method looks at relationships between variables, assumes sample is representative of the population, and the subjectivity of researcher in this method is recognized less

Therefore quantitative research method was appropriate to solve the research problem of the present study since the purpose of this research was to get an overall view of HPE performance and implementation in different four schools of the zone besides of motivation and strategy use.

### 3.1.2. Research Design

The study used the descriptive type of research design in case of sampling design, the study use the simple, random, sampling methods to get the required amount of sample student and sample staff, sample concerned body or community (Representative) teachers, the purposive sampling method used

The study used the descriptive type of research method. Also, the research used the quantitative type of research appropriate to describe the results in terms of numbers and in terms of percentages.

### 3.2. Research Site and Population of the Study

The research site in Oromia Regional State, East Hararghe zone. School selected from zones four(4) different stages (years of experienced schools).

### 3.2.1 Sampling Technique and Sampling Size

## Table2: Table of sampling size

| S/N | School name | No. of targeted student no | Teachers of PE | Concerned staff | School community and representative | Total No |
|---|---|---|---|---|---|---|
| 1 | Gursum school | 45 | 1 | 2 | 4 | 52 |
| 2 | Awberea shcool | 17 | 1 | 2 | 4 | 24 |
| 3 | Awdal shcool | 7 | 1 | 2 | 4 | 14 |
| 4 | Sekere school | 10 | 1 | 2 | 4 | 17 |
| Grand total | | 79 | 4 | 8 | 16 | 107 |

Based on the above information I selected four different high schools for research purpose. The two long expressed high schools are Gursum schools. Awbere High School and Awdale High school Sekere high school

While I am using this different high school to have a variety of idea or indicators, response, reaction etc. the target population of the study will be students 5% from each school all physical education teachers in the school concerned body 2 person per schools, community and community representative 4 people per schools. Total number of sample = 4 person/schools*4=16. Total number of physical education teachers 1*4=4. Concerned body and staff 2 person/school 2*4=8

In those schools (high schools) of the zone, the total number of study population were 400 students under enrolment (from the information gathered about schools) Gursum 224, Awbere 85, Sekere(Gursum Somali) 39, Awdal(Babile) 52.

To calculate the sample size (n) from the total population of 400 and 1 constant and 0.1 margin of error will be use to determine n using statistical formula of solving $n = N/(1+N(e)^2$ . n=sample size ,N=total size of population ,e=margin of error ,$n = N/(1+N(e)^2$ ,$n=400/1+400(0.1)^2$,n=80. The researcher will select students in systematic sampling after calculating the sample of each section. For example let calculate the sample size of Gursum students.

Gursum student total number is=224 so that to find the n (sample size of Gursum student A.N=the total of that school, that means = 80/400x224=45 based on this calculation the other section's sample size will also be completed.

Awbere=17, Sekere=7,Awdal=10 grand total =79 approximately=80.

## 3.3. Data Collection Procedure

Since the total population of the student is less than two hundred, I used 5% of the total population. When it is more than 200 the percentage will decrease. Before the questionnaires was distributed to the student and supportive respondents. Some relevant information was given for the respondent to help to them I know and understand each item. So that intern it help the researcher to get valuable information within minimum efforts. First the questions(the papers) were distributed to the student and other concerned participants accordingly. Then after

The distributed questionnaires were collected. The student and other concerned staff(targeted peoples) questionnaires response was presented in table form. Table was interpreted and analyzed .Interpreted with mathematical processed.

## 3.4. Data Collection Instruments

Four instrument were employed in order to gather the information from four different categories (groups) those are students, teachers, school representative, school community and community representatives

The instruments were prepared accordingly

Necessary data, these are questionnaires. Interview notes which is record by the researcher. Other document are resorted by researcher is available.(Observation of the researcher.)

### 3.4.1. Questioner (Items) sheet

According to Selinger and Shohamy(1989) a questionnaire was widely used in second language used acquisition researches to elicit information about certain condition and practice. Therefore the major data collection instrument could use in this study was students, teachers and other participants questionnaire it would be used to get more and detailed information

### 3.4.2. Interview

Selinger and Shohamy(1989) Point out that the use of interview as a data collection instrument permits a level of in depth information, free response and flexibility that could be obtained by other procedures. In this study, a semi-structured interview was used to gather more data for crosschecking which could consist of different specific and related question. Other documents are used for this data collection purpose when this is available around the schools and recorded by the researcher.

Observation is the other one which the researcher record what I was observe in the research area and researching time from school, students, teachers and community. Therefore, mainly the study will use a questionnaires and an interview for the sake of gathering the required amount and type of appropriate data.

## 3.5. Validity and Reliability of the Study

The validity of data in research is very crucial. Therefore in editing closed and open ended questionnaires, structured and unstructured interview, and the researcher need to be very accurate. The collected through in depth detailed by repeatedly playing the information on the documented to get any uncertainties

## 3.6. Method of data analysis

The data analysis process proceeded after the collected data were presented appropriately and then the data interpretation process continue based on the analysis of data. Data analysis is conducted by using the SPSS techniques. On the other hand data gathering via the open-ended items, closed-ended items of the questionnaire. Semi-structured interview and class room, filed observation are qualitatively analyzed. Both qualitative and quantitative data presented and analyzed.

## 3.7. Ethical consideration

Before data collection consent I were bought from concerned body permission and collaboration with official later and accept my permission. Because mobilize through four high schools according to my plan. Then I informed all concerned staff from woreda level up to gears rote level school and community representative around the school, and also permission (notification) from security staff of the zone because our zone now (for the time being it is not safe (save) in case of the conflict between the two region peoples (regional state) of Somalia region and Oromia region

# CHAPTER FOUR
# DATA ANALYSIS AND INTERPRETATION

## 4.1. Introduction

This research is related to assess the effect of the different challenges which were hindering the teaching-learning process of physical education in high schools. A study were done with special reference to four(4) high schools in Eastern Hararghe Zone. The researcher has investigated the research questions with the help of primary and secondary data. Primary data were collected through the questionnaire. Statistical and graphical methods were used in data analysis.

An analysis was carried out under the following broad headings

1. The general situation of the physical education in the school was selected
2. Questions related to the subject of physical education were prepared
3. Questions related to the response of students' about their interest, background and language of the textbook of physical education.
4. Questions related to physical education teachers.
5. The question related to infrastructure, facilities, equipment and material supply in from different direction (angles).

These data were collected through survey method's and the data is original in nature. These data were collected by distributing the questionnaire & getting filled by the concerned respondents (students and teachers), for this purpose, only manual method was used.

The following steps were used for collecting the primary data.

Questionnaires were filled by all the sampled selected students and teachers. These questionnaires were filled manually. With this the students were interviewed by personal contact method and Personal interviews were conducted.

Questionnaire used for study is meant for obtaining information about the performance and implementation of physical education curriculum in the selected high schools. Questionnaire used for survey consists of questions based on scale.

## 4.2. Scale used in rating and likert scales accordingly by the item

Scales are used to measure attitudes, values, opinions, and other characteristics that are not easily measured by tests or other measuring instruments. A scale is a set of categories or numeric values assigned to individuals, objects, or behaviors for the purpose of measuring variables[1]. The process of assigning scores to those objects in order to obtain a measure of a construct is called scaling. Scales differ from tests in that the results of these instruments, unlike those of tests, do not indicate success or failure, strength or weakness. They measure the degree to which an individual exhibits the characteristic of interest. A number of scaling techniques have been developed throughout the years (arg,2018)

**Attitude scale:** Attitude scale used multiple responses and combines the responses into a single scale score. Attitudes of individuals or groups are of interest to educational researchers. An attitude may be defined as a positive or negative affect toward a particular group, institution, concept, or social object[2]. The measurement of attitudes presumes the ability to place individuals along a continuum of favorableness–un favorableness toward the object.

If researchers cannot locate an existing attitude scale on their topic of interest, they must develop their own scales for measuring attitudes. However, for the purpose of this research, the writer of this paper adopted or used summated or Likert (pronounced *Lik'ert*) scales.

The Likert scale (1932), named for Rensis Likert who developed it, is one of the most widely used techniques to measure attitudes. A Likert scale (a summated rating scale) assesses attitudes toward a topic by presenting a set of statements about the topic and asking respondents to indicate for each whether they strongly agree (very high), agree (high), are moderately agree (moderate), disagree (low), or strongly disagree (very low)[3]. The various agree– disagree responses are assigned a numeric value, and the total scale score is found by summing the numeric responses given to each item. This total score assesses the individual's attitude toward the topic.

A Likert scale is constructed by assembling a large number of statements about an object, approximately half of which express a clearly favorable attitude and half of which are clearly

[1]Ary, Donald, et al. *Introduction to research in education.* Cengage Learning, 2018.
[2]Ibd
[3]Ibd

unfavorable. Neutral items are not used in a Likert scale. It is important that these statements constitute a representative sample of all the possible opinions or attitudes about the object. It may be helpful to think all the subtopics related to the attitude, object and then to write the items in each subtopic. To generate this diverse collection of items, the researcher may find it helpful to ask people who are accepted to their knowledge and definite attitudes toward the particular object to write a number of positive and negative statements[4].

The respondents are provided with the response category to select their response that best represents their reaction to each statement. The response categories are: very high (VH), high (H), moderate (M),low (L), &very low (VL). There have been some questions regarding whether the undecided option should be included in a Likert scale.

***Table 3: The designation of the alternative***

| Alternatives | Rating Designation or likert | Symbol |
|---|---|---|
| 1 | Strongly disagree (Very low ) | (SD) VL |
| 2 | Disagree (Low) | (D) L |
| 3 | Undecided (moderate ) | (U) M |
| 4 | Agree (high ) | (A) H |
| 5 | Strongly agree (Very high ) | (SA) VH |

**Scoring Likert Scales:**To score the rating Scale, the response categories must be weighted. For favorable or positively stated items, very high is scored 5, high is scored 4, moderate is scored 3, and low is scored 2, and very low is scored 1. The sum of the weights of all the items checked by

[4]Wiersma, W. "Research Methods in Education: An Introduction Allyn& Bacon." *Boston. London. Toronto. Sydney. Tokyo. Singapore* (2000).

the subject is the individual's total score. The highest possible scale score is $5\times N$ (the number of items); the lowest possible score is $1\times N$.

To properly analyze Likert data, one must understand the measurement scale represented by each. Numbers assigned to Likert-type items express a "greater than" relationship; however, how much greater is not implied. Because of these conditions, Likert-type items fall into the ordinal measurement scale[5]. Descriptive statistics recommended for ordinal measurement scale items include a mode or median for central tendency and frequencies for variability. Additional analysis procedures appropriate for ordinal scale items include the chi-square measure of association, Kendall Tau B, and Kendall Tau C.

Likert scale data, on the other hand, are analyzed at the interval measurement scale. Likert scale items are created by calculating a composite score (sum or mean) from four or more type Likert-type items; therefore, the composite score for Likert scales should be analyzed at the interval measurement scale[6]. Descriptive statistics recommended for interval scale items include the mean for central tendency and standard deviations for variability. Additional data analysis procedures appropriate for interval scale items would include the Pearson's r, t-test, ANOVA, and regression procedures.

However, the writer of this paper used the second type of analysis, i.e., interval measurement scale with the mean the most important analysis tool. Therefore, to form the interval scale, the following table shows the range of frequency measurements.

[5]https://www.joe.org/joe/2012april/tt2.php
[6]Ibd

**Table 4: the range of frequency measurements**

| Rating Designation | Interval scale |
|---|---|
| Low | **1.0 – 2.49** |
| Medium | **2.5 – 3.49** |
| High | **3.5 – 5.0** |

In addition to this the mean value $\bar{x}$ was calculated in the following way;

The mean score / $\bar{x}$ /Σfx

Σ $F_x$, Where F = frequency

X = 5-1/specific values given

Σ f total sample size of students /S/ = 79

Based on the above calculation the data obtained from students and teachers discussed and interpreted with five categories at latter part of the paper.

**4.3. Background of respondent**

The target population consisted of 9th grade students who were enrolled in the year 2011 academic year. The survey was conducted in the East Hararge Woredas of four different schools, Gursum, Awbere, Sekere and Awedal high schools. These four schools are important schools in Gursum woreda for taking this research.

Students were asked to comment on the performance and implementation P.E curriculum in their own school during the survey as well as their perception on physical education as a whole. They were also asked their attitude towards the physical education and the responsiveness of their school to the physical education subject in the school.

The survey was conducted fromMay1, 2011– June 25, 2011 E.C. Initial contacts were made in person. A total of 79 students,4 physical education teachers& 4 School Directors were included in the sample.

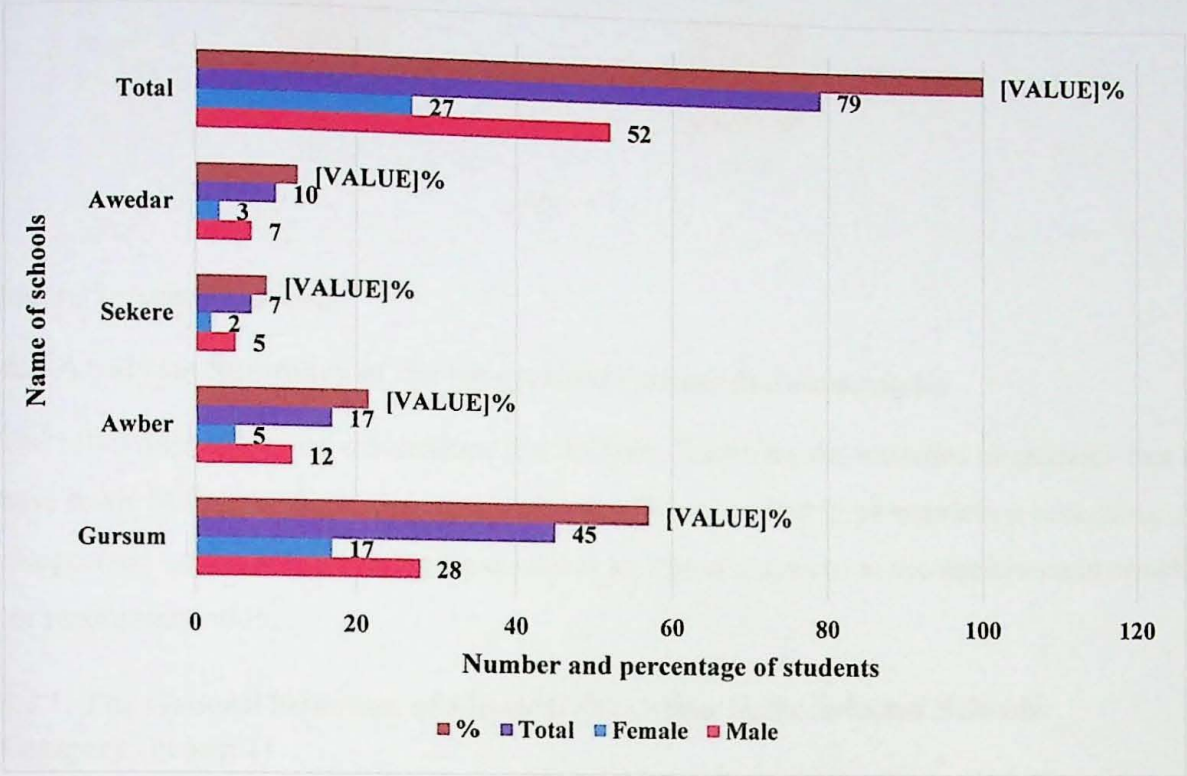


Figure 1: Number of Students by School and Sex

As it is indicated in the table above, 45 students (57%), 17 students (22%), 10 students (13%) and 7 students (9%) were from Gursum, Awber, Awedal and Sekere high school respectively. In relation to the sex of respondents from the total 65.82% percent are male and 34.18% are female students (Figure 1).

**Age of students**

With regard to the age of students, the majority (67.1%) of students are between 15-17 years old. The rest of students i.e., 32.9%, are between 18-20 years old (Figure 2).




Figure 2: Age of students

## 4.4 Analysis Summary of the categorized (grouped) data analysis

The following tables and discussions that follows elaborates the attitudes of students that they have towards the physical education and its performance and implementation according tothe categorized (grouped) data with mean scores and percentages to make decision and conclusions for recommendation.

### 4.4.1. The General Situation of Physical Education in the Selected Schools Category (group 1)

**Item(items no)**

| | |
|---|---|
| **1** | **Physical education should not be considered as a part of general education** |
| **2** | **Physical education class once and twice a week are inadequate** |
| **3** | **Grade should not give in physical education** |
| **4** | **Physical education is not an important phase of education** |
| **5** | **There is little carry-over value from physical education** |

**Table 5:Thefirst categorized five item final report(1, 2, 3, 4, 5)**

| | Question No<br>Item | 1 | 2 | 3 | 4 | 5 | Av. Mean and % |
|---|---|---|---|---|---|---|---|
| (4.4.1) | Mean | 3.77 | 3.68 | 3.24 | 3.62 | 2.7 | 3.40 |
| | Percent (%) | 75 | 73.6% | 64.8 | 72.4 | 54 | 68.04% |
| | Rate Scale | High | High | Moderate | High | Moderate | Moderate |

As it can be observed in the above table, the general conclusion shows moderate (it is a border line of) between moderate and highly positive agreements then the student attitude towards this point of view it is so good and continue but it needs some improvements for future according to we recommend in the chapter five.

**4.4.2. The second categorized questions related to the subject matter of P.E Category (group 2)**

This group has five (5) more related questions about physical education & the responses are finalized and reported with their clarification .Item(questions numbers)6,7,8,11,13 respectively

6 Physical education classes could not be free play periods

7 PE is a waste of time in school

8 PE classes should provide challenging activities

11 PE/Sport not priorities in the school

13 Class sizes

**Table6: Questions related to the subject matter of physical education**

| Category 4.4.2 | Question No. (Item) | 6 | 7 | 8 | 11 | 13 | Average mean & % |
|---|---|---|---|---|---|---|---|
| | Mean | 2.49 | 3.11 | 2.64 | 2.51 | 2.88 | 2.726 |
| | Percent % | 49.8% | 62.20% | 52.8% | 50.2% | 57.6% | 54.52% |
| | Rate scale | Border/low moderate | Moderate | Moderate | Moderate | Moderate | Moderate |

As the table shows only the 1st question is in the border line of low and moderate but the rest of it 6,7,8,11,13 is enough moderate then the total general (average men) or % shows to as it is moderate rang therefore the students attitude this point of view is moderate. As it is moderately agreed and it positively accepted accordingly the question was formed or design. Therefore the final decision shows to us it have (it need) some improvements for future according to we suggest and recommend in the chapter five.

### 4.4.3. Questions related to interest, background, awareness of P.E& textbook. Category (group 3)

Under this category, question related to interest, awareness, background of physical education and textbook are categorized.

Item (questionaries numbers) 10,12,21,22,23

10. Student have low level of interest in PE

12. Past negative experience with PE

21 .Restricted curriculum

22. Language of text book

23. Community awareness towards PE

**Table7: Questions related to interest, background, awareness of P.E& textbook.**

| | Question No. Item | 10 | 12 | 21 | 22 | 23 | Average mean & % |
|---|---|---|---|---|---|---|---|
| Category 4 .4..3 | Mean | 3.15 | 2.50 | 3.08 | 3.19 | 1.33 | 2.65 |
| | Percent % | 63% | 50% | 61.6% | 63.8% | 26.60% | 53% |
| | Rate scale | Moderate | Moderate | Moderate | Moderate | Low | Moderate |

As the table shows only question no 23 result shows low rang why? For this question our (my) findings and the indictors are elaborate in the summary of it and gave the recommendation. Question no 23 shows the community awareness toward P.E it is very low. The awareness according to the data shows to as then based on this we conclude our conclusions in chapter five and make the recommendation according by but the rest are moderate it also need some more improvements for a future accordingly I discuss it more on chapter five.

### 4.4.4. Category (group 4)

Under this categorized the questions for students question related to physical education teachers (Table 8) shows item number 14,15,17,19

14.Lack of training and knowledge

15.Confidence in teaching PE

17.Lack of time(time tabling)

19.Lack of performance measure for PE

**Table 8: Shows the attitudes of students towards the physical education teachers training, methodology awareness and skill**

| Categories 4.4.4 | Question no Item | 14 | 15 | 17 | 19 | Av. Men and % |
|---|---|---|---|---|---|---|
| | Mean | 2.86 | 3.83 | 3.15 | 2.76 | 3.15 |
| | Percent % | 57.2 | 77 | 63 | 55.2 | 63.1 |
| | Rate of scale | Moderate | High | Moderate | Moderate | Moderate |

As the above tables shows that all are moderate except question no 17. It shows high range conserving this point the teacher is better than others. When we compare generally the teachers of P.E performance is well and good because the final result shows moderate too finalize also it needs its own improvement and recommendation for future we discuss it on the conclusion and recommendation chapter 5 (five)

### 4.4.5. Assessment and analysis of questions related to the shortage of infrastructure, facilities, equipment, materials supply and availability in the school

With the level when thing is no shortage they respond low but when this is high problem and shortage they score very high problem accordingly then they responds the following.

Item number 9,16,18,20

9.Lack of facilities in level

16.Insufficient infrastructure

18.Lack of equipment in level

20.Lack of material in level

Table 9:The shortage of supply of materials, equipments, facilities & infrastructures

| | Question no | 9 | 16 | 18 | 20 | Av. Men and % |
|---|---|---|---|---|---|---|
| Category 4.4.5 | Mean | 4.35 | 4.0 | 4.465 | 4.16 | 4.24375 |
| | Percent % | 87 | 80 | 89.3 | 83.2 | 84.87 |
| | Rate of scale | High | High pro | High pro | High pro | High pro |

According to the finalized tables shows that in all school. The above table is a high problem about infrastructure, material, equipment supply and facilities for physical education totally. According to the attitudes of the respondents, there is the highest degree of problem in all selected schools.

### 4.4.6. Attitudes of students towards their parents' supply of sport equipment for personal use of student & compound use (common use). Category (group 6)

**Table 10 the parents for students supply of sport equipment (item 24)**

| | Question No (Item) | 24 |
|---|---|---|
| Category 4.4.6 | Mean | 1.40 |
| | Percent % | 28% |
| | Rate of scale | low |

The respondent show that the supply of equipment by family or parents and other concerned bodies for them is very low that indicates 1.40men in all selected schools of the total average mean then we observe the communities and parents awareness also low and it needs more attention and improvement works towards it for a future we discuss it in the chapter 5(five).

## 4.5 Questions for in depth interview (structured interview) for students

### 4.5.1 What you have learned from the previous P.E program/curriculum?

They respond from both school of the students was "according to the question design is theoretically in the class based on the textbook objectives are explain (explanation) by the teachers and after that in the next class we use practical exercises with proper instruction of it in the field or out of classroom. "

### 4.5.2. How would you describe teacher's participation in your past P.E class?

They describe the Teachers participation'' he create our full intention with a good motivation by using different methodology practices' show and perform face to face control our movements and manage it. Properly according to he's plane they finalize and summarize it is a good approach and method of training he' used.'' from both schools

### 4.5.3 What is your motivation to learn P.E programs

Majority of the respondents response for this question is ''our motivation is less because we gave more attention for academic education they are came on national exam then to have a good result or points P.E we use only for the game only then our motivation is less in case of it.''

### 4.5.4 Have you learned by professional P.E teacher's on elementary level?

Above 95% of the interviewer's answered "No" the results of students of all schools.

### 4.5.5 What are the factors affecting implementation of P.E program in your school?

- The awareness of the community about P.E. the influence of other teachers they said that ''they up making they own academic subject and the students which is participated) more sport is who have low academic point or understanding.(or consider) then it have other emerge (negative) through as and affect our implementation.''
- ''The availability, supply and shortage of sport (P.E) materials, equipment and infrastructure there is no or limited. ''
- ''Our family and parents need to more participate in other subjects. ''
- ''Because they do not have awareness of P.E properly (benefits) etc... the attention by school about the P.E also less than other subject. ''
- ''There is no initiative environment through the school about P.E all in all.''

### 4.5.6 What are your feelings about P.E program?

Majority respond for this question we have a good feeling about the program because'' we have a playing chance of different games but the material was not available.

But some of the student responds we have not a good feeling because our family, parents and community have positive outlooks about it when we are play any game they can't understand as like a strong brilliant student then we have bad feelings.''

### 4.5.7 What shortages did you observed within the P.E program?

The respondents expressed that ''they have the shortage of all needed materials and sport equipments. For e.g. all type of balls, boards (courts), sport wears, sport shoes etc. in their schools because of no attention by the school administration and their family.''

### 4.5.8 Is the teacher organize lesson plans &structure the class?

Majority respond'' yes according to our observation he is organize we can't (we don't know) briefly about he is plan and structure but according to our knowledge he is organized and use lesson plan but some (few) student respond that sometimes the teachers was came without plan (lesson plan) then he/she organizes and uses to play only games or ball outside the classroom. ''

### 4.5.9. Did the teacher provide closure to the class with a review exercises?

Majority responded "yes", Gursum and Awbere but Sekere and Awdal schools some students responded "no". Sometimes, he/she provides review exercise because there is time constraint. Exercise because there is time constraint. ''

### 4.5.10. Did the teacher teach any skill to the students?

''Yes he teach all and any skills which is needed to us which are stated in the textbook and considered in his/her lesson plan accordingly and he/she shows the skills and instruct us in all time before and after any game (play) the skills of warning up and cool dawn practically using general and specific parts of the body parts.''

### 4.5.11. Did the teacher provide goals or objective for the class?

Majority of the respondents responded "yes he/she provide in all classes at the beginning and end time of the class. But, some students responded that" sometimes" only at the start or at the end of the lesson he/she provide the goals (objectives) of the lesson. ''

**4.5.12. What type of interaction is held between you and the teacher?**

The Gursum,Sekere and Awdal schools they respond'' there is a good interaction between them and they have respect for their teachers and also their teachers respond to them positive and treat them as their family member happily. ''

**4.5.13. Do you have a good initiation for practical physical education classes?**

Both school students they responded that'' they have a good initiation for practical physical education sessions but the school environment has an influence on their initiation.''

**4.5.14. Do you have a good initiation for physical education theoretical classes?**

Gursum,Awbere and Awdal schools majority of the respondents responded ''they have more initiation for theoretical classes than that's of practical classes between majority of our class or lesson was (is) through but only P.E have failed or outside classroom and it play game than we gave more for practical or field than theoretical class. We can to attend the theoretical lesson (session it he field) or out of classroom the P.E. ''

**4.6. Question for depth interview (structured interview) for teachers**

**4.6.1. What are the factor affecting implementation PE programs in your school?**

''1st basic and chronic factors affecting the implementation of P.E in both schools are availability and supply of equipment, material facilities, and infrastructure for school, students, and teachers, with budget. That means financial and school community the 2nd one is motivational scale (levels of) students and school come to low than that's of other subjects that means not gave more attention and understanding for P.E like that's of other curriculum academic subjects ( P.E is curriculum subject like other) but acceptance and consideration of it by all are less than others. It needs awareness change through them. The 3rd one is not gave more attention by stakeholders governmental bodies and all the surrounding environment generally to finalize they have a lot of factors, the above 3(three) is mostly prioritized by them for E.g. the rest piece, benefits, injury, responsibility coordination Etc. also states lists by them. ''

### 4.6.2. What are the characteristics of effective P.E programs?

Majority of the respondent responded'' their practical physical education programs are better than that of theoretical physical education programs which are supported by computations with awards and recognition by concerned staff.'' The Gursum ,Awdal and Awbere students all in all.

### 4.6.3. What motivation methods do physical education teachers use to improve their instruction?

'The physical education teachers use simple & easily understandable language for example local words than scientific words and majority of instructional medium. (English) to they own regional language is preferred to perform and motivate to the student and use accordingly. ''In both schools.

### 4.6.4. How do people perceive the field of P.E.?

All respondent teachers understand that'' the people perceive physical education as a basic need according to their point of view for its' different benefits like that of health benefits in preventing different disease (prevention, treatment & promotion of health). In addition it promotes the habit of good life style preventing the habit of drug adoption and other bad life styles. The other benefits of physical education are:''

- ''It helps people by creating computational mood of life style.''
- ''It helps people by creating a source of income & employment opportunities.''
- ''It helps in developing he talents & abilities of individuals.''

### 4.6.5. How do you think students should be assessed in physical education?

According to the respondents,'' the students should be assessed in two ways. These are the theoretical based exam and the practical ability tastes which will be finally scored out of 100% (50%- 50%) for each assessment.''

### 4.6.6. What improvements have you observed within the profession of PE?

All the respondents are agreed that'' there is great improvement in the profession of physical education in terms of the use of professional teachers who knows the methodology with deep scientific knowledge. In the previous times, majority of the physical education teachers were are assigned to teach by common understanding without professional skill only to cover the subject giving less attention to the subject. This situation is one of the cases for its failure.''

**4.6.7. Have you ever proposed an idea of what the P.E curriculum/ program should look like? No the proposed.**

''When the curriculum/ program was supported by concerned government office, Like that's of Ministry of Health (concerning health wise) Ministry of Youth. (By creating powerful productive force)Ministry of sport more respected as a stake holders for the field (the subject) development and improvement with all aspects of view. E.g. Financial, technical, forming, final goal target and curriculum/ program. Development and implementation it is more benefit able and adaptable according to the needed outcome they proposed shortly the above. ''

**4.6.8. How would you describe the students' participation in physical education classes?**

''The students are more participant in the field practical classes than the class theoretical classes. But , their participation is limited by the problems of available training fields, materials and equipments.'' By the teachers of Gursum,Awbere and Awdal.

**4.6.9. How much is the lack of equipment's affected your teaching-learning instruction?**

''The lack of required sport equipments highly affected the instruction of the teaching-learning process for example; to teach the type and use of apparatus gymnastics, there is no material available not only in the schools, but also in the surrounding area. In the react games such as ground tennis, badminton, handball, basketball, etc., the playing courts (the fields), rackets with the balls & boards are not available which are affecting the teaching-learning instruction of physical education.'' It is finalized from all schools of teachers.

**4.6.10. What changes would you like to see about physical education curriculum?**

''The physical education curriculum recognized the benefits of available equipments; materials, infrastructures, and the utilization of skills and knowledge to all schools equally during the designing process of the curriculum considering all school levels throughout the country. In to consider (the new one and other aged, or which have long experience schools with continues (consecutive) feedback with remark.''

**4.6.11. How do you think the other subject teachers' perception towards P.E in your school?**

All teacher respondents in all schools who are teaching other subjects' 'undermine and give less attention to physical education by speaking to the students to do not spend their time agitating

them physical education is nonacademic and not included in national examination of grade 10& entrance examination of grad 12.''

**4.6.12. How do you think the school administration perceive P.E at your school?**

Only one of the teacher says that (Awbere)'' our principal have positive attitude for P.E but the rest three teacher respondents responded negative. The principal and administration part have positive response (perception) about P.E. they observes as non-usable subject only it is just play for students then the only volley ball was enough. We don't have budget and purchase equipment's internally (interpersonally) co-operative totally all in all they are not positive subject (P.E). ''

**4.6.13. How could P.E program be improved?**

By participation of all members of the school, community students, stockholders. Concerned stuffed (office) ministers and the peoples which is participating by curriculum designers program evaluates policy makers, etc. generally by all citizen participation and creation of awareness about the subject and develop new programs at the end we expect the improvement. (or at that it improved)

**4.6.14. Material and equipment supply (availability) it have attention by concerned bodies or not**

All the respondents are agreed that, ''there is no equipment supply or availability by other concerned bodies or stuff's but sometimes students purchase ball by their own initiation for play.

**4.6.15. How was about the teachers equipment (material) supply?**

They all are agreeing of negotiate. ''There is not any supply of equipment or sport material also sport wear (T-shirts, pants, shoes), soap, soft, etc… other basic supply was not properly address for them. ''

### 4.7. Questions for in depth interview (structured interview) for school director

#### 4.7.1. What factors are affecting the implementation P.E programs in your school?

The major factors that are affecting the implementation of physical education in the Sample schools are grouped in to four.

1. ''The problem of budget constraints to implement all programs accordingly to purchase equipments, to maintain sport fields, and to new material supply. ''
2. ''The problem of fields for sport activities like that of football, basketball, running track (fields) and also for react gems with materials. ''
3. ''The sporting materials such as shout pout, javelin, mattress, safety equipment (first aid kit) etc… with proper physicians.''
4. ''The motivation & interests of students towards physical education are among the major problems in the sample schools. ''

#### 4.7.2. What are your feelings about the importance of P.E?

''It is very important to create healthy and productive citizens in our community and country, additionally creating competitive athletes for our school, woreda, and up to country level. It is also basic to create awareness of knowledge and skills of sport activities with their rules & regulations through students to the community at any level, any types of computational and recreational games with variation and benefits also the surrounding community which is living around the schools to be benefited using different sport activities. ''

#### 4.7.3What further improvements need physical education?

''The school administration, the town sport office, the different stakeholders and the community should work together to help the school physical education in terms of the provision of required sport material supply &different sport training programs should be arranged with competition programs. ''

#### 4.7.4. What changes would you like to see in the curriculum of physical education?

The respondents like to see ''physical education is included in the national exam like that of other academic subjects such as mathematics, language, biology etc. which would improve the students' motivation towards physical education.''

**4.7.5 What type of inputs could you contribute to help P.E in yours school?**

All the respondents mentioned that,'' they have a great need to contribute for the better implementation of physical education cooperating with their management staffs. But the limitation of the required budget, knowledge and skills are created a gap between their personal needs and what is expected from them. ''

**4.7.6. What is your personal feeling about P.E?**

The respondents said that, ''they have so good feeling towards physical education because it helps for our community & our country at large in different directions. Furthermore; it builds healthy and competitive, productive force such as competent athletes in all levels and types of sport addressing all children the different sport talents and abilities, creating job opportunities and ways of income for individual citizens. Since the value of physical education is very high, they have a very good feeling.''

# CHAPTER FIVE

# SUMMARY, CONCLUSION AND RECOMENDATION

This chapter presents the summary of the major finding and draws conclusion of the whole study, and it gives recommendation

## 5.1. Summary

The main purpose of this study was to assess, the implementation, attitudes, and performance of Physical Education (sport) practice teaching and learning in general secondary schools (High schools) of East Hrarage Zone Oromia regional states.

Both qualitative and quantitative data were employed in this study together a large variety of data related to the challenges and problems of the study. The research study attempted to examine. The attitudes of students to wards of PE and sport accordingly, then the collect data on the attitude of students, PE teachers and school principals towards the implementation of physical educations (sport) was, found at the minimal level, (many reasons raised by respondents) but the majority raised idea (reasons) by respondents the subject PE (sports) is not give more attention in all direction (from top to dawn) responsible parts and the stake holders, other directly and indirectly participants, shortly from curriculum designers up to. Implementers, additional the student teachers and school principals, school community (parents of students) families very less attitudes and morals towards PE in case (reasons) of the subjects was not includes in the national exam like that's of other subject then it pushes them to gave less attention towards the subject.

There are several factors influencing the teaching and learning PE (sport) in high schools of East Harerge Zone. From those, factors are school physical environment, absence of playing ground (field). Lack of using sport materials and equipments( insufficient) for practical class, lack of interest in the subject, lack of knowledge in sport (PE). Start from lower grade (Elementary) up-to highest level high schools by the principals and subject teachers and school community stakeholders. But this the above concerned bodies create conducive environment to the subject matter it helps to give opportunities and creating conducive environment helps to develop individual discipline and arrange the resources, fields, equipments, materials and other needed things for teaching and learning process.

## 5.2.Conclusions

Based on the major finding of the study the following conclusions were drawn implementation of high school physical education curriculum is beneficial in facilitating students' academic performance and contributes good role by improving the quality of good life style and health promotion through the student and diffuse to the community, but the implementation shows the opposite, It is not sufficient to meet the desired content objectives by the case of less attention for the subject from all direction.

The concerned bodies like education office school principals other teacher the school community (family of students) etc. seem unwilling to make good arrangements of the class. And all sport materials equipment, infrastructure. Other supply for schools and students. PE teachers there for in both schools shortage of materials like ball, playground (fields) sport shirts, tutas, (uniforms like sport clothes) sport equipments. etc this all basic and decisive teaching learning usage was not available or it is not fulfilled by the schools and other concerned staff stakeholders, by shortage of budget and given less attention for the subject. Then it (the problem) highly affect the attitudes and practices of school community (teachers, students, and other) to wards PE and sport implementation in high school there for from this study it can be concluded that high school physical education curriculum or syllabus has not been implemented as planned.

## 5.3. Recommendations

Based on the findings and conclusions the following recommendations are forwarded, high schools PE (sport) curriculum to be implemented effectively

- All the concerned bodies (i.e, school principals, other subject teachers the stakeholders, the woreda, the zone, and regional education office) etc should support schools in providing required physical education necessary materials, equipments, infrastructure, and allocate adequate budget in preparing playground (fields) the school compound with proper and consecutive follow up.
- During opening (planning new high schools) must have given more attention about the infrastructure (playing ground), facilities, sport materials equipment and there availabilities with the school or the plan.
- When new schools ok(opened),there is the need of discussion with the community or (community participation) must include also the stakeholders, or concerned bodies.

- Community participation is also the basic factor to solve the problems of all educations (not only for PE) but also for other education by sustainable PE environment creation and enhance by solution making for problems, needs by (participation and sense of ownership to develop).
- The curriculum office not only design the curriculum but also follow up the implementation accordingly and tentatively by creating one responsible department through all levels of education Bureau (office) from ministry of education federal state up-to the lower Woredas education Bureau. (office)
- The bureau assigns trend or skilled teachers by PE from lower class (elementary) up-to the highest level (high school) and gave updated training. (to improve the capacity of PE teacher) skills, knowledge moral improvement on the subject.
- During, budget allocation, the PE teachers must participate with the principals and other concerned staff (bodies decision makers).
- During student's registration time the sport materials (cloths) are one of the fulfillment by the students like that's of uniform by parents.
- The PE teachers must have create (build) the health wise benefits of PE through the students and school community.
- The PE teacher must develop sports computation through the students with concerned office to have a good participation by students with awards.
- Regional Education Bureau (office) has to motivate teachers by providing theoretical and practical on job training for physical education teachers and other concerned teacher participants stack holders (capacity building) is a good motivation by providing theoretical and practical on job training for physical education to others.
- The school principal must have create the good school environment by cooperatively with PE teachers and others collaboration to make or minimize the problems or (challenges of) PE through the schools and surrounding (inside the schools and outside the school compound).

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# APPENDIX 1GENERAL DIRECTION

## Participant information sheet

The main purpose of this questionnaire is to identify Indicators the performance, effective, implementation and intervention of motivational responses in high school physical education. Then the information obtained will help to identify level of implementation, motivation and responds of physical education classes in school. To obtain reliable and valid information for the research, your open and genuine response is highly appreciated. DO NOT WRITE YOUR NAME ON THE QUESTIONNAIER

The questionnaire has two parts(section A is about your personal information, section B is factor affecting the implementation, motivation and response physical education program in school(your school) each part has its own instruction. Please read each item carefully and give your honest response to each item accordingly. If you overlook any item without giving respond, it will invalidate the study. So please check that you have given your response to all items

## SECTION A

The response to the following questions meant only for analysis purpose. Please provide your response by marking a tick(x) in the relevant boxes.

Please fill the following information

Age_____ Sex_____

Name of School_____

Grade _____ Category:-Student_____

Teacher_____ Other_____

**SECTION B:-**There is some statement identify factor indicate the performance, effective, implementation and intervention of motivational response in high school. Read each item carefully and put this mark "x" under the alternative that best express your feeling about the statements. 5 Points rating scale A .SA(5) B. A(4) C. U(3) D. D(2) E. SD(1)-rating scale

A. VH(5) B.H(4) C. M(3) D. L(2) E. VL(1)-lekert scale uses accordingly

| No | Item | SA | A | U | D | SD |
|---|---|---|---|---|---|---|
| 1 | Physical education should not be considered as a part of general education | | | | | |
| 2 | Physical education class once and twice a week are inadequate | | | | | |
| 3 | Grade should not give in physical education | | | | | |
| 4 | Physical education is not an important phase of education | | | | | |
| 5 | There is little carry-over value from physical education | | | | | |
| 6 | Physical education classes could not be free play periods | | | | | |
| 7 | PE is a waste of time in school | | | | | |
| 8 | PE classes should provide challenging activities | | | | | |
| 9 | Lack of facilities in level | | | | | |
| 10 | Student have low level of interest in PE | | | | | |
| 11 | PE/Sport not priorities in the school | | | | | |
| 12 | Past negative experience with physical education | | | | | |
| 13 | Class sizes | | | | | |
| 14 | Lack of training and knowledge | | | | | |
| 15 | Confidence in teaching PE | | | | | |
| 16 | insufficient infrastructure | | | | | |
| 17 | Lack of time(time tabling) | | | | | |
| 18 | Lack of equipment in level | | | | | |
| 19 | Lack of performance measure for PE | | | | | |
| 20 | Lack of material in level | | | | | |
| 21 | Restricted curriculum | | | | | |
| 22 | Language of text book | | | | | |
| 23 | Community awareness toward PE | | | | | |
| 24 | the parents for student supply of sport equipment | | | | | |

## APPENDIX 2 Interview 1

**Appendix Table:** questions for depth interview (structured interview) for students

| No | Interview Question |
|---|---|
| 1 | What you have learned from the previous physical education program/curriculum? |
| 2 | How would you describe teacher participation in your past physical education class? |
| 3 | What is your motivation to learn physical education program? |
| 4 | Have you learned by professional physical education teacher on elementary level? |
| 5 | What are the factors affecting implementation of physical education program in your school? |
| 6 | What are your feelings about physical education program? |
| 7 | What are shortages have you observed within the physical education program? |
| 8 | Is the teacher organized? (lesson plans, structure of class) |
| 9 | Did the teacher provide closure to the class with a review exercise? |
| 10 | Did the teacher teach any skills to the students? |
| 11 | Did the teacher provide goals or objective for the class |
| 12 | What type of interaction b/n you and the teacher |
| 13 | Do you have a good intention for practical class |
| 14 | Do you have a good intention for theoretical class |

## APPENDIX 3Interview 2

**Appendix Table:** questions for depth interview (structured interview) for teachers

| No | Interview Question |
|---|---|
| 1 | What are the factor affecting implementation physical education program in your school?(the moster or highly) (3 cause) |
| 2 | What are the characteristic of effective physical education program? |
| 3 | What motivates physical education teachers to improve to improve the instruction |
| 4 | How do people perceive the field of physical education? |
| 5 | How do you think physical education student should be assesses? |
| 6 | What improvement have you observed within the physical education program? |
| 7 | Have you ever proposed an idea of what the physical education curriculum/program should look like? |
| 8 | How would you describe student participation in your physical education classes? |
| 9 | How has the new equipment affected your teaching instruction? |
| 10 | What would you like to see change about the physical education curriculum? |
| 11 | How do you think teachers perceive physical education at your school? |
| 12 | How do you think your administration (principal) perceive physical education at your school? |
| 13 | How can PE program improve? |
| 14 | Material and equipment supply (availability) if have attention y concerned bodies or not |
| 15 | How was about the teachers equipment(material) supply |

## APPENDIX 4Interview 3

**Appendix Table:** questions for depth interview (structured interview) for school director.

| No | Interview Question |
|---|---|
| 1 | What are the factor affecting implementation physical education programs in your school? |
| 2 | What are you feeling about the importance of physical education? |
| 3 | What further improvements need to make? How can there be added substance the physical education program |
| 4 | What would like to see change about the physical education curriculum? |
| 5 | What type of contribution or imputes do you implement or perform to help PE in your school |
| 6 | What is your personal feeling about PE |

## Declaration

I hereby declare that this research work entitled

"The Implementation of Physical Education Curriculum in Some Selected Secondary Schools of East Hararge Zone" is my own original work and does not contain any acknowledged sources. It is not presented before and that all sources of materials used for the study were appropriately acknowledged

Name of the candidate: Abera Chala Ourga

Signature_____

Date 18/9/2019

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

Advisors: Solomon Areaya (PHD)

Signature_____

Date 18/9/2019