

**ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES**

**EFFECTIVENESS OF HEALTH AND PHYSICAL EDUCATION
TEACHERS IN TEACHING THE SUBJECT IN PREPARATORY
SCHOOLS OF ADDIS ABABA CITY ADMINISTRATION**



BY GEBRE NEGASH

JUNE 2005

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**A THESIS SUBMITTED TO THE SCHOOLS OF GRADUATE
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THE DEGREE MASTER OF ARTS IN CURRICULUM
AND INSTRUCTION**

**BY
GEBRE NEGASH**

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Addis Ababa University
School of Graduate Studies

Effectiveness of Health and Physical Education Teachers in Teaching the Subject in
Preparatory Schools of Addis Ababa City Administration

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Abbreviations

MOE	Ministry of Education
ICDR	Institute of Curriculum Development and Research
SPC	School Pedagogic Center

Abstract

This study aims at investigating the extent of implementing grade eleven and twelve Health and Physical Education Syllabus.

The subjects of the study are 7 directors, all teachers, all department heads and 610 students from seven schools in Addis Ababa City Administration, selected by using purposive and random sampling techniques. Observation, questionnaire and interview were the instruments of data collection. The data gathered through these instruments were analyzed using percentage

The results show that most of the teachers of Health and Physical Education do not developed interest towards their subject. Due to this fact most teachers do not fulfill professional duties and responsibilities. Teachers' ability of teaching the subject was poor; hence they do not use various methods of teaching; rather; they use traditional, (teacher centered) method of teaching. Most teachers in Government schools don't use continuous assessment techniques, appropriate teaching aids with sufficient quantity where need. In addition to these, in many schools, the school environment was not suitable for the instruction of Health and physical education subject. And also the period distribution (schedule), of Health and physical education is not suitable for the subject, (particularly for practical lesson).

The findings further indicate that some factors such as inadequacy of period allotment, crowded classroom (Particularly in Government Schools), inadequacy of teaching aids, teaching facilities (equipments), lack of appropriate training field areas and poor environmental conditions appear to have contribution to the ineffectiveness of teachers in the implementation process of Health and physical education syllabus.

Based on these findings and the conclusion drawn, related recommendations regarding the improvement of teacher training and the provision of the necessary instructional materials are forwarded.

CHAPTER ONE

INTRODUCTION

1.1. Background of the Study

It is obvious that a well-developed curriculum is one of the requirements for the quest of excellence in the educational sector. This is because curriculum is not planned and developed for its own sake rather the purpose of any curriculum is to benefit the society by developing knowledge, skill, and attitude and subsequently use it in solving problems and improve ways of life. To this end Sayler, Alexander, and Lewis, (1981), stated that the purpose of all curriculum planning is to provide opportunities for an individual student or group of students to benefit maximally from participation in learning activities. However, this will be realized if and only if the developed curriculum is implemented effectively. In other words the ultimate test of a curriculum plan lies in its implementation (Alexander and Lewis (1981). Implementation involves extensive actions by many parties-not just, for example, an offer to staff one workshop. Implementation also involves attempts to change individuals' knowledge, actions and attitudes.

In many cases the success of curriculum implementation is weak; that is, many curriculums have been planned but much fewer have been systematically implemented (Beauchamp, 1968 and Fullan, 1991). Many excellent curriculums have had insignificant results because their designers limited their horizon to the development of curriculum without a serious consideration of implementation

(Pratt, 1980; Girox, 1981; Sounders and Graham, 1983; Gene, 1995). Thus the implementers fail to understand what is in the mind of the designers. This will result in the failure of the general practice of curriculum implementation. In this case it should be noted that any plan, be it a curriculum, for its implementation depends upon the daily activities of the organizational members who are in charge of it. If they respond to influences other than the intentions of the designers, even the most carefully worded and strongly supported plan is unlikely to be implemented as intended (Adams in Fullan and Pomfret, 1977).

There are numerous factors that could influence the implementation of a curriculum. Among them is the role-played by teachers, Barger (1974) and Hareln (1977) gave ultimate responsibility to the teacher. The teacher is the final decision maker concerning the actual learning opportunities provided to students. The best-designed curriculum as well as the poorest owes its ultimate success or failure to the quality of the teacher's own planning and implementation. If teachers do not understand what is wanted, or if they do not make a genuine commitment to ensure its success, implementation will be hampered.

Fullan and Pomfret (1977) identified four groups of determinants of curriculum implementation. These are: firstly, the characteristics of the inhalation, which means the degree of explicitness or complexity of the curriculum, secondly, the strategies and tactics, which include the training background of teachers, resource, support, feedback mechanism and participation of teachers in the

innovative process. Thirdly; the “characteristics of the adopting unit”, which include the adoption process, organizational climate, environmental support and demographic factors. The last one is the “macro socio-political factors,” that is the role of political agencies outside the adopting organization ranging from the local level to national organizations.

Health and Physical Education is an important part of the secondary school curriculum. As an integral component of the total education, Health and Physical Education makes a unique contribution to the education of the student. It is the only subject area in the school devoted to the study of human movement, the acquisition of motor skills, and the promotion of fitness. It is also concerned with the total development of the individual; encompassing development in the psychomotor, cognitive, and affective domains. The development of motor skills, fitness, knowledge, and attitudes conducive to a lifetime of participation is a commonly acknowledged goal of the secondary school Health and Physical Education program (Wuest and Lombardo, 1994); Robert and Walter, 1976).

In order to achieve the aforementioned purposes and also the objectives of Health and Physical Education in Ethiopia, in general and in grade 11 - 12 in particular it is imperative to look thoroughly its implementation. An implementation of Health and Physical Education program requires consideration of many different facets of teaching. Understanding the process by which individuals learn skills, teachers' guidance in the selection of

teaching styles and strategies, teacher's interactions with students, the class climate, motivation, discipline etc. Furthermore, teachers must thoughtfully consider how they will meet the needs of all students within the program, including those with special needs.

Effective administrative procedures can help teachers be more efficient and accomplish required tasks in a more timely manner. Evaluation should be an integral part of the program so teachers can determine the extent of achievement of learning goals. Teachers who are determined to improve their teaching will benefit from employing a diversity of techniques to evaluate their own performance. Promotion of the Health and Physical Education program through the use of various public relations strategies is an important responsibility of each Health and Physical Education teacher (Wuest and Lombardo, 1994)

In Ethiopian educational, system Health and Physical Education as one of the subject considered in second cycle of secondary schools (grades 11-12) is designed in view of the following general objectives (MOE, 2001):

- Develop an awareness of the relationship of the body movement to the maintenance of physical health and well-being.
- Obtain the functional personal fitness level and maintain an optimum degree of physical fitness.
- Develop physical skills, coordination and abilities useful in work and play, including team sports.

- Develop ethical behavior and the responsibility of citizenship, self-discipline and the quality of leadership.
- Acquire knowledge how to lead active and healthy life style.
- Have skills, knowledge and abilities necessary to continue tertiary level.

At this juncture it is necessary to raise the following question; “how far the implementation of Health and Physical Education contributed to the attainment of the above mentioned objectives?” It is this key question that initiated the researcher to undertake this investigation.

1.2. Statement of the Problem

Curriculum implementation and evaluation are essential components of curriculum studies. In this regard, curriculum evaluation can be used to decide what instructional materials and methods are satisfactory and where change is needed; to judge how good the school system is, and how good the individual teachers are (Cronbach in Stenhouse, 1975) as cited in Solomon (2000). In relation to this, studies made by Getachew (1994), Eshetu (2001), Kindalem (1998), Dawit (1999), Solomon (2000), and Abera (2004) explicitly show such a wide gap between designed intents (the program) of the syllabus and what is actually in practice (people and organization). In all the studies teacher classroom performance was found inadequate. Many teachers were not found using techniques and activities suggested in the syllabus. The reasons identified in most of the studies are shortage of curriculum materials, lack of qualified teachers, lack of competence to teach,

and inadequate refreshment training for teachers. Similarly the study made by ICDR (2004), on Health and Physical Education Subject in grades 9th and 10th came up with similar problems mentioned in the above studies.

Hence, it is necessary to conduct research on grades 11 and 12 Health and Physical Education subject. In light of this the purpose of this study is to evaluate the implementation of Health and Physical Education of preparatory schools (grades 11 and 12). And to identify the major achievements or constrains while putting the curriculum into practice.

Therefore, the study has attempted to answer the following questions:

1. Do Health and Physical Education teachers in grade "11" and "12" implement the subject based on the syllabus?
 - Do they have capability of transmitting the contents of the subject in accordance with syllabus?
 - Do they use of teaching methods and techniques prescribed by the syllabus?
 - What are their teaching activities employed in the classroom?
2. How conducive is the learning-teaching environment in the school and the classrooms for the effective implementation of the syllabus?
3. What are the factors that either contribute to the effective implementation or that impede the implementation of the subject?

1.3. Significance of the Study

Evaluating the implementation of a subject continuously helps to obtain evidences regarding its strength and weakness, which are very useful for making decisions. Hence:

- the findings create an awareness for teachers on their weak and strong points. To see whether they are implementing the syllabus as expected or not.
- the findings can serve as reference for further investigation on the area.
- the Addis Ababa Administration can benefit from the findings of the study, particularly in improving and facilitating the quality of the implementation process.
- the concerned bodies can benefit from the study by considering the finding. (As a clue to indicate what parts of the syllabus are implemented well and what parts are difficult for implementation. Based on this, they will device appropriate means for the full realization of the objectives.)

1.4. Delimitation of the Study

This study is conducted only in Addis Ababa City Administration, involving more than one Regional State demands much more time than available for this research to be accomplished and submitted as scheduled. In order to overcome time constraints, the study is also limited only to one subject Health and Physical Education of Preparatory School or Second Cycle of Secondary Education (grades 11 and 12). Even though aspects of a programme that require evaluation are numerous, as a result, issues related to the curriculum plan such as the way it has

been designed and organized; and teachers' competence outside the classroom such as consulting parents and participating in community service activities etc. are not considered. Then inclusion of such issues requires extensive manpower and time. Although there are different types of schools in Addis Ababa City Administration, the researcher limits himself only on those who follow the Ethiopian school syllabus non-governmental schools and Governmental schools. This is because; some Non-Governmental schools use completely different curriculum adapted from abroad (Example-Lece G/mariam)

1.5. Definition of Terms

It is evident that words are defined according to their contextual meanings as used by different writers. With this understanding the following words (phrases) are defined according to their context as employed in this study.

1. **Government schools:** - are the schools, which are administered or run by Government.
2. **Non-government Schools:** - are schools which are not administered or run by Government; it's run by private public, mission, Religion and organizational schools
 - **Mission schools:** - are schools opened and administered by foreign religious organizations. In these schools modern (secular) education is provided.
 - **Public schools:** - are schools, which are administered by public elected committee.
 - **Organizational schools:** are schools opened and administered by foreign or domestic Non-Governmental and non-religious organizations.

- **Private schools:** - are schools which are administered privately
- **Religion Schools:** - are Schools, which are administered by Religious organizations.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

It is known that different authors define the term curriculum differently. Despite this fact, if, for instance, it is perceived as a plan for the learning experiences that young people encounter under the direction of the school, its purpose is to provide a vehicle for ordering and directing those experiences. This process of providing the vehicle and keeping it running smoothly is known as curriculum development (Derebssa, 2004). At this juncture it should be noted that the term curriculum development is a comprehensive one. It includes planning, implementation, and evaluation.

Curriculum planning is more or less synonymous with curriculum design. It refers to the way we arrange the major components of the curriculum (objectives, contents, learning experiences and activities and instructional methods and materials) to provide direction and guidance as we develop it. Curriculum implementation on the other hand is the practice of translating the plan in to action. And curriculum evaluation enables us to compare the actual outcomes with the expected outcomes (objectives), and to arrive at conclusions about this comparison with a view to future action. From the on going discussion one can understand the fact that the entire process of planning, implementation and evaluation are interrelated.

In this research work the researcher is greatly interested with the implementation of a curriculum implementation of the preparatory school Health and Physical Education curriculum. Thus review literature related with the over all practice of curriculum implementation will be treated under this topic:

2.1 The Concept of Curriculum Implementation

Curriculum implementation is a process of putting the developed/planned curriculum into effect. However in this case the term implementation refers to the actual use of a curriculum. It should not be viewed as a clear -cut yes or no -to use or not to use a new program or change. Rather its process is developmental and occurs at different levels. Thus it focuses on the extent to which actual change in practice occurs and on the factors, which influence the extent of change. Here note that the production of a curriculum guide or the written curriculum is not the final stage in the process, as many feel it is. Rather, implementation of the curriculum or, as some state, "bringing the curriculum to life" comes next. This stage is a critical phase in the overall process of curriculum development. This is because the curriculum can not achieve its aims unless it is implemented/ taught in the way it is intended to be implemented (Derebssa: 2004).

The ideas discussed above clearly imply that no matter how the school curriculum is valid or appropriate, it makes no meaning unless it is delivered to students. Therefore, if students are to attain educational goals and objectives, a curriculum must be

implemented through out the school system (Ornstein and Hunkins, 1988). In a similar vein Saylor, et.al (1981) advanced the view that the curriculum, which is planed for providing sets of learning opportunities for the learners remain only opportunities until learners become engaged with the opportunities in the process of its implementation. "However, unless careful steps are taken to support such implementation via regular and appropriate staff development activities, change will not occur" (Wuest and Lombardo, 1994). Emphasizing the nature of curriculum implementation in developing countries Dereje (2001), noted that curriculum implementation is a formidable and complex task in most countries where planning and leadership capabilities are at the lowest stage. As part of developing countries, African countries in general and Ethiopia in particular share similar educational changes highlighted above.

Dereje and Bardach, (2002), noted that curriculum implementation is more complex and extremely difficult to implement in a way that pleases every one including the potential beneficiaries in developing countries. Ethiopia cannot be exceptional. According to Amberber (1985) Ethiopia's educational system is challenged by a number of unsolved difficulties. Hence from the preceding discussions one can conclude that of many unsolved educational problems of the country ineffective implementation of the curriculum is among the major ones. Therefore it is the intention of this paper to see the degree to which the Health and Physical Education curriculum of the preparatory schools is implemented as planned and identify factors affecting its implementation.

2.2. Approaches to Curriculum Implementation

There are three main approaches to curriculum implementation Synder, J et al. (1996); they are the fidelity perspective, the mutual adaptation perspective and the curriculum enactment perspective.

2.2.1. The Fidelity Perspective

According to this approach curriculum knowledge is primarily created outside the classroom. That is, curriculum change is seen as being primarily created by experts outside the classroom. Thus it (curriculum change) is conceived as rational, systematic and a linear process. Based on this fact, the main intent of the fidelity perspective is to determine the degree of implementation of curricular changes in relation to the intended or planned one and to determine factors, which facilitate or inhibit implementation. In short, its focus is on measuring the degree to which particular curricular change is implemented as planned and identifying supportive or hindering factors.

2.2.2. The Mutual Adaptation Approach

In this approach, curriculum knowledge is seen as primarily residing on outside experts, who develop it; but there is a room for teachers to adapt that knowledge to the school context. This is because curriculum change, in this approach, is viewed as more unpredictable, less linear process and as more active consumer at the end. Therefore, the role of the teacher becomes more active in shaping the curriculum to meet the demands of the local context.

This implies that a certain amount of negotiation and flexibility on the part of both designers and practitioners is allowed and made.

2.2.3 Curriculum Enactment Approach

In this approach curriculum knowledge is seen as something constructed by individual learner, and change is viewed as a continuous personal development process both for teachers and students. Based on this fact, curriculum too is viewed the educational experiences jointly created by students and teachers ,in this case the externally created curriculum is seen only as atoll to be used by students and teachers in creating their own curriculum.

2.3. Dimensions to Be Considered in Implementing the Designed Curriculum

The process of implementing a new curriculum is a highly complex matter and therefore, requires extremely skillful assortment of participants and relevant content for effective results. The task of curriculum implementation involves (a) Changing attitudes of people, policy makers, administrators, teachers, teacher trainers, school supervisors, parents, the public and ultimately the learners themselves. (b) Providing the material and the administrative means to make the process possible (Shiundu and Omulando, 1992).

During implementation, people concerned must be persuaded about the worthwhile of the innovation and facilities (materials and personnel supports have to be delivered if the implementation is to

be realized)(Ornstein and Hunkins, 1998). Based on this fact the process of curriculum implementation to be effective the following dimensions should be given due consideration.

2.3.1 Planning

For effective implementation to occur planning is of paramount important. Ornstein and Hunkins 1988 have thoroughly discussed about the need for planning for effective implementation. They noted that successful implementation requires careful planning, which focuses on three factors, i.e., people, programs and organizations. Although these three factors (people, programs and organizations) are inseparable, some educators hold the belief that dealing primarily with one factor will facilitate implementation. For instance, some people say that in order to facilitate the implementation of a new curriculum; educators must deal primarily with people. A major assumption frequently made by these educators is that, if the people are changed so is the programs and/or the organization. However some, educators challenge this view. These people have tended to give primary focus to the program. They argued that people would adapt if they were furnished with different ways to meet the objectives of the school's program. Some other educators rather give priority to the organization within which people work. If departments are reorganized, if spaces are remodeled, then people will adjust in the directions necessary for successful implementation.

At this juncture it should be noted that curriculum leaders, it may happen, overemphasize one factor but they should not ignore any one factor altogether.

2.3.2 Communication

Communication can be defined as the transmission of facts, ideas, values, feelings, and attitudes from one individual or group to other. But simply, communication deals with message processing between the sender and the receiver of the message. The receiver can respond to the message by way of either accepting or rejecting the message. Here the curriculum specialist must be sure that the communication network is comprehensive and that avenue for message sending exists in all levels of the system. An effective system must not be rigid but should be flexible enough to appreciate the communication inputs of all concerned.

The mode of communication depends upon the nature of message or the piece of information to be communicated. If curriculum leaders only want to communicate facts about a new program being implemented, they can communicate such facts by means of letters, memos, articles, books, bulletins, research reports or speeches. Some times they need to communicate to staff the underlying assumptions, values and points of view associated with a new curriculum. If the new program entails a major change different from the existing program then the curriculum leader can profitably use such communication vehicles as workshops, meetings, role-playing situations, demonstration sessions etc.

No matter how sophisticated or simple means of communication are available, the key to communications is finally the individual. Thus all persons or parties concerned in the process need to know the avenues establish for communication; and that their "views are

welcome and that all have a responsibility to participate:" in sending and processing messages (Ornstein and Hunkins, 1988).

2.3.3 Cooperation

Cooperation between all persons who are to be involved in program implementation must occur if a change is to be successful and to become institutionalized. The teachers' full cooperation is required in practicing the new ideas and programs that will find expression in their classrooms. In many ways teachers are the experts and so their commitment depends heavily on how active they have been in conceptualizing and developing the new program. If teachers actively participate in curriculum development and implementation, it is likely that implementation would be effective. People require the involvement of their total beings; sentiments and values if they are to accept, tolerate, or support change. Here educators need to consider teachers' needs, level of commitment and skills while determining when and how to involve teachers in implementation. Sometimes, by involvement the teachers may like to have their inputs or say in the decisions.(Ornstein and Hunkins 1988).

For proper implementation of the curriculum, adequate training (prior to implementation), and support and monitoring (during implementation) are a standard approaches. Fullan and Pompret as cited in Derebssa (2000) stated that effective implementation requires time, personnel interaction and training. The role of teachers is critical in the implementation process, for there would be no curriculum implementation without teachers and students.

Other participants in curriculum development also need to cooperate in the process. Those who favor learner centered designs want to involve the students in the curriculum development and implementation processes. They wish to incorporate students' ideas about how to test and modify, if necessary, the new program. Those who advocate reform in the schools raise the issue of involving community members in the development and implementation of programs. Sometimes, various minority groups would like to be involved in the development and implementation stages in order to insure that views are represented and that their children are not discriminated against the initial implementation of the new program.

2.3.4 Support

Curriculum designers need to provide the necessary support for their recommended programs or program modifications to facilitate their rapid implementation. Desirable support in terms of both money as well as materials would help building self confidence among those affected in the change.

In-service training program for teachers, administrator and other personnel, acquainting them with the new program and its practical aspects, can be a necessary support activity. In-service programs must reach the intended audiences and should be accessibly scheduled for curriculum implementers. Open discussions on the new programs should be scheduled throughout the implementation process. Such discussions allow implementers



to voice their objections or concerns, and consequently reduce opposition. The in service programs must also evaluate how far they are achieving the objectives (Ornstein and Hunkins, 1988).

Money is required for materials and equipment to institutionalize a new program and also to have human support for the implementation effort. A trusting relationship must exist among all parties in the school; especially the administration and teachers the School principal or headmaster can be a key guarantor of successful innovation and implementation. Successful principals knowledgeable of and committed to the curriculum can serve as "curriculum leader" thereby encouraging other staff in the implementation effort.

2.4. Factors Affecting the Process of Curriculum Implementation

It is belied that there are many factors that affect the process of curriculum implementation. These factors can be discussed while being subsumed under two majors themes:

2.4.1 The Human Factors

The planned curriculum would be useless unless people change it in to operational curriculum. Regarding this, Dalton (1988) states "Curriculum becomes a reality when teachers implement it with real students in a real class." Therefore the people as one of the major factors affecting the process of curriculum implementation are associated with the teacher, students, administration, supervisors and other stakeholders. But at this point emphasis is given to those that are related with the teacher and administrators.

2.4.1.1 Factors Related with the Teachers

As far as teachers are concerned, the International Bureau of Education (1993) remarked, "no one is in any doubt that the chief agent in the process of educational reform is the teacher." Posner (1992) also stated that teachers' play crucial role in determining the success or failure of curriculum implementation. Thus the teacher with his/her attitude, skill, and experience is the most important of all in determining the success or failure the process of curriculum implementation. Let's have a look at each dimension turn by turn.

Teachers Attitude: -Teacher's attitude is the basic ground to act in a positive or negative way towards persons, ideas or events happening in the environment. And most educators are convinced that teacher attitudes are very important dimensions in the teaching process. A successful innovation depends substantially on teacher's attitude towards proposed curriculum alterations. Students with teachers of positive attitude towards teaching and the curriculum are found to be high -level achievers in learning (Keynes, 1986, Cooper, 1986 and Calhan, 1988), consider the teachers' attitude as very important aspects in the teaching process. Noel (1993), asserted that trust is the important ingredient, which the facilitator provides. The more effective teacher were rated higher on every attitude measured by any inventory, they were seen as more real, as having higher level of regard for their students, showed more empathic understanding. No matter how good the written curriculum is and the extent of back resource supplied, no matter how much incentive /through stick or carrot/

is applied through the accountability of a national assessment scheme, no matter how much politicians exhort, unless teachers are with a good enthusiasm for the subject and methods with their students, teaching will never become better than adequate (Wool, 1994).

Many prominent writers focus on the importance of teachers' attitude to the real achievement of educational results. Selection and training provide qualified personnel to do each job. But to get the job done the individual must also want to work. What individuals actually accomplish may vary widely as function of their attitudes towards the work, towards the immediate superior or towards their fellow workers, and towards other aspects of the job. Low moral can make a brilliant person to well-high incredible feats (Annastisic, 1979; Walberg, 1986; Jackson, 1986) in Calhan (1988).

Educationists have common agreements on the correspondence between attitude and teachers performance in the classroom. According to Cooper (1986), teacher's attitudes are very important and have the direct effect on our behavior; they determine how we view ourselves and interact with the environment

Therefore, possession of a college degree not in any way ensure that teachers will be effective in their teaching unless and other wise they have positive attitudes to the subjects and approaches of teaching. Negative attitude may harm or injure the whole process of teaching ,a teacher with positive attitude and the necessary theoretical and technical know-how is the one who can

demonstrate his/her ability to bring about the intended learning outcomes.

Teacher's skill:-one of the skills required by the teachers to implement the curriculum effectively is his/her pedagogical belief. In relation to pedagogical belief (skill) O'Neil (1995) writes:

Given that a syllabus statement is text from which readers must construct meanings on which to plan actions, teachers' interpret syllabus statements on the bases of their pre-constructed, conceptualizations of the subject and their pedagogical theory of what it means to teach and learn

According to O'neil (1995), teachers marginalize or avoid parts of the syllabus, which are not in agreement with their theoretical position. This is termed as "a filleting process" by Genkins and Shipman (1976) a process by which teachers use the parts of the syllabus which are incongruent with the ways they teach and avoid those parts which are not in harmony with their principles. This virtually leads to "drastic mutation rather than straightforward adoption of the syllabus"(O'neil, 1995).

The other important factor related to teachers is the knowledge they have. In relation to this, McCormick, et .al, (1995) mentioned that teachers will teach best in areas which they are knowledgeable, have effective materials and techniques. Walter (1981), Posner (1992), Bennet and Carre (1995) also claimed that teacher's knowledge and understanding of the subject matter is a major factor that affects implementation. Off course, it is an obvious fact that teachers would not successfully implement a

curriculum if they don't have the knowledge and understanding about the curriculum. This entails a clear message for curriculum developers, that is, the need to consider the status of teachers in curriculum planning. Regarding this, Swans and Brown (1997) write, "past records of curriculum initiatives extra ordinarily modest levels of pedagogical implementation, impart because curriculum innovators have failed to start where teachers are." In sum, for effective implementation, curriculum developers should take into consideration teachers existing knowledge and understanding of a subject matter before implementing a curriculum in a large scale. If teachers, lack this ingredient, then the necessary orientation/training is indispensable.

Teacher characteristics have remained to be relevant issues in research on teaching for the reason that they are directly or indirectly related to teacher behavior that do influence classroom performance (Gage, 1963). Teacher characteristics encompass several variables such as age, personality, intellectual ability, social attitude, professional expectations, experience, qualification, and attitude towards curriculum, etc. (Makau, 1986).. In the case of Health and Physical Education, it should be noted that Health and Physical Education is a learning process designed to assist each individual to develop the skills, attain the knowledge, and acquire the attitude that will result in a lifetime of participation in physical activity. Thus, teaching Health and Physical Education is more than instructing students and helping them attain the desired educational outcomes of skill proficiency, physical fitness, knowledge and appreciation for the value of physical activity (Wuest and Lombardo, 1994). Based on this fact, Health and Physical

Education teachers must fulfill a number of responsibilities incumbent upon them as members in the school. These obligations are categorized into pedagogical, institutional, and professional responsibilities.

In broad sense, pedagogical responsibilities are those activities that are related, either directly or indirectly, to teaching Health and Physical Education. These responsibilities include teaching, planning, administration, coaching, directing, curriculum development, and program promotion. Though these terms seem different they are interrelated one another. For instance, in teaching teachers engage in many different activities and perform a diversity of functions when teaching. Harrison (1987) regarding the quality of effective teacher writes:

- Aspiring high expectations for students
- Managing classes in ways that increase academic learning time and opportunities to learn.
- Creating a supportive learning environment in which students are treated as individuals and in which they know that help is available.
- Selecting material at an appropriate level of difficulty for students, moves them through it at a rapid pace, and accomplishes this in small steps with high levels of success.
- Teaching to mastery.
- Employing active, direct instruction, including teacher controlled coverage of extensive content through structured learning activities and appropriate pacing, monitoring of pupil performance, immediate academically- oriented feed back, and a task oriented yet relaxed environment.

In addition to this Knapp (1968) noted that effective teachers must know their subjects, have clearly in mind what they wish their students to learn, and be able to lead them in activity which will result in learning. They must understand how the teaching methods used affect student learning.

Teaching methods may be defined as that phase of the work of the teacher concerned with organizing and conducting learning activities. Selection of methods is taken as the heart of the instructional plan or the teaching strategy.

As analysis of research reveals that there is no best method. Validity of a method is specific to time, place, the nature of the learning, the teacher, and the learner. The personality of the teacher is a major determinant factor in the kinds of methods he can use most effectively. Similarly students react differently to both the type of methods used and the teacher's personality.(ibid)

Furthermore, for effective teaching, when viewed from the perspective of safety and legal liability, planning is critical. In this regard Wuest and Lombardo (1994) noted creation of a safe learning environment is of paramount concern, the potential problems and inherent in various physical activities should be carefully assessed. Therefore, utilizing appropriate progressions for activities and considering individual differences in abilities are important planning concepts from the safety and legal liability standpoint.

In sum, teacher's pedagogical responsibilities could extend to administration (maintaining students record, attendance and the like), coaching, directing, and curriculum development (continuous revision of curriculum to meet students' needs).

According to Wuest and Lombardo (1994) beyond the pedagogical responsibilities teachers are expected to participate in institutional responsibilities.

Health and Physical Education teacher must assume other responsibilities in addition to their pedagogical responsibilities. Some of these responsibilities are explicitly stated in teacher contracts, while others are unwritten expectations for teachers. These institutional responsibilities are wide ranging, encompassing such tasks as supervision, advisement, counseling, parent conferencing, and participating on school wide committees, and professional responsibilities

In addition to fulfilling their pedagogical and institutional responsibilities, Health and Physical Education teachers must also be mindful of their professional obligations. These obligations encompass activities pertaining to one's professional growth and development as well as involvement in professional organizations.

Another important skill required by teachers is the skill of lesson presentation. This construct relates to the teacher's ability to transmit the essence of the lesson to the learners. This can be accomplished in a variety of ways, but it is a necessary component of quality lessons. Unfortunately, some educators either avoid this

important element or execute it in a poor manner, thereby often confusing learners, or at the least causing students to struggle to identify what is important in the lesson and where they should expend their energies. Often, especially with beginners, students commit gross errors, resulting in misdirected and inappropriate efforts and, unfortunately, a high degree of frustration. To minimize this frustration Wuest and Lombardo (1994) described that presentation task should include, the introduction and explanation of the skills or content, including obtaining the students' attention and arranging for all students to see and hear the important aspects of the lesson, emphasizing main points, interjecting questions to check for understanding, proceeding in small steps at a fairly quick pace, using sufficient and appropriate examples and employing clear models and demonstrations

In addition to lesson presentation, teachers questioning skill is a crucial point in teaching process. The crucial role that questions play in the educational process has been stated by a number of educators. Of these, Cole and Chan (1994), Kochher (1981), Sadker and Sadker (1986) have all reported the immense value of questioning technique for effective teaching. Questioning promotes involvement of students, enhances learning, requires little effort and motivates students. Thus, it can be said that questioning promotes a student-centered learning environment while maintaining teacher led activity. In general, questioning is essential to effective teaching strategies in most school contexts because it plays a very important part in learning, teaching and testing.

However, it is worthy to note that the power to question well is one of the fine arts of teaching. Regarding this matter, Sadker and Sadker (1986) who work a research on questioning skill, give a comprehensive explanation about the questioning behavior of the teacher. They pointed out that: "to question well is to teach well". They underlined the importance of teachers questioning behavior to the extent that the teacher, who never questions, never teaches. According to these scholars, in order to be an effective teacher, one must be an effective questioner.

Good questioning behavior, as to Sadker and Sadker (19 86) requires handling incorrect responses and initiating none volunteers. To this effect, reinforcement techniques such as nice, good, excellent, right etc. must be used to stimulate student's responses and this is also an important motive for increasing students desire to participate students classroom discussion. Besides, students should be encouraged to ask questions and all sincere questions should be handled with appropriate consideration no matter how silly they may be. In short, the teacher has to maintain a classroom atmosphere that encourages students to contribute and speak out without fear and rejection. If this is so, students will not be made to feel afraid to ask or to answer question.

On top of the above skills classroom management is the most important aspect of instruction for successful curriculum implementation. It is also a skill that all effective teachers must master. This is because without the skill to manage a classroom,

even a well planned can fail. Therefore, effective classroom management is of crucial importance. Moore (1992) remarked that little or no learning could take place in an environment that is not well managed. The quality of classroom management behavior of the teacher contributes to creating a quiet learning situation in which pupil can learn. This actually results in bringing about good behavior and disciplines in classrooms which are essential to successful teaching and learning. On the other hand, misbehavior in the classroom prevents pupils learning from effectively (Creemers, 1992; Capel et al., 1995, Doyle, 1986)

Effective teacher is, therefore, one who is skilled in analyzing classroom interaction and particularly sensitive to what is happening in his or her classroom. The teacher must be able to get students cooperation and maintain their involvement in learning tasks. His/Her treatment of topics should be interesting and lively; with plenty of opportunities for the students to be actively involved in the learning process. On the other hand, rigid teaching method provides boredom in the pupils largely because they are rarely called upon, or expected to be actively involved in what is going on (Brown et al., 1982, Moore, 1992; South Worth and loft house, 1990; Weber, 986) On the whole it can be deduced from the forgoing discussion that good classroom managers are always good instructors. A teacher who has good classroom management skills will find it easier to establish and maintain class disciplines. On the other hand, poor classroom management is often associated with demonstration of ineffective teaching. In the case of Health and Physical Education teachers' ability to effect change in student

behavior (learning) will depend more on their ability to communicate. In this case, note that the difference between exciting, stimulating and facilitative Health and Physical Education teachers and dull, boring, or discouraging teachers is often directly related to communication and interactive skills. Based on this fact some teachers are perceived as confusing and sleep-inducing, while others are clearly understood and interesting. More often than not, differences can be traced not so much to subject matter competency but to the teachers' communication of such knowledge. Effective presentations, an essential teaching activity, make the subject an interesting, and easy to learn, while the teacher with deficient communication skills often makes lessons confusing and concurrently exerts a detrimental effect on learning.

Demonstrations play a significant role in achieving the objectives of Health and Physical Education As to Wuest and Lombardo (1994), if demonstration employed wisely they can increase the effectiveness of the lesson by maximizing the students' conceptualization of the expected performance and by providing a broad overview of the nature of the skill, thereby enhancing student learning.

In addition to showing how a movement is performed, demonstrations can be used to generate interest in a particular skill or activity and certainly can assist in minimizing misconceptions. The effectiveness of presentations in Health and Physical Education can be heightened if teachers employ some of the following strategies Wuest and Lombardo (1994)

- Provide the learner with specific information about the task at hand. Many times stating the objectives of the lesson clearly will enhance student understanding. For example, if the teacher states to the class, "Today we will learn to score a complete bowling game," students immediately become aware of the teacher's intent and can then apply their energies appropriately. Much research indicates that more effective teachers introduce and explain material more clearly than do less effective teachers.
- Teachers also need to adjust the amount of information provided for learners based on the students' developmental level. For example, beginners require a minimal amount of information (that is, enough to get started), or else teachers run the risk of overloading them. Beginners in such circumstances will be unable to discriminate or prioritize the more critical aspects from the secondary, less important aspects of skill under study. When this latter situation occurs, beginners often become paralyzed by the wealth of information and the choices set before them. However, the advanced performers who come to the class with some prior knowledge and experience are better able to deal with and comprehend more material, and thus they are able to filter out less relevant information from the more relevant material presented.
- Present material in a logical order. Employ the principles of progression to sequence material that will ensure comprehension by the students.
- Provide copious examples. Examples provide learners with concrete images and visuals of often-abstract terms or concepts. Examples also bring to life the concepts that may be hard to

relate to, difficult to envision, or foreign to the student's experience

- Personalize the instruction; personalizing the material assists the learner in identifying with it. Often seemingly irrelevant information or material can become immediately interesting because of the teacher's efforts to relate it to the students' personal realm of experience.
- Relate the presentation to the previous learning's and background of the students. By demonstrating that the material being presented intersects with students' previous learning's, teachers can tie the content in to the students' experiences.
- Check on student understanding by asking questions often. Feedback obtained in this manner will prevent teachers from proceeding with the presentation unless the group gives evidence of comprehension. It also serves as a check on the teacher's clarity. Often students remain timid and silent in the face of a confusing or difficult presentation, fearful of asking what they interpret to be stupid or embarrassing questions. Students will not often take the risk of asking questions because they are fearful of losing face with their peers and the teacher. Questions should be posed throughout the presentation, not only at the end of the session. Hunter (1982) refers to this practice as dip sticking and suggests that such teacher behavior will contribute to the teachers' knowledge of what has been learned and what needs to be retaught.
- Present material dynamically. Modulation and variation in volume, voice inflection, and timing can do much to enhance communication. Effective use of pauses, wait time after posing

questions, and non-verbal gestures can help the teacher avoid desultory and ineffective presentations. Generally, teacher dynamism, teacher enthusiasm, and teacher delivery are almost universally viewed as desirable teachers' behaviors and are supported by a considerable body of research evidence.

Teachers' experience: - teachers experience is another important factor that contributes to the effective implementation of the curriculum. In this case usually, teachers experience is expected to have positive relationship with teaching effectiveness. A longitudinal study conducted for five years with one group of teachers showed that there is a significant quality increase in teaching behaviors, such as, making instruction systematic and stimulating (Adams, 1982). Adams and others (1980), Adams and Martray (1981) have also found out that teachers' self-concern decreased in magnitude from the time of student teaching practice through five year teaching, while task pattern related to instruction increased along with more years of service. In underlining the importance of experience, Feiman-Nasmer and Buchmann (1985) stated that first hand experience is particularly evident in contributing to learn to teach. Similarly, Vare (1994) recognized the positive side of experience arguing experienced school teachers work with college professors as partners to prepare perspective teachers and to facilitate the continual professional development of teachers. After reviewing many research findings, Heyneman (1980) also has come up with the conclusion that teachers' experience and pupils' progress have positive relationship.

Furthermore, Borko and Butcher (1984) have indicated that lower level of teaching performance would be obtained with less experienced teachers (below 6 years of teaching) than those with more experience (minimum of 6 years). Comparably, in studying effectiveness of grade 11 and 12 teachers through pupils rating, Gage & others (1960) also found that teachers with less than 5 years of service tend to be rated lower than teachers with more than 8 years of service. Confirming findings mentioned above, Erkyhun and others (1991) have spotted positive correlation between experience and teaching performance there by concluding the higher the service years teachers have, the better the performance they could have in teaching and lesson planning. In general, from the foregoing literature, it appears that assumption regarding experience in teaching will bring about effectiveness in instructional performance is equivocal. However, it is undeniable that experience encountered through years of services, provided that the experiences are actively processed and internalized by teachers, could contribute to improve classroom performance. This may also hold true regarding the relationship between experience in teaching and teaching material utilization as well as use of SPCs (School Pedagogical Centers) because they are part of classroom performance.

Other than experience and attitude, teachers' qualification, as indicator of the quality and quantity of training received, has remained to have a telling effect on effective instructional performance. In line with this, UNESCO (1966) has stressed, "advance in education depends largely on the qualification and

ability of teaching staff..."Similarly, Farrant (1980) has stated that teachers with little or no training (not properly qualified) often tends to use authoritarian and insufficient methods. Furthermore, a study by Good and Brophy (1987) has traced teachers often engaging in insufficient instructional behavior either without awareness of the behavior or its effect; and one of the major factors limiting teachers' awareness was found to be deficiency in training programs.

2.4.1.2 Factors Related With the Administrators

Administrators are one of the human factors that influence implementation understanding the crucial role of school administrators in implementation; MacLaughlin (1987) notes, "implementation is incredibly hard and that successful implementation generally requires a combination of pressure (introducing new idea) and support by school administrators." Supporting this, Berman and MacLaughlin (1976) found that projects sustenance and success was highly related with principal's support. According to them, degree of implementation was different in different schools, mainly because the actions and concerns of principals were different. And, Hord (1995) He further noted that principal's actions convey the message as to whether a planned change is to be taken seriously or not. This will as noted by Berman and MacLaughlin, indirectly affect the willingness and dedication of teachers. These actions include many activities, but the main ones are developing supportive organizational arrangements, training and on going information support, consultation and reinforcement, and monitoring and evaluation. To

accomplish these actions, though the administrators do not directly play a role implementing a curriculum in a classroom, he/she needs to have a knowledge about the curriculum and the planning and management procedures involved (Fullan, 1991)

2.4.2 The organizational Factors

It is known that there are many factors that are associated with the organization of the school system and that are likely to affect the implementation of the school curriculum either directly or indirectly. But the most important ones are briefly summarized here.

2.4.2.1. Instructional Facilities and Materials

According to Mitzel (in Azeb, 1998) any discussion of classroom organization must begin with some attention to resources and facilities that the specific setup demands for its implementation. Mitzel further describes that, when there is no lack of equipment and materials that appear geographically to the understanding of the pupil, teaching cannot be challenged indeed. In light of this statement, Tirusew (1998) also describes that for effective teaching learning to take place, classroom must be adequately organized and conducive enough. The crux of educational quality among others heavily relies upon the environmental (both internal and external) conditions and materials of the classrooms. Whenever theoretical issues are presented in classrooms for students, it is practically proved that students get the most out of them when they are supported by teaching materials (Hallak, 1990).

The writer further maintained that classroom should have furniture that are comfortable and easy to move from one point to another and can be arranged for different purposes. The same writer argued that a classroom should encompass teaching materials like text books, guides, maps, charts, pin boards, etc. There fore, teaching materials and other classroom situations are of par amount importance in the process of teaching and learning where lack of appropriate material result in hampering effective transmission of knowledge.

2.4.2.2. Class Size

Class size refers to the number of pupils regularly scheduled to meet in the administrative and instructional unit, known as class or section, usually under the direct guidance of a single teacher (Monre, 1956). Class size concerns educators for various reasons because learning can only occur positively when lessons are under appropriate conditions both for the students and teachers. The classroom size has its own impact in facilitating or hindering activities of teaching and learning.

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

There are arguments, which support the idea, that class size by itself has nothing to affect teaching and learning if the teacher selects appropriate methods of teaching. But on the other side there are scholars who strongly favor the need for appropriate number of students in a class. The idea of class size is becoming a concern and an essential point of discussion among scholars. Because it is assumed that as the class size increase, students face any or all of the following problems. As Gibbs cited in Barneit (1995):

- Lack of clarity of purposes
- Lack of knowledge about progress
- Lack of advise on improvement
- Inability to support independent study
- Inability to support wide reading
- Lack of opportunity to discussions
- Inability to cope with variety of studies
- Inability to motivate students. In the same token smith (1961) has also mentioned the following disadvantages that come as the result of large class.
- Individualization of instruction is limited
- Instruction tends to be lecture, without-group participation.
- Oral communications within the classroom from pupil to pupil and to teachers are minimized.
- Written work is assigned less frequently and when assigned, receives less teacher attention.
- Pupils are less well known to teachers as individuals.

A universal complaint, even among teachers with unusual success in large sections, was inability in such classes to find adequate time to treat individual differences in pupils (Monere, 1956)*. A study made in the United States of America as in the policy of 1960's indicated that 35 is the maximum limit for effective primary school classes. Harries (1960) also mentioned that the class size in elementary school as teacher taught 30 to 34 students each in 27% of the states; while in the other 18% of states fewer than 25 students, in 11% of them 40 or more students to be taught. The average was 31 students in one class.

Smith (1967) supports the idea of having limited class size. He asserted that classroom that contains exceeding 25 pupils is becoming large, and when the class size is increased to 30 or more, most educators believe that instruction suffers. The student ratio in classroom was unusually favorable, with much smaller group size. This in itself had a facilitative effect upon activities in lessons and experimentation's since it can be assumed that; students' learning is likely to be easier with a group of 12 than with a class of 25. At the same time, it tended to encourage closer and more personnel staff, student relationship (Noblik, 1998:118)

According to the aforementioned scholarly ideas there is a strong belief to have smaller group of students in the classroom for better learning. An excessive number of student's means that a diminishing amount of time is available to undertake necessary guidance responsible for these children. For efficient use of time and labor, and for reaping the maximum benefit from the minimum quantity of input, it is essential that any action in the process of

teaching and learning in schools would delineate consciously. The objective of the intended action should be viewed with comparable degree of school situations and resources. So that attainments would be possible.

In the same vein, Lombardo and Wuest (1994) stated that the large classes in many secondary school Health and Physical Education programs almost dictate the employment of the practice style that encourages the organization of multiple activities and multiple groups conducted concurrently during the lesson. The creation of several groups within a lesson is a major move on the part of the teacher away from the command style, as well as from a totally teacher - centered approach.

As to how many students to have in secondary school classroom, there is a general consensus among educators in the field that the number of students is to be, relatively smaller. Knapp (1968) noted that,

Generally speaking, classes should be limited to 30 students and 40, should be regarded as a maximum. It is true, of course, that type of program, teaching methods, and available facilities affect the number that can adequately be provided for in one class. An undesirable lock- step program, which pays little or no attention for individualization of instruction, can accommodate large numbers in small spaces. Command-response teaching, in which all members of a group respond with a definite movement to a teacher command, puts little premium on small classes.

Beside, Knapp (1968) in trying to answer the question, how class size affect effective teaching? He replied a teacher who approaches individual instruction by insisting upon guiding

every detail of every student's movement can provide individual instruction for only a very small group. One who guides learning activities by helping class members in sub groups to see what the problem is and how to attack it can guide the learning of 30 to 40 effectively if the groups take responsibility for their own projects.

Therefore, instruction in limited class size requires more preparation before class begins. Space, equipment, and activities must be clearly determined to efficiently organize at least two groups working simultaneously within the same area. Provisions must be made for providing information to the groups clearly, quickly, and efficiently to avoid students' dependence on the teacher (as in the command style lesson) for direction, visual information, modeling, and explanations.

2.4.2.3. Time Allotment

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

skills, abilities, and interests that form a basis for further participation in worthwhile activities Knapp (1968).

How long should the daily period be? It is suggested that since five-minute at the start and ten minutes at the end are need for dressing and showering, the longer the period the higher the percentage of time available for physical activity. A sixty-minute period allows 75 percent of the total time for activity other than dressing, where as a forty-minute class permits 62.5 percent. Relatively long periods are advantages for Health and Physical Education classes. When schedules are divided into short periods, the desire ability and possibility of double periods for Health and Physical Education should be considered (Ibid). In addition to this some schools for Health and Physical Education classes favor a period near the middle of the morning or near the middle of the afternoon. Among reasons given for favoring these mid- half -day times are this :(1) a break from and variation of sedentary classroom activity is needed (2) before -school and after school physical activity makes Health and Physical Education classes near the beginning or the end of a session unnecessary:(3) early morning hours should be reserved for more difficult subjects and (4) rigorous physical activity should be avoided after meals.

Generally, according to the some writer as much as possible considering along period of time and making a period near the morning or near the after noon may favored to facilitate teaching Health and Physical Education effective as one aspect of factors influencing the implementation of Health and Physical Education curriculum.

CAPTER THREE

METHODS AND PROCEDURES OF THE STUDY

This study is aimed at evaluating the implementation of Health and Physical Education in preparatory schools, (the success and failures are identified). To this effect; the descriptive survey method was being employed. Because the researcher believe that, it help to go through the study (to address the research questions in the study), this method is mainly appropriate to gather several kinds of data related to the problem under the study and to identify common elements.

3.1. Subjects and Sampling Procedures

The main participants are teachers teaching and students learning in 11th and 12th grade of seven preparatory schools available in Addis Ababa City Administration. Three from Government Schools and Four from Non-Government schools (who follows the Ethiopian schools syllabus) were selected by using purposive sampling method. This was due to the researcher interest to include schools found in different corners of the City. Curriculum leaders (Directors and Department heads) are also participants of the study. Thus the total target populations of the study were 2565. That is 17 directors, 7 Health and Physical Education department heads, 10 Health and Physical Education teachers and 2531 students.

Out of the total target population 7 directors were selected by purposive sampling procedures. Although there are three directors in each school (two of which are vice directors), the researcher had

purposefully selected the directors of the schools. This is because directors are well acquainted with both academic and administration affairs of their respective schools than do vice directors. Furthermore all the Department heads and all teachers were selected as sources of data. In addition 610 students (25% of students from (each school) were randomly selected as significant sources of data.

3.2. Instruments Used

Interviews, classroom observation, and questionnaire were used as instrument for collecting data.

Interviews with open-ended questions were delivered to the directors, department heads, and teachers to identify their opinions, views and/or practices regarding the implementation of the Health and Physical Education syllabus.

Observation using checklists was employed to determine the classroom situation and suitability of the school environment in general.

Questionnaires were delivered to students to examine the overall practices of implementing Health and Physical Education curriculum from their point of perspective.

3.3. Data Analysis

Appropriate data analysis procedures were employed based on the essence of every data. From the different kinds of statistical tools the researcher used percentage for analyzing the questionnaire data. This is simply because of it's simplicity in portraying questioner data. Interview and observation responses were presented supporting other evidences

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF DATA

This part of the study deals with the analysis and interpretation of the data obtained through questionnaire, observation and interview. The data obtained through the questionnaire were tabulated and analyzed in the form of tables. With this respect 19 tables were constructed for the different items of the questionnaire. Where as the data obtained through observation and interview were presented as supplements in the text where needed.

Accordingly, the data collected and analyzed were presented as follows.

Table 1 Students Perception of their Teachers' Interest Towards the Subject

School Type	School Name	No Of Students Responded	Students Response			
			High		Low	
			No	%	No	%
Government	Abiot kirs	234	195	83.3	39	16.7
	Wondyirad	126	124	98.4	2	1.6
	Derartu Tulu	66	62	93.9	4	6.1
	Total	426	381	89.4	45	10.6
Non-Government	Meskaye Hazunan Medhnealem	71	56	78.9	15	21.1
	Kekeb	16	8	50	8	50
	School of Tomorrow	42	33	78.6	9	21.4
	Dandi Boru	55	48	87.3	7	12.7
	Total	184	145	78.8	39	21.2
Grand Total		610	526	86.2	84	13.8

Table 1 above shows the perception of students about teachers' interest towards the subject. As shown above 86.2% of the total respondents perceived their teacher's interest as being high; were as, the rest 13.8% responded it as it is low. In order to check the situation the researcher had posed a crosscheck question. Based on this fact those who perceived their teacher as having high interest mentioned the following reasons.

Table 2. Students Reason for considering of their teachers' having high interest in their subject.

Reasons	Government School (out of 381students)		Non-Government School (out of 145 students)		Grand total (526 Students)	
	No	%	No	%	No	%
a Teacher's punctuality in coming to the class	256	67.2	65	44.8	321	61
b Teacher's utilization of different teaching aids	94	24.7	33	22.8	127	24.1
c Teacher's utilization of attractive method of teaching	146	38.3	50	34.5	196	37.3
d Teacher's effectiveness in classroom management	158	41.5	44	30.3	202	38.4
e Teacher's effectiveness in providing adequate answers to question posed by students	156	40.9	21	14.5	177	33.7
f Teacher's effort to achieve educational objectives	164	43	40	27.6	204	38.5
g Teacher's clarity of contents, especially for those who did not easily understand it	30	7.9	6	4.1	36	6.8

Remark: On the table above only those students who considered their teachers as interested in teaching were considered .In

addition, because each respondent had the chance to give one or more than one reason. Thus, the sum of the number of respondents on the alternative responses may not coincide with the total number of the respondents.

As shown on table 2 above 61% of the total respondents stated that their teachers are effective in coming to their class on time. But this alone does not reflect great interest towards the subject. This is to say that if a professional (be it a teacher or any other) is interested with his/her carrier, he/she must be effective, as far as possible, in fulfilling professional duties and responsibilities.

With this respect it is only up to 39% of the respondents who reason out, as their teachers are effective in fulfilling professional duties and responsibilities. (See table 2) But the rest (more than 60%) of the respondents are not considering their teachers as effective in fulfilling professional duties and responsibilities. Similarly, observation by the researcher revealed that most teachers in both Government and Non-Government schools did not have their lesson plan at hand while teaching. In the interview made with teachers, most of the Non-Government schoolteachers don't prepare lesson plans. Even those in Government schools produce lesson plans only for the sake of evaluation. The interview made regarding checking lesson plans with the directors and department heads revealed that the actual situation did not reflect this reality. Thus it can be concluded that the teachers, department heads and directors are not properly accomplishing their duties and responsibilities as far as lesson planning is concerned.

According to the observation of the researcher what is very surprising is that sometimes lessons in the classroom don't coincide with syllabus. That is, with in the syllabus there are important lesson contents that are related with Athletics and Gymnastics (in both grades 11 and 12). But most of the teachers do not teach these contents properly; rather they mostly want the students to play ball games. Furthermore, the teachers limit themselves to more in discussing techniques theoretically than enabling the students to practice the techniques. This could be taken as one of the reasons for lacking interest in the subject.

Another important issue is students' perception of teachers' ability in teaching the subject. (See table 3)

Table 3 Students Responses on Teachers' Ability in Teaching the Subject

School Type	School Name	No of students	Student Response			
			High		Low	
			No	%	No	%
Government	Abiot kirs	234	192	82.1	42	17.9
	Wondiyerad	126	116	92.1	10	7.9
	Derartu Tulu	66	54	81.8	12	18.2
	Total	426	362	85	64	15
Non-Government	Meskaye	71	47	66.2	24	33.8
	Hazunan					
	Medhnealem					
	Kokeb	16	8	50	7	50
	School of Tomorrow	42	33	78.6	9	21.4
	Dandi Boru	55	52	94.5	3	5.5
	Total	184	140	76.1	44	23.9
Grand Total		610	502	82.3	108	17.7

AS shown on the table above (table 3) 82.3% of the total respondents perceive that their teachers are good in teaching the subject, where as, the rest 17.7% perceive that their teachers as poor in teaching the subjects.

Students, who considered their teachers good in teaching, gave their reasons (see table 4).

Table 4 Reasons for Considering Teachers Good in Teaching by Students

Reasons	Government School (out of 362 Students)		Non-Government School (out of 140 Students)		Grand Total (502 Students)	
	No	%	No	%	No	%
Teachers provide adequate answers for questions raised by students	190	52.5	30	21.4	220	43.8
Teachers use an appropriate method of teaching to present lessons	184	50.8	55	39.3	239	47.6
Teachers present lessons using appropriate teaching aids	110	30.4	48	34.3	158	31.5

Remark: On the table above only those students who considered their teachers as good in teaching were considered .In addition,

because each respondent had the chance to give one or more than one reason. Thus the sum of the number of respondents on the alternative responses may not coincide with the total number of the respondents

The table above shows that most of the students have no enough reason for their perception of their teachers' teaching ability. Even those who gave reasons are low, as low as below 50%. The case is even worst in Non-Government schools. Contrarily, few Students (almost 18%) view their teachers' poor in their teaching. Observation made by the researchers revealed a similar result. That is, most teachers use similar methods of teaching: mostly lecturing for the theoretical parts and demonstration for the practical parts. On the other hand the syllabus urged teachers to use group discussion, group work, project work, inquiry, inviting guest individual work brain storming, question and answer and the like for theoretical parts and individual and group field practices for the practical parts.

The interview made with the teachers, revealed that most of the teachers are not comfortable with the quality of their teaching. Their reasons for this situation include: large class size (particularly in Government schools), lack of appropriate teaching aids, lack of enough field (especially in Non-Government schools), lack of budget for guest instructors, the small number of period allotted (that is one period per week though it is allotted to be two on the syllabus) particularly in Government school, etc.

It is believed that once own ability of teaching is one way or the other highly associated with the appropriateness of the method of teaching he/she uses. The following table shows the appropriateness of the methods of teaching used by the teachers:

Table 5 Students' Response on Teachers Utilization of Appropriate Teaching Method

School Type	Schools Name	No of Students Responded	Students' Response			
			High		Low	
			No	%	No	%
Government	Abiot kirs	234	144	61.5	90	38.5
	Wondyirad	126	98	77.8	28	22.2
	Derartu Tulu	66	40	60.6	26	39.4
	Total	426	282	66.2	144	33.8
Non-Government	Meskaye Hazunan Medhnealem	71	50	70.4	21	29.6
	Kokeb	16	6	37.5	10	62.5
	School of Tomorrow	42	33	78.6	9	21.4
	Dandi Boru	55	44	80	11	20
	Total	184	133	72.3	51	27.7
Grand Total		610	415	68	195	32

Generally speaking, most of the students in both Government and Non-Government schools believe that the methods of teaching used by their Health and Physical Education teachers are appropriate. In relation to this issue the researcher posed a crosscheck question to the students to reason out for their responses (see table 6).

Table 6 Reasons for considering their teachers' in using appropriate method of teaching by students.

Reasons		Government School (out of 282 Students)		Non - Government School (out of 133 Students)		Grand Total (415 Students)	
		No	%	No	%	No	%
A	Teachers' utilization of attractive teaching method	112	39.2	38	28.6	150	36.1
B	Teachers' presentation of the lessons in an understandable way	144	51.1	46	34.6	190	45
C	Teachers' ability of creating good relations among each other	186	66	60	45.1	246	59.3
D	Teachers' use method of teaching that are participatory	216	76.6	39	29.3	255	61.4

Remark: On the table above only those students who considered their teachers as used appropriate method in teaching were considered .In addition, because, each respondents had the chance to give one or more than one reason. Thus the sum of the number of respondents on the alternative responses may not coincide with the total number of the respondents

Many of the students, who consider their teachers' methods of teaching as appropriate, believe that using this has created good relation among students and encouraged participation.

Despite this fact the students are not satisfied with the fact that the methods used by their teachers are not attractive and do not

make contents easily understandable: This situation obliged the researcher to check the extent to which the methods encourage participation (see table7).

Table 7 Students' Response on Teachers Utilization of Participatory Method

School Type	School Name	No of Students Responded	Students' Response			
			High		Low	
			No	%	No	%
Government	Abiot kirs	234	190	81.2	44	18.8
	Wondyirad	126	116	92.1	10	7.9
	Derartu Tulu	66	58	87.9	8	12.1
	Total	426	364	85.4	62	14.6
Non-Government	Meskaye	71	54	76.1	17	23.9
	Hazunan					
	Medhnealem					
	Kokeb	16	11	68.8	5	31.2
	School of Tomorrow	42	32	76.2	10	23.8
	Dandi Boru	55	48	87.3	7	12.7
	Total	184	145	78.8	39	21.2
Grand Total		610	509	83.4	101	16.6

Almost all of the students feel that their teachers use participatory methods of teaching (see table7). Despite this fact the extent to which the teachers use participatory methods of teaching is questionable. Let us look for the reflection the reason below:

Table 8 Students' Perception on Teachers' Utilization of Participatory Methods

Reasons		Government School (out of 364 Students)		Non - Government Schools (out of 145 Students)		Grand Total (509 Students)	
		No	%	No	%	No	%
A	Teachers' periodically use home works and class works to help students participate in the instructional process	62	17.1	17	11.7	79	15.5
B	Teachers' use question and answer method of teaching	102	28	12	8.3	114	22.4
C	Teachers' provide opportunities of practicing the theories they taught in the classroom in to action.	285	78.3	96	66.2	381	74.9
D	Teacher provide students with the opportunities of working on assignments	182	50	41	28.3	223	43.8
E	Teachers' provide opportunities for students to work individually or in group work in classroom	88	24.2	32	22.1	120	23.6
F	Teachers' provide of opportunities of evaluating students performance	100	27.5	7	4.8	107	21

Remark: On the table above only those students who considered their teachers as utilized participatory method in teaching were considered .In addition, because each respondents had the chance to give one or more than one reason. Thus the sum of the number

of respondents on the alternative responses may not coincide with the total number of the respondents

Very few students who believe that their teachers give home works, use question and answer method of teaching, provide the opportunities of working on assignments, provide problems that are to be worked either individually or in group, provide the opportunity of evaluating their colleagues' performance, etc. Thus this reveals that teachers' usage of participatory methods is doubtful.

In relation to this issue observation made by the researcher came up with similar finding. That is many teachers did not use participatory methods. However, 74.9% of the students stated that their teachers provided them with the opportunities of practicing the theories that they learned in the classroom. This is true only regarding in the ball games.

Many teachers use ball games as substitutes for practical works. But this is a wrong way because ball games should be practice only when they are suggested on the syllabus. But those games that were not suggested on the syllabus should not substitute the practical lessons that are found on the syllabus.

The interview made with teachers revealed the following as reasons as to why teachers do not use participatory methods, particularly methods that develop practical skills:

- shortage of enough time-particularly in Government schools (it is only one period that is allotted per week).
- absence of conducive training fields particularly in private schools.

Furthermore, many students believe that the classroom instruction of their teachers is not attractive for them. Table 9 below shows students' perception of the attractiveness of the classroom instruction of their teachers.

Table 9 Teachers Motivation of Students in the Classroom as perceived by students

School Type	School Name	No of Students Responded	Students' Response			
			High		Low	
			No	%	No	%
Government	Abiot kirs	234	90	38.5	144	61.5
	Wondyirad	126	6	4.8	120	95.2
	Derartu Tulu	66	14	21.2	52	78.8
	Total	426	110	25.8	316	74.2
Non-government	Meskaye	71	34	25.8	37	52.1
	Hazunan					
	Medhnealem					
	Kokeb	16	4	25	12	75
	School of Tomorrow	42	19	45.2	23	54.8
	Dandi Boru	55	20	36.4	35	63.4
	Total	184	77	41.8	107	57.1
Grand Total		610	187	30.7	423	69.3

Regarding classroom instruction, most of the students (69.3%) are not satisfied. The situation is even worst in Government schools (i.e. 74.2 %), particularly in Wondiyerad preparatory school (95.2%). The reasons for the dissatisfaction of students with respect

to the classroom instruction as described by students (in the answers of the open ended questions) and as observed by the researcher are

- teachers do not present instruction in an attractive way (the methods they use are traditional).
- teachers mostly create stressful situation when students fail to answer question).
- teachers do not encourage students to participate in the instructional process.

When it comes to the practice of continuous assessment and evaluation there is a comparable difference between Government schools and the Non-Government schools.

Table 10 Students' Response on Teachers Utilization of continuous Assessment

School Type	School Name	No of Students Responded	Students' Response			
			High		Low	
			No	%	No	%
Government	Abiot kirs	234	80	34.2	154	65.8
	Wondyirad	126	72	57.1	54	42.9
	Derartu Tulu	66	24	36.4	42	63.6
	Total	426	176	41.3	250	58.7
Non-Government	Meskaye Hazunan Medhnealem	71	45	63.4	26	36.6
	Kokeb	16	9	56.3	7	43.7
	School of Tomorrow	42	25	59.5	17	40.5
	Dandi Boru	55	42	76.4	13	23.6
	Total	184	121	65.8	63	34.2
Grand Total		610	297	48.7	313	51.3

As indicated in table 10, (63.6%) of students in Government schools believe that their teachers do not properly and continuously assess them. This situation is more dissatisfying in Abiot Kirsse and Derartu Tulu preparatory schools. On the other hand it is relatively better in Non-Government schools, because, about (65.8%) of the students believe that their teachers evaluate them on continuous basis. This practice of continuous assessment becomes more clear when one looks table 11

Table 11 Students' Response on Teachers' Provision of Students with different Activities

School Type	School Name	No of Students Responded	Students' Response			
			High		Low	
			No	%	No	%
Government	Abiot kirs	234	84	35.9	150	64.1
	Wondyirad	126	30	23.8	96	76.2
	Derartu Tulu	66	8	12.1	58	87.9
	Total	426	122	28.6	304	71.4
Non-Government	Meskaye	71	44	62	27	38
	Hazunan					
	Medhnealem					
	Kokeb	16	8	50	8	50
	School of Tomorrow	42	22	52.4	20	47.6
	Dandi Boru	55	36	65.5	19	34.5
	Total	184	110	59.8	74	40.2
Grand Total		610	232	38	378	62

Most students in Government schools (i.e. 71.4% of them) believe that their teachers do not provide them with the opportunity of working with different activities like home works, class works, assignments, project works, etc. Where as in Non-Government schools about (59.8%) of the students believe that their teachers provide them with different activities like class works, home works, assignments, project works, etc. (see Table 11 above). The same practice is observed in time management of teachers in practical sections (see Table 12).

Table 12 Students' Response on Teachers' Classroom Management

School Type	School Name	No of Students Responded	Students' Response			
			High		Low	
			No	%	No	%
Government	Abiot kirs	234	54	23.1	180	76.9
	Wondyirad	126	22	17.5	104	82.5
	Derartu Tulu	66	6	9.1	60	90.9
	Total	426	82	19.2	344	80.8
Non-Government	Meskaye	71	54	76.1	17	9.9
	Hazunan					
	Medhnealem					
	Kokeb	16	9	56.3	7	43.8
	School of Tomorrow	42	26	61.9	16	38.1
	Dandi Boru	55	44	80	11	20
	Total	184	133	72.3	51	27.7
Grand Total		610	215	35.2	395	64.8

The majority of students (80.8%) of Government schools believe that their teachers are not good at managing students with respect to time. On the contrary (72.3%) of students in Non-Government schools conceive that their teachers are good at managing students with respect to time (see table12).

All in all the finding reveal (as indicated in tables 10, 11 and 12) that students in Government schools believe that their teachers do not assess and/or evaluate them properly. What is the reason behind this? Why a comparable situation does is existed between Government and Non-Government schools?

For this, interview made with teachers revealed the following reasons as hindrance for implementing continuous assessment particularly in Government schools:

Although the period allotted was 2 per week (as described in the syllabus), by the decision of the Addis Ababa city Administration Education Bureau (according to the directors of the sample schools) one period is taken away and added to the subject Civic and Ethical Education. Thus it is only one period, which is left to Health and Physical Education.

The class size in Government schools is by far greater (on average 60 students in one classroom). Absence of enough materials particularly for practical sections in Government school.

The researcher had observed the three conditions mentioned above. In light of these conditions, it is possible to conclude that there is

no suitable situation to carry out continuous assessment particularly in Government schools.

Another important issue, which is greatly tied with the effective implementation of a curriculum, is the possibility of using teaching aids. Utilization of teaching aids demands: production of the aids, appropriateness of the teaching aids to the particular educational content and the skill of utilizing them effectively. These conditions are highly important to determine the quality of instruction.

Table 13 Students' Response on Teachers Production of Instructional Aids

School Type	School Name	No of Students Responded	Students' Response			
			High		Low	
			No	%	No	%
Government	Abiot kirs	234	50	21.4	184	78.6
	Wondyirad	126	68	54	58	46
	Derartu Tulu	66	28	42.4	38	57.6
	Total	426	146	34.3	280	65.7
Non-Government	Meskaye	71	48	67.6	23	32.4
	Hazunan					
	Medhnealem					
	Kokeb	16	10	62.5	6	37.5
	School of Tomorrow	42	21	50	21	50
	Dandi Boru	55	40	72.7	5	27.3
	Total	184	119	64.7	65	35.3
Grand Total		610	265	43.4	345	56.6

Students' perceptions regarding preparation of instructional aids by their teachers indicate that (56.6%) of the total students believe that their teachers do not produce instructional aids. This situation is more serious in Government schools than in Non-Government schools. In Non-Government schools the situation is relatively better (See table 13).

The proper utilization of the teaching aids by teachers is not fully satisfactory (See table 14).

Table 14 Students Response on Teachers Utilization of Appropriate Teaching Aids

School Type	School Name	No of Students Responded	Students' Response			
			High		Low	
			No	%	No	%
Government	Abiot kirs	234	90	38.5	144	61.5
	Wondyirad	126	90	71.4	36	28.6
	Derartu Tulu	66	36	54.6	30	45.6
	Total	426	216	50.7	210	49.3
Non-Government	Meskaye	71	37	52.1	34	47.9
	Hazunan					
	Medhnealem					
	Kokeb	16	11	68.8	5	31.3
	School of Tomorrow	42	30	71.4	12	28.6
	Dandi Boru	55	40	72.7	15	27.3
	Total	184	118	64.1	66	35.9
Grand Total		610	334	54.8	276	45.2

It is only (54.8%) of the total respondents who believe that the teaching aids used by their teachers are appropriate to the respective content. While the rest (45.2%) of the respondents consider that the teaching aids used by their teachers are not appropriate to the respective content (see table14). Those students who believe that the teaching aids are appropriate gave their reason as follows:

Table 15 Students' Response on the Appropriateness of Teaching aids used by their Teachers

Reasons		Government School (out of 216 students)		Non-Government School (out of 118 students)		Grand Total (334 Students)	
		No	%	No	%	No	%
A	Teachers use teaching aid that makes the lesson easily understandable	104	48.1	47	39.8	151	45.2
B	Teachers' use teaching aids that makes practical lessons to be easily conducted	142	65.7	45	38.1	187	56
C	Teachers' use teaching aids are that are appropriate for achieving educational objectives	84	38.9	36	30.5	120	35.9
D	Teachers' teaching aids make the lesson attractive	128	59.3	31	26.3	159	47.6
E	Teachers' teaching aids make the lesson to be practical rather than theoretical.	132	61.1	17	14.4	149	44.6

Remark: On the table above only those students who considered their teachers as used appropriate teaching aids in teaching were considered. In addition, because each respondent had the chance to give one or more than one reason. Thus the sum of the number of respondents on the alternative responses may not coincide with the total number of the respondents

Students who believe that the teaching aids used by their teachers are appropriate have no enough reason for why they believe so. It is only (35.9%) of the students who consider that the teaching aids are appropriate for achieving educational objectives (see table 15). The other reasons are not fully acknowledged by the students. Many students are not satisfied with their teachers' skill of using teaching aids (see table 16).

Table 16 Students' Response on Teachers Skill of Using Teaching Aids

School Type	School Name	No of Students Responded	Students' Response			
			High		Low	
			No	%	No	%
Government	Abiot kirs	234	60	25.6	174	74.4
	Wondyirad	126	88	69.8	38	30.2
	Derartu Tulu	66	25	37.9	41	62.1
	Total	426	173	40.6	253	59.4
Non-government	Meskaye Hazunan Medhnealem	71	42	59.2	29	40.8
	Kokeb	16	8	50	8	50
	School of Tomorrow	42	26	61.9	16	38.1
	Dandi Boru	55	37	67.3	18	32.7
	Total	184	113	61.4	71	38.6
	Grand Total	610	286	46.9	324	53.1

About (59.4%) of the students in Government schools and (38.6%) of the students in Non-Government schools (that is an average of 53.1% of the total respondents) believe that their teachers are not generally effective in using teaching aids. The problem is less in Non-Government schools (see table 16).

The reasons for the dissatisfaction of students on their teachers' utilization of teaching aids (table 13, 14 and 16) as described by the open-ended questionnaire response are as follows:

- many teachers do not use teaching aids frequently.
- even those teaching aids that are used by the teachers are either not appropriate to the educational objectives or are very small in relation to the total number of students.

This calls for the department heads and directors to give due emphasis to buy the necessary materials or encourage to produce in school. However, interview made with the department heads and directors of Government schools showed that the problem is associated with lack of capitals. Directors of the Government schools stated that the schools did not buy necessary materials not only for Health and Physical Education but also for other subjects (Biology, Chemistry, Physics, etc), because of the low amount of money allotted. Therefore, it seems necessary for the schools (particularly Government schools) to look for other means of increasing income.

One of the important learning material, which is useful for practical works and which are fulfilled from students themselves, is sport

dressings. The teacher is expected to check whether the students use their dresses during practical sessions or not.

Table 17 Students Response on Teachers checking up of Attendance of Students with their Sport Dressing

School Type	School Name	No of Students Responded	Students' Response			
			High		Low	
			No	%	No	%
Government	Abiot kirs	234	234	100	0	0
	Wondyirad	126	126	100	0	0
	Derartu Tulu	66	66	100	0	0
	Total	426	426	100	0	0
Non-Government	Meskaye	71	61	85.9	10	14.1
	Hazunan					
	Medhnealem					
	Kokeb	16	12	75	4	25
	School of Tomorrow	42	29	69	13	31
	Dandi Boru	55	44	80	11	20
	Total	184	146	79.3	38	20.7
Grand Total		610	572	93.8	38	6.2

Teachers strictly check and control students for the type and appropriateness of the cloths they wear during practical sessions, (see table 17). It should be noted that there are several external factors (i.e. out side of the teachers' themselves) that affect the implementation of Health and Physical Education curriculum. Based on this fact an analysis of these factors will be made in the up coming discussion.

Students have different perception about the suitability of their school (both during theoretical and practical lessons).

Table 18 Students attitude to wards Suitability of their schools Particularly for Practical Lessons

School Type	School Name	No of Students Responded	Students' Response			
			High		Low	
			No	%	No	%
Government	Abiot kirs	234	120	51.3	114	48.7
	Wondyirad	126	72	57	54	42.9
	Derartu Tulu	66	18	27.3	48	72.7
	Total	426	210	49.3	216	50.7
Non-Government	Medihanealem	71	32	45.1	39	54.9
	Kokeb	16	8	50	8	50
	School of Tomorrow	42	20	47.6	22	52.4
	Dandi Boru	55	30	54.5	25	45.5
	Total	184	90	48.9	94	51.1
Grand Total		610	30	49.2	310	50.8

Generally speaking, the schools (both Government and Non - Government) are not suitable particularly for practical lessons. In this respect the researcher made observations concerning the playgrounds of the sample schools. Accordingly in Derartu Tulu and all the Non-Government schools there are no football fields. Even the football fields of the two Government schools (Abiot Kirse and Wondiyrad) are inappropriate, because they are not plain and smooth. This could create injury to the students.

Shortage of fields is worst in Non-Government schools. This is because:

-the existing fields are very small in size. But surprisingly at least two or three sections of students of different grades are likely to use the fields at one particular time (period).in almost all the schools the fields are situated just near the classrooms.

Generally speaking it has been observed that there are little or nothing bathrooms, dressing rooms, pipe water for washing faces and hands, appropriate sites for putting luggage, etc.

Another important factor is the time (the period allotment). As described earlier it is only one period that is allotted for Health and Physical Education whereas it was suggested in the syllabus to be two per week. Here an important question needs to be raised. How can teachers implement the curriculum effectively while the total period is reduced by half? Really it is very difficult, if not, impossible to achieve the educational objectives with such situation. In relation to this point teachers were asked about their perception of the designed syllabus in terms of the period allotted. Accordingly most of the teachers (particularly those in Government schools) believe that the designed syllabus with its versatile methods of teaching, teaching aids and means of evaluation is good for the teaching learning process. But what is very problematic for them to implement the syllabus is that the number of periods allotted is very small. That is, let alone one period even two periods per week are not enough to implement the syllabus as designed. Due to this fact the teacher are not interested even to think of the practical sessions, let alone properly covering it. Being reluctant

and allowing students to play ball games could be taken as problems emerged from period allotment.

In addition, it is believed that the period distribution (be it one or two per week) must be conducive for practical lessons. That is, it should be before break and it should not coincide with the time of the greatest solar insolation of the day. It is found that in most of the schools, the period distribution is not good for Health and Physical Education, (see table 19).

Table 19 Students Response on the Suitability of the Period Allotment

School Type	School Name	No of Students Responded	Students' Response			
			High		Low	
			No	%	No	%
Government	Abiot kirs	234	24	10.3	210	89.7
	Wondyirad	126	68	54	58	46
	Derartu Tulu	66	12	18.2	54	81.8
	Total	426	104	24.4	32	75.6
Non-Government	Meskaye	71	28	39.4	43	60.6
	Hazunan					
	Medhnealem					
	Kokeb	16	4	25	12	75
	School of Tomorrow	42	23	54.8	19	45.2
	Dandi Boru	55	34	61.8	21	38.2
	Total	184	89	48.4	95	51.6
Grand Total		610	193	31.6	417	68.4

Most of students (75.6%) in Government schools, (51.6%) of the students' in Non-Government schools and an average (68.4%) of the total students believe that the period distribution is not suitable for Health and Physical Education. The reasons for their perception are:

- the periods mostly coincide with the time of the highest solar insolation.
- the periods are sometimes arranged just after meal.
- the periods are some times arranged just before 'tough' subjects

Last but not least, is the availability of materials for practical purposes? With this respect the researcher had observed that there are little or no materials for gymnastics, and athletics. The reasons why there is a great shortage of these materials are:

- In Government School there is a great shortage of money as describe by the directors of the schools.
- In Non -Government schools lack of suitable training fields are the factors.

By and large it can be concluded that the implementation of the Health and Physical Education curriculum is entangled with many problems.

Such as:

- shortage of materials (teaching aids)
- shortage of play grounds
- Inappropriateness of period allotment
- absence of bath room, dressing room, etc.
- large class size (particularly in Government schools, etc.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

It is believed that curriculum implementation is one of the most important aspects of the over all practices of the formal educational system. Without successful curriculum implementation it is doubtful to achieve the objectives. Various factors affect the implementation of a curriculum. Therefore the evaluation of the implementation of a curriculum is paramount important to determine what instructional materials and methods are satisfactory, how good the school system is, how good the individual teachers are and what changes are brought, etc.

Based on the aforementioned premise the writer of this study started his study with the main objectives of evaluating the implementation of the preparatory school Health and Physical Education curriculum and identifying the major factors affecting the implementation of the curriculum in the Addis Ababa City Administration.

To answer the research questions students, teachers, department heads of Health and Physical Education and directors of preparatory schools in Addis Ababa City Administration were taken as the target population of the study. Thus the target population of the study consists of 2531 students, 10 teachers, 7 Health and Physical Education department heads and 17 directors. Out of the total target population 610 students and 10 teachers from the seven preparatory schools were selected. Furthermore, 7 of the Health and Physical

Education department heads and 7 directors from the schools were selected as samples of the study.

Through question, interview and observation the researcher has come up with the following major findings:

1. Most teachers of Health and Physical Education do not appropriately develop interest towards their subject. Due to this fact many teachers less likely fulfill their professional duties and responsibilities.
2. Many teachers are poor at teaching the subject, where, they do not use various methods of teaching. Rather, they use traditional, teacher centered methods of teaching that are tedious and that do not provide students the opportunity to participate in the teaching-learning process.
3. Most teachers in Government schools are not good at evaluating their students on continuous basis owing to several extraneous factors (reasons).
4. Many teachers (particularly those in Government schools) do not use teaching aids properly. Most of the time, the teachers do not use appropriate teaching aids with sufficient quantity where needed.
5. In many schools, the schools' environment is not appropriate for the instruction of Health and Physical Education. This is because most schools lack an appropriate training field, bathrooms, dressing rooms, appropriate place (site) for putting luggage, etc.
6. The period allotment as well as the school program (schedule) of Health and Physical Education in many respects has serious problems. For one thing it is not enough. Secondly, it is not properly arranged in the school program. That is, it mostly

coincides with the time of the highest solar insolation, it is sometimes arranged just after meal, and just before tough subjects.

Based on the above findings of the study, the following recommendations are forwarded:

1. Directors and/or owners of the schools, particularly those in government schools, in collaboration with the Addis Ababa City Administration should arrange successive trainings and consultative workshops to the Health and Physical Education teachers; so that the teachers will develop the necessary conviction and attitude and skill and expertise in using various methods, continuous assessment techniques etc.
2. Based on the nature and the contribution of the subject the concerned bodies particularly the MOE should look for additional periods, so that an effective implementation of the syllabus will be realized. In fact the allotment of period should be made on the basis of serious study.
- 3 The Addis Ababa City Administration Education Bureau in collaboration with the investment office, the city council and other concerned peoples and organizations has to solve the schools' problems, i .e, the availability of scares fields; and other facilities.
4. Directors of the preparatory schools should give due emphasis to the period arrangement of Health and Physical Education, by consulting teachers while preparing the schedule. This could mitigate or overcome the problem- overlapping of periods, with the highest solar insolation of the day, and not to arrange it just before tough subjects and just after meal.

5. Concerned officials should arrange means's by which the allotted two periods of the subjects (as allotted on the syllabus) will be properly maintained; so that problem of lack of enough period allotment in government schools will be lessened.
6. Lastly but not least, schools and the City Administration Education Bureau should pay due attention to budget allotment of the government school, so that necessary materials will be bought in sufficient quantity.

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- ለ. የተለያዩ መርጃ መሣሪያዎችን ይጠቀማሉ
 - ሐ. አዝናኝና ማራኪ በሆነ መንገድ ያቀርባሉ
 - መ. የክፍል አመራራቸው ብቃት አለው
 - ሠ. በክፍል ውስጥ ለሚነሱ ጥያቄ በቂና አጥጋቢ መልስ ይሰጣሉ
 - ረ. ለትምህርቱ ዓላማ ስኬታማነት ያላለለ ጥረት ያደርጋሉ
 - ሰ. ትምህርቱን ያልተረዱትን ተማሪዎች ለይተው በማወቅ የበለጠ ግልፅ ለማድረግ ጥረት ያደርጋሉ
 - ሸ. ሌላ ካለ ይገለፁ
-

3. ለተራቁጥር «1» የሰጠኸው/ኸው መልስ ዝቅተኛ ከሆነ ምክንያታችሁ/ሽ ምንድን ነው?

- ሀ. ሰአት አያከብሩም (ዘግይተው ይገባሉ ቀድመውም ይወጣሉ)
 - ለ. በክፍል ውስጥ ከትምህርቱ ጋር ግንኙነት የሌላቸውን ስራዎች ይሰራሉ
 - ሐ. አባታዊ (እናታዊ) ፍቅር አያሳዩም
 - መ. የማስተማር ዘዴያቸው አሰልፏቸውና ከተማሪዎች ስሜትና ፍላጎት ጋር አይጣጣምም
 - ሠ. አስፈላጊ በሆነበት ሰአት ላይ የመርጃ መሣሪያዎችን ሲጠቀሙ አይስተዋልም
 - ረ. ለትምህርቱ ዓላማ ስኬታማነት የሐማያደርጉት ጥረት አነስተኛ ነው
 - ሰ. ትምህርቱን ያልተረዱትን ተማሪዎች ለይተው የማወቅና የመርዳት ልምድ የላቸውም
 - ሸ. ሌላ ካለ ይገለፁ
-

4. በአንተ/ቺ አመለካከት የጤናና ሰውነት ማግለል መሆኑን መምህራችሁ ትምህርቱን የማስተማር ብቃቱ

- ሀ. ከፍተኛ ለ. ዝቅተኛ

5. ለ «4ኛ» ጥያቄ መልስህ/ሽ ከፍተኛ ከሆነ ምክንያታችሁ/ሽ ምንድን ነው?

- ሀ. ለሚቀርቡላቸው ጥያቄዎች በቂና አጥጋቢ ምላሽ ስለሚሰጡ
 - ለ. የዕለቱን ትምህርት ተገቢ/ appropriate በሆነ የማስተማር ዘዴ ስለሚያቀርቡ
 - መ. ለትምህርቱ ተገቢ የሆኑ መረጃ መሣሪያዎችን በመጠቀም ትምህርቱን ስለሚያቀርቡ
 - ሠ. ሌላ ካለ ይገለፁ
-

6. ለተራቁጥር «4» መልስህ/ሽ /ዝቅተኛ ከሆነ ምክንያትህ/ሽ/ ምንድን ነው?

ሀ. በክፍል ውስጥ ለሚቀርብላችው ጥያቄ በቂ ምላሽ ስለማይሰጡ

ለ. ትምህርቱን ቀለል ባለና ተገቢ በሆነ የማስተማር ዘዴ ስለማይቀርቡ

ሐ. ለትምህርቱ አግባብነት ያለውን የመርጃ መሣሪያ ስለማይጠቀሙ

መ. ትምህርቱን በክፍል ውስጥ ግልፅ በሆነና በሚሰጡ መልኩ ባለማቅረባቸው

ሠ. ሌላ ካለ ይግለፁ -----

7. አብዛኛውን ጊዜ መምህርህ/ሽ የሚጠቀሙዎቸው የማስተማር ዘዴዎች አመቺነት (ተገቢነት)?

ሀ. ከፍተኛ ለ. ዝቅተኛ

8. ለተራ ቁጥር «7» መልስህ/ሽ /ከፍተኛ ከሆነ ምክንያትህ/ሽ ምንድን ነው?

ሀ. የትምህርቱ አቀራረብ ማራኪ (የሚሰጥ) ስለሆነ ነው

ለ. የትምህርቱን ዕንባሳ ሀሳብ በቀላሉ መረዳት ስለሚቻል ነው

ሐ. በመምህሩና በተማሪዎች መካከል ጥሩ የሆነ ግንኙነት የሚፈጥር ስለሆነ ነው

መ. መምህሩንም ተማሪውንም እኩል በሆነ ሁኔታ እንደየሁኔታው የሚያሳትፍ ስለሆነ ነው።

ሠ. ሌላ ካለ ይግለፁ -----

9. ለተራ ቁጥር «7» መልስህ/ሽ /ዝቅተኛ ከሆነ ምክንያትህ/ሽ ምንድን ነው?

ሀ. የማስተማሪያ ዘዴው የመሳብ ሀይል ስለሌለው

ለ. የዕለቱን ትምህርት በቀላሉ መረዳት ስለማይቻል ነው

ሐ. በመምህሩና በተማሪዎች መካከል ጥሩ የሆነ ግንኙነት የመፍጠር ችሎታው እነሱት ስለሆነ ነው

መ. አብዛኛውን ጊዜ መምህሩ የማናገርና የማሠራ ሲሆን በተቃራኒው ተማሪዎችን አዳማጭና ተመልካች ስለሚያደርግ ነው

ሠ. ሌላ ካለ ይግለፁ -----

10. መምህሩ በአንተ/ቺ በትምህርቱ ላይ እንድትሳተፍ/ፊ የሚያደርጉት ጥረት?

ሀ. ከፍተኛ ለ. ዝቅተኛ

11. ለተራ ቁጥር «10» መልስህ/ሽ ከፍተኛ ከሆነ ምክንያትህ/ሽ ምንድን ነው?

ሀ. በየእለቱ የቤት ስራዎችን የክፍል ስራዎችን ስለሚሰጥና ለእነሱም እርማት ስለሚሰጥ ነው

ለ. በክፍል ውስጥ እያንዳንዳችሁ በትምህርቱ ላይ በጥያቄና መልስ መልክ እንድትሳተፉ በማድረግ ነው

ሐ. በቲዮሪ የተማራችሁትን ወደ ተግባር እንድትለውጡ ሰፊ እድል መስጠታቸው

መ. የተለያዩ የረጅም ጊዜ ተግባራት (assignment) መስጠታቸው

ሠ. በግልም ሆነ በጋራ የሰራችሁትን ስራዎች ለክፍል እንድታቀርቡ ማድረጋቸው

ረ. ጓደኞቻችሁ የሠሩትን ተግባራት እንድትገመግሙ ማድረጋቸው

12. ለተራ ቁጥር «10» መልስህ/ሽ /ዝቅተኛ ከሆነ ምክንያትህ/ሽ ምንድን ነው?

ሀ. የቤት፣ የክፍል ስራዎችን ስለማይሰጡና ተገቢውን እርማት ስለማያደርጉ

ለ. በክፍል ውስጥ በጥያቄና መልስ ተማሪዎቹን ስለማያሳትፉ

ሐ. በቲዮሪ የተማራችሁትን ወደተግባር እንድትለውጡ ዕዳል አለመስጠታቸው።

መ. የተለያዩ የረጅም ጊዜ ተግባራትን (Assignment) አለመስጠታቸው

ሠ. በጋራም ሆነ በግል የሰራችሁትን ስራዎች-ለክፋሉ እንድታቀርቡ አለማድረጋቸው

ረ. ጓደኞቻችሁ የሠሩትን ተግባራት እንድትገመግሙ አለማድረጋቸው

13. የመምህሩ በክፍል ውስጥ ተማሪዎችን የማነቃቃት ብቃታቸው

ሀ. ከፍተኛ ለ. ዝቅተኛ

14. ለተራ ቁጥር «13» መልስህ/ሽ ከፍተኛ ከሆነ ምክንያትህ/ሽ ምንድን ነው?

ሀ. ትምህርቱን ማራኪ በሆነ አቀራረብ ስለሚያቀርቡት

ለ. በክፍል ውስጥ ጥያቄዎችን ለሚመልሱ ተማሪዎች የማበረታቻ ቃላት መጠቀማቸው

ሐ. የተለያዩ ተገቢ መርጃ መሣሪያዎችን መጠቀሙ

መ. የክፍል ውስጥ አመራሩ እናታዊና (አባታዊ) ባህሪ ስለላው ነው

ሠ. ሌላ ካለ ይግለፁ-----

15. ለተራ ቁጥር «13» መልስህ/ሽ ዝቅተኛ ከሆነ ምክንያትህ/ሽ ምንድን ነው?

ሀ. መምህሩ ሁልጊዜ በክፍል ውስጥ ጎበዝ ተማሪዎችን ብቻ በማሳተፋቸው

ለ. በክፍል ውስጥ ጥያቄዎችን ለሚመልሱ ተማሪዎች የማበረታቻ ቃላት ስለማይጠቀሙ

ሐ. በክፍል ውስጥ እንድንሳተፍ እድል ስለማይሰጡ

መ. የማስተማር ዘዴያቸው ስለማይማርከኝ (ስለማይስበኝ)

ሠ. በክፍል ውስጥ በሚያስተምሩበት ሰአት ጥያቄ ስለማይጠይቁ

ረ. ሌላ ካለ ይግለፁ

16. የመምህሩ ተማሪዎችን በወቅቱ ያላቸውን ብቃት የመገምገምና ደካማ ጎናቸውን የማስተካከል ብቃታቸው ምን ያህል ነው?

ሀ. ከፍተኛ ለ. ዝቅተኛ

17. መምህራችሁ የተለያዩ ተግባራትን (የክፍል ስራ፣ የቤት ስራ፣ አሳይመንት፣ የተግባር ስራዎችን ወዘተ) እንድትሰሩ የማበረታታት ብቃታቸው ምን ያህል ነው?

ሀ. ከፍተኛ ለ. ዝቅተኛ

18. የመምህራችሁ በተግባርም ሆነ በቀለም ትምህርት ሰአት ተማሪዎችን የመቆጣጠርና የመከታተል ብቃታቸው ምን ያህል ነው?

ሀ. ከፍተኛ ለ. ዝቅተኛ

19. መምህሩ መርጃ መሣሪያዎችን አዘጋጅተው የማቅረብ ብቃታቸው ምን ያህል ነው?

ሀ. ከፍተኛ ለ. ዝቅተኛ

20. መምህራችሁ ትምህርቱን ለማስተላለፍ የሚጠቀሙባቸው መርጃ መሣሪያዎች ተገቢነት/አመችነት?

ሀ. ከፍተኛ ለ. ዝቅተኛ

21. ለተራ ቁጥር «20» መልስሽ/ሀ ከፍተኛ ከሆነ ምክንያታችሁ/ሽ ምንድን ነው?

ሀ. መርጃ መሣሪያውን በመጠቀም በሚያስተምሩበት ሰአት በቀላሉ ልትረጁ/ዳው መቻልሽ/ሀ ነው።

ለ. በተግባር ትምህርት ወቅት መርጃ መሣሪያውን ተጠቅማችሁ ስትሰሩ በቀላሉ መስራት በመቻላችሁ ነው

ሐ. የሚጠቀሟቸው መርጃ መሣሪያዎች አለማውን ከግብ ለማድረስ የሚችሉ ስለሆኑ ነው

መ. ትምህርቱን ደስ እያላችሁ እንድትማሩ የሚያደርጉ ስለሆኑ ነው።

ሠ. ትምህርቱን ከወሬ በዘለለ መልኩ ወደ ተግባር እንድትገቡ የሚያስችል መርጃ መሣሪያ ስለሆነ ነው

ረ. ሌላ ካለ ይግለፁ-----

22. ለተራ ቁጥር «20» መልስሀ/ሽ /ዝቅተኛ ከሆነ ምክንያታችሁ/ሽ ምንድን ነው?

ሀ. ከትምህርቱ ዓላማ ጋር ትምህርቱና መርጃ መሣሪያው ስለማይጣጣም ነው

ለ. በመርጃ መሣሪያው ተጠቅመው ሲያስተምሩ ስለሚያገገሽ/ሀ

ሐ. በመርጃ መሣሪያው ተጠቅመው ሲያስተምሩ ምንም እይነት የመሳብ ሀይል ስለሌለው ነው

መ. ትምህርቱን በተግባር ውስጥ በማለፍ ችሎታን መፍጠር ባለመቻላቸው ነው

ሠ. መርጃ መሣሪያው ትምህርቱን ግልፅና ልትረዱት እንድትችሉ ባለማድረጉ ነው

ረ. ሌላ ካለ ይግለፁ-----

23. የመምህሩ የመርጃ መሣሪያዎችን የመጠቀም ብቃታቸው ምን ያህል ነው?

ሀ. ክፍተኛ ለ. ዝቅተኛ

24. ለተራ ቁጥር «23» መልስህ/ሽ ክፍተኛ/ ከሆነ ምክንያትህ/ሽ ምንድን ነው?

- ሀ. የመርጃ መሳሪያዎች ቁጥር ከተማሪዎች ቁጥር ጋር ሲነፃፀር በቂ ስለሆነ
- ለ. የመርጃ መሳሪያዎች አገልግሎት ከትምህርቱ ይዘት ጋር የተያያዘ ስለሆነ
- ሐ. የመርጃ መሳሪያዎች አጠቃቀሙ የትምህርቱን አላማ ከግብ የሚያደርስ በመሆኑ
- መ. የመርጃ መሳሪያው ትምህርቱን ተጨባጭ በሆነ መልኩ የሚያቀርብ በመሆኑ
- ሠ. ሌላ ካለ ይግለፁ

25. ለተራ ቁጥር «23» መልስህ/ሽ ዝቅተኛ/ ከሆነ ምክንያትህ/ሽ ምንድን ነው?

- ሀ. የመርጃ መሳሪያዎች ቁጥር ከተማሪዎች ቁጥር ጋር ሲነፃፀር በቂ ባለመሆኑ ነው
- ለ. የመርጃ መሳሪያዎች አገልግሎት ከትምህርቱ ይዘት ጋር የተያያዘ ስላልሆነ
- ሐ. የመርጃ መሳሪያዎች አጠቃቀሙ የትምህርቱን አላማ ከግብ የሚያደርስ ባለመሆኑ ነው
- መ. የመርጃ መሳሪያዎች ትምህርቱን ተጨባጭ በሆነ መልኩ የሚያቀርብ ባለመሆኑ ነው
- ሠ. ሌላ ካለ ይግለፁ

26. መምህሩ በተግባር ትምህርት ወቅት የተማሪዎችን የስፓርት ትጥቅ አሟልቶ መቅረብ የመከታተል ብቃታቸው ምን ያህል ነው?

ሀ. ክፍተኛ ለ. ዝቅተኛ

27. ትምህርት ቤቱ ለቲዎሪና ለተግባር ትምህርት ያለው አመቺነት ምን ያህል ነው?

ሀ. ክፍተኛ ለ. ዝቅተኛ

28. የጤናና ሰውነት ማጎልመሻ ትምህርት ክፍለ ጊዜ ለተግባርም ሆነ ቲዎሪውን ለመማር ያለው አመቺነት ምን ያህል ነው::

ሀ. ክፍተኛ ለ. ዝቅተኛ

29. ለተራ-ቁጥር«28» መልስህ/ህ /ክፍተኛ ከሆነ ምክንያትህ/ሽ ምንድን ነው?

- ሀ. ክፍለ ጊዜው ለፀሀይ እናንተን የማጋለጥ ባህሪው በጣም ዝቅተኛ ስለሆነ
- ለ. ከምግብ በኋላ ወዲያውኑ ለተግባር ትምህርት የሚያጋልጥ ባለመሆኑ ነው
- ሐ. ከድካም በኋላ ለካባድ ትምህርት የማይጋብዝ ስለሆነ
- መ. ሌላ ካለ ይግለፁ

30. ለ ተራ-ቁጥር «28» መልስህ/ሽ ዝቅተኛ/ ከሆነ ምክንያትህ/ሽ ምንድን ነው::

- ሀ. ክፍለ ጊዜው ለፀሀይ እናንተን የማጋለጥ ባህሪው በጣም ክፍተኛ ስለሆነ ነው
- ለ. ከምግብ በኋላ ወዲያውኑ ለተግባር ትምህርት የሚያጋልጥ በመሆኑ ነው
- ሐ. ከድካም በኋላ ለካባድ ትምህርት የማይጋብዝ ስለሆነ ነው
- መ. ሌላ ካለ ይግለፁ

31. ትምህርቱን ለመከታተል ያጋጠመህ/ሽ ችግሮች ዋና ዋናዎች ምንድናቸው?

32. ንግሮቹን ለመፍታት መፍትሔዎቻቸውን ብትጠቁሙ/ሚን?

OBSERVATION CHECKLIST

1. General information

1. Date of visit _____
2. Grade and section observed _____
3. Topic of the lesson _____
4. Length of the observation ~~period~~ _____
5. Number of periods allotted per week ✓ _____
6. No of students in the class ✓ _____

Instruction I. Put check mark "✓" in the column which tells "Yes" or "No"

No	Variable to be observed	Yes	No
1	Teachers ability of allowing and encouraging students to express themselves (to ask or answer) questions		
2	Teacher's manner of conduct and willingness to listen students problem		
3	Teacher's ability of motivating learner's in the class		
4	Teacher's effective use of text book, reference materials and teaching aids		
5	Teacher's willingness of adequate provision of teaching materials for students		
6	Teacher's ability of using different assessment techniques		
7	Teacher's ability of identifying individual differences		
8	Teacher's ability of using role model		
9	Teacher's ability of helping students to work in pairs/small groups or individually		
10	Appropriateness of the teaching methods used by the teacher to teach lesson contents		
11	Teacher's capability of teaching through the medium of instruction		
12	Teacher's ability of asking questions that are related to the content of the lesson		
13	Teacher's ability of planning the instructional activities based on the students needs, interests and experiences		
14	Teacher's ability of designing different instructional activities to work in small groups/impairs or individually		

OBSERVATION CHECKLIST FOR THE SCHOOL SETTING

1. General information

1. Date of visit _____
2. Name of the school _____
3. Number of classes for each grade
 - 11th _____
 - 12th _____

Number of teachers teaching at each grade level

- 11th _____
- 12th _____

Biodata of the teachers being observed

- Sex _____
- Teacher's Qualification _____
- Years of Experience in Teaching _____

No	Variable to be observed	Yes	No
1	Availability of suitable play grounds in the school		
2	Presence of adequate seats for students in the classroom.		
3	Availability of school facilities and equipments and its appropriateness for Health and physical education.		
4	Attractiveness of the physical and environmental condition.		
5	Availability of shower for students after practical lesson.		
6	Availability of dressing room for students before and after practical lesson.		

Appendix

Addis Ababa University

School of Graduate Studies

Department of curriculum and Instruction

**An interview for secondary preparatory school Directors and
department heads**

The purpose of this interview is to get information about overall effectiveness of health and physical education teachers in teaching the subject in preparatory schools of Addis Ababa city administration.

Name of the school-----

Year of experience -----

Sex: Female ----- Male -----

Date -----

Time -----

1. Do Health and Physical Education teachers prepare lesson plan?
2. Do you follow the teachers of Health and Physical Education whether they are using or not the prepared lesson plans?
3. Are equipments and facilities sufficed to run the teaching learning process effectively (particularly in Health and Physical Education)? If not, why?