ADDIS ABABA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL STUDY

DEPARTMENT OF SCIENCE AND MATHEMATICS EDUCATION

CHALLENGES OF SECONDARY SCHOOL TEACHERS ATTITUDE TO WARDS PHYSICAL EDUCATION TEACHING PRACTICAL CLASS IN THE CASE OF SELECTED SECONDARY SCHOOL OF OROMIA SPECIAL ZONE SURROUNDING FINFINNE

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AUG, 2019

ADDIS ABABA ETHIPIA

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MEd THESIS

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I hereby certify that I have read and evaluated this Thesis entitled " Secondary school teachers attitude to wards in Physical Education teaching practical Class in the Case of Selected secondary school of Oromia special zone surrounding Finfinne." prepared by Chara Yaikob. I recommend that it can be submitted as fulfilling the thesis requirements.

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ACKNOWLEDGMENTS

Above all, I would like to thank the almighty God who gave me the opportunity to pursue this MA study at Addis Ababa University where I gained a great deal.

Next, I would like to express my heartfelt thanks to my punctual Advisor Tesfaye Asgedom (PhD).Ireallycan not put into words how incredibly grateful I am foreverything he has done for me. For everything he has taught me and for his professional advice and constructive comments in my attempts to make this work a success, I sincerely thank him.

I would like to express my profound gratitude to my brother Hawi Y.& his family's Gadise Gemechu, & their sons Abenezer Hawi ,Ebanuf Hawi, and Lensa Kabada whose love,support and encouragement has been source of in spiration and shared all life burdens throughout my graduate study. They have been tremendously supportive with any decision that I have made and have always encouraged me to pursue my dreams. I really thank them.

My acknowledgement is also extended to the following individuals for their moral and professional advice;Dukem town education Office Experts for providing manuals, guides and statistical data. Other people who deserve particular mention include Mr.Misgana Garoma , Lachisa Wakjira , that some of them provided material resources while others assisted me during data collection. I truly admire each of them for what they do.

Finally, I want to give thanks for all head and vice of Education office of The three Woredas and Administarion town of Oromia Special Zone Finfine . teachers, school directors and students forproviding data required for this. study

All things were made through God, and without Him nothing was made, I thank Him!

Table of Contents

Contents **Pages**

Acknowledgments i

Table of Contents ii

List of table v

Acronyms vi

Abstaract vii

CHAPTER ONE 1

INTRODUCTION 1

1.1 Background of the study 1

1.2. Statement of the problem 3

1.3. Research Questions 5

1.4. Objectives of the Study 5

1.4.1. General objective 5

1.4.2. The specific objectives of the study are: 5

1.5. Significance of the study 6

1.6. Scope of the study 6

1.7. Limitation of the Study 7

1.8 Definition of terms 7

1.9 Organization of the study 7

CHAPTER TWO 8

REVIEW OF RELATED LITERATURE 8

2.1 Challenges for teacher education in the twenty first century 8

2.2. Challenges that influence PE teaching learning process 8

2.3. The Human Challenges 8

2.3.1. Challenges Related with the Teacher 9

2.1 Concept of Education and Teacher 10

2.1.1 Importance of Teacher 10

2.1.2. Professional Characteristics of PE Teacher 11

2.1.3. The Need for Specialist Physical Education Teachers 11

Table of Contents

Contents **Pages**

Acknowledgments i

Table of Contents ii

List of table v

Acronyms vi

Abstaract vii

CHAPTER ONE 1

INTRODUCTION 1

1.1 Background of the study 1

1.2. Statement of the problem 3

1.3. Research Questions 5

1.4. Objectives of the Study 5

1.4.1. General objective 5

1.4.2. The specific objectives of the study are: 5

1.5. Significance of the study 6

1.6. Scope of the study 6

1.7. Limitation of the Study 7

1.8 Definition of terms 7

1.9 Organization of the study 7

CHAPTER TWO 8

REVIEW OF RELATED LITERATURE 8

2.1 Challenges for teacher education in the twenty first century 8

2.2. Challenges that influence PE teaching learning process 8

2.3. The Human Challenges 8

2.3.1. Challenges Related with the Teacher 9

2.1 Concept of Education and Teacher 10

2.1.1 Importance of Teacher 10

2.1.2. Professional Characteristics of PE Teacher 11

2.1.3. The Need for Specialist Physical Education Teachers 11

2.2 Physical Education indifferent country 12
2.2.1 Physical education in the school system 13
2.2.2 Problems with Planning and their Effects on the Quality of Physical Education Programs 14
2.5.2. Effects of the school context on teacher- student relation 17
2.5.3 Implementing a physical education curriculum 18
2.6 The Power of a Positive Attitude 18
2.6.1 Attitude strength 20
2.6.2 The Expression of Attitudes 20
2.7 Attitude Formation 24
2.8 How attitude changes 30
2.9 Measurement of Attitudes 31
CHAPTER THREE 33
3. RESEARCH DESIGN AND METHODOLOGY 33
3.1 Research design 33
3.2 Research method 33
3.3 Research Site and Population of the Study 33
3.4 Sample and Sampling Techniques 34
3.5. The Source of Data 35
Primary Sources 35
3.6. Instruments of Data Collection 35
Questionnaire 35
Interview 36
Observation 36
3.7. Procedure of data collection 37
3.8 Methods of Data Analysis 37
3.9 Ethical considerations 37
CHAPTER FOUR 38
4. RESULTS AND DISCUTIONS 38
4.1. Overview 38
4.2 Background of the Respondents 38

4.3. Strategies Utilized for better teaching practical class in P.E 50
4.4 Presentation and Analysis of Data Obtained through Observation 50
CHAPTER FIFE 54
5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS 54
5.1 Summary 54
5.2. Conclusions 56
5.3. Recommendations 57
Reference 59
Appendices 64

List of table

Page

Table 1: Sample size and sampling techniques..... 35

Table 2: Respondent characteristics..... 38

Table 3. the attitude of teachers during teaching physical education practical class..... 39

Table 4 what type of physical education teachers mostly used to teach physical education practical class. 42

Table 5. Is the Availability of teaching material enough to teaching physical education practical class. 45

Table 6 How is the relationship between physical education teachers and administration in supporting physical practical class. 48

Acronyms

AAU=Addis Ababa University.

ATPET=Attitude Toward physical Education teachers

PE= Physical Education.

SPSS: Statically Package for Social Science

SD: Standard Deviation

NC=Need for Cognition.

WM = Weighted mean

ABSTARACT

The purpose of this study was to investigate the challenges of secondary school teachers attitude towards in P.E teaching practical class in some selected secondary schools of Oromia special zone surrounding Finfinne. The total population of the study were 1650 students 24 P.E teachers and 24 school directors in which the researcher selected sampling size of 60 students using random sampling technique and 24 P.E teachers and 12 school directors were selected using purposive sampling. Among 6 weredas Three were selected and among eight administrative towns three were selected by simple random sampling technique and all of the (6) secondary schools in those weredas and administrative were included as sample. The instruments used to collect essential information and data; the researcher used questionnaire, interview and observation by using checklist tools. Data obtained through questionnaires were analyzed using SPSS.20 version, frequency, mean, average mean & standard deviation Moreover, data gathered through interview and observation were considered to triangulate the questionnaires in narrative form.

The findings of this study revealed that there is an in significant passion of school PE teachers ,Scarcity of PE materials to impilement their plan ,lack of sustainable methedology of P.E practical c lass and lack of support of school directors on P.E practical class. School leaders did not Support PE practical Class financially and ideally. Furthermore Lack of enough knowledge of P.E teachers on practical class, Scarcity of PE materials to do practical class, lack of support of school directors on PE practical class are among the major factors that hinder the implication of PE practical class. Secondary school teachers of physical education have not satisfactorily implemented Practical class techniques. Generally the finding of this study revealed that the lack of enough knowledge o Secondary school teachers were poor in clarifying the learning objective of PE practical Class f PE teachers on PE practical class , Scarcity of the P.E Practical , lack of support of school directors the major findings of the study. Therefore the Ormoia education brues should capacitate PE teachers and facilitate PE. materials used for PE practical class.

Key words:- Physical education , Attitude , Sport ,teaching , practical class , P.E teacher

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

Education plays a paramount role for the development of one country. No country has achieved its development stage without education. Education is one of the main instruments of development for any country. It is an interpersonal transaction that takes place among human being in exchange of knowledge, skill, and attitude. Educational experiences are accumulated and transmitted from generation to generation as well as among country.

Education is the process through which students acquire knowledge, develop skill, and change in behavior and shape personality. In addition to this education is an essential and basic investment since it results is in the form of human resource development, which return contributes the total aspects of country's development. To bring country's development learners have to follow each curricular instruction on the walls of the school. Through each instructional subject, responsible and ethically matured human resource will be produced. Since the final goal in the study of each instruction is to achieve the objectives of the curriculum (MOE, 1999).

It is aimed at improving moral, cultural, social and intellectual attributes of the student individually as well as member of social group. The process of learning is looked at as training in the filled of morals for individuals through which their potentialities are developed, the traits of the creator are inculcated in them and the culture of the people is transmitted to the coming generations. It is an instrument to change the social, cultural, economic and political set up of the society. It is considered a key to development. (James, Q. (1989).

Physical education in schools is obviously one important setting for achieving the goals of a healthy life style. The fact is, however, few students participate in daily physical education, and there is other considerable question about the quality of what is done in physical education classes. Since one major objective of education is to prepare students

to be productive members of the society, attention must be given to physical education to improve health and welfare of the students (Wuest and Bucher, 1995).

The importance of education has been exhibited in improving the quality of human lives through various scientific and technological developments in the world. Because of this fact education is included in the documentation of human right that entitles everyone to the right to basic education. But it is challenging to provide education for all citizens. The evolution of physical education, along with other educational professions, reflected contemporary changes in society. Throughout the early twentieth century, into the 1950s, there was a steady growth of physical education in the public schools. During the early 1920s many states passed legislation requiring physical education. However, shifts in curricular emphasis were evident when wars occurred and when the results of national reports were published. For example, as a result of the bombing of Pearl Harbor and the United States' entrance into World War II, the emphasis in physical education shifted from games and sport to physical conditioning. (Hasenkrüger, H. 1969).

Similar curricular shifts were noted in 1953 when the Kraus-Weber study found that American children were far less fit than their European counterparts. As a result of this report, the President's Council on Physical Fitness was established to help combat the falling fitness levels of America's youth.

During the 1950s and the 1960s, physical education at the elementary level experienced tremendous growth. Today, many physical education programs emphasize overall fitness, referred to as *wellness,* as well as skill development. However, since the 1970s the number of schools offering daily physical education has drastically decreased–1995 statistics from the Centers for Disease Control and Prevention (CDC) show a drop from 43percent in 1991 to 25 percent in 1995.

One of the roles of physical educators in school is to modify and prepare activities that suit to their students' interest and abilities, regarding to this Wuest and Bucher, (1995) states that one of the primary goal of physical education educators teaching at the secondary school level is to socialize students in to the role of participant in physical activities suited to their needs and interests. Pangrazi and Darst (2006) state that "the

most important goal of secondary school physical education program should be to help youngsters to incorporate some form of physical activity into their life style".

High school physical education program is the primary venue achieving active life style. Their potential to contribute to the health goals in enormous, and in some schools, physical education is regarded as integral components of comprehensive school health program. These programs can reach the mission of students; can help them to develop skills, understandings and habits for a healthy lifestyle. Health policy reports call for daily, high quality physical education for all students K-12. high school physical education in addition to improvement in the students physical skills and well-being, the critical condition that it can make to his/her development is becoming more widely recommended and accepted in school psychological health and academic areas is becoming more widely recognize and accepted in most countries. But currently, in Ethiopia, physical education is not considered that much a significant subject. Since most high schools in Ethiopia, the time allotment reduced to one period per week, the number of students participating in daily education is declining and some researchers show that, daily participation in physical education by high school students decreased.

The study seeks to gain the teachers' attitudes on issues regarding curriculum, pedagogy and administration of PE challenges facing PE are similar across countries programmers in high schools. From their views and experiences the study could identify how they perceive about teaching in school PE, the challenges they face and how they have been overcoming. These issues could reveal the attitudes and tendencies of the physical education teachers in one way or another.

1.2. Statement of the problem

Physical education programs in high school have been criticized for declining student's fitness level, for failure to reach sport skills, for life times are serious and not bring addressed by professionals. School physical education program, also face constraints due to budgetary problem, the time allotted to physical education is decreased (Wuest and Bucher,1995).

Many scholars argued that whatever it is the teachers are well qualified and trained with subject matter knowledge and methods of teaching it is impossible to meet the educational objectives without the interest and positive attitude of the school community.

Conducive atmosphere and resources (material and human resources) are very important to run the teaching process in the schools. .

Well trained subject teachers should be available: the role of the teacher is crucial in implementation process, he/she must have the necessary knowledge, attitude and skill. The teachers, students and the community need to develop positive attitudes. From the nature of the subject, physical education needs the support from the school administrative bodies and the other stock holders. The availability of facilities and equipments: the effective practical class teaching needs adequate amount of facilities and equipment. The need for appropriate methods of teaching and evaluation techniques is crucial element to achieve the physical education objective. Lack of education for students of all types (Inclusive):- School lesson has education for the students of all type to satisfy the need of all students.

High school physical education teachers face a number of challenges concerning allocation of school time table. allocation, field size, teachers' professional affiliation, examination and assessment, school sport, and use of technology, among others. However, while the importance of physical education is widely acknowledged, competition from other academic subjects has forced many schools to reduce or cancel some PE programmers'. Therefore, there is great need for teachers to collaborate and to share information on how to improve and strengthen the delivery of physical education programmers in secondary schools. In addition to this from the personal experience of the researcher serving as a PE teachers for six years and from different training and workshop at different levels observed PE teachers do not teach their practical class effectively than the other subject teachers. This problem needs to be investigated and solved to achieve the objective of high school quality of physical education teaching process. In general, the purpose of this study is to examine the attitudes and views of physical education teachers in teaching process in case of select high school of Oromia

Special Zone surrounding Finfinne. In order to achieve the purpose of this study the researcher was rise the following basic research questions.

1.3. Research Questions

Through gathering information in connection with the topic this research will try to answer the following basic questions:

RQ1. How do you rate the attitude of teachers during teaching physical education practical classes?

RQ.2 What type of method do physical education teachers mostly use to teach physical education practical classes ?

RQ3. Is the availability of teaching material enough to teach physical education practical classes?

RQ4. How is the relationship between physical education teachers and administration in supporting physical education practical classes?

1.4. Objectives of the Study

1.4.1. General objective

The major objective of this study was to assess the challenges of secondary school teachers attitudes towards physical education teaching practical class. in case of select high school of Oromia Special Zone surrounding Finfinne.

1.4.2. The specific objectives of the study are:

1. To investigate the general attitude of teachers in teaching PE practical class.
2. To assess the teaching method of PE practical class.
3. To investigate the availability of sport materials to teach PE practical class.
4. To assess the active participation of students during learning PE practical class.
5. To examine the support given by the school administrative.

1.5. Significance of the study

The purpose of this study was to assess challenges of secondary school teachers' attitudes towards physical education teaching practical class in case of selected secondary schools of Oromia Special Zone surraunding Finfine. Thus, the results of the study have the following contributions.

The study provides information for concerned bodies,particularlyfor Regional, Zonal educationss officials and schools strictly follow the problems of those school teachers' attitudes towards physical education teaching practical class.

The result and findings of this study ;-

- ✓ To investigate the solution for change on attitude of school community particularly teachers understanding about PE.
- ✓ To reveal the problem that affects educational process of PE for concerned body.
- ✓ To create awareness of the factors affecting teachers among school administrators and those who are directly or indirectly concerned with physical education.
- ✓ To help as a facilitator for solution maker for problem that challenge of PE teachers in PE process.
- ✓ To serve as a good indicator for further researches relating to issues of PE teachers attitudes and challenges in educational process.

1.6. Scope of the study

The study will not incorporate all students, PE teachers and administration of school that are found high schools in the Special zone. Also it does not include all school administrators and teachers of physical education. The research is mainly conducted to identify things that cause attitude problems among physical education teachers performing of the teaching of PE practical class. Although high schools in the Special zone surrounding Finfinne are much the research would focus on selected ones.

1.7. Limitation of the Study

The researcher had a lot of limitations to finish his study such as time constraints, financial problem lack of materials, documents and unwilling of participants to submit their questionnaires on time.

1.8 Definition of terms

It is assumed that this would help the readers to infer different meaning and usage of words.

Physical education: - is an education targets to develop all aspects of personality like physical, Mental and social

Teaching:- is a process of facilitating the individual learning

Sport – is competition form of play/ is an essential event of activities

Attitude- "a positive or negative feeling effect associated with a specific Psychological object" (colliers Encyclopedia1975; 11:203).

1.9 Organization of the study

The first chapter would give background and introductory information as regards the issue of physical education teaching. The second chapter deals with review of literature that is related to the study. Chapter three is devoted to research methodology and research design. The fourth chapter presents interpretation, discussion and analysis of the data to be collected. And finally the last chapter i.e. chapter five provides summary of answers to the basic questions, conclusion and recommendation.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Challenges for teacher education in the twenty first century

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

1. The raising of the status of the teaching profession to a level at which it attracts the best qualified applicants.

2. Harnessing rapidly developing technology to provide maximum learning opportunities for student teachers, especially those in remote areas and those in developing countries, where conventional resources such as libraries are impossible to resource adequately.

3. Discovering the optimum balance between theory and practice in the curriculum of teacher education in the many and varying contexts in which it is provided.

4. Developing teacher education structures and curricula that provide optimal balances among the academic, humanitarian, aesthetic and moral domains of human experience.

5. Designing research that takes account of the many complex factors that impinge upon the process of teacher education, so that a greater understanding may be gained of the ways in which students learn to teach in the myriad of contexts in which they live.

2.2. Challenges that influence PE teaching learning process

It is believed that there are many challenges that affect the teaching learning processes. Those factors can be discussed while binge divided under to major categories.

2.3. The Human Challenges

The human are one of the major challenges that influence the process of physical education associate with teacher, student's administration, supervisor and other stakeholders. But at this point emphasis is given to together tare related with the teachers and the administrators.

2.3.1. Challenges Related with the Teacher

As far as teachers are concerned the international of education remarked, "no one is in any doubt that the chief agent in the process of educational form is the teacher." Posner (1992) also stated the teachers' plays crucial role in determining the success failure of curriculum implementation and teaching effectiveness. Thus the teacher with his/her altitude, 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.

A. Teachers 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 those teacher attitudes are very important dimensions. Those 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 achieves in learning (Keynes 1986, cooper 1986 and Calhan 1988), consider the teacher's attitude as very important aspects in the teaching learning process.

The trust is the important ingredient, which the facilitator provides. The more effective teacher were related 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 empathies 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 goods enthusiasm for the subject and method with their students, teaching will never become better than adequate (Wool, 1994).

Teacher attitude and performance are correspondence 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 then environment.

Therefore, without the positive attitudes to the subject and approaches of teaching, not teachers to be effective in any way negative attitude may harmer injure the whole process of teaching, a teacher with positive attitude and the necessary theoretical and technical knowhow is the one who can demonstrate his/her ability to bring about the intended learning our comes.

2.4 Concept of Education and Teacher

Education is a vital important aspect of life. It is the way in which life attempts to realize the noblest form of existence and a flourishing humanity. It is the process through which individuals, groups and nations endeavor to achieve their ideals and aspirations. In education, the ultimate purpose of teacher is to help student to learn, often in a school.

Education plays a role in the promotion of respect for human right and democratic values, creating the condition for legality, mutual understanding and cooperation among people. Education enables individuals and societies to make all round participation in the development process by acquainting them with knowledge, ability, skills and attitudes. Also the main aim of education is to strengthen the individuals and societies problem solving capacity, the ability to create new ideas and culture starting from us basic to in all level. Education does not operate in isolation, and rather it must be integrated with research, practice and development that contribute towards an all rounded development of the society (MOE: 1994)

The success of any educational system depends on good teachers. We cannot replace the teachers with any other type of instructional material. It has been well said that teachers are the best educational system. So, in an educational system, teacher is the basic factor for its success. A teacher is more than what is commonly talked about. His duties of profession have many other dimensions on quality of teaching which requires individuals who are academically able and who care about the well being of children and youth. (Highland Council Education, Culture and Sport Service year).

2.4.1 Importance of Teacher

Teacher's importance in modern era has acquired new dimensions. They not only have to impart subject matter to the pupil but also help him in use of knowledge for developing

the abilities and talents with which he is born. If we are committed to bring about really a productive change, to raise the standards of education, it is imperative to recruit teachers who not only have the subject matter proficiency, but also have required a positive attitude towards education and children (Faucette, N. (1987).

Teachers are the builders of our new generation. Unless we have the most dedicated, hard working and trained teachers in our educational institution, we cannot educate good citizens for tomorrow. This in turn depends on the effectiveness with which they have been taught by their own teachers in the classrooms .The success of any educational system depends upon good teachers. We cannot replace the teachers with any other type of instructional material. It has been well said that the teacher of a school are always batter than the system of education, teacher is the basic factor for its success. A teacher is more than what is commonly talked about him. His duties of profession have many dimensions. He helps students to learn things. The teaching importance is vital element in enhancing acquisition of knowledge in the school.

2.4.2. Professional Characteristics of PE Teacher

The under point indicates number of professional characteristic which are basic requirement for a good PE teacher. Following professional characteristics are basic component of his personality (Foster, R. (1999)):

1. Honors of child
2. Introduction with students by giving attention
3. Participation of students in school activities
4. Addressing the individual differences; of the students
5. Importance to theory as well as practice Source of assessment in the classroom

2.4.3. The Need for Specialist Physical Education Teachers

Physical education teachers deal with everyday. That is, how to deliver a quality physical education program with both skilled and unskilled students in the same class. Within the community, the considerable high school P.E. program that they are from some schools in the division have specialized physical education teachers and some do not. In this

regard, the possible weaknesses of a non-specialized physical education teacher and the effect they have on their elementary students need to be examined. Also the effect that the issue has on future physical education teachers and how it relates to planning and administration needs attention. Possible solution should also be proposed to the problem (Sherman, A. (1989).

2.5 Physical Education indifferent country

Providing physical education both inside and outside of schools is crucial in helping young people to learn and develop life skills. The perspectives of physical education in Europe and in the USA (Frömel, 2001 & Marshall,2000; etc.), it is not difficult to notice that the future of the subject and the discipline is being challenged. A careful study and understanding of the history and the development of our subject is a prerequisite to a full understanding of the overall situation. Germany and the USA have been under going educational reforms for a longer time than the Czech Republic, so we can gain some valuable information from them, which might help to reform Czech physical education.

However, a clear process of European exchange of all previous concepts and currently renewed major vectors of development is visible. This process sits alongside an intention to balance the educational purpose of former core concepts of physical education and this has led to new minor vectors of curriculum development ("in-between approaches") in some other countries. If this process of diffusion is termed as a total "harmonization" of physical education concepts in Europe (Laporte, 1998), it may be the case that if this process is called "diversification" of former national physical education concepts, it represents a European spectrum of vectors of physical education development in this new millennium.

The curriculum and concepts of teaching of physical education in Germany, Budget cuts, higher unemployment rates of physical education teachers, and reductions of curriculum time allocation were three major phenomena to occur in many European countries. They were accompanied by sociologically termed post modern is tsocietal values, which were reflected in modern lifestyles, new types of child-parent relationships and inclusive 'education for all' policies."Teachers, leave your kids alone" became not only a refrain of a 'pop' song, it also characterized the change to de-schooling, de-education, de-sporting

activities, de-moralization in physical education and devaluation of former Standards in physical education and sport. Disagreement about former common shared concepts of 'good practice' in physical education teaching occurred in many countries, thus mirroring the Situation in Germany. It clearly demonstrated an important shift in physical education concepts from a former "performance orientated mission" to a new "participation orientated mission"

The four main vectors of European physical education can be explained as: the vector of cultural heritage of physical education, the Sport education vector, the movement education vector, and the health education vector. However, all four dimensions became more evenly balanced in the 1990s in countries, where only a single concept had been dominant earlier. In Germany, for example, the former Sport education concept became more equally balanced by certain "movement" approaches in teaching physical education (Naul, 2002), which assisted in new physical education curricular developments in the year 2000. This represents a minor vector 'in-between' the former Sports education and movement education concepts. In England and Wales, however, the former physical education concept shifted to a more "Sport education concept" after the National Curriculum.

One of the strongest developments in the health education direction in Europe was visible in Finland in the 1990s. The health vector became much more focused than it had been previously in Finnish physical education curricula (Heikinaro-Johanson, 1998). Currently, the Finnish physical education curriculum has been divided into physical and health education both as separately taught subjects.

2.5.1 Physical education in the school system

A number of crucial components to the delivery of quality education have been identified by NASPE. These include sport and opportunities for play, consistent with the rights of the child to optimum development. Despite recognition of the positive impact sport has on education and child development, physical education is being increasingly challenged within education systems across the world. According to Naul, R.(2002) Challenges include a decrease in:

- The amount of time allocated to physical education,
- The number of trained staff,
- The amount of training provided for physical education teachers, and spending on resources required delivering physical education in schools.

Girls and young people with disabilities face additional barriers, which limit(and in many cases prevent) participation in physical education and sport in many countries. While physical education systems are vastly different across the world, a recent study conducted in 126 countries indicated that the marginalization of physical education is near universal. A large number of researchers are focusing on comparative studies in physical education and there have been examples of good practice, however, the situation in developing countries and regions has changed little in the past decade. This has serious implications for access to holistic and quality education for young people, particularly those living in developing countries.

2.5.2 Problems with Planning and their Effects on the Quality of Physical Education Programs

Physical education is such a unique field in schools, because it has many different aspects that need to be taken into consideration when running a physical education class. Students are not simply taught material from the curriculum and required to understand it, but physical education maintains a more interactive atmosphere with Students collaboratively learning, trying, creating, improvising, leading and following.

The students are expected to achieve outcomes such as understanding the knowledge presented in the curriculum, becoming competent in activities presented, and being able to apply those concepts to incorporate more physical activity and healthier lifestyle practices as they age. However, not all physical education programs in as planning, facilities and equipment, student populations, etc. Teacher at a school, you are entrusted with responsibility of planning appropriate programs and activities that gives students the opportunities to develop and grow. However, these responsibilities bring many problems that we as physical educators must overcome so that our students receive the most benefit from our classes. This paper will examine some of the problems associated with planning a physical education program in schools, identifying the effects of inadequate space and

improvisation in class planning, as well as the amount of planning time on lessons and its effect on the quality of the physical education program.

B. Teacher's Skill

One of the skill required by the teachers to resolve challenges effectively top remote effective teaching learning environment of physical education she is/her pedagogical belief. In relation to pedagogical belief (skill) O. Neil(1995) writes:

"*Given that s 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 heir pedagogical theory of what it means to teach and learn.*"

The other challenges 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, Waltey (1981), Posner (1992), Bennet and carre (1995) also claimed that teacher's knowledge and understanding of the subject matter is major challenges that influence teaching learning process of physical education an effective teacher has a quality to engaged different activities in education. Harrison (1989) 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 then trough at a rapid face and accomplishes this is small.
- 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 feedback and a task oriented get relaxed environment.

According to Wuest and Lombarido (1994) beyond the pedagogical responsibilities teachers are expected to participate in instructional 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 contacts, 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 this health and physical education teachers must be minded full of their professional obligation another important skill required by the teacher is the skill of lesson presentation this means the ability to transfer knowledge effectively to the learner a good questioner, demonstrator, good skill full to class room management etc are important skills.

C. Teacher experience

Is another important challenge that contributes to the effective teaching learning process of P.E in this case usually, teachers experience is expected to have positive relationship with teaching effectiveness. A longitudinal study concocted for five years with one group of teachers showed that there is a significant quality increase in teaching behavior. 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-Nasmerand Buchmann (1985) stated that firsthand experience is particularly evident in contributing to learn to teach. Similarly, Vare (1994)reorganized the positive side of experience arguing experienced schoolteachers work with college professors as partners to prepare perspective teacher and to facilitate the continual professional development of teachers 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 6years).

Gage and others (1960) also found that teaches with less than 5 years of service tend to be rated lower than teachers with more than 8 years of service. Erkyhun and other (1991) have spotted positive correlation between experience and performance of teaching there by including the higher the service year's teachers have the better performance they could have a teaching and lesson planning. Other than experience and attitude, teachers' qualification, as indicator of the quality and quality 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 the staff..." and the major challenges is limiting teaches' awareness was found to be deficiency in training programs.

2.5.3. Effects of the school context on teacher- student relation

Teacher-student relations, as one aspect of school climate, can be expected to depend not only on the individual characteristics of the different factors within a school and on the school processes, but also on the external context. Therefore, this section examines the effects of different aspects of the school context on school climate at the school level. The following context variables were considered: private versus public management of the school; whether the school is located in a city or in a town, hamlet, village or rural area; the social background of the students(the school average of teachers' estimation of the percentage of students whose parents have complete [upper secondary education] or higher in the target classes in a school); and teachers' estimation of the average ability of students compared with students of the same age at the school level. All

effects were examined at the school level. At the same time teacher characteristics (gender, years of experience as a teacher, level of education and subject taught in the target class) were controlled for at the individual level.

2.5.4 Implementing a physical education curriculum

The presage variable, the traits and characteristics of teachers and students as they interact in classes, guides teachers in their lesson preparations. The context variable, the school environment, includes the school's physical structure, equipment, and other resources. The program variable refers to the specific content and subject matter of the curriculum. The day-to-dayroutines and delivery systems are the process variable (the interacting processes). Finally, the product variable refers to students' learning and appreciation in classes, often considered the evaluation variable (Al-Afandi.M. A. and N. A. Baloch(1980).

Because the Model of Intervention identifies the many variables that observers must consider when studying the teaching process in a PE setting, and also outlines the complex interplay among these variables, the model allowed examining in a structured manner the wide of factors that challenges on implementation. In sum, those cases obstacles to identify, understand, and organize school attitude about the implementation process.

2.6 The Power of a Positive Attitude

People carry on an internal dialogue with their selves that continue more or less nonstop throughout their waking hours. But for many of us, much of our internal dialogue is negative which, in turn, can have negative consequences on our actions (e.g. quitting at tasks instead of persisting, becoming creatures of habit rather than trying new, unexplored things). In contrast, positive internal dialogue focuses on hope and positive outcomes. Someone with a positive attitude may acknowledge that there are some possible negative aspects to a situation, but they remain optimistic (i.e. positive) that things will turn out well. In this issue of Change Your Way to Health!. Thus, some of the known benefits of choosing to develop a positive attitude are provided, and how to go about becoming more positive in your outlook if it's not your natural tendency(www.humansolutions.ca).

• Enjoy improved health and well-being. In recent years, a growing body of research into 'positive psychology' has revealed the power of positive attitudes to change health and wellbeing. Some of the benefits of a positive attitude are: increased life span, lower rates

of depression, lower levels of distress, greater resistance to the common cold, reduced risk of death from cardiovascular disease, and better coping skills during times of stress.

• Have more energy. Thinking negative thoughts depletes your energy reserves. Choosing positive thoughts, and letting go of the negative ones, can be self-liberating and energizing.

• Achieve goals and realize success quicker. There is no doubt that one of the most important keys to succeeding at reaching your goals is a positive attitude. This is because a positive attitude can open your mind to a wide variety of options, motivate you to take reasonable risks, and propel you to take action. • Inspire others.

People with an optimistic and 'can-do' attitude are inspiring to be around and their energy is contagious. • Encounter fewer difficulties along the way. Positive, optimistic people tend to be convinced that setbacks and obstacles are temporary and they try to learn from these events rather than avoid them or complain. • Depend less on others for happiness. Positive people tend to have more self-confidence and feel more at peace. • Keep life in perspective. Thinking positively does not mean putting one's head in the sand, nor is it being unrealistic. A positive attitude allows us to focus on the hopefulness of a situation, rather than letting a sense of hopelessness get us down. Anyone can learn to be a more positive thinker. If you have a tendency to be negative in your outlook, perhaps now is the time to make a change! It's important to remember we always have choices in life. We can choose to look at life negatively and see the dark side of situations, or we can choose to be positive and live a happy and fulfilling life.

Here are some suggestions on how to do that:- • Rather than living your life on autopilot, make a conscious effort to fill your mind with positive thoughts. • Keep a journal and at the end of the day write down all the good things that happened to you. • Find something positive to say about everyone you meet. • Use positive words and phrases in your internal dialogue with yourself and in spoken conversations with others. Talk about what works rather than what doesn't.

• Take action even if you aren't certain things will go well. When you challenge your fears, you build self-confidence. If things don't go well, look at the situation as a learning experience. • Find reasons to smile more often. And if you don't have a reason to smile,

try smiling anyway. • Surround yourself with other positive people. • Read inspiring stories and quotes. • Learn to be more conscious of your thoughts through meditation and concentration exercises. • Be appreciative of all that is good in your life

2.6.1 Attitude strength

Several researchers suggested that attitudes vary in their degree of "strength", "centrality", or "crystallization" (Petty &Krosnick, 1995). Empirically, these concepts have been difficult to operationalize and researchers have used a variety of indicators to assess attitude strength, including the intensity of respondents' feelings about the object, the certainty with which they report holding the attitude, or the importance they ascribe to it. Unfortunately, the various measures of attitude strength are only weakly related to one another (Krosnick& Abelson, 1992) and reports of attitude strength are themselves context dependent (Haddock, 2000). Moreover, the widely shared hypothesis that context effects in attitude measurement "are greater in the case of weaker attitudes has clearly been disconfirmed" (Krosnick& Abelson, 1992). In the most comprehensive test of this hypothesis, based on more than a dozen experiments and different measures of attitude strength found no support for it, (Krosnick and Schuman (1988).

On the other hand, attitude strength has proved important in other domains of research. Most importantly, strongly held attitudes have been found to be more stable over time and less likely to change in response to persuasive messages. Moreover, they are better predictors of behavior than weak attitudes. Again, however, a construal approach allows for the same predictions. To the extent that we are likely to think more, and more often, about topics that are important to us, a larger amount of information would be chronically accessible. Increased chronic accessibility of a larger amount of information, in turn, would decrease the likelihood of arriving at a different judgment when a few new pieces of information are added to the representation in response to a persuasive message. Similarly, the reflection that the processes underlying reports of "strong" attitudes differ from the processes underlying reports of "weak" attitudes. (Krosnick& Abelson, 1992).

2.6.2 The Expression of Attitudes

Attitude researchers have speculated about why people form attitudes. Some of these researchers have even gone so far as to suggest that unless you know the reason a

receiver holds a particular attitude, you will not be able to change the attitude. There is little evidence for this strong claim, but the argument that people form attitudes for different reasons has an intuitive appeal. The first attempt to outline the bases for attitudes was by (Smith and et al., 1956). Smith's typology was based on a comprehensive clinical study of attitudes toward Russia held by 10 men. The 10 case studies suggested that attitudes and beliefs serve three functions: object appraisal, social adjustment, and externalization. It is important to recognize that these attitude functions are descriptions of the motivations that people have for holding attitudes.

Despite the popularity of Smith's typology among writers of persuasion texts, the evidence that Smith presented for his typology was purely anecdotal, tantamount to the results of a single focus group. Moreover, Smith's typology has generated little empirical research. Katz, (1960) attempted to subsume the typology proposed by Smith, re-labeling Smith's three functions and added a fourth. Katz renamed Smith's concept of object appraisal the knowledge function. He renamed Smith's concept of social adjustment the instrumental-adjective function. And he renamed Smith's concept of externalization the ego-defense function. The only new function introduced by Katz is that of value-expression. Katz argues that attitudes can be either aroused or changed. An attitude is aroused if it is excited by an internal need or an external cue from the environment. In this view, arousal is another name for attitude formation. Attitude change occurs when an attitude no longer fulfills its old need. For example, it is adaptive for a person to have a negative attitude towards a threatening object. Katz would argue that the attitude would change as soon as the object no longer threatens the person. Note that in reality this seldom occurs Ajzen, 2005).

The negative attitude persists long after the removal of threat. For instance, even though the Soviet Union no longer poses a threat, we continue to build large bombers designed to penetrate their air defense. Thus, Katz' typology works better as a framework for attitude formation than as a framework for attitude change. The knowledge function allows people to understand how objects are organized in their environment, and facilitates cognitive consistency. Attitudes provide an inner framework for organizing the environment, allowing simplification of incoming stimuli, and enhancing perceptual accuracy. Greater perceptual accuracy results in better reality testing, that is, a better fit

between the external environment and a person's internal representation of that environment. An accurate internal representation of the external environment allows us to make accurate predictions about the behavior of objects, enabling greater control of the environment. A knowledge orientation towards an object will lead an individual to enthusiastically process information regarding the object, and pay attention to messages regarding the object. An attitude that serves a knowledge function should result in what Kelman calls a content orientation towards the attitude object (Armitage& Conner, 1986)

In fact, Petty and Cacioppo (1986), see this function as the driving force behind the formation and change of attitudes. The (instrumental) adjustment function allows people to adapt to their social environment, selecting behaviors that will result in maximum reward. An attitude that serves a social adjustment function should result in what Kelman calls a person or source orientation towards the object.

The ego-defensive function allows people to protect their self-concept by avoiding internal or external conflict through ego-defense mechanisms. Katz' concept of ego-defense is broader than Smith's concept of externalization. The ego-defense mechanisms considered by Katz include other defenses, such as repression, denial, identification with the aggressor, and reaction formation, in addition to projection (externalization). The concept of ego defense can be explained using Schwarz (1999) psychoanalytic theory of attitudes; a motive is an inner stimulus in a person's mental life that is either conscious or unconscious.

Tension between conflicts is resolved, as suggested by various consistency theories, if the motives do not evoke intolerable fear. Motives that evoke intolerable fear threaten the ego and are kept from consciousness by ego defense mechanisms. The ego is a configuration of perceptual and motor skills. Its purpose is to reduce tension caused by motivation. It is a mental construct that develops as the person develops. If a person does not defend the ego, it loses its perceptual function, and the person may lose consciousness and faint. Attitudes may develop to facilitate the perceptual obliteration of the stimulus that is producing the intolerable fear. This attitude performs an ego defense function. The intolerable fear may come from an internal stimulus or from an external stimulus. Ego defense varies as to whether the threatening stimulus is internal or external

in origin. There are three defenses against internal threats. First, repression occurs when people forget their anxiety providing motive. Second, projection is the attribution of unacceptable motives to others, where people attribute their own inferiority or guilt to others so that it is the others who appear inferior. And third, reaction formation, people cover up their unacceptable feelings toward others by acting in a manner opposite to the way that they really feel (Haggeret al., 2002).

There are two defenses against external threats. The first is denial --the failure to perceive threatening circumstances; the person refuses to admit the existence of the danger. The second is identification with aggressor-- adopting the attitudes or behavior of the threatening person; the person becomes less able to view the aggressor as separate from or different from the self. Katz claims that attitudes may also serve a value-expressive function. As part of defining who we are, we let others know what our values are. The expression of our values bolsters the ego and reaffirms the self. The word "value" in the label of this function implies something more than the mere expression of attitudes, however. The expression of values, as opposed to attitudes, indicates that the speaker holds attitudes that are value-consistent, that is, derived from a person's value system (Subramaniam and Silverman, 2000) According to Ledyard (1995), value expression is related to cognitive consistency. In fact, one might argue that it is cognitive consistency that drives this function, as much as the feedback a person receives for expressing the value. Katz did not effectively distinguish between value expression and value-consistency. In fact, a person may have different reasons for holding an attitude than for expressing an attitude. A person can hold an attitude because it is value consistent, and still not express that attitude. Suppose that Tabatha values nature, is proud of her womanly virtues, believes in the power of the goddess, and so on. As a consequence, she may have a positive attitude toward witches – the ones who do holistic healing and the like, not the ones that cast evil spells. Witches, after all, emissaries of the goddess. Her attitude towards witches is value-consistent. Yet she might not express that value when she is around her Catholic boyfriend Sean. Perhaps because she fears that he will envision her head spinning around and around as in the movie "The Exorcist". Conversely, a person might express an attitude for reasons of social adjustment even though they do not hold that attitude, even if it might be value-consistent to do so.

Suppose that on his first date with Tabitha, Sean decided that she was the woman of his dreams. As they were moving from topic to topic, exploring areas of common interest, they stumbled onto birth control. This was potentially awkward topic for their first date, particularly since the situation was charged with animal magnetism. Tabitha expressed a positive attitude toward birth control. Not wanting to put a damper on the fire of passion licking at their possibility for eternal bliss, Sean said he too was pro contraception – even though he knew it was against church policy to say so. His "confession" to Tabitha was attitude-expressive, but not value-inconsistent (Hagger et al., 2002).

It is preferred that the term value-consistent to describe Katz (1960)' fourth function of attitudes. value consistency can be viewed as a form of cognitive consistency. As it is noted, cognitive consistency is an aspect of knowledge function. Thus it is likely to go back to three major functions of attitudes, and Katz' terminology appears to be more descriptive than Smith's original terms. Thus, the work of Smith and Katz yield three major functions of attitudes: knowledge, instrumental adjustment, and ego-defense. If it is put the concept of attitude expression into the model, then there are six possibilities, as shown in Table 1.

Assume, for the moment, that attitudes are formed on the basis of knowledge, social adjustment, and ego-defense. The Smith-Katz typology suggest that their functions operate on an on or off basis. That is, they treat their functions as dichotomies. There is also the implication that the functions may be mutually exclusive. It is believed that functions are neither dichotomous nor mutually exclusive. Instead, one or more functions provide the motivation for holding a particular attitude, to a greater or lesser degree.

2.7 Attitude Formation

Major findings in attitude formation and change involving both processing modes are reviewed and modeled from a connectionist perspective. We use auto associative network architecture with a linear activation update and the delta learning algorithm for adjusting the connection weights. The network is applied to well-known experiments involving deliberative attitude formation, as well as the use of heuristics of length, consensus, expertise, and mood. All these empirical phenomena are successfully reproduced in the simulations. Moreover, the proposed model is shown to be consistent with algebraic

models of attitude formation (Fishbein & Ajzen, 1975). Evaluations of our environment are a ubiquitous aspect of human life. Attitudes pervade our thinking because they provide valenced summaries of favorable and unfavorable objects and organisms and so serve as a behavioral guide to approach or avoid them. Without such spontaneous guidance by our evaluations, survival in a complex and, sometimes, threatening world would be impossible. Social psychologists have made substantial progress in the understanding of attitudes. Most definitions proposed in the literature point to the notion that an attitude involves the categorization of an object along an evaluative dimension (Chung & Phillips, 2002).

In an extensive overview of theorizing and research Eagly and Chaiken (1993), defined an attitude as "a psychological tendency that is expressed by evaluating a particular entity with some degree of favor or disfavor. "Attitudes are stored in memory, where they persist over time and from where they "become active automatically on the mere presence or mention of the object in the environment" (Barghet al., 1992). After being activated, they provide a ready aid for interaction while at the same time freeing the person from deliberative processes. Furthermore, they aid in a coherent interpretation of the environment by biasing our preferences in a congruent manner (Schuette& Fazio, 1995). How do attitudes reside in memory? Perhaps the most prominent view is that attitudes are stored in memory in the form of object–evaluation associations.

According to Fazio (1990), an attitude is viewed as an association in memory between a given object and one's evaluation of that object. This definition implies that the strength of an attitude, like any construct based on associative learning, can vary. That is, the strength of the association between the object and the evaluation can vary. It is this associative strength that is postulated to determine the chronic accessibility of the attitude and, hence, the likelihood that the attitude will be activated automatically when the individual encounters the attitude object. Empirical tests of this view of attitudes as object-evaluation associations have yielded confirming results. For instance, participants who had been induced to express their attitudes repeatedly, which should strengthen the object—evaluation association, have been found to respond relatively quickly to direct inquiries about their attitudes (Fazio, 1990). However, attitudes are more than evaluations.

As stated by (Chaikenet al., 1999), attitudes are represented in memory not only as mere object evaluation linkages but also in a more complex, structural form wherein cognitive, affective and behavioral associations also appear as object-association linkages .... When such linkages are many ..., or when such linkages are evaluative consistent ..., attitudes are stronger and thus manifest greater persistence, resistance to change and predictability over behavior.

Eiseret al., (2003) that "attitude theorists have tended to make relatively little use of paradigms developed in other areas of learning research. ...The time is ripe for renewed analysis of the learning processes underlying the acquisition of attitudes".

There are several important characteristics that make connectionist approaches superior to earlier attitude models (for an accessible introduction to connectionist networks, McLeod et al. 1998). First, a key difference is that the connectionist architecture and processing mechanisms are based on analogies with properties of the human brain. This allows a view of the mind as an adaptive learning mechanism that develops accurate mental representations of the world. Learning is modeled as a process of online adaptation of existing knowledge to novel information provided by the environment. Specifically, the network changes the weights of the connections with the attitude object so as to better represent the accumulated history of co-occurrences between objects and their attributes and evaluations. Most traditional algebraic and associative models in social psychology (Fishbein & Ajzen, 1975), in contrast, are incapable of learning. In many algebraic models, attitudes are not stored somewhere in memory so that, in principle, they need to be reconstructed from their constituent components (i.e., attributes) every time an attitude is accessed (Anderson, 1971).

Earlier associative models proposed in social psychology, can only spread activation along associations but provide no mechanism to update the weights of these associations. This lack of a learning mechanism in earlier models is a significant restriction. In connectionist models, retrieval and judgment is also reconstructive in the sense that activation spreading along the object– valence association is needed to reactivate the evaluation associated with the attitude. However, this involves dramatically less

computational steps than retrieving all constituent attributes and their evaluations, and computing some sort of algebraic integration of it (Fishbein & Ajzen, 1975).

The present approach is consistent with the idea that strong attitudes are stored in object–valence associations that are easily accessible, whereas weak attitudes are stored in weaker associations and are therefore more susceptible to salient temporary information and context effects. Interestingly, the ability to learn incrementally puts connectionist models in broad agreement with developmental and evolutionary constraints. Second, connectionist models assume that the development of internal representations and the processing of these representations are done in parallel by simple and highly interconnected units, contrary to traditional models where the processing is inherently sequential. As a result, these systems do not need a central executive, which eliminates the requirement of central and deliberative processing of attitude information. Although many attitude theories assume that simple object associations are learned implicitly through conditioning (Fishbein & Ajzen, 1975) or heuristic processing (Chaiken, 1987), the process by which the different evaluative reactions to a stimulus are integrated in an overall attitude is often left vague and couched in verbal terms only. At most, the outcome of this integration is described in an algebraic formula, without specifying the underlying mental mechanism. Given that a supervisory executive is superfluous in a connectionist approach, this suggests that much of the information processing in attitude formation is often implicit and automatic without recourse to explicit conscious reasoning. This does not, of course, prevent people from being aware of the outcome of these preconscious processes. In addition, based on the principle that activation in a network spreads automatically to related concepts and so influences their processing, connectionist models exhibit emergent properties such as pattern completion and generalization, (Smith, 1996), which are potentially useful mechanisms for an account of the biasing effect of attitudes on the interpretation of the environment.

Finally, connectionist networks have a degree of neurological plausibility that is generally absent in previous algebraic approaches to information integration and storage (Anderson, 1981). They provide insight into lower levels of human mental processes beyond what is immediately perceptible or intuitively plausible although they go not so deep as to describe real neural functioning. Drawing on Marr's (1982) notion of levels of

information processing (Kashima &Kerekes, 1994), algebraic models are regarded the computational level of human reasoning, which simply describes input–output relationships; connectionist models attempt to mimic psychological processes, and therefore are considered the algorithmic level; and models that describe neural circuitry and processing that implements mental processes are regarded as the implementational level. Thus, although it is true that connectionist models are highly simplified versions of real neural functioning and only describe the algorithmic level of mental thinking, it is commonly assumed that they reveal a number of emergent processing properties that real human brains also exhibit. One of these emergent properties is that there is no clear separation between memory and processing as there is in traditional models. Connectionist models naturally integrate long-term memory (i.e., connection weights) and short-term memory (i.e., internal activation) with outside information (i.e., external activation). In addition, recent concerns of the biological implementation of evaluative reactions have started to emerge and this implementational level of analysis will certainly help to improve our understanding of the cognitive and emotional mechanisms underlying attitude formation. (Adolphs & Damasio, 2001)

Early attempts to identify the origins of attitudes focused on the needs or functions that attitudes may serve. Thus, attitudes were assumed to have instrumental or utilization functions (helping people attain rewards and avoid punishments); knowledge functions (organizing and simplifying people's experiences); expensive functions (enabling emotional release); and ego-defensive functions (protecting and enhancing the self). Although it generated considerable interest, the functional approach to attitudes has been of limited practical value. Its limitations can be traced impart to a built-in circularity of rising: by inferring attitude related needs from the attitudes people are known to hold, then it is possible to use these inferred needs to explain the observed attitudes. Defining attitude as an implicit, evaluative response to a stimulus, behaviorally oriented social psychologists have used principles of classical conditioning to describe and explain attitude formation. Conditioned stimulus-a repeated and systematic association between the attitude object and unconditioned stimulus-a positively or negatively valued event is assumed to produce a favorable or unfavorable affective reaction (attitude) to the object.

Although a

general trend toward cognitive or information processing explanations of social behavior has brought a concomitant decline in the importance accorded to needs and automatic conditioning processes, stress is now placed on the role of information as a basis of attitude formation. Thus, this view, beliefs-representing peoples subjective knowledge about themselves and their world are the primary determinants of attitudes. Each belief links the attitude object to a positively or negatively valued attitude: thus smoking (the object) causes lung cancer (the attribute) (Campbell, 1963). Generally speaking the greater the number of beliefs that associate with positive attributes and the smaller the number of beliefs that associate it with negative attributes, the more the favorable the resultant attitude to ward the object. In addition; in an influential early formulation, All port (1935), listed four conditions for the formation of attitudes: -

- Integration: - The integration of numerous specific responses with in an organized structure
- Differentiation: - The differentiation of more specification patterns and conceptual systems from primordial, non-specific attitudes of approach and withdrawal
- Trauma: - involving a compulsive organization of the mental field following single intense emotional experience, and
- Imitation: - the adaption of attitudes by imitation of parents, teachers, or pears.

Even though the above categories variously emphasize different aspects of attitudinal learning, such as its gradualness or suddenness, the emotional intensity of the leaning experience, and the informational basis on which attitudes are acquired, regarding attitudes are a special case of the more general category acquired behavioral dispositions, Campbell (1963) focuses on the problem of informational basis and proposes six different ways of acquiring the information up on which such dispositions are based: -

- Trial and error blindly
- General perception
- Perceptions of others responses
- Perception of the outcomes of others explorations

- Verbal instructions relevant to behavior
- Verbal instructions about objects' characteristics

Although these represent varying degrees of efficiency, Campbell argues that dispositions acquired by these different modes are psychologically equivalent: and that the several modes combine additively to result in stronger dispositions.

2.8 How attitude changes

According to professionals working in the field of advertise men or advertisings each of these celebrity endorsements is" a carefully selected match between the product and the individual chosen to represent it. It is not just a matter of finding a well-known celebrity; the person must also be believable, trust worthy, and representative of the qualities that advertisers want their particular product to project.(Chapman and Robbins.1990).

According to most psychological research, there has been a considerable factors which are likely to be most successful in persuasion: - a. Source of the message: - The individual who delivers a persuasive message has a major impact on the effectiveness of that message .Chaiken, (1987).Communicators who are both physically and socially attractive seem to produce greater attitude change Fosterling (1989).Moreover, the expertise and trustworthiness of a communicator are reheated to the impact of a message except in situations in which the communicator are relied is believed to have an ulterior motive. If a prestigious communicator seems to be benefiting from persuading others, the message may be discontinued. Canliet al. 1978).

For example, a prestigious scientist who argues in favor of opening a nuclear power plant would generally be a particularly influential source, unless it is revealed that the scientist owns stock in power plant and stands to benefit financially from its opening. b. Characteristics of the message: - As one expects, it is not just who delivers a message but what the messages are like that affects attitude and behavior change. One-sided arguments-in, which only the communicator's side is presented, are probably best if the communicator's message is initially viewed favorably by the audience. But it the audience receives a message presenting an unpopular viewed point, two-sided messages, which include both the communicator's position and the one he or she is arguing against

are more effective, probably because they are seen as more precise and thoughtful (Kruglanski and Thompson 1999).

In addition, fear –producing messages ("if you don't practice safer sex, you will get Aids") are generally effective, although not always. For instance n the fear aroused is too strong; messages may evoke people's defense mechanisms and may be ignored. In such cases, fear appearly work best if they include precise recommendations for actions to avoid danger (Kashima and Kerekes1994). C. Characteristics of the Recipient: - Once a message has been communicated, the characteristics of the audience determine whether the message will be accepted. For example, one might expect that recipients' intelligence would be related to their persuasibility and it is although the relationship is complex. High intelligence might be expected to both aid and hinder persuasion because higher intelligence enables people to understand a message better and later recall it move easily, hence persuasion would be more likely. On the other hand, higher intelligence is associated with greater knowledge about a subject and more confidence in one's own opinions, and so messages of opposing viewpoints would be more likely to be rejected. The weight of the research carried out on the question suggests that those who are of high intelligence are more resistant to persuasion than those of lower intelligence. (Kunda and Thagard 1996).

2.9 Measurement of Attitudes

Morgan and et al, (1986) point out the many point techniques that range from simple to complex are in current use to measure attitudes. They further explain that the selection the method measurement depend on the purpose of doing measurement. According to the purpose, one can

use different techniques to measure an individual's attitude toward an attitudinal object (warren and Johoda 1973). But according to Londgren (1973), measuring an attitude by asking individuals is an easier and a more efficient technique of data collection.

According to Morgan and et al., (1986), the most common method of measuring and by expressing their personal evaluation. Thus, this method includes expression of preference to an interviewer and writing an evaluation of something on a questionnaire. Through this method or technique, attitude is measured by asking individuals such kinds of questions

that can show how they respond toward an attitudinal object. Based on this technique, It is also further reported that "attitudes are measured by an attitude item" that is, questions or statements an individual responds and "a format for the response."

Lindgren (1993), defines the phrase "a format for the response" as"- the direction of attitude being expressed" or "intensity or strength of an attitude being expressed". However, self-report method of measuring attitudes seems to have its own drawbacks. One of those drawbacks is the problem of willingness and ability of respondents to express their attitudes (Morgan and et al., 1986). It is also further pointed that in order to solve this problem; scientists have sought indirect behavioral measure of attitude. In general, due to its drawbacks, it is difficult to rely completely on a single self-report technique of measuring attitude. Hence, as papilla (1985) suggests it would be advisable to use different techniques to measure an individual attitude towards the object of attitude, many schools believes that measuring attitude by asking individuals is an easier and a more efficient technique of data collection.

CHAPTER THREE

3. RESEARCH DESIGN AND METHODOLOGY

3.1 Research design

In this study a descriptive survey research design was employed with the intention of getting the general picture of the current status of secondary school teachers attitude towards in P.E teaching practical class. In case of selected challengs secondery school of Oromia Special zone sarrounding Finfine. procedures of data collection, the instruments to be used to collect data, the sampling procedure applied of data analysis as subtopics. The reliability and validity of research process depends on the strength of well designed. A scientific and systematic designed is composed of an explanation about sampling design, data collection Procedure, tools of data collection and analysis, presentations and interpretations. Thus, the researcher will make attempt to reflect all these issues while conducting the expected project.

3.2 Research method

The purpose of this study was to assees challengs secondary school teachers attitude towards P.E teaching practical class. In case of selected secondery school of Oromia Special zone sarrounding Finfine. It shares characteristics with both qualitative and quantitative research designs. In addition, descriptive research is often quantitative. Thus, it is used to establish the existence of phenomena by explicitly describing them .Therefore, the methods to be used to collect data can be categorized in terms of the relative degrees of explicitness which the data collection instruments require in the response of the subjects. Descriptive research method can be used for different studies in different ways to investigate things accordingly.

3.3 Research Site and Population of the Study

Oromia special zone surrounding Finfinne is one of the oromia regions zone which is establish including six woredas and eight adiminstrative town found surrounging addis

abeba adiminatrative city in all direction. In this woredas and administration towns there are 20 secondary schools. Out of this 20 schools 6 of them were selected for the study

3.4 Sample and Sampling Techniques

The total population from where the sample drawn is 1692 because The woreds and administrative towns of oromia special zone surrounding Finfinne are divided into two strata on the basis of rural and urban-centered. From the six woredas, 3of them and from the eight town administration 3 of them totally 6(30%) of them were selected as a sample for the study using by the simple random sampling technique. This was because in simple random sampling, every member of a population hasan equal and independent cha nce of being selected as sample and it is also appropriate to quantitative research design.

(Louis Cohen, 2005) Hence, the selection of one woreda would not affect the selection of the other during application of simple

random sampling technique in order to give equal Chance tobe represented. So,from the three woredas,Abusera,Tafki and Menagesha were selected and from the three town administration Dukem,Burayu and Sebeta were selected.(Abu sera, Tafki, Menagesha ,Dukem ,Burayu and Sebeta,secondary.school were subjects of the study) The subjects of the study comprised three groups in each sampled schools:

Students teachers and school directors.From the two stratums 100% of School director. because the number of the sample can be manageable. This are all school directors 12(100%), All physical education techears 24(100%),495 Students (30%) ,And again from the two strata 30 % of students were selected by using simple random sampling techniques for the study because Worku (2007) stated that 30% of the sample is convenient in order to ascertain representativeness. Generally, from the entire population 1853, sample of 531 them were included as subjects of the Study.

The totalpopulation,sample,amount of the sample and sampling techniques are described in table1 below

Table 1: Sample size and sampling techniques

No	Sampling frame (target population)	Total Population	Sample Size	Sampling Techniques	Methods of Data Collection
1	School directors	12	12	Available	Questionnaire and interview
2	Physical education Teachers	24	24	Available	Questionnaire and interview
3	Students	1650	495	Simple random	Questionnaire
	Total	1692	531		

3.5. The Source of Data

In this study, primary sources was employed to obtain reliable information about School physical Education teaches`attitudes towards teaching physical education.

Primary Sources

In this study the primery sources are school directors ,physical education teachers and students.

3.6. Instruments of Data Collection

Three main instruments of were used to gather the essential information and data using.

1. Questionnaire

2. Field observation and

3. Interviews

Questionnaire

The questionnaires was prepared by the researcher. The questionnaire has two parts which are both open and close ended. The need for both questionnaires and interview is that research requires not only factual information but also opinion, attitudes another

views of respondents. In order to collect better, relevant information, the questionnaire was include both close ended and open ended while the opinion includes attitude scales.

The researcher was validate the instruments that are developed as follows: before the actual data collection is started; the instruments are given to colleagues so as to get valuable comments and criticisms on the strengths and weaknesses of the items. Based on the comments be obtained, necessary modifications made and given to the thesis advisor for further comments, criticisms and evaluation. be prepared in English language as the respondents understand the language.

Interview

As indicated in Wilkinson and Bhandarkar (1999:288), *"interviewing is necessary to get deep feeling, perceptions, values or how people interpret the world around them, and past events that are impossible to replicate"*. In the light of this, to supplement the data to be obtained using questionnaire the researcher was conduct interviews with director using open-ended questions, which are related to the attitudes and practices of physical education teachers during teaching learning processes.

Observation

The researcher was also make use of observation for gathering information relevant to the study. The school and field observation would be observed to get relevant information that observation is useful to indicate how the school is organized and prepared for PE according to variety of activities such as football, volley ball, basketball, gymnastic, teaching room, material store, teacher office, and others case. Hancock (1998) says, *"Because of the richness and credibility of information it can provide, observation being a desirable part of data gathering instrument"*.

Therefore, to obtain more information, observation in the actual school compound and learning process is used as data gathering instrument. For the purpose of observation, checklist is needed. Accordingly, the selected schools would be observed three times. The observations need to focus whether the schools have full facilities that are important to physical education learning.

3.7. Procedure of data collection

The researcher adopts three steps in collecting data for the study. First, relevant literature would be reviewed to get adequate information on the topic. Second, objectives and research question are formulated to show the direction of the study. Third, data gathering tools are developed and piloted. After the questionnaire is distributed and collected, field observations was be taken place. Finally the interview with instructors /teachers and school directors is carried out.

3.8 Methods of Data Analysis

After the data was collected from the field, arrangements will be made and organized according to their characteristics and items. Qualitative data which was gathered from respondents through, close ended and open ended questionnaires, document analysis and interviews from School directors and Physical education Teachers and students was summarized by grouping respondent's idea and qualitatively described by words in the interpretation of data. The quantitative data that was gathered through questionnaires from school principals, physical education teachers and students was analyzed by using SPSS version 20 (percentage, frequency counts and weighted mean scores and T-test

3.9 Ethical considerations

Regarding ethical consideration, the researcher was governed by the research code of ethics in maintaining privacy and confidentiality and or other related values. The researcher was assure the participants of the study that the information which is collected from the respondents shall not be transferred to third party or it will not be exploited for undertaking other than the purpose of the research study. Besides this, the process of data collection is going to be done anonymously without writing their name, identification number, telephone number, so that the threat of being disclosed would be very much minimized

CHAPTER FOUR

4. RESULTS AND DISCUTIONS

4.1. Overview

In this chapter, an analysis and interpretation of the data were made. In the data analysis attempts have been made to shift, organize, summarize and synthesize the data so as to arrive at the results and conclusions of the study. In the interpretation, attempts were made to describe the findings interpretatively to draw conclusions, show implications, and make recommendations. Therefore, data from different sources were treated together and integrated in various methods in order to arrive at suitable conclusions and recommendations. Thus, data from the questionnaire, observation and interviews were interpreted and analyzed in the following ways.

4.2 Background of the Respondents

Table 2: Respondent characteristics

No.	Variables		Participants						Total	
			Teachers		Students		Leaders			
			F	%	F	%	F	%	No.	%
1	Sex	Male	18	75 %	245	59.34%	8	80%	8	36.31
		Female	6	33 %	250	40.65%	4	45%	4	31.49
		Total	24	100%	495	53.99%	12	74.5%	12	52.81
2	Age	20-24		-	495	100%	-	-	-	91.79
		25-30	7	33		-		-	-	0.72
		31-35	6	27		-	2	18	2	0.97
		36-40	8	50		-	6	34	6	2.91
		41 -45	3		-	-	4	76%	4	4.37
		Total	24	100%	495	97.61%	12	100%	12	97.81
3	Qualification	TTI								
		Diploma								
		BA/BSc/BED	18	77.5			7	67%	7	89.6
		MA/MSc/MED	6	62.5 %			5	100%	5	72.7
		Total	24	82.3 %			12	100%	12	86.1

As indicated in table 2, teachers, students and school leaders members indicated that 33(61.31%) were males and 27(36.49%) were female. In addition all physical education teachers and school leaders are both. This shows the school members were male and female.

Were found above age of 20 years. Thus, there would no barrier that the age difference might have caused for teachers, students and school leaders to work cooperatively and collaborate on practical class during physical education.

Concerning educational background on the table 2 the majority of the respondents 29(27.3%) and 13(72.7%) were in the first and second degree respectively. This shows most of the respondents' teachers and school leaders have good educational preparation to support the practical class well for achieving better academic performance of teachers of the ultimate goal of the program.

Table 3. the attitude of teachers during teaching physical education practical class

No	*Attitude of teachers during teaching P.E pratical class*	*Respond Ents*	*N*	*Mean*	*SD*	*WM*	t-obt.	P Value
1	Teachers have negative attitudes in practical class.	Teachers	24	3.71	1.12	3.19	3.58	.002
		Students	495	2.67	1.38			
2	Lack of understanding of doing practical class	Teachers	24	3.71	1.12	3.19	2.27	.001
		Students	495	2.67	1.38			
3	Teachers show demonstration for students during practical class.	Teachers	24	2.62	1.40	2.58	3.14	.003
		Students	495	2.55	1.45			
4	Teachers control the students properly during practical class.	Teachers	24	3.70	1.12	3.12	2.26	.023
		Students	495	2.66	1.38			
5	Teachers are interested in the use of P.E practical class	Teachers	24	3.66	1.16	3.16	1.78	.058
		Students	495	3.08	1.41			
6	Teachers have good perception about P.E practical class.	Teachers	24	3.62	1.40	3.35	3.15	.002
		Students	495	2.55	1.41			
7	Teachers interested in the use of effects P.E practical class.	Teachers	24	3.70	1.12	3.12	3.27	.001
		Students	495	2.90	1.38			
	Average mean	**Teachers**	24	**3.53**		**3.10**		
			495	*2.69*				

Key: Mean value ≥4.50= very high, 3.50-4.49= high, 2.50-3.49= moderate,1.50-2.49= low and ≤1.49=

Very low atp>0.05, tcr= 1.96, df =57

On table1 above ,item1, in regards to students' attitudes toward active learning affects implementation of active learning or not, is rated as moderate as indicated in the weighted mean value of 3.19 found from the average means of 3.71 and 2.67 from the respondent's responses respectively .

Moreover, the ttest result 3.58is above the table value(1.96) at(P<0.05).Thisconfirms that there is statistically significant difference between the responses of groups. This revealed that how much students' negative attitudes toward active learning affects the practice at high rate. From this it is possible to decide as students' negative attitudes toward active learning affects implementation of active learning at low rate.

with respect item 2 Lack of understanding of doing practical class performing at the moderate level from the mean value of (2.67 and 3.71) obtained from the responses of teachers and Sudents respectively with (3. 71) weighted mean value. Their response shows moderate effect on the Lack of understanding of doing practical class . t-test result's 2. 25& P- value 0.01 < 0.05 level of significance. The computed t-test shows that there is statically a significant difference between the responses of teachers and students. From this it is possible to summarize up as lack of understanding of practical class affects attitude of Secondary school teachers on practical class at moderate rate.

Regarding teachers demonstration for Students during Practical class. The Analyzed Mean Values (2.67 and 2.62) are found from teachers and students' respondents respectively with (2.58) weighted

mean value which is accomplished moderately when comparing with t-test predetermined value of judging the demonstration for students during practical class level .With the same manner the calculated result t(3.14) greater than the table value (1.96) at (P>0.05) level of significance refers that the difference between the two groups of respondents' responses is statistically in significant.

The result obtained from Item no.4 revealed that the responses from teachers and Students on how Teachers control the students properly during practical class. shows that they are performing at a moderate level of controling. This is because the mean value from the two groups was 3.70 and 2.66 with the weighted mean value of 3.12.The t-test result 2.26 is greater than thet critics (1.96) at (p>0.05) and t value 2.26 is > than P.value which

denotes that there is statitically significant difference between the two groups of respondents

In regards to teachers are interested in the value of PE practical class in item no.5 is rated as moderate As indicated in the weighted mean value of 3.16 found from the average mean of 3.66 and 3.08 from the respondent's response's respectively. Moreover, the t-test result 1.76 is below the table value (1.96) at (P>0.05).This confirms that there is no statistically significant difference between the responses of groups.

Item no.6 result revealed that perception of teachers on P.E practical class. the mean value of 3.08 and 3.62 of teachers and Students responses respectively and with (3.15) weighted mean value, one can understand that the The perception of teachers on practical class is rated moderate.

With respect to respondents' view on the teachers interested in the use of effects P.E practical class on item no.7 the mean values of the two groups were 3.7 and 2.9 and with a weighted mean of the two group 3.35. This shows as a moderate interested in the use of effects P.E practical class. the t-test result 3.27 is above-- the table value (1.96) at (P>0.05). This confirms that there is no statistically significant difference between the responses of groups.

Table 4 what type of physical education teachers mostly used to teach physical education practical class.

No	*Item*	*Respondents*	*N*	*Mean*	*SD*	*WM*	t-obt.	P Value
1	teachers encourage students to be actively participate in P.E practical class	Teachers	24	1.63	.955	1.64	-.132	.911
		Students	495	1.66	.617			
2	Teachers arrange students for different activities and exercise regularly	Teachers	24	1.63	.955	1.76	-1.35	.180
		Students	495	1.9	.583			
3	Teacher use energizer activities before starting practical to relax them, to make them are and to attract the attention of students in P.E	Teachers	24	1.63	.955	1.64	-1.36	.892
		Students	495	1.65	.574			
4	P.E Teachers apply the objectives of practical class	Teachers	24	1.63	.955	1.74	-.1.108	.282
		Students	495	1.85	.615			
5	P.E teachers clarify the teaching objectives of practical class	Teachers	24	1.63	.955	1.74	.959	.348
		Students	495	1.85	.565			
6	Teachers give constructive feedback for students	Teachers	24	1.63	.955	1.78	-1.49	.139
		Students	495	1.93	.565			
7	Teachers create activities that require higher order thinking critical thinking skill.	Teachers	24	1.63	.955	1.67	-.374	.710
		Students	495	1.71	.620			
8	your school sport field is conducive for P.E	Teachers	24	1.63	.955	1.5	-1.38	.173
		Students	495	1.37	.536			
	Average mean	**Teachers**	24	**1.86**		**1.92**		0.45
		Students	495	*1.98*				

Key: Mean value ≥4.50= very high, 3.50-4.49= high, 2.50-3.49= moderate,1.50-2.49= low and ≤1.49= Very low atp>0.05, tcr= 1.96, df =57

According to the table 2, item 1, respondents who were responded agreed with (mean 1.63 and 1.66 and weighted mean 1.64 respectively. Based on the respondents above teachers encourage students to be actively participate in P.E practical class low at t= is -1.32& p is 0.91 which indicated that statistically not significant. Teachers did not encourage students by giving them activities before starting lesson to relax, to make students alert (active) and to attract the attention of students always

The results obtained on item No.2 on the table 2 above showed Teachers arrange students for different activities and exercise regularly was rated as moderat .This is because the means of the two groups were 1.63 and 1.9 respectively with a weighted mean of 1.76. In support of this t- value (-1.35) less than that of t critics(1.96) and p value (0.18) greater than (0.05) confirms that there is no significance difference between the responses of the two groups.

Regarding item number three which deals Teacher use energizer activities before starting practical to relax them, to make them are and to attract the attention of students in P.E practical class, it was rated as moderate from the weighted mean of 1.64 from the two groups means of 1.63 and 1.65 the t-value (-1.36) is less than table value(1.96) and p value (0.89) greater than t-critic's 0.05 shows that there is no significant difference between the two groups of respondents.

According to the data obtained from the table, 2 item 4 above P.E Teachers apply the objectives of practical class, the result obtained revealed it is low. This is because the mean values obtained both from teachers and students are 1.63 and 1.85 with the weighted mean of 1.74. The obtained t-test value -1.13 is less than t critical (1.96) and P value 0..28 is greater than 0.05 which shows there is no significant difference between the two groups of respondents. Therefore, according to the respondents in the table above, P.E teachers were not clarified the learning objectives to their students of practical class as expected.

With respect to item number five which focus on P.E teachers clarify the teaching objectives of practical class the mean of teachers is 1.63 and of students is1.85 with a weighted mean of 1.74. This means it is rated as moderate mean. However, there is a significant difference between the response of teachers and students. The obtained t- value (.959) is greater than t critical (1.96) and p value 0.348 is greater than 0.05 which shows there is not significant difference between the two groups of respondents.

With respect to item 6,on which respondents were requested to respond on teachers give Constructive feedback for students, is rated low. Accordingly, the mean values (1.63 and 1.93) through teachers' and leaders' responses Correspondingly with (1.78) Weighted Mean value indicates that as it is compared with the predetermined criteria for decision The calculated t-value (-374)

is below the table value (1.96) and the p value (0.710) is greater than the teritics (0.05) which imply there is no significance differrence between the two groups of respondents.

item 7 shows about Teachers create activities that require higher order thinking critical thinking skill with (mean value 1.63 and 1.71 both groups of respondents' have rated it as it moderate with a mean of (1.63 and 1.71) from teachers and Students with (1.67) weighted mean value.The computed t-result (-.374) below the table value (1.96) and the

p value greater than

t-critics 0.710 also indicate as there is no significant difference between the two groups of respondents.

The result of Item No.8 revealed that whether school sport field is conducive for P.E practical class the weight mean of 1.6 and 1.37 with weighted mean of 1.5 with t value-1.38 and p value .173. The t value is less than critics& the gained p value .173 >P(0.05) therefore there is statistically not significant.

Table 5. Is the Availability of teaching material enough to teaching physical education practical class.

No	*School leadership effectiveness to:*	*Respondents*	*N*	*Mean*	*SD*	*WM*	t-obt.	P Value
1	There are adequate text book available for teaching PE subject.	Teachers	24	3.33	1.60	2.83	3.40	.001
		Students	495	2.34	.847			
2	There are adequate different sport materials such as balls, javelin, shot put, hurdle etc .	Teachers	24	2.70	1.364	1.86	5.75	.000
		Students	495	1.45	.504			
3	Lack of resource affects the practical class.	Teachers	24	4.28	1.24	4.07	1.83	.081
		Students	495	3.86	.811			
4	The size of play grounds can serve large No of students in your schools	Teachers	24	2.8	1.46	2.26	4.37	.000
		Students	495	1.73	.509			
5	The ratios of students to instructional materials are balanced for PE practical classes	Teachers	24	3.67	1.53	3.29	2.63	.010
		Students	495	2.92	.941			
6	The fields facilities are motivating students for doing practical class.	Teachers	24	3.82	1.481	3.66	1.28	.226
		Students	495	3.50	.75			
7	There are adequate facilities for teacher for teaching practical class s.	Teachers	24	3.73	1.52	3.48	1.84	.069
		Students	495	3.23	.942			
8	your school have dressing room before and after practical class	Teachers	24	2.97	1.58	2.31	5.52	.000
		Students	495	1.66	.542			
	Average mean	**Teachers**	**24**	**3.9**		**2.97**		**0.048**
		Students	495	**2.95**				

Key: Mean value ≥4.50= very high, 3.50-4.49= high, 2.50-3.49= moderate,1.50-2.49= low and ≤1.49= Very low atp>0.05, tcr= 1.96, df =57

The above table 3 item no.1 shows the adequate text book available for teaching PE subject. With regard to availability of teaching PE the response from teachers and students with mean of (3.33 and 2.34) with the weighted mean of 2.83) is rated

as a moderate The t-value (3.47) > than the table value (1.96) and p value (0.01) less than t critics (0.05) with degree of

freedom57 implies that there is statiscally significant difference between the responses of the two groups.

In response to item 2 table 3, and the researcher requested the respondents there are adequate different sport materials such as balls, javelin, shot put, hurdle or not. the response from teachers and students with mean of 2.70 and 1.45) with the weighted mean of 1.86) is rated as a moderate The t-value (-575) > than the table value (1.96) and p value (0.00) less than t critics (0.05) with degree of freedom57 implies that there is statiscally significant difference between the responses of the two groups.

This shows there is shortage of different sport materials such as balls, javelin, shot put and hurdle. this implies that the availability and adequacy of different sport materials such as balls, javelin, shot put, hurdle was unsatisfactory.

In response to item 3 table 3, and the researcher requested the respondents Lack of resource affects the practical class the response from teachers and students with mean of (4.28 and 3.86) with the weighted mean of 4.07) is rated as a moderate The t-value (1.83) less than the table value (1.96) and p value (0.81) > than t critics (0.05) with degree of freedom57 implies that there is statiscally significant difference between the responses of the two groups..

The variation may be lack of resource about the availability of play grounds such as volleyball courts, basketball courts, football fields, handball field gymnastic field teacher clothe, shoes etc. This revealed that both teachers and students agreed as lack of resource did affect practical class highly. In line with this, As depicted data obtained from field observation on table 3, proved that the fields condition/ play grounds such as volleyball courts, basketball courts, football fields, handball field etc and seating arrangement are not convenient to practical class. The major problem observed in the lack of adequate different sport materials such as balls, javelin, shot put, hurdle etc. On those items of the observation result indicates that the fields lay-out is not arranged to facilitate practical class and field size was not standardized. From the above data one can conclude that lack of resource as a constraint for implementation of active learning at high rate.

As per table 3, item 4,

from the respondents. The size of play grounds can serve large No of students in your schools

This was concludedfrom th respondents mean value from teachers andstudents of (2,8 and 1.73 with the weighted meanof (2.26). However, the result obtained from the ttest (4.37) is greater than the table value(1.96) andthe p value 0.00 is also less than that of t critics' 0.05 which denotes that there is significant difference between the two groups of respondents So, from the data the researcher concluded that the size of play grounds cannot serve large number of students

In response to item 5 table 3, and the researcher requested the respondents the ratios of students to instructional materials are balanced for PE practical classes or not. with mean of (3.67 and 2.92) with the weighted mean of 3.66) is rated as a moderate The t-value (1.63) less than the table value (1.96) and p value (0,10) > than t critics (0.05) with degree of freedom57 implies that there is statiscally significant difference between the responses of the two groups..

In response to item 6 table 3, and the researcher requested the respondents The fields facilities are motivating students for doing practical class the response from teachers and students with mean of (3.82 and 3.50) with the weighted mean of 3.66) is rated as a moderate The t-value (1.28) less than the table value (1.96) and p value (.226) > than t critics (0.05) with degree of freedom57 implies that there is statiscally significant difference between the responses of the two groups. this implies that the fields facilities are motivating students doing practical class was found attractive.

In response to item 7 table 3, and the researcher requested the respondents There are adequate facilities for teacher for teaching practical class. the response from teachers and students with mean of (3.73 and 3.23) with the weighted mean of 3.48) is rated as a moderate The t-value (1.84) less than the table value (1.96) and p value (0.69) > than t critics (0.05) with degree of freedom57 implies that there is statiscally significant difference between the responses of the two groups..

In response to item 8 table 3 your school have dressing room before and after practical class the response from teachers and students with mean of (2.97 and 1,66) with the

weighted mean of 2.31) is rated as a moderate The t-value (5.52) > than the table value (1.96) and p value (0.00) less than t critics (0.05) with degree of freedom57 implies that there is statiscally significant difference between the responses of the two groups..

with sport facilities and gymnasiums. Similarly, there are no dressing rooms available for both students and teachers during their practical classes.

Table 6 How is the relationship between physical education teachers and administration in supporting physical practical class.

No	*School leadership effectiveness to:*	*Respondents*	*N*	*Mean*	*SD*	*WM*	t-obt.	P Valu
1	School administration support P.E practical class	Teachers	24	1.78	.972	1.63	1.12	.267
		Leaders	12	1.49	..612			
2	School administration ignore P.E practical class b/c they think it is wasting time	Teachers	24	1.89	1.05	1.73	.856	.282
		Leaders	12	1.57	.698			
3	School administration support P.E teacher financially.	Teachers	24	1.88	1.05	1.71	.939	.371
		Leaders	12	1.54	.657			
4	School administrations are rigid while they are setting P.E program.	Teachers	24	1.89	1.054	1.73	.856	.412
		Leaders	12	1.57	.698			
5	The school administration cannot see P.E Subjects as other subjects	Teachers	24	1.89	1.05	1.94	-.300	.770
		Leaders	12	2.00	.686			
6	School administration influence P.E teachers as the focus more on theoretical aspects rather than practical aspects	Teachers	24	1.89	1.05	1.91	-.174	.862
		Leaders	12	1.94	.765			
	Average mean	Teachers	24	1.87		1.77		0.49
		Leaders	12	1.68				

Key: Mean value ≥4.50= very high, 3.50-4.49= high, 2.50-3.49= moderate,1.50-2.49= low and ≤1.49= Very low atp>0.05, tcr= 1.96, df =57

Table 7, item 1 School director support P.E practical class the response from teachers and school directors with mean of (1.78 and 1.49) with the weighted mean of 1.63) is rated as a moderate The t-value (1.12) less than the table value (1.96) and

p value (.267) > than t critics (0.05) with degree of freedom57 implies that there is no a significant difference between the responses of respondents. From this it is possible to sum up as of administrative support (e.g. financial, facilitation) affects the P.E practical class highly.

Table 6, item 2 School director support P.E teacher 0financially. the response from teachers and school director with mean of (1.88 and 1.54) with the weighted mean of 1.73 is rated as a moderate The t-value (.856) greater than the table value (0.5) and p value (.282) > than t critics (0.05) with degree of freedom57 implies that there is no a significant difference between the responses of respondents. From this it is possible to sum up as of administrative support (e.g. financial, facilitation) affects the P.E practical class highly.

On table 6, item 3, School directors ignore P.E practical class b/c they think it is wasting time the response from teachers and school directors with mean of (1.88 and 1.54) with the weighted mean of 1.73) is rated as a moderate The t-value (.939) less than the table value (1.96) and p value (.371) > than t critics (0.05) with degree of freedom57 implies that there is statiscally significant difference between the responses of the two groups..

On table 6 item 4 School directors are rigid while they are setting P.E program. the response from teachers and school directors with mean of (1.89 and 1.57) with the weighted mean of 1.73) is rated as a moderate The t-value (.856) less than the table value (1.96) and p value (.412) > than t critics (0.05) with degree of freedom57 implies that there is statiscally significant difference between the responses of the two groups. From this it is possible to decide as rigidity of the time table affects practical class.

Table 6 item 5 The school administration cannot see P.E Subjects as other subjects the response from teachers and school directors with mean of (1.89 and 2.00) with the weighted mean of 1.94) is rated as a moderate The t-value (-3.00) less than the table value (1.96) and p value (.770) > than t critics (0.05) with degree of freedom57 implies that there is statiscally significant difference between the responses of the two groups. From this it is possible to decide as rigidity of the time table affects practical class

Table 4 item 6 School directors influence P.E teachers as they focus more on theoretical aspects rather than practical aspects, show mean value 1.05 and .765 from teachers and leaders with a 1.91

weighted mean value. This is rated moderate in solving administrative problems in collaboration with practical Class and class . The results from the t value Confirm that there is no significant difference between the respondents of the two groups with t value (-1.74) less than the table value and the p value (0.862) greater than (0.05) respectively.

The sharing of school directors roles with teaching practical

is rated moderate with mean values 1.89 and 1.94 by teachers and directors .With 1.91 weighted mean values.The calculated t-test result (-1.74) is less than tcritical (1.96) at (P>0.05) recognizes as there is no significant difference of respondents' perceptions of the two groups.

4.3. Strategies Utilized for better teaching practical class in P.E

Respondents of the researcher were asked to give their suggestions about the mechanisms by which method of teaching practical class in PE successfully. These are: giving adequate in-service training on teaching P.E practical class, the school administrators prepared long term training on teaching P.E practical class, providing them with needed materials, the schools provides resources to teaching P.E practical class and motivate teachers to actively participate in the teaching- practical class

4.4 Presentation and Analysis of Data Obtained through Observation

The analysis and presentation of the data collected through field observation is presented below. To fulfill the purpose of the observation, the researcher was observed totally 6 sections. This means different sport activities from each school in which practical activities was observed only one times. The selection of the observed sections were based on simple random sampling (lottery method), because the researcher wants to give equal chance for each section to be observed. Based on this, the researcher, observed 6 sections. Accordingly, the 6 selected classes were observed one times each. Hence, a total of 6 observations were marked using the check list developed for the purpose. The

observations were focusing on teacher- student interaction in relation to practical class. fields facility, teachers participation in the fields, teachers" and students" activities. The data based on the requirement of the fields checklist were collected and analyzed in separate tables. The observation was conducted by the researcher and the result of observed cases were added up and presented as follow.

The data obtained from fields observation proved that the fields condition/ play grounds such as volleyball courts, basketball courts, football fields, handball field etc. and seating arrangement are not convenient to implement practical class. The major problem observed in the fields was the lay-out of the classes, large fields lack of adequate different sport materials such as balls, javelin, shot put, hurdle etc. On those items 100% of the observation result indicates that the fields lay-out is not arranged to facilitate practical class and field size was not standardized. Which means averagely in each schools of under study, more than 85 students were in classroom. In line with this, on table 3, item 3 the responses of the respondents in questionnaire showed similar result that of observation. This means it was very difficult to practical class in a situation where there is lack of resources. In line with this, the researcher requested the respondents there are adequate different sport materials such as balls, javelin, shot put, hurdle or not. Accordingly, 4.28 and 3.86 of teachers and students responded as strongly disagree and disagree respectively. In the same item from the responses, 4.07 teachers and students respectively rated as undecided. Moreover, out of the total respondents, only rated as agree. The total mean was also 4.07. This shows there is shortage of different sport materials such as balls, javelin, shot put and hurdle there is no a statistically significant difference among the groups, this implies that the availability and adequacy of different sport materials such as balls, javelin, shot put, hurdle was unsatisfactory.

And also in the same table item 3 in questionnaire showed the researcher requested the respondents there are play grounds such as volleyball courts, basketball courts, football fields, handball field or not. Accordingly, 2.8 and 1.73 of teachers and students responded as strongly disagree and disagree respectively.

This shows more than half 80 % of respondents were disagreed. In the same item

from the responses, teachers and students respectively rated as undecided. Moreover, out of the total respondents, only , 2.8 and 1.73 0f respondents rated as agreed at different level. The total mean of the respondents was 2.26 which shows low rate of availability of play grounds such as volleyball courts, basketball courts, football fields, handball field. there is a statistically significant difference among the groups, this implies that the play grounds such as volleyball courts, basketball courts, football fields and handball field was unsatisfactory. The variation may be lack of experiences and knowledge about the availability of play grounds such as volleyball courts, basketball courts, football fields, handball field.

The physical environments of the fields did not reflect the required condition for active teaching practical class. On other hand, majority 75% of the fields observation proved that there were no enough sitting space/suitable sport field, group work practice. This indicated that, those are the major factors hindering the P.E practical class secondary school under the study.

The fields observation result indicates that, majority of the activities expected to be practiced by the teachers were not observed. For instance, except item 6, all activities above 80% were not practiced in the fields. The teachers used more talking method than using of different instructional methods to P.E practical class. In the interview conducted school leaders, some of the teachers confirmed that applying all the activities in fields is difficult. This indicates that the teachers implement the traditional/teacher approach to teach. The reasons for not applying the activities mentioned was lack of sport materials on teaching practical class and inappropriate fields such as large, the size of playground, The lack of adequate different sport materials such as balls, javelin, shot put, hurdle etc.,

The observation result shows that teachers are not portraying the required behavior for their own teaching. Among 6 observed sessions, except item, 1, 3, and 4 the other items are such as discussing in problem solving practical class in P.E, explaining issues in groups, and teachers are taking part in discussing all of them were not practice. And also item 6, the students were simply listening passively their teachers than participating active learning practices. This indicates that the teachers participation were low during the practical class. The main reason for their low participation was improper fields

conditions and perception of teachers and students to words the methodologies of using practical class in their respective classes. In line with this, the result of questionnaire on table 2, item 3, 4, and 5 showed that similar result that of observation. Form this, it possible to conclude as among different methods of teaching some teaching methods was poorly performed

CHAPTER FIFE

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This section deals with the summary, conclusion and recommendations made on the finding of the research.

5.1 Summary

The purpose of this study was to assess the secondary school teachers attitude in teaching in PE practical class the selected secondary school of Oromia special zone surrounding Finfinne and to come up with remedial solutions in order to improve the current practices PE. To this end, descriptive survey design research design was adopted to carry out the study. In addition, the study was utilized mixed method approach through collecting and analyzing both qualitative and quantitative data. In order to solve the aforementioned problems the following basic questions were raised in the study:

- How do you rate the attitude of teachers during teaching physical education practical classes?
- What type of method do physical education teachers mostly used to teach physical education practical classes ?
- Is the availability of teaching material enough to teaching physical education practical classes?
- How is the relationship between physical education teachers and administration in supporting physical education classes?

The study was used primary data sources . Data that are essential for the study were collected by using questionnaire, personal observation and interview as data gathering tools. The subjects of the study are teachers, students and school director. Out of the total number of 100% (24) of teachers, 33% (60) of students and 100% (18) school directors were taken as a sample. The samples were selected from 6 secondary schools using simple random sampling techniques. Both students and teachers were selected to fill questionnaire through simple random sampling and available sampling respectively.. Out of the total number of questionnaires distributed to students and teachers, school director 60(97.61%) ,24(100%) and 18 (31%) respectively were properly filled,

returned and thus used in the analysis of data. Both quantitative and qualitative data gathered through tools of data obtained were analyzed by using mean scores, t-test, frequency and SPSS. Depending on the analysis of the result made, the following major findings were obtained

The educational background of the sampled respondents is BA/BSC degree holder. Of these 18 teachers that are BA degree holders in PE. 6 teachers that are MSE master holder. So, it is good if measures are taken to cover the school with second degree holder. There was (6) female teachers and school leaders in sample school.

- How do you rate the attitude of teachers during teaching physical education practical classes?

The perceptions of teachers and students on the current P.E practical class implementation process of PE in Oromia Special zone was tested. Some of these activities were found at low rate. Because, most activities were not performed all in all at moderate or low level. These were: lack of clarifying the learning objective, lack of encouraging students to become actively participate in the field , lack of Inviting students to reflect their idea on the daily lesson and on the teaching process itself, lack of Giving constructive feedback for students, lack of Associating, relating and matching the field with the real life experience of students and lack of creating activities (problem) that requires higher order thinking and critical thinking skills. In contrast, the following activities were perceived as they were performed at high rate. This was use the learning objective during field teaching.

- What type of method do physical education teachers mostly used to teach physical education practical classes ?

Regarding the use a variety of teaching methods and techniques during physical education practical class in different Secondary school of Oromia Special Zone in Oromia Regional State, Active teaching methods were implemented at low rate. Is the availability of teaching material enough to teaching physical education practical classes?

Concerning the instruction materials are conducive and have sufficient facilities for the implementing of practical class in secondary schools of Oromia special zone the practical

class materials are not available in most of the secondary schools this Research was conducted. These were: lack of adequate text book available for teaching PE subject, lack of adequate different sport materials such as balls, javelin, shot put, hurdle etc, These were: lack of adequate text book available for teaching PE subject, lack of adequate different sport materials such as balls, javelin, shot put, hurdle etc, and there are insufficient reference books in the library related to PE subject.

- How is the relationship between physical education teachers and administration in supporting physical education classes?

In relation to the major challenges of the PE teachers hindering their efforts of improving practical class, lack of administrative support in financially and facilitation, lack of fields space inhibits group work, implementing practical class in PE would add too much to my work load and lack of understanding of practical class and school leaders thought it is means of disturbing.

5.2. Conclusions

Based on major findings of the study the following conclusions were drawn.

- As the finding of this study revealed, the majority of the PE practical class in the teaching learning process were not effectively implemented by physical education teachers. Particularly, as the finding of the study revealed, The selected Secondary school teachers were poor in clarifying the learning objective of PE practical Class, inviting students to demonstrate different activities at PE practical Class and on the learning process itself, giving constructive feedback for students and creating activities (problem) that requires higher order thinking and critical thinking skills. Therefore, from the finding, it is possible to conclude that teachers of Oromia Special zone surrounding Finfinfine Teachers of secondary Schools were not effectively applying PE practical Class during physical education teaching process.
- Regarding usage of variety of teaching methods and techniques during physical education practical class, the finding revealed that the selected Secondary school

teachers of physical education have not satisfactorily implemented Practical class techniques.

- With regards to the Availability of instruction materials, and have sufficient facilities for the practical class were also found at poor level. Specifically, there were not adequate different sport materials such as balls, javelin, shot put, hurdle etc. were supported by less number of participants. Consequently, the selected Secondary school PE teachers' were ineffective in full filling the needed instructional and facilities of Practical Class to make it effective.
- In addition School leaders did not Support PE practical Class financially and ideally.
- Finally, it is possible to conclude from the result that, small field size', large number of students, assuming involvement of students in Practical class would made as PE teachers thought PE practical class add too much to their work load and lack of understanding how to implement Practical class were the major challenges that affect the selected Secondary teachers in implementing PE practical. It is obvious that all this challenges can negatively affect the implementation of PE practical Class and in turn the teaching learning process as a whole. Therefore, PE teachers and its administrative bodies should strive to minimize these challenges by monitoring the day to day activities. School leader are also responsible to support PE teachers .

5.3. Recommendations

Based on the conclusions drawn, the following possible recommendations were made.

- The school Directors and department should make functional influence to encourage teachers to use effectively PE practical Class and different active learning methods.
- PE teachers should use materials in the field to promote improved learning achievement and make sure of the realization of practical class.

- The School Directors and different administrative bodies should engage themselves in effective supporting day to day operation and needed financial and technical support for PE teachers.
- The physical education teachers should be active in inviting students to demonstrate different activities on the field and reflect their idea on the field itself and giving constructive feedback for students.
- Teachers should improve the relationship and contact with their students positively and give immediate feedback for students after practical class.
- The School directors in collaboration with the PE teachers should identify problems in the school and allocate sufficient budgets for the department so that the department of physical education can fulfill important facilities .sport materials such as balls, javelin, shot put and hurdle. Therefore,
- The government should capacitate PE teachers by giving In-service training focused on instructional skills and demonstration for practices was key elements for PE teachers' mastery of Practical Class. Therefore, it seems important to provide relevant, practical and participatory pre-service and in-service training. Also it seems important if all teachers have access to training through workshops, videos, model projects and up to date literature.
- The PE should clarify the learning objective of PE practical Class.
- The Sport field of the School should not be small. Therefore the concerned body should take into consideration about sport field of the school.

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Appendix-A

Questionnaires filled by PE teachers & Students

First of all I would like to thank you for your willingness to fill this questionnaire. This study is concerned on the "**secondary school teachers attitude to wards teaching in Physical Education practical class in the Case of Selected Oromia special zone surrounding Finfinne**" and it gives more emphasis on teaching practical class approach. Any response given in the questionnaire is free. This is used only and only for the purpose of research and it remains confidential. So, please cooperate me by filling this questionnaire.

Thank you for your cooperation!!!

N.B; - No need of writing your name

A. General information

Please put a thick ' ' mark for the following items to indicate your answer, or by writing where necessary.

Part I: General information about the respondent

1. Name of your school _____

1. Sex: Male Female

2. Age: 14-15 years 20-24 years 25-30 years 30-34 years 35-39 years 40 years and above

3. Qualification: Degree Master PhD

If any other, specify _____

4. Students ☐ Grade 9th ☐ 10th ☐

5. Teaching experience in the school:

0-5 years 6-10 years 11-15year

16-20 years 20 years and above

Part I. How do you rate the attitude of teachers during teaching physical education practical class ? Please, select the correct answer that represents how often you have been employed these methods (techniques) and use tick "√ " mark to indicate your response..

No	Items	How often you employ				
		SA	A	DA	SDA	UND
1	Teachers have negative attitudes in practical class .					
2	Lack of understanding of doing practical class					
3	Teachers show demonstration for students during practical class.					
4	Teachers control the students properly during practical class.					
5	Teachers interested in the use of effects P.E practical class.					
6	Do you have good perception about P.E practical class.					
7	satisfaction of P.E teacher as teaching P.E practical class is good					
8						

Write if there is any additional idea about active learning implementation process of PE.

_____

_____

Part II. what type of physical education teachers mostly used to teach physical education practical class. Please rate according to the following scale by use tick " " mark to indicate your response.

SDA=Strongly Disagree, DA=Disagree, A=Agree, SA=Strongly Agree. UND = Undecided

No	Item	SDA	DA	Ag	SA	UND
1	teachers encourage students to be actively participate in P.E practical class					
2	Teachers arrange students for different activities and exercise regularly					
3	Teacher use energize r activities before starting practical to relax them, to make them are and to attract the attention of students in P.E practical class					
4	P.E Teachers apply the objectives of practical class ?					
5	P.E teachers clarity the teaching objectives of practical class ?					
6	Teachers give constructive feed back for students ?					
7	Teachers create activities that requires higher order thinking critical thinking skill.					
8	Is your sport field is conducive for P.E practical class.					

Part III. Is the Availability of teaching material enough to teaching physical education practical class. Using the rating scales below, please rate the following statements using a tick '√' mark. YES NO UND = Undecided

No	Items	SA	A	DA	SDA	UND
1	There are adequate text book available for teaching PE subject.					
2	There are adequate different sport materials such as balls, javelin, shot put, hurdle etc.					
3	There are play grounds such as volleyball courts, basketball courts, football fields, handball field etc.					
4	The size of play grounds can serve large No of students in your schools?					
5	The ratios of students to instructional materials are balanced for PE practical classes?					
6	There are sufficient desks and chairs in my classrooms.					
7	There are sufficient reference books in the library related to PE subject.					
8	The library facilities are motivating students for reading.					
9	There are adequate teachers for teaching PE subject.					

Write if there is any additional idea about Availability and adequacy of Resources in implementing active learning of PE.

_____

_____

Appendix-B

Questionnaires filled by PE school directors and Teachers

First of all I would like to thank you for your willingness to fill this questionnaire. This study is concerned on the "**secondary school teachers attitude towards teaching in Physical Education practical class in the Case of Selected Oromia special zone surrounding Finfinne**" and it gives more emphasis on teaching practical class approach. Any response given in the questionnaire is free. This is used only and only for the purpose of research and it remains confidential. So, please cooperate me by filling this questionnaire.

Thank you for your cooperation!!!

N.B; - No need of writing your name

A. General information

Please put a thick ' ' mark for the following items to indicate your answer, or by writing where necessary.

Part I: General information about the respondent

1. Name of your school _____

1. Sex: Male Female

2. Age: 20-24 years 25-30 years 30-34 years

35-39years 40 years and above

3. Qualification: Degree Master PhD

If any other, specify _____

4. Year (For Students) First Second Third

5. Teaching experience in the school:

0-5 years 6-10 years 11-15year

16-20 years 20 years and above

✓ **Part V. How is the relationship between physical education teachers and administration in supporting physical practical class .** methodologies. Please rate according to the following scale by use tick " " mark to indicate your response.

No	Factors Affecting Implementation of Active learning	SA	A	DA	SDA	UND
1	School administration support P.E practical class ?					
2	School administration ignore P.E practical class b/c they think it is wasting time					
3	School administration support P.E teacher financially.					
4	School administrations are rigid while they are setting P.E program.					
5	The school administration cannot see P.E Subjects as other subjects					
6	School administration influence P.E teachers as the focus more on theoretical aspects rather than practical aspects					

Write if there is any additional idea about administration and teachers facing while practicing in PE.

_____

_____

_____

_____

_____.

Appendix-C

Check list for class room observation

The main purpose of this observation checklist is to assess the activities practiced in the classroom in relation to practical class in PE the selected techears secondary schools.

The activities will be marked in the category of Yes/No on the basis of whether they happen or not in the fields. During the fields observation.

General Information

Name of the schools _____

Course lesson being observed _____

Number of students in the class: Male _____ Female _____ Total ____

Table.1.Check list I. Fields condition

no	List of observation(filed condition)	Yes	No
1	Is there sufficient field space for all students?		
2	Is the field layout arranged to facilitate for practical class ?		
3	Is the field size/field suitable?		

Table .2.Check list II. Teachers Activity

no	Teachers Activity	Yes	No
1	Arranging students for different sport activities ?		
2	Describing the practical class objective ?		
3	Using different sport activities during practical class ?		
4	Encouraging students to become active participant during practical class ?		
5	The teacher is more interest teaching P.E practical class ?		
6	teacher checks and gives feed back to the students' doing practical class?		

APPENDIX-D

Interview

Guides to Interview conducted with school leaders and HDP

Dear respondents

The aim of the interview is to assess issues related to the implementation of active learning in PE selected secondary school of Oromia special zone surrounding Finfinne. The information obtained from the respondents will help to suggest solutions to the problems encountered during the teaching P.E practical class in school. The data obtained will be used for research purpose only.

Thank you in advance for your cooperation.

Part I. General Information

1. Sex _____ 2. Age _____ 3. Qualification _____ 4. Experience: As positioned_____

Part II. Give your response to the questions in short and be precise

1. Would you please tell us your qualification, position, and experience?
2. what is the effort of your office concerning the teaching P.E practical class ?
3. what are the challenges of developing in teaching practical class ?
4. Do you support P.E teachers ?
5. As school administration ,do you think practical class good for students ? If your answer on Que. No 4 above No what kinds of challenges you may encounter while P.E practical class ?
6. How do you evaluate the availability of facilities and quality in your school? Do you think the availability of this facilitation have an influence on practical class?
7. What do you suggest as solution to overcome the problems?