

ASSESSMENT ON TEACHING METHODS OF PHYSICAL EDUCATION
TEACHERS DURING PRACTICAL CLASS: IN THE CASE OF THREE
GOVERNMENT PRIMARY SCHOOLS AT WOREDA 1, YEKA SUB CITY,
ADDIS ABABA

BY

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AN ASSESSMENT ON THE TEACHING METHODS OF PHYSICAL
EDUCATION TEACHERS IN TEACHING PRACTICAL CLASS: THREE
GOVERNMENTAL PRIMARY SCHOOLS AT WOREDA 1 IN YEKA SUB
CITY, ADDIS ABABA

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APPROVAL OF BOARD OF EXAMINERS

As members of the Board of Examiners of the M.A. Thesis Open Defense Examination, we certify that we have read and evaluated the thesis prepared by Salem Difabachew and examined the candidate. We recommend that the thesis be accepted as fulfilling the thesis requirements for the degree of masters of science in teaching health and physical education.

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DECLARATION

I, the researcher signed below, announce that this thesis is my own original work and has not been presented for a degree in any other university, and that all sources of materials used for the thesis have been duly acknowledged.

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ABSTRACT

The main purpose of the study is to assess the teaching methods of physical education teachers during physical education practical class at Yeka sub city, woreda 1 government primary schools. It also aimed at finding out factors contributing to the gap between physical education teachers' theoretical knowledge of teaching practical class and their actual teaching. The total populations of the study were 18 physical education teachers (13 males and 5 females) with the age range of 20 to 41. Thus, the researcher has used purposive sampling to take all physical education teachers (18/18) of the total populations. Mixed approach involving both qualitative and quantitative approaches was employed for the study. Observation, questionnaire and focus group discussions were used to collect both qualitative and quantitative data. The qualitative data was collected from focus group discussion held with 9 of the teachers systematically taken from the 18 populations of the study. There was also a classroom observation aimed to see all the teachers' overall physical education practical class teaching practice. The quantitative data was drawn from questionnaire administered to all the teachers. The data collected was analyzed both quantitatively and qualitatively. The findings of this study revealed that the teaching methods used by physical education teachers are inappropriate for practical classes. Teachers use only demonstration and lecture while having many other methodologies during practical class. They most of the time give balls to their students and leave them till the bell goes. Thus, teachers are not teaching in view of the PGDT (the how to teach) courses they have taken in higher institutions. Majority of the teachers do not meet the minimum qualification. There is lack of on-job trainings on physical education practical class teaching methodologies. The administrators in particular and the school societies in general haven't good attitude to the subject. They perceive the subject as having no use than entertaining students. In all the schools observed there are no sport facilities or equipments except few balls. Finally, the study suggests that teachers have to teach the practical class in accordance with the knowledge they have gained in the PGDT courses of the teaching institutions. Practical and gap filling professional assistance i.e sustainable trainings on the current physical education practical class teaching and learning practices should be provided to the teachers. Moreover, the school should assign teachers who meet the minimum qualification to the level. Besides, different awareness creation stages should be prepared with the schools' administrators in particular and the school societies in general on the role of the subject.

Acronyms and Abbreviations

1. CDICP.....Curriculum Development and Implementation Core -Process
2. HPEHeaith and Physical Education
3. HEIs.....Higher Education Institutions
4. PE.....Physical Education
5. PETE..... Physical Education Teacher Education
6. TEIs.....Teachers' Education Institutions'

CHAPTER ONE: INTRODUCTION

1.1. Background of the study

Physical education is a planned and progressive learning that takes place in school curriculum time table and is delivered to all pupils. This involves both learning to move (i.e. becoming more physically competent) and moving to learn (learning through movement, arrange of skills and understandings further than the physical activity, such as co-operating with others). The context for learning is physical activity, with children experiencing abroad range of activities, including sports and dance (Perth and Kinross, 2010).

According to Trost (2005) physical educators aim to provide children with the necessary skills and equip them for successful participation in lifetime physical activity. Tinning, Macdonald, Wright, & Hickey (2001) added that high quality teachers do their best to make lessons meaningful, purposeful, enjoyable, as well as reflect on their own practice and the performance of their students. These elements of effective teaching are broadly captured by the notion of pedagogical content knowledge (PCK).

PCK according to Grossman (1990) is knowledge of how to teach specific content in specific contexts. PCK has four unique subcomponents. The first element is related to the teachers' knowledge about teaching which is reflected in the teacher's goals. Second, PCK incorporates the teacher's knowledge of the students understanding of the subject matter. In particular, teachers should be aware of what a student already knows, as well as having knowledge of the subject matter that is likely to be challenging and need development. The third element of PCK refers the teacher's knowledge of instructional strategies for teaching specific topics and the final part of Grossman's framework consists of the teacher's knowledge relating to curriculum content/materials, as well as knowledge of the specific content required for a given cohort.

One of the areas in physical education where pedagogical content knowledge is vital can be teaching methodology. According to Brain (2011), teaching is both an art and science. It permits a huge degree of freedom and celebrates creativity of the individual teacher. Masston & Astworth (2009) state that teaching is an arts of a teacher in which on the basis of knowledge and experience puts the subject matter before the students in a meaningful

manner. This shows that in physical education, the effective teacher is involved in adjusting and reviewing tasks set according to the needs of students.

As Harrison and Black (2010) teaching methods differ. Some teaching methods allow learners to progress at their own pace while other develop in pupils the capacity to solve situation previously not encountered through combining old rules principles in to new higher order ones.

Moreover, to Buyukkaragoz and Civi (2008) teaching requires the selection of a topic, analysis and synthesis of the topic in itself and determination of which learning method to be implemented in point of psychological basics in order to attain the objective of a course.

Besides, a good method in teaching is the one that is general, but enriched by the teacher's personal experience. In a good teaching method there should be some things included; being objective, conformed to teaching principles, being easy to apply and economical, allow the teacher to make personal discoveries and contributions (Karaagacli,2005).

Moreover, a good knowledge of teaching method can lead teachers to present their knowledge and skill correctly and students to gain appropriate behaviors (Pangrazi, 2007). Jenkins et al. (2006) also specified that using effective teaching methods in physical education subject would enable students to develop positive attitude towards the subject.

As experience of the researcher shows, though teaching methodology one among the pedagogical content knowledges is crucial in physical education practical class, most of the time teachers in primary level are frequently observed when they only give ball and let their students play throughout the period in a field during physical education practical class. Likewise, students are also eager to go out and spend the class in such a way. Most frequently, teachers of physical education are not observed to use at least the warmaping and cooling down procedures while teaching their practical class. It is on this ground that the researcher proposed to conduct a study on assessing the teaching methods of physical education teachers in teaching practical class. The researcher strongly believes the study will bridge the existing research gap in our country in the area.

1.2. Statement of the study

The aim of physical education is to enable all students to improve their quality of life through active living. Physical education should contain a variety of activities to motivate the students and meet all of their individual needs. Physical education should teach the students qualities that are important in daily life such as; teamwork, cooperation, goal setting and problem-solving techniques. Most importantly, physical education should have an insightful effect on the students so that they can lead healthy and active lives based on what they have learned. Thus, the students can become role models for each other and encourage their peers to participate and understand the benefits and rewards associated with active living.

In addition to these, the goal of every teaching process is to impart knowledge and make students learn; and all teachers work towards the achievements of this goal even though they differ in personality, behavior and attitude to work (Ogeniyi, 2014). This difference, most unfortunately and in most cases is also exhibited in their method of teaching and presentation of materials to the students being taught. It is thus, there can be no learning without teaching, which may be done consciously and unconsciously. It is recognized that teaching methods involve selecting, directing, controlling and conducting the experiences of the child, so that learning can take place (Ogeniyi, 2010; 2014). It is also known that good teaching method produces plentiful knowledge to the learner. Both the teacher and the taught have experience which must be contributed to teaching, for it to be effective.

According to Taspinar (2010) teaching methods are a vital part of the teaching and learning process. Methods are selected and applied by the teachers during the application in which the aims are gained as behaviors to the students. The teaching method applied is the way the teacher consciously chooses and follows in and outside the classrooms. When choosing methods, teachers have to consider their own characteristics, physical facilities, time, cost, size of the group of students, the characteristics of the subject and the qualities to be developed in the students.

Many teacher variables such as teacher's ability, knowledge, and education level affect teaching effectiveness. Teacher teaching methodology was/is and will found to be a key factor that significantly influences larger gains in students' achievement when controlling many other factors like students' socioeconomic status, students' absence rate and teachers'

experiences. Nobody argues as teachers need to have an in-depth understanding of the methodology to deliver the content to maximize the quality of teaching. It was and is the concern about future physical education teachers' teaching methodology deficiency over the past and in the future too.

Teaching methods employed by teachers may increase students' responsibility for learning feedback while others enable learners to progress through a sequence of learning activities without immediate presence of the teacher. Therefore, the ability of the teacher to put subject matters before the students in an artistic manner may influence students' performance in physical education. The performance of students may be credited to the teachers' implementation of various teaching methods in physical education. Use of a variety of teaching methods is given little attention by teachers in various schools.

Skilled teachers such as those with high teaching methodology knowledge provide more opportunities for appropriate skill practice, resulting in student learning. However, if teachers lack methodological knowledge, they face difficulties to deliver the contents they want to their students inside and outside the classroom. Thus, the primary intention of the researcher is to assess physical education teachers' teaching methodology in teaching physical education practical class.

The researcher has been looking for different related researches conducted on the problem that she starts to study in Addis Ababa University and in different online sites. As far as her knowledge and reading is concerned, it was much difficult to get studies done on physical education teachers' teaching methodology in teaching physical education practical class.

Especially, it was difficult for the researcher to get local researches on the area the researcher wants to study. Therefore, the researcher started to study the problem aiming to assess physical education teachers' teaching methodology in teaching practical class. When she came across, she also examined the factors to the problems and recommended solutions to them.

1.3. Objectives of the Study

1.3.1. General Objective

The general objective of this study is to assess teaching methods of physical education teachers in teaching physical education practical class.

1.3.2. Specific Objectives

- 1) To examine the teaching methodological background knowledge of physical education teachers in teaching practical class in primary schools.
- 2) To investigate the five common practical teaching methods of physical education teachers in teaching practical class i.e the method of verbal communication or the method of "living words", demonstration or illustrative, method of practical exercise, combined method, play as a method, method of imitation and dramatization.
- 3) To compare the traditional and modern ways of methodology in teaching physical education practical class.
- 4) To assess factors contributing to the gap between physical education teachers' theoretical knowledge of teaching practical class and their actual teaching.

1.4. Research questions

To Creswell (2012) research questions are questions in quantitative or qualitative research that narrow the purpose statement to specific questions that researchers seek to answer. Researchers typically develop them before identifying the methods of the study (i.e., the types of data to be collected, analyzed, and interpreted in a study. Thus the basic research questions that this study seeks to answer will be:

- 1) Do physical education teachers have teaching methodological background knowledge of teaching practical class?
- 2) How do physical education teachers teach the practical class in the actual teaching learning?
- 3) What are the five common practical teaching methods of physical education teachers in teaching practical class?

- 4) What are the factors that contribute to the gap between physical education teachers' theoretical teaching methodology knowledge of teaching practical class and their actual teaching learning?

1.5. Significance of the Study

This assessment might help concerned bodies involved in the teaching and learning of health and physical education in particular such as physical education teachers, the school principals and other stakeholders as follows:

- 1) To give awareness to physical education teachers to reflect on their practices and improve to the most productive ways of teaching practical class.
- 2) To provide Teachers' Education Institutions (TEIs) and HPE teachers at HEIs a good source of information regarding the teaching methodology of physical education teachers in practical class. This understanding would in turn help these institutions to devise a more productive system that enables HPE teachers to enter into a more determined way to the teaching.
- 3) To endow teacher trainers with feedback in their efforts to train physical education teachers with the teaching methodologies to teach practical class.
- 4) To provide information for stakeholders concerned with training of teachers, supervising teachers and writing materials. In doing so, the evidence gained through the study may help bring the desirable quality in health and physical education.

1.6. Scope of the Study

This study is bounded to the context of Ethiopia, Addis Ababa in Yeka sub city at Woreda 1 in three government primary schools. There are 30 primary schools under Yeka sub city. Among these schools three are located in Woreda 01, and again one of these three schools is where the researcher has been teaching since 2005 E.C. Thus, the schools at Woreda 01 of Yeka sub city were the study areas. The areas are selected purposively from the governmental schools found in the sub city. The school where the researcher is working is beneath the same cluster. The schools are also the best emerging schools among the government schools in the sub city. In addition to these, the Proximity of the researcher to the study areas and her experience in the cluster to see the problem are reasons to select the schools as the research

target area. Besides, the researcher believes that he could secure adequate cooperation and assistance from the principals, workmates and classroom teachers.

Moreover, the populations of the study were restricted to health and physical education teachers found at Woreda 1 in three governmental primary schools. The researcher used purposive sampling techniques to take the target health and physical education teachers for the study. Hence, the whole health and physical education teachers are taken as samples of the study for the number of the target teachers is manageable, and the data to be collected from them is irreplaceable. Data gathering instruments wise, this study is delimited on observation, interview and questionnaire.

1.7. Limitation of yhe study

Basically, to the researcher's best knowledge, this study is a preliminary attempt. Therefore, there is shortage of resource materials to be used as a reference. Beside this, the study is limited to only three primary schools of Addis Ababa, Yeka sub city woreda 01. This is because of man power, time and financial constraints, i.e, there was not sufficient time and money to incorporate more schools. But the study would be more comprehensive and generalizable if more schools were included from the sub cities and even other sub cities of the town. Thus, the findings which are the basis for generalization were not supposed to be free from limitations.

In addition to these, being observed could be a stressful situation for the sources. Hence, the presence of the researcher might cause modification of field behavior which could be a possible limitation of the study. Moreover, the research is only concerned with assessing the teaching methods of physical education teachers in teaching practical class. Therefore, the applicability of this research shall be seen in light of the above limitations.

1.8. Definition of terms

Method: refers to a specific instructional design or system based on a particular theory. It is a practical realization of an approach. It contains detailed specification of contents, roles of teachers, students and materials, and various teaching procedures and techniques (Masston & Astworth, 2009)

Pedagogical content knowledge (PCK): is a special feature that provides the teacher with knowledge to transform the content in ways that make it understandable to learners (Grossman, 1990).

Teaching practice: is best regarded as a complex process of cooperation and intercommunication between teacher and learner, not as one-way traffic information from teacher to learner (Pinstent, 1965:51).

Teaching and learning: requires the selection of a topic, analysis and synthesis of the topic in itself and determination of which learning method to be implemented in point of psychological basics in order to attain the objective of a course (Buyukkaragoz and Civi 2008).

1.9. Organization of the study

With the exception of the peripheries, this thesis has five chapters. The first chapter deals with introduction to the study, which contains background of the study, statement of the problem, objectives of the study, significance of the study, scope of the problem, limitations and organization of the study. Chapter two incorporates the review of related literatures. Chapter three is concerned with research methodology. Specifically, the research design, the subjects of the study, samples and sampling techniques, data gathering instruments and data analysis methods are discussed in this chapter. Chapter four consists of the data analysis and interpretation. Finally, chapter five presents the summary, conclusions and recommendations of the study.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.1 The concept of pedagogical content knowledge

The concept of pedagogical content knowledge was introduced by Shulman in 1986 as an answer to what he called a ‘missing paradigm’ in teaching and teacher education. By introducing PCK, Shulman wanted to emphasize the central role of subject matter and aimed at overcoming the distinction between content and pedagogy.

Pedagogy is concerned with the fact that both theory and practice should be taken into account in terms of how the knowledge is produced. In this manner, both theory and practice become the key factors in the interplay with pedagogy encompassing the aspects that includes the references of the students in terms of learning (Persaud, 2019) as cited (Radhika.k, 2020).

Pedagogy is regarded as the relationship between theory and practice of educating. It requires meaningful interactions and respect between the educators and the learners. The primary goal is to help the learners to build on prior learning and develop the competencies and attitudes. Furthermore, the educators need to devise the present curriculum in a way that is relevant to the students and align with their needs and requirements. The cultures of the students are regarded as vital in leading to up-gradation of the pedagogical methods. The learning of the students is influenced by the experiences of the teachers. The instructors need to put into practice their experiences in facilitating student learning and leading to enrichment of the overall system of education Persaud (2019) as cited Radhika.k (2020). Therefore, when both theory and practice are taken into consideration in the production of knowledge, the importance of pedagogy is recognized.

2.1.1 Different Aspects of Pedagogy

As Persaud (2019) cited in Radhika.k (2020), the different aspects of pedagogy are, social pedagogy, critical pedagogy, culturally-responsive pedagogy and Socratic pedagogy. These are stated as follows:

2.1.1.1 Social Pedagogy

Social pedagogy puts emphasis upon the fact that education is critical to the social development of the students. In the life of all the individuals, socialization is regarded as an important aspect. They need to develop social skills in order to enrich their living conditions in an efficacious manner and acquire better livelihoods opportunities. Social pedagogy has the main objective of developing the social skills of the individuals and supports them throughout their lives. When the students get enrolled in educational institutions to acquire learning, the instructors put emphasis upon the viewpoint that they need to socialize with others. They need to form cordial terms and relationships with other individuals to augment their educational skills.

In the implementation of social pedagogy in an efficient manner, the individuals need to take into account various factors. These are, communicating in a respectful manner, treating others with courtesy and developing kind-heartedness and generosity. Within the course of pursuance of education, the students do experience problems and challenges. Hence, through the reinforcement of social pedagogy, they are able to obtain support and assistance from their fellow students as well as instructors in acquiring an efficient understanding of the academic concepts and in the achievement of academic goals.

2.1.1.2 Critical Pedagogy

Critical pedagogy is the pedagogy that puts emphasis upon critical theories. It is inspired by critical theories and radical philosophies, which makes an attempt to help the students to question, challenge the domination and undermine the beliefs and practices that are alleged to dominate. In the impartment of lesson plans and academic concepts, the instructors make use of theories and philosophies. The primary goal is to challenge the students on a regular basis to question in terms of their own thoughts, ideas, beliefs, strategies, practices and to think critically. In the implementation of critical pedagogy, the students are able to acquire an in depth understanding of the academic concepts. In cases, when the foundations need to be built among the students in terms of academic concepts, then critical pedagogy is emphasized upon. Educators at all levels of education put into operation critical pedagogies by asking the students to acquire a deeper understanding of the academic concepts.

2.1.1.3 Culturally-responsive Pedagogy

The students in educational institutions are different in terms of cultures. Hence, there has been introduction of culturally-responsive pedagogy. In the culturally diverse society, three functional dimensions are, institutional, personal and instructional. These are utilized together to recognize and respond to the cultural differences among students. When the cultural differences are recognized among students, the approaches and methods of learning are put into practice, so they are able to benefit. To put into practice, an educator must be willing to accept the different needs of a multicultural classroom and create a comfortable environment for all students. In other words, the classrooms environmental conditions are formed in such a manner taking into account the diverse needs and requirements of the students. This pedagogical method is dependent upon the student-centered approach to teaching. In this case, the cultural strengths of the students are identified and the teaching-learning methods are put into practice.

In the implementation of the culturally-responsive pedagogy, the instructors need to adapt to the practices to accommodate the cultural needs of the students. The academic concepts and lesson plans are the same for all the students, but they are different from each other in terms of cultures. Hence, when the pedagogical methods are implemented to facilitate learning, it is necessary to take into account the cultural needs of the students. One of the important factors that need to be taken into account is, the pedagogical methods should acknowledge all the cultures. Therefore, when the students, belonging to diverse cultures will form the viewpoint that the pedagogical methods are acknowledging their cultures, they will develop motivation towards learning and form constructive viewpoints in terms of various aspects of the system of education.

2.1.1.4 Socratic Pedagogy

Socratic pedagogy is the one that follows the philosophical approach. It involves a process, whereby the students can develop their social and intellectual skills. The students not merely get enrolled in educational institutions to pursue educational programs to enrich their career prospects and to sustain their living conditions in an effective manner, but they develop other skills and abilities as well, necessary to sustain their living conditions in a satisfactory manner. The important skills, which the individuals need to develop are, communication

skills, decision making skills, presentation skills, critical thinking skills, analytical skills, problem solving skills, technical skills, time management skills, personal skills and professional skills. The pursuance of education enables the individuals to hone these skills. When they develop these skills, they are able to render a significant contribution towards achievement of personal and professional goals. Furthermore, the students are able to develop into ethical human beings and productive citizens of the country.

The students are encouraged to challenge traditional assumptions in terms of knowledge, opportunities, alternatives and augment their knowledge and understanding through participating in meaningful conversations with others. Thus, the curriculum often involves collaborative and inquiry-based teaching and thinking. The Socratic pedagogy enables the students to acquire an in depth understanding of the subjects. The students normally take pleasure in the implementation of this pedagogical method. The reason being, they are able to understand the academic concepts and lesson plans in an efficient manner. When they will understand these, they will be able to achieve academic goals and augment the overall system of education.

2.2. Pedagogy and its components

2.2.1. The concept of teaching methods and practical experience

One of the basic problems in physical education classes is the realization of the curriculum. The distribution and concretization of program tasks in the teaching of physical education for a large number of teachers is complex and even difficult when the requirements of modern teaching are taken into account. In physical education, there are programs and methods that enable the complex study of personality as well as their relative transformations. It is certain that general attitudes and physical development are shaped in school and throughout life through various influences. It is quite justified to ask the question: Does organized and programmed exercise affect physical development and to what extent? Considering that the programs of physical education classes in primary schools were based on the attitude that a larger amount of motor information is obtained from a larger number of various physical activities, students are not able to master them, and due to the insufficient amount of repetition, it does not have a major effect on physical development. The current efficiency of

physical education classes in primary schools is not at the required level (Jovanovic Lj. 2013).

A large number of tasks in the curriculum cannot be realized even by the planned annual work programs in schools for objective reasons. Organized physical exercise has a positive effect on the anthropological status of students, in order to transform it in the desired sense and scope (Visnjic D. 2006).

Certainly the most important factor in the teaching of physical education of all anthropological abilities and characteristics are motor abilities. Recent scientific research shows that physical exercise is an effective tool that has a positive effect on the development of motor skills of students. However, Jovanović (2013) points out the lack of exercise, especially in sensitive periods of development, when physical exercise is decisive in the formation of motor abilities. The negative effects of insufficient weekly hours can only be mitigated by adequate planning and implementation of each physical education class, improvement of material and spatial conditions for the implementation of planned contents and permanent training of staff with mandatory monitoring of their work and evaluation of student achievements in motor skills transformation and sports-technical achievements. Zrnzević (2007) also points out that physical education classes are not efficient enough, ie they have little impact on motor skills.

Learning different movement techniques and elements from various sports in the teaching of physical education are closely related to education, so it can be said that the education of students does not go without education. Learning in the teaching of physical education is a change of the individual caused by exercise and the environment, and caused by the needs of the individual who is changing. Given that the physique class education lasts 45 minutes, "transitional operational provision of teaching and physical education teachers, then we have enough reason to deal with teaching structures and norms whose application may result in the lesson being better formally shaped and technically correct, and more importantly that the essential effects of that class on the anthropological status of students be greater" (Milenkovic V and Simic M.2009). Questions about the most effective ways of learning in physical education classes that raise the success of learning to a higher level can be seen in teaching methods and consistent application of teaching principles.

The term teaching method represents "scientifically verified ways and procedures of work of teachers and students in the teaching process, which provide optimal conditions for rational and efficient teaching, full realization of teacher or expert didactic creativity, maximum manifestation of the student's or participant's individual-collective activity and complete development of the student's or participant's personality (Prodanovic T, Nickovic R. 1980).

Leskosek (1980) tries to explain the same concept as: "The system of procedures, ie ways and means by which individuals are taught knowledge, habits and skills, and by which individuals determine these" (Leskosek J. 1980).

The final explanation of the term method path way is that they are most often understood as a path, a planned procedure in the study of facts or most often as a way of presenting the teaching content. More precisely, they are the basic way in which the goal of teaching and many tasks of the teaching process are realized. However, in the classroom, information, instructions and messages must be constantly exchanged between teachers and students (interaction), which tells us that teaching methods in the modern approach can be understood as a process of exchanging messages and information in class. In any case, teaching methods can determine the course of the teaching process as well as the realization of certain contents of physical education classes. Didactics, as a science of education, has created several teaching methods that are used in general education subjects in primary and secondary schools.

2.2.1.1. Teaching methods in teaching physical education

With the development of physical education, teaching methods also developed. Bearing in mind that through the teaching of physical education can only influence the proper growth and development of students, their motor and functional abilities, the choice of effective methods is a real problem. Teaching methods derive from teaching practice because each teacher is constantly researching and supplementing them with various innovations. Which teaching method the teacher will use depends on the specific tasks in the class, on the character and specifics of the teaching contents, on the level of abilities and preparation of the students, motor abilities and external conditions. Experience from practice shows us that all methods are interconnected, often complementary and often used interchangeably. In the teaching of physical education, methods taken from general didactics are mainly used, but

since physical education as an educational area has its own specifics, therefore there is a need for special methods in educational work with primary school students. It is up to the teacher to decide which methods to apply, which gives him the opportunity to constantly research and innovate in the methods he applies.

Kragujević (1987) points to the following teaching methods in the teaching of physical education:

- the method of verbal communication or the method of "living words"
- demonstration or illustrative method
- method of practical exercise
- combined method
- play as a method
- method of imitation and dramatization.

Milenković and Simić (2009) distinguish the following methods in teaching physical education:

- ❖ living word methods (oral presentation, verbal communication)
- ❖ methods of presentation and observation (obviousness, demonstration, showing and illustration)
- ❖ methods of practical exercise - analytical, synthetic and complex method.

In the following chapters that follow in this review, the teaching methods of Milenković and Simić (2009) will be presented and explained in more detail.

2.2.1.1.1. Living words - verbal communication

The method of living words has an important role and can be used in all forms of teaching, because choosing the right words at the right time can have a very stimulating effect on the motivation and work of students. It should be constantly emphasized that physical education classes are not just mechanical movement and movement of the body and parts of the human body in a certain space, but that it is a process that is initiated, regulated as an exchange of opinions, as communication that has certain effects on children and youth that it is “verbal communication. The living word of the teacher is irreplaceable when students are asked three

questions that are crucial for every physical movement: What is physical movement? What is it for? How is it used? (Matic M. 1978).

In the teaching of physical education, the word has: a formative, corrective and stimulating role, so this method is applied through description, explanation, analysis and conversation.

Describing is applied in the initial stages, before the beginning of the training of an element. When students need to create a true picture of a given movement, it is also the first step by which students get acquainted with what and how a given action should be done.

Explanation is the dominant form of this method used in the initial stages of training, especially when demonstrating given elements. The explanations that go along with the interpretations must be clear, understandable, accurate and precise, adapted to the age of the students, and their psychophysical abilities. Professional terms should be used that must be understandable to students in order for all this to have a positive effect.

By analyzing in terms of efficiency and effectiveness, the teacher can achieve a lot by emphasizing possible mistakes. By talking and analyzing with the students, the teacher makes a correction and stimulates the students with correctly chosen words before, during and after exercise. There is another special group of (methodical) procedures present in teaching that are included in the verbal method. We usually call these verbal contacts impulses, and we use them with the aim of encouraging or directing the students' attention to certain moments that can be of crucial importance for successfully mastering the exercise (BerkovicL. 1978).

2.2.1.1.2. Presentation and observation-Demonstrations

This method plays an important role in the processing of new material when students need to gain a visual idea of the exercise that they need to reproduce later. In order for children to learn a certain exercise, it is not enough to just give a description of it and ask the children to do it, but it is also necessary to show or demonstrate it. In the professional literature, this method is also called the method of obviousness. In the teaching of physical education, it is most represented in the form of a direct demonstration (presentation) by the teacher himself, which tells us that in addition to the fact that the first step between students and exercises is realized in words, visual communication is most present. It is used in the initial stages of

training certain physical movements or exercises. It contains the following forms: showing, showing and illustration in a physical education class. Demonstration (demonstration) is the basic method in the process of training a new element. However, it is necessary to distinguish between showing and showing and illustration in which there is also visual communication (Milenkovic V and Simic M. 2009).

Showing is seeing the authentic that is observation of moving activities that take place, for them, in authentic conditions (sports fields, gymnasium, stadium, competition). This means that when we want to show students a phenomenon, we have to put them in a situation to see it in all its authenticity. If we are not able to show a certain phenomenon, then for a good part of the program content from physical education, instead of showing, we will use showing (Milenkovic V and Simic M. 2009).

Demonstration is an attempt by a teacher to present certain phenomena or movements as technically correct as possible, but in conditions where the physical education class is realized. In this way, the teacher can successfully present certain motor forms that will enable students to better and more successfully understand and comprehend the technique of an element or physical movement. It can be said that the presentation is the basic didactic method in the physical education class. The presentation in the physical education class can take place in two ways: directly and indirectly (Milenkovic V and Simic M. 2009).

As a didactic term, illustration is very close to representation. The illustration should not be understood in its original meaning and should not be equated with the use of any artistic contribution. The illustration is related to a detail that is part of that whole, but for some reason it is less visible or even invisible, and it is very important. The relationship between representation and illustration can be presented as a relationship between the general and the special. It is related to indirect presentation, because it is the only way to deal with one isolated and isolated part of the exercise (Milenkovic V and Simic M. 2009).

2.2.1.1.3. Methods of practical exercise

The method of practical exercise is based on practical exercise in order to acquire motor skills, habits and abilities. The goal of the training is for students to master motor skills, abilities and habits as soon as possible after multiple repetitions. This method connects theory

and practice in which students acquire the necessary practical and theoretical knowledge, skills and habits in the field of physical education, as well as to directly train students for later independent exercise and sports activities, which, of course, increases motor levels, functional and sports-technical achievements of students. The teacher is obliged to plan, organize and implement these methods with his direct control of the work. The practical exercise of students is determined by several methods that are created by observing them from the aspect of whether certain movements that are processed are performed and practiced as a whole or in parts, or whether a combination of the first and the second is present. In that sense, we distinguish: synthetic, analytical and combined method (Matic M. 1978).

2.2.1.1.3.1. Synthetic method

The synthetic method of practical exercise enables the training of the exercise as a whole, as it is demonstrated and as the idea of it is created. At a younger school age, this method enables children to perform motor tasks in their entirety in their own way, without disturbing the logical connection of individual phases. Students of this age generally observe all phenomena in their entirety and their abilities of analytical thinking are still quite modest. Teaching contents for this age are simpler, which enables their faster adoption in its entirety. This method is considered the leading one and is most often applied in the final phase of training in the adoption of motor skills, skills and habits. In the initial phase of training, it is applied only if the movement task is simple and can be fully trained or if it is not possible to logically break it down into parts. At a younger school age, there may be some difficulties in applying this method, which can be overcome by performing exercises in easier conditions (reduction of performance speed, obstacle height, size of resistance) or elimination of certain details that hinder further progress of students in performing the exercise (Berkovic L. 1978).

The synthetic method appears in two variants: "copying or supporting what is demonstrated as a whole", and "the transition of practice from a simplified form of a whole to increasingly complex forms without touching the essence of the whole."

2.2.1.1.3.2. Analytical method

The analytical approach to the method of practical exercise is most often applied when the motor task is practiced in parts, broken down into logical wholes, which can be performed

without any additional movements. It is used in complex motor tasks when breaking down into parts helps to facilitate the adoption of a motor task, students learn the essence of the structure of a motor exercise, adoption seems more concrete and easier, which contributes to greater motivation and commitment to master a particular exercise. So, the analytical method is to practice the exercise in parts that must represent logical wholes (Jovanovic Lj. 2013).

However, care must be taken that this method is used to a limited extent, because long term training in parts can lead to automation of parts, which will make it difficult to assemble them into a whole. In order to prevent or mitigate the possible disadvantages of this method, it is recommended to use one variant of this method, analytical-constructive. It implies that the exercise is broken down so that each part that is processed can be combined with the already learned part. The analytical method itself implies that the separated parts of the exercises or elements are eventually connected as a whole and that this part should not be confused with the synthetic method (Milenkovic V and Simic M. 2009).

2.2.1.1.3.3. Complex method

A complex or combined method is the use of analytical and synthetic methods. It is used if the exercises that are being adopted cannot be simplified without disturbing the coordination essence. Exercise is performed by the synthetic method, and only certain movements that are too difficult or certain mistakes are corrected by the analytical method to the level required and enables relatively permanent adoption of the exercise.

2.2.2. Factors highlighting the meaning and significance of pedagogy

In educational institutions at all levels, the educators as well as the students need to be well-aware in terms of the factors that enable them to recognize the meaning and significance of pedagogy. Pedagogy is regarded as an important factor that promotes enrichment of the overall system of education. In addition, the individuals are able to understand that the curriculum is relevant and contain enough flexibility to accommodate different social learners, belonging to diverse categories and backgrounds. The educators have the primary job duty of leading to effective growth and development of the students. Hence, pedagogy is regarded as the key. When they will understand the meaning and significance of pedagogy and carry out their job duties well, they will be able to achieve the desired goals. Therefore,

understanding the meaning and significance of pedagogy is regarded to be of utmost significance in achieving the desired goals and objectives and enhancing the overall system of education. The factors highlighting the meaning and significance of pedagogy are stated as follows: (Husbands & Pearce, 2012).

2.2.2..1. Giving Consideration to the Voice of the Students

Consideration needs to be given to the voice of the students, especially when any improvements and changes are to be brought about in learning and in system of education. This means that students should be provided with the opportunities to express their ideas and viewpoints. In nursery schools, the students are young and normally do not communicate with the teachers in terms of various aspects related to education. But in primary, secondary and in higher educational institutions, the students should be provided with the opportunities to participate in the decision making processes and give suggestions to the teachers. In some cases, when the instructors are discussing in terms of activities, tests, competitions, assignments and so forth with the students and if one or more students have personal issues, they should be allowed to communicate in terms of them with the teachers and instructors. Another important benefit of this factor is, the students feel comfortable within the classrooms and develop motivation towards learning. Therefore, when consideration is given to the voice of the students, not only they will be able to give ideas and suggestions to their teachers and instructors, but the teachers and instructors and the students will be able to acquire an efficient understanding in terms of the meaning and significance of pedagogy.

2.2.2.2. Performance and Conduct of the Teachers

The performance and conduct of the teachers is regarded to be of utmost significance in understanding the meaning and significance of pedagogy, achieving academic goals and in up-grading the overall system of education. The teachers need to be well-aware in terms of various traits, which they need to put into practice in bringing about improvements in their job performance. These are, possessing the essential educational qualifications, competencies and abilities, possessing an approachable nature and an amiable attitude, being well-aware in terms of teaching-learning methods, teaching-learning materials and instructional strategies, understanding the needs and requirements of the students, providing equal rights and opportunities to all students, imparting efficient information to the students in terms of lesson

plans and academic concepts, being well-equipped in terms of modern, technical, scientific and innovative methods, putting into operation evaluation methods in an appropriate manner, being well-aware in terms of tasks and activities and leading to up-gradation of the overall system of education. Hence, these are regarded as important areas, in terms of which the teachers need to focus upon their performance and conduct. Therefore, it can be stated, performance and conduct of the teachers renders a significant contribution in highlighting the meaning and significance of pedagogy.

2.2.2.1. Knowledge and Understanding of the Teachers

When the teachers are recruited in educational institutions at all levels, the hiring authorities need to take into consideration various factors, when the interviews are conducted for recruitment purposes. These are; educational qualifications, skills, abilities, job experience, and personality traits. Apart from these factors, they need to be knowledgeable and well-aware in terms of the subjects, which they would teach to the students. The conducting of research through various sources such as, internet, books, articles, other reading materials and so forth would enable the teachers to be well-aware in terms of subjects and concepts. But they need to be well-equipped in terms of the methods and procedures that are needed in imparting information to the students in terms of academic subjects and concepts. The knowledge and understanding of the teachers are regarded as crucial in not only facilitating acquisition of education in terms of academic concepts, but also in helping the students in emerging into moral and ethical human beings and productive citizens of the country. Furthermore, the teachers will contribute significantly in bringing about improvements in the pedagogical methods. Therefore, it can be stated, knowledge and understanding of the teachers renders a vital contribution in highlighting the meaning and significance of pedagogy.

2.2.2.4. Clear Thinking in terms of Learning Outcomes

In educational institutions at all levels, there are goals and objectives to achieve. Some of the goals are long-term, whereas, some are short-term. The instructors as well as the students need to be well-equipped in terms of ways of achieving them. Apart from implementation of ways of achieving them, it needs to be ensured they are beneficial to the students as well as enriching to the system of education as a whole. Hence, the instructors as well as the students

need to be clear in terms of the goals. When they are clear in terms of the goals, they will be able to put into operation the measures and approaches to enrich the pedagogical methods in an efficacious manner. In most cases, the individuals in leadership positions, such as, heads, directors, and principles are vested with the rights and authority to establish goals and objectives. They organize discussion meetings in which they communicate with the other members in terms of them. As in the achievement of goals and objectives, the members need to work in collaboration and integration with each other. Therefore, it is well-understood, involves clear thinking in terms of long-term and short-term learning outcomes renders an important contribution in highlighting the meaning and significance of pedagogy.

2.2.2.5. Involves range of Techniques

At all levels of education, the group learning is regarded as important, the teachers and supervisors encourage the individuals to work in groups and learning should be promoted, especially in giving group projects. Guided learning is the learning that involves proper guidance by the teachers. In this case, when the students are working on any tasks and assignments, the teachers and the supervisors need to adequately guide and lead them in the right direction. In acquiring an efficient understanding of the academic concepts and achieve academic goals, the instructors put into practice various types of activities as well. The students are encouraged to participate in these activities, so they can render a significant contribution in achieving academic goals and augmenting the overall system of education.

These techniques in some cases are complicated. But when the students are working in groups, then they need to communicate with each other in a well-ordered manner and make provision of support and help to each other. It is the combination of pedagogical strategies and their deployment towards the generation of particular outcomes. In addition, this has the ability to draw on the pedagogic range. The implementation of pedagogical methods helps in bringing about improvements in the learning methods. Therefore, it can be stated, involves range of techniques, group learning, guided learning and individual activity renders a noteworthy contribution in highlighting the meaning and significance of pedagogy.

2.2.2.6. Puts into Operation Assessment Strategies

Assessment strategies are regarded as significant in identifying the performance of the students. After the teachers and instructors have imparted information to the students in terms of academic concepts, they need to assess how much the students have learned and whether the teaching-learning methods, teaching-learning materials and instructional strategies have proven to be meaningful and worthwhile or there are occurrence of any limitations. The different types of assessment strategies are class assignments, homework assignments, competitions, tests, exams, quizzes, presentations and other academic activities. When the students perform well, it depicts that the instructors are carrying out their job duties well. On the other hand, when the students experience set back in their performance, the instructors need to conduct an analysis of the limitations and formulate measures to bring about improvements.

However, when the assessment strategies are put into operation, the students need to prepare themselves well. The students at all levels of education need to recognize their responsibilities and put them into operation in an appropriate manner. Therefore it is well-understood, putting into operation assessment strategies is a key factor in not only facilitating student learning but also in highlighting the meaning and significance of pedagogy.

2.2.2.7. Takes into Account Diverse Needs of the Learners

In educational institutions at all levels, the learners are different from each other in terms of various factors, i.e., caste, creed, race, religion, gender, age, ethnicity, personality traits, occupation and socio-economic background. Apart from these factors, there are differences in their learning needs and requirements as well. The students differ from each other in their learning abilities. Hence, when the teachers are putting into practice, teaching-learning methods and instructional strategies, they need to take into account the diverse needs and requirements of the learners. The learners possess different skills, abilities and aptitude, which they use in acquiring education. In some cases, they are able to understand the concepts in a manageable manner, whereas, in other cases, they take time in acquiring an efficient understanding of the concepts.

Therefore, when the instructors are imparting knowledge and understanding to the students in terms of academic concepts and lesson plans, they need to take into account the diverse needs

and requirements of the learners. Therefore, it is comprehensively understood, the factors taking into account the diverse needs and requirements of the learners are an essential factor in highlighting the meaning and significance of pedagogy.

2.2.2.8. Takes into Account Academic Goals of Education

Taking into account academic goals and enrichment of the overall system of education is another factor that not only facilitates in recognizing the meaning and significance of pedagogy but also information in terms of the ways of bringing about improvements in the pedagogical methods. The important academic goals at all levels of education are, introducing modern, technical, scientific and innovative teaching-learning materials, teaching-learning methods and instructional strategies, promoting student learning, leading to their effective growth and development, creating a cordial and sociable environment within the classrooms, facilitating the students to emerge into productive citizens of the country, implementing pioneering assessment strategies, organizing workshops and seminars, organizing competitions, giving exercises to facilitate learning among students and leading to up-gradation of the overall system of education. When these goals are recognized and measures are formulated in achieving them, the overall system of education is up-graded. Bringing about improvements in pedagogy is regarded as significant in achieving academic goals and in leading to enrichment of the overall system of education. Therefore, in highlighting the meaning and significance of pedagogy, taking into account academic goals and enrichment of the overall system of education is a fundamental factor.

2.3. Major Problems on Teaching Physical Education

Teaching the subject makes a teacher being physically active and smart but there are problems with physical education teachers having too many classes to teach in a week/day and very large classes that makes so difficult to determine the teaching strategies and methods especially at the secondary level. Sometimes there is a lack of respect from others about the profession of physical education. Therefore, the strategies and other important thing are mentioned in physical education positively for the effective teaching learning process task to be accomplished. There might have been so many problems that hinder physical education teachers to not implement the teaching and learning process effectively.

This is supported by Deborah Wuest (1994), secondary school physical education programs have been criticized by the public and professionals. Criticism has focused on the worth of the subject matter, the outcomes realized, the manner in which the program is conducted, and its contribution to the education of students. Unfortunately, this criticism obscures the fact that there are many outstanding programs of secondary school physical education being conducted throughout the nation. Dedicated teachers work hard toward achieving the desired outcomes for their programs.

Using a variety of approaches that adhere to the basic tenets of curriculum and instruction and are sensitive to the context in which they teach. Lack of proper facilities could be one problem for physical education teacher to teach physical education lesson. Physical education learning experience becomes more memorable through the proper use of supplementary teaching aid; each teacher should have a variety of good instructional materials and teaching equipment. All such materials should assist students to learn and should not be used as means of entertainment where properly used such aids can increase the depth and speed of teaching learning activity with physical education lesson.

According to Mitzel in Azeb (1998), in some high schools the shortages of facilities are very real. They also explain that there remain many communities and institutions with the most limited facilities. On the influence that shortage of facilities can play claim they further suggests, when facilities are lacking or merge as in innumerable schools, then class in physical education are held in classrooms corridors and basements. Such places limit the program and when facilities are lacking children do not learn the skill and coordination that is essential for their development. Time allotment for physical education is also a problem for PE teachers in Practical lesson.

Bucher and Koenig (1974) suggested that the time advantage can be achieved by long period. So, time allotment is one of the most important factors that influence the students during physical education lesson to participate efficiently. Knapp and Leonhard (1968) stated that on a daily period requirement it the developmental and skill need of students is to be meeting with reasonable adequacy that is to say it will help to form a basis for further involvement in worthwhile activities. Therefore according to the above sentence, the period allotted for physical education can affect the students' participation in physical

education lesson for them to be effective. So that the long the time allotment the higher the students to participate in activities of physical education lesson.

With regard to this Knapp (1968) noted that physical educators are almost unanimous in the believes that a daily period is required in both elementary and secondary schools of the development, recreational, and skill needs of young people are to be meet with reasonable adequacy. Not all physical activity needed for health growth and development can be provided during one school period daily. This is because of the shortage of time and for involvement all students with in the give time is not enough. Physical educator's lesson, it is an interesting subject to be played in competitions where as in schools with both sexes. But in school areas there are certain teaching and student interest problems which require special method.

According to Bucher and Koenig (1974) stated that: The problems are method of dividing between the teaching of game skill and the actual playing of the game itself and problems in the method of specifying certain position on team sports and method on the problem of providing opportunities for creative thinking. There for in order to make the teaching and learning process effective, class organization and the method that the teacher going to use is the key to success for students to involvement in learning physical education lesson effective.

2.3.1. Attitudes of Teachers and Students toward Physical Education

If physical education is going to be responsive to the needs of each child, it should reflect the culture in which it is practiced. Students come to our classrooms with various backgrounds, reflecting differences in social and economic environments; individual and family values; demands and responsibilities placed on them; and exposure to physical education and sports programs. Children learn and respond to different values about the place of sport in society and their own role within that setting (Greendorfer, 1983). However, according to Frank (1990) and Halas et.al (2005) teachers usually teach the way they were taught.

Arabaci (2009) in the article attitudes towards physical education activities and class inclinations of Turkish school students, note that, many studies have

acknowledged family influence and support as an importance factor. Sports participation in pre- adolescent girls and adolescent's attitudes are associated with parent's participation (Colley et al, 1992; Greg son and Colley, 1986). Peers also influence pleasure by providing friendship and acknowledgment of achievements (Duncan, 1993). Furthermore, Boyle et al (2008) in the Australian journal of teacher education depicts that teachers feel that students are lured by the greater accessibility of inactive opportunities. Therefore, suggesting that lower physical capability in learners might be affecting both delivery and involvement in PE and physical activities (Boyle et al., 2008). According to an article-physical Education and Sports policy for schools, (2011) Motor skills and physical fitness development begins in the initial years of primary school. During the period, the students are physically and academically competent of benefiting from instruction in PE and are greatly motivated to learn. However, right through the school life, age-suitable training must be provided during PE. With these ideas in mind, people can well plan for the growth of our young person's arising from a number of discussions, explanation, experiences and events.

A study carried out by Gitonga et al (2011) of teacher-teaches physical education in second cycle primary schools attitude towards PE has been noted in primary schools. Gitonga encourages that in all the teachers in primary schools, teaching PE is mandatory for every teacher learner and must be taken in spite of interest, gender, age or physical environment. Therefore, students and teachers appear to correlate the subject with little esteem. The negative attitude factors developed by the trainee-teachers are carried to schools they are posted to after training.

Sakwa et al (2003) investigated second cycle primary school learners' attitudes towards participation in physical education programs, and the students' attitudes and their performance. Sakwa et al (2003) found that students have positive attitudes towards participation in physical education and that their performance is significantly Practices of the example is also clear in the methodologies used in the delivery of teaching PE lessons. Physical education programs are affecting by the needs of youth in a changing environment.

Traditional curricula must integrate social change while discovering ways to motivate youth to develop life-long physical activity habits. Previously this goal can be

achieved we, as physical educators, must be conscious of how young people within several of physical education observe teaching physical education in second cycle primary schools. This study was conducted to provide some awareness into the attitudes in second cycle primary school of youth toward teaching physical education and sport from a multi teaching physical education perspective.

2.3.1.1. Teacher's Preparation in Teaching Physical Education

This is another aspect that determines the quality of physical education and activity prepared and delivered by the teachers in schools. The general primary school-based result reflects not only the absence of research across the secondary grades in schools, but could probably be accredited to both secondary and specialist primary school teachers having committed PE unit as part of their training (Barros et al., 2005; Decorby et al; Dwyer et al, 2003; Morgan and Hansen, 2008; Morgan and Bourke, 2005; and Xiang et al, 2002). This specialization should prepare teachers with the skills to overcome challenges effortlessly and enable them to plan and apply programs accordingly.

Katherine et al, (2011) in their manuscript of physical education assets, class management, and learner physical activity levels, empirically appraise a proposed mock-up of physical education (PE) programs excellence in grained in the Donabedian (2003) organization progression result approach to presentation monitoring. Structure indicators of excellence include human (e.g. student to teacher ratio, accessibility of tutors completely listening carefully on PE), curricular (e.g. accessibility of curricula and lesson preparation resources associated with best practices in PE), and material (e.g. right to use amenities and apparatus) resources that contain the circumstances below which P.E is provided.

In addition, Katherine (2011) noted that learners who are present at schools with a sufficient number of tutors who completely provide PE coaching (specialist teachers) receive more PE knowledge and skills per week. Furthermore, the increasing generally experience to PE lesson time, the accessibility of dedicated PE teachers raised learners understanding of physical health and activity levels during class. A research article titled, promoting better health for teenage people during physical action programs and sports highlight, the importance of qualified and appropriately

trained physical education tutors. Sorry to say, most schools in Kenya do not have skilled professionals teaching physical education programs. In the United States of America (USA), only seven states were taught physical education by specialist teachers in all grades.

According to Curry (2012), the study shows that compared with classroom teachers, physical education tutors teach longer and top quality classes in which learners use extra time being physically energetic. In another research article by Curry (2012), primary teachers frequently skip the compulsory P.E. hours from their week because of emotion pressured by the scope of the curriculum and their absence experience and capability to teach the sensible component of the Personal growth, Health and Physical Education program of study.

The aspect of teachers' preparedness to teach physical education can to some extent influence the attitude of teachers in handling physical education in schools. According to

Kirui and Ahmed (2012), a successful student teaching experience is the key stone of pre-service teacher preparation. As envisioned, one of the main challenges of effective curriculum instruction in physical education in schools is the nature of supervision of teachers during training. In addition, if the preparation of teachers is not done well, the result will be disparities between the promises and realities in schools in the implementation of innovation or even existing curriculum policies as in the case of physical education in primary schools. Primary school teachers undergo PE teachers' certificate course for two years. Physical Education is one of the subjects taught in the colleges. In fact, the tutor trainees should have taught PE in the primary schools for the duration of the teaching practicum. After college, PE becomes a non-examinable subject in primary and secondary schools.

This aspect contributes very much to the poor attitude and poor quality of teaching physical education programs both primary and secondary schools in Kenya. Lack of specialist P.E teachers is a major undoing in primary schools in Kenya thus affecting the attitude and quality of PE programs in the learning institution. PE in primary schools examined, appears to be primarily delivered all the way through teacher-directed approaches, mostly given that teacher-directed approaches come out less widespread in other curriculum areas. Many teachers reported to continue using a

conservative lesson progression, involving a warm-up, ability-teaching practice, game, and warm-down movement when teaching PE (Petrie, Jones & McKim, 2007). From the study of PE, Morgan, Bourke, & Thompson (2001), PE teachers have great pressure on an individual's choices, practices and routine as future teachers of PE. Morgan et al (2001) state that trainee teachers learn ITE by means of preconceived knowledge linking to the practices of PE. To negate these preconceptions of PE and to increase more dependable ideas concurrent with curriculum assistance; enough time is to be specified for PE.

The current PE reduction in terms of hours allocated to PE inside ITE courses is of great concern to the stakeholders (Morgan, Bourke & Thompson, 2001). According to the study by Timperley et al, (2007) experienced teachers are to be given chance to take part in regular in-service focused on PE.

2.3.2. Factors Related with Administrators

For teaching School directors pay attention to particular innovations, there will be a greater degree of implementation in the classroom. Thus the school director is a key grantor of successful implementation he/ she play a major role in support the school activities such as giving moral support to the staff, by arranging staff development, collecting resource to the task establishing good working relationship among teachers by generating better solutions to the school problems. Administrative should play a facilitative role rather than evaluative and accomplish these actions, though the administrators do not directly play role in implementing classroom activity he/she needed to have knowledge of facilitating managing and planning (Zeng and Wang, 2015).

2.3.3. Factors Related with Organizations

Factors related organizational factors are: Instructional Materials, Class size of teaching, Time, skill, Effects of school context on teacher student relation and attitude.

2.3.3.1. Instructional Facilities and Materials

Discussion of classroom organization must begin with some attention to resource and facility that the specific set up demands its implementation. Further discussed that, when there is no lack of equipment and materials that appear geographically to understanding of the pupil teaching cannot be challenged indeed. Effective teaching learning to take place, classroom must be adequately organized and conducive enough. The crux of educational quality among others heavily relies upon the environmental conditions and facilities of the classroom. Whenever theoretical issues presented in classroom for students, it is practically proved that students get the most out of them when they supported by teaching materials (Wakuma, 2018).

The writer further maintained that classroom should have furniture that is comfortable and easy to move from one point to another and to arrange for different purpose. The most writer argued that classroom should encompasses teaching materials like, textbook, guide, map, charts etc. therefore teaching material and other classroom situation are often importance in the process of teaching and learning where lack of appropriate material results in hampering effective transmission of knowledge (Alsuiadi, 2015).

2.3.3.2. Class size of teaching

Class size refers to the number of pupils regularly scheduled to meet in the administrative and instructional unit, known as class or section, usually under the direct guidance of a single teacher (Michael, 2011). Class size concerns educators for various reasons because learning can only occur positively when lessons are under appropriate conditions both for the students and teachers. The classroom size has its own impact in facilitating or hindering activities of teaching and learning.

Teaching learning process depends almost entirely on communication between teachers and students, the number of students in a class determines the amount and quality of knowledge imparted to and gained by the students. Thus, the larger the size of the students' number in a class, the more difficult communication between the teacher and students becomes, the more effectiveness of teaching will be hindered and lower the quality of education will be. There are arguments which support the idea, that class size

by itself has nothing to affect teaching learning if the teacher selects appropriate methods of teaching. A universal complaint, even among teachers with unusual success in large section, was inability in such classes to find adequate time to treat individual differences in pupils (Michael, 2011).

Therefore, instruction in limited class size requires more preparation before class begins. Space, equipment and activities must be clearly determine to efficiently organize at least two groups working simultaneously with in the same area, provisions must be made for providing information to the groups clearly, quickly, and efficiently to avoid students' dependence on the teacher (as in the command style lessen) for direction, visual information, modeling and explanations (Martynovaa et al., 2016).

CHAPTER THREE: RESEARCH METHODOLOGY

3.1. Research Design

C.R. Kothari (2004, p. 31) describes research design as the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure. In fact, research design is the conceptual structure within which research is conducted; it constitutes the blueprint for the collection, measurement and analysis of data.

The major aim of this study was to assess physical education teachers' teaching methodology in teaching physical education practical class in Addis Ababa, Yeka sub city in woreda 01 at three primary schools. To achieve this aim the researcher used a research design that best suits with the study.

Thus, descriptive survey research design was employed because it enabled the researcher to describe the current phenomena of the area under study. Regarding to this, Sharma (2000) explains that descriptive research design is helpful to identify present conditions and to present needs. Besides, it is useful in showing immediate status of a phenomenon.

3.2. Research method

The researcher has employed mixed research approach involving both qualitative and quantitative methods to yield a research with a better strength than a research done with a single approach. In light of this, Creswell & Plano Clark (2007) as cited in Creswell (2009, p .2) mixed research method is an approach of inquiry that combines or associates both qualitative and quantitative forms. It involves the use of qualitative and quantitative approaches, and the mixing of both approaches in a study.

Accordingly, it is more than simply collecting and analyzing both kinds of data; it also involves the use of both approaches in tandem so that the overall strength of a study is greater than either qualitative or quantitative research.

3.3. Sources of data collection

To get essential and updated informations and data which help to answer the research questions, the researcher mainly used primary data sources.

3.3.1. Primary sources of data collection

The subjects of this study were all physical education teachers who have been teaching at woreda 01 in the three primary schools of Yeka sub city, Addis Ababa. Therefore, the primary data was collected from observation, questionnaire and focus group discussion held with these research participants.

3.4. Samples and sampling techniques

It is understood that addressing all the populations that the research concerns in researches is sometimes very difficult due to various constraints i.e resource, time, economy and others. Sampling enables researchers to obtain valid and reliable information with minimum cost, time and energy. That is why sampling and sampling techniques are important elements of researches.

The total populations of this study were 18 physical education teachers (13 males and 5 females) with the age range of 20 to 41. These teachers have been teaching in the three government schools found at woreda 01 of yeka sub city, Addis Ababa.

Thus, the researcher has used purposive sampling to take all physical education teachers 100% (18/18) of the total populations who have been teaching in those three government schools of woreda 01, yeka sub city, Addis Ababa. It is because including all the total physical education teachers in the research can be easily manageable, and the data to be collected from them is irreplaceable.

According to Gay and Airasian (2003) the sample of 10 %–20 % is often used conducive in researchs. However, the researcher believes that the data gathered from a large number of populations can increase the reliability and validity of the gathered data. The more our target populations are, the most reliable and valid our data can be. That is why 100% of the teachers were taken to be participants of the research.

3.5. Instruments of data collection

In this study, data collection instruments like observation, questionnaires and focus group discussion were used to get the data from the respondents.

3.5.1. Observation

According to Best and Kahan (1989) observation gives the firsthand account of situations under study; and when combined with other data collecting tools, it allows for a holistic interpretation of the situations which are being studied.

Because of the richness and credibility of information it can provide, observation is a desirable type of data gathering instrument. Accordingly, non-participant observation was used in this study.

Therefore, the researcher has adapted classroom observation checklists with modifications from other researcher in a way that can suit to her study and observed the overall teaching practice of HPE teachers to teach physical education practical class. This is to get actual information and to cross check the data gathered through other sources. When the classroom observation took place, the HPE department head teachers in each school were the co-observers of the researcher.

C.R. Kothari (2004, p. 96) strengthen this as under the observation method, the information is sought by way of investigator's own direct observation without asking from the respondent. The main advantage of this method is that subjective bias is eliminated, if observation is done accurately. Secondly, the information obtained under this method relates to what is currently happening; it is not complicated by either the past behavior or future intentions or attitudes. Thirdly, this method is relatively less demanding of active cooperation on the part of respondents as happens to be the case in the interview or the questionnaire method.

3.5.2. Questionnaires

As Best and Kahan (1989) and Sharma (2000) state that a questionnaire enables a researcher to collect data from large groups of individuals within a short period of time; and it is also

easy to administer to a number of subjects in one place at a time. Thus, questionnaires were designed and administered. In order to reduce confusion while filling out the questionnaires, the questionnaires were close ended. Close ended questions have tremendous advantages over open-ended questions. They are not difficult for those participants to respond for the close-ended questionnaire. Besides, close-ended questionnaires are easy for the researcher to code numerically and analyze.

In this regard, Creswell (2012, p.386) reveals that closed-ended questions are practical because all individuals could answer the questions using the response options provided. This enables a researcher to conveniently compare responses. They are also useful for sensitive questions because participants might feel more comfortable knowing the parameters of response options. In addition to these, close-ended questions can provide a means for coding responses or assigning a numeric value and statistically analyzing the data.

The items in the questionnaire were prepared in English based on the review of related literature. After that, the researcher has given them to be evaluated by her advisor, and her colleagues who are prospective graduate students in the same university whether the questionnaires enable her to get the relevant data for the research.

3.5.3. Focus Group Discussions (FGDs)

FGD was used as another important data gathering tools in this study for it naturally helps to elicit information about a socially and culturally constructed phenomenon. Dornyei (2007) as cited in Zewudu Emiru (2012) points out that focus group discussion is flexible and information-rich by nature and it allows the emergence of a useful discussion about a broad topic. Also Creswell (2009) suggests that focus group discussion is effective instrument of data collection in a situation where the researcher is interested in the shared social and cultural practices. While individual interviews were used to give subjects the chance for free expression of their individual opinion that they may not want to share with others, the focus group discussions are used as the main tool of generating subjects' HPE practical class teaching practices.

The focus group discussion was held with the 9 HPE teachers to supplement information and to cross-verify /substantiate/ the result obtained from the questionnaire and the classroom observation and to get greater depth of information.

The researcher used systematic sampling to select those target populations to the focus group discussion. “In systematic sampling, you choose every n^{th} individual or site in the population until you reach your desired sample size (Creswell, 2012, p. 143).

To get the samples, the researcher first wrote the names of the total populations. For fair and equal involvement of males and females in the research, both sexes were written in a separate paper and were sorted in their alphabetical order. After that, the researcher divided the total population by the desired sample size to get the interval how he would take the samples. According to Yalew Endawek (2004)

$$K = \frac{T}{n} \quad \text{Where,}$$

K= is the number that determine the interval,

T = total population of the study

n=the samples

Thus, $k = 18 \div 9$ then, $k = 2$. Finally, the researcher took every 2nd from the list to the interview. As a result, the researcher has gotten 6 male and 3 female students as samples for the research.

This sampling method was employed by the researcher for it is characterized by the fact that the probability of selection is the same and equal for every case in the population.

The discussion consisted of 10 items. The researcher believes that interaction with the teachers can improve the chances that the information gathered is truthful and complete. With the agreement and preference of the respondent teachers, the researcher used mother tongue /Amharic/ as a medium for the discussion. This as the researcher believes enabled the communication between the respondents and the researcher to be fruitful. The respondents did not fear to make mistakes in the foreign language. Therefore, the interaction was free and the result was as intended by the researcher.

3.6. Procedure of data collection

The first data gathering tool that was administered is observation. The researcher has observed how the teachers were teaching physical education particularly the practical class to their students. While doing so the researcher has had an observation checklist at hand and the co-observer too. Hence, the head teachers from each school's department assisted the observation. Following this, questionnaire was distributed to the target teachers and data was collected. Finally, there was focus group discussion with the target teachers.

3.7. Methods Data Analysis

Analysis consists of “taking the data apart” to determine individual responses and then “putting it together” to summarize it. Analyzing and interpreting the data involves drawing conclusions about it; representing it in tables, figures, and pictures to summarize it; and explaining the conclusions in words to provide answers to the research questions (Creswell, 2012).

The data collected were analyzed quantitatively and qualitatively. Thus, the data gathered through questionnaire was analyzed *with SPSS version 21*. On the other hand, the data collected via observations and focus group discussions were analyzed qualitatively or thematically using words.

3.8. Ethical consideration

As Creswell (2012, p. 169) it is important to respect the site in which the research takes place. This respect should be shown by gaining permission before entering a site. Data collection should be ethical and it should respect individuals and sites. Obtaining permission before starting to collect data is not only a part of the informed consent process but is also an ethical practice. Protecting the anonymity of individuals by assigning numbers to returned instruments and keeping the identity of individuals' confidential offers privacy to participants.

Therefore, all the necessary ethical considerations were taken in to account before the questionnaire, the observation, the focus group discussion and the interview were

administered for the target populations. Thus, the school administrators have already been asked for permission to conduct the study. Next, the teachers were asked and convinced to give genuine and reliable data to the researcher.

CHAPTER FOUR: ANALYSIS AND DISCUSSION OF RESULTS

4.1. Introduction

This Chapter deals with the analysis and interpretation of the data obtained through different data gathering instruments. Observation, questionnaires and focus group discussion were used to obtain data on assessing the teaching methods of physical education teachers in teaching physical education practical class. This chapter has three main sections. Section one deals with the analysis of teachers' questionnaire. Section two displays the practical class observation. Finally, in section three the interpretation and analysis of teachers' focus group discussion is presented.

4.2. Presentation of Teachers' Questionnaire Results

This section is concerned with the analysis of the questionnaire's data. The teachers' questionnaire was designed to validate the information gained through classroom observation and focus group discussion. In addition to this, it was used to obtain information that could not be gained through practical class observation. Teachers' responses to each questionnaire item were analyzed and interpreted as follows.

4.2.1. Part One: Teachers' Profile

As indicated in chapter three, 7 Miyazya 23, 6 Tigil Lenetsanet and 5 Kidus Markos KG and primary school health and physical education teachers were involved in this study. The teachers' background information/ profile are presented below.

Table 1: Teachers' Profile

No	Items	Description	Frequency	Percent
1)	Target populations of the research per school	Miazia 23	7	38.9
		Tigil Lenetsanet	6	33.3
		Kidus Markos	5	27.8
		Total	18	18
2)	Sex of respondents	M	13	72.2
		F	5	27.8
		Total	18	100
3)	Age of respondents	20-25 years	3	16.7
		26-30 years	6	33.3
		31-35 years	7	38.9
		36-40 years	1	5.6
		41 years and above	1	5.6
		Total	18	100.0
4)	Educational background	Diploma	10	55.5
		Degree	7	38.9
		MA	1	5.6
		Total	18	100.0
5)	Total years of experience in teaching	0-5 years	7	38.9
		6-10 years	8	44.4
		11-20 years	1	5.6
		21 years and above	2	11.1
		Total	18	100.0
6)	Teaching load of respondents per week	10-15 periods	3	16.7
		16-20 periods	13	72.2
		21 periods and above	2	11.1
		Total	18	100.0

As one can see from the table that shows respondents' profile, 7 Miyazya 23, 6 Tigil Lenetsanet and 5 Kidus Markos KG and primary school health and physical education teachers were the target populations of this study.

Sex wise, table 1 above illustrates that 13 (72.2%) of the research target populations are males. On the other hand, 5 (27.8%) of the research participants were females.

Age wise, table 1 above shows that 3 (16.7%) of the respondents fall in the age of 20-25 years; 6 (33.3%) are 26-30 years, 7 (38.9%) of them are 31-35 years old. Likewise, 1 (5.6%) of the respondents are 36-40 years old; while 1 (5.6%) of the informants are 41 years old and above. Thus, the respondents' profile in the above table entails that most of the teachers are at young age for teaching. It is regarded as the appropriate age for teaching especially physical education.

On the basis of the data from the teachers' profile, it can be concluded that most (55.5%) of the subjects of the study do not meet the minimum qualification required, that is; degree to teach health and physical education in primary schools. In this regard the newly introduced education road map of Ethiopia states that teachers of primary schools shall be those with degree educational qualifications. Contrary to this, only 7 (38.9%) of the teachers are well qualified to the level. Perhaps, this may have its own negative impact on the teachers and students' practice of teaching and learning.

As to the teachers' experience in teaching health and physical education, table 1 above shows that 7 of the teachers taught physical education for 5 years and below; whereas 8 of them taught for 6-10 years. On the other hand, 1 of the respondents had 11-20 years of total experience in teaching the subject health and physical education, and 2 of the teachers have a total teaching experience of 21 and above. As a result, it is possible to say that the respondents are well experienced in teaching the subject.

The table above demonstrates that 13 (72.2%) of the respondent teachers teach 16-20 periods per week while 3 (16.7%) of them have 10-15 periods per week. The rest 2 (11.1%) of the teachers have been teaching 21 periods and above. As it could be understood from the table, majority 13 (72.2%) of the respondents are over loaded. This in turn may negatively affect the teachers to prepare themselves beforehand and teach their students well.

4.2.2. Part Two: Questions related to assessing the teaching methods of physical education teachers in teaching physical education practical class

Table 2: The number of students' per class and its effect on HPE practical

No	Items	Alternatives /Responses /	Frequency	Percent
1)	What is the number of students per classroom in your class?	below 55	14	77.8
		56-60	4	22.2
		Total	18	100.0
2)	To what extent large class size affect physical education practical class?	High	17	94.4
		Low	1	5.6
		Total	18	100.0

According to the above table of item 1, 14 (77.8%) of the respondents said that the number of students per classroom are below 55 while 4 (22.2%) of them replied as the number of students in one classroom is 56-60. Generally, as majority of the subjects' response shows there is large class size in the schools where this study was conducted.

Item 2 asked teachers to what extent large class size affect physical education practical class. The responses of 17 (94.4%) of the participants to this item revealed that large class size can highly affect physical education practical class. In response to the same question, 1 (5.6%) of the teachers have disclosed that the effect of large class size on physical education practical class is low.

Table 3: The employment and distribution of physical education teaching materials

No	Items	Alternatives /Responses /	Frequency	Percent
1)	How often do you use supportive teaching aids for the practical class?	Always	1	5.6
		Sometimes	16	88.9
		Never	1	5.6
		Total	18	100.0
2)	What do you think regarding distribution of physical education teaching materials?	Insufficient	17	94.4
		Unknown	1	5.6
		Total	18	100.0

A large proportion of teachers 16 (88.9%) replied “sometimes” when they are asked how often do they use supportive teaching aids for the physical education practical class. Opposite to this 1 (5.6 %) of the respondents responded that he/she never uses supportive teaching aids for the physical education practical class. The remaining 1 (5.6%) of the teachers replied as she/he always uses teaching aids in her/his physical education practical class.

Question 2 was used to evaluate what the respondent teachers think regarding distribution of physical education teaching materials. Thus, majority of the teachers 17 (94.4%) responded quite negatively and to them the distribution of the teaching materials is insufficient. While the remaining 1(5.6%) of the respondents are not informed whether the distribution of the teaching materials is sufficient.

Table 4: The attitude of teachers, school administrators and school societies towards

No	Items	Alternatives /Responses /	Frequency	Percent
1)	Do you like teaching physical education?	Yes	7	38.9
		No	10	55.5
		Partially	1	5.6
		Total	18	100.0
2)	Do you believe physical education has equal perception with the other subjects by school administrators and school societies?	No	16	88.9
		Not sure	2	11.1
		Total	18	100.0

In Table 4 above there are 2 questions which are related to the attitude of the teachers, school administrators and school societies towards the subject physical education. Hence, the responses of 10 (55.5%) of the total target populations of the study to item 1 revealed that they don't like teaching physical education. Contrary to this, 7 (38.9%) of the teachers have disclosed that they like teaching the subject physical education. The remaining 1 (5.6%) of the respondents replied "partially" when they are asked if they like teaching physical education.

When teachers responded if physical education has equal perception with the other subjects with school administrators and school societies, 16 (88.9%) of them replied that the subject has never been perceived equally as other subjects do. Only 2 (11.1%) of the respondents are not sure whether the subject has equal perception with the other subjects by the school administrators and school societies.

From the above analysis, it is promising to say that health and physical education teachers haven't the interest to teach the subject. Perhaps this may be because the subject they have been teaching hasn't been equally valued by the school administrators and school societies at large.

Table 5: The teaching practice of physical education teachers in teaching practical class

No	Items	Alternatives /Responses /	Frequency	Percent
1)	Have you taken post graduate diploma in teaching (PGDT)?	Yes	12	66.7
		No	6	33.3
		Total	18	100.0
2)	If your answer to question number 7 is yes, are you teaching accordingly?	Yes	1	5.6
		No	11	61.1
		Total	12	66.7
		Missing	6	33.3
		Total	18	100.0
3)	Do you follow the procedures suggested in the teacher's book for presenting the practical lessons?	Yes	8	44.4
		No	10	55.6
		Total	18	100.0
4)	If your answer to question number 9 is "yes" how often do you use it?	Sometimes	8	44.4
		Rarely	1	5.6
		Total	9	50.0
		Missing	9	50.0
		Total	18	100.0

As shown in the above table, 12 (66.7%) of the respondents have taken post graduate diploma in teaching (PGDT) which is helpful to teach subjects as they should be taught. Contrary to this, 6 (33.3%) of the respondents replied that they haven't taken it and they are not certified.

Item 2 which is the continuation of item 1 in the above table asked if the teachers who have taken post graduate diploma in teaching are teaching accordingly. The responses of 11 (61.1%) of the teachers to this item disclosed that they are not teaching their subject in view of that. Only 1 of the subjects of the study responded as he/she is teaching with the knowledge he/she has got from his/her PGDT courses.

Question 3 in the table above was to determine if the teachers follow the procedures suggested in the teacher's book for presenting their practical lessons. Accordingly, 8 (44.4%) and 10 (55.5%) respondents replied yes and no respectively.

Moreover, the teachers' responses to item 4, which is an extension of item 3, indicated that 8 (44.4%) of the teachers sometimes follow the procedures suggested in the teacher's book for presenting the practical lessons. While the rest 1 (5.6%) of the teachers rarely follow the procedures suggested in the teacher's book for presenting the practical lessons.

Table 6: The number of students' per class and its effect on HPE practical class

No	Items	Alternatives /Responses /	Frequency	Percent
1)	Have you attended PE workshops since you left the training college or university?	Yes	4	22.2
		Never	9	50.0
		Rarely	5	27.8
		Total	18	100.0
2)	Do you involve on-job professional development activities/trainings to enhance the quality of your teaching?	Yes	2	11.1
		Not at all	12	66.7
		Rarely	4	22.2
		Total	18	100.0

As the table above reveals 4 (22.2%) of the respondent teachers have attended PE workshops since they have left the training college or university they joined. However, 9 (50%) of the respondents confirmed that they haven't ever attended PE workshops since they have left the training colleges or universities they joined.

It is well-known that adequate training, whether in-service training or pre service training is an indispensable means to make physical education teachers aware of methodologies of practical class teaching. Accordingly, in item 2 the teachers were asked whether or not they had taken adequate in-service training to enhance the quality of your teaching.

In reporting to this item, as table 5 depicts, the great majority of the informants (66.7%) confirmed that they had not gained adequate on-job or in-service training on activities/trainings to enhance the quality of their teaching at all.

Only a minority of the respondents (11.1%) replied that they had gained in-service training that enhances the quality of their teaching. From this, one could infer that the majority of the informants may not properly implement appropriate practical class teaching methodologies.

Therefore, here, it can be argued that the teachers should gain workshops and on-job trainings on physical education practical class teaching should be given to health and physical education teachers of the schools where this research were conducted.

4.3 Practical Class Observation

As it is presented under chapter three, classroom observation is one of the data gathering tools used in this study. Thus, a carefully adapted, modified and a check list prepared by the researcher herself was used to observe the practical teaching and learning practices of health and physical education practical lessons. Accordingly, three schools and 18 physical teachers had been selected and were observed four times each as they were teaching the practical lessons.

The performances of both the teachers and the students were checked against the items in the check list personalized based on the literature review from other researcher and prepared by the researcher herself. Hence, the practical class observation check lists were adapted from Duressa Bulbula (2020) with modification. The observation has three important parts. The first part (part one) is about the preparatory part of the practical lesson of both teachers and students HPE class while the other (part two) is on the main part of teachers and students. The last part or part three is about the Concluding session of the practical lesson.

4.2.1.1. Part one: observation results of the practical class

A. Preparatory class practices of the teachers' and the students'

Table 7: preparatory part of the practical lesson

N ^o	Items	Day One			Day Two			Day Three			Day Four		
		Options			Options			Options			Options		
		Yes	Partially	No	Yes	Partially	No	Yes	Partially	No	Yes	Partially	No
1.	The teacher wears appropriate sport clothes /sportswear	6	10	2	9	9		11	3	4	12	5	1
2.	The students wear appropriate sport clothes /sportswear	-	16	2	10	6	2		16	2	14	-	2
3.	The daily lesson is well introduced	10	6	2	15	-	3	14	-	4	15	1	2
4.	Warm-up before the practical lessons	10	-	8	16	-	2	12	4	2	13	-	5

Adapted from Duressa Bulbula (2020) with modification

When exercising, what students wear can be just as important as what they do. Having the right clothing during exercise can give students both comfort and safety. However, as we can see in the check list above both the teachers and the students partially wear appropriate sport clothes. Partially is to mean a short or a trouser, the shirt or the jacket of their cloth. Nonetheless, when a teacher and students went out for the practical class of health and physical education, they should make sure that they all are with appropriate sport clothing.

The introductory part of a lesson is established to give the learners some context, structure and direction about the content they are to dive about. In this regard, majority of the teachers observed during the practical class introduced their lesson well.

Warming up essentially tells the body to prepare for exercise with light intensity or low impact movements. Warming up for students and teachers during physical education practical class may help them reduce the risk of injury and soreness by pushing their cardiovascular system to get their blood pumping and their body temperature higher. Thus, as it can be seen in the table above most of the observed teachers do warming-up exercises before they start the practical lessons.

B. Main part phase practices of teachers' and students'

Table 8: Main part of the practical lesson

N ^o	Items	Day One			Day Two			Day Three			Day Four		
		Options			Options			Options			Options		
		Yes	Partially	No	Yes	Partially	No	Yes	Partially	No	Yes	Partially	No
1.	Students are organized in pairs and small group for the practical class	6	-	11	8	-	10	9	-	9	13	1	4
2.	The environment is suitable for practical class	7	-	11	7	-	11	7	-	11	7	-	11
3.	The practical class timetable is convenient	8	-	10	2	-	16	8	-	10	5	-	13
4.	Adequate teaching materials and facilities are available	-	-	18		-	18		-	18		-	18
5.	The teacher demonstrates the exercises to the students/The teacher serves as role model for their students	5	-	13	9	1	7	8	-	10	11	-	7
6.	Students practice demonstrations	6	4	8	1	4	13	4	4	10	8	3	7
7.	The teacher encourages the students to do the daily physical exercises	4	6	8	6	2	10	6	4	8	8	4	6
8.	The teacher monitors and provides feedback	7	-	11	5	2	11	4	2	12	7	2	9

Adapted from Duressa Bulbula (2020) with modification

Most of the time physical education practical classes are structured and organized with team activities, preparing students for real-life team situations. Thus, students can develop their social skills with classmates, and they will likely increase their academic performances too. Nevertheless, unlike in the preparatory phase majority of the teachers failed to perform many of the practices in the main part of the practical lesson. Most of the teachers failed to organize students in pairs and small groups for the practical class.

Sport fields or playgrounds are fundamental for teachers and students to conduct physical education practical class. Schools should have safe fields where children can run, jump, play, etc. without the fear of injury. In contrary, as the data in the observation shows the environment is not suitable for practical class. The fields in all the schools in which the practical class are being taught are not suitable.

During the observation the researcher witnessed that most of the classes of health and physical education are not convenient. They are adjusted to be in the afternoon around the completion of the whole class. Therefore, teachers and students were forced to do the practical lessons in the hot sun. This in turn, may negatively affect the way the teachers carry out the lesson and the way students learn too.

As the result of the observation entails teachers of health and physical education do not go to field with adequate teaching materials and facilities. What they only go with is ball. Immediately, after the warming-up exercises are done, they give their students the ball and let them play until the time allotted is completed. However, sport facilities are intended to advance physical well-being, further the spirit of sportsmanship and also allow children to play safe. In this regard, Robert (2018) stated that sports facilities are used in two major aspects, which are it allows children to participate and stay healthy while doing so.

The other item during the observation was whether the teacher demonstrates the activities to the students. Thus, below half of the observed teachers do not demonstrate the practical lesson. As stated above what they just do is giving the children the ball and let them play until the bell rings. More over the students were not given the chance to practice what was demonstrated. Let alone monitoring and providing feedback to the students, majority of the observed teachers do not encourage their students to do the daily physical exercises.

C. Concluding part practices of the teachers' and the students'

Table 9: Concluding part of the practical lesson

N ^o	Items	Day One			Day Two			Day Three			Day Four		
		Options			Options			Options			Options		
		Yes	Partially	No	Yes	Partially	No	Yes	Partially	No	Yes	Partially	No
1.	Cooling down after physical exercises	4	-	14	5	-	13	6	-	12	11	-	7
2.	Students are encouraged to assess their own work	5	-	13	6	-	12	7		11	10	-	8
3.	The instructional time designed for the class is used wisely	3	4	11	2	-	16	1	4	13	2	-	16
4.	Various teaching methodologies are employed during the lesson	3	-	15	2	3	13	3	2	13	7	-	11
5.	The teaching methods used are appropriate for that practical class	2	-	12	2	-	16	3	-	15	5	-	13

Adapted from Duressa Bulbula (2020) with modificatio

As shown in the filled observation check list more than 75% of the teachers do not carry out Cooling down exercises after the practical class ends. To this end, cooling down after students workout allows them for a gradual recovery of pre-exercise heart rate and blood pressure. it is as important as warming up, helping the blood to keep flowing through the body and preventing unpleasant side effects that can come when a sudden stop in exercise cause our blood pressure to drop.

Self assessments enable students to be reasonable judge of their own performance and to develop their work. It occurs when students assess their performance. This in turn may assist in making them more aware of and more responsible for their own learning process. On the other hand, from the data gathered during the observation, students were neither assessed by their teachers nor encouraged to assess their own work at the completion of the practical class. As soon as the bell rings, the students rush to class or home.

The amount of time during which students receive instruction from their teachers at school should be employed wisely. From the observation result seen above one can conclude that the instructional time intended for the class is not used wisely. As explained in the analysis of the main phase of the practical class interpretation, giving ball and permitting pupils to play is habitual for many of the teachers. Above and beyond students look happy with what has been done.

Since the teaching methodologies employed by the teachers are similar and mainly are teacher centered particularly lecture during the practical lesson of physical education class, talking about the employment of various teaching methodologies looks nonsense. To this end, teacher centered methodologies may get students bored, may make their minds wander and they may miss key information. Repeated employment of similar teaching methodologies may lead students to a potential exhaustion.

Practical class of health and physical education is not all about playing football and other games till the class ends. Therefore, as the observation entails the teaching methods used are not appropriate for the practical classes observed. Practical class of health and physical education is taught in school that focuses on developing physical fitness and the ability to perform physical activities with ease.

4.3.2. Part Two: Observation intended to see availability of school facilities

Table 10: Availability of school facilities used to teach HPE practical class

N ^o	Availability of school facilities	Tigil Lenetsanet primary school				Miyazia 23 primary school				Kidus Markos primary school			
		Available	Partially available	Not available		Available	Partially available	Not available		Available	Partially available	Not available	
1.	Sport field			✓			✓					✓	
	Javelin	✓			✓							✓	
	Shoot put			✓	✓							✓	
	Hurdle			✓			✓					✓	
	Long jump pit			✓			✓					✓	
2.	football game field	✓			✓				✓				
	Football balls	✓			✓				✓				
	volleyball court			✓			✓					✓	
	Volleyball balls	✓			✓				✓				
3.	Mat			✓			✓					✓	
	Parallel bar			✓			✓					✓	
	Horizontal bar			✓			✓					✓	
	Water facility		✓			✓			✓				
	Room for changing cloth			✓			✓					✓	
4.	Condition of the school, attraction and safety			✓			✓					✓	

Slightly adapted from Duressa Bulbula (2020)

The above observation checklist was to see the availability of school facilities helpful to teach health and physical education practical class. As a result, in all the schools observed there are no athletics facilities or equipments except balls. Such as athletics field, javelin, shoot put, hurdle, long jump pit, volleyball court, mat, parallel bar, horizontal bar are hardly possible to find in the schools.

Even water is not always available in the schools. The schools get in to turns to get water as the residences do. However, as institutions where children are spending most of their time water should always be there. Most surprisingly, the schools observed have no rooms for students to change their clothes. This might negatively contribute for students to come without their sport clothes during the practical class session.

The only supportive teaching materials that teachers of health and physical education can use are volleyballs and footballs.

As mentioned in the analysis of the data gathered through observation, though the schools have a field where they go out for practical class, those fields lack many things. Generally, the schools' fields are not attractive to students for physical exercise. They are full of dust.

4.4. Analysis of teachers' focus group discussion

As indicated in chapter three, 7 Miyazya 23, 6 Tigil Lenetsanet and 5 Kidus Markos KG and primary school health and physical education teachers involved in this study. Among these populations of the research, 9 samples are made to involve in the focus group discussion.

4.4.1. Teachers' Focus group discussion

The results observed so far through two different instruments indicate that the practical class practices of health and physical education teachers is not as it should be. The need to look into the causes of these problems is crucial to recommend solutions. To that end, some more investigation through group discussion is very important and makes the reliability of the data gathered dependable. 50% or 9 from the total research target teachers (18) were invited to a focus group discussion.

1. If there is the problem of large class size in your school, what are the effects of this problem?
2. How do you teach physical education in general and the practical class in particular?
3. Do you use various and different teaching methodologies to teach physical education practical class?
4. What are the common teaching methodologies you frequently use to teach physical education practical class?
5. Do you use different materials and teaching aids while teaching the practical class?
6. Is the school leadership supportive in fulfilling physical education learning materials and facilities? If No, what do you think is the reason?
7. How much was spent in school budget to purchase PE facilities and equipment in your school?
8. How does the shortage of learning materials and facilities affect teaching physical education practical class?
9. How do you perceive physical education as a field of study?
10. How do the administrators and the school societies in general perceive physical education as a field of study?

The result from the focus group discussion is presented as follows.

Regarding the question whether there is a problem of large class size in their school and what the effects of this problem are, they all agreed as there is a problem of large class size in their schools. They added that this in turn is a reason to many problems. Because of large class size, teachers may not be able to treat their students equally. One of the participants explained the issue as follows:

During practical class, it wouldn't be easy to distribute working materials for all the students. Besides, the field in our school is not wide enough to equally participate all the students. Therefore, this makes students off task for long. This on the other hand makes students bored.

As the discussion continued the next question was how teachers teach physical education in general and the practical class in particular. One of the participants said that the practical class is being taught well. The question is explained with the respondent as:

After we completed the theoretical portion of the subject, we go out of the classroom for the practical class. Then, I demonstrate each skill and try to teach them.

However, almost all the participants replied as their students play games during the practical session of their class. For these respondents practical class is about giving ball for students let to play. Accordingly, below is one of the teacher's responses.

The subject is more of practical. Therefore, those lessons are delivered to the students in the form of games. I motivate my students to do so in the practical class. I let students to play their own games after they tried the daily physical exercises.

When teachers were asked about whether they use various and different teaching methodologies to teach physical education practical class. In this regard all of the informants expounded as they use various and different teaching methodologies to teach physical education practical class.

Concerning the common teaching methodologies they frequently use to teach physical education practical class;

Even though teachers participated in the discussion replied “Yes” when they were asked if they use various and different teaching methodologies to teach physical education practical class, they confirmed that they only use demonstration while teaching the practical class of physical education. One of the participants responded as:

After I teach students the theoretical part, I teach them the practical lesson in the field through demonstration.

As the discussion continued the next question was whether the teachers use different materials and teaching aids while teaching the practical class. All of the teachers reacted that they don't use different materials and teaching aids while teaching the practical class. They added shortage and overlapping of classes for why don't use teaching aids. Two respondents reacted as:

At the same time, more than two class students may have physical education practical class. This makes accessing and using supportive materials to the lesson extremely difficult.

The available materials are very limited in number. Even some very important health and physical education materials are unavailable in our school. Thus, we don't use supportive teaching materials.

For the question that deals whether the school leadership is supportive in fulfilling physical education learning materials and facilities and if No, what they think are the reasons. For this all the respondents entered into open discussion forwarded their ideas as the school administrators are not supportive because they don't consider the field as a subject. One of those participants responded as:

Let alone availing all the equipment which are helpful to teach health and physical education practical lesson, the school administrators do not full fill the very necessary teaching materials. This is because they don't take physical education as a subject. They consider the subject only as an enjoyment to children or students.

As the discussion continued, the respondents added that the school leaders always compare today's teaching learning with the time they were learning.

Our school administrators always compare the present teaching learning practice with the time they were learning. Besides, they firmly think that physical education supportive materials have no any contributions.

For the question how much was spent from the school budget to purchase PE facilities and equipment in their school, there was a dominant opinion from the discussions that there is no budget in their school for health and physical education.

There is no budget for health and physical education. We don't know about the budget you are talking or asking us.

In the discussion, participants reflected on how the shortage of learning materials and facilities affect teaching physical education practical class, participants seemed to be with the opinion that lack of learning materials and facilities affect teaching physical education practical class in many ways. If students can't be addressed with materials during the practical class, they get demotivated and this in turn makes them bored.

Around 70% of health and physical education lesson is practical. There are many types of equipment needed to teach those classes. Such as, horizontal bar, cones, shoot put, javelin, balls, discus, hurdle and etc. with the absence of those materials, it is very hard to demonstrate and teach the skills as they should be demonstrated and taught.

The other question was how health and physical education teachers perceive physical education as a field of study. In their discussions participants reported that the subject is very important to the overall well being of students. Two participants reacted as follows:

Health and physical education as a subject is very important for students to bring mental, psychological, and physical development.

The subject health and physical education enables students to make themselves ready to other subjects. In addition to this, it makes them to be active and alert.

The last question of the discussion was how the administrators and the school societies in general perceive physical education as a field of study.

From the discussion the administrators and the school societies in general perceives the subject having no use than entertaining students. Two of the participants explained the response of the question as follows:

The school administrators in particular and the school society in general look the subject as an entertainment and game.

They think that the games that students play during health and physical education practical class have no any contribution to the students.

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1. Introduction

This study is aimed to assess the teaching methods of physical education teachers in teaching practical class. The researcher employed mixed research design and collected data using classroom observation, questionnaires and interviews. It came up with a number of insights presented, interpreted and discussed in chapter four.

This last chapter summarizes the major findings that emerged from the analysis of the qualitative and quantitative data collected for the study. Finally, based on the findings, it draws conclusions, implications of the findings, and recommendations.

5.2. Summary

This study is aimed to assess the teaching methods of physical education teachers in teaching practical class in yeka sub city at three government primary schools in Addis Ababa. It also intended to find out factors that contribute to the gap between physical education teachers' theoretical teaching methodology knowledge of teaching practical class and their actual teaching learning. The study attempted to answer the following basic research questions:

- 1) Do physical education teachers have teaching methodological background knowledge of teaching practical class?
- 2) How do physical education teachers teach the practical class in the actual teaching learning?
- 3) What are the five common practical teaching methods of physical education teachers in teaching practical class?
- 4) What are the factors that contribute to the gap between physical education teachers' theoretical teaching methodology knowledge of teaching practical class and their actual teaching learning?

The study was conducted by taking sample health and physical education teachers that are currently teaching in three government primary school in Addis Ababa at Yeka sub city. Purposive sampling technique was used to select the sample teachers to the study. Thus, 100% of the teachers (18) were taken as a sample of the study.

In order to collect the relevant data for the study, a mixed methods design that constituted both qualitative and quantitative methods was employed. The qualitative instruments consisted of interviews with health and physical education teachers who are being teaching in three government primary schools of woreda 01 at yeka sub city in Addiss Ababa. The quantitative data were collected from the teachers' questionnaires.

Before the data were collected, awareness had been given for the research target populations about the purpose of the study. They have been informed that the data they give is totally confidential and only be used for the research. Besides, the school administrators grant permission for the research to be conducted in the school after a clear discussion on the purpose of the study has been taking place. In the data collection for the main study, the questionnaire data was collected from 14 health and physical education teachers. Besides, interviews were also conducted with those teachers. In addition to these, there were observations that are aimed to see how the teachers teach physical education practical class.

In analyzing the data, both quantitative and qualitative analysis methods were used. The data collected through questionnaires was analyzed through SPSS version 21. On the other hand, the qualitative information gathered through classroom observation and focus group discussions were analyzed qualitatively using words. Following this, the findings of the analysis were discussed in terms of the research questions in which the study was intended to answer.

The major findings portray the assessment of the teaching methods of physical education teachers in teaching practical class. Thus, the following conclusions are drawn.

5.3. Conclusion

✚ Based on what has been found out as result of the research study the following conclusions are drawn:

- 5.3.1. Majority of the teachers do not meet the minimum qualification required, that is; degree to teach health and physical education in primary schools.
- 5.3.2. The teaching methods used by physical education teachers are not appropriate for practical classes. Most of the teachers failed to organize students in pairs and small groups for the practical class. Besides, more than 75% of the teachers do not carry out Cooling down exercises after the practical class.
- 5.3.3. Even though the teachers have taken post graduate diploma in teaching (PGDT) which is helpful to teach subjects as they should be taught, they neither are teaching their subject in view of that nor follow the procedures suggested in the teacher's book for presenting practical lessons.
- 5.3.4. Teachers only use demonstration and lecture while teaching the practical class of health physical education.
- 5.3.5. Majority of the observed teachers do not encourage their students to do the daily physical exercises. They also failed to monitor and provide feedback to the students while doing the exercises. Moreover, students were neither assessed by their teachers nor encouraged to assess their own work at the completion of the practical class.
- 5.3.6. There is lack of on-job trainings on physical education practical class teaching to the teachers in the school.
- 5.3.7. Teachers of health and physical education don't use supportive teaching aids for the physical education practical class. This is for the availability of those materials is insufficient. The only supportive teaching materials that are available for teachers are balls. Even the balls are not considering the ages of the children and are available in finger counts.
- 5.3.8. The school administrators haven't good attitude to the subject. Those administrators in particular and the school societies in general perceive the subject having no use than entertaining students. That might be why enough budgets are not allocated in the school for health and physical education learning materials and facilities. Besides, physical education teachers haven't the interest to teach the subject. Perhaps this may

be because the subject they have been teaching hasn't been equally valued by those school administrators and school societies at large.

- 5.3.9. There is a problem of large class size in the schools where this study was conducted. This can highly affect physical education practical class since teachers can't effectively manage all the students.
- 5.3.10. Most of the classes of health and physical education are not convenient. There is a problem of overlapping of classes. Thus, the classes are not adjusted taking the resources of the schools and the number of classes in to consideration. Moreover, the schools don't have rooms for students to change their clothes. Most surprisingly, water is not always available in the schools.
- 5.3.11. In all the schools observed there are no sport facilities or equipments. Such as sport field, javelin, shoot put, hurdle, long jump pit, volleyball court, mat, parallel bar, horizontal bar are hardly possible to find in the schools. The fields in all the schools in which the practical class are being taught are not suitable.

5.4. Recommendations

- ✚ Based on the conclusion, the researcher forwarded the following recommendations for its implementation.
- 5.4.1. The school should assign teachers who meet the minimum qualification required, that is; degree to teach health and physical education in primary schools according to the rules and regulations of MOE.
- 5.4.2. There should be sustainable, practical and gap filling professional assistance from the educationalists to the teachers in the schools with the current physical education teaching and learning practices through. Adequate training, whether in-service training in the form of summer trainings, workshops, experience sharing, and e.t.c or pre service training is an indispensable means to make physical education teachers aware of methodologies of practical class.
- 5.4.3. Practical class of physical education is not all about playing football and other games till the class ends. Merely giving a ball to students and let them play till the bell goes is not teaching physical education practical class. Thus, physical education teachers need to see inward about the way they are teaching the practical lesson of the subject.
- 5.4.4. Teachers have to teach the practical class in accordance with the teaching methodology knowledge i.e the method of verbal communication or the method of "living words", demonstration or illustrative, method of practical exercise, combined method, play as a method, method of imitation and dramatization and many others which they have gained in the PGDT courses while they were in training institutions.
- 5.4.5. Teachers of physical education should use supportive teaching aids like javelin, shoot put, hurdle, long jump pit, mat, parallel bar, horizontal bar etc for the practical class. Balls are not the only supportive teaching materials that are used during practical class.
- 5.4.6. Awareness should be created with the schools' administrators in particular and the school society in general as the purposes of teaching and learning physical education is to develop physical fitness and the ability to perform physical activities with ease. The subject is not all about mere entertaining of students.
- 5.4.7. Physical education practical class should be adjusted considering the schools' facilities and with much care not to overlap them. Most of the time physical education

practical classes are structured and organized with team activities, preparing students for real-life team situations.

- 5.4.8. Schools should make sure that they have availability of equipments and facilities where children can run, jump, play, etc. without the fear of injury.
- 5.4.9. When exercising, what teacher and students wear can be just as important as what they do. Thus, both students and teachers should wear appropriate sport clothes during practical class.

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Appendix 1



School of Graduate Studies

College of Natural Sciences

Department of Science and Mathematics Education

Practical class observation check list to assess the teaching methods of physical education teachers in teaching physical education practical class.

Part one: General information

1. Name of the school _____
2. Observer's name _____
3. Date/year/ _____
4. Grade and section _____

Part two: Practical observation check list

Put (√) mark on the space provided to responded Yes, Partially or No

N ^o	Items	Teacher One											
		Day One			Day Two			Day Three			Day Four		
		Yes	Partially	No	Yes	Partially	No	Yes	Partially	No	Yes	Partially	No
5.	The teacher wears appropriate sport clothes												
6.	The students wear appropriate sport clothes												
7.	The daily lesson is well introduced												
8.	Warm-up before the practical lessons												
9.	Students are organized in pairs and small group for the practical class												
10.	The environment is suitable for practical class												
11.	The practical class timetable is convenient												
12.	Adequate teaching materials and facilities are available												
13.	The teacher demonstrates the activities to the students												
14.	Students practice demonstrations												
15.	The teacher encourages the students to do the daily physical activities												
16.	The teacher monitors and provides feedback												
17.	Cooling down after physical activities												
18.	Students are encouraged to assess their own work												
19.	The instructional time designed for the class is used wisely												
20.	Various teaching methodologies are employed during the lesson												
21.	The teaching methods used are appropriate for that practical class												

Adapted from Duressa Bulbula (2020) with modification

N ^o	Items	Day One			Day Two			Day Three			Day Four		
		Yes	Partially	No	Yes	Partially	No	Yes	Partially	No	Yes	Partially	No
1.	The teacher wears appropriate sport clothes /sportswear	6	10	2	9	9	-	11	3	4	12	5	1
2.	The students wear appropriate sport clothes /sportswear	-	16	2	10	6	2		16	2	14	-	2
3.	The daily lesson is well introduced	10	6	2	15	-	3	14	-	4	15	1	2
4.	Warm-up before the practical lessons	10	-	8	16	-	2	12	4	2	13	-	5
5.	Students are organized in pairs and small group	6	-	11	8	-	10	9	-	9	13	1	4
6.	The environment is suitable for practical class	7	-	11	7	-	11	7	-	11	7	-	11
7.	The practical class timetable is convenient	8	-	10	2	-	16	8	-	10	5	-	13
8.	Adequate teaching materials and facilities are available	-	-	18		-	18		-	18		-	18
9.	The teacher demonstrates the activities to the students/	5	-	13	9	1	7	8	-	10	11	-	7
10.	Students practice demonstrations	6	4	8	1	4	13	4	4	10	8	3	7
11.	The teacher encourages the students to do the daily physical activities	4	6	8	6	2	10	6	4	8	8	4	6
12.	The teacher monitors and provides feedback	7	-	11	5	2	11	4	2	12	7	2	9
13.	Cooling down after physical activities	4	-	14	5	-	13	6	-	12	11	-	7
14.	Students are encouraged to assess their own work	5	-	13	6	-	12	7		11	10	-	8
15.	The instructional time for the class is used wisely	3	4	11	2	-	16	1	4	13	2	-	16
16.	Various teaching methodologies are employed during the lesson	3	-	15	2	3	13	3	2	13	7	-	11
17.	The teaching methods used are appropriate for that practical class	9	-	9	2	-	16	3	-	15	5	-	13

Part Three: Observation Checklist intended to see availability of school facilities

N ^o	Availability of school facilities		Tigil Lenetsanet primary school		Miyazia 23 primary school		Kidus Markos primary school				
			Available	Partially available	Not available	Available	Partially available	Not available	Available	Partially available	Not available
5.		Sport field			√			√			√
		Javelin	√			√					√
		Shoot put			√	√					√
		Hurdle			√			√			√
		Long jump pit	√		√			√			√
6.	Sport facilities	football game field	√			√		√			
		Football balls	√			√		√			
		volleyball court			√			√			√
		Volleyball balls	√			√		√			
7.		Mat			√			√			√
		Parallel bar			√			√			√
		Horizontal bar			√			√			√
		Water facility		√			√			√	
		Room for changing cloth			√			√			√
8.		Condition of the school, attraction and safety			√			√		√	

Slightly adapted from Duressa Bulbula (2020)

Appendix 2



School of Graduate Studies
College of Natural Sciences
Department of Science and Mathematics Education

Questionnaire for health and physical education teachers

Dear teacher, the aim of this questionnaire is to gather data for a study that has been designed to assess the teaching methods of physical education teachers in teaching physical education practical class.

The responses you give by responding to the questionnaire have much importance for the success of my study. Therefore, please read the items carefully and answer each question accordingly.

Part One: General information

1. Name of the school _____
2. Sex _____
3. Age _____
 - A. 20 - 25 years
 - B. 26-30 years
 - C. 31-35 years
 - D. 36-40 years
 - E. 41 years and above
4. Educational background
 - A. Diploma in the area of study _____
 - B. BA, BED, BSC in the area of study _____

- C. MA in the field of study _____
5. Teaching Experience in the school
A. 0-5 years B. 6-10 years C. 11-20 years D. 21 and above years
6. Teaching load per week
A. below 10 B. 10-15 C. 16-20 D. 21 and above

Part Two: Questions related to assessing the teaching methods of physical education teachers in teaching physical education practical class

1. What is the numbers of students per class room in your school?
A. Below 55 B. 56 -60 C.61-65 D. 66-70 E. 5.71 above
2. To what extent large class size affect physical education practical class?
A. High B. Medium C. Low D. Never
3. How often do you use supportive teaching aids for the practical class?
A. Always B. Sometimes C. Never
4. What do you think regarding distribution of physical education teaching materials?
A. Sufficient B. Insufficient C. Unknown
5. Do you like teaching physical education?
A. Yes B. No C. partially
6. Do you believe physical education has equal perception with the other subjects by school administrators and school societies?
A. Yes B. No C. Not sure
7. Have you taken post graduate diploma in teaching (PGDT)?
A. Yes B. No
8. If your answer to question number 7 is yes, are you teaching accordingly?
A. Yes B. No
9. Do you follow the procedures suggested in the teacher's book for presenting the practical lessons?
A. Yes B. No
10. If your answer to question number 9 is "yes" how often do you use it?
A. Always B. Sometimes C. Rarely
11. Have you attended PE workshops since you left the training college or university?
A. Yes B. Never C. Rarely

12. Do you involve on-job professional development activities/trainings to enhance the quality of your teaching?

A. Yes

B. Not at all

C. Rarely

Appendix 3



School of Graduate Studies

College of Natural Sciences

Department of Science and Mathematics Education

Focus group discussion questions for HPE teachers /English version

11. If there is the problem of large class size in your school, what are the effects of this problem?
12. How do you teach physical education in general and the practical class in particular?
13. Do you use various and different teaching methodologies to teach physical education practical class?
14. What are the common teaching methodologies you frequently use to teach physical education practical class?
15. Do you use different materials and teaching aids while teaching the practical class?
16. Is the school leadership supportive in fulfilling physical education learning materials and facilities? If No, what do you think is the reason?
17. How much was spent in school budget to purchase PE facilities and equipment in your school?
18. How does the shortage of learning materials and facilities affect teaching physical education practical class?
19. How do you perceive physical education as a field of study?
20. How do the administrators and the school societies in general perceive physical education as a field of study?

ተቀፅላ 4



የተፈጥሮ ሳይንስ ኮሌጅ

የሳይንስና ሒሳብ ትምህርት ክፍል

የድህረ ምረቃ መርሀ ግብር

ለመምህራን የተዘጋጁ የቡድን ወይይት ጥያቄዎች (የአማርኛ እትም)

- 1) የተማሪ-ክፍል ጥምርታ አለመመጣጠን ካለ የዚህ ችግርን ወጤቶች ምንድን ናቸው?
- 2) የሰውነት ማሳልመሻ ትምህርትን በአጠቃላይና በተለይም የተግባር ትምህርቱን እንዴት ታስተምራላችሁ?
- 3) የሰውነት ማሳልመሻ የተግባር ትምህርትን ስታስተምሩ የተለያዩ የማስተማሪያ ስነ-ዘዴዎችን ትጠቀማላችሁ?
- 4) የሰውነት ማሳልመሻ የተግባር ትምህርትን ስታስተምሩ አዘውትራችሁ ወይም በተደጋጋሚ የምትጠቀሟቸው የማስተማሪያ ስነ-ዘዴዎች ምን ምን ናቸው?
- 5) የሰውነት ማሳልመሻ የተግባር ትምህርትን በምታስተምሩበት ወቅት የተለያዩ የማስተማሪያ መርጃ መሳሪያዎችን ትጠቀማላችሁ?
- 6) የትምህርት ቤታችሁ አመራሮች የጤናና ሰውነት ማሳልመሻ ትምህርት መማሪያ ቁሳቁሶችን በማሟላት በኩል ደጋፊዎች ናቸው? ካልሆኑ ምክንያቱ ምንድነው ብላችሁ ታስባላችሁ?
- 7) ከትምህርት ቤታችሁ በጀት ምን ያህሉ ለጤናና ሰውነት ማሳልመሻ ትምህርት መሳሪያዎች ግዥ ይወላል?
- 8) የጤናና ሰውነት ማሳልመሻ ትምህርት መማሪያ ቁሳቁሶች እጥረት የሰውነት ማሳልመሻ የተግባር ትምህርት የማስተማር ተገግባርን እንዴት ያወካል?

- 9) የጤናና ሰውነት ማጎልመሻ ትምህርትን እንደ አንድ የትምህርት ዓይነት እንዴት ታዩታላችሁ?
- 10) የትምህርት ቤቱ አመራር እንዲሁም አጠቃላይ የትምህርት ቤቱ ማህበርሰብ የጤናና ሰውነት ማጎልመሻ ትምህርትን እንዴት ያወቃል?

ተቀፅላ 5



የተፈጥሮ ሳይንስ ኮሌጅ

የሳይንስና ሒሳብ ትምህርት ክፍል

የድህረ ምረቃ መርሀ ግብር

ከመምህራን ጋር የተደረገ የቡድን ወይይት ቃለ ጉባኤ (የአማርኛ እትም)

አጥኝ: የተማሪ እና የክፍል ጥምርታ አለመመጣጠን ካለ የዚህ ችግር ውጤቶች ምንድን ናቸው?

የተወያይ መምህራን ምላሾች

በእኛ ትምህርት ቤት የተማሪ ክፍል ጥምርታ ችግሮች ይታያሉ። ይህ ደግሞ ለብዙ ችግሮች መንስኤ ይሆናል። ለምሳሌ፡- መምህራን ተማሪዎቻቸውን ለመቆጣጠር እንዲቸገሩ ያደርጋቸዋል።

በተግባር ትምህርት ክፍለ ጊዜ ወቅት ለሁሉም ተማሪዎች የመሳሪያ ቁሳቁሶችን ለሁሉም ተማሪዎች ለማዳረስ በጣም ያስቸግራል። በትምህርት ቤታችን ያለው የመስሪያ ቦታም አነስተኛና ጠባብ በመሆኑ ሁሉንም ተማሪዎች እኩል ተሳታፊ ለማድረግ ያስቸግራል። ተማሪዎች ያለስራ ብዙ በቆዩ ቁጥር የመሰላቸት ባህሪ እንዲያሳዩ ያደርጋቸዋል።

አጥኝ: የሰወነት ማሳደሻ ትምህርትን በአጠቃላይና በተለይም የተግባር ትምህርቱን እንዴት ታስተምራላችሁ?

የተወያይ መምህራን ምላሾች

በክፍል ውስጥ የፅንሰ ሀሳብ ትምህርቱን ካስተማርን በኋላ የተግባር ትምህርቱን እያንዳንዱን ክህሎት በማሳየት ለማስተማር ጥረት እናደርጋለን።

የመማሪያ መፅሐፉ በተግባር ትምህርት ላይ የተደገፈ ስለሆነ ብዙውን ጊዜ በጨዋታ መልኩ ልጆችን ተሳትፎ እንዲያደርጉና ሜዳ ላይ እንዲጫወቱ በማድረግ አስተምራለሁ

ለተማሪዎች የዕለቱን ትምህርት በፅንሰ ሀሳብ ደረጃ እንዲገነዘቡት ካደረኩ በኋላ እራሳቸው በተረዱት መልኩ እንዲሰሩ አደርጋቸዋለሁ።

ተማሪዎች የዕለቱን ትምህርት እንደየአቅማቸው ከሞከሩ በኋላ የሚፈልጉትን ጨዋታ እንዲጫወቱ ዕፈቅድላቸዋለሁ።

አጥኝ፡ የሰውነት ማሳልመሻ የተግባር ትምህርትን ስታስተምሩ የተለያዩ የማስተማሪያ ስነ-ዘዴዎችን ትጠቀማላችሁ?

የተወያይ መምህራን ምላሾች

አዎ የተለያዩ የማስተማሪያ ስነ-ዘዴዎችን በመጠቀም እናስተምራለን።

አጥኝ፡ የሰውነት ማሳልመሻ የተግባር ትምህርትን ስታስተምሩ አዘውትራችሁ ወይም በተደጋጋሚ የምትጠቀሟቸው የማስተማሪያ ስነ-ዘዴዎች ምን ምን ናቸው?

የተወያይ መምህራን ምላሾች

ሠርቶ የማሳየት ዘዴን እጠቀማለሁ።፤፤

ተማሪዎች የሚማሩትን የትምህርት ርዕስ በፅንሰ ሀሳብ ደረጃ በማስረዳት ከዚያም ትክክለኛውን ክህሎት በማሳየት አስተምራለሁ።

አንድን ክህሎት በማስተምርበት ወቅት ከእኔ የተሻለ የሚሰሩ መምህራንን በመጋበዝ አስተምራለሁ።

ተማሪዎችን አብዛኛውን ጊዜ ሜዳ ላይ በቡድን ጨዋታ መልኩ በማድረግ የዕለቱን ትምህርት በተግባር እዲሰሩ በማድረግ አስተምራለሁ።

ለተማሪዎች የፕሮጀክት ስራ በመስጠትና በግል ልምምድ እድያደርጉ በማድረግ የሚማሩበትን ሁኔታ እፈጥራለሁ።

አጥኝ፡ የሰውነት ማሳልመሻ የተግባር ትምህርትን በምታስተምሩበት ወቅት የተለያዩ የማስተማሪያ መርጃ መሳሪያዎችን ትጠቀማላችሁ?

የተወያይ መምህራን ምላሾች

በትምህርት ቤቱ ውስጥ ያሉ መርጃ መሳሪያዎችን እንጠቀማለን ነገር ግን ከፍተኛ የሆነ የማስተማሪያ ቁሳቁሶች እጥረት አለ።

በአንድ አይነት ክፍለ ጊዜ ብዙ ክፍሎች የጤናና ሰውነት ማሳልመሻ ትምህርት ሊኖራቸው ይችላል። በዚህም የተነሳ የማስተማሪያ ቁሳቁሶችን ለማግኘት እንቸገራለን።

ቁሳቁሶች በጣም ውስን ከመሆናቸው እና አንዳንድ መሳሪያዎችም ምንም ባለመኖራቸው የተነሳ ከምንጠቀምበት ጊዜ ይልቅ የማንጠቀምበት የበዛ ነው።

አጥኝ፡ የትምህርት ቤታችሁ አመራሮች የጤናና ሰውነት ማሳልመሻ ትምህርት መማሪያ ቁሳቁሶችን በማሟላት በኩል ደጋፊዎች ናቸው? ካልሆኑ ምክንያቱ ምንድነው ብላችሁ ታስባላችሁ?

የተወያይ መምህራን ምላሾች

የትምህርት ቤታችን አመራሮች አይደለም የሚያስፈልጉንን የማስተምሪያ መሳሪያዎች ሁሉ ይቅርና ወሳኝ የሆኑትን አንኳን አያሟሉልንም። የጤናና የሰውነት ማሳልመሻ ትምህርትን እንደ ትምህርት ስለማይቆጥሩት ነው። በተጨማሪ ለትምህርቱ ያላቸው አመለካከት አናሳ መሆን እና ትምህርቱ ተማሪዎች እንድዝናኑ ታስቦ የሚሰጥ የትምህርት ዓይነት እንደሆነ ስለሚያስቡ ነው።

የትምህርት ቤት አመራሮች አንድና ሁለት ኳስ ካለ ይበቃል ስንት ወሳኝ እና ቅድሚያ የሚሰጣቸው ነገሮች አሉ በማለት ይመልሱልናል። ቅድሚያም የሚሰጡት ለሌሎች ግብአቶች ነው።

የትምህርት ቤታችን አመራሮች እነሱ ካለፉበት የመማር ማስተማር ጊዜና ሁኔታ ጋር በማነፃፀር የስፖርት ቁሳቁሶች ምንም አይነት ፋይዳ እንደሌላቸው አድርገው ያስባሉ ስለሆነም በየትምህርት ቤታችን በቂ የሆነ የማስተማሪያ ቁሳቁሶች የሉንም።

አጥኝ: ከትምህርት ቤታችሁ በጀት ምን ያህሉ ለጤናና ሰውነት ማጎልመሻ ትምህርት መሳሪያዎች ግዥ ይወላል?

የተወያይ መምህራን ምላሾች

ይህንን የምትይወን በጀት አናወቀዉም።

ለጤናና የሰውነት ማጎልመሻ ትምህርት ተብሎ የሚበጀት ገንዘብ የለም።

አጥኝ: የጤናና ሰውነት ማጎልመሻ ትምህርት መማሪያ ቁሳቁሶች እጥረት የሰውነት ማጎልመሻ የተግባር ትምህርት የማስተማር ተገግባርን እንዴት ያወካል?

የተወያይ መምህራን ምላሾች

የጤናና የሰውነት ማጎልመሻ ትምህርት 70% የሚሆነው በተግባር የሚሰራ ከመሆኑ ጋር ተያይዞ ለአካል ብቃት የተግባር ትምህርት ክፍለ ጊዜ የሚያስፈልጉ መሳሪያዎች ለምሳሌ ኳስ፣ ድስከስ፣ አግዳሚ ብረት፣ መሰናክል፣ ኮኖች፣ አሎሎ፣ ጦር፣ የመሳሰሉት መሳሪያዎች ሳይኖሩ ትክክለኛውን ክህሎት ለተማሪዎች በተግባር አሳይቶ ለማስተማር ያስቸግራል።

መሳሪያዎች ቢኖሩም እንኳን ከተማሪዎች ቁጥር አንፃር 1ለ10 እንኳን የማደርስበት ጊዜ ስላለ ተማሪዎች ተነሳሽ እንዳይሆኑ እና የመሰልቸት ባህሪ እንዲያሳዩ ያደርጋቸዋል።

ትምህርቱን በጣም ያወካል። ተማሪዎች በቁሳቁስ እጥረት ምክንያት ስአታቸውን በአግባቡ እንዳይጠቀሙበት ይሆናሉ። ተማሪዎች ከሚሰሩበት ጊዜ የማይሰሩበት ጊዜም ይበዛል።

አጥኝ: የጤናና ሰውነት ማጎልመሻ ትምህርትን እንደ አንድ የትምህርት ዓይነት እንዴት ታዩታላችሁ?

የተወያይ መምህራን ምላሾች

ለጤናና የሰውነት ማጎልመሻ ትምህርት እንደ አንድ የትምህርት ዓይነት ለተማሪዎች አእምሮአዊ፣ ስነ ልቦናዊ እና አካላዊ እድገትን ለማምጣት ወሳኝ የሆነ ትምህርት ነው።

ለጤናና የሰውነት ማጎልመሻ ትምህርት ተማሪዎች ለሌሎች የትምህርት ዓይነቶች ዝግጁ፣ንቁ እና ቀልጣፋ እንድሆኑ የሚያስችል የትምህርት ዓይነት ነው።

አጥኝ፡ የትምህርት ቤቱ አመራር እንዲሁም አጠቃላይ የትምህርት ቤቱ ማህበርሰብ የጤናና ሰውነት ማጎልመሻ ትምህርትን እንዴት ያወቃል?

የተወያይ መምህራን ምላሾች

ትምህርቱን ጠቅላላ እንደ መዘናኛና ጨዋታ ይመለከቱታል።

በጤናና የሰውነት ማጎልመሻ ክፈለ ጊዜ የጨዋታ ትምህርት ለተማሪዎች ምንም አስተዋፅኦ የሌለው እንደሆነ ያስባሉ።

Appendix 6



School of Graduate Studies

College of Natural Sciences

Department of Science and Mathematics Education

Transcribed minute of the FGD with HPE teachers /English version/

Researcher: If there is the problem of large class size in your school, what are the effects of this problem?

Participants' responses

In our school there is a problem of large class size. This in turn can be the reason to many problems. It doesn't enable teachers to control all the students equally.

During practical class, it wouldn't be easy to distribute working materials for all the students. Besides, the field in our school is not wide enough to equally participate all the students. Therefore, this makes students off task for long. This on the other hand makes students bored.

Researcher: How do you teach physical education in general and the practical class in particular?

Participants' responses

After we completed the theoretical portion of the subject, we go out of the classroom for the practical class. Then, I demonstrate each skill and try to teach them.

The subject is more of practical. Therefore, those lessons are delivered to the students in the form of games. I motivate my students to do so in the practical class.

After students understand the theoretical concept of the daily lesson, I let them to do the practical exercise themselves as they understand.

I let students to play their own games after they tried the daily physical exercises.

Researcher: Do you use various and different teaching methodologies to teach physical education practical class?

Participants' responses

Yes

Researcher: What are the common teaching methodologies you frequently use to teach physical education practical class?

Participants' responses

After I teach students the theoretical part, I teach them the practical lesson in the field through demonstration.

Sometimes I invite teachers who better show skills to students.

First, I organize students in group then I demonstrate the daily lesson and let them do.

I give students project work then, I let them practice individually to learn the daily practical lesson.

Researcher: Do you use different materials and teaching aids while teaching the practical class?

Participants' responses

There is shortage in the availability of physical education supportive materials or teaching aids. However, we use those which are available.

At the same time, more than two classes may have physical education practical class. This makes accessing and using supportive materials to the lesson extremely difficult.

The available materials are very limited in number. Even some very important health and physical education materials are unavailable in our school. Thus, we don't use supportive teaching materials.

Researcher: Is the school leadership supportive in fulfilling physical education learning materials

and facilities? If No, what do you think is the reason?

Participants' responses

Let alone availing all the equipment which are helpful to teach health and physical education practical lesson, the school administrators do not full fill the very necessary teaching materials. This is because they don't take physical education as a subject. They consider the subject only as an enjoyment to children or students.

For our school administrators one and two balls are more than enough to physical education practical lesson. They say that they had a lot they need to give priority.

Our school administrators always compare the present teaching learning practice with the time they were learning. Besides, they firmly think that physical education supportive materials have no any contributions.

Researcher: How much was spent in school budget to purchase PE facilities and equipment in your school?

Participants' responses

We don't know about the budget you are talking or asking us.

There is no budget for health and physical education.

In short no

Researcher: How does the shortage of learning materials and facilities affect teaching physical education practical class?

Participants' responses

Around 70% of health and physical education lesson is practical. There are many equipment needed to teach those classes. Such as, horizontal bar, cones, shoot put, javelin, balls, discus, hurdle and etc. with the absence of those materials, it is very hard to demonstrate and teach the skills as they should be demonstrated and taught,

After all, there are no facilities. Though there are some equipments, we can't address even 1 to 10 students. This on the other hand demotivates and makes them bored.

Researcher: How do you perceive physical education as a field of study?

Participants' responses

Health and physical education as a subject is very important for students to bring mental, psychological, and physical development.

The subject health and physical education enables students to make themselves ready to other subjects. In addition to this, it makes them to be active and alert.

Researcher: How do the administrators and the school societies in general perceive physical education as a field of study?

Participants' responses

The school administrators in particular and the school society in general look the subject as an entertainment and game.

They think that the games that students play during health and physical education practical class have no any contribution to the students.