Major Problems in Implementing Physical Education Curriculum in Grade 9 and10 General Secondary Schools of Majang Zone Gambella Regional State

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This is to certify that the thesis prepared by Sisay Hailu, Entitled:*Major Problems In Implementing Physical Education Curriculum In Grade 9 And 10 General Secondary Schools of Majang Zone Gambella Regional State* and submitted in partial fulfillment of the requirements for the degree of Degree of Master of Education (Teaching Physical education) complies with the regulations of the university and meets the accepted standards with respect to originality and quality.

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Chair of Department of Graduate Program Coordinator

Abstract

Major problems in implementing physical education curriculum in grade 9 and 10 General secondary schools of Majang zone Gambella regional state.

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The main purpose of this study was to assess the major problems in implementing physical education curriculum in Grade 9 and 10 General secondary schools of Majang zone Gambella regional state. In order to meet the objective of the study, a descriptive survey design was employed. The researcher selected 8 teachers by availability sampling technique, 4 principals were selected by availability sampling technique, 120 students were selected purposively and 4 secondary schools were selected by random sampling technique by using lottery method. To collect data questionnaires, interview, observation and document analysis were used. Frequency, percentage, Mean, standard devotion and t-value were used to analyze the quantitative data. The data obtained through open-ended questions from questionnaires, interview, observation and documents were qualitatively analyzed to supplement the quantitative data for the purpose of triangulation. The results from the finding showed that students and teachers in Majang zone secondary schools were highly interested to the subject. With regard to factors affecting teachers in implementing the curriculum, lack of subject matter knowledge, lack of commitment, lack of time and teaching aids were factors. Based on the finding of the study the surveyed schools have not materials, facilities and inconsistent communication among different stakeholders. As the finding revealed physical education curriculum implementation in Majang zone secondary schools were not effective. Therefore on the basis of the findings the following recommendations were forwarded. It is advisable that school principals, Woreda and Zone education offices in collaborate with regional education bureau should give sustainable technical assistance, training for physical education teachers, materials and financial support for department. Finally Ministry of education look again the period allotted for physical education.

Key words: curriculum, implementation, physical education, secondary school.

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ACRONYMS

AAU: Addis Ababa University.

CSA: Central Statistical Agency.

ICDR: Institution For Curriculum Development And Research.

IER: Institution of Educational Research

MOE: Ministry Of Education.

NASPE: National Standard For Physical Education.

PECAT: Physical Education Curriculum Analysis Tools.

PE: Physical Education

UNESCO: United Nations Education Science and Cultural Organization

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CHAPTER ONE

Introduction

This chapter including background of the study, statement of the problem, basic research questions, objectives of the study, significance of the study, delimitation of the study, limitation of the study, significance of the study, delimitation of the study, limitation of the study, definition of terms and organization of the study.

1.1. Background of the study

Physical education is a learning process designed to foster the development of motor skills, health related fitness, knowledge and attitudes relative to physical activity through a series of carefully planned and conducted experience.

As Butcher (1972:P184) stated physical education programmers' are related to academic achievement in at least four way. Through emphasis on the development of motor skill , by promoting physical fitness, by promoting knowledge and modifying behavior in regard to good health practice and by aiding in the process of social and emotional development which to a more positive self-concept. Physical education which is part of the general education system that has a long history and it is developing faster in a wide range, because more attention has been given to it by the society.

The vital use of physical education and the overall aim of education are to provide the optimum physical, social, emotional and intellectual growth of the student in the life of their need and interest. When they become a number of the society they will be effective citizens and form an integral parts their culture. In general physical education through various types of activities contributes to attain the general goal of education.

On the above idea Lombardo (1994:P2) stated that physical education helps to develop physically, mentally, emotionally and society by fostering movement skills and co-ordination, self-steam and self-confidence and co-operation group awareness.

Physical education as viewed by AJala, Amusa, and Sohi,(2002).a vital part of education and contributes to the general program of education including the development of health, physical welfare and recreation. And also as Ongundairo, (2002), states the broad

objectives of physical education are those of education in general. The rational for physical education curriculum is eloquent and persuasive enough to justify its inclusion as that physical education plays valued and vital role in providing a quality balanced education for all student. The wellbeing of the students and quality of skills, knowledge and values will ultimately be derived from this body of knowledge as the driving force for physical education curriculum.

According to MOE, (1999), the Federal Government of Ethiopian curriculum reforms began in secondary school level and adopted physical education as an instrument excellence for effective national development. And physical education listed among the subjects that will assists the government in achieving the dream of building free and democratic society, adjust and egalitarian society, united strong self-reliant nation greater and dynamic economic and a land of bright and full opportunities for all citizens.
It is a policy statement by the federal government that physical and health education shall be emphasized at all levels of the education system. In order to pursue these goals, physical education curriculum was provided to ensure that the knowledge and skills acquired from the subject produced stated neither rational members of the community, favorable dispose to meet social needs, competent and productive citizen.

Preparing a curriculum document is a crucial one, the production of a curriculum guide or the written curriculum is not the final stage in the process, as many feel it is rather implementation of curriculum or as some state “bringing the curriculum to life” come next.

The stated neither the production of the curriculum documents nor the implementation of it should signify the end of the curriculum development process a common error in judgment by ambition, overzealous curriculum development is to implement widely a program.

Curriculum implies need for change according Mezieobi, Fubura, and Mezieobi, (2008), the potential of physical education to contribute to the change is full filled rests heavily on the shoulder of the teachers, their commitment to conducting a quality of program and support received from within the school system. If education is concerned with the

development of the total personality the unique contribution of physical education to this endeavor cannot be over looked.

According to Wuest, and Lombardo,(1994) . Physical education is the only are of the school curriculum that promotes the development of motor skills and fitness. Thus a country must design a curriculum according to the need and interest of the student and the society in order to provide experience that will help all individuals develop to their fullest potential, regard to their ability to attain a high quality of life and a high level of health and wellbeing.

Physical educationist concerned with art and science of human movement, however it ultimate to the physical, mental and social goal of education for this reason physical education might properly be designed as education through physical means that is through large muscle activities.

According to Millar and Whit Com (1963:p4), regarding the major objectives of physical education stated that as follows. The fundamental objectives of physical education are physical, social, economic and intellectual development of the students. It's physical development objective are building and maintenance of straight, vigor, vitality, speed, physical characteristics of child of different age level and to develop basic motor skills such as running, jumping, climbing. In its social, emotional objective student develops characteristics such as cooperation and competition through games and sports. Its objective includes knowledge's and appreciations.

Therefore the Ethiopia education and Training policy has taken fundamental measures both in settings netting clear educational objective and its innovation teaching learning approach. So according to the Ministry of Education, (2005) the following disciplines were given for grade 9th and grade 10th.

Table.1. The course contents for grade 9 and 10

Grade 9 contents	Grade 10 contents
Basic concept of physical education	Basic concept of physical education
Basic concept of physical fitness	Basic concept of physical fitness
Gymnastic	Gymnastic
Ethics and the art of self defense	Ethics and the art of self defense
Volleyball	Football
Track and field	Athletics
- Long jump	- Relay run
- Sprint run	- High jump/scissor style
- Javelin throw	- Shot put

According to Carle Will Goose (1984:p95) physical education has reached a level of sophistication at which serious though can and should be given to a carefully reasoned and well-designed curriculum for the learners, one that can replace the disjointed divisions of the past and present. The proper physical education curriculum takes into account those points:-

- It is conceived as an essential part of the total school effort.
- It reflects the nature and needs of democratic society in which there is respect for the interests and capacities of individuals.
- It is organized in to an unbroken flow of experience beginning with early child hood and extending through post-secondary education and on in to later life education.
- It is well balanced and affords varied experiences that will contribute to desirable outcomes for all age groups. This includes a concern for the mentally retarded and the physically handicapped.

1.2. Statement of the problem

Physical education is required in all elementary and secondary schools and in all teacher training curriculums. It seeks to develop physical fitness in students by promoting proper growth and building adequate amount of strength, endurance, coordination, social and emotional development and the learning of recreational skills are also primary aim. Objective of any level of education cannot be achieved if the planned program for such level of education is not well implemented. Onyeachu, (2008).

Observing this, Onyeachu, (2008). Stated that, "No matter how well a curriculum of any subject is planned, designed and documented, its implementation is important". This is because of the problems of most programs rises at the implementation stage.

Recognizing this Babalola, (2004) and Mkp, (2005), remarked that at the implementation stage that many excellent curriculum plans and other educational policies are marked without any trace.

According to Alla, and Olorunsola,(2008), in many countries of the world high record of the death caused by heart related illness has become a matter for concern and debate. Recently, therefore, there is need for human beings to engage in regular physical activity one of the prerequisites for achieving optimum health and quality of life which has long been recognized and supported by the UNESCO chapter of physical education and sports established in 1978. It is the belief of this body that a sound mind can only reside in a sound body. The only way to avoid ailments or diseases caused by sedentary lifestyles is by getting people educated on the importance of active participation in physical activities.

During the world forum on physical activity and sports in Canada in 1995, physical education professionals forum across Canada felt the need to draw attention to the diminishing priority of physical education, not only in Canada but worldwide. The goal of the exercises was to find ways of giving wide recognition to physical education as essential phenomenon to man's life.

Physical education as viewed by Ajala, Amusa, and Sohi, (2002), is a vital part of education: that contribute to the general program of education including the development of health, physical welfare and recreation.

Ongundairo, (2002), explained that the broad objectives of physical education are those of education in general physical education has its place within the national curriculum but frequently it does not get attention that it require within the curriculum. Teaching and understanding, physical education curriculum requires as a breath of knowledge in a variety of physical education area as well as being a specialist in area.

On the above idea Edward Voltmer, (1979:p34). Stated that "if the potential and range of the physical education experience is not fully realized then the child cannot be said to be properly educated" and the case why the researcher selected the topic was, physical education is one of the most misunderstood professions in the world today. The average person is not aware of what it can offer to him as an individual or to society as a whole and in many school physical education is the last activity to be scheduled and the first to be canceled for special activates and because of rapid population growth and meager school, budgets, only the most pressing educational needs are being given to priority as a result physical education facilities poor or entirely lacking in the schools.

The general aim of education is to bring a change of behavior in the student through a properly design curriculum. So that physical education needs a well-designed curriculum with a full implementation, this is a crucial issue that the field is facing serious problems according to like shortage of facilities, sport equipment, textbooks, time allotted for the period of the subject, qualified teachers and the lesson assigned to be thought are somewhat below the level they are expected to be. Accordingly the researcher interested mainly to assessing the major problems and evaluating how the designed curriculum has been implemented in teaching physical education in grade 9 and 10 general secondary school of Majang zone Gambella regional state.

1.3. Basic questions of the study

The study attempts to give answers to the following basic questions.

1. Do physical education teachers and students have interest for physical education class?
2. What are the major problems that hinder the implementation of physical education curriculum in the study area?
3. Do the school have material and facilities for effective curriculum implementation?
4. Do the school administrative and stakeholders support the school for effective physical education curriculum implementation?

These are the most important questions that have to be answered by the researcher and an attempt is made to show possible answers on the above questions.

1.4. Objective of the study

1.4.1. General objectives

To assess the major problems in the implementation of physical education curriculum in secondary school of grade 9th and 10th, and to recommend some possible solutions to alleviate the problems in the implementation of the curriculum.

1.4.2. Specific objectives

- To assess the degree of interests of students and physical education teachers to wards physical education class.
- To survey the availability of materials and facilities in the secondary schools for effective physical education curriculum implementation.
- To survey to what extent the school administration and stakeholders support the schools for effective physical education curriculum implementation.
- To identify and describe the problems those hinder the implementation of physical education curriculum.

1.5. Significances of the study

Assessing the implementation of physical education curriculum is very important for the educational programs because it helps to encourage the effective performance of teachers and to adjust the means in order to have common understanding in the interpretation and implementation of the program. In line with this reality the significant of the study is based on the following facts, the study may play significant role in creating awareness on the stakeholders how to implement the curriculum of physical education properly. Moreover it may significant interims of increasing the knowledge of physical education teachers and school principals regarding the implementation of physical education curriculum. Furthermore, this study may serve as secondary source for others researchers those have interest to conduct further study on the issue. Finally this study may provide feedback to the curriculum designers and other stakeholders positioned at the top level of MoE.

1.6. Delimitation of the study

This study was limited only in 4 secondary schools of Mejang zone Gambella regional state. Therefore, the recommendations generated from the study may not be adequate to lead policy makers to design national wide policies related to curriculum implementation. However, it is expected that important information will be generated that can be used may not be adequate to by several stakeholders. And restricted only to the curriculum implementation other relevant areas like curriculum design, curriculum evaluation and policy issues are not considered.

1.7. Limitations of the study

The reluctance of some respondents to fill and return the questionnaires on time was one limitation. Moreover, lack of relevant and adequate references related to physical education curriculum implementation in Ethiopia context was also another limitation. Finally lack of transportation and the scattered location of most secondary schools in the zone were other inescapable limitation. However the researcher was trying to alleviate the shortage of the reference by brow thing on the internet and using other University library such as Kotebe University College. The researcher was also supported by assistant

data collectors to overcome the problem pertained to the scattered location of sample schools and to collect data within the allowed time.

1.8. Definition of Terms

Curriculum: The subject that is included in a course of study or aught in a school. (Beans 1995)

Instruction: In physical education detailed information on how to do or use signals. (Cooper 1982)

Equipment: Learning materials used in physical education class.(Cooper 1982)

Facilities: Field and courts in which physical education class are conducted.(Douherty 1983)

Physical activities: moment of the body that results in the expenditure of energy at a level above the resting metabolic rate.(Sharkey 1997)

1.9. Organization of the study

This study is organized in to five chapters, the first chapter deals with b*ackground of the study, statement of the problem, objectives of the study, significant of the study, delimitation of the study, limitation of the study and operational definition of terms. The second chapter presented literature, chapter three present research design and sampling technique procedures, including source of data, the study population, sample size and sampling techniques, procedure of data collection, data gathering tools and method of data analysis, chapter four deals with data presentation, analysis and interpretation and discussion. The final chapter relates to summery, conclusion and recommendation of the study.

CHAPTER TWO

Review of Related Literature

2.1. Introduction

In order to describe the implementation of physical education curriculum in secondary schools especially in grade 9 and 10. In reviewing the literature focus on selected topics and topics. The concept of physical education in Ethiopia after the curriculum was designed. The stat of curriculum implementation in Ethiopia. The meaning of curriculum. The importance of physical education curriculum for the secondary schools. What is high quality physical education curriculum for the secondary schools. What is high quality physical education? National standards for physical education, Curriculum models and factors that affecting physical education curriculum implementation.

2.2. The concept of Physical education in Ethiopia after curriculum was designed

In 1968 E.C the institution for curriculum development and research the first teacher's guide book of the physical education were published. They were gymnastic for apparatus and gymnastic for calisthenics published in 1968. There can be evidences that physical education curriculum was designed and the curriculum prepared at this time in grade 1-12 and it's served as a guide for the teachers.

But in 1982 E.C the curriculum was revised by physical education panel for each grade level the Physical education curriculum published for grade 9 and 10 can be stated as example.

As stated on ICDR, (1999), the curriculum designed by the concerned instruction and books were prepared for guiding the teachers, this designed and revised curriculum prepared for each level was not related with the interest and need of the students. Because of this curriculum does not assess pupil's maturity, growth, knowledge, facility, equipment supplies etc. and the school climate.

Edward. F.Voltmer,(1979:p184), stated the essential factors for the implementation of physical education curriculum as follows, learning to the selection and organization of

the subject matter students;' maturation, growth and development, characteristics specially in curriculum construction activity needed to be selected that are keeping with physical behavior of students to specific age.

As stated on the above the curriculum of physical education must include the selection, organization and pupil's maturity, growth for the achievement of the overall objectives. But if we do not give consideration to the pupil's maturity, growth, knowledge, facility equipment supplier etc. it will create problem in the teachers to implement the curriculum and the students do not benefit from the objectives of physical education.

2.3. The Status of Curriculum Implementation in Ethiopia

As Akaleweld (2001), stated in his study, Ethiopia had undergone political system change and educational innovations including curriculum issues were changed and the new education and training policy of Ethiopia, (1994), state innovation in different aspects of education sectors such as changing in objectives, contents, evaluation techniques role of students, and teachers, structural change, medium of instruction, the use of new technology in the schools, participation of stakeholders and many more.

However, emphasizing the nature of curriculum implementation in the developing countries. Dereje cited in IER (2002:9) noted that, curriculum implementation is formidable and complex task in most countries, were planning and leadership capabilities are at the lowest stage, as part of developing countries, African countries in general and Ethiopia in particular share similar educational challenges duet to a number of unsolved difficulties in Ethiopia.

For instance, educational researches made in governmental schools by student researcher of AAU: Alemayehu, (2005) in the study of evaluation of teachers performance in implementing geography curriculum in Gore secondary school: Akaleweld, (2001), in the study of the nature and purpose one in the science curriculum materials in Addis Ababa all these demonstrated in their specific site of research that there was a prevalent gap between the 'intended' and 'observed' curriculum at school level: teachers are still following the traditional procedures of talk and chalk–lecture instead of adopting new curriculum learner-centered/problem-solving/.

The curriculum document were found not manageable for teachers, time was scarce to cover the content, lack of material, large class sizes, and teacher's problems in implementation of the intended curriculum in country.

Therefore, to have more effective implementation of the curriculum in the country, for better success and for altering of such desperate situation of teaching learning requires the commitment of all bodies accountable for the success of education and hence for the development of the nation. The time is still not late for making of necessary adjustment in line with countries political, economic, and social and other situations required for effective implementation of curriculum documents. Akaleweld. (2001)

2.4. The Meaning of Curriculum

According to Babalola,(2004), stated that, the word curriculum came from the Latin word 'currere' meaning 'to run' or probably more correctly to run a course. Traditionally, the school curriculum has presented a relatively standardized ground (a course of subject covered by students in their race towards the finishing line a certificate, diploma or degree). From this early usage the world curriculum has passed into common usage and many people think of it as accurse of study containing the body of subject matter officially taught in schools.

In support of this, Alaezi,(1990), submits that the school curriculum is at the heart of the education, so the extent to which one can became dependent or independent is subjected to the level, the content and method of his/her education.

Hirst, (1974), states that, the term curriculum is, of course, use very venally, but here it is taken to mean a program of activities designed so that pupils will attain by learning certain specifiable ends or objectives. He went further and stated that the term is also referred to as the planned guided learning experience, and the intended outcomes, formulated through systematic recognition of knowledge and experience under the auspices of the school, for the learner's competency.

According to Tanner,(1997), curriculum is often taken to mean a course of study. Mezieobi, Fubara, and Mezieobi, (2008), added that, curriculum is learning experiences which the learner is subjected to under the guidance of the school.

Curriculum therefore, as the nerve center of education must ensures its functionality so as to achieve the aims as justified by the meaning of education.

As Goodland, Klein, and Tye, (1979), suggested that the word curriculum has many meanings and definitions, depending on different philosophical standing points.

According to Von Glaserfeld,(1995). Suggest, the constructivism paradigm emerged from behaviorism in educational psychology, curriculum theorists and developers began to develop curricula based on constructivist learning theories, the Success of constructive curriculum innovation is central to many school-based initiatives subjects including physical education.

Macdonald,(2003), stated that curriculum innovation cannot easily succeed if it fails to recognize the central role of the learners: who they are, how and what they learn, based on this belief, the constructivists learning theory has been considered relevant theoretical foundations for the curriculum innovation, Whereas the active role of the learns acknowledged and serves as focal point for development of innovative curriculum.

As Shuell, (1986), expressed rather than transmitting the content for the learners to passively receive the information, constructivist curriculum gives sample opportunities for learners to engage themselves in connecting their prior experience with new knowledge to construct personally meaning full understanding.

According to Shuell,(1986), constructivists curriculum is emphasized on the importance of the context in which learning is taking place. Curriculum acknowledges is impact of the social and cultural contexts that the learners live in both inside and outside the school. Further, it provides guidance for the teacher to constructing learning tasks that use learner experiences in the large context as advantageous resources to enhance learning rather than constraints.

Chen, Martin, Sun, & Ennis, (2007), investigate that in constructivists learning principles in school it emphasized students' learning of health-related fitness, knowledge in physical education and previous research has shown that students in experiment schools learning health –related fitness curriculum scored significantly better than their counterpart in

comparison schools learning their traditional curricula. In order to sustain the effect of curriculum on students learning, it is important to understand the extent to which the intended learning experiences in the curriculum are experienced by the learners. Therefore the way the teachers are implementing the curriculum will have direct impact on the student learning experiences.

Regarding to this Rovegno, and Bandhauer,(1996), states a teacher might construct his/her understanding of curriculum and develop implementation methods based on prior experience, personal professional beliefs, and instructional context. So those influential factors along with others, such as the teachers' educational philosophy, instructional skills, and motivations to implementation of the curriculum are essential issues that the process of constructing and developing pedagogical content knowledge is likely to lead to curricular enhancement in which the curriculum is taught contrary to the original design. Curriculum is the sum total of the school efforts to influence learning in the class room on playing ground or outside teaching,

According to Daughtrey Grayson & John B. Woods, (1971: P 593), stated that curriculum include all school sponsored activities that influence learning. Curriculums consist mainly of subjects studied in the classroom. It also includes some activities that take place outside the class room. This activity also serves to teach the student children learn from radio, television. But modern educators believe that children learn more effective if they are guided by organized curriculum.

2.5. The Concept of Curriculum Implementation

The term curriculum implementation has been defined in different ways by different scholars. Mkpa,(2005), defined curriculum implementation as, "the task of translating the curriculum document into the operating curriculum by combined efforts of the students, teachers and others concerned."

Garba, (2004), viewed curriculum implementation as "putting the curriculum into work for the achievement of the goals for which the curriculum is designed."

Babalola,(2004),describe curriculum implementation as, "the translation of the objectives of the curriculum from paper to practice."

Ivowi,(2004), define curriculum implementation in a nutshell as "the translation of theory in to practice, or proposal in to action."

Onyeahu,(2008), viewed that curriculum implementation as the process of putting all that have been planned as a curriculum\ document in to the class room through the combined effort of the teachers,' learners and school administrators, parents as well as interactions with the physical facilities, instructional materials, psychological and social environment. All these definitions show that curriculum implementation is the interaction between teachers, learner and other stakeholders in education geared towards achieving the objectives of education.

2.6. The Nature of Curriculum

According to Carle Will Goose, (1984), stated the common definition of curriculum is described as a work schedule of any particular body of course. The derived word as well as the definition seems to suggest an orderly plan and progression. One does not arrive at a schedule or course without having engaged in some kinds of planning and organizing. For referring to the total program in the school, curriculum is central body of teaching.

Carle Will Goose, (1984:p80) stated the curriculum of physical education as follow; Curriculum is a body of experience that lies between objectives and teaching methods. It's a full program of things to do that will realize the original aim and objectives. It depends on sound teaching methods, effective teaching materials and proper evaluation technique on sound teaching methods, effective teaching materials and proper evaluation techniques. In short the human factor that teacher has much to do with the achievement of curriculum objectives.

It is quite possible; therefore to think out and develop a fine course of study, only to find that it only partially does the job for which it was intended because some teachers fail to grasp its significance were indifferent to its content.

As Carle Will Goose, (1984) stated that a high school curriculum guide for example, may give a detailed breakdown of pupil activities associated with learning of soccer skill. However, the teacher may resort to his or her own way of teaching the skill.

The teacher who tries to work with the frame work of a well-designed course of study will periodically contributes as planned to the achievement of proper arranged objectives.

2.7. Physical Education Curriculum

According to National Association for Sport and Physical Education (2004:6), curriculum is a sequential system of delivering learning experiences to students. Physical education curriculum is the framework that provides guidance for teaching skills and providing physical activity instruction. A high quality physical education curriculum will be based on the national standards in the document moving into the future. It describes what a physical educated student should know and be able to do. It emphasizes meaningful content, which includes the following.

- Instruction in a variety of motor skills designed to enhance child adolescent development.
- Fitness education and assessment that allows for understanding.
- Improvement of physical-wellbeing.
- Development of cognitive concepts related to motor skills and fitness,
- Opportunities to improve social and cooperative skills, and
- Opportunities to increase the value placed on physical activity for health, enjoyment, self-expression, and confidence.

Appropriate sequencing of learning activities is critical to developing a high-quality physical education curriculum. National Association for Sport & Physical Education (2004:6), suggested that appropriate sequencing involves the following.

- Ensuring that motor skill, physical activity, and fitness assessments are age and developmental appropriate.
- Methods of teaching motor and movement skills that ensure that basic skills lead to more advanced skills and plans to appropriately monitor, reinforce, and plan for student learning.

2.8. The Importance of Physical Education Curriculum for Secondary Schools

Physical education is an important part of the secondary school curriculum as an integral component of the total education of students; it contributes to the overall goals of education. Additionally, physical education makes a unique contribution to the education of the student.

According to Knapp, (1968), Physical education is the only subject area in the school devoted to the study of human movement, the acquisition of motor skill and promotion of fitness. It is concerned with the total development of the individual, encompassing development in the psychomotor, cognitive, and effective domains.

The development of motor skills, fitness, knowledge, and attitude conductive to a lifetime of participation is a commonly acknowledged goal of the secondary school physical education program. Additionally he also added that the secondary schools years are important time for physical education program. During this time adolescents should have the opportunities to be exposed to varieties of sports, and outdoors activities that helps to develop competence in a few selected ones.

As knapp, (1968).Suggested that, gaining about human movement is an important part of the physical education experience. Since physical activity habits are formed early in life, attention must be given within the physical education program to helping students incorporate physical activity into their lifestyles at this age.

2.9. Objectives of Physical Education in Secondary School

Physical education is concerned with art and science of human movement. However, its ultimate objectives are to employ movement in order to contribute to that of the physical, mental and social goals of education. For this reason physical education should be properly designed, as other education through physical means that is through large muscle activities. Regarding to the major objective of physical education, Miller and whit comb, (1963:p40), stated the fundamental objectives of physical education are physical, social, emotional and intellectual development of the student.

It's physical objectives is the building and maintenance of straight, vigor, vitality speed physical characteristics of child at different age level and to develop basic motor skills such as running jumping, doing, climbing, in social, emotional objective student develops characteristics such as cooperation and competition through games and sports. Its intellectual objective includes knowledge's and appreciations.

2.10. Goals of Physical Education for Secondary Schools

MOE, (2003), designed that, the goals of physical education for secondary schools are improving physical health and develop a good attitude towards various physical activities that will result in the lifetime participation in physical activities. One of the major goals of physical education is to prepare students to be a lifelong learner, and to have knowledge of factors affecting movements, which are essential for future learning.

The general objectives of physical education for grade 9 and 10 syllabus are:-

- Acquire and refine motor skills
- Develop health- related fitness
- Attain knowledge on the benefit of physical education and health-related physical fitness
- Develop an application for the contribution that regular physical activity makes to lifelong health.

As Wuest and Lombardo, (1994:p5).Mentioned that the goal of physical education related to students development in three interrelated domains, psychomotor, cognitive and affective.

Bao, (1989:14), stress that physical education experience should related to the total educational process and to each person's whole life. If the physical education experience makes no contribution to the total educational experience, then the proper function expected of a true physical education program is deemed not be have been full field. As part of total education of the students, the curriculum in physical education should be congruent with educational psychology of the school and meaning fully contributed to

school educational goals, Wuest, D.A., & Lombardo, B. J, (1994), who stated that contemporary education has many aims, also support this. One of its primary purposes is to provide experience that will help all individuals develop to their fullest potential, regardless of their ability, race, sex, religion or economic status.

2.11. What Is High Quality Physical Education?

A high quality of physical education program is the comer stone of a school's physical activity program, and a well written physical education curriculum is the foundation of a physical education school program.

According to Melograno, (1996): stated that to provide appropriate instruction appropriate actions must be taken in four main areas to ensure a high quality PE program (1) curriculum. (2) Policies and environment (3) instruction (4) student assessment.

Melograno, (1996), Suggested regarding to policy and environmental actions that support high quality physical education program require the following.

- Adequate instructional time (at least 150 minutes per week for elementary school students and 225 minutes per week for middle and high school students),
- All classes be taught by qualified physical education specialists,
- Reasonable class sizes, and proper equipment and facilitates.

Melograno, (2004), noted that instructional strategies are important to conduct quality physical education so that the support of instructional strategies for the high quality physical education give emphasize on the following:

- The need for inclusion of all students,
- Adaptations for students with disabilities, `
- Opportunities to be physically active most of the class time,
- Well-designed lessons,
- Out-of-school assignments to support learning and
- Not using physical activity as punishment.

Regular student assessment within a high-quality physical education program features the following.

- The appropriate use of physical activity and fitness assessment tools.
- Ongoing opportunities for students to conduct self-assessments and practice self-monitoring of physical activity,
- Communication with students and parents about assessment results and clarity concerning the elements used for determining a grading or student proficiency system.

2.12. National Standards for Physical Education

Quality physical education was driven by the standards that guide physical education teachers in the process of assisting youth to become physically educated individuals. The following descriptions were taken directly from the National Standards for Physical Education Curriculum Analysis Tools, (PECAT) analyses found in the preceding sections.

Standard 1: Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities; intent of this standard is the development of the movement or physical skills that needed to enjoy in the participation, of physical education activities. Mastering movement fundamentals establishes a foundation to facilitate continued motor-skills acquisition and advanced levels of performance to further the likelihood of participation on a daily basis.

The high school students can select few activities for regular participation which are more advanced skills which help them mastered in wide variety of leisure and work related physical activities. (NASPE,2004).

Standard 2: Demonstrate and understanding of the movement, concept, principles, strategies, tactics as they apply to the learning and performance of physical activities: the intent of this standard is to facilitate the ability of the learner to use cognitive information to understand and enhance motor-skills acquisition and performance.

In high school, emphasis is placed on students independently and routinely using a wide variety of increasingly complex concepts. By graduation, the student has developed a sufficient knowledge and ability to independently use his/her knowledge to acquire new skills while continuing to refine existing ones. (NASPE,2004).

Standard 3: Participate regularly in physical activity: The intent of this standard is for students to establish the patterns of regular participation in meaningful physical activity. The standard is connecting what is done in the physical education class with the lives of students outside of the student classroom.

While participation within the physical education class is important, what the student does outside of the physical education is critical to developing active and healthy lifestyle that could help to prevent a variety of health problems future generations of adults.

Young children learn to enjoy with physical activities yet also learn that a certain level of personal commitment and earnest work is required to have the benefits of participation. They partake in developmentally; appropriate activities that help them to develop movement competence and should be encouraged to participate in moderate to vigorous physical activities and unstructured play.

As students get older the structure of activity tends to increase and the opportunities for participation in different types of activity increase outside of the physical education class. Attainment of this standard encourages participation commensurate with contemporary recommendations regarding the types of activities as well as the frequency, duration, and intensity of participation believed to promote a healthy lifestyle.

Standard 4: Achieves and maintains a health-enhancing level of physical fitness. The intent of this standard is for students to have both the ability and the willingness to accept responsibility for personal fitness leading to an active, healthy lifestyle. Students develop higher levels of basic fitness and physical competence as needed for many work situations and active leisure participation. Health-related fitness components include cardio respiratory endurance, muscular strength, and endurance, flexibility, and body composition. Expectations for students' fitness level should be established on a personal basis, taking into account variation in entry levels rather than setting a single standard for all children at a given grade level or comparing one student to another.

Students' progress in their ability to participate moderate to vigorous physical activities that address each components of health-related fitness. Moreover, students become more

skilled in their ability to plan, perform, and monitor physical activities appropriate for developing physical fitness.

Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings. The intent of this standard is the achievement of self-initiated behaviors that promote personal and group success in activity settings. These include safe practices, adherence to rules and procedures, etiquette, cooperation and teamwork, ethical behavior in sport, and positive social interaction are key to this standard to developing respect of individuals' similarities and differences through positive interaction among participants in physical activity.

Similarities and differences include the characteristics of culture, ethnicity, motor performance, disabilities, physical characteristics (e.g. strength, size, shape) and gender, age, race and socioeconomic status.

High school students initiate responsible behavior, and positively influence the behavior of others in physical activity settings. They participate with all people, avoid and resolve conflicts, recognize the value of diversity in physical activity, and develop strategies for inclusion of others. High school students begin to understand how adult roles of work and family responsibilities affect their decisions about physical activity.

Standard 6: Values physical activity for health enjoyment, challenge, self-expression, and/or social interactions: The intent of this stands is to develop an awareness of the intrinsic values and benefits of participation in physical activity that provides personal meaning, Physical activity provides opportunities for self-expression, social interaction and can be enjoyable, challenging, and fun. These benefits develop self-confidence and promote positive self-image, thereby enticing people to the continued participation in activity throughout the life span. Participation at the high school level continues to provide enjoyment challenge as well as opportunities for self-expression and the social interaction. As a result of these intrinsic benefits of participation, students will begin to actively pursue lifelong physical activities that meet their own needs, (NASPE, 2004).

2.13. Factors Affecting the Implementation of Physical Education Curriculum

Curricular implementation is rarely "trouble-free", Synder et al., (1992), Suggested, that there are many factors within the school context that can hinder physical education curricular implementation.

Fraser – Thomas and Beauadoin, (2002), reported that lack of time to achieve outcome goals, inadequate equipment, large classes, heavy teaching loads, lack of professional development, and lack of consultant or support, can constrain physical educations' opportunities to implement the designed physical education curriculum .

Snyder et al. (1992) argued that the "effective implementation" depended on the unique configuration of the social, historical, political and ideological factors that exist in the school and its social, community context. Schools act as communities where values as well as resources and customs are shared.

Nodding, (1996), suggest curricular implementation relies on key participants' perception of the school as a community context.

2.13.1. The nature of class size

For effective teaching learning process class size is a determining factor unless the number of the pupils per class is determined, there would be problem during instruction. Thus, less number of students, in a class will decrease the teachers load, help them to provide good education to his students and the teachers can make proper supervision and so on. This is also true in teaching physical education. Reasonable class size, adequate facility and good equipment supplies with small size of student's sufficient material and adequate playground could be used to meet the objective of physical education.

According to Daughtrey and Woods, (1971:p67) stated the pupil-teacher ratio and the teacher load in physical education should be comparable to that for other teachers in the school. Realistically 39 to 40 pupils per teacher would seem to be a practical class size particularly; class size is major one to instructional condition. Recently for effective teaching and learning process, individualized instruction and optimal performance in

physical education class size should be comparable, so that its education objectives can be attain when recommended class size is maximum of 30 of 35 pupils per teacher.

If this is done accordingly the teacher could apply the designed plan and the student master the skill, developed for physical wellbeing, physical fitness, coordination and good personality as a whole. The class size will be popular prospect to judgment of the teachers in achieving the aim and objective of the subject matter.

In general implementing physical education curriculum the class size, facility for the activity and equipment supply must gate attention to the objective of physical education.

2.13.2. Time allotment

Time allotment will help every subject teachers to accomplish the curriculum on time and to achieve its objectives. According Jewett, Bain, & Ennis (1995:420), the time allotment for secondary high school for instructional condition or take oriented physical education period ranges 45 minutes to 1 hour and three days for a week. Furthermore, the president council on youth and fitness recommended one standard class period per day, accordingly Five day a week.

A daily program of directed Physical education should be provided for all high schools pupils sixty-minute period being desirable. This time allotment during physical education period will enhance the actual physical fitness, the neuromuscular coordination, skills and a good health condition.

Furthermore the time allotment must consider the environmental condition, the teacher and the pupils work ability, time in the schedule as well as the student redness for the target activities. The lack of consideration of the time allotment will leads to lose of interest in teaching and less interest in learning. Therefore, scheduling a proper time allotment is essential to accomplish the designed curriculum and to achieve the objective of physical education.

Daughtrey and woods, (1971; P11) stated the time allotment during physical education practical period in the table below.

Table 2, The time allotted in physical education practical period.

No	Activities	Time spent
1.	Dress roll call	
	Introduction	5 minutes
2.	Warming up experience	
	Open order	10 minutes
	Developmental	
3.	Teaching skill process	
	Orientation, demonstration	
	Organization, inventory	35 minutes
	Ability grouping, skill laboratory	
	Evaluation	
4.	Closing, Inhabitation	
	Announcements, Dismissal	10 minutes

To strength the above idea Sadker,(1986), stated that, "achievement in an area is the amount of time allotted to the subject area" this indicates adequate time allotment scheduling and proper distribution of time table will improve physical fitness and acquisition of motor skill.

2.13.3. Facility

Facility refers to the permanent or semi-permanent playground in secondary schools for physical education instructional process or in teaching learning process; there should be permanent or semi-permanent facility for students.

According to Dauthtrey Greson and Jhon Wooods, (1971:p224), suggested that permanent facilities are such as basketball and football back boards and semi-permanent facilities like balls, nets. Students in secondary schools and facilities for class room instruction and extracurricular activities, especially in physical education instructional program students develop physical fitness; group awareness cooperation with peer group to develop their physical fitness and to achieve these behaviors school must be facilitated.

These facilities could be arranged for indoor and outdoor games such as football, volleyball, basketball. Additionally they write the following concerning facilities used to teach outdoor games "the most particles, economical area for outdoor games use is the multiple use area. These areas, constructed either from concrete or asphalt, provide for several play area on one surface. They can be used year round for instruction and competition in basketball, volleyball, tennis and other activities." \

G.Miller and White Comb, (1963:2), suggested concerning well equipped schools that: "The well facilitated school will supply services such as rooms, offices, for instructors, adequate storage rooms for physical education equipment and prepares different play grounds" thus, schools should be built on the bases of fully equipped facility to all subject as well as physical education. Otherwise, this lack of facilities affects the implementation of the curriculum and the target objectives of physical education will not be achieved.

2.13.4. The equipment and supply

According to Daughtrey, Grayson & John woods, (1971), states for effective teaching and learning every subject needs a proper equipment and supply to facilitate the learning process. This is the responsibilities of government to allocate budget for schools. Equipment is the determining factors for effective teaching and learning process because the less number of equipment and supply will decrease the teaching and learning interest of the student as well as the teacher. Planning of budgets is so important for the schools to accomplish their tasks. Physical education is one of the subjects that require proper allocation of budget for equipment and supply goods. There could be several plans to develop the budgets.

Most plans are based on the source of income one of the major plan used is the separate physical education budget. The purpose of budget is to assist in providing adequate resource to meet the need of the program. The needs are determined by the aim and objectives of the instruction. The instructional content also determines the financial resource necessary for conducting the program.

Adequate supplies of equipment's are valuable to provide quality instruction for each activity and adequate supplies of equipment's helps the teachers to plan their instructional

program with confidence when they are assured of receiving equipment and supplies in an orderly fashion. In order to provide effective instructional process in physical education program adequate equipment, supplies are required. Equipment's are permanent materials like stationary, basketball boards, football goals, volleyball posts; high jump stands etc… and semi-permanent materials Football, Volleyball, basketball, handball. Thus for the quality and effective instruction the equipment and supply of physical education materials must thoroughly arranged for a good instruction and proper outcome of the program. Every instruction has content and teaching methods used there for instructional contents and teaching methods used needed adequate equipment and supplies for effective teaching. According to the above description availability of equipment and supplies are essential to address a meaning full physical education instruction to implement the curriculum.

2.13.5 Teaching aids

Teaching aids are devices presenting units of knowledge through visual stimuli to help learning. Audio-visual aids will have to be harnessed to be harnessed to make the teaching of physical education lively and interestingly. To give a welcome relief from normal routine Variety of aids like picture maps, films strips, models, cartoons, charts, and graphs should be drown into the course. As Daughtrey, Grayson & John woods, (1971), the objective of teaching aids in physical education is to supplement the spoken word and make physical education real and life long, develop and the attitudes and interests of participant, make learning permanent, and supplement the text books.

2.13.6. Teachers "belief and proposal curricular performance

In physical education, teachers' values, beliefs, and personal preferences could have a critical impact on the type and quality of physical education curriculum they implement. Rovegno, & Bandhuer,(1996) reported that a teacher who valued and believed in a constructivist approach could persist and succeed in teaching the curriculum even in a disadvantaged context.

Conversely in a similar restrictive pedagogical environment, O'Reilly,Tompkins, & Gallant,(2001), observed that physical educators could change the programs based on their personal belief and preferences into one that only reinforced students' feelings of

fun other than their learning. These research findings suggested that to a large extent it is physical educators' values, beliefs and personal preferences that determine physical education curriculum implementation in school contexts. At any education system as well qualified teaching staff is required to provide good instruction to the pupils.

Therefore teachers in different subject should take courses which make the efficient and up to date themselves with the support of the government or with their own. All subject need their specialized teachers to teach according to the plan, content and teaching methods.,

In addition to this the instructional load of the physical educator should be of prime concern to management. To maintain a high level of enthusiasm, vigor and morale, it is important that the load be fair and equitable.

According to Carle Will Goose, (1984:87), teachers are first and for most provocateurs who set the step for students teaching. This shows that teachers ate initiators of their students by providing and setting the lesson. Physical education teachers are teachers who have responsibility to implement the objective of physical education according to the maturity and grade level of students. To meet the demand it is desirable to have qualified Physical Education teachers who are responsible for the instruction. Unless we have qualified and adequate number of teachers in schools there will be a problem to implement the curriculum.

2.13.7. The student need

Schools are places where the teaching learning process is conducted. The schools shape the behavior of the students who come from different areas family background the curriculum which address these students will create change of behavior after a long period of teaching learning process.

Furthermore, schools can determine the future like of the student. The curriculum designed must give attention for the need of the students. That means the curriculum must be "student-centered". If this is well done we can meet the objective of physical education. Beside on planning the curriculum must plan according to the need and interest of students.

Based on the above idea Teshome Alemayehu (1989:81) stated "planning for progressive interims of need will develop at each age level selecting proper material activities so that learning becomes effective evaluation appraising the quality and quality of pupil's develop and achievements."

Hence the above idea ensures that the curriculum must address the student need of the students it creates frustration, failure and loose of interest in the students. Thus when curriculum is designed it must consider the interest, age level, strength and maturity of the students.

2.13.8. The Interest of the society

Snyder et al., (1992), stated that society is resource for the development of the country. Society started its education with the existence of man in this planet. Society gives education to its children at school and school design a proper curriculum according to the need and interest of the society. Societies get knowledge and acquire change of behavior from the schools. The culture of the country can be reflected by the activities of physical education.

Therefore, society develops its tradition culture, sport activity in the school with exchange of one culture to the other and strengthen its culture and pass it to the next generation through education given in the schools. Today the main task of school is that it is especial institution created and maintained by the society in order to transmit knowledge on the aspects of culture and experiences its interest by means of proper teaching the coming generation.

Further more physical education is one of the subjects given in schools to develop socially, mentally, emotionally and physically fit citizen and within this activity societies develop their culture and tradition according to the designed curriculum, besides society play different roles to support physical education curriculum.

Concerning this concept Snuder et al., (1992), stated that, the society has considerable influence on Physical education development and provide fund for the program. This shows the society should be enveloped or must be aware of the development of Physical education program but more weight is not given to the influence of the society to physical

education to develop the program. This creates problem for the teachers to implement the curriculum effectively and he could not follow up the achievements of the student on overall objective of Physical education.

2.13.9. The Administration

Administrators one of the humane factors that influences implementation understanding the crucial role of school Administration is concerned to be guidance, lead and control the efforts of the group of individuals towards common goals and also the works of administration could be planning, directing, coordinating, reporting and budgeting in order to accomplish the assigning task or to meet the planned objectives.

Maclaughlin, (1987), notes that "implementation incredibly hard and that successful implementation generally require the combination of pressure (introducing new idea) and support by school administrators," Supporting this, Berman and Maclauhlin (1976) found that project substance and success was highly related with principal's support. According to them, degrees of implementation were different in different schools. Mainly the action and the concerns of principals were different.

In addition Hord, (1995) he further noted that principal's actions convey the message as to where a planned change is to be taken seriously or not, according to Berman, and Mac laughlin, (1976 March) state that the administrations indirectly affects the willingness and dedication of teachers. These actions includes many actives but the main activities are developing supportive organizational arrangements, training, supporting, consultation and rein for cement, monitoring and evaluation, to accomplish this action, through the administrator do not directly play a role implementing curriculum in the classroom, he/she need to have knowledge about the curriculum planning and management procedures involved Fullan, (1991).

Thus according to Daughtrey, and Woods,(1971), suggested that for quality and effective instruction a well-trained administrator is important because a good administrator enable the group to achieve its objectives with the least amount of coast and time. The objective of good administrator is to assist in improving adequate teaching materials and creating good relationship with teachers, community, and stakeholders this will create a good

atmosphere of teaching and learning in the schools. In general school administration plays different roles to support the teaching learning process of physical education and in supporting the teaching learning in the schools. In general, school administration plays different roles to support the teaching learning process of physical education and in supporting the department to implement the designed curriculum effectively and to attain the objectives of the designed curriculum.

2.14. Summary of the review Literature

The main concerns that are included under this review of related literature are literatures that could have shown the general overview of the concept of physical education in Ethiopia after curriculum was designed, the status of curriculum in Ethiopia, the meaning of curriculum, the concept of curriculum implementation, physical education curriculum, the importance of physical education curriculum for secondary schools, objectives of physical education in secondary schools, goals of physical education for secondary schools, high quality physical education, National standards for physical education and factors affecting the implementation of physical education curriculum. In the first part this review of related literature the overview of "the concept of physical education in Ethiopia after curriculum was designed'' In 1968 E.C the institution for curriculum development and research the first teacher's guide book of the physical education were published. In 1982 E.C the curriculum was revised by physical education panel for each grade level and the Physical education curriculum published for grade 9 and 10 can be stated as example. In 1999, the curriculum designed by ICDR and books were prepared for guiding the teachers, this designed and revised curriculum prepared for each level was not related with the interest and need of the students. Because of this curriculum does not assess pupil's maturity, growth, knowledge, facility, equipment supplies etc. and the school climate. Secondly review of related literature the overview of the status of curriculum in Ethiopia. Ethiopia had undergone political system change and educational innovations including curriculum issues were changed and the new education and training policy of Ethiopia, (1994), state innovation in different aspects of education sectors such as changing in objectives, contents, evaluation techniques role of students, and teachers, structural change, medium of instruction, the use of new technology in the

schools, participation of stakeholders and many more. Different researchers demonstrated in their specific site of research that there was a prevalent gap between the 'intended' and 'observed' curriculum at schools level: teachers are still following the traditional procedures of talk and chalk–lecture instead of adopting new curriculum learner-centered/problem-solving/.The curriculum document were found not manageable for teachers, time was scarce to cover the content, lack of material, large class sizes, and teacher's problems in implementation of the intended curriculum in country. The next review of related literature the overview of' the meaning of curriculum and the concept of curriculum implementation" Curriculum is learning experiences which the learner is subjected to under the guidance of the school. Curriculum therefore, as the nerve center of education must ensures its functionality so as to achieve the aims as justified by the meaning of education. Curriculum is the sum total of the school efforts to influence learning in the class room on playing ground or outside teaching. Modern educators believe that children learn more effective if they are guided by organized curriculum. Curriculum implementation means "putting the curriculum into work for the achievement of the goals for which the curriculum is designed." or "the translation of the objectives of the curriculum from paper to practice." Physical education curriculum is the framework that provides guidance for teaching skills and providing physical activity instruction.

The importance of physical education curriculum for secondary schools, Physical education is the only subject area in the school devoted to the study of human movement, the acquisition of motor skill and promotion of fitness. It is concerned with the total development of the individual, encompassing development in the psychomotor, cognitive, and effective domains. The fundamental objectives of physical education are physical, social, emotional and intellectual development of the student and one of the major goals of physical education is to prepare students to be a lifelong learner, and to have knowledge of factors affecting movements, which are essential for future learning.

A high quality of physical education program is the comer stone of a school's physical activity program, and a well written physical education curriculum is the foundation of a physical education school program. Providing appropriate instruction appropriate actions must be taken in four main areas to ensure a high quality PE program (1) curriculum. (2)

Policies and environment (3) instruction (4) student assessment. The policy and environmental actions that support high quality physical education program require adequate instructional time (at least 150 minutes per week for elementary school students and 225 minutes per week for middle and high school students), National Standards for Physical Education . The standards that guide physical education teachers in the process of assisting youth to become physically educated individuals. Standard 1: Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities Standard 2: Demonstrate and understanding of the movement, concept, principles, strategies, and tactics as they apply to the learning and performance of physical activities: Standard 3: Participate regularly in physical activity. Standard 4: Achieves and maintains a health-enhancing level of physical fitness. Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings. Standard 6: Values physical activity for health enjoyment, challenge, self-expression, and/or social interactions. Factors affecting the implementation of physical education curriculum. There are many factors within the school context that can hinder curricular implementation.

Fraser Thomas and Beaudoin, (2002). Reported that the nature of class size, lack of time to achieve outcome goals, inadequate equipment supply, lack of facility and teaching aids, heavy teaching loads, teachers'belief and personal curricular performance, student need, the interest of the society, administration, lack of professional development, lack of consultant support can constrain physical educators' opportunities to implement the designed PE curriculum.

Snyder et al. (1992) argued that the "effective implementation" depended on the unique configuration of social, historical, political, and ideological factors that exist in the school and its social, community context. Schools act as communities where values as well as resources and customs are shared (Nodding, 1996). Therefore, curricular implementation relies on key participants' perceptions of the school as a community context

CHAPTER THREE

RESEARCH DESIGNING AND METHODOLOGY

3.1 Introduction

This chapter deals with research design, sources of data, study area, population sample, and sampling technique, data gathering instruments, procedure of data collection and data analysis techniques and ethical consideration in the research work

3.2 Research Design

The study aims to assess the major problems in the implementation of physical education curriculum in grade 9 and 10 in selected general secondary schools of Majang zone of Gambella regional state.

The general of this study was mixed (quantitative supported by qualitative) approach. Mixed methods of design is useful when the strength of both quantitative and qualitative can proved the beast understanding for research problem.(Cresswell,2009)

For the purpose of this study descriptive survey research design had been employed, this design was selected with the assumption, it is helpful to gather enough information from many people on the existing condition of the issue under investigation, that the major problem in physical education curriculum implementation and to obtain detailed data from large number of respondents. In addition descriptive survey gives a better understanding of phenomena which helps as fact findings design with adequate and accurate interpretation of the findings. Moreover it helps to gather data at a particular point interims of describing the nature of existing conditions can be compared or determine the relationship that the existence between specific events Jose and Gonzatles (2002)

The research was incorporating both the quantitative research method and the qualitative research method. The qualitative research method will be employed to the study with the information gained through open ended questionnaire, interview, and document analysis. On the other hand information gained through closed ended questionnaires will be 2employed with quantitative research method. So to collect extensive data and the data

obtained from quantitative and qualitative will be analyzed separately and then triangulate to provide general conclusions.

3.3. Source of Data

This study used both primary and secondary data sources in order to secure sufficient and relevant information. The major sources of primary data were physical education teachers, School leaders, and students are included, and observation also used as primary sources of data, Secondary source of data were document analysis.

3.4. Study Area

Majang zone is named after one of the nationalities living in Gamble Region. It is bounded in south East by the Southern Nations and Nationalities peoples State, in the west by the zone inhabited by the Agnuwaka Nationality, and in the North by the Oromia Regional state. The capital city of the zone is Metti. It is about 305 Km far away from Gambella town. The zone is comprises two woredas namely Godere and Mengshi. The zone is well known for its Fertility and reach natural resource. It is inhabited by 73204 according to data issued by the central Statististical Agency (CSA) in 2013 applying for 2015 projection.

3.5. Population, Samples and Sampling Techniques

3.5.1. Population

Majang zone is one of the three zones in Gambella regional state which includes two woredas, Godere and Mengeshi. The target population was 5 secondary schools of the zone, accordingly the participant of the study were 10 physical education teachers, 2390 students, and 5 principals in the zone.

3.5.2. Samples and Sampling Techniques

To obtain reliable data from the study various sampling techniques was employed. To start with the Majang zone is selected purposively. That is because the researcher have reasonable experience in the zone in relation to the issue of the present study and the problem is more visible in the zone. The two woreda such as Godere and Mengeshi will be included in the study using comprehensive sampling techniques, because the zone has only two woreda. (4) General secondary schools were selected by simple random

sampling using lottery method, Physical education teachers (8) were included by availability sampling and school leaders (4) were selected by availability sampling method. Regarding students respondents the researcher selected in relation to some criteria purposively from grade 9 and 10 students who were selected as class monitors (2 students from each section), Female student representative (one student from each section) and one ranked student from each section, from one section the researcher selected four students totally from 30 section of grade 9 and 10 students 120 students were selected purposively. Because the researcher believes that these students have better experience, knowledge, participate in school self-evaluation quarterly report, and managements and they were also selected as student representative by the student themselves. Thus they provide relevant and adequate information about the school practice than other students supporting this ball 1990 (as cited in cohen, L et al. 2007) suggest the purposive sampling is used in order to assess "Knowledgeable people" i.e. those who have in depth knowledge about particular issue, may be by virtue (good quality) of their professional role, power, access, to network and experiences. Accordingly 20 students from Gelesha secondary school, from TinishuMetti 44 students and from Kumi secondary school 24 Students and Jein secondary school 32 students were included in the study.

Table,3. Summary of samples schools, students, teachers and principals representatives

No	Name of woreda	Name of schools	T.P students	Number of section	S.S students	Teachers		principals	
						T P	S.S	T.P	S.S
1	Goderie	T.metti	1020	11	44	2	2	1	1
		Gelesha	190	5	20	2	2	1	1
2	Mengeshi	Kumi	240	6	24	2	2	1	1
		Jein	940	8	32	2	2	1	1
	Total		2390	30	120	8	8	4	4

N.B T.P- stand for Target Population S.S- read as Sample Size

3.6. Data Collection Tools and Procedures

To obtain adequate information four types of data collection instruments were used in this study, these are Questionnaires, Interviews, document analysis and observation check lists.

3.6.1 Questionnaires

Questionnaire was used to collect relevant and firsthand information from teachers and students. The items of the questionnaires comprised both closed ended of item of five point liker scales of (1= very low, 2= Low, 3=Medium, 4=High, 5= Very high) and limited open ended questions were prepared to collect quantitative and qualitative data. The questionnaires had two parts. The first of the questionnaire was intended to gather back ground information of teachers and students. The second part of the questionnaire consisted of items that intended to examine teachers' and students' interest towards physical education, Availability of materials and facilities for physical education curriculum implementation, Major problems that hinder physical education curriculum implementation, School administrative and Stakeholders support for physical education curriculum implementation, this is because of questionnaire is convenient to collect information from large number of respondents within a short period of time and in cost effective way.

3.6.2. Interview

To support enrich and to make cross checking semi- structured interview was used to gather in depth qualitative data from principals, employing structured interview is quite important, because the interview has a great potential to release more and in depth information providing opportunities for clearing up misunderstanding as well as it can be adjusted meet many diverse situations (Abiyi, s et al. 2009).

The Interview had two parts. The first part of interview was intended to gather back ground information of principals and the second part of the interview questionnaire consisted of items that intended to examine principals about the current physical education implementation and its problems in the implementation.

3.6.3. Document analysis

Documents like annual lesson plan, Weekly or daily lesson plan, Student assessment and the time table was incorporated to supplement the data obtain through questionnaire and semi structured interview. According to Abiyi et al, (2009), document analysis can give an expert understanding of the available data and also it is cheap.

3.6.4. Observation

Observation is regarded as supporter or supplementary technique to collect data that may complement or set of perspective data that obtained from questionnaires and interviews. Therefore the observation focus on teaching learning facilities, the availability of materials and physical school environment were observed through check list. This is because adequacy and availability of learning facilities and the situation of school environment can easily observed.

3.7. Procedures of Data collection.

To answer research questions raised, to confirm, cross-validate or corroborate findings with the study the researcher passed through series of data gathering procedure. The expected relevant data were gathered by using questionnaires, interview, observation and Document analysis. Having letter of authorized from Addis Ababa university and Majang zone education office, the researcher was directly lead to each sampled schools according to the schedule outlined. Then the researcher in every step followed all important ethical producers until all required data collected and completed from intended sampled schools.

3.8. Pilot test

Pilot testing of questionnaires was made after preparation and translation in to Amharic, this is done on few teachers and students, which was excluded from the main study later. The purpose of pilot test was to check the appropriateness of items in the questionnaire and to make necessary corrections based on the feedback obtained. Accordingly, amendments were made for the relevance and quality of some of the items and ambiguous words were voided from the main items.

3.9. Data Analysis technique

Both qualitative and quantitative method of data analysis and interpretation were employed in analyzing the quantitative data respondents were categorized and frequency will be tallied. Frequency counts were used to analyze the characteristics of the a percentage, Mean scours, Standard deviations, Independent sample t-test were used for analyzing the items with five point Liker scales questions obtained through set of questionnaires were, organized in tabular form and calculated in SPSS. Accordingly the back ground information was analyzed using percentage. To summarize the quantitative data in simple and understandable way the mean, standard deviation, and Independent t-test will be serve as the base for interpretation of the data.

Finally the data obtained through interview, open ended questions, document, and observation was analyzed through narrative description for the purpose of triangulation.

3.10. Ethical Consideration in the Research work

In the journey of the study efforts were made to protect the research participants to improve the validity of the data gathered, and to maintain rigor of the overall research procedures and findings. Utmost efforts were made to protect the identities and moral values of the research participants, equally, validity and procedural rigor has been taken care of as a part of maintaining ethical standards of the research work. Among others, efforts were made A) Give clear, understandable, and focused directions and Criteria for data collection procedure. B) to maintain anonymity of the data sources, C) to corroborate the research results and interpretations by way of mixing the quantitative and qualitative results. Consequently three ethical principles have been considered in this study: 1) inform consent, 2) anonymity, 3) Procedural rigor. Over all utmost possible ethical roles have been considered to insure that the researcher is conducted in ethical manner maintaining consent, anonymity and procedural rigor

3.11. Validity and Reliability

Checking the validity and reliability of data collecting instruments before providing to the actual study subject will be the core to assure the quality of data Yalw Endawoke, 1998) To ensures validity of instruments, the instrument will be carried out to pre-test the instrument, thus the researcher will conduct pilot test 12 students, and 2 physical education teachers of Dunchay secondary school.

The reliability of the instrument will be measured by using cronbach alpha method in the help of SPSS version 20

Table.4. Reliability

No	Items	Number of items	Cronbach Alpha result
1	Interest of students and physical education teachers	5	0.917
2	Factors affecting the implementation of curriculum	8	0.955
3	Materials and school facilities	6	0.964
4	School administration and stake holders	4	0.948
	Average reliability result	23	0.946

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF DATA

4.1. Introduction

This chapter deal with the presentation, analysis, interpretation and discussing the data collected through questionnaire, interview, document analysis and observation.

4.1.1. Background Characteristics of the study group

Table.5.Characteristics of teachers and principal based on sex, level of education, experience and age.

No.	Item	Teachers		School principals	
		No	**%**	**No**	**%**
1.	**Sex**				
	Male	8	100	4	100
	Female	-	-	-	-
	Total	8	100	4	100
2.	**Level of Education**				
	Certificate	-	-	-	-
	Diploma	6	75	2	50
	First degree	1	12.5	2	50
	Second degree	1	12.5	-	-
	Total	8	100	4	100
3.	**Years of experience**				
	1-4	2	25	-	
	5-8	4	50	3	75
	9-12	2	25	1	25
	13-16	-	-	-	-
	Above 16	-	-	-	-
	Total	8	100	4	100
4.	**Age**				
	Less than 18	-	-	-	-
	21-30	6	75	4	100
	31-40	2	25	-	-

As shown in table.5, none of respondents were females and all 100% of respondents were male. This showed that, there is no female participant in the physical education teacher. Regarding to the qualification of the teacher respondents 75% of them were diploma holder and 12.5% of them were first degree holder and the rest 12.5% of them were second degree holder and there were no teacher respondents with qualification above second degree. Regarding to the qualification of school principals 50% of them were diploma holders and there were no school principal with qualification above first degree. Concerning the experience of teachers respondents, the majority of them had 5-8 years of service as indicated in table.5, 25% of the respondents has the experience between 1-4 and 9-12 years of service respectively. Regarding the experience of management bodies, 75% of them were in 5-8 years of service and the rest has 9-12 years of service.

Table.6. Characteristics of students respondents based on sex ,age and grade

No	**Item**	**Respondents**	
1	**Sex**	**No**	**%**
	Male	50	41.7
	Female	70	58.3
	Total	120	100
2	**Age**		
	15-20	103	85.8
	21-30	15	12.5
	31-40	2	1.7
	Total	120	100
3	**Grade level**		
	Grade 9	60	50
	Grade 10	60	50
	Total	120	100

As indicated in table.6.The majority (58.3%) of respondents were females and (41.7%) of the respondents were males. This showed that, the little participation of males. Regarding to the age of the respondents, the majority (85.8%) were between, 15-20, (12.5%) of respondents were also between 21-30 and (1.7%) of respondents had between 31-40 years. Concerning the grade level of respondents, 50% of them were from Grade 9, and 50% of them were from Grade 10 students

4.2. Result

Table.7. Cross Tabulation of Issue Related to Interest between Teachers and Students Response

No	Items	Response	Student		Teachers		Total	
			N	%	N	%	N	%
1	Student interest to physical education class	Very Low	-	-	-	-	-	-
		Low	-	-	-	-	-	-
		medium	16	13	2	25	18	14.1
		High	84	70	6	75	90	70.3
		very high	20	17	0	0	20	15.6
2	P.E teachers interesting to teach physical education	Very Low	-	-	-	-	-	-
		Low	23	19	0	0	23	18.0
		medium	70	58	5	62.5	75	58.6
		High	23	19	3	37.5	26	20.3
		Very high	4	3	0	0	4	3.1
3	Less number of PE teacher affect the implement PE curriculum	Very Low	-	-	-	-	-	-
		Low	10	8	0	0	10	7.8
		medium	38	32	2	25	40	31.3
		High	72	60	6	75	78	60.9
		Very High	-	-	-	-	-	-
4	P.E teacher commitment to implement the designed PE curriculum	Very low	18	15	1	12.5	19	14.8
		Low	74	62	6	75	80	62.5
		Medium	28	23	1	12.5	29	22.7
		High	-	-	-	-	-	-
		Very High	-	-	-	-	-	-
5	The school have a qualified physical education teachers	Very low	12	10	2	25	14	10.9
		Low	30	25	4	50	34	26.6
		Medium	78	65	2	25	80	62.5
		High	-	-	-	-	-	-
		Very High	-	-	-	-	-	-
		Total	120	100	8	100	128	100.0

The above table.7.indicated that Issues that related to Interest of teachers and student's response by the given scale measurement of very low, low, medium and high are response, 70% students and 75 % teachers are said that high grade for the issues of extent student have interest to physical education class, as shown on table 8 item .1. The

independent t-test value mean 4.03 of students and 3.75 of physical education teachers shows that no statistically significant difference with P-value of 0.15 on the issue of extent of student have interest.

As indicated on the above tale.7. Item2. 58 % of students and62.5 % of teachers are said that medium grade for the issues of extent that physical education teacher are interesting to teach physical education. As shown on table 8 item 2. The mean value 3.06 and 3.37 of students and physical education teachers respectively shows that no statistically significant difference between students and teachers, because the P- value 0.23 greater than 0.05.

As indicated on the above table.7. Item3. 60% students and 75 % teachers are said that high grade and as illustrated in table 8 item3. the independent t- test mean of students 3.5 and the mean of teachers 3.75 shows that no significant difference because the t- test P-value 0.31 greater than 0.05 for the issue of extent the less number of physical education teacher affect the implement physical education curriculum.

As indicated on the above table.7. Item4. 62% students are said that low and 75 % teachers are said that high grade for the issues of extent that physical education teacher is committed to implement the designed physical education curriculum, as illustrated in table 8 item4. The independent t-test value mean of student 2.03 and mean of teachers 3.50 shows that statistically significant difference, because the P- value 0.00 less than 0.05. As indicated on the above table.7. Item.5. 65% students said that medium and 50 % of teachers are said that low grade for the issues of extent the school have qualified physical education teacher, with the mean value of 2.55 and 2.00 the result shows that statistically significant difference the t-test P- value 0.02 is less than 0.05.as shown in table 8 item 5.

Table.8.The independent sample t-test response of students and teachers on issue related to interest to physical education

No	Items	Respondent	No	Mean	S.D	Sig(2tail
1	Student interest to physical education class	Students	120	4.0333	.54900	0 .157
		Teachers	8	3.7500	.46291	
2	P.E teachers interesting to teach physical education	Students	120	3.0667	.71870	0.236
		Teachers	8	3.3750	.51755	
3	Less number of physical education teacher affect the implement PE curriculum	Students	120	3.5167	.64799	0.319
		Teachers	8	3.7500	.46291	
4	P.E teacher commitment to implement the designed PE curriculum	Students	120	2.0833	.61608	0.000
		Teachers	8	3.5000	1.06904	
5	The school have a qualified physical education teachers	Students	120	2.5500	.67176	0.028
		Teachers	8	2.0000	.75593	

The independent sample t-test statistics shows that the issues about the interest of teachers and students responses are the same idea on the issues of extent of student have interest to physical education class, extent that physical education teacher is interesting to teach physical education and extent the less number of physical education teacher affect the implement physical education curriculum but the following two issues extent that physical education teacher are committed to implement the designed physical education curriculum and extent that the school have a qualified physical education teachers are statistically difference response because the t-test sig. value is less than 0.05 , it means that students and teachers response are real.

Table.9. Cross tabulation of Issue Related to factors affecting the implementation of physical education curriculum response between student and teachers

No	Items	Variable	Student		Teachers		Total	
			No	%	No	%	No	%
1	P.E teachers cover the content that included in the in text book	Very low	0	0	2	25	2	1.6
		Low	43	36	0	0	43	33.6
		Medium	71	59	4	50	75	58.6
		High	6	5	2	25	8	6.3
		Very High	-	-	-	-	-	-
2	The subject matter knowledge of PE teacher	Very Low	-	-	-	-	-	-
		Low	75	63	6	75	81	63.3
		Medium	35	29	2	25	37	28.9
		High	10	8	0	0	10	7.8
		Very high	-	-	-	-	-	-
3	Large class size affect the implementation of PE curriculum	Very low	-	-	-	-	-	-
		Low	-	-	-	-	-	-
		Medium	29	24	2	25	31	24.2
		High	76	63	6	75	82	61.4
		Very high	15	13	0	0	15	11.7
4	Time allocated to teach physical education is sufficient	Very low	10	8	2	25	12	9.4
		Low	77	64	4	50	81	63.3
		Medium	33	28	2	25	35	27.3
		High	-	-	-	-	-	-
		Very high	-	-	-	-	-	-
5	Allotted period per week is enough to achieve the designed objectives of PE	Very low	43	36	3	37.5	46	35.9
		Low	56	47	5	62.5	61	47.7
		Medium	21	18	0	0	21	16.4
		High	-	-	-	-	-	-
		Very high	-	-	-	-	-	-
6	PE teacher used the allotted period properly.	Very low	12	10	1	12.5	13	10.2
		Low	30	25	2	25	32	25.0
		Medium	78	65	5	62.5	83	64.8
		High	-	-	-	-	-	-
		Very high	-	-	-	-	-	-
7	PE teacher used continuous assessment to evaluate student's achievement.	Very low	12	10	1	12.5	13	10.2
		Low	78	65	6	75	84	65.6
		Medium	30	25	1	12.5	31	24.2
		High	-	-	-	-	-	-
		Very high	-	-	-	-	-	-
8	Process of PE curriculum implementation in your school can achieve the Objectives of the curriculum.	Very low	14	12	1	12.5	15	11.7
		Low	63	53	6	75	69	53.9
		Medium	43	36	1	12.5	44	34.3
		High	-	-	-	-	-	-
		Very high	-	-	-	-	-	-
		Total	120	100	8	100	128	100

With regard to table 9, item, 1, indicated that under issue related to factors affecting the implementation of physical education curriculum teacher's and student's response by the given scale measurement of very low, low, medium and high are response, 59% of students and 50 % of teachers are said that medium grade for the extent that physical education cover the content that included in the in text book, and as indicated in table 10. Item1.The students and teachers mean value 2.67 and 2.75 respectively and the t- test P-value 0.79 grater that 0.05 this show that no statistically significant difference, which means teachers do not devoted to cover the contents. From this the researchers was conclude that physical education teachers do not cover the content in the text book.

As illustrated in table.9. item.2.-The subject matter knowledge of physical education teacher 63 % students and 75 % teachers are said that low grade. As indicated in table 10, item,2,The independent sample t-test statistics P-value 0.37 shows no different idea on the issue the response of both group lies on low scale, with mean of 2.45 and 2.25 students and teachers respectively. From this researcher conclude that the subject matter knowledge of physical education teacher in school was at low level.

As shown in table.9. on item,3 .Large class size affects, physical education curriculum im plementation 63% of student and 75 % of teacher are said that high grade for the issue of large class size affect the implementation of P.E curriculum, as lustrated in table 10 item 3.The independent t-test statistical mean value 3.88 of student and 3.75 of physical education teachers and the t-test P-value 0.53 shows that statistically no significant difference, this is true that large class size highly affect the curriculum implementation in the study area of Majang secondary schools. From this the researcher, conclude that large class size affect the implementation of physical education curriculum.

As illustrated in the above table.9. Item4-that the time allocated to teach physical education sufficient 64% students and 50 % teachers are said that low grade for the time allocated to teach physical education is sufficient, as indicated in table 10 item 4.The independent t-test mean 2.19 of student result and 2.00 of teachers responses with t-test P-value 0.38 shows that no statistical significant difference, this is true that the time

allotment for the subject do not consider the objective of the designed curriculum, From this the researcher concludes that the time allotted to teach physical education is not sufficient.

As indicated in table.9. item5 -the allotted period per week is enough to achieve the designed objectives of physical education 47% students and 62.5 % teachers are said that low grade. And as shown in table 10 item 5.The independent t-test statistics mean of student 1.8 and mean of teachers 1.62 shows the given period per week not sufficient to addressee the objective of the curriculum, this is true that the t-test P-value 0.45 is greater than 0.05.From this the researcher concluded that the period allotted per week is not enough to achieve the objective of the curriculum.

As shown in the table above.9.in item,6, that physical education teacher used the allotted period properly, 65% students and 63% teachers are said that medium grade for the issues that physical education teacher used the allotted period properly, and as illustrated in table 10 item 6, the mean of 2.55 and 2.50 of student and physical education teachers respectively this shows that statistically no significant difference with t-test P-value of 0.84. From this the researchers conclude that physical education teachers are not used the allotted period properly. As illustrated on the table.9, in item 7. The extent that physical education teacher used continuous assessment to evaluate student achievement,65% students and 75% teachers are said that low grade for the issues, and as table 10, item7, shows that the independent t-test statistics the mean 2.15 of student and mean 2.00 of teachers and the t-test P-value 0.47 shows no statistically significant difference, because the P-value 0.47 is greater than 0.05.From this the researcher conclude that physical education teachers do not used continuous assessment to evaluate student's achievement.

As indicated in the table.9. on item.8, physical education curriculum implementation can achieve the objective of the curriculum the respondents, respond that 53% of students and 75% of teachers are said low grade, According to table 10, item 8, shows the mean of student 2.24 and the mean of teacher 2.00 and also the t-test P-value of 0.30 show that no statistical significant difference this is true that the process of physical edu cation curriculum implementation do not meet the objectives.

Generally the researcher conclud that physical education curriculum implementation can't achieve the objective of the curriculum.

Table.10. the independent sample t. test response of students and teachers on Issues factors affecting the implementation of physical education curriculum.

No	Items	Respondents	No	Mean	SD	Sig(2taild)
1	Cover the content that included in the in text book	Students	120	2.6917	.56205	0..794
		Teachers	8	2.7500	1.16496	
2	The subject matter knowledge of PE teachers	Students	120	2.4583	.64685	0.373
		Teachers	8	2.2500	.46291	
3	Large class size affect the implementation of curriculum	Students	120	3.8833	.59668	0.537
		Teachers	8	3.7500	.46291	
4	The time allocated to teach PE education is sufficient	Students	120	2.1917	.56947	0.368
		Teachers	8	2.0000	.75593	
5	Allotted period per week is enough to achieve the designed objectives of PE	Students	120	1.8167	.70987	0.455
		Teachers	8	1.6250	.51755	
6	physical education teacher used the allotted period properly	Students	120	2.5500	.67176	0.840
		Teachers	8	2.5000	.75593	
7	PE teacher used continuous assessment to evaluate student's achievement	Students	120	2.1500	.57468	0.474
		Teachers	8	2.0000	.53452	
8	Process of PE curriculum implementation in your school can achieve the objective of the curriculum	Students	120	2.2417	.64815	0.305
		Teachers	8	2.0000	.53452	

As indicated in table.10, the independent sample t-test statistics shows that the issues about related to teaching learning response between teachers and students are not Difference idea in the listed issued factors because the t-test statistics p value is greater than 0.05 therefore there is no difference idea or response on the given issues the details are given on the above table.

Table.11. Cross tabulation of Issue related to materials and school facilities response between students and teachers

No	Items	Variable	Student		Teachers		Total	
			N	%	N	%	N	%
1	Availability of permanent And semi permanent playground at school	Very low	36	30	1	12.5	37	28.9
		Low	67	56	5	62.5	72	56.3
		Medium	17	14	2	25	19	14.8
		High	-	-	-	-	-	-
		Very high	-	-	-	-	-	-
2	Availability of sport materials at your school	Very low	28	23	3	37.5	31	24.2
		Low	66	55	4	50	70	54.7
		Medium	26	22	1	12.5	27	21.1
		High	-	-	-	-	-	-
		Very high	-	-	-	-	-	-
3	Material distribution at your school to teach physical education	Very low	33	28	2	25	35	27.3
		Low	71	59	5	62.5	76	59.4
		Medium	16	13	1	12.5	17	13.3
		High	-	-	-	-	-	-
		Very high	-	-	-	-	-	-
4	The extent you prepared teaching materials from local resources	Very low	11	9	1	12.5	12	9.4
		Low	75	63	4	50	79	61.7
		Medium	34	28	3	37.5	37	28.9
		High	-	-	-	-	-	-
		Very high	-	-	-	-	-	-
5	The school has field for practical activities	Very low	13	11	1	12.5	14	10.9
		Low	69	58	5	62.5	74	57.8
		Medium	38	32	2	25	40	31.3
		High	-	-	-	-	-	-
		Very high	-	-	-	-	-	-
6	School environment is conducive for PE curriculum implementation	Very low	27	23	1	12.5	28	21.9
		Low	68	57	6	75	74	57.8
		Medium	25	21	1	12.5	26	20.3
		High	-	-	-	-	-	-
		Very high	-	-	-	-	-	-
		Total	120	100	8	100	128	100

As indicated in the above table.11.Issues related to materials and school facilities on item 1. Permanent and semi-permanent playground 56% and 63% of students and teachers respectively respond that low level, and as indicated in table 12 item1, the mean 1.84 and 2.12 students and teacher respectively low level, the t-test P- value 0.23 also shows no statistically significant difference, this is true that there is no playground in the secondary schools.

As indicated in table.11. On item.2, availability of material 55% of students and 50 of teachers respondents' response that low level, while 23% of students and 38% of physical education teachers are said that very low as illustrated in table 12, item 2, the mean value 1.98 of student and 1.75 of teachers' and the t-test P-value 0.36 shows that there is no significant difference on the above idea, it is true that the schools have not materials for physical education curriculum implementation.

In other hand the response of students and physical education teachers on the idea of material distribution to teach physical education 59% and 62.5% of students and physical education teachers respectively respond that low level, and as table 12, item3, shows the respondents mean value of 1.85 and 1.87 students and teachers respectively and the t- test P-vale 0.92 is greater than 0.05, this is true that material distribution affect the implementation of physical education curriculum.

Like-wise on the above table .11. Item.4. preparing teaching aids form local resource, the response of 63% of student and 50% of teachers respondents lie on low level and 37.5 % of teachers are said medium. And as indicated in table 12, item4,the mean value 2.19 and 2.25 of students and teachers respectively and the t-test P-value 0.78 shows that no statistically significant difference, this is true that teacher and students do not prepared teaching aids from local materials.. As indicated on the above table.11.on item5- the school have fields for practical class 58 % of students and 62.5 % of physical education teachers response lies on low level and as table 12 item5, shows the mean value 2.22 and 2.12 students and physical education teachers respectively shows that both have similar response on the above ides because the t-test P-value value 0.71 shows that no significant difference it is true that the secondary schools have not open fields for practical class.

As indicated on the above table.11. in item, 6, the school have conducive school environments for physical education curriculum implementation, 57 % of students and 75% of teachers are said that low and as stated in table 12, item, 6,the mean result 1.98 and 2.00 of students and physical education teachers respectively shows that on low scale and the t-test P-value 0.94 greater than 0.05 this indicate no statistically significant difference, both group have similar idea on the issue of conducive school environments, that is true that secondary school of Majang zone have not conducive environment for physical education curriculum implementation.

Table.12. The independent sample t-test response between students and teachers of Issue related to materials and school facilities

No	Items	Respondent	NO	Mean	SD	Sig(2taild)
1	Availability of permanent and semi-permanent playground at school	Students	120	1.8417	.64815	0.233
		Teachers	8	2.1250	.64087	
2	Availability of sport materials at your school	Students	120	1.9833	.67343	0.346
		Teachers	8	1.7500	.70711	
3	Material distribution at your school to teach physical education	Students	120	1.8583	.62572	0.942
		Teachers	8	1.8750	.64087	
4	Preparing teaching materials from local resources	Students	120	2.1917	.58404	0.788
		Teachers	8	2.2500	.70711	
5	The school has field for practical activities	Students	120	2.2083	.62033	0.714
		Teachers	8	2.1250	.64087	
6	School environment is conducive for physical education curriculum implementation	Students	120	1.9833	.66083	0.945
		Teachers	8	2.0000	.53452	

As indicated on the above table. 12. shows that the issues about Issue related to materials and school facilities response are in average low grade it means that it high problem on the implementation of curriculum and the respondent of teachers and students are not difference idea in the listed issued factors because the t-test statistics p value is greater

than 0.05 therefore there is no difference idea or response on the given issues that shows lack of materials and facilities are one problem in the implementation of physical education curriculum.

Table 13 Cross tabulation of Issue related to school administration and stakeholders

No	Items	Variable	Student		Teachers		Total	
			No	%	No	%	No	%
1	The communities support the school to achieve the objective of PE curriculum	Very low	16	13	2	25	18	14.1
		Low	71	59	5	62.5	76	59.4
		Medium	33	28	1	12.5	34	26.6
		High	-	-	-	-	-	-
		Very high	-	-	-	-	-	-
2	The school administration allocate enough budget to implement PE curriculum	Very low	20	17	1	12.5	21	16.4
		Low	72	60	6	75	78	60.9
		Medium	28	23	1	12.5	29	22.7
		High	-	-	-	-	-	-
		Very high	-	-	-	-	-	-
3	School administration follow up implementation of PE curriculum	Very low	10	8	2	25	12	9.4
		Low	68	57	6	75	74	57.8
		Medium	42	35	0	0	42	32.8
		High	-	-	-	-	-	-
		Very high	-	-	-	-	-	-
4	The stakeholders support the implementation of PE curriculum	Very low	10	8	3	37.5	13	10.2
		Low	87	73	5	62.5	92	71.9
		Medium	23	19	0	0	23	18.0
		High	-	-	-	-	-	-
		Very high	-	-	-	-	-	-
		Total	120	100	8	100	128	100

response between students and teachers.

As indicated on the above table.13. studies regarding by checking cross tabulation its' indicate that,59% of students and 63% of physical education teachers are said that the community don't support the school which lies on the scale low and as table 14,item

1,shows the mean value 2.14 and 1.87 students and physical education teachers respectively shows that the t-test P-value 0.24 greater than 0.05 which means no statistically significant difference. That is true that the community does not support the schools when the schools implement the curriculum.

As indicated on the above table.13. Onitem.2. Budget allocation for the program 60% of students and 75% of physical education teachers are said that low and as table14 item 2 indicate that the mean value 2.06 and 2.00 of students and physical education teachers respectively have not statistically difference idea between students and teachers, because the t-test P-value 0.77 greater than 0.05, it is true that no budget for physical education curriculum implementation.

Like-wise the response of students and physical education teachers on the issue of the school administration follow up the implementation of the PE curriculum 57% of students and 75 % of teachers are said that low, and as table 14, item3, indicates the mean value 2.26 of student response and 1.75 and the P-value 0.01 less than 0.05 it shows both groups have deferent idea on the above issue.

As indicated in table13,item 4, the support of stakeholders 73% of students and 62.5% of physical education teachers are says that low and as illustrated in table 14, item4, the independent t-test mean value 2.10 and 1.62 of students and physical education teachers respectively, but the t-test P-value 0.01 is less than 0.05 this shows that both groups have different response on the issue.

Table.14. The independent sample t-test statistics of Issue relate to school administration and stakeholders between students and teachers

No	Items	Respondent	No	Mean	SD	Sig(2taild
1	Communities support to achieve th e objective of PE curriculum	Students	120	2.1417	.62572	0.246
		Teachers	8	1.8750	.64087	
2	Allocate enough budget to implement PE curriculum	Students	120	2.0667	.63157	0.771
		Teachers	8	2.0000	.53452	
3	The administration follow up the i mplementation of PE curriculum	Students	120	2.2667	.60437	0.019
		Teachers	8	1.7500	.46291	
4	The stakeholders support the implementation of PE curriculum	Students	120	2.1083	.51524	0.011
		Teachers	8	1.6250	.51755	

The independent sample t-test statistics shows that the issue about the support of school administration and stakeholders' response between teachers and students are significant difference idea in the issues of the extent that the school administration follow up the implementation of P.E curriculum and extent that the stakeholders support the implementation of physical education curriculum because the sig. value of t-test is less than 0.05 but the other two issues extent the communities support the school to achieve the objective of physical education curriculum and extent that the school administration allocate enough budget to implement physical education curriculum are not statistically difference ideas between student and teachers the details are given on the table above.

4.3. Qualitative data analysis

4.3.1. Qualitative data analysis for open-ended questions Response from students and PE teachers.

Here under, the researcher has analyzed the responses of physical education teachers and students from the open ended questions qualitatively as follow the question that the problems they faced during the teaching learning process of physical education, all most all the respondents have given similar responses that the problems like lack of sufficient sport material and sport facilities, lack of student text books, scarcity of teaching materials, the given time and the allotted period per week is not sufficient, lack of training from the teacher side and lack of attention of stakeholders are the main problems which affect physical education curriculum implementation.

Regarding to the solution for better physical education curriculum implementation, majority of the respondents gave similar response, such as the school fulfill the necessary teaching materials for physical education practical class, publishing adequate number of student text books, allocating adequate budget, revision the time and the period allotted for physical education, giving additional training for physical education teachers, Creating awareness on the stakeholders, Were suggested strongly for improved and better implementation of physical education curriculum.

Moreover, the respondents have given their own suggestion about physical education curriculum implementation and its benefits. Both students and physical education teachers agree that the curriculum is well structured and organized, which is very important to build up fit and healthy productive citizens. Also they added that to address quality education for students and to achieve the desired objectives of the physical education the stakeholder's should work cooperatively for better physical education curriculum implementation.

4.3.2. Qualitative data analysis for school principal interview.

In order to gather adequate information about the study the researcher has prepared some semi-structured interview questions with four school principals working as a leader in the study areas. Moreover, the responses given from the interviewee is discussed as follows:-

Regarding the first question that how do you explain the problems of teaching learning process of physical education, majority of they gave similar responses that physical education embedded by numerous problems like the absence of workshops for physical education teachers, large class size (overcrowded class) , scarcity of student text books, teacher guide, syllabus, scarcity of trained physical education teachers, less commitment of physical education teachers, non-adequacy of budget, absence of pedagogical center, scarcity of sport fields, teaching materials, facilities, and absence of community support

For the second interview question, "do you believe that the curriculum of physical education is effectively implemented?" Majority of the respondents have provided similar responses that "No", because there are no conducive school environments in the study area for better implementation of physical education curriculum due to the constraints mentioned in the above.

Regarding the availability of qualified teachers in the school majority of school principals response indicate that most of teachers who teach in the schools are at diploma level they are not fit to teach the grade level.

Regarding the question, "do physical education teachers participate in workshops to improve their teaching skill?" all the respondents have provided their own responses that "No" in the zone and in the region there is no work shop given particularly for physical education teachers.

Regarding the question, for the availability of pedagogical in the schools and preparation ofteaching aid in pedagogical center of the school, all the respondents were given similarresponses"No" added that the absence of pedagogical center and the scarcity of teaching aids in the school have strongly affect the implementation of Physical education curriculum and teachers also do not take part to prepared teaching aids from local resources.

In other hand school principals also asked about the availability of sport materials and playing fields for physical education practical activities, they respond that there is no full sport material which help to conduct each contents that are presented in the curriculum

materials for the grade level and also the playing fields also not this much conducive to teach practical activities.

Regarding to the question, for budget allotment for physical education curriculum implementation all principals respond that the schools have not separate budget for physical education because of the schools have scarcity of budget to accomplish different programs in the schools including physical education.

According to the response of all school principals, secondary schools does not gate any support from the communities and stakeholders to achieve the designed objectives of phy sical education.

Finally, all school principals suggested that, the following measures must be taken for eff ective physical education curriculum implementation, by stakeholders including student parent, and the community should be involved to fulfill the necessary materials to create conducive school environment, for effective curriculum implementation. And physical education teachers and students should be take part to prepare teaching aids from local resources. Lastly they suggested that the Woreda education offices, Zone education office and Regional education bureau collaborate with the schools to provide training or workshops for physical education teachers, accordingly, the school principals mentioned different problems associated with physical education curriculum implementation.

From the above response the researcher conclude that, non availability of schoolfacilities and materials, absence of qualified teachers for the grade level, the class size, and lack of commitment on the side of physical education teachers, lack of community support, are problems in Gambella regional sate Majang zone secondary schools to implement physical education curriculum.

4.3.3. Observation check list analysis of school facilities

Table 15.school facility observation check list

No	Facilities	**Availability of facilities**											
		Available				Partial availab				Not available			
		TM	G	K	J	TM	G	K	J	TM	G	K	J
1	Gymnastics facilities												
	Mat									X	X	X	X
	Parallel bar									X	X	X	X
	Horizontal bar									X	X	X	X
	Spring board									X	X	X	X
2	Team game facilities												
	Volleyball court					X	X	X	X				
	Volleyball					X	X	X	X				
	Volleyball netandposts					X	X	X	X				
	Football court									X	X	X	X
	Football									X	X	X	X
3	Athletics Facilities												
	Athletics field									X	X	X	X
	Starting blocks									X	X	X	X
	Javelin									X	X	X	X
	Relay baton									X	X	X	X
	Shot put									X	X	X	X
	High jump stand and bar									X	X	X	X
4	Curricular materials												
	Syllabus									X	X	X	X
	Student text book									X	X	X	X
	Teacher guide									X	X	X	X
	Reference book									X	X	X	X
5	Sport store									X	X	X	X
6	Water supply									X	X	X	X
7	Room for changing cloth									X	X	X	X

TM.(Timishumetti secondary school) **G**. (Gelesha secondary school)

K. (Kumi secondary school) **J**. (Jein secondary school)

According to table,15, Item. 1, observation checklist analysis result in Majang zone selected secondary schools Gymnastics facilities such as Mat, Parallel bar, Horizontal bar and spring board are not available.

Based on the table,1,.item.2. Team game facilities like Volley ball court, volleyball, volleyball net and posts, football court and football are partially available.

Based on the table,15. Item.3. Athletics facilities like athletics field, starting blocks, Javelin, Relay baton, shout put, and, High jump stands and bar are not available.

According to table, 15. Item.4. 5, 6, and 7, curriculum materials, syllabus, student textboo ks, Teacher guide , reference books, water supply and room for changing clothes are not available.

From the above observation check list presentation the researcher conclude that the availability of facilities for physical education can be one problem in implementing physical education curriculum in Gambella regional state of Majang zone secondary schools.

According to Doughter Greson and Jhon Wood (1971:224) suggested that students in secondary schools need facilities like permanent and semi- permanent facilities such as basketball back board, Football court, and ball, net, for class room instruction and extracurricular activities.

G.Miller and White Comb (1968:2) also stated concerning well equipped schools, that "the well facilitated school will supply services such as rooms, Offices, instructors, adequate storage rooms for physical education equipment's and prepares different play grounds", otherwise this lack of facilities affects the implementation of the curriculum and the target objectives of physical education will not be achieved.

4.4. Discussion

4.4.1. Discussion on Result of independent sample t-test of interest of students and teachers

Teachers are the first and for most provocateurs who set the step for students to teach, they are initiators' of their student by providing and setting lesson interestingly according to the need and inters of the students. If physical education teachers show interest to teach physical education, so that the teacher had considerable positive influence on students need and interest.

Hence students and physical education teachers were asked about the extent that student have interest to physical education class, to this end students and physical education teachers asked to rate the items using five point rating scale from very high to very low. To achieve this end independent t-test was conducted and the results are presented in table 8, as indicated in above table.7. item1. the response of 70% of the student was at high level and also the response of 75% of physical education teachers was at high level, and according to table 8, item,1, the independent t-test mean value 4,03 and 3.75 students and physical education teachers respectively shows the t-test P-value 0.15 is no statistically significant difference because P-value 0.15 is greater than 0.05 this true that student have interest for physical education class.

Like- wise students and physical education teachers were asked about the interest of physical education teachers to teach physical education, as indicated in the table.7, the response of 58% of students was at medium level and the response of 62.5% of teachers also at medium level, as illustrated in table,8, item2, the mean value 3.06 and 3.37 students and physical education teachers respectively and the t-test P-value 0.23 shows that no significant difference on the issue, that is true that the interest of physical education teachers decrease / medium/ when we compeer to the interest of the students, the cause that teachers may lose interest to teach physical education was due to lack of materials, and equipment and qualification to teach the grade level. Regarding to this literature reveled that less number of equipment decrease the teaching learning interest of student as well as the teachers. Doughtrey,G.& Woods J.B..(1971).

As indicated in table.7.ite.3, both students and teachers were asked about the issue that less number of physical education teachers affect the implementation of physical education curriculum, majority of students60% and 75% teachers are said high, As indicated in table 8, item3,the result of independent t-test mean value3.51 and 3.75 students and physical education teachers respectively and the P-value 0.31 greater than 0.05 this shows no statistically significant difference on the response they gave that is true that in secondary school of Majang zone the number of physical education teachers was less when we compeer to the number of students in the school, so this is one problem that hinder the effective curriculum implementation in the study area.

On the other hand students and physical education teachers were asked about the extent physical education teachers committed to implement the designed physical education curriculum to this end student and physical education teachers asked to rate from very high~tovery low, to achieve this the independent t-test was conducted and the results wer e presented in table.8.as indicated in table.7.item,4. The response of 62% of the student w as at low, and the response of 75% of physical education teachers' was also at low level. As indicated on table.8. item 4, the independent t-test mean value 2.08 of and 3.50 of students and physical education teachers respectively the response shows statistically significant difference with P value 0.00 on these issue students and teachers gave different response.

In addition to this the result of interview in the sample secondary school principals revealed there was some resistance from the secondary school physical education teachers side, that reasonable number of secondary school physical education teachers in Majang zone were not sufficiently committed to implement the curriculum.

As indicated on above table.7. item.5, on the issue the school have qualified physical education teacher the response of 65% of student lies on medium level, and the response of 50% of physical education teachers lies at low level and the independent t-test table.8.shows mean value of student 2.55 and mean value 2.00 of physical education teachers and the t-test P-value of 0.02 is less than 0.05 this shows that statistically difference responses, which means both respondents have different idea on the issue of

qualified teachers this is may be students have not information about the qualification of teachers those teach in the school.

Like -wise the result of document analysis shows that 6 (75 %) of physical education teachers are not qualified for the grade level they teach, they are at diploma level, the interview result shows that in the sample secondary schools of Majang zone the number of qualified physical education teachers was less in number so this is one major problem to implement the designed physical education curriculum.

4.4.2. Result of independent sample t- test of Issue Related to factors affecting the implementation of physical education curriculum Response between student and teachers

The teaching learning process in school focus on learner's need and interest and application of appropriate teaching method in which students are not only acquires information but also do some ting active in relation to this idea Miller and Whit Comb (1963) stated, teaching physical education for students help them to develop characteristics such as cooperation and competition through games and sport and develop their intellectual objectives including knowledge and appreciation.

As indicate in table.9. student and physical education teachers were asked about the extent that physical education teachers cover the content presented for the grade level, to this end students and teachers asked to rate the item using five point rating scale from very high to very low to achieve this end independent t-test was conducted and the result were presented in table.10,as indicated in table.9.on item1,the response of 59% of the students was at medium level and the response of 50% of physical education also lies on medium level,

As shown in table.10. item 1,the independent t-test mean2.69 of student and 2.75 of physical education teachers respectively and the t-test P-value 0.79 greater than 0.05 this shows that no statistically difference, this is true that the response of both students and PE teachers, that the majority of secondary school teachers of Majang zone , do to cover or teach some selected contents which are included in the curriculum. Although the result of

document analysis revealed that the majority of secondary schools physical education teachers in Majang zone do not lead their teaching learning by the annual plan.

Like- wise the result of interview in the sample secondary school there were some resistance from secondary school physical education teachers side. Regarding to this issue majority of secondary school principals informed that most physical education class teachers are still resistant to cover the contents that the curriculum set for the grade level. in addition to the above indicated problem result of open ended questions of physical education teachers indicate that some selected contents are not covered because of the allotted time not sufficient and the teacher himself lack some skills to demonstrate for the students. Additionally PE teachers indicated that most of the time the school principals enforced to use the period for labor education program and for special school activities.

In order to assess the filling of respondents about the level of the subject matter knowledge of physical education teachers on effective curriculum implementation, the response of 63 % of students and 75% of physical education teachers show at low level, As indicated in table.10.on item2, the independent t-test mean value2.45 and2.25 students and teachers respectively and the t-test P-value 0.37 greater than shows 0.05 this shows that no statistically significant difference on the idea, The result of interview from school principals all of them informed that physical education teachers teach in Majang zone were no fit to teach the grade level. Regarding this literature revealed teachers need to have adequate academic and professional knowledge and they are required to apply appropriate teaching method that help in teaching large and diversified class room (MoE, Ethiopia 2007).

As indicated on table.9, on the item.3, issue of the extent large class size affect the implementation of physical education curriculum implementation, the response of 63% of students and 75% of physical education teachers imply that at high level, and on the above table.10. Item,3the independent t-test mean value 3.88 and 3.75 of students and teachers respectively shows that no statistically significant difference with P-value of 0.53. That is true that large class size affect to implement physical education curriculum in Majang zone secondary. In the above indicated problem the result of open ended question of students and physical education teachers indicate that large class size was one

problem in physical education curriculum implementation. The result of document analysis shows that in majority secondary school of Majang zone the number of students per class was about 75 – 85. Regarding to this Literature reveled that for effective teaching learning process class size is determining factor unless the number of pupils per class is determined there would be a problem during instruction, the pupil teacher ratio and the teacher load in physical education should be comparable to that for other teachers in the school.Realistically39 to 40 pupils per teacher Daughtrey,G&Wood,J.B. (1971).

As shows in table.9.on item, 4,.the extent time allocated to teach physical education, Hence of students and physical education teachers were asked about the issue and the result were presented in table 9,the response 64% of student respond that at low level and from the total respondents of physical education teachers half of them are said low, and As indicated in table.10.item 4,The independent sample t-test mean value 2.19 and2.00 of students and physical education teachers shows that statistically no difference, which is the t-test P-value 0.36 greater than 0.05, it is true that the time allotted to teach physical education is not sufficient. Similarly the response of both student and physical education teachers on open ended questions indicate that the time allocated to teach physical education is no sufficient. Regarding this Anne Jewett (1985) the time allotment for secondary school for instructional condition or task oriented physical education period ranges 45 minutes to one hour, but the standard class time for secondary school pupils a sixty minutes period being desirable. As shown in table.9, on item5, the allotted period per week sufficient to achieve the objective of the curriculum, regarding this idea Jewett.A.E.Bain,L.L.& Ennis (1995) explained that- To accomplish the curriculum on time and to achieve its objectives the standard class period per week is five days, daily program of directed physical education should be provided for secondary school pupils this will enhance the actual physical fitness, skills and good health condition. And according to Melograno VJ (2004) stated that for high school students 225 minutes per week help to give quality physical education to meet the designed objective of the curriculum.

On the above issue the response from both categories revealed the allotted period per week is enough to achieve the designed objective of physical education 36% of students says that very low level, and 47% of students respond that low level additionally 63% of PE teachers are said that low and as shows in table.10.item, 5,the independent T-test mean value 1.81 and 1.62 of student and teachers respectively and the t-test P-value 0.45 shows that statistically no significant difference, this shows that the period allotted per week is not enough to achieve the objectives of the curriculum.

As shown in table.9.on item 6, the extent that physical education teacher used the allotted period properly, the response of 65% of students and 63% of teachers was at an a verage, As illustrated on table.10.item,6, the independent t-test mean value,2.55 and, 2.55 of students and physical education teachers respectively and the t-test P-value of 0.84 is greater than 0.05 this shows no statistically significant difference this means both students and physical education teachers gave similar answer in issue the teacher used the period properly. The result of open ended question response of students and physical education teachers informed that the school principals forced them to use the period for other special school activities.

As shown in table.9, on item7, the issue the extent physical education teacher used continuous assessment to evaluate students' achievement, the response of 65% of students and 75% of physical education teacher's lies on low level. As illustrated on table.10.item7, The independent t- test mean value 2.15 and 2.00 students and physical education teachers and the t-test P-value 0.47 also show that no statistically difference this means both student and physical education teachers gave similar answer that agree on the problem that teachers in Mejang zone do not use continuous assessment to evaluate students achievement.

The result of document analysis show that physical education teachers found in the sample secondary schools of Majang zone do not used continuous assessment to evaluate student achievement. They used the oldest (teacher centered) assessment method; this is one problem in physical education curriculum implementation.

As indicated in table.9.on the item, 8, the process of physical education curriculum implementation achieve the objectives of the curriculum, the response of 53% of student and 75% of physical education teachers lies on low level. As illustrated in table.10.item8, the independent t-test mean 2.24 and2.00 of students and physical education teachers' respectively and the independent t-test P-value0.30 also shows that no statistically significance difference, because the P-value 0.30 greater than 0.05 this is true that both categories of respondents gave almost similar answer that means the process of physical education curriculum implementation do not achieve its objectives.

4.4.3. The results of Independent t test and cross tabulation of issue related to materials and school facilities response between students and teachers

For effective teaching learning process every subject need proper equipment and supply to facilitate the learning process. So that materials are the determine factors for effective curriculum implementation.

Regarding materials and facilities, Millar and White Comb (1963) suggest that the lack of facilities affects the implementation of the curriculum and the target objectives of physical education curriculum will not be achieved. Additionally Melograno, V.J (1996) suggested that quality physical education require materials, proper equipment and facilities to achieve the objective of the curriculum.

As indicated in table.11, on item1, availability of permanent and semi-permanent play ground in the school, the response of 56% of students and 62.5 % of physical education teachers lies on the scale low level and as table.12. item1, Indicate the independent t-test P-value 0.23 greater than 0.05 it indicate that no statistically significant difference with the mean of 1.84 and 2.1 students and physical education teachers respectively. From this permanent and semi-permanent play ground is one problem for effective curriculum implementation. Like- wise the response from observation shows, all the secondary school of Majang zone have not permanent and semi-permanent playground like volleyball court, football court and athletics fields.

As indicated in table 11,on item 2,3,4,5 and 6, availability of sport materials, material distribution in the school, availability of fields for practical activities and availability of conducive school environments for physical education curriculum implementation, 55 % and 50%, 59% and62.5%, 63% and 50%, 58% and 62.5% ,57% and 75% of students and physical education teachers respectively were respond that at low level. In the same way as shown in table 12,on items 2,3,4,5,and6, the independent t-test mean value 1.98 and1.75, 1.85 and 1.87, 2.19 and 2.25, 2.20 and 2.12, 1.98 and 2.00 of students and physical education teachers respectively also shows there is no different ideas or response on the given issues because the t- test statistics value is greater than 0.05 of all. In the same way the response of open ended questions majority of students and physical education teachers indicate that sport materials, fields, play grounds, teaching aids, are the main problem in the implementation of the designed physical education curriculum.

Like wise the response of interview of the majority secondary school principals indicate that materials and school facilities are the major factor that hinder the implementation of physical education curriculum in the study area. In the other hand the response of field observation also shows that the entire sample secondary schools of Majang zone have not play ground, sport materials, teaching aids, and the school compound is not conducive for physical education practical activities.

4.4.4. The result of independent t-test and cross tabulation of issue related to school administration and stakeholder's response of students and physical education teachers.

Stakeholders are resource for effective curriculum implementation in the schools and school administration also the one who enables the group to achieve its objectives. Regarding to a good administration Daugtery and Woods, (1971), stated good administration is vital for instructional process and help the organization to achieve its objectives with the least amount of cost and time, so that stakeholders and school administrators can play a great roll for effective physical education curriculum implementation.

As indicated in table.13.on item.1.community support, Majority of students 59 % of are responds at low level and the response of 62.5 % of physical education teachers shows at

low level, and table.14.item1, the independent sample t-test value also shows that no statistically significant difference among both respondents with mean value of 2.14 and1.8 of student and teachers respectively and P-value of 0.24.The community do not support the schools in the curriculum implementation process.

Like-wise the responses of the interview of all the sample secondary school principals indicate that the communities do not support the school to achieve the objectives of the program.

As indicated in table,13.on item,2, on the issue that budget allocation for physical education curriculum implementation, the response of 60% of students lies on low level and the response of 75% of teachers are also lies on low level, and table.14.item 2,the independent sample t-test value also shows that no statistically significant difference with mean response of 2.06 and 2.00 of students and physical education teachers respectively and the t-test P-value 0.77 greater than 0.05, this is true that secondary schools of Majang zone have not budgets to support physical education curriculum implementation. Regarding the idea review revealed that physical education is one of the subjects that require the proper allocation of budget for equipment supply .Daughtrey,G,&Woods,J.B. (1971).

The response of interview the sample secondary schools principals of Majang zone informed that the schools have not separate budget for physical education curriculum implementation.

As indicated in table.13.on item,3, the extent that school administration follow up the implementation of physical education curriculum, the response of 57% of students was shows at low level in similar way the responses' of 75% of physical education teachers also shows that at low level, according to table.14.item, 3, the independent t-test value show that statistically significant difference with the mean of 2.26 and1.75 student and teachers respectively which is the t-value 0.019 less than 0.05.Formthis researcher conclude that both group has different idea on the issue but the result of the cross tabulation indicate the truth that the school administration do not follow up the implementation of physical education curriculum implementation in the Majang zone

secondary school. Andin other hand the response of open ended question of physical education teachers and students indicated that the school administration do not follow up the ongoing curriculum implementation.

As indicated in theabove table.13, item. 4, on the issue of the stakeholders support the im plementation of physical education curriculum, The response of 73% of students and 62.5% of physical educating teachers were similar which lies on low level and as indicated on table.14.in item,4,the result of the response mean of student 2.10 rests on low level, and the result of the response of mean of physical education teachers 1.62 rests on low level. And the independent t-test P-value 0.01 than less 0.05 this shows that significantly different idea but the result of the cross tabulation this shows that stakeholders do not support the schools for effective physical education curriculum implementation and the result of interview also shows that no support from the side of the stakeholders for effective curriculum implementation in Majang zone secondary school.

CHAPTER FIVE

SUMMARY CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

The final part of thesis deals with summary on the findings of the study, the conclusions and the recommendations forward on the base of findings.

5.2 Summary

The purpose of the study was to investigate the major problems in implementing physical education curriculum in grade 9 and 10 in general secondary schools of Majang zone Gambella regional state. In line with this following questions were raised.

1. Do physical education teachers and students have interest to physical education class?
2. What are the major problems that hinder the implementation of physical education curriculum in the study area?
3. To what extent the schools have material and facilities for effective curriculum implementation?
4. Do the school administrative and stakeholders support the school for effective physical education curriculum implementation?

To achieve the objective 4 general secondary schools were selected by random sampling technique, 8 physical education teachers and 4 school principals were included by availability sampling technique because of they are few in number, and 120 students were employed purposively.

The method employed for the study was descriptive survey type conducted in Mejang zone Gembella regional state in 4 general secondary schools. The data were obtained from the respondents through questioners, interview, observation and document analysis data collecting tools were employed in the study.

In this the necessary information was gathered mainly through questionnaires filled by physical education teachers and students, in addition the interview was conducted with 4 principals.

The data obtained was analyzed using various statistical tools, percentage mean, and standard deviation, and independent T- test, the summery of the findings was presented as follows.

Regarding students' interest towards learning physical education most of them are highly interested to participate in the teaching learning process of physical education class and physical education teachers were also interested to teach the subject physical education.

On the other hand, teachers' performance which means lack of the subject matter knowledge, lack of appropriate teaching method, lack of commitments, the time allotted and the period given per week for the subject are factors that affect physical education teachers to implement or to teach the designed physical education curriculum in the schools and as it has been perceived by respondent students physical education teachers and school principals the major problems that hinder the implementation of physical education curriculum in the study area were the absence of qualified physical education teachers, in adequate provision of period to the subject, absence of in service training or work shop for physical education teachers, lack of budget, large class size, lack of student text books and reference books, poor school facilities and the participation of the stakeholders are the observed problems that hinder the implementation of physical education curriculum in Majang zone secondary schools,

The finding of the study assured that the surveyed schools of Majang zone have no adequate materials, playing grounds, fields for practical activities, have no teaching, aids, moreover these schools have no adequate curriculum materials and adequate school facilities and infrastructures to implement physical education curriculum effectively.

Regarding the school administration and stakeholders support the findings reveled that most activities od principals in their school are not congruent with the prescribed duties and responsibilities; they do not support and follow up the physical education curriculum implementation in the school. The stakeholders also do not involve in making the physical education curriculum implementation effective.

5.3. Conclusion

Based on the findings the following conclusion were drawn on the major problems in implementation of physical education curriculum in grade 9 and 10 in general secondary school of Majang zone Gambella regional state .

With regard to, students and physical education teachers' interest for physical education class, in Majang Zone of secondary schools teachers' and students have good interest towards physical education, but some physical education teachers lack commitment to teach the subject, this lack of commitment has negative impact on the implementation of physical education curriculum.

Regarding to major problems that hinder the implementation of physical education curriculum, to deliver quality education, physical education teachers have faced different problems in implementing the designed physical education curriculum, teaching physical education curriculum material highly depend on the subject matter knowledge of the teacher and used appropriate method of teaching, commitment of teacher, but as indicated in this research findings physical education teachers those who teach in Majang zone were not qualified to teach the grade level and not committed to implement the curriculum as intended. In the surveyed Majang zone general secondary schools the implementation of physical education curriculum of grade 9 and 10 were not congruent with the demand of education and training policy of the country.

It is possible to conclude from the result that the major problems that hinder he implementation of physical education curriculum in the study area were absence of qualified physical education teachers, lack of training or workshop, inadequate financial resource, inadequate provision of period for the subject, large class size, lack of student text books, lack of commitment on the part of physical education teachers side, principles and other stakeholders, all these problems can negatively affect the implementation of physical education curriculum implementation

Regarding to materials and facilities for effective curriculum implementation, according to the result of the study, Majang zone secondary schools have no sufficient instructional facilities and materials, no play grounds, fields for practical activities and curriculum materials.

So the absence of the above mentioned schools facilities and lack of conducive school environment was obstacle for effective implementation of physical education curriculum in Majang zone secondary school.

Finally with regard to stakeholders and the school administration, they were not support and follow the implementation of physical education curriculum in the surveyed general secondary schools.

5.4. Recommendation

In light of the findings of the present study, the researcher has forwards the following recommendation hoping to be applied by the stakeholders for effective implementation of physical education curriculum.

Teachers are important for effective curriculum implementation therefore it is advisable that the regional education bureau need to give sustainable training to fill the skill gap of PE teachers and also PE teachers should gate in-service training and workshop to upgrade themselves to develop their subject matter knowledge and skill, and to develop proper utilization of teaching aids, applying active teaching and learning styles in the class and the way how to use continuous assessment.

In order to minimize the shortage of teaching materials it is preferable that physical education teachers should try to produce teaching materials from their locality.

It is advisable that physical education teachers have to give awareness about the goals and objectives of physical education to the community and other stakeholders in the form of workshops and seminars.

For effective curriculum implementation of physical education it is advisable that the school management and other stakeholders should fulfill necessary equipment, facilities' and curriculum materials.

It is preferable that the school administration allocates proper budget for physical education curriculum implementation and also mobilize the school community and other concerned bodies to generate income to solve the problem of facilities and equipment's that hinder the implementation of physical education curriculum.

It is advisable that if the school principal gives emphasis when the period scheduled, not to arrange it with the highest solar isolation of the day this helps to create conductive learning environment.

It is advisable that the Minister of education looks for additional periods to meet the objective of the curriculum and to implement effectively, because one period per week is not sufficient to meet the objectives of the curriculum.

It is advisable that the Ministries of education check and follow up the ground implementation of physical education, curriculum by all stakeholders.

At the end for effective physical education curriculum implementation and to solve the problems it is advisable that the Woreda and Zone education office in collaborate with regional bureau need to avail secondary schools with important financial, material and human resources. Beside, Woreda and Zone education office in collaborate regional bureau should timely supervise and support the physical education department.

Finally the researcher recommended a more detailed and comprehensive study in the area to strengthen the result of the findings.

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APPENDIX1

ADDIS ABABA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL STUDY

DEPARTMENT OF SCIENCE AND MATHEMATICS EDUCATION

Questionnaire to be filled by Physical education teaches

This questionnaire is designed to assess the major problems in implementing physical education curriculum in secondary school of Majang zone Gamble regional state.

This study focuses on governmental secondary school in the zone.

This research will be conducted for academic purpose and are no way affecting your personality and the information you provided by filling this questionnaire will remain confidential evidently the success of this study depends on your honest response to all parts of the questionnaire. Therefore I kindly request you to fill this questionnaire openly.

Thank you in advance for your cooperation.

N.B - No need of writing your name.

-please replay to questions by putting " X " or "√ " make in the space provided and write a brief response/s to open ended question that require your reflection. PART ONE

1. Back ground information

   1.Region----------zone---------- Worked----------

   2.Name of the school----------

   3.Sex Male---------- Female----------

   4. Age 17 – 20 □ 21 – 30 □ 31 – 40 □ 41 – 50 □ 51 and above □

   5. Position ----------

   6. Level of education Certificate Diploma BA/BSC Degree
      MA/MSC Degree

7. work experience 1 -4 5 -8 9 -12 13 – 16 17 and above

In your opinion to what extent that physical education curriculum implementing in your school, Based on the current practical observation indicate the degree of the problem in the implementation.

1. Very low 2. Low 3. Medium 4.High 5. Very high

No	Items	Rating scale				
		1	2	3	4	5
1	To what extent that your student have interest to physical education class?					
2	To what extent physical education teacher is interesting to teach physical education?					
3	To what extent that the less number of physical education teacher affect the implement physical education curriculum?					
4	To what extent that you are committed to implement the designed physical education curriculum?					
5	To what extent that the school have a qualified physical education teachers?					
6	To what extent physical education teachers cover the content that included in the text book?					
7	The subject matter knowledge of your physical education teacher?					
8	To what extent that large class size affect the implementation of physical education curriculum?					
9	To what extent that the allotted period per week is enough to achieve the designed objectives of physical education?					
10	To what extent that the time allocated to teach physical education is sufficient?					
11	To what extent that physical education teacher used the allotted period properly?					
12	To what extent that physical education teacher used continuous assessment to evaluate student's achievement?					
13	To what extent that the process of physical education curriculum implementation in your school can achieve the objective of the curriculum?					
14	The availability of permanent and semi-permanent ply ground at your school?					
15	Availability of sport materials at your school?					
16	Material distribution at your school to teach physical education?					
17	To what extent that you prepared teaching materials from local resources?					
18	To what extent that the school has field for practical activities?					
19	To what extent that your school environment conducive for					

	physical education curriculum implementation?					
20	To what extent the communities support the school to achieve the objective of physical education curriculum?					
21	To what extent that the school administration allocate enough budget to implement physical education curriculum?					
22	To what extent that the school administration follow up the implementation of physical education curriculum?					
23	To what extent that the stakeholders support the implementation of physical education curriculum?					

24. What are the problems that the schools face in implementing physical education curriculum?----------

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25. What are the solutions for the problems indicated on the above?----------

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26. In your point of view how physical education curriculum gives benefits to the students? ----------

27. give your suggestion regarding the implementation of the designed physical education curriculum.----------

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APPENDIX 2

ADDIS ABABA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL STUDY

DEPARTMENT OF SCIENCE AND MATHEMATICS EDUCATION

Questionnaire to be filled by Students

This questionnaire is designed to assess the major problems in implementing physical education curriculum in secondary school of Majang zone Gamble regional state.

This study focuses on governmental secondary school in the zone.

This research will be conducted for academic purpose and are no way affecting your personality and the information you provided by filling this questionnaire will remain confidential evidently the success of this study depends on your honest response to all parts of the questionnaire. Therefore I kindly request you to fill this questionnaire openly.

Thank you in advance for your cooperation.

N.B - No need of writing your name.

-please replay to questions by putting " X " or "√ " make in the space provided and write a brief response/s to open ended question that require your reflection. PART ONE

2. Back ground information

1. Region----------zone---------- Worked----------
2. Name of the school----------
3. Sex Male---------- Female----------
4. Age 15 – 20 □ 21 – 30□ 31 – 40 □ 41and above □
5. Grade ---------

In your opinion to what extent that physical education curriculum implementing in your school ,Based on the current practical observation indicate the degree of the problem in the implementation.

1. Very low 2. Low 3. Medi 4.High 5. Very high

No	Items	Rating scale				
		1	2	3	4	5
1	To what extent that you have interest to physical education class?					
2	To what extent your physical education teacher is interesting to teach physical education?					
3	To what extent that the less number of physical education teacher affect the implement physical education curriculum?					
4	To what extent that your PE teacer is committed to implement the designed physical education curriculum?					
5	To what extent that the school have a qualified physical education teachers?					
6	To what extent physical education teachers cover the content that included in the text book?					
7	The subject matter knowledge of your physical education teacher?					
8	To what extent that large class size affect the implementation of physical education curriculum?					
9	To what extent that the allotted period per week is enough to achieve the designed objectives of physical education?					
10	To what extent that the time allocated to teach physical education is sufficient?					
11	To what extent that your physical education teacher used the allotted period properly?					
12	To what extent that your physical education teacher used continuous assessment to evaluate student's achievement?					
13	To what extent that the process of physical education curriculum implementation in your school can achieve the objective of the curriculum?					
14	The availability of permanent and semi permanentplay ground at your school?					
15	Availability of sport materials at your school?					
16	Material distribution at your school to teach physical education?					
17	To what extent that you prepared teaching materials from local resources?					

18	To what extent that the school has field for practical activities?					
19	To what extent that your school environment conducive for physical education curriculum implementation?					
20	To what extent the communities support the school to achieve the objective of physical education curriculum?					
21	To what extent that the school administration allocate enough budget to implement physical education curriculum?					
22	To what extent that the school administration follow up the implementation of physical education curriculum?					
23	To what extent that the stakeholders support the implementation of physical education curriculum?					

24. What are the problems that the schools face in implementing physical education curriculum?----------

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25. What are the solutions for the problems indicated on the above?----------

---

26. In your point of view how physical education curriculum gives benefits to the

27. give your suggestion regarding the implementation of the designed physical education curriculum.----------

APPENDIX3

ADDIS ABABA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL STUDY

DEPARTMENT OF SCIENCE AND MATHEMATICS EDUCATION

Interview for principals

1. Introduction

The purpose of this interview is to collect information about the major problems in implementing physical education curriculum in secondary school of grade 9^{th} and 10^{th}inMajang zone Gamble regional state. The information to be collected through this interview will be used only for research purpose.

I, therefore kindly request to you to provide genuine information for it highly determine the success of the study.

I'm very much grateful to you as well as your organization for kindly cooperation.

Thank you in advance

Interview guide line

Part one

1. Name of the institution ----------

2. Name of the administrator ---------- Sex ---------- Age-------

3. Area of specialization Major ---------- Minor ----------

4. Your current position ----------

5. Your work experience: In the present position ---------year/s other position-----year/s

Part Two

1. How do you explain the problems of teaching learning process of physical education in the school?
2. Do you believe that physical education curriculum is effectively done?
3. Dose the school have qualified physical education teacher for the grade level?
4. Do physical education teachers participate in any training / workshop to improve their teaching profession?
5. Is there pedagogical center in the school? And dose physical education teachers produced teaching aids from local resources?
6. Dose the school have sport materials and playing fields for physical education practical class?
7. Does the school allocate budget for physical education curriculum implementation
8. Dose the community support the school to achieve the designedobjectives of physical education?
9. What do you suggest about measures to be taken by the stakeholders regarding physical education curriculum implementation?

APPENDIX 4

ADDIS ABABA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL STUDY

DEPARTMENT OF SCIENCE AND MATHEMATICS EDUCATION

School facility Observation check list

Part one

Name of the school----------

Geographical setting Zone---------- Wereda---------- Tow----------

Years of establishment as secondary school ---------- Number of class rooms----------

No	Facilities					**Availability of facilities**							
		Available				Parctial available				Not available			
		TM	G	K	J	TM	G	K	J	TM	G	K	J
1	Gymnastics facilities												
	Mat												
	Parallel bar												
	Horizontal bar												
	Spring board												
2	Team game facilities												
	Volleyball court												
	Volleyball												
	Volleyball net and posts												
	Football court												

	Football												
3	Athletics Facilities												
	Athletics field												
	Starting blocks												
	Javelin												
	Relay baton												
	Shot put												
	Cones												
	High jump stand and bar												
4	Curricular materials												
	Syllabus												
	Student text book												
	Teacher guide												
	Reference book												
5	Sport store												
6	Water supply												
7	Room for changing cloth												

TM.(Timishumetti secondary school) **G**. (Gelesha secondary school)

K. (Kumi secondary school) **J**. (Jein secondary school)

DECLARATION

I, the under signed, declare that this thesis is my 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.

Name: SisayHailu

Signature: _____

Date: _____

This thesis has been submitted for examination with my approval as University Advisor

Name: Dr Solomon Teka

Signature: _____

Date: _____