

**PRACTICES AND CHALLENGES IN TEACHING LEARNING
BASKETBALL PRACTICAL CLASS: A CASE STUDY IN GUDER
PREPARATORY SCHOOL**

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This is to certify that the thesis prepared by Amare Mamuye entitled: *Practices and Challenges in Teaching-Learning Basketball Practical class* and submitted in the partial fulfillment of the requirements for the Degree of Masters 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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Abstract

Practices and Challenges in Teaching Learning Basketball Practical Class: A Case Study in Guder Preparatory School.

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This thesis reports the results of qualitative and quantitative investigation of case study on Practices and Challenges in Teaching Learning Basketball practical class in Guder Preparatory School. The participants of the study were physical Education teacher, school principals and students. A purposive sampling method was used to select students' samples. PE teacher and School Principals were taken as study samples. The data were gathered using interview Guide, Focus Group Discussion, Observation follow-up, questionnaires and Document Analysis. The collected data were organized and analyzed using both qualitative and quantitative analysis methods. The findings of the study are; -Students are not attending basketball practical classes, are not practicing basketball practical classes in the school, the teacher is not involving students to take part/participate in basketball practical classes. Physical education teacher is not teaching basketball practical class. The school principals are low in helping PE teacher to facilitate basketball equipment and facilities, have not positive attitudes towards basketball and students had positive attitudes towards basketball and preferred to attend basketball practical classes. Physical education teacher do plan annual lesson plan to teach basketball practical classes, but no on weekly or daily lesson plan to teach basketball practical classes. The major challenges are; Absence of basketball equipment and facilities such as basketball court/field, basketball posts and basketball boards and absences of allocated budget from the government and higher educational institutions. Financial problem and time allotment for Physical Education were Challenges that hinder the principals not to fulfill the equipment's and facilities. The school principals are low in helping physical education teachers to facilitate basketball equipment and facilities. Students have high level of understanding to the concepts of basketball in physical education and difficulty level of basketball contents is low to the students' level of performance. Physical education teacher have to create awareness to the concerned bodies about the sport and the existing challenges that hinder their involvement. Physical education teacher should try to change society's attitudes towards the sport in the school by organizing competitions and practice sessions after the fulfillment of equipment and facilities. The school principals have to help physical education teacher in facilitating all equipment's and facilities required to teach and learn basketball practical classes. School principals, Woreda educational institutions, immediate supervisor of the school and Ministry of educations have to do in cooperation to reduce the challenges in basketball practical classes. School Principals have to facilitate all the equipment and facilities required the teaching and learning basketball practical class in the school in cooperation with the woredas and zone educational institutions as well as stakeholders at different levels. The teacher should made teaching aids from environmentally existing raw materials. To make the curriculum of basketball effective, teachers, parents, the community at large, non-governmental organizations have to be involved in helping schools to reduce challenges and different problems regarding teaching learning of the basketball and Physical education in general. Schools principals should allocate budget to purchase basketball equipment and materials, construct basketball field and to organize basketball competitions. School principals must plan to allocate budget, search for funding raising and convince higher institutions to get sufficient budget enable them to fulfill the required facilities.

Key words: - attitude, frequency, inability, insufficient, teaching learning,

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List of Acronyms

ANCOPSS: All Nigerian Conference of Principals of Secondary Schools

F: Frequency

FSP: First School Principal

MDGs:Millennium Developmental Goals

MOEST: Ministry Of Education and Technology

NASPE: National Standards for Physical Education

NBA: National Basketball Association

NEEDS: Nigerian Economic Empowerment Development Strategy

PE: Physical Education

PET: Physical Education Teacher

SSP: Second School Principal

WNBA: Women's National Basketball Association

YMCA: Young Men Christian Association

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CHAPTER ONE: INTRODUCTION

1.11. Introduction

Chapter one presents Background of the study, Statements of the problem, Research questions, Objectives (General and Specific) objectives of the study, Significance of the study, Delimitation of the study, Limitations of the study, Definitions of Terms and Organization of the study.

1.12. Background of the Study

Education enables individuals and society to make all-rounded participation in the development process by acquiring knowledge, ability, skills and attitudes (Education and Training Policy: 1994). Create a mechanism for an integrated educational research, and overall periodic evaluation of the educational system, whereby a wide-ranging of participation is ensured to foster appropriate relation among the various levels of education, training, research, development and societal needs, maintaining the required standards (Education and Training Policy: 1994).

Physical education is an important part of secondary school education to devoted study of human movement acquisition of motor skills and promotions of fitness. It is also play important role in individual encompassing development of psychomotor, cognitive, and affective domains. The development of motor skills motor skills, fitness, knowledge and attitudes conducive to life time of the participation is commonly acknowledged secondary school education of governments (Wuest and Lambard, 1994).

Basketball is a team sport in which two teams of five players each try to score by shooting a ball through a hoop elevated 10 feet above the ground. The game is played on a rectangular floor called the court, and there is a hoop at each end. The court is divided into two main sections by the mid-court line. (<https://en.wikipedia.org/w/index.php?title=Basketball&oldid=739064870>”).

According to Booth (2009) considering mainly the complexity of pleasure, it is in the practice of movement that sports practice becomes more evident. According to Rodriques, Darido (2012) that knowledge on sport allows expanding one's vision of different aspects and everyday practices such as street basketball, wheelchair

basketball, National Basketball Association, Women's National Basketball Association and the several animations and movies about the sport in question. All those manifestations make up the basketball culture. They include events, facts, dates, knowledge, experiences, practices, values built over time a rich heritage produced by humanity and essential to be preserved and conveyed to new generations.

According to Rukavina and Jeansonne (2009) that “K-12 students enter PE with many native conceptions or misconceptions of how motor skills are acquired. Many practitioners don’t know how to provide experiences that will teach students to apply their knowledge independently outside of the classroom when learning new skills.

According to Stones and Morris (1977) the term practice teaching has three major connotations: the practicing of teaching skills and acquisition of the role of a teacher; the whole range of experiences that students go through in schools; and the practical aspects of the course as distinct from theoretical studies. Practice teaching is the name of the preparation of teachers for teaching by practical training. It is the practical use of teaching methods, teaching strategies, teaching principles, teaching techniques and practical training and practice or exercise of different activities of daily school life.

According to Hardman (2009) the teaching of Physical Education faces challenges in most countries. These challenges range from reduced curriculum time and a lack of adequately prepared teachers, to the poor state of facilities and a negative perception from teachers, students and parents. According to Van Deventer (2005), the crisis Physical Education faces globally has both a scientific and a political dimension, meaning that it is not only to do with curriculum content but also with the politics surrounding the curriculum as this is developed and implemented in schools. The following seven themes were developed by Hardman (2009) in his efforts to better understand the nature of these challenges across the education systems in different countries:

-  Situation of physical education in schools: this theme refers to the way in which the government and other policy frameworks support the existence and conduct of Physical Education.
-  Physical education curriculum time allocation: this is a critical measure of the relative importance of Physical Education in relation to other subjects.

- ✚ Physical Education in schools: this theme highlights the status of Physical Education as perceived by teachers, students and parents, especially in relation to other subjects.
- ✚ Physical Education curriculum: this is, of course, central to understanding and defining Physical Education, specifically in relation to the aims, activity areas and the perceived relevance of Physical Education.
- ✚ Physical Education resources: the quality of teachers, access to facilities and equipment, and overall financial support play a key role in the success of any Physical Education program.
- ✚ Equity (inclusion) issues: inclusion of all students in Physical Education lessons is often challenged by gender and disability.
- ✚ Partnership pathways: Physical Education teachers and students connecting with others are important to forwarding the aims of Physical Education.

Kanters Michael (2012) argue that school is seen as the main institution to promote young people's contact with that sport since it is present in virtually all communities, attendance to it is mandatory and there is virtually permanent assistance by specialized teachers, thinking about basketball as content in Physical Education classes and school's role played in the context of sports. In the same context Dudley, Dean A. (2012) pointed out that schools are seen as the most commonly used and cost-effective institutions to promote physical activities.

1.13. Statements of the Problem

Teaching and learning process of Basketball practical class is not implemented effectively in Guder Preparatory school to achieve a goal set in basketball curriculum of secondary schools from the researchers' experience. Furthermore, to the best knowledge of the researcher there is an insufficiency of studies which has conducted on the issue of Practices and Challenges in teaching learning basketball practical class in Gudar Preparatory schools. Because of this the researcher intends to conduct to investigate Practices and Major Challenges in teaching learning basketball practical class in the schools.

The researcher has an experience of Challenges in the school in teaching-learning basketball practical class during Physical education and teachers being teaching in the school. As far as the experience and knowledge of the researcher, there seems to be a

problem of getting basketball equipments and facilities in the school and there is no research conducted before on the area regarding the problems. Thus, the researcher was initiated to carry out the study on Practices and Major challenges in teaching-learning basketball practical class in the school.

According to Siedentop (1992) only schools, primarily through Physical Education have the institutional process and the potential of socializing and educating all children towards a lifetime of active involvement in physical activity. However, for schools to provide a well-rounded education they must have active sports and Physical Education programs. Drowatzky and Armstrong (1984) confirm that many people in the world have a very limited perception of the actual scope of Physical Education and many people are surprised to learn that Physical Education is much more than what they experienced in their school education. Therefore, teachers of the academic subjects have a big advantage when it comes to such promotions.

According to Hardman (2008) the actual legal and perceived status of Physical Education and its teachers compared to other subjects and their teachers is a highly contentious issue. Even in countries where all subjects are weighted equally, somehow the status of Physical Education and its teachers is placed at a level lower than in the traditionally academic subjects. This situation is especially worse in education systems where it is not an examinable subject because they concentrate more on the examinable subjects.

Marshall and Hardman (2000) reports that although Australia is a renowned sporting country, Physical Education has been deemed to be a marginal subject in schools, with low status of subject and teachers. The same study reports that PE teacher preparation in the Australian state of Victoria is inadequate in light of the increasing perception that Victorian universities have decreased the resources allocated to Physical Education courses.

Inadequate facilities, insufficient training of teachers, overcrowded classes, shortage of books and other teaching materials, all indicate the low quality of education provided (Education and Training Policy: 1994).

1.14. Research Questions

1. What does the practice of basketball in Guder Preparatory school looks like?
 - 1.1.What does the contribution of School Principals to availing the required equipments and facilities?
 - 1.2.How do School Principals and Students perceive Basketball Practical class?
 - 1.3.How do teachers plan their teaching methods to teaching basketball practical class?
2. What are the major challenges in teaching learning sessions of basketball practices?
3. How are the contents of basketball to the students' level of performances and the extent of their participation?

1.15. Objectives of the Study

The design of this study was directed towards the following general and specific objectives;

1.15.1. General Objective of the Study

The general objective of this study was intended to find out the Practices and major challenges in teaching learning basketball practical classes in the case of Guder preparatory school.

1.15.2. Specific Objectives of the Study

The specific objectives of this study were intended towards the following issues;

- To analyze the practice of basketball practical classes in Guder Preparatory school
- To identify the role of school principals in facilitating basketball equipment and facilities.
- To differentiate the attitudes of School principals and students towards basketball practice?
- To differentiate teachers planning teaching and evaluation methods and extent of students participation in basketball practical class.
- To analyze major challenges that hinders the teaching learning basketball practical class in the school.
- To differentiate students' level of performance and the extent of students participation in basketball practices.

1.16. Significance the Study

The purpose of this study was to find out Practices and major challenges in teaching learning basketball practical class in Guder Preparatory school. After the research is conducted accordingly, it will have great importance in the teaching-learning process of basketball practical class in the school. This research is useful to improve teaching learning situations in the schools and reduce challenges. The research has also advantages in addressing maximum level of students' learning, developing educational environment that support students' motivation towards basketball and in providing solutions to the existing teaching learning problems in the school. The research will also solve the problem which has direct relationship in the teaching learning process of basketball in the school. The researcher believes that the study will create positive relationship between teachers and students, teachers and school principals, among students and school society in the sport participation.

The research will also play important role for other researchers who are interested to conduct further study in the area. The research will initiate students and school community to actively participate in basketball practice. The study also reveals good ideas to Physical Education teachers and students in the directions leading to effective teaching and learning practice of the sport. Not only this, this study play a very essential role in providing basketball practical improvements and posing solutions to factors influencing practical class of Physical Education.

The findings fill the knowledge gap about the basketball teaching-learning approach, build consensus and raise awareness of stakeholders for better practices in school.

1.17. Delimitation of the Study

Conducting out research on a wide range area such as studying Practices and Challenges in teaching learning basketball practical class in large number of zones or secondary schools needs large amount of budget. So, the researcher has delimited the study to "Practices and challenges in teaching learning basketball practical classes" in the case of Guder preparatory school.

1.18. Limitations of the Study

While conducting the research and collecting data from the samples, there were different limiting factors that affects the study. These include

- ✚ Lack of resources (computers) to write and edit the thesis work timely.
- ✚ Lack of internet access and Reference books in the research area to get literature reviews.
- ✚ Lack of Money to get materials such as recorder for interview and Focus Group Discussions while collecting data from the samples.
- ✚ Lack of adequate budget to conduct the study.

1.19. Organizations of the Study

This research contains five chapters. Chapter one presents introduction, Background of the study, Statements of the problem, Research questions, Objectives (general and specific) of the study, Significance of the study, Delimitation of the study, Limitations of the study, Organization of the study and Definitions of terms. Chapter two presents review of related literatures. Chapter three presents Research design and methodology, Research site, Population of the study; study Samples, Sampling Techniques, Data collecting instruments (Interviews Guide, Focus Group Discussions, Observation follow-up, Document Analysis and Questionnaires) and Methods of data analysis. Chapter four presents data analysis, interpretations and triangulations. The last chapter presents Summary, Conclusion and Recommendations.

1.20. Definitions of Terms

- **Basketball:** A game played between two teams of five players each, the object being to throw a ball through an elevated basket on the opponent's side of rectangular court. (<https://www.wordnik.com/words/basketball>)
- **Challenges:** barriers that hinder the ongoing of teaching learning process.
- **Class:** classroom/an area in which teaching and learning take place.
- **Learning:** is the lifelong process of transforming information and experience into knowledge, skill, behaviors and attitudes.
- **Methods:** ways of organizing and presenting the learning experiences.

- **Physical Education:** an integral part of the educative process through physical activity to promote physical, mental and social development in order to enhance the quality of life.
- **Practical class:** practice time/sessions.
- **Practice:** demonstration of theoretical concepts into practical applications.
- **Styles:** ways of organizing and presenting the learning experiences to the students
- **Teaching methods:** refers to the general principles, pedagogy and management strategies for classroom instructions.
- **Teaching practices:** transferring knowledge/training learners the practical applications of the skills.
- **Teaching:** Process of attending needs, experiences, feelings and making interventions to help people learn particular th

CHAPTER TWO: REVIEW OF RELATED LITERATURES

2.1. Introduction

Chapter two of the study presents review of related literatures that support the research from different angles.

2.6. Concepts of Basketball

According to Sahlemichael Bizuneh and Meseret Mengistu (2006:47) basketball is one of the popular games in the world. One of the reasons for basketball popularity is its simplicity. With a few basic rules and techniques you can easily understand it and play the game.

Basketball is a sport, generally played by two teams of five players on a rectangular court. The objective is to shoot a ball through a hoop 46 cm in diameter and mounted at a height of 3.048 m to backboards at each end of the court. A team can score a field goal by shooting the ball through the basket being defended by the opposition team during regular play. A field goal scores three points for the shooting team if the player shoots from behind the three-point line, and two points if shot from in front of the line. A team can also score via free throws, which are worth one point, after the other team is assessed with certain fouls. The team with the most points at the end of the game wins, but additional time (overtime) is issued when the score is tied at the end of regulation. The ball can be advanced on the court by throwing it to a teammate, or by bouncing it while walking or running (dribbling).

There are many techniques for ball-handling, shooting, passing, dribbling, and rebounding. Basketball teams generally have player positions, the tallest and strongest members of a team are called a center or power forward, while slightly shorter and more agile players are called small forward, and the shortest players or those who possess the best ball handling skills are called a point guard or shooting guard. Basketball is one of the world's most popular and widely viewed sports. The National Basketball Association (NBA) is the most popular and widely considered to be the highest level of professional basketball in the world and NBA players are the world's best paid sportsmen, by average annual salary per player. The game is controlled by the officials consisting of the referee (referred to as crew chief in the NBA), one or

two umpires (referred to as referees in the NBA) and the table officials. For college, the NBA, and many high schools, there are a total of three referees on the court. The table officials are responsible for keeping track of each team scoring, timekeeping and individual and team fouls, player substitutions, team possession arrow, and the shot clock.(<https://en.wikipedia.org/w/index.php?title=Basketball&oldid=739064870>)

2.7. Equipment and Facilities for Basketball

According to Sahlemichael Bizuneh and Meseret Mengistu (2006: 50) the equipment and facilities required the teaching learning basketball are listed below;

- a. **Playing court:** the playing court of basketball is a rectangular surface free from obstructions, have a maximum dimensions of 28 meter length and 15metere width. The dimension of the court is the same for both men and women.
- b. **Backboard:** is a 1.80 meter width and 1.20 wide located at the center of each end of the court, 1.20 meter inward from the end line and 2.75 meter above the floor.
- c. **Basket:** it I 45 centimeter in diameter and 40 centimeter long. It is an open net suspended from the backboard on a metal ring. It should 15centimeter far from the rigid surface to which it is fastened.
- d. **The ball:** is a spherical object whose circumference is 76 centimeter consists of a rubber bladder covered with lather or composite case.

The essential equipment in a basketball game is the ball and the court: a flat, rectangular surface with baskets at opposite ends. Competitive levels require the use of more equipment such as clocks, score sheets, scoreboard(s), alternating possession arrows, and whistle-operated stop-clock systems.

A regulation basketball court in international games is 28m long and 15m wide. Most courts have wood flooring, usually constructed from maple planks running in the same direction as the longer court dimension. The basket is a steel rim 46 cm diameter with an attached net fixed to a backboard that measures 6 by 1.8 by 1.1 meters and one basket is at each end of the court. The white outlined box on the backboard is 46 cm high and 61 cm wide. At almost all levels of competition, the top of the rim is exactly 3m above the court and 1.2m inside the baseline. While variation is possible in the dimensions of the court and backboard, it is considered important for the basket to be of the correct height a rim that is off by just a few inches can have an adverse effect on shooting.

The size of the basketball is also regulated. For men, the official ball is 75cm in circumference and weighs 623.69 grams. If women are playing, the official basketball size is 72 cm in circumference with a weight of 567 grams.
(<https://en.wikipedia.org/w/index.php?title=Basketball&oldid=739064870>”).

2.8. Physical Education and Sports in schools

Tinning (2004: 243) recommends that the training of Health and Physical Education teachers should target the “understandings, ways of thinking and competencies that new teachers will need to assist post-modern youth to acquire knowledge, skills and attitudes to become healthy citizens in a globalised context.

Light (2002) recommends that Physical Education teachers employ the Teaching Games for Understanding approach because its holistic and whole-body learning enhances a sense of joy related to achievement and profound learning in students. Furthermore, primary school graduates lack both breadth and depth of study in Physical Education and Sport while changes in courses have led to the decline of primary physical and sport education in Victorian schools with many institutions not demanding a requirement to teach Physical Education on teaching practice. This indicates inadequacies in Physical Education practical/theoretical content knowledge, insufficient practical knowledge components in degree structures and insufficient exposure and teaching practice across secondary school curriculum. Comparatively, the secondary school sector suffers an acute shortage of Physical Education teachers. Most Physical Education teachers in secondary schools are overburdened, as it is often the case that they single-handedly teach all Physical Education lessons in their schools. This is compounded by the poor quality of some Physical Education teachers, which negatively affects the quality of learning in schools. Secondary school teachers must have a four-year Bachelor of Education degree in order to be posted to schools.

Physical education is a core study in the school curriculum because it contributes for the development of motor skills and physical fitness. Evidence exists proving that students who are active in Physical Education programs improve motor performance and learn skills better than students who only play games or receive no physical education Directorate of School Education (DSE, 1993). Physical Education teachers all over the world have to fight for recognition and status within school curricula. This

is unfortunate considering the role of Physical Education and play in fostering social and emotional development.

According to the Victorian Essential Learning Standards Health and Physical Education aims to provide students with knowledge, skills and behaviors to enable them to achieve a degree of autonomy in developing and maintaining their physical, mental, social, and emotional health (Victoria Curriculum and Assessment Authority [VCAA], 2008). Its focus is on the importance of a healthy lifestyle and physical activity in the lives of individuals and groups in society.

Physical Education curriculum has two dimensions centering for both the practical and the theoretical aspects: movement and physical activity and health, knowledge and promotion. In the first dimension students learn the role of physical activity, sport and recreation in their lives and are offered opportunities for challenge and personal growth, enjoyment and fitness. The second dimension deals mainly with health issues identified through the development of personal identity and values; sexual matters and relationships; mental health issues; challenge, risk, and safety; positive and negative health outcomes; identifying health services provided by the government and non-government bodies; current nutritional trends; assertiveness and resilience; factors affecting food consumption (VCAA, 2009). These are issues that resonate with young people because as they grow, they grapple with such issues and need to be equipped with adequate information.

Alexander, Taggart and Thorpe (1995) reported that students and teachers were very supportive of comprehensive sport education programs are designed which help teachers to make sport more accessible and enjoyable for students. This has been combined with the multi-sport approach in the delivery of physical education where students are taught sports such as basketball, volleyball, netball, tennis, hockey, gymnastics, badminton, soccer, athletics, swimming and the various codes of football.

2.9. Assessment and Evaluation

Continuous assessment in academic and practical subjects, including aptitude tests will be conducted to ascertain the formation of all round profile of students at all levels (Education and Training Policy: 1994).

According to Whipp, Anderson, Yeo and Tan (2006) objective assessment is necessary if the goal of Physical Education is to enhance a students' wellbeing, motor skills and knowledge about physical activity. They contend that evaluation, assessment and grading in Physical Education must be valid, reliable and consistent in order to enhance student achievement. Their study on outcomes focused assessment and outcomes focused reporting showed that while teachers unanimously recognized the importance of assessment and outcomes focused reporting in Physical Education, they had reservations about Outcomes focused assessment and, especially the reporting component.

Tinning (2006) states that being a unique subject, Physical Education ought to develop literacy that is totally different to that developed by classroom based academic subjects. Instead recommends that Physical Education should focus on understanding and teaching for the development of physical competence.

According to Huebner (2009) formative assessment is most ideal in secondary schools because extensive research on assessment and learning shows that it has significant positive effects on student learning, if skillfully used. Assessment for learning, formative assessment requires teachers to frequently assess students' academic progress in order to identify their learning needs and to inform the next phase of teaching learning. However, this means that teachers must be willing to frequently check students' learning and to modify instruction to satisfy the students' needs (Huebner, 2009).

2.10. Curriculum Time Allocation

Curriculum time allocation remains an issue of concern globally since the time allocated for Physical Education has been whittled away or disappeared altogether (Directorate of School Education [DSE], 1993). This situation is exacerbated in most countries because Physical Education is never examined and therefore, teachers prefer using Physical Education's time to teach the "academic" subjects. Most schools have Physical Education slotted on the timetable but hardly implement it. However, they report that there is an increasing trend in secondary schools of offering Physical Education because it provides students with the knowledge and skills necessary to establish and maintain physically active lifestyles. This happens especially during examination periods when lessons are abandoned to provide time for examinations

and revision of past examination papers. Regarding timetabling, other subjects are positioned on the timetable with the highest priority, with Physical Education often being placed on the timetable as the last lesson of the day, at a time when both students and teachers are tired.

2.11. Resources for Physical Education

Lynch (2007) discovered that implementation of the physical education curriculum was dependent on a range of factors including the teachers' qualifications, experience in the learning area including knowledge of the syllabus documents, as well as the teachers' ability to share with colleagues. The provision of quality Physical Education is greatly hampered by lack of adequate teaching personnel for Physical Education classes, facilities and equipments to teach properly because the level of provision of facilities can be detrimental to the quality of Physical Education programs. The facilities and equipments also need to be provided in the right quantity and quality, apart from being well maintained. However, all these factors depend on availability of adequate financial resources. Understandably, experienced teachers who had been in-serviced in the Health and Physical Education syllabus documents were more confident and had a better understanding of the Health and Physical Education syllabus than less experienced teachers.

Lynch also revealed that some schools relied on sporadic visitations from sporting organizations to implement the syllabus, often at additional cost to students. Such schools used sporting organizations as extensions to curriculum provision thus creating confusion between Physical Education and other sporting programs. Lynch concludes that there is a strong correlation between successful implementation of the syllabus and increased student interest in physical activities.

2.12. Class Size

Hickey (2003) cites various research and policy initiatives showing overwhelming evidence that small classes benefited students more. She recommended that sustained efforts must be made to ensure Australian children benefited from small class experiences because small classes were superior in terms of students' reactions, teacher morale and the quality of the teaching environment. For instance, swimming classes should be small due to safety issues and also because a limited number of students ensure that the instructors can assist all learners in an uncrowned situation.

Physical education involves a lot of movement that needs the teacher to be alert always to ensure the students are safe and concentrating on the lesson.

Victorian secondary schools have an average class size of 21.6 students and a student/teacher ratio of 11.8 (DEECD, 2010). Gymnasias and playing fields are provided for Physical Education classes. Where these are not available on-site, schools hire outside facilities, for example swimming pools. Students are then transported to such facilities for their Physical Education classes, thereby increasing the cost of teaching the subject.

Due to financial constraints, many Kenyan schools have large classes because demand for education is higher than the ability of schools to provide the necessary facilities. Secondary schools in Kenya contain students ranging from 40-50 per class (MOEST, 2001, Saitoti, 2004). In this situation it is difficult for teachers to know their students and to appropriately understand their backgrounds and experiences, yet “effective Physical Education teachers are better able to gain their students’ cooperation and respect when they get to know them as individuals.

According to Fissette (2010:43) Physical Education teachers face the challenge of teaching large classes with minimal facilities and equipments. A class of 40-50 students would need a considerable investment in balls and other facilities to ensure that Physical Education is taught adequately. However this depends on the financial resources at the disposal of the respective school and the willingness of the head teacher to spend money on such equipments. This means that while the government pays teachers’ salaries and other basic requirements, parents and communities meet the direct cost of education by paying for their children’s school fees, building fund, boarding facilities, textbooks, uniforms and activity fees. But poor economic growth and other external macro-economic factors have increased the cost of education resulting in many parents inability to afford secondary school education (MOEST, 2001).

2.13. Attitudes of students towards Sports

In 1995 the National Association for Sport and Physical Education (NASPE) defined a physically educated person as one who has “the knowledge, skills, and confidence to enjoy a lifetime of healthful physical activity” NASPE (1995:11) and subsequently

developed content standards for physical education. Attitudes develop at an early age and can be changed based on situational contexts such as a particular teacher or the class environment (Aicinena, 1991). In other words, a student's attitude toward a particular subject in school can be shaped by his/her perception of the teacher or instructional setting.

Attitudes toward physical activity and perceptions about physical education classes are important to understand as they can influence an individual's decision to begin or to continue participation in an activity (Subramaniam, 1999). Studies have examined attitudes and perceptions of students of all ages toward physical education. However, only a limited number of recent studies have been conducted that assess secondary students' attitudes and their perceptions toward physical education. There are several variables that influence high school students' attitudes towards physical education. Examined high school students' negative attitudes toward physical education and found that some students did not feel physical education filled a need in their lives and consequently did not find it valuable. A lack of student input gave some students a feeling of powerlessness thereby making them feel as though they did not have any control over what happened in the gymnasium.

Carlson (1995) concluded students who were less skilled felt isolated from their peers because they were not readily included in team activities or they were ridiculed for their lack of skill. Lakshmi and Singh (1991) examined potential determinants of male and female high school students' attitudes toward physical education. They identified five main determinants of attitude: curriculum content, teacher behavior, class atmosphere, student self- perceptions, and facilities. Both male and female students identified these determinants in the same order. These factors included boredom with activities, not wanting to get sweaty, not wanting to dress out, and the perception that athletes received preferential treatment.

Peer influence was another factor affecting attitudes toward high school physical education Greenockle et al. (1990). The students in their study appeared to engage in more active behavior in physical education classes when they received interest and positive reinforcement from their peers. Also noted was a negative influence of peers who did not dress for class and their direct impact on off- task behavior. Despite research on high school students' attitudes toward physical education, no studies were

found which have a focus on student attitudes toward physical education in relation to a curriculum driven by state content standards. While content standards are intended to assure that all students meet minimum curricular requirements, if students do not find a need for physical education in their lives or do not find it valuable, the content standards possibly may have no meaning in their lives either. These attitudes may lead to avoidance behavior or disruptive behavior in the classroom. What may be one key to the relationships between student attitudes toward physical education and state content standards are the activities offered, the way in which these activities meet the standards, and the presentation of the activities to the students.

2.14. Teaching Styles in Physical Education

According to Holst (1993) Physical education is an integral part of the educative process which uses physical activity as a primary means to promote psychomotor, cognitive and socio-affective growth in order to enhance the quality of life.

According to Poynton (1986) Physical Education classes have to focus on the cognitive, affective and psychomotor domains of learning. When teaching there are assortments of styles or methods a teacher may choose from. These methods are ways of organizing and presenting the learning experiences to children. The styles range from a direct, teacher-centered approach to an indirect, more student-centered approach. In the past direct, teacher-centered methods have been used predominately; however, recently the trend seems to be shifting towards a more indirect, student-centered approach. Normally the student-centered teaching style is more time consuming and requires more preparation by the teacher, however the benefits to be gained from these methods are definitely worth the extra time spent developing the lesson. The methods are not easy for a teacher to grasp without putting an effort into it. In order for a teacher to become comfortable and successful with using these methods it will take substantial practice on the part of the teacher involved. The following are the most student centered approach in physical education;

2.14.1. Command Teaching Style

According to Mosston (1992) the command teaching style is the most teacher-directed style of the seven styles. In this type of style the teacher is the exclusive decision maker. According to Nichols (1994) decisions on what to do, how to do it, and the level of achievement expected is all determined by the teacher. With this style

teaching, the teacher will give a demonstration of the expected performance as well as emphasize and explain specific important points of the movement. The demonstration gives the students an opportunity to see the skill performed accurately and observe the critical elements of the task. The teacher may guide the class through the various steps in carrying out the task.

The students repeat the performance many times as they put the movements together in the proper sequence and timing. The teacher also makes additional helpful commits to a student or a group of students when necessary. Some examples of when it would be advantages to use the command style is when showing a child how to overhand throw, instructing a specific dance step or teaching someone to shoot a free throw in basketball. These are all tasks that have to be done in a specific fashion making the command style a very efficient method of accomplishing the task.

a. Advantages of Command Style

Some advantages of the styles are they provide a very direct path to the objective; as a result this gives the students a clear picture of how the expected performance is to be attained. Nichols, (1994) stated that the teacher chooses what will be taught and how the class will be arranged there is not much time wasted in organizing the class, thus making these methods a remarkably efficient and effective way to teach skills. Due to the speedy organization associated with the command and practice styles each is very beneficial when dealing with large crowds or limited time.

b. Disadvantages of Command Style

Most importantly they are insensitive to individual differences and needs. This style demonstrates one way of performing the skills or task and only accept one response in return. On account of this the content is generally aimed toward the students with average ability. Thus, for those students who lack the skills needed to perform at this level, as well as those who have greater skills than the activity requires, their individual needs are not met with these styles. Another notable drawback of the teacher telling the students how to respond is it does not encourage original or innovative thinking by the students.

2.14.2. Practice Teaching Style

Mosston (1992) stressed that the practice style is one of the most common teaching strategies used in physical education. The task will start with a demonstration and description of what is to be achieved. The demonstration does not necessarily have to come from the teacher; it may come from another student or even from audiovisual aids. The students then practice the skill, either on their own or with a group, as the teacher observes their performance and offers feedback. The practice style does permit some decision making by the students.

According to Nichols (1994) the students may decide where they will practice and if they will be working with, or without, a partner. At the end of the session the teacher may review what they did, emphasizing the essential points to have learned. The practice style is very useful, especially when coaching. For example, if the coach is showing the team how to forearm pass a volleyball he/she would first explain the forearm pass, telling when and why it is used and describing the critical fundamental points of the forearm pass. This would be followed with one or more demonstrations of the skill being executed, once again emphasizing the key elements of the skill. The players are then given time to practice the skill, either by themselves or with a partner. The coach can then walk around making corrections and providing encouragement. At the end of the practice the coach may ask the players to discuss the points of emphasis before going on to the next lesson.

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2.14.3. Reciprocal Teaching Style

The reciprocal style allows more decision making by the students as compared to the command and practice styles, which are much more teacher dominated. With this style the teacher develops a reciprocal task sheet which describes the task to be performed and points out what the observer should be looking for to see if the performer is executing the task properly.

According to Nichols (1994) the students are the observers and are responsible for viewing the performance of their classmates and providing feedback on each attempt. The reciprocal task sheet may include pictures and a description of the task to assist the observer. It should also explain the role of the performer and observer, as well as give the amount of time or number of trials to be given in each practice session. The session is usually initiated with a demonstration, a description of the skill, and an interpretation of the reciprocal sheet. Once this is accomplished, one student performs the task as their partner observes the performance and records when the proper criteria has been met. The observer also provides positive feedback to help improve their partner's performance of the skill. After the performer has properly executed the task a specific number of times the partners switch roles. With this style the duty of the teacher is to walk around observing the students and clarifying the tasks for both the performer and observer.

a. Advantages of Reciprocal Teaching Style

Its advantages include such things as the clarity of the task for everyone and the opportunity for feedback with each trial, which would practically be impossible if the teacher were the only person providing feedback. The students have to observe one another and provide feedback on their partners performance, consequently this contributes to their understanding and comprehension of the task at hand. This style makes the students assume responsibility for the learning of others; it should improve

their communications skills, promote patience and tolerance, and develop analytical skills (Nichols, 1994).

b. Disadvantages of Reciprocal Teaching Style

The disadvantages of the reciprocal style can be found within the complexity of the task and the developmental level of the student. The reading level of the reciprocal sheet may be too advanced for particular students. Many may not be able to properly analyze another's performance, thus the feedback may be inaccurate. Due to the fact that a number of students may not be socially or emotionally developed, certain students may have difficulty working with others and accepting the feedback in a positive and helpful manner. Another fault of this style is it can be severely time consuming during the beginning stages as the students has to adjust and feel comfortable in their new role as an observer.

2.14.4. Task Teaching Style

According to Mosston (1992) the task style still has the teacher deciding the content of what will be taught, however it allows the students some decision making and provides them with the chance to work at their own pace. This type of style has the teacher designing an arrangement of tasks leading up to the unit outcomes. Nichols (1994) said the tasks are then broken down into a group of activities, each at a different level of difficulty, in which the students progress to achieve the final task.

According to Nichols (1994) the student chooses the tasks they wish to practice and are responsible for working on each task within the unit time. In this style the teacher is a valuable resource, however other aids should be provided, such as pictures, books, posters, and even film. The first level of difficulty should be below the most poorly skilled students and the activities should gradually increase to a level above the most highly skilled students. More decision making is required by the students as the level of difficulty increases. During the first stage (lowest level) the teacher presents a task that is broken down into several levels of achievement. All the students are working on the same task; however the students are allowed to begin at a stage within the task that they feel comfortable with and eventually progress through the activity.

Having the teacher do all of the evaluations may be wasting time, besides the students should have the chance to be responsible for their own evaluation and the evaluation

of their peers (Nichols, 1994). At the second level the teacher looks at the ability level of individual students and based on their level the teacher will assign specific tasks. The third level (highest level) requires the greatest amount of decision making and responsibility by the students. Each student is given a task booklet describing all the tasks to be completed in the unit. The students need to be able to determine when a task has been accomplished. This can either be decided qualitatively or quantitatively, and a partner or the teacher can perform the evaluation.

a. Advantages of Task Teaching Style

The benefit of the task style is it is very favorable in terms of recognizing particular needs and allowing for personal differences among the students. It grants students the freedom to choose not only the task they will work on but also the level at which they will start from (Nichols, 1994). Since the students work on their own, the level of success they attain is not known by anyone else. The style is designed so that the students will begin working at a level in which they feel comfortable with, thus leading to a successful experience. This style gives the teacher a chance to roam about offering assistance to anyone needing it. Whenever a situation occurs whereby a specific piece of equipment is in limited supply, the task style can be very appealing by reason that it does not require all the students to use the same piece of equipment at the same time. Permitting the students to decide for themselves what activities they will work on and letting them work on their own may be the greatest attribute of the task style.

b. Disadvantages of Task Teaching Style

Giving the students this much freedom can only work if they are willing to be responsible enough to carry out the task. The teacher must be aware of those who are not accomplishing the task and give them help in selecting the appropriate level to start from.

2.14.5. Guided Discovery Teaching Style

According to Mosston (1992) the guided discovery method crosses over into the student-centered section of the continuum. This approach continues to use teacher-designed movement tasks; however, it is done in a way that allows the children to make individual decisions about how to move. In other words, the teacher defines the

intended outcome of the movement response, but does not determine how it will be attained.

Nichols (1994) stated that guided discovery method is useful if the teacher is trying to get the students to discover the most desirable movement for a certain task or to develop a new skill. This method permits the students to experiment with the movement, to make comparisons with other movement responses, and to analyze the possible motor responses. This allows the students to experiment with different movements in order to achieve the desired goal.

a. Advantages of Guided Discovery Teaching Style

The advantage of the guided discovery method is it truly entices the students to think for themselves. It also supports the development of a positive self-concept on the account that each student will successfully find an answer to the movement challenges (Nichols, 1994). Furthermore, this method is useful in equipping students with the proper utensils to implement what has been learned to other movement situations.

b. Disadvantages of Guided Discovery Teaching Style

The greatest disadvantage is the tremendous amount of time it demands. It can take a lot of time before the teacher finally guides the students to the proper movement sequence; therefore patience is a vital quality the teacher must possess.

2.14.6. Problem Solving Teaching Style

According to Nichols (1994) the strategy of problem solving is very similar to the strategy of guided discovery except for one important difference. With the guided discovery approach there was only one proper way of performing the final movement or task, therefore the final outcome would always be the same. With the problem solving approach several solutions can be the end result. In problem solving, as with guided discovery, the teacher will present a movement challenge that has certain guidelines. The guidelines may be a limitation on the use of space, directions, or movements permitted. The goal is not to find a single correct answer as with guided discovery, instead the objective is for the students to find as many different solutions to the challenge as possible (Nichols, 1994). Any movement response that fits within the guidelines is totally acceptable.

a. Advantages of Problem Solving Teaching Style

Problem solving, like guided discovery, involves a great deal of cognitive activity and allows students to display even more of their individualism through the movement responses. The method allows the students to work at a pace in which they can comprehend what's happening. It also helps students develop problem solving skills, as well as enhance creativity.

b. Disadvantages of Problem Solving Teaching Style

The main disadvantage is once again the time consumption involved in developing the lesson and reaching the lesson objective. The teacher has to carefully plan the lesson and be able to anticipate possible solutions in order for it to be successful. Furthermore, the teacher must possess the ability to react on the spot in order to help particular students expand their movement possibilities (Nichols, 1994).

2.14.7. Exploration Teaching Style

Exploration is the most student-centered style on the continuum (Nichols, 1994). The students are permitted to move as freely as they desire, while staying within the limits of safety. The style is similar to that of problem solving, except the students are exploring the movements in a less restrictive and more natural environment with much less teacher direction (Nichols, 1994). This style can be very beneficial when introducing concepts, ideas, and new equipment and to obtain fresh unique responses and ideas from the students. Because this style provides the students with a great amount of freedom to work at their own pace and do what they want it is important to understand that the teacher does not simply set up the equipments and let the students play totally on their own. The teacher does have some say in what the students do. For example, the teacher may ask "How many different things can you do with that ball?" The teacher must keep in mind the individual needs of students and set new challenges when they are ready to progress.

a. Advantages and Disadvantages of Exploration Style

The exploration style is best used with young children involved in their first physical education experience (Nichols, 1994). The style allows the students to discover their capabilities while working on their own, consequently enhancing the creativity within the movements. The method is designed to have everyone experience instant success, thus providing the students with increased confidence in their ability to move. The

major drawback is the inappropriateness of the method if a particular movement outcome is desired.

2.15. Strategies of Connecting theory to Practice

1. Use Practical examples to Connect theory to Practice

Once instructors have taught the theory of motor learning, they could use practical examples to illustrate how the theory can be utilized in real-world situations. Such an example is illustrated as follows: when teaching the structure of fractionated reaction time that can be divided into two phases, namely pre-motor time and motor time. Anson (1982, Christina & Rose, 1985) stated the pre-motor time is cognitive time that is divided into three stages, stimulus identification, response selection and response programming. To help students understand the practical implications of RT and how a practitioner could use this concept to training regimen, the instructor could illustrate how the color contrast between stimulus and background can be manipulated in order to shorten or lengthen the reaction time at the stimulus identification stage. For example, if, at night, a martial arts master wears a black outfit, this will lengthen an opponent's reaction time due to the low contrast between the black outfit (stimulus) and dark environment (background).

According to Wang (2010) response selection could be depicted by using practical examples of how stimulus and response compatibility influencing response selection time. For example, a left-handed boxing athlete could create more challenge for a right handed boxing athlete because the left-handed athlete's action is not compatible to the right-handed athlete's response in general so right handed athlete requires more RT to encounter the left-handed athlete. Thus more training is required for the right-handed athlete. Also, more offensive approaches for combat sports require a defender to learn more alternative defense skills so that it creates more challenges for the defender by lengthening reaction time in defensive process. In other words, the performer's action must rely on the immediate external feedback which could be teammates' or opponents' actions, movement of the ball, opponent's attacks, or any unpredictable actions the performer must react to.

If the instructor relates examples of external feedback, such as moving objects, moving parts of the body or the whole body to particular open motor skills, students can clearly conceptualize the nature of the closed loop control system. Thus, the speed

and accuracy of reactions to external stimuli and how to sense intrinsic feedback become the focal points of training. To do this, manipulation of external feedback (speed of ball, pace of scrimmage, style of the opponent's fight, pressure of opponents' attack, etc.) should be strongly emphasized in training (Wang, 2010). Clearly, these examples provide students with tangible information they can relate to after they have learned the concept of RT or the closed loop control system. Therefore, providing realistic and practical examples relating to the theory is an effective way of helping students connect theory to practice. More importantly, with such a teaching approach, the learning process becomes truly stimulating and interesting which can significantly enhance students' motivation of learning".

2. Use group projects to analyze the theoretical concepts

After the concepts or theories of motor learning have been taught, students still may not understand the material covered because of the gap between the theory and practices. So it is truly beneficial to assign group projects that are hands-on and practical. Even though group project is a common assignment, the imperative emphasis of group project is to creatively design group project which could provide students with the opportunity to actually do something based on the theories they have learned. The group project approach stimulates students to brainstorm within the group, and learn from each other.

According to Schmidt and Lee (2005) when a performer increases speed, accuracy will decrease, or vice versa. This is a verified theory, but in reality, coaches would like to train elite athletes to perform with a fast speed while attempting to achieve the maximum accuracy, in games such as soccer, basketball, tennis, ice hockey, or many other sport events. A group project based on the speed/accuracy trade-off theory could require the students to come up with creative ways to manipulate external stimuli in order to enhance either speed or accuracy; at a higher level, they could devise training methods that enhance both speed and accuracy for open motor skills.

3. Make conscious efforts to connect theory to practice

According to Rose and Christina (2006) the importance of properly using focal and ambient visions contributes to the success of performing the open motor skills in sports such as basketball, soccer, ice-hockey and football is easily ignored. For example, advanced timing of visual focusing on proper stimuli such as movements of

the opponents and teammates is deemed a crucial element for speedy passing or attacking movements. In other words, before receiving a ball, the receiver should have already used his/her visual perception to find the best position to pass or attack so that as soon as the ball is received, the ball controller can immediately pass the ball to the proper teammate or execute a power attack.

Rose and Christina (2006) states that concept referred to “anticipation timing,” means that vision is used to make the movements of the body and/or its parts coincide with those of an object or other persons. Without the advanced timing of visual perception, the intended tactic cannot be executed effectively. From the auditory point of view, performers in competitive situations often have to use their audition to detect the direction and speed of an opponent who could be coming from behind or a lateral position. Also, soldiers or martial arts masters may fight with the enemy from behind at night-time. In addition, when learning the concept of open motor skills”, students often find themselves have the difficulty of understanding the true meaning of “open motor skills” in sports.

According to Wang (2010) new term “reaction-time (RT) based motor skill” used to represent “open motor skills” helps students easily understand the nature of open motor skills, because the key element of executing open motor skills is the speed at which a performer can react to unpredictable external stimuli. Basically, during practice, practitioners can intentionally manipulate the training regimens that are either easier or more difficult compared to competition settings. Since the performance in the practice situation is not important, but rather, the training design should focus on promoting learning. Based on the concept students will easily understand that practice conditions can be designed either with a reduced difficult level of training or enhanced difficult level of training to promote learning. Thus, the learned skills can be transferred to target contexts in the future. Students could visually conceptualize what is RT and how proper practice can shorten RT for enhancing performance of training. In order to make students aware of the practical implications of the theories they are learning, instructors could invite successful coaches, athletes, Physical Education teachers, or practitioners to the classroom to give talks about their experiences teaching motor skills.

2.16. Practical Class Strategies

1. Peer Tutoring

Students who serve as peer tutors have been trained to assist other students in the classroom. These tutors can work with special-needs students to provide the extra attention and feedback they need in order to learn, allowing the teacher to divide his or her attention more equally among the students. Also, students with and without disabilities can work together in tutoring pairs to positively affect each other.

Greenwood, Delquadri and Carta (1997) maintain that teachers find peer tutoring valuable because it is adaptable to any teaching style and curriculum; easy to implement; cost effective; time efficient; and effective with all ability levels. Although students can learn from each other, the teacher should carefully select the peer tutors who will work with disabled students. Not all students will be ready or able to work in a partnership with special needs students. The teacher should allow time to make sure that tutors understand their responsibilities for the lesson. Also, the teacher should not overlook opportunities to offer students with disabilities the chance to tutor nondisabled students. For example, a student with spin bifida who is confined to a wheelchair is perfectly capable of providing instruction, encouragement and feedback to another student. This arrangement extends the potential for a fully inclusive learning environment.

2. Cooperative Learning

The goal of cooperative learning is to ensure that all members of the group master the information at their own levels. Often times' individuals in the group are given specific jobs or tasks that contribute to goal attainment. Students help each other and evaluate each member's progress toward individual and group goals. For cooperative learning to be effective, students must perceive that they are positively linked to other students in their group and that each member can and must contribute. In addition, each member must understand his or her role in the cooperative group. Less-skilled students, including students with disabilities, could be perceived to be the weak links if all members perceive that they must perform the same task. This will not happen if the group understands that each member has a unique task that maximizes his or her skills and contribution to the group goal.

According to Zemelman, Daniels and Hyde (1993) an example of a cooperative learning activity is a literature circle. In a literature circle, groups of four or five students choose and read the same article or book. Each student then comes to the literature circle with an assigned discussion role that accommodates skill differences, allowing for different versions of the text, including tape, film, or Braille. Kagan (1985) recommends a cooperative learning strategy called “numbered heads,” designed to actively engage all students during teacher-led instruction and discussion. A substantial body of research confirms the academic and social benefits of cooperative learning approaches to instruction for students of diverse abilities.

2.17. Roles of School Principals

Ojo (1999) recommends that school administration involves managing, administering the curriculum and teaching, pastoral care, discipline, assessment evaluation and examinations, resource allocation, costing and forward planning, staff appraisal relationship with the community, use of the practical skills necessary for surviving the policies of organization such as decision-making, negotiation, bargaining, communication, conflict handling, running meetings and so on. All these tasks can be reduced to the following: planning, organizing, directing, supervising, and evaluating the school system. These activities are those of the school principal who must ensure they are all directed towards efficient and effective teaching and learning in the school so as to be able to produce quality outputs.

Maduabum (2002) said that the principal of a school is a planner, director, controller, coordinator, organizer, adviser and a problem-solver. The principal is the person on whose shoulders rest the entire administration, success or failure of the school.

Uyanga (2007) recommends that the principal identifies and set goals and objectives of the school, which of course, must be in line with the national objectives, analyses tasks and share responsibilities of the staff according to specialization and expertise. School principal as management of school finance, the chief executive and accounting officer who is entrusted with the responsibility of controlling the revenue accruing from the school and ensuring judicious utilization of Parent Teacher Associations levy. In order to raise fund to complement the efforts of the government, the principal can establish a very good rapport with the Parents Teachers Association, Board of

Governors, Old Students' Association and Non-Governmental Organizations for fund raising activities.

Obidoa (2006) pointed out that the Provision and maintenance of physical facilities: principals must be fully concerned with the physical environment and other facilities around the school. Dilapidated buildings, leaking roofs, abandoned projects, overgrown trees and lawns, dingy and dark buildings, etc have demoralizing effects of people, especially the adolescents. Babayemi (2006) recommends that the principals have the responsibilities of ensuring that these facilities are in good shape. Even with the meager resources at their disposal, they have the responsibility of providing teachers and other instructional staff with necessary resources for effective teaching.

Ajayi and Oni in Babayemi (2006) opined that a school principal must not only be trained in the act of administration but must be well-acquainted with the principles that guide and control administrative processes. As the chief executive, the principal owes it a duty to modify the attitude of the staff and motivate them to put in their best at achieving educational goals through effective teaching-learning process. The functions of the school principal as a supervisor is obtaining and making available for teachers all educational information; visiting classrooms often to observe his teachers teaching; inspecting teachers' lesson notes and class registers, diaries and teaching aids and offering professional advice for their improvement.

According to Uyanga (2008), since a school is known to be an instrument of change and reforms in the society, the principal is said to be the pivot of such reforms and changes. This responsibility is very obligatory and the principals are expected to deploy the managerial skills in adapting to this change and affecting it in the school system. The principal is the key-supporting agent for change.

1. The Principals' Role in the Instructional Process

According to Brookover and Lezotte (1979); Greenfield, 1987; Haycock, 1990; Slavin, Karweit and Madden (1989) to meet the basic, academic, and affective needs of students successful principals demonstrate instructional leadership practices. Programs that meet students' basic needs such as providing assistance in acquiring social and health services are analogous to instructional leaders meeting teachers' basic instructional needs when they provide teachers with adequate and appropriate teaching materials. Affective needs of at-risk students are addressed with effective

instruction programs such as cooperative learning which help in reducing a sense of alienation and promote student collaboration. Likewise principals attend to teachers' affective needs such as building a sense of community when the principals include faculty members in developing a "shared meaning" of the school's vision, mission, and goals.

According to Bennis, 1989; Bennis and Nanus (1985) recommends instructional leadership is a significant factor in facilitating, improving, and promoting the academic progress of students. The literature about leadership frequently distinguishes between managers and leaders by stating that a manager does things right and a leader does the right things. Additionally, a leader is characterized as the vision holder, the keeper of the dream, or the person who has a vision of the purpose of the organization.

According to Sergiovanni (1990: 216) leaders have not only a vision but the skills to communicate that vision to others, to develop a "shared covenant". They invite and encourage others to participate in determining and developing the vision. Bennis (1990: 46) said that "All leaders have the capacity to create a compelling vision, one that takes people to a new place and the ability to translate that vision into reality". They gather the resources, both human and material, to bring the vision to reality. Principals in schools where at-risk students are achieving practice the skills and apply the knowledge of effective instructional leadership. They have a vision a picture of what they want students to achieve. They engage teachers, parents, students and others to share in creating the vision. They encourage them to join in the efforts to make that vision a reality. They keep the vision in the forefront by supporting teachers' instructional efforts and by guiding the use of data to evaluate the progress of the school.

When monitoring progress, effective principals focus on students' outcomes by leading faculty members to analyze student data, to evaluate curriculum and instructional approaches, and to determine appropriate staff development activities. Principals validate teachers' strengths and experiences by supporting their instructional efforts. Principals assume a proactive role in supporting teachers' instructional efforts. They communicate directly and frequently with teachers about instruction and student needs. An example of frequent interaction with teachers is

principals making a "conscious effort to interact in a positive manner with every teacher on a daily basis" (Reitzug, 1989: 54).

2. Principals allocate resources and materials.

Teachers address students' basic needs when they provide pencils and paper to students. Likewise, principals provide a service to teachers' basic instructional needs by allocating resources and materials. When instructional leaders know what is happening in classrooms, they are better able and willing to provide resources and materials that support teachers' instructional efforts. According to Andrews, Soder, and Jacoby (1986:2) called this "mobilizing resources" and described it as rallying personnel, building, district, and community resources, including materials as well as information.

Heck, Larsen and Marcoulides (1990) reported that one of the variables determining high achieving schools was the principal's assistance to teachers in acquiring needed instructional resources. Attending to the materials needed, the "utilization of instructional resources to achieve maximal student outcomes" was a characteristic identified by Venezky and Winfield (1979: 7). Providing the "assured availability" of materials by designating personnel to provide the necessary materials to individual teachers was a leadership behavior.

3. Principals frequently visit classrooms for instructional purposes

School practices of regular communication with parents promote attention to students' progress. Similarly when principals frequently visit classrooms, they provide attention to teachers' efforts and progress in instructional matters. To gain knowledge of what is occurring in classrooms and the materials being used, effective principals frequently observe teachers' instructional methods. Sizemore, Brossard and Harrigan (1983:3-7) used the label of "rigorous supervision" and discussed the importance of established routines such as "the supervision of teacher and staff performance by daily visitations, private conferences, prompt evaluations and provision of assistance". Heck, Larsen and Marcoulides (1990) reported that one of the leadership behaviors common in high achieving schools was the principals' direct supervision of instructional strategies.

4. Principals solicit and provide instructional feedback

When principals interact with teachers about classroom efforts, they are communicating with teachers about the instructional process just as teachers interact

with students about their progress. Such two way communication is critical in establishing a climate of collaboration. Opportunities to interact with teachers on instructional issues increase as principals become a frequent visitor in the classroom. According to Reitzug's (1989) analysis of teacher and principal interactions demonstrated that teachers in schools with improved student performance more frequently requested the principal's help on instructional matters than the teachers in low performing schools. In addition to gaining first-hand knowledge of the instructional approaches being used by the staff, principals who are frequent classroom visitors become more aware of the daily challenges and constraints that teachers encounter (Greenfield, 1991).

5. Use data to focus to maximize student achievement

When principals use data about trends in students' performance to adjust the curriculum or instructional practices being used, instruction is maximized. In schools where at-risk students are achieving at high levels, principals structure time to evaluate and monitor students' progress, and lead staff efforts in designing focused instructional approaches to meet the special and specific needs of students. They work in concert with the teachers to review, modify, and adjust their instructional efforts. Sizemore, Brossard, and Harrigan (1983:3) discussed the positive impact on students' performance when "consistent monitoring of students' skill" was part of the staff's routine in evaluating instructional methods. Venezky and Winfield (1979:24) reported that in successful schools "careful monitoring of student progress" took place.

6. Use data and faculty input to determine staff development activities

Effective teachers determine the academic needs of students with the use of data such as reading inventories. Similarly, effective principals use data to determine areas of need for staff development activities. In schools where at-risk students are achieving, principals provide and promote professional development opportunities to improve teachers' instructional skills. Decisions about staff development are made based on students' progress data as well as on teachers' discussions, input, and needs. Sizemore, Brossard, and Harrigan (1983:7) reported the "prompt evaluation of teacher and staff performance and the provision of assistance, help and in-service where necessary". When describing the activities reported by the principal of a high achieving rural school, "a heavy emphasis on staff development" was found to improve teachers' skills (Venezky and Winfield, 197

CHAPTER THREE: DESIGN AND METHODOLOGY

3.1. Introduction

Chapter three of this study presents Research Design and Methodology, Research site, Population of the Study, Study Samples, Sampling Techniques, Data Collecting instruments (Interview Guide, Focus Group Discussion, Observation follow-up, Questionnaires and Document analysis), Validity and Reliability, Methods of data analysis and Ethical Considerations.

3.2. Research Design

According to Yin (2003) a case study design should be considered when the focus of the study is to answer “how” and “why” questions, you want to cover contextual conditions because you believe they are relevant to the phenomenon under study and the boundaries are not clear between the phenomenon and context. The researcher employed the study using multiple case study design to conduct the study due to its suitability to collect data from the respondents at a time in the research area using various data collecting instruments so that triangulate the data gained.

3.3. Research Site

The site of this study is in Regional state of Oromia, West Shewa Zone in Tokekutaye Woreda in Guder preparatory School. Tokekutaye Woreda is one hundred and thirty one kilometer (131km) far from the capital city of Ethiopia (Addis Ababa). In this Woreda there was one Preparatory School and the researcher has studied Practices and Challenges in Teaching Learning basketball practical class in the school.

3.4. Research Populations

The populations of this study were two hundred (200) Grade eleven and eighty (80) Grade twelve students who were attending their education in Gudar preparatory school. There was one (1) Physical Education teacher who is currently teaching the course physical education in the school. There were two (2) School Principals who are leading the school as head director and academic director.

3.5. Samples

The samples of this study selected from Grade eleven students, Physical Education teacher and School Principals. The samples were eight (8) selected students from grade eleven, One (1) Physical Education teacher and two (2) School Principals.

3.6. Sampling Techniques

According Crabtree and Miller (1992) where as quantitative sampling concerns itself with representativeness, qualitative sampling seeks information richness and selects the cases purposefully. Eisenhardt (1989) recommends that the logic of sampling cases in case studies involves theoretical sampling, in which the goal is to choose cases that are likely to replicate or extend the emergent theory or to fill theoretical categories and provide examples for polar types.

The sampling technique used to select study samples from the students was purposive sampling method. Physical Education teacher and School Principals were all taken as study samples because there was only one physical education teacher and two school principals in the school. The sampled students were selected purposively for the purpose of research based on their responsibility in their class and academic performance. The researcher selected purposive sampling method to get useful and rich data from the study samples.

3.7. Data Collecting Instruments

To get reliable data from the study samples, the researcher was used the following data collecting instruments.

1. Interview Guide

An interview is the verbal questionnaires asked by the interviewer and verbal responses provided by the interviewees. The unstructured interview guides were prepared and collected after the participants' individual consent was obtained. During the interview, the researcher selected free and calm environment to minimize communication barriers that may disturb the interviewing process.

2. Focus Group Discussions

The researcher was discussed with Physical Education teacher and School Principals about Practices and Challenges in teaching learning basketball practical class.

3. Observation follow-up

The purpose of observation in this study was to obtain reliable data on the research area, to identify on how the extent to the availability of basketball equipment and facilities, Physical Education teachers teaching methods while Physical Education practical class teaching learning took place in the school.

4. Closed ended Questionnaires

The researcher prepared closed ended questionnaires and administered tofrom samples students on different issues related to challenges that hinder teaching learning basketball practice, the role of school principals, Physical Education teachers teaching methods, students practice and to identify students' level of understanding on the content of basketball in Physical Education curriculum.

5. Document Analysis

The researcher observed and analyzed Physical Education teacher's evaluations methods, planning for the teaching the contents in basketball and Physical Education theoretical and practical applications.

3.8. Validity and Reliability

According to Patton (2001) validity and reliability are two factors which any qualitative researcher should be concerned about while designing a study, analyzing results and judging the quality of the study. Lincoln and Guba, (1985: 290) reliability corresponds to the question that "How can an inquirer persuade his or her audiences that the research findings of an inquiry are worth paying attention to?". To be more specific with the term of reliability in qualitative research, Lincoln and Guba (1985: 300) use "dependability", in qualitative research which closely corresponds to the notion of "reliability" in quantitative research. They further emphasize "inquiry audit" as one measure which might enhance the dependability of qualitative research. To ensure reliability in qualitative research, examination of trustworthiness is crucial. Regarding this Seale (1999: 266) stated that the "trustworthiness of a research report lies at the heart of issues conventionally discussed as validity and reliability", while establishing good quality studies through reliability and validity in qualitative research. Validity in order to collect adequate data, the researcher will construct instruments to measure the necessary traits and the questionnaires are relevant and transparent to the subjects. According to Winter (2000) the concept of validity is

described by a wide range of terms in qualitative studies. This concept is not a single, fixed or universal concept, but “rather a contingent construct, inescapably grounded in the processes and intentions of particular research methodologies and projects”.

The discussion of quality in qualitative research initiated from the concerns about validity and reliability in quantitative tradition which “involved substituting new term for words such as validity and reliability to reflect interpretive [qualitative] conceptions” (Seale, 1999: 465). Lincoln and Guba (1985) argue that sustaining the trustworthiness of a research report depends on the issues, quantitatively, discussed as validity and reliability. The idea of discovering truth through measures of reliability and validity is replaced by the idea of trustworthiness (Mishler, 2000), which is “defensible” (Johnson 1997: 282) and establishing confidence in the findings. The researcher used to check reliability and validity of the data collected from the respondents of study samples in different data collecting instruments in relation to questionnaires in data analysis and interpretation.

3.9. Methods of Data Analysis

The data was collected using interview questionnaires, Focus Group Discussions, Observation follow-up, Questionnaires and Documentary Analysis. The data collected using interview questionnaires, Focus Group Discussion, Observation follow-up and Documentary Analysis were analyzed using qualitative analysis methods. The data collected from students’ samples using questionnaires were analyzed using both qualitative and quantitative method of data analysis. Thus, the researcher was tests the significance difference between alternatives using chi-square test after analyzed qualitatively.

3.10. Ethical Considerations

The researcher has kept the secret of the participants’ response while collecting the data and after he has collected the data from the study samples. The data were governed by the research code of ethics in maintaining privacy, confidentiality and other related values. The researcher promised to the participants of the study that information which would be collected from them shall not be transferred to the third person or it will not be exploited them for undertakings of other than the purpose of study and only to provide reliable data for the research without fear of external influence.

CHAPTER FOUR: DATA ANALYSIS AND INTERPRETATIONS

4.9. Introduction

Chapter four of this study presents data Analysis, Interpretation and Data Triangulations. The researcher gathered data using various data gathering instruments (interview Guide, Focus Group Discussions, Observation Follow-up, closed ended Questionnaires and Document Analysis) to get reliable data about the study from different sources. The data were collected from Physical Education teacher, sampled students' who are attending their secondary school education in the school and School Principals who are currently leading the school being as head director and academic director. The researcher used interview Guide, Focus Group Discussion, Observation follow-up and Document Analysis to collect data from Physical Education teacher. Interview Guide and Focus Group Discussions to collect data from school Principals. The researcher also used interview Guide, Observation follow-up and closed-ended questionnaires to collect data from sampled students. All of the collected data were organized and analyzed using qualitative and quantitative data analysis methods.

4.10. Background information of the study samples

Table 1: Sex and Age of Physical Education teacher and School Principals

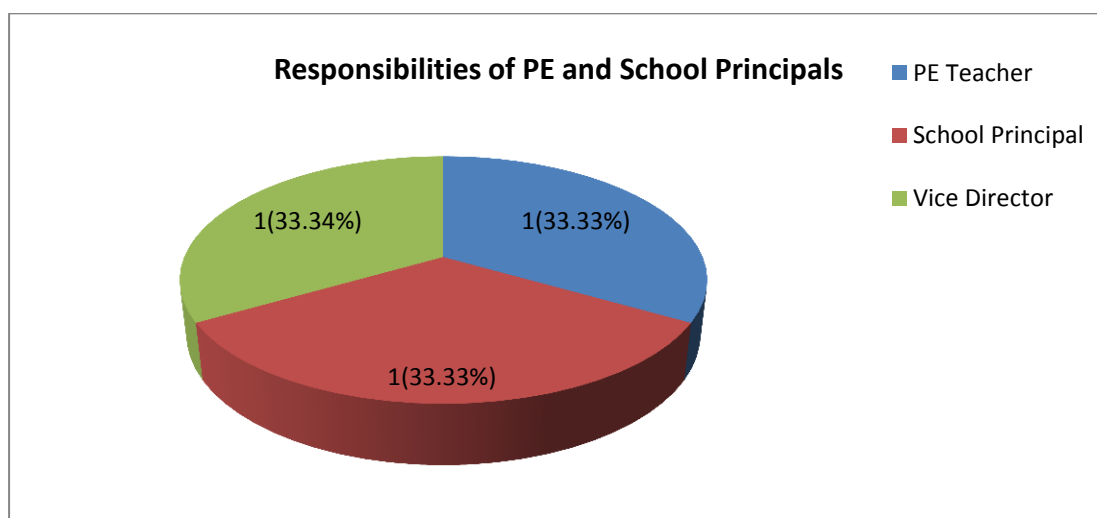
S.N	Item	Classification	Frequency	Percentages (%)
1.	Sex	Male	3	100%
		Female	-	-
		Total	3	100%
2.	Age	25-29 years	-	-
		30 and above	3	100%
		Total	3	100%

As shown in table 1 out of total Physical Education and School Principals all (100%) were male. All of their age is found between the year of 30 and above years.

Table 2: Role, Qualification and Experience of PE teacher and School Principals

S.N	Item	Classifications	Frequency	Percentages
1.	Role	PE Teacher	1	33.33%
		School Principal	1	33.33%
		Academic vice director	1	33.34%
		Total	3	100%
2.	Qualification	First(bachelor)Degree	3	100%
		Second Degree/MA/MSc.	-	-
		Total	3	100%
	Work Experience	11-20 years	2	66.67%
		21 & above	1	33.33%
		Total	3	100%

As shown in table 2 out of totals three Physical Education teacher and School Principals, 1(33.33%) of them was Physical Education teacher, 1(33.33%) of them was School Principal and 1(33.33%) of them was academic vice Director. From the total Physical Education and School Principals all (100%) of them were Bachelor (first) Degree in their qualification. Out of total three Physical Education and School Principals, 2(66.67%) of them has a work experience that ranges between 11-20 years and 1(33.33%) of them has a work experience that ranges between 21 and above.

Figure 1: Responsibility of Physical Education Teacher and School principals

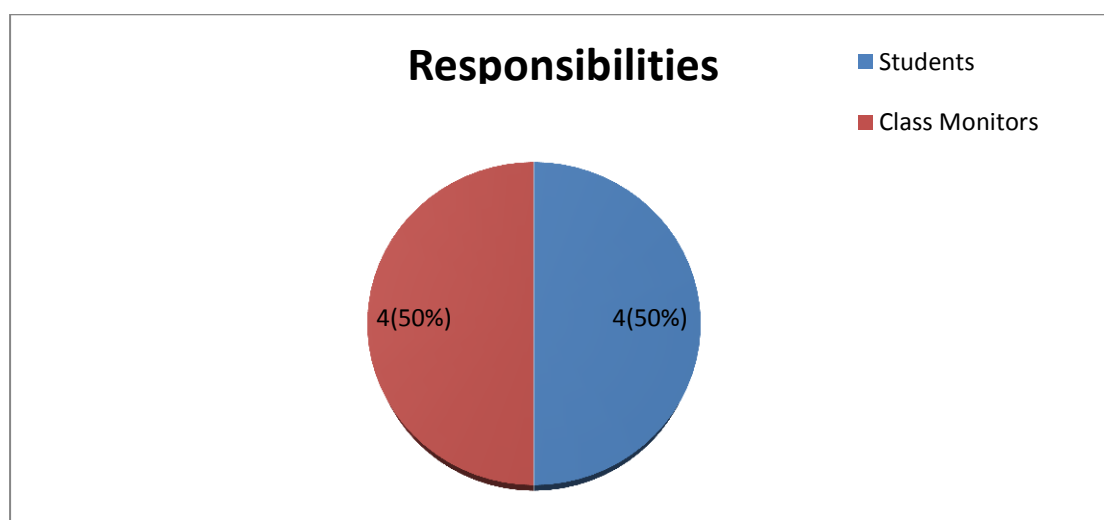
As shown in figure 1 out of total three Physical Education Teacher and School Principals, 1(33.33%) was Physical Education Teacher, 1(33.33%) was School Principal and 1(33.34%) was academic vice Director of the school.

Table 3: Sex, Age and Responsibilities of sampled students

S.N	Items	Classifications	Frequency	Percentages (%)
1.	Sex	Male	5	62.5%
		Female	3	37.5%
		Total	8	100%
2.	Age	15-19 years	6	75%
		20-24 years	2	25%
		Total	8	100%
3.	Responsibilities	Students	4	50%
		Class Monitors and student	4	50%
		Total	8	100%

As shown in table 3 from total of sampled students, 5(62.5%) of them were male and 3(37.5%) of them were female students. From the total of eight all (100%) the age of students samples 6(75%) ranges between 15-19 years and 2(25%) of their age ranged between 20-24 years. Regarding students responsibilities in the classroom, 4(50%) of them were Class Monitors and 4(50%) them were have no any additional responsibilities in the class rather than attending their education.

Figure 2: Responsibilities of sampled students in their respective sections



As shown in figure 2 above out of total of eight sampled students, 4(50%) of them were students and 4(50%) of them were both students Class Monitors.

4.11. Analysis of Interview Guide with Study Samples

4.11.1. Responses to the availability of basketball equipment and facilities

Q1. Are there equipment and facilities required for the teaching and learning Basketball practical class in the school? List them

According to Physical Education teacher, there are no Basketball equipment and facilities that used for the teaching and learning processes of basketball Practical classes in the school, except the ball. Most of the sampled students responded that there are no any basketball equipment and facilities required for the teaching and learning process of basketball practical class in their school. Some of sampled students responded that there are no basketball equipment and facilities required for the teaching and learning basketball practical classes in their school, except basketball ball. According to these samples “even they do not know any other basketball equipment and facilities that required for the teaching and learning process of basketball practical classes”, except the ball! Even they strongly commented that they do not know what other basketball equipment and facilities looks like. Both of the School Principals responded that as there is no basketball playing field in their school.

4.11.2. Responses on the Major Challenges to the fulfillments basketball equipment and facilities

Q2. If your answer for question number “1” is “No”. What do you think the major Challenges to the fulfillment of these equipment and facilities?

According to Physical Education teacher the major Challenges that hinder the fulfillment of basketball equipment and facilities in the school includes;

- School Principals inability to plan budget that can facilitate basketball playing field and equipment.
- Lack allocated budget from higher educational institutions for the fulfillment of sporting materials and facilities.
- Lack of school principals’ interests to discuss and to allocate budget with higher educational stakeholders.

All of sampled students responded that the major Challenges to the fulfillment of basketball equipment and facilities in the school include lack of allocated budget from the government and from the concerned bodies to fulfill different teaching aids and to construct facilitated basketball sporting fields. Both school principals responded that the major challenges that hinders the fulfillment of sports and other teaching aids is insufficiencies of budget. They have an idea to construct and fulfill these materials and facilitate the facilities required for the teaching learning in the future if possible after they discussed with higher educational institutions (Woreda institute of education, zonal and other stakeholders).

4.11.3. Response to the role of School Principals

Q3. Who is responsible to facilitate instructional equipment and facilities in the school?

According to Physical education teachers the responsibility to fulfill and facilitate basketball equipment and facilities required for the teaching learning basketball practical classes in the school are educational institutions (Ministry of educations, Woreda institutes of educations), school principals and supervisor of the school and community members. The teacher put “Unfulfilled teaching aids are not only for basketball, but also for all equipment and facilities must be conducive with the positive attitudes of all level of stake holders”. Most of the sampled students responded that the responsibility to facilitate any teaching aids is the role of school Directors. Some of the students responded that they don’t know who is responsible to facilitate teaching aids, and instructional materials in the school. The first school principals responded that the responsible person to facilitate any of teaching aids in the school is the school administrators. The second director of the school responded that the concerned bodies to facilitate any of teaching aids in the school are the school principals and all societies including parents, because it needs the cumulative effort, planned budget and positive attitude towards the sport.

Q4. What is the role of School principals to make teaching learning processes better?

Physical education teacher responded that all equipment and facilities such as balls, basketball field, basketball posts, rims and other required teaching equipment and facilities must be fulfilled for the better teaching learning process will take place in the school. To do this the Schools Principals must plan to allocate budget that enables

them fulfill and facilitate equipment and facilities, discuss with higher educational institutions and search for fund raising from non-governmental Organizations (NGOs). All of sampled students responded that basketball equipment and facilities such as basketball, basketball field that help them to practice basketball practical class must be fulfilled for the better teaching learning processes in their school. Both school principals responded that the required materials must be facilitated in order to improve students' learning.

Q5. Are you Volunteer to facilitate Physical education equipment and facilities?

Physical education teacher responded that the school principals are not helping him in facilitating basketball equipment and facilities in his school. According to the teacher school principals are not interested to fulfill these equipment and facilities which are very important for the teaching learning processes of basketball practical classes. School principal responded that as they are volunteer person to fulfill basketball equipment and facilities if they got budget for the fulfillments of basketball equipment and facilities in the future.

4.4. Analysis of Focus Group Discussions with study samples

4.4.1. Responses of Focus Group Discussion with PE teacher

Q1. Do you apply to the School Principals in order to fulfill instructional equipment and facilities?

According to Physical education teacher he has applied many times for the school principals in order to fulfill and facilitate equipment and facilities required in physical education and basketball. He responded that he has applied more than three times for the fulfillments of basketball equipments and facilities.

Q2. Do the School Principals help you in facilitating the teaching learning equipments and facilities for basketball?

According to Physical education teacher the school principals are not helping him in facilitating basketball equipments and facilities.

Q4. How do you evaluate students in physical education?

According to Physical education teacher, he teaches and evaluates the theoretical concepts through tests, mid and final exam in first semester and practical applications of the course through practical tests in the second semester.

Q5. Are the contents of basketball fits students' level of performance?

Physical education teacher said "The contents of basketball are not difficult for the students' level of performance, but the Major Challenge is absence of equipments and facilities enable to teach and evaluate students' basketball practice".

4.4.2. Responses of school principals in helping PE teacher

Q1. Do you help PE teachers in facilitating the required equipments and facilities?

The first school principal responded that as he asked him in order to fulfill different sporting materials in different time, but there is financial problem in our school to fulfill facilitated sporting fields.

The second school principal responded that the teacher is frequently asking him and bring different applications for the fulfillment of basketball equipments and facilities which are important for the teaching-learning of basketball practical classes in different time.

Q2.. What is your attitude towards Basketball?

The first school principal responded that as he has positive attitudes towards the sport of basketball. The second school principal responded as he has positive attitudes towards basketball.

Q3. Is there a financial problem in your school?

The first school principal responded yes, there is shortage of budget to run all activities at once and sporting fields such as basketball field needs large amount of finance. The second school principal responded that Yes, ministry of education allocates little budget for the school with specifications.

4.5. Analysis of Observation Follow-up

The data gained from the observation follow-up was collected by the researcher in different time during physical education classes in the school.

The researcher has classified the Observation process into two parts for the sake of suitability during observations activities. These are Observation follow-up on the availability of equipments and facilities and on teaching methods of the teacher and extent of students' participation).

Table 4: Observation follow-up for basketball equipment and facilities

S.N	Are there the following basketball equipments and facilities?	Alternatives	
		Yes	No
1.	Are there Basketball balls	Yes	
2.	Are there Whistles	Yes	
3.	Is there Basketball court/field in the school		No
4.	Is there Basketball post, back board, rim etc.		No
5.	Are there basketball protective guards		No
Are there other ball games equipments and facilities?			
6.	Are there volleyballs	Yes	
7.	Are there footballs	Yes	
8.	Is volleyball playing field	Yes	
9.	Is there football playing field	Yes	
10.	Is there volleyball net	Yes	
11.	Is there Football net	Yes	

As shown in table 4 from data were gained through Observation follow-up and the researcher has drawn the following reflections.

- ❖ There are basketball balls and whistles in the school. There are no basketball equipments and facilities such as basketball field/court, basketball posts, basketball boards, basketball rim and protective guards which are required for the teaching learning process of basketball practical classes in the school.
- ❖ There are other ball games equipments and facilities such as volleyball, football, volley field, football field, football net and volleyball nets.

Table 5: Observation follow-up on the teaching learning methods

The data gained from the observation follow-up was collected by the researcher in different time during physical education classes in the school.

S. N	Activities to be observed	Options	
		Yes	No
1.	Do Physical Education teacher teaches only the theoretical concepts of basketball?	Yes	
2.	Do Physical Education teacher teaches only the practical classes of basketball?		No
3.	Do Physical Education teacher teaches both theoretical and practical class of basketball equally?		No
4.	Do Physical Education teacher uses practice method of teaching basketball the field?		No
5.	Do physical Education teacher uses Basketball equipments and facilities?		No
6.	Do the teachers teach practical classes other courses in Physical Education?	Yes	
7.	Do the Students practice/play Basketball in the field?		No
8.	Do Students play football in the field?	Yes	
9.	Do students play/practice volleyball?	Yes	
10.	Is the class size large during physical education practical class?	Yes	

As shown in the table 5 from the data gained through observation follow-up the researcher has drawn the following reflections;

- ❖ Physical Education teacher teaches only theoretical part of basketball contents in the curriculum, do not involve the students in Basketball practical class and the students do not participate in basketball practical classes.
- ❖ Students participate in other ball games (such as volleyball, football and other physical activities) in the school.
- ❖ The class size during Physical Education class is large (the researcher has collected large number that ranges between 48-50 number of students in different times during Physical Education practical classes.

4.6. Analysis of closed-ended Questionnaires

Table 6: Response on the Challenges of teaching learning basketball practice

S. N	Items	Responses			
		Yes		No	
		F	%	F	%
1.	Is time allotment for Physical Education is enough to teach and learn all the skills in the curriculum?	2	25%	6	75%
2.	Do you think financial problem is the challenge that hinders the teaching-learning basketball practical classes?	5	62.5%	3	37.5%
3.	Is the class size large during physical education practical classes in your school?	5	62.5%	3	37.5%

As shown in table 6 out of total sampled students 2(25%) of them responded that the time allotment for Physical Education is enough and 6(75%) of them responded that the time allotment for Physical Education curriculum is not enough to learn all the skills. Regarding financial problem as 5(62.5%) of them responded that financial problem is one of the challenge that hinders the teaching learning basketball practical class, 3(37.5%) of them responded that financial problem is not the challenge that hinders teaching learning basketball in practical class. On the issue related to class size 5(62.5%) of them responded the number of students in the class during Physical Education practical class is large and 3(37.5%) of them responded that the class size in the school is not large.

Table 7: Chi-square test on the challenges of teaching learning basketball practical classes

Items	Value	Df	Asymp. Sig. (2-sided)
1.	4.444 ^a	1	.035
2.	8.000 ^a	1	.005
3.	8.000 ^a	1	.005

To be significant the chi-square for items with degree of freedom of 1 is significant at chi-square value of >3.84 and p value of 0.05.

As on the table 7 chi-square test analysis on for question number 1 raised to identify time allotment given for Physical Education to teach and learning all the skills in the curriculum is significant at chi-square value of 4.444 and p value of 0.035. Question number 2 was raised to identify whether financial problem is a challenge in teaching and learning basketball practical class is significant at chi-square test of 8.000 and p value of 0.005. Question number 3 was raised to differentiate whether the class size in the school is large or not is significant at chi-square of 8.000 and p value of 0.005. So, all questions are significant because its chi-square is greater 3.84 and p value of 0.05

Table 8: sampled students responses to the role of school Principals

S. N	Items	Responses					
		High		Moderate		Low	
		F	%	F	%	F	%
4.	The level school principals support to Physical Education teacher in facilitating basketball equipments and facilities?	1	12.5%	2	25%	5	62.5%
5.	How are the school principals in allocating resources for teaching learning process in the school?	2	25%	4	50%	2	25%
6.	The level instructional resources and facilities for others than physical education teachers?	1	25%	4	50%	3	37.5%

As shown in table 8 out of eight students 1(25%) of them responded that school principals are high in helping Physical education teacher in facilitating basketball equipments and facilities, 2(25%) of them responded that the school principals are moderate in helping Physical education teacher in facilitating basketball equipments and facilities and 5(62.5%) of them responded that the school principals are low in helping Physical Education teacher to facilitate basketball equipments and facilities.

On the role of school principals in allocating resources for teaching learning process in the school 2(25%) of them responded that the school principals are high in allocating resources for teaching learning process, 4(50%) of them responded that the school principals are moderate in allocating resources for teaching learning process in the school and 2(25%) of them responded that the school principals are low in allocating resources for teaching learning process.

Regarding the school principals roles 1(12.5%) of them responded that the school principals are high in facilitating instructional resources and facilities for others than physical education teachers, 4(50%) of them responded that the school principals are moderate in facilitating instructional resources and facilities for others than physical education teachers and 3(37.5%) of them responded that the school principals are low in facilitating instructional resources and facilities for others than Physical Education teachers.

Table 9: Chi-square test on the role of school Principals

Items	Chi-square Value	Df	Asymp. Sig. (2-sided)
4.	6.800 ^a	2	.041
5.	4.800 ^a	2	.091
6.	4.800 ^a	2	.091

To be significant the chi-square for items with degree of freedom of 1 is significant chi-square value of >5.99 and p value of 0.05.

As to the on the table 9 Chi-square test analysis for question number 5 raised to identify school principals role in is significant at chi-square of 6.800 and p value of 0.41. Questions number six and seven raised to identify the role of school principal are not significant because their value is out of table value of chi-square test.

Table 10: Analysis of issues related to the basketball practice learning

S. N	Items	Responses			
		Yes		No	
		F	%	F	%
7.	Are you attending practical classes of basketball in PE?			8	100%
8.	Are you practicing basketball practical classes at least once per week in your school?	2	25%	6	75%
9.	Do you practice basketball in your school?			8	100%

As shown in table 10 out of total respondents all of them responded that they are not attending basketball practical classes. On issues related to students basketball practice 2(25%) of them responded that they are practicing basketball practices and 6(75%) of them responded that they are not practicing basketball. Regarding students basketball practice all (100%) of them responded that they have not practiced basketball in their school.

Table 11: Chi-Square test on the results of issues related learning

Items	Value	Degee of freedom	Asymp. Sig. (2-sided)
7.	4.444 ^a	1	.035
8.	1.905 ^a	1	.168
9.	4.444 ^a	1	.035

To be significant the chi-square for items with degree of freedom of 1 is significant chi-square value of >3.84 and p value of 0.05

As indicated in table 11 above question number 7 raised to test to identify students basketball practice learning is significant at chi-square of 4.44 and p value of 0.035. Question number 8 asked to test how many times students do practice basketball its chi-square of 1.905 is not significant because this value is less than table value of 3.84 and its p value is significant at 0.168. On question number 11 raised to test whether students were practicing basketball in their school is significant at chi-square of 4.44 and p value of 0.035.

Table 12: Physical Education teachers teaching methods in basketball practice

S.	Items	Responses			
		Yes		No	
		F	%	F	%
10.	Do Physical Education teachers involve you in practical applications of basketball?			8	100%
11.	Do Physical Education teachers uses practice teaching method during basketball practical classes?	2	25%	6	75%
12.	Do PE teachers apply role models to change theoretical concepts into practice during Basketball practice?	2	25%	6	75%
13.	Do Physical Education teachers apply practical role models to change theoretical concepts into practice during Physical education?	6	75%	2	25%

Regarding the role of physical education teacher 8(100%) of them responded the physical education teacher is not involving them to participate in basketball practical classes. On issues related to teachers teaching methods 2(25%) of them responded that the teacher use practice methods of teaching and 6(75%) of them responded that the physical education teacher do not use practice teaching methods. Regarding issues related to teachers' use of role model 2(25%) of them responded that the teacher uses role models to change theoretical concepts of basketball, and 6(75%) of them responded that the teacher do not use role models to change theoretical concepts into practical applications during basketball practical classes. Regarding physical education 6(75%) of them responded that the teacher uses role models while teaching practical classes and 2(25%) of them responded that the teacher do not used role models to demonstrate practical applications during physical education practical classes.

Table 13: Chi-Square test on Physical Education teachers teaching methods

Items	Chi-square	Degree of freedom	P value
10.	3.905 ^a	1	.168
11.	4.444 ^a	1	.035
12.	1.600 ^a	1	.206
13.	8.000 ^a	1	.005

To be significant the chi-square for items with degree of freedom of 1 is significant chi-square value of >3.84 and p value of 0.05

As indicated table 13 question number 11 raised the teachers involve students in basketball practice is significant at chi-square of 3.905 and p value of 1.68. Question number 12 is significant at chi-square of 4.444 and p value of 0.35. Question number 13 is not significant. So, this question is rejected. Question number 14, raised to test whether the teacher use role models during physical education practical class is significant at chi-square of 8.000 and p value of 0.05.

Table 14: Analysis of responses to the attitudes of School Principals and students

S. N	Item	Responses			
		Yes		No	
		F	%	F	%
14.	Do school principals have positive attitudes towards physical education?	3	37.5%	5	62.5%
15.	Do you think school principals have positive attitudes towards basketball?	2	25%	6	75%
16.	Do you have a positive attitude to learn basketball practical classes?	7	87.5%	1	12.5%
17.	Do you prefer to attend practical class of basketball?	6	75%	2	25%

As shown in table 14 out of eight total samples 3(37.5%) of them responded that the school principal has positive attitude towards basketball and 5(62.5%) of them

responded that the school principals have no positive attitudes towards basketball. On the issues related to students attitudes 7(87.5%) of them responded that they have positive attitudes towards basketball and 1(12.5%) of them responded that they have not positive attitudes towards basketball. Regarding students learning in theoretical and practical educations 6(75%) of them responded that they prefer to attend both theoretical and practical class and 3(25%) of them responded that they do not preferred to attend both theoretical practical classes.

Table 15: Chi-square tests on attitudes of students and school principals

Items	Chi-square	Degree of freedom	P value
14.	4.444 ^a	1	.035
15.	6.86 ^a	1	.408
16.	6.96	1	.308
17.	1.600 ^a	1	.206

To be significant the chi-square for items with degree of freedom of 1 is significant chi-square of >3.84 and p value of 0.05

As shown in table 15 items raised to test the attitudes of School principals and students items number 14, 15, and 16 are significant as their chi-square ranges greater than 3.84 and p value of less than 0.05.

Table 16: Responses to students' level of understanding

S. N	Items	Responses					
		High		Moderate		Low	
		F	%	F	%	F	%
18	How is your understanding to the concepts of basketball in PE?	5	62.5%	2	25%	1	12.5%
19	How is the difficulty level of the Basketball contents in PE curriculum to your level of performance?	2	25%	2	25%	4	50%

As shown in table 16 out of eight, 5(62.5%) of them responded that they have high level of performance and 3(37.5%) of them responded that they have moderate level of performance and 1(12.5%) of them responded that they have lowlevel of

performance. On the difficulty level of basketball contents 2(25%) of them responded the content of basketball difficulty level is high to their performance, 2(25%) of them responded moderate to their performance and 4(50%) of them responded low to their level performance.

Table 17: Chi-Square Test on the level of students understanding

Items	Chi-square	Degree of freedom	P value
18.	2.880 ^a	2	.237
19.	6.586 ^a	2	.053

To be significant for items with 2 degree of freedom, the Chi-square is greater than 5.99 and p value less than 0.005 (chi-square value > 5.99 and $p < 0.05$).

As shown in table 17 the question raised to identify students level of understanding to the concepts of basketball in physical education curriculum is not significant because its chi-square of 2.880 and p value of 0.237 ranges of table value for items with 2 degree of freedom. The question raised to test difficulty level of basketball contents in physical education curriculum to the level of students' performance is significant at chi-square of 6.586. So, item number 18 is rejected.

4.7. Document Analysis

After the researcher has observed different documents (annual lesson plan, weekly lesson plan, application letters, teaching and evaluation methods) to get data on the teaching learning process of Basketball practices in the school, then analyzed and summarized as follows;

- ✚ Physical education teacher plans both annual and weekly lesson to teach Physical Education curriculum.
- ✚ The teacher also planned annual lesson plan to teach basketball theoretical and practical classes, but no weekly lesson plan basketball practical applications.
- ✚ The teacher applied for the school principals to fulfill Physical Education and basketball equipments and facilities.
- ✚ Physical Education teacher classified methods evaluation methods into two parts (theoretical evaluations and practical tests). The teacher used to teach and evaluates the theoretical contents in first semester and practical classes and

evaluations in second semester. According to Whipp, Anderson, Yeo and Tan (2006) objective assessment is necessary if the goal of Physical Education is to enhance a students' wellbeing, motor skills and knowledge about physical activity. The teacher taught the theoretical concepts, rules and procedures during the first five months the practical applications during the second semester.

4.8. Data Triangulations: Discussions

The data gathered through different data collecting instruments were triangulated as follows;

4.8.1. Interview Guide, Observation follow-up and questionnaires to challenges

From interview guide the major challenges that hinders the fulfillments of instructional equipment and facilities includes school principals towards the basketball, school principals in ability to plan budget to facilitate sporting fields, lack of allocated budget from ministry of education, government. As collected from students questionnaires on table 6 the major challenges of teaching learning basketball practical classes includes; insufficient time allotment for physical education teach and learn all the skills in physical education, absence of allocated budget, financial problem to fulfill equipment and facilities required for teaching learning basketball practical classes. As the data collected from focus group discussions with physical education teacher and school principals the major challenges of teaching learning basketball practical classes includes absences of basketball field, absence of basketball posts, back board and rim.

According to the responses of interview guide with study samples, there are no basketball equipment and facilities required for the teaching learning process of basketball practical classes. From observation follow-up the researcher has observed the absences of basketball equipment and facilities such as basketball court/field, basketball posts, basketball boards, basketball rim and protective guards in the school that are required for the teaching learning process and practice of basketball practical classes. Lynch (2007) discovered that implementation of the physical education curriculum was dependent on a range of factors including the teachers' qualifications, experience in the learning area including knowledge of the syllabus documents, as well as the teachers' ability to share with colleagues. The provision of quality

Physical Education is greatly hampered by lack of adequate teaching personnel for Physical Education classes, facilities and equipment to teach properly because the level of provision of facilities can be detrimental to the quality of Physical Education programs

From questionnaires to students samples on table 6 out of the total respondents 6(75%) of the respondents responded that the time allotment for physical education is not enough for teaching learning all the skills in the curriculum. Curriculum time allocation remains an issue of concern globally since the time allocated for Physical Education has been whittled away or disappeared altogether (Directorate of School Education [DSE], 1993).

From the total respondents 5(62.5%) of them responded that financial problem is one of the challenges that hinders the teaching learning process of basketball practical classes. Hickey (2003) cites various research and policy initiatives showing overwhelming evidence that small classes benefited students more. She recommended that sustained efforts must be made to ensure Australian children benefited from small class experiences because small classes were superior in terms of students' reactions, teacher morale and the quality of the teaching environment.

Out of total respondents 5(62.5%) of them responded that the class size is large during physical education practical classes.

4.8.2. Interview guide and questionnaires to the role of school principals

As collected from physical education teacher, school principals and students interview guide the responsible person to fulfill and facilitate equipments and facilities for teaching learning includes school principals, Woreda educational institutions, immediate supervisor of the school, Ministry of educations, stakeholders and all the societies. The school principals must plan to allocate budget, discuss with higher educational institutions, stakeholders and searching for funding from none governmental organizations (NGOs).

From students questionnaires on table 8 related to the role of school principal out of total respondents 5(62.5%) of them responded that the school principals are low in

helping physical education teacher to facilitate basketball equipment and facilities, 4(50%) of them responded that the school principals are high in allocating resources for teaching learning process and 4(50%) of them responded that the principals are high in facilitating instructional resources for other teachers than physical education teachers. Ojo (1999) recommends that school administration involves managing, administering the curriculum and teaching, pastoral care, discipline, assessment evaluation and examinations, resource allocation, costing and forward planning, staff appraisal relationship with the community, use of the practical skills necessary for surviving the policies of organization such as decision-making, negotiation, bargaining, communication, conflict handling, running meetings and so on.

Heck, Larsen and Marcoulides (1990) reported that one of the variables determining high achieving schools was the principal's assistance to teachers in acquiring needed instructional resources.

4.8.3. Observation and questionnaires to teaching learning basketball practices.

As on the observation follow-up physical education teacher is not teaching basketball practical classes, do not use practice methods of teaching basketball in the field, do not use basketball equipment and facilities and the students are not practiced basketball practical classes in the field.

From closed ended questionnaires on table 10 out of the total samples all or 8(100%) of them responded that the students are not attending basketball practical classes, they are not practicing basketball practical classes in the school and the teacher is not involving students to take part/participate in basketball practical classes.

On issues related to physical education teachers teaching methods 6(75%) the responded that the teacher do not use practice methods of teaching basketball practical classes, 6(75%) of them responded that do not use role models to the change concepts in basketball into practical applications.

4.8.4. Interview guide and questionnaires to the attitudes of School Principals and students towards basketball

From closed ended questionnaires of the total respondents 5(62.5%) of them responded that the school principals have not positive attitudes towards basketball. Regarding students attitudes 7(87.5%) of them responded that students have positive attitudes towards basketball and they preferred to attend basketball practical classes than theoretical concepts of basketball. Most of the students preferred to attend basketball practical classes, physical education teacher do not involve students in the practical applications of basketball, do not use practice methods of teaching basketball and do not use role models. Attitudes toward physical activity and perceptions about physical education classes are important to understand as they can influence an individual's decision to begin or to continue participation in an activity (Subramaniam, 1999).

4.8.5. Questionnaires and interview guide to students level of performance

From questionnaires out the total respondents 5(62.5%) of them responded that students have high level of understanding to the concepts of basketball in physical education and 4(50%) responded that the difficulty level of basketball contents is low to their level of performance.

Physical education teacher responds that students perform well but the problem in practice is absence basketball of equipments and facilities.

4.8.6. Document analysis and observation follow-up on teacher's methods of planning teaching and evaluation

As collected through documentary observations physical education teacher pans both annual and weekly lesson plan and plan annual lesson plan to teach basketball theoretical and practical classes, but no on weekly or daily lesson plan to teach basketball practical classes. The teacher has applied for the school principals in order to facilitate equipment and facilities required for the teaching learning basketball practical classes. The assessment methods of Physical Education teacher is classified into two parts. These are theoretical evaluations and practical tests of the course. In

the theoretical evaluation the teacher teaches the theoretical parts the course during first semester and examined students through different written tests (test, assignments, mid exam and final exam). The practical teaching learning and evaluation of the course is implemented during the second semester of the year.

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1. Introduction

Chapter five of this study deals with Summary, Conclusion and Recommendations.

5.2. Summary

The purpose of this study was to investigate Practices and Challenges in Teaching Learning basketball practical class in Guder Preparatory school. In order to achieve this, it was planned to find answers for the following basic questions: What does the practice of basketball in Guder Preparatory school looks like?What does the contribution of School Principals to availing the required equipment and facilities?How do School Principals and Students perceive Basketball Practical class?How do teachers plan their teaching methods to teaching basketball practical class?What are the major challenges in teaching learning sessions of basketball practices?How are the contents of basketball to the students' level of performances and the extent of their participation?

The study was conducted in Guder Preparatory school in West Shewa Zone. The data were collected with a total sixty eight (68) different questionnaires and all (100%) were collected by the researcher and responded by the study samples. Out of the samples 1(9.10%) was Physical Education teacher, 2(18.18%) of them were School Principals and 8(72.72%) of them were sampled students selected using purposive sampling method for the purpose of the research. Interview guide were used to collect data from Physical Education teacher, School Principals and samples students. Focus Group Discussions were prepared for Physical Education teacher and school principals. Closed ended Questionnaires were prepared to collect data from the sampled students. The data gathered using interview guide, Focus Group Discussions and Observation follow-up were organized and analyzed using qualitative data analysis and interpretation methods. The data gathered through closed ended questionnaires were organized and analyzed using quantitative method of data analysis and interpretations methods. Thus, the research questions were answered as follows;

1. The study revealed that the practice of basketball in the school as;
 - Students are not attending basketball practical classes, are not practicing basketball practical classes in the school, the teacher is not involving students to take part/participate in basketball practical classes.
 - Physical education teacher is not teaching learning basketball practical class, is not using practice teaching methods in the field, do not use basketball equipment and facilities and the students are not practiced basketball practical class.
2. As the study revealed that School principals as;
 - They are low in helping Physical education teacher to facilitate basketball equipment and facilities
 - The responsible person to fulfill and facilitate equipment and facilities for the teaching learning includes school principals, Woreda educational institutions, immediate supervisor of the school, Ministry of educations and different stakeholders in different levels.
3. The study concluded that the school principals and students attitude;
 - School principals have not positive attitudes towards basketball.
 - Students had positive attitudes towards basketball and preferred to attend basketball practical classes than theoretical concepts.
4. The study find that
 - Physical education teacher plan annual lesson plan to teach basketball theoretical and practical classes, but no on weekly or daily lesson plan to teach basketball practical classes.
 - The practical teaching learning and evaluation is implemented during the second semester of the year.
5. The study revealed that following were the major challenges hinders the teaching and learning processes in the school;
 - Absence basketball equipment and facilities such as basketball court/field, basketball posts, basketball boards, basketball rim and protective guards in the school.
 - Lack of school principals' inability to plan budget to facilitate sporting fields such as basketball.
 - Lack allocated budget from higher educational institutions for the fulfillment of sporting materials and facilities.

- Lack of school principals' interests to discuss and to allocate budget with higher educational institutions. The class size is large during physical education
 - The school principals are low in helping physical education teachers to facilitate basketball equipment and facilities
 - Insufficient time allotment for Physical Education to teaching learning process of all the skills in the curriculum.
 - Financial problem was one of the Challenges that hinder the principals not to fulfill of equipment and facilities for the teaching learning process of basketball practical class in the school.
6. As the findings of the study
- Students have high level of understanding to the concepts of basketball in physical education.
 - The difficulty level of basketball contents is low to the students' level of performance.
 - Students are not attending basketball practical classes, they are not practicing basketball practical classes in the school and the teacher is not involving students to take part/participate in basketball practical classes.

From the responses to the research questions, the major findings of this study are summarized as follows;

- ❖ All (100%) of sampled students responded that students are not attending basketball practical classes and 6(75%) of sampled students responded that they are not practicing basketball in their school.
- ❖ All (100%) of sampled students responded that physical education teacher was not involving students to participate in basketball practical classes, 6(75%) of them responded the teacher do not use practice teaching methods to teach basketball practical classes and 6(75%) of them responded that the teacher do not use role model to change theoretical concepts in practical applications while teaching practical classes in physical education.
- ❖ From sampled students 5(62.5%) of them responded that school principals are low in helping Physical education teacher to facilitate basketball equipment and facilities in the school and 4(50%) of sampled students school principals are

medium in allocating resources and facilities for other teachers rather than physical education teacher.

- ❖ 5(62.5%) of sampled students responded that school principals have not positive attitude towards basketball, 7(87.5%) of them responded that students have positive attitude towards basketball practical classes and 6(75%) of them responded that they preferred to attend both theoretical and practical sessions of basketball.
- ❖ 5(62.5%) of sampled students responded that they had high level of performance and 4(50%) of them responded basketball contents are medium to their level of performance.
- ❖ From total sampled students 6(75%) of them responded that the time allotment for physical education is not enough for teaching learning all the skills in the curriculum, 5(62.5%) of them responded that financial problem is one of the challenge hinder the teaching learning basketball practical classes and 5(62.5%) of them responded that the time allotment for the curriculum is not enough.

5.3. Conclusions

On the basis of finding the researcher has concluded as follows;

Students are not attending basketball practical classes, are not practicing basketball practical classes in the school, the teacher is not involving students to take part/participate in basketball practical classes. Physical education teacher is not teaching learning basketball practical class, is not using practice teaching methods in the field, do not use basketball equipment and facilities and the students are not practiced basketball practical class. The school principals are low in helping Physical education teacher to facilitate basketball equipment and facilities. The responsible person to fulfill and facilitate equipment and facilities for the teaching learning includes school principals, Woreda educational institutions, immediate supervisor of the school, Ministry of educations and different stakeholders in different levels. The School principals have not positive attitudes towards basketball. Students had positive attitudes towards basketball and preferred to attend basketball practical classes than theoretical concepts. Physical education teacher do plan annual lesson plan to teach basketball theoretical and practical classes, but no on weekly or daily lesson plan to teach basketball practical classes. The practical teaching learning and evaluation is implemented during the second semester of the year. Absence basketball

equipment and facilities such as basketball court/field, basketball posts, basketball boards, basketball rim and protective guards in the school. School principals inability to plan budget to facilitate for the sporting fields such as basketball. Lack allocated budget from higher educational institutions for the fulfillment of sporting materials and facilities. The class size is large during physical education. The school principals are low in helping physical education teachers to facilitate basketball equipment and facilities. The time allotment for Physical Education is not enough for the teaching learning process of all the skills in the curriculum. Financial problem was one of the Challenges that hinder the principals not to fulfill the equipment's and facilities for the teaching learning process of basketball practical class in the school. Students have high level of understanding to the concepts of basketball in physical education. The difficulty level of basketball contents is low to the students' level of performance. Students are not attending basketball practical classes, they are not practicing basketball practical classes in the school and the teacher is not involving students to take part/participate in basketball practical classes.

5.4. Recommendations

Based on the findings the study following recommendations forwarded to bring solutions on the research area.

- ✚ There is no students' involvement and participation in basketball practices. To increase students' participation in basketball practices teaching only the theoretical concept is not enough. So, Physical education teacher have to create awareness to the concerned bodies about the sport and the existing challenges the hinder their involvement.
- ✚ The school principals are low in helping physical education teachers to facilitate basketball equipment and facilities. So, Physical education teacher should try change society's attitudes towards the sport in the school by organizing competitions and practice sessions after the fulfillment of equipment and facilities. The school principals have to help physical education teacher in facilitating all equipment's and facilities required to teach and learn basketball practical classes.
- ✚ The responsible person to fulfill and facilitate equipment and facilities for the teaching learning includes school principals, Woreda educational institutions, immediate supervisor of the school, Ministry of educations and different

stakeholders in different levels. They have to do in cooperation to reduce the challenges in basketball practical classes.

- ✚ There are no any basketball equipment's and facilities such as basketball court, basketball posts, basketball boards, basketball rim and protective guards in the school. This creates inconvenience in the Physical education teachers and other teachers who has an experience about the sport, in the students mind and discourages participation of basketball practices. Therefore, the schools Principals have to facilitate all the equipment and facilities required the teaching and learning basketball practical class in the school in cooperation with the woredas and zone educational institutions as well as stakeholders at different levels. The teacher should made teaching aids from environmentally existing raw materials.
- ✚ To make the curriculum of basketball effective, teachers, parents, the community at large, non-governmental organizations and other stakeholders have to be involved in helping schools to reduce challenges and different problems regarding teaching learning of the basketball and Physical education in general.
- ✚ To increase the relationship between students, teachers, other staff members and School principals have to encourage and motivate them by preparing the school environment with different recreational activities.
- ✚ Absence of basketball equipment's and facilities are the major challenges makes teacher not to teach basketball practical classes in the school and discourage students in general from the course basketball. Therefore, schools should allocate budget to purchase basketball equipment and materials, construct basketball field and to organize basketball competitions.
- ✚ Financial problem is one of the challenges in the school. School principals must plan to allocate budget, search for funding raising and convince higher institutions to get sufficient budget enable them to fulfill the required facilities. The teacher has to convince with higher educational institutions to get material support.

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Appendix 1

Addis Ababa University

School of Graduate Studies

Department of Science and Mathematics Education

I. Background information of PE teacher and School Principals

The purpose of this background information is to collect valuable data from you on the research area. The information you give will only be used for the study. Your genuine information is very important for this study. So, you are kindly requested to fill the following questionnaires without any fear of external influence.

General instruction

- Do not write your name
- Put “✓” mark in the given box

1. Sex

Male ☐ Female ☐

2. Age

19-24 years ☐ 25-29 years ☐ 30 and above ☐

3. Job

Teacher ☐ School Principal ☐ Vice Director ☐

4. Qualification in your job

Diploma ☐ First Degree ☐ Second Degree ☐

5. Work experience

1-10 years ☐ 11-20 years ☐ 21 and above ☐

II. Background information of Students

1. Sex

Male ☐ Female ☐

2. Age

15-19 years ☐ 20-24 years ☐ 30 and above ☐

3. Role

Student ☐ Class Monitor ☐ Both ☐

Appendix 2

Addis Ababa University

School of Graduate Studies

Department of Science and Mathematics Education

Interview Questionnaires with Study samples

I. Interview Guide with Physical Education Teacher

The purpose of this interview Guide is to collect valuable data from you about the research “Practices and Challenges in teaching learning Basketball practical class”. The information you give will only be used for the study. Your genuine information is very important for this research. So, you are kindly requested to respond the following questionnaires without any fear of external influence.

1. Are there equipment and facilities required for the teaching and learning Basketball practical class in the school? List them
2. If your answer for question number “1” is “No”. What do you think the major Challenges that hinder the fulfillment of these equipment and facilities
3. Who is responsible to facilitate instructional resources and facilities in the school?
4. What is the role of School principals in making teaching and learning processes better in the school?
5. Are you involving students in basketball practical classes?

Appendix 3

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Department of Science and Mathematics Education

II. Interview guide with the Students Samples

The purpose of these interview questionnaires was to collect valuable data from you about the research “Practices and Challenges in teaching learning Basketball practical class”. The information you give will only be used for the study. Your genuine information is very important for this research. So, you are kindly requested to respond the following questionnaires without any fear of external influence.

1. Are there equipment and facilities required for the teaching and learning Basketball practical class in the school? List them
2. If your answer for question number “1” is “No”. What do you think the major Challenges that hinder the fulfillment of these equipment and facilities in the school?
3. Who is responsible to facilitate instructional resources and facilities in the school?
4. What is the role of School principals to make teaching learning process better?

Appendix 4

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III. Interview Guide with School Principals

The purpose of these interview guides is to collect valuable data about the research “Practices and challenges in teaching learning Basketball practical class”. The information you give will only be used for the study. Your genuine information is very important for this research. So, you are kindly requested to respond following questionnaires without any fear of external influence.

1. Are there equipment and facilities required for the teaching learning Basketball practical class in the school? List them
2. If your answer for question number “1” is “No”. What do you think the major Challenges to the fulfillment of these equipment and facilities?
3. Who is responsible to facilitate instructional resources and facilities in the school?
4. What is the role of School principals to make teaching learning processes better?
5. Are you Volunteer person to facilitate PE equipment and facilities?

Appendix 5

Addis Ababa University

School of Graduate Studies

Department of Science and Mathematics Education

Focus Group Discussions with study samples

I. Focus Group Discussions with Physical Education Teacher

Thank very much for your willingness to take part in this discussion

The purpose of this discussion is to collect valuable data about the research “Practices and Challenges in teaching learning Basketball practical class”. The information you give will only be used for the study. Your genuine information is very important for this research. So, you are kindly requested to fulfill to fill the following without any fear of external influence.

1. Do you apply to the school principals in order to fulfill instructional equipment and facilities required to teach basketball practice?
2. Do school principals help you in facilitating equipment and facilities for basketball?
3. How do you evaluate students in physical education?
4. Are the contents of basketball fit students' level of performance?

II. Focus Group Discussions With School Principals

Thank very much for your willingness to take part in this discussion

1. Do you help Physical Education teachers in facilitating equipment and facilities?
2. Do you have positive attitudes towards physical education?
3. What is your attitude towards Basketball from sports in Physical Education?
4. Is there financial problem in your school?

Appendix 6

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1. Observation Follow-up

1.1. Observation follow-up for equipment and Facilities

Date: _____ Time: _____ Number of Students: _____

S. N	Are there the following equipment and facilities in the school?	Alternatives	
		Yes	No
1.	Are there Basketball balls		
2.	Are there Whistles		
3.	Is there Basketball court in the school		
4.	Is there Basketball post, back board, rim etc.		
5.	Are there basketball protective guards		
6.	Are there other ball games equipment and facilities?		
7.	Are there Volleyballs		
8.	Are there Footballs		
9.	Is Volleyball playing field		
10.	Is there football playing field		
11.	Is there volleyball net		
12.	Is there Football net		

Appendix 7

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1.2. Observation Follow-up on teaching methods and basketball practices

Date: _____ Time: _____ Number of students: _____

S. N	Are there the following equipment and facilities in the school?	Alternatives	
		Yes	No
1.	Do Physical education teacher teaches only the theoretical concepts of basketball?		
2.	Do Physical education teacher teaches only the practical classes of basketball?		
3.	Do Physical education teacher teaches both theoretical and practical class of basketball equally?		
4.	Do Physical education teacher uses practice method of teaching basketball the field?		
5.	Do physical education teacher uses Basketball equipment and facilities during basketball practical classes?		
6.	Do the teachers teach practical classes of other courses in PE?		
7.	Do Students practice/play Basketball in the field?		
8.	Do Students play/practice football in the field		
9.	Do students play/practice volleyball in the field		
10	Is the class large?		

Appendix 8

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Questionnaires for sampled students

The purpose of these questionnaires is to collect valuable data from you about the research “Practices and Challenges in teaching Basketball practical class”. The information you give will only be used for the study. Your genuine information is very important for this research. So, you are kindly requested to fulfill to fill the following without any fear of external influence.

General instructions

- Do not write your name
- Put “✓” mark in the given box for your answer.

1. Is time allotment for Physical Education is enough to teach and learn all the skills in the curriculum?
A. Yes ☐ B. No ☐
2. Do you think financial problem is the challenge hinders the teaching learning basketball practical classes?
A. Yes ☐ B. No ☐
3. Is the class size large during physical education practical classes in your school?
A. Yes ☐ B. No ☐
4. How are the school principals in helping physical education teacher in facilitating basketball equipment and facilities?
A. High ☐ B. Moderate ☐ C. Low ☐
5. How about the role of School principals in allocating resources and materials for teaching and learning in the school?
A. High ☐ B. Moderate ☐ C. Low ☐
6. How are the School principals’ in facilitating instructional resources and facilities for teachers others than physical education teachers?
A. High ☐ B. Moderate ☐ C. Low ☐

7. Are you attending basketball practical classes in physical Education?
A. Yes ☐ B. No ☐
8. Are you practicing basketball practical classes at least once per week in your school?
A. Yes ☐ B. No ☐
9. Do you practice basketball in your school?
A. Yes ☐ B. No ☐
10. Do physical education teachers involve you in practical applications of basketball?
A. Yes ☐ B. No ☐
11. Do PE teacher uses practice teaching methods during PE practical classes?
A. Yes ☐ B. No ☐
12. Do Physical education teacher apply role models to change theoretical concepts into practice in physical education?
A. Yes ☐ B. No ☐
13. Do Physical education teacher apply role models to change theoretical concepts into practice basketball?
A. Yes ☐ B. No ☐
14. Do you think school principals have positive attitudes towards basketball?
A. Yes ☐ B. No ☐
15. Do Physical Education teacher applies role models to change theoretical concepts into practice in physical education?
A. Yes ☐ B. No ☐
16. Do you have a positive attitude towards learning basketball practical classes?
A. Yes ☐ B. No ☐
17. Do you prefer to attend practical class of basketball?
A. Yes ☐ B. No ☐
18. How is your understanding to the concepts of basketball in Physical Education?
A. High ☐ B. Moderate ☐ C. Low ☐
19. How is the difficulty level of the basketball contents in Physical Education curriculum to your level of performance?
A. High ☐ B. Moderate ☐ C. Low ☐

Appendix 9

Addis Ababa University

School of Graduate Studies

Department of Science and Mathematics Education

Document Analysis

The purpose of this Document Observation is to collect valuable data from the school about the research “Practices and Challenges in teaching and learning Basketball practical classes”.

Thank you for giving your annual and weekly plan

1. Do Physical Education teachers plans for teaching physical Education?
2. Do Physical Education teachers plans annual and weekly lesson plans to teach Basketball?
3. How about teachers planning in teaching theoretical and practical basketball classes?
4. Do the teachers apply to the school principals in order to facilitate equipment and facilities required for physical Education?
5. How physical education teacher evaluates students?

Appendix 1

Addis Ababa University

School of Graduate Studies

Department of Science and Mathematics Education

I. SeenaaBarsiisaafiDurataa’ootaa

QajeelfamaWaliigalaa

- Maqaakeehinbarreessin
- Mallattoo“✓” saanduqadeebiikeetittiguuti

1. Saala

Dhiira Dubra

2. Umrii

Waggaa 19-24 Waggaa 25-29 Waggaa 30fi Ol

3. Dalagaa

Barsiisaa Duarataa’aa Ittiaanaa

4. Kanittineebbifamte

Diplooma Digrii 1^{ffaa} Digrii^{2ffaa}

5. Muuxannoohojii

Waggaa 1-10 Waggaa 11-20 Waggaa 21fi Ol

III. SeenaaBarattotafilatamanii

1. Saala

Dhiira Dubra

2. Umrii

Waggaa 15-19 Waggaa 20-24 Waggaa 30fi Ol

3. IttiGaafatamummaa

Barataa Hayyuu Daree Barataafi HayyuuDaree

Appendix 2

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Af-gaaffiiHirmaattotawajjintaasifame

I. Af-gaaffii Barsiisaa Barnoota Guddinaafi Jabeenya Qaamaatiifgodhame

Kaayyoon af-gaaffiikanaayaadaquubsaawa'eeqorannoo“Practices and Challenges in Teaching Learning Basketball practical class”jedhusassaabuuta'a. Yaadniateknituuqorannoo kana qofaafkanfayyaduudha. Kanaafuu, yaadakeesoda tokkomaleeakkadhiyeessituusigaafadha.

1. Manabarumsaakeessankeessattimeeshaaleeniifiwantoonnibaruufbarsiisuukubbaa kaachoofbarbaachisannijiru? Tarreessi!
2. Deebiinkeegaaffii “1”ffaa
mitiyoota'ewantoonnimeeshaaleeniifibaruufbarsiisuukubbaakaachoofoolanakkah inguutamneefgufuuta'anmaalfa'ata'ujetteyaadda?
3. Meeshaaleebaruufbarsiisuufoolanguutuufittigaafatamaaneenyu?
4. Baruuftarsiisuumanabarumsaakeessattigalmaangahuufga'eendurataa'aamaali?
5. Barattootashaakalakubbaakaachookeessattihirmaachisuuffedhiiqabda?

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II. Af-gaaffiibarattootafilamaniifgodhame

Kaayyoonaf-gaaffiikanaayaadaquubsaawa’eeqorannoo “Practices and Challenges in Teaching Learning Basketball practical class” jedhusassaabuuta’a.Yaadniatikennituqorannoo kana qofaafkanfayyaduudha. Kanaafuu, yaadakee soda tokkomaleeakkadhiyeessituusigaafadha

1. Manabarumsaakeessankeessattimeeshaaleeniifiwantoonnibaruufbarsiisuukubbaak aachoofbarbaachisannijiru? Tarreessi!
2. Deebiinkeegaaffii “1”ffaa
mitiyoota’ewantoonnimeeshaaleeniifibaruufbarsiisuukubbaakaachoofoolanakkahi nguutamneefgufuuta’anmaalfa’ata’ujetteyaadda?
3. Meeshaaleebaruufbarsiisuufoolanguutuufittigaafatamaaneenyu?
4. Baruufbarsiisumanabarumsaakeessattigalmaangahuufga’eendurataa’aamaali?

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III. Af-gaaffii Durataa'aa Mana Barumsaatiif godhame

Kaayyoonaf-gaaffii kanaayaada quubsaawa'ee qorannoo "Practices and Challenges in Teaching Learning Basketball practical class" jedhusaaba uuta'a. Yaadnii kennitu qorannoo kana qofaaf kan fayyaduudha. Kanaafuu, yaada kee soda tokkomalee akka dhiyeessituusigaafadha

1. Manabarumsaakeessan keessatti meeshaaleen iifi wantoonni baruuf barsiisuukubbaa kaachoo barbaachisaniiru? Tarreessi!
2. Deebiin keegaaffii “1” ffaa
miti yoota'ewantoonni meeshaaleen iifi baruuf barsiisuukubbaa kaachoo foolanakkah inguutamneef gufuuta'an maalfa'ata'ujetteya adda?
3. Meeshaalee baruuf barsiisuuf oolanguutuuf ittigaafatamaa eenyu?
4. Baruuf barsiisuumanabarumsaakeessatti galma angahuuf ga'eendurataa'aamaali?
5. Meeshaalee baruuf barsiisuukubbaa kaachoo barbaachisanguutuuffedhi qabda?

Appendix 5

Addis Ababa University

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Department of Science and Mathematics Education

Mareewwantaasifame

I. Mareebarsiisaawajjiintaasifame

Kaayyoonmariikanaayaadaquubsaawa'eeqorannoo “Practices and Challenges in teaching learning basketball practical class” jedhusassaabuuta'a.yaadniatikennituqorannoo kana qofaafkanfayyaduudha.Kanaafuu, yaadakeesodaatokkomaleeakkadhiyeessituusigaafadha.

1. Meeshaaleebarbaachisanakkasiifguutamaniifiyyattebeekta?
2. Durataa'aanmanabarnootaameeshaaleenbarbaachisandhiyeessuunsideeggaruu?
3. Barattootahaalakamiinmadaaltaa?
4. Qabiyyeenbarnootakubbaakaachoodandeettiibarattootaatiinwalgitaa?

I. MareeDurataa'otawajjintaasifame

1. Barsiisaanmeeshaaleebaruufbarsiisuukubbaakaachootiifbarbaachisanakkaguutama niifsigafateyookiiniyyatebeeka?
2. Ilaalchiatikubbaakaachoofqabdumaalfakkaata?
3. Barsiisaabarnootaguddinnaafijabeenyaqaamaameeshaaleefiwantootabarbaachisan dhiyeessuufiguutuunnideeggartaa?
4. Mannibarumsichaahanqinabajataaqaba?

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GaafannooBarattootaa

Kaayyoongaafannookanaayaadaquubsaawa'eeqorannoo“Practices and challenges in teaching learning basketball practical class” jedhusassaabuuta'a.yaadniatikennituqorannoo kana qofaafkanfayyaduudha.yaadniatikennituqorannookannaafbaa'eebarbaachisaadha. Kanaafuu, yaadakeesodaatokkomaleeakkadhiyeessituusigaafadha.

1. Yeroonbarnootaguddinnaafijabeenyaqaamaatiifkennamugahaadha?
A. Eeyyee ☐ B. Miti ☐
2. Rakkoonfaayinaansiiwantootabaruufibarsiisuukubbaakaachoonigufachiisajetteyaa dda?
A. Eeyyee ☐ B. Miti ☐
3. Baay'innibarataadareetokkokeessabaay'eedha?
A. Eeyyee ☐ B. Miti ☐
4. Durataa'aanmanabarumsaameeshaaleebaruufbarsiisuudhiyeessuuirrattiakkami?
A. Ol-aanaa ☐ B.Giddu-galeessa ☐ C. gadi-aanaa ☐
5. HojiinDurataa'aanmanabarumsaameeshaaleebaruufbarsiisuuoqqoduuirrattiakkami?
A. Ol-aanaa ☐ B.Giddu-galeessa ☐ C. gadi-aanaa ☐
6. Durataa'aanmanabarumsaameeshaaleebaruufbarsiisuubarsiisotabiroofdeessuu irrattiakkami?
A. Ol-aanaa ☐ B.Giddu-galeessa ☐ C. gadi-aanaa ☐
7. Shaakalakubbaakaachooirrattinihirmaattu?
A. Eeyyee ☐ B. Miti ☐
8. Shaakalakubbaakaachooxiqqaatetorbetti al tokkooirrattinihirmaatta?
A. Eeyyee ☐ B. Miti ☐
9. Barsiisaanshaakalakubbaakaach nisinhirmaachisaa?

B. Miti

10. Barsiisaan mala baruufibarsiisuushaakalaattinifayyadamaa?

B. Miti

11. Barsiisaanbarnootashaakalaqaamaairrattinamadanda'ufuuladurattiakkaagarsiisuun itaasisaa?

B. Miti

12. Barsiisaanyeroobarnootaguddinnafijabeenyaqaamaabarsiisuunamadanda'ufuuladu rattiakkaagarsiisuunitaasisaa?

B. Miti

13. Barsiisaankubbaakaachoogarashaakalaattigeedduufnamadanda'ufuuladurattiakk aagarsiisuunitaasisaa?

B. Miti

14. Durataa' onnimanabarumsaailaalchagaariikubbaakaachoofqabujettayaaddaa?

B. Miti

15. Atikubbaakaachoofilaalchagaarii qabdaa?

B. Miti

16. Barnootaqalamaafishaakalaa irratti hirmaachuuffedhiigabda?

B. Miti

17. Shaakalakubbaakaachooirrattihirmaachuufedhiiqabdaa?

B. Miti

18. Hubannoonatikubbaakaachoofqabduakkami?

C. gadi-aanaa

19. Barnootnikubbaakaachoo hangamsitti ulfaata?

C. gadi-aanaa ☐

Declaration

I the undersigned, declare that this thesis is my original work under the guidance of my advisor and has not been presented in any university or colleges. All relevant source of materials used for the thesis are duly acknowledged.

Name: Amare Mamuye

Signature: _____

Date: _____

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

Shimelles Assefa (PhD)

Signature: _____

Date: _____

Addis Ababa University

August, 2016