

**SURVEY STUDY ON TEACHER-STUDENTS INTERACTION IN
PHYSICAL EDUCATION TEACHING-LEARNING PROCESS IN SOME
SELECTED GENERAL HIGH SCHOOLS OF GAMBELLA REGIONAL
ADMINISTRATIVE REGION**

BY

SILESHI ESHETU

**A THESIS SUBMITTED TO THE SCHOOL OF GRADUATE STUDIES,
ADDIS ABABA UNIVERSITY, IN PARTIAL FULFILLMENT OF THE
REQUIRNMENTS OF THE DEGREE OF MASTERS OF SCIENCE IN
SPORT SCINCE**

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DECLARATION

I, the under signed, declared that this thesis is my original work and has not been presented for a degree in any other university, that all source of materials used for the thesis have been duly acknowledged.

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This thesis has submitted for examination with my approval as university advisor

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Abbreviation

ALT PE- Academic Learning Time of Physical Education.

CDTL- Center of Devolvement of Teaching Learning

CLT- Constructivist Learning Theory

CTE- Center for Teaching Excellence

CTLT- Center for Teaching, Learning and Technology

MOE- Ministry of Education

NRLF- National Tritium Labeling Faculty

UNICEF- United Nations International Children's Emergency Fund

WHO- World Health Organization

ABSTRACT

This thesis was based on the findings of the research study entitled “Survey Study on Teacher-Students Interaction in Physical Education Teaching-Learning Process in Some Selected General High Schools of Gambella Regional Administrative Region”. The main purpose of the study is to identify Teacher-Students’ interaction in physical education and its enhancement in the academic achievements and skills improvement of students in physical education classes. Moreover, this research study is also significant to create a suitable teaching-learning environment in physical education classes. The subjects of the study are 3 principals, 4 Physical Education teachers and 100 students. To this effect, respondent sampling is carried out by using Simple random sampling and purposive sampling techniques. The required information is gathered through questionnaires, interviews and classroom observation. The percentage is used to make analysis of the data obtained from the respondents under the study. An extended review of literature is implemented to discuss the different principles of theory of Teacher- Student interaction practices available from different sources of books, journals, and unpublished materials. To examine the basic question, primary and secondary data have been analyzed in line with basic theoretical and conceptual arguments of the subject. The result revealed that, most of the selected physical education teachers do not have the interest to implement a student-centered method of teaching. This is due to the presence large number of students in classroom. Furthermore, the result also confirmed the lack of support towards the active learning approach by the principals of all the selected General High Schools. In addition to problems related to communication and classroom management, Failure among the physical education teachers in providing their students with individual learning and task related feedback further worsen the academic achievement of the students. To make things worse, insufficiency of instructional materials and absence of favorable physical activity courts, contribute its own share among other for the failure to implement active learning approach in all the sample Schools.

CHAPTER ONE

INTRODUCTION

1.1. Introduction

The word education has a very wide connotation. It is difficult to give a clear definition of education with few words. There is no single objective which can cover its various manifestations. Therefore, it curbs the animal instincts in man and shows him the way to realize his hidden power. It thus makes the potential actual, it makes implicit in us. Therefore, development from within is not uncertain from without. It modifies the educated. Ross points out, "education thus consists in a modification of natural development which as a result of education is other than it would have been without it". Based on this fact education may be visualized as a process of self-realization and emancipation. Now a day as education, there are various disciplines, which are conducted in kindergarten, elementary schools, colleges, and universities. At all these levels physical education is very important part of educational process. According to Nixon and Jewell (1980), physical education is an integral part of education and has great importance in the social and economic development of any country. Efforts are being made worldwide to improve the quality of education and make it more effective. Anderson (1991) quoting Fuller (1986), A valos and Haddad (1981) and Chon and Ross miller (1986) contends that several factors could contribute to raising educational standards. For example more money could be spent on education, if school expenditure was increased; better instrumental materials and facilities could be made available to students and teachers. Teacher training course could also be improved with more findings. The teacher-pupil ratio could be lowered. Nevertheless, Anderson (1991) asserts that since the early Eighties there has been a rising awareness around educators that if teaching was made more effective this could have a far-reaching effect on the quality of education that students experience. Gage (1978) asserts that the classroom teacher plays a central role in education. He also claims that a major aim of education is to increase teacher effectiveness for children to reach their full potential in our schools; it would seem to be essential that teachers engage in effective teaching practices (Hickson & Fishburne, 2001). Classroom based investigation has been able to determine effective research-based teaching practices that are related to positive learning outcomes (Borich, 1996).

This understanding has led to the use of the term effective teaching. Ethiopian education and Training Policy of 1994 promotes the need for active learning approach in the classroom so as to foster better Teacher-Students interaction in the Component of total education and it creates an environment that stimulates selected movement experiences resulting in desirable responses that contribute to the optimal development of the individual's potentialities in life in general and in sport in particular through the medium of human movement. Bucher (1983) states that the basic objectives of physical education are to develop physical skill, physical fitness, participation, knowledge, attitudes, social value and emotional stability). Thus, many factors affect students' achievements in physical education this factor has been identified as academic learning time physical education (ALT- PE). Colvin and Johnson (1998) asserted that the need for active participation where classes should be organized so that all children are actively involved in performing the skills that are being taught. Instructional opportunities are lost if children must wait in lines. Students' learning time ultimately determined the performance of learning tasks and therefore is a critical factor that may influence learning (Rink, 1998). A second factor that can affect students' engagement is the relationship between teacher behavior and ALT-PE. It may be theorized that the type and frequency of teaching behaviors have a strong relationship with the amount of ALT-PE taking place within physical education sessions. Moss ton and Ashworth (2002) suggested that there are always two sets of objectives in any teacher-learner interaction, these are specific objectives that pertain to the particular content of the episode i.e. performing dribbling the basketball, and objectives of human behavior i.e. ability to work as a team. Good and Bryophyte (1997) observed "we have discussed behaviors that teachers engage in without full awareness and noted that even when teachers are aware of their behavior they may not realize its effects. We believe that teachers' lack of awareness about their behavior or its effects lessens their classroom effectiveness" (p.35). Siedentop (1991) has suggested that if teaching is defined primarily in terms of its impact on the students, then one should observe what is happening in the learning environment as an essential component in evaluating teaching effectiveness. Schools and teachers have an influence on the behavior of students (Jill & Joy, 2009) at school. Also the reasons for any behavior problems are caused by students, teachers and schools (Jill & Joy, 2009). This can be proved by a study that shows there is a positive relationship between support teachers by improving emotional and behavioral adjustment (Natvig et al., (1999). Therefore, good planning intervention in schools

can help students of social problems (Mortimer & Whitty, 1977 in Jill & Joy, 2009). This is in line with the recommendation that students need to interact with each other in the learning process and foster mutual help and interact in carrying out various activities (Don John, 2007). This does not directly affect the behavior and motivation of students in the classroom teaching-learning process.

The fact is that teachers and fellow students to play a role in influencing student motivation. The importance of building teacher-student relationship is more interested students to learn, student to teacher cooperation, enhance student achievement and more motivated students (Jill & Joy, 2009). In addition, Myint (2005) teachers need to reduce negative emotions among the students such as anger, as dissatisfaction, boredom, fear, and always encouraging, positive emotions such as confidence, enjoyed, appreciated and safe. This approach leads to increased student motivation. Teachers also serve to address student behavioral problems through the diversification of teaching strategies, planning and strengthening the delivery of variations.

The aim of this study is to investigate the current status of Teacher- Students interaction in physical education teaching- learning process in some selected General Secondary Schools of Gambella Administrative Region.

1.2. Statement of the problem

As the instructions of teacher and student are one of the most important aspects of the educational process, it determines the effectiveness of the learning situation, the attitudes and interest of pupils. In order to address the main purpose of the study the following research questions are forwarded:

1.3 Research Questions

1. Does the methodology employed in physical education instruction direct or indirect?
2. Are there enough instructional facilities that enhance students-teacher interaction?
3. What are the current practices of Students-teacher interaction?
4. How conducive are the teaching-learning environment, provision of feedback in the school and the classrooms for the effective Teachers-students interaction?
5. Do school principals make the necessary support for implementation of active learning?

1.4 Objectives of the study

1.4.1 General Objective of the Study

This research is undertaken to study Students-Teacher Interaction in physical education classes to investigate the current classroom practices in selected General high school level. By doing so, the research is expected to contribute its share to analyze patterns of teachers and pupils behavior and to assist the classroom teachers in improving their classroom teaching behavior.

1.4.2. Specific Objective of this study are;

1. To identify the effect of methodology employed in physical education teaching learning Process on Students-teacher interaction.
2. To check whether there are enough instructional facilities that encourages Teacher-students interaction.
3. To investigate the current practice of Students-teachers interactions
4. To investigate how much teaching-learning environments are conducive for effective Students-teacher interaction
5. To recommend some possible solution on factors encouraging or inhibiting Students-teacher interaction.

1.5 Delimitation of the Study

The researcher strongly agrees that the inclusion of a large part of General Secondary School (grade 9 and 10) and population size in the study could help to get more relevant and broader information. However, because of time, financial and other resources or materials constraint the study is limited to some selected General High Schools of Gambella Administrative Region.

1.6 Limitation of the Study

Due to lack of time, financial, resource material constraints the researcher could not able to conduct the study in large area.

1.7. Significance of the study

The prime interest of the researcher is to identify Teacher-students' interaction in physical education and does it enhance the academic achievements and skills improvement of students in physical education classes. Moreover, this research study is also significant to create a conducive teaching-learning environment in physical education classes of some selected General High schools of Gambella Administrative Region. The following points are some of the importance of the study:-

1. It helps for physical education instructors/teachers to know about the Teacher-Students' interaction in physical education practical and theoretical class which enhance academic and skill improvement of students;
2. It helps physical education instructors/teachers to know about the Teacher- Students' interaction that creates a conducive teaching-learning environment in physical education class.
3. It helps physical education instructors to get feedbacks about the proper attainment of the desired behavior.
4. It may help planners, educational officials and policy makers to be aware of the encouraging or inhibiting factors of Teacher- Students interaction.

1.8 Operational Definition

Factor - a cause of determiner that underlines and influences performance (Good, 1973:157).

General Secondary- according to Ministry of Education refers to grade level 9-10 (MOE, 1995:17).

ALT-PE- academic learning time of physical education.

Quality- Is the level of excellence in performance which can be measured by establishing an acceptable criteria and standards of good performance (Mosha, 1998).

Interaction- can be described as human caring characterized by mutuality, a concern for the well-being of another and a desire to relate with another person in a positive way (Chaskin & Rauner, 1995, Noddings, 1993).

Jigsaw- you can describe a complicated situation (peer-to-peer learning) (NTLF, 2001)

Large Class Size- the number of students enrolled in a class greater in size than the usual average (50-125) for large class size (UWO, 2002)

1.9 Organization of the Study

This research is organized in to five chapters with preliminary sections and appendices. In the preliminary sections; acknowledgement, abstract, table of content, list of figures and acronyms are included. In chapter one Introduction, Statement of the problem, Research Questions, Objective of the study, Delimitation of the study, limitation of the study, Significance of the Study, Operational definitions and Organization of the study are incorporated. In chapter two relevant literatures related to the research topic are reviewed. In chapter three research methodologies and methods, instruments used and analysis employed were incorporated. Under chapter four the collected data were presented, analyzed and interpreted. Under chapter five, summary of findings, conclusion and recommendation of the study are included. Finally, bibliographies of books reviewed for the study instruments to collect data are attached in the appendix section.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 The Concept of Interaction

Interaction is an essential attribute of most, if not all, human relationships. People desire to enter into interaction with others in their lives. The concept of interaction has been discussed from many perspectives as it encompasses a wide range of topics. The concept of interaction embodies a wide range of definitions that have emerged from the theoretical writings of scholars in fields like education, nursing, and philosophy (Noddings 1986, 1992). They have produced broad definitions of interaction utilizing words such as relationships, interpersonal caring, and concern for well-being. Thus, a plethora of definitions for the concept of caring have been cited. The focus will remain on the concept of interaction as defined in the field of education. The concept of interaction can be described as human caring characterized by mutuality, a concern for the well-being of another and a desire to relate with another person in a positive way (Chaskin & Rauner, 1995, Noddings, 1993). Chaskin and Rauner (1995) continued to describe caring as “an umbrella concept that encompasses and connects a wide range of discrete subjects, such as empathy, altruism, prosocial behavior, and efficacy” (p. 670). Noddings (1992) suggested that as we show interaction we demonstrate receptivity to the needs of others. Her description of Interaction constitutes a connection or encounter with two human beings that she describes as “a carer and a recipient of care, or cared-for” (p. 15). She contended that individuals do not follow a prescription, but “interaction is a way of being in a relation, not a specific set of behaviors” (Noddings, 1992, p. 17). Hult (1979) stated that the most appropriate way for a teacher to show interaction is through, pedagogical caring, or “the careful or care-filled manner or style by which a teacher operates” (p. 243). The definitions of interaction simply a relationship. With a relationship, the issue of reciprocity emerges. That is, the relationship between the carer and the cared-for is reciprocal or mutual. Noddings (1984) suggested that students learn how to care when they enter into a caring relation by reciprocating or responding to the teacher within the context of their relationship. The completion of the interaction process involves contributions by both parties. Students’ perceptions of the concept of interaction in the context of the school allow teachers to

understand this concept from their perspective. Bosworth and Ferreira (2001) examined middle school students' definitions of interaction in two middle schools. The results from interviews and field observations yielded their concept of interaction in relation to the themes teacher behaviors related to content and pedagogy, such as helping with work and encouragement, and teacher behaviors that implied a relationship between the student and teachers such as individuality, respect, and being a good listener. The researcher noted through their observations that the perceived interaction behaviors of teachers were unidirectional from the teacher to the student, thus eliminating the idea of a reciprocal or mutual caring relationship. The study by Bosworth and Ferreira (2001) represents the idea that the concept of interaction takes on different dimensions according to the perceptions of the individuals describing it. Thus, perceptions of interaction from multiple perspectives will allow for mutual understanding of the concept with the ultimate goal of clarifying interactive thoughts and enhancing the relationship in the educational setting. Therefore, the nature of physical education is grounded in movement, games and sports which lends itself to a high rate of teacher-student interactions. The nature of these interactions may be leading factors in a student's perception of physical education.

2.2 Interaction in Education

A number of researchers emphasized the importance of interaction in education (Gilligan, 1988; Kohn, 1991; Noddin, 1984, 1992). The growing body of literature allows individuals to ascertain a greater understanding of the role the concept of interaction plays in the educational setting.

Many teachers who enter the education field feel they followed a calling to teach. They are viewed as committed to caring for children. These teachers often see themselves as individuals with a strong concern for the welfare of others. One teacher interviewed by Nias (1989) illustrated his thoughts on caring for his students with emotion and love for the students with whom he interacts: While Nias (1989) noted that interaction was normally described as a "deep concern of for the interests and welfare of the children" (p. 33), she also found that teachers articulated their Concept of interaction in relation to what they felt other teachers lacked in their attitude towards teaching. Teachers also find their caring relationships with students as a significant source of job satisfaction (Nias, 1989).

Interaction was recommended as one of the essential qualities required for teacher-student

relationships (Rogers & Webb, 1991; Nias, 1989). Rogers and Webb (1991) concluded after multiple interviews with students and teachers that interaction is an essential component to effective teaching. Noddings (1992) contended that teachers' interaction 1) model caring behavior to their students, 2) engage students in dialogues that lead to mutual understanding and perspective taking, and 3) expect and encourage students to do their best they can in light of their abilities.

Teacher education programs have been asked to educate prospective teachers as interaction professionals (Goldstein & Lake, 2000; Noddings, 1984). Goodlad, Soder, and Sirotnik (1990) argued that the development of caring ethics should be a major concern in teacher education. Novice teachers struggle with the balance between caring for students and control. Therefore, research on the concept of caring as it relates to pre-service and novice teachers deals with the caring and control issues (McLaughlin, 1991, Weinstein, 1998). As with experienced teachers, pre-service teachers bring strong feelings about the concept of caring with them into teacher education programs. Perry and Rog (1992) asked a sample of pre-service and experienced teachers to describe what individuality imply teacher effectiveness. The concept of caring was mentioned more often than any other variables. Goldstein and Lake (2000) categorized the concept of caring as reported by their sample of pre-service teachers as oversimplistic, essentialist, and idealistic. Yet, these early perceptions remain an integral starting point for productive dialogue about caring and the teaching practice. Most appropriate way for a teacher to show interaction is through, pedagogical caring, or "the careful or care-filled manner or style by which a teacher operates" (p. 243).

The definitions of interaction imply a relationship. With a relationship, the issue of reciprocity emerges. That is, the relationship between the teacher and the student's are reciprocal or mutual.

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2.3 Teacher-Students Interaction in the Field of Physical Education

According to Larson (204), physical education provides inherent opportunities for interactions behaviors. Physical education teachers typically spend a very large portion of class time interacting with their students. The qualities of these interactions can determine the perceptions students have of their teachers and participation in physical education. Very little research exists on interaction in the physical education setting.

Physical educators have been called upon to meet the diverse needs of their students with caring and compassion (Irwin, Symons, & Kerr, 2003). Gubacs (1997) explored physical education teachers' and students' concept of interaction in the teaching and learning process. Both teachers and students defined interaction as loving, respecting, and being nice to others. While investigating the role caring played in the teaching of veteran physical educators, Larson (1999) found her subjects frequently exhibited interaction behaviors related to fostering student growth. Other commonalities included structuring, evaluating, or modifying students' behavior, listening, empathizing/sympathizing, and helping. In addition, each teacher's interactive

behaviors were influenced by their relationships with their students and their knowledge of their individual interaction needs (Larson, 1999). With me during class, and 11- Showed Larson (2004) also studied students' perceptions of interaction in physical education. Eleven clusters of themes related to interactive behavior emerged from her survey of 398 elementary and secondary students including:

- 1-Showed me how to do a skill,
- 2-Honored my request to choose an activity,
- 3-Gave me a compliment,
- 4-Confronted my behavior,
- 5-Inquired about my health,
- 6-Attended to me when I was injured,
- 7-Persuaded me to engage in an activity,
- 8-Allowed me to re-do my test,
- 9-Motivated me,
- 10- Played/participated concern for my future health (A-70)

Sub-categories for these eleven clusters were determined to be: 1) recognizes me, 2) Helps me learn, and 3) trust/respect me. Finally, Larson determined that the main descriptor of students' perceptions of caring teaching in physical education was the fact that the teacher paid attention to the student. These findings confirm that physical educators have numerous opportunities to convey interact in their physical education teaching and students take note of and perceive interaction behaviors to be an integral part of their physical education experience. Further investigations that utilize qualitative methodologies such as interviews and observations might provide more salient insights into these perceptions. Because students seek positive relationships with their teachers and want to know that teachers care about them, Rink (2002) offered a number of ideas to physical education teachers that communicates to the students that they care for them. These included: 1) Learning and using students names, 2) Enthusiasm and a positive attitude, 3) Projecting a caring attitude toward each student, 4) Reinforcing and modeling prosocial behaviors, 5) Recognizing destructive behaviors, 6) Avoiding becoming personally threatened by student misconduct, 7) Treating all students equitably, 8) Being a good listener and observer of student responses, and 9) Charting one's life and setting goals for personal growth (Rink, 2002).

These suggestions further illustrate the importance of interaction in student-teacher relationship.

2.4 Factor That Affect Teacher-Students' Interaction

Factors that affect teacher-students relationships are discussed below;

2.4.1 Professionalization of teacher competencies

The focus of educational research on teachers' professional competencies is oriented toward action competence within the classroom and teachers' pedagogical, content and general knowledge (Bromme, 1997, four domains of teachers' professional competencies are regarded as general factors of successful teaching. Subject matter competence or pedagogical content knowledge shows a significant impact on students' academic learning and achievement. Brunner et al., 2006). The diagnostic competence that becomes apparent in performance appraisal and grading of students constitutes a relevant and important competence of a teacher because it is one of the main duties in teaching. Teachers' instructional competencies and general classroom management abilities offer students a suitable condition for their learning and development (Lankes, 2007). The quality of good instructional behavior is determined by the three dimensions of (1) structure, class management, (2) supportive classroom climate and teacher-pupil- relations, and (3) challenge by cognition-activating tasks and demanding subject matter content (Helmke, 2003). Furthermore, the level of experience plays an important role in teaching. Berliner (2001) shows that teaching experts can organize and apply their knowledge better than their novice colleagues.

2.4.2 Teacher behavior in physical education

Teaching in PE is in some terms comparable to the conditions of classroom teaching. The requirements of a sports-related education, however, exhibit peculiarities and demands of their own. The aforementioned teachers' professional competencies are highly relevant for PE as well. *Classroom management plays* an outstanding role in PE. Teachers have to organize PE classes to provide sufficient physical activity for all students along with maximizing students' opportunities for good practice such as appropriate learning goals, individualized feedback and the experience of success (Rink, 2003). As far as *adequate feedback* is concerned, it is necessary to focus effort on hard work and good strategies

because this seems to lead students to an incremental, learning-induced conception of ability (Mueller and Dweck, 1998). Adequate feedback can foster students' belief in their own competence by promoting a perception of ability including the understanding that they have made progress in skill acquisition and the comprehension of a sport (Schunk, 1995). Moreover, informational feedback as a response to students' performance errors can enhance the students' perception of themselves. As a consequence, they can realize future performance outcomes which in turn should then increase the students' level of intrinsic motivation (Horn, 1987; 1992). Thus teachers classroom management, provision of feedback, and handling of student diverse need are significant so as to implement the expected interaction/relation in teaching learning process. Therefore, teacher's behaviours can have a direct impact on student learning. The factor hinder the students-teacher interaction in physical education can be divided into the generic outcome categories of (1) physical, (2) cognitive, (3) social, (4) affective, and (5) lifestyle effects.

Physical benefits: Regular physical activity comprises several beneficial outcomes (WHO, 1995). Physical activity leads to a longer and better quality of life, to a reduced risk of a variety of diseases, and to many psychological and emotional benefits (Sallis & Owen, 1999). In particular, preventive impacts of physical activity were identified for diabetes, blood pressure and obesity. The acquirements of basic movement skills that can be learned in PE constitute the foundation of physical activities and sports engagement. Based on the above reality, Persons with good movement skills are more likely to be active. In contrast, a lack of basic movement skills can result in avoiding situations related to physical activity such as organized sport or playing

Cognitive benefits: A popular proverb is that "a healthy body holds a healthy mind". Studies that were concerned with this assumption indicate that an increased time for PE in school can enhance academic performance by increasing the flow of blood to the brain, enhancing mood, increasing mental alertness, and improving self-esteem (Shephard, 1997). More generally, beneficial relationships have been observed between physical activity and academic grades in the classroom (Field, 2006). In addition, Sallis et al. (1999) showed that results were generally improved when tests followed physical activity knowledge and skills (Schmidt & Lee, 1998). In contrast, tasks in PE that challenges students to be cognitively involved lead to a mind-body integrated variety and efficient classroom

Social benefits: PE is considered to influence the social development of children and adolescents in a positive way. The advantages of PE arise in the classroom context, where naturally occurring and contrived social interactions frequently take place (Bailey, 2000), and because the public nature of participation in PE provides socially appropriate and inappropriate behaviors.

Affective benefits: Regular physical activity can have a positive effect on the psychological well-being of students. A particularly strong relationship between physical activity and children's self-esteem and self-motivation. Moreover, positive effects of regular physical activity have been reported concerning reduced stress, anxiety, and depression (Hassmen, Koivula, & Uutela, 2000).

Lifestyle benefits: PE is regarded as providing opportunities to promote physical activities amongst all students and as a consequence, it is thought to influence the next generation of adults and parents towards leading physically active lives. On the one hand, skills learned by students in PE facilitate health-related behavior which is often maintained into adulthood (Kelder et al., 1994; Telama et al., 1997). On the other hand inactivity in youth can also last into adulthood. In general, PE is considered to create important contexts for promoting the physical activity levels of students. Specific characteristics of PE can contribute to physical activity levels, both during youth and later in life.

2.5 Teaching Method

Desta (2001) explained that "methods are means of conveying ideas and skills to impart and acquire a certain subject matter in a more concrete and comprehensive way. Method is used to achieve a desired educational objective." Desta also stated that, they are all tools for educating learners and require appropriate selection and application. There are a number of methods but they can be categorized into two main areas. The teacher centered and student centered. The lecture method is related to the teacher centered approach and the problem solving approach is related to student centered methods. The student centered approach gives a due emphasis to the students to be an actor in learning and searching.

Supporting these ideas, Reece and Stephen Walker (1994:116-117), the lecture method is accepted in universities and higher education as 'part' of the learning experience where large groups are conveniently brought together in initial stages of a subject to motivate their

subsequent learning by other means (for example seminar, tutorial and individual learning). Research into the lecture method has shown that amount of information that is remembered is not nearly as much as might have been expected. In relation to this, Bligh (2000), based on his extensive review of the research literature: "The balance of evidence favors this conclusion: use lecture to teach information. Do not rely on them to promote thought, change attitudes, or behavioral skills if you can help it"(P.20).

Different educators, who are concerned with education, see the problem of large class size on method of teaching. Emil J Berger (1973) as cited in Getahun (1990:9) large class size instruction is teacher centered because the teacher in such classes usually uses lecture method of teaching. In addition to this discussion, tutorial and role playing methods of teaching which require involvement of the part of the students cannot be conducted in large class size (Demisse, 32).

2.5.1 Teacher- centered Teaching method

Desta (2001:9) explained that, the teacher-centered teaching method gives the priority role and responsibility to the teacher. The teacher is considered as the source and student as a recipient. This method includes method like recitation and classroom lectures. Some people agree that this method, if properly handled by experienced teachers, it can give students the necessary knowledge. However, many scholars in the field of pedagogy emphasize its disadvantages rather than its advantages. Some of disadvantages mentioned by scholars are since traditional methods have no variety; they become monotonous and boring, the learning process depends on the talking of the teacher where the learners become passive listeners. Moreover, it inhibits active participation and research ability of the student and encourage his/her to be submissive (Terefe, 2005: 18). The teacher who decides on the syllabus, choose the methods, selects the resources, creates exercise and tasks and decides when, where, how and even why things are to be done (Branders and Ginnis, 1986:27).

The teacher-centered method focuses on content, emphasizes knowing what students work as individuals and often-in competition with each other. Students are highly dependent on the teacher's activities and learning objectives are imposed; lecture dominates as the mode of curriculum delivery. The teacher's role that of an expert (Ellis, 1995:219)

2.5.2 Effective Teaching Methods for Student-teacher Interaction

Fosnot (1984); cited in Jason (2006:14) stated that, the traditional passive ways of learning involves situation where materials is delivered to students using a lecture-based format. In contrast a more modern view of learning is constructivism, where students are expected to be active in the learning process by participating in discussion and/or collaborative activities. Overall, the result of recent studies concerning the effectiveness of teaching methods. The finding of a study by De Caprariis, Barman, and Magee (2001) suggests the lecture leads to the ability to recall facts, but discussion produces higher level of competencies. Further, research on group oriented discussion method has shown that team teaching and student-led discussion not only produce favorable students performance outcomes, but also foster greater participation, self confidence and leadership ability (Perkins and Saris,2001; Yoder and Hochevar,2005).

2.5.3 What is Active Learning?

As explained by National Tritium Labeling Facility (NTLF 2001:2), active learning is simply that... having students engage in some activity that forces them to think about and comment on the information presented. Students won't simply be listening, but will be developing skills in handling concepts in our disciplines. They will analyze, synthesize and evaluate information in discussion with students, through asking questions, or through writing. In short, students will be engaged in activities that force them to reflect up on ideas and up on how they are using those ideas. In addition, the center for teaching excellence (CTE, 1989:2) explained that, active learning means that students are engaged in processing the information being presented, not just passively receiving it. Research shows techniques that promote active learning lead to better student and what works for one teacher in the classroom may not be as effective in another situation. The way of involving our students in learning activities are as varied as our disciplines.

2.5.4 Promoting Active Learning Excellence

According to Schreyer institute for Teaching Excellence (1992), in large class it is easy for students to assume a passive role, merely recording the fact that you convey in your lecture. They are more likely to understand and retain knowledge, however, when they have been an active participant in the discovery process and can thus claim ownership of the material. The following methods will help students engaged in student-teacher interaction.

I) A change in Lecturing

Lecturing, of course, can be an effective way of communicating... of delivering a great deal of information not easily available otherwise, or of demonstrating an analytic process. But we also know the lecturing doesn't always encourage students to move beyond memorization of the information presented to analyzing and synthesizing ideas so that they can employ them in new ways. Though we may rely on conventional lectures to communicate information and concepts with our own perspective, it's possible to help students more fully grasp and assimilate the ideas we are presenting. Breaking up the conventional fifty-minute lecture with questions and discussion is perhaps for the first action to consider. (NTLF, 2001:2)

ii) Questioning and Discussion

Discussion method involving problems that students have identified and chosen. This kind of teaching is tied with discovery method, which requires students to find their own concepts, principle and solutions, not to adopt them from a teacher or text book (Terefe, 2005:24).

According to NTLF (2001:2) carrying on discussion with our class seems entirely appropriate when we're facing 20 or 30 students. But with a hundred or more, many instructors have found it not only possible, but available component of the course, since students are forced to be alert and feel a greater sense of commitment to the class. Several techniques are possible for student participation: lecture for thirty minutes or so, and spend the final time asking questions that require students to apply what they have heard, or analyze it, or relate to their reading assignments; punctuate lectures with brief questions that require students to explain major concepts with examples or analogies; use one class week solely depends' performance. Teaching situations vary for discussion, so that students come prepared to participate. Simply put, most of the techniques we use in seminar discussions can be adapted for better student-teacher interaction.

iii) Cooperative /Collaborative Learning

As explained by a center for Teaching, Learning and Technology (CTLT, 2007:2), these may be formal or informal, graded or not, short-term or long term. Generally, you assign students to heterogeneous group of 3-6 students. They choose a leader and scribe (note-taker).

They have given task to work on together often, students' preparation for the cooperative/collaborative Learning Group has been required earlier (reading or homework). The group produces a group answer or paper or project. These work best in small to medium size classes. The CTE (1989) suggested that, in the "real" world, no matter what the intended profession, working with others is an important skill. Increasing opportunities for students to work together can help them develop this skill. In addition small-group work encourages students who may be reluctant to participate in the large class setting to become active learners. Cooperative/Collaborative learning also helps hold students' attention. Groups work best when they are given a short task that adds variety to lecture.

IV) The Jigsaw Method/Peer-to-Peer Learning/

According to Jason (2006:15), the jigsaw method involved the students in to teams of four, with member was being given responsibility for reading/learning a portion of the chapter outside of class. Teams were allowed to meet during the next class and deliver their assigned chapter portions to their team members.

v) Role Plays

Role plays and simulations require students to place themselves in particular situation or take a committed position on a key issue in the subject. In scientific fields, students can become actual representatives of physical process, acting it out to make it more concrete (NTLF, 2001:4).

vi) The Case Study and Team project

Jason (2006:4) stated that, under the case study method, students were assigned a case study to read prior to class time. They were also required individually to prepare written responses to several discussion questions related to the case study. Once in class, students were then organized in to groups of four and instructed to share their individual responses to the questions

in order to develop a set of “team” responses to showcase the best of all of their individual responses. The team project assignment required teams of four students to develop a profile of a retail firm, with the entire project being completed outside of class.

2.6 Factors that Affect Active Learning

The classroom interaction requires selected materials and methods of instruction. The choice and implementation of these vital materials and methods are affected by a number of different, but interrelated factors, that can have positive or negative impacts on the whole process of teaching and learning. The skill and experience of the teacher, the nature of learners, classroom size, and suitability of place, time and condition can be mentioned as examples of the factors (Desta, 2001:46). Similarly, Terefe (2005:41) explained that, social environment of a given educational institution, the location, size, shape and construction of the classroom, the presence and effective management of different instructional facilities like furniture, resource centers, and laboratory, library service have direct bearing on the instructional method.

2.6.1 Instructional Materials/Facilities

Physical learning environments or the places, in which formal learning occurs, range from relatively modern and well-equipped buildings to open air-gathering places (UNICEF, 2005:5). Therefore infrastructures include classrooms, study rooms, offices, toilet rooms, playing grounds, water and electricity, etc. According to Ministry of Education (MOE, 2002:18), school facilities include water, latrines, clinic, library, pedagogical center and laboratories. These materials are required to be proportional to the number of teachers and students in the school.

It has been noted that, school materials/facilities are critical for noticeable achievement of educational objectives at all levels. However, in most developing countries including Ethiopia, it is hardly possible to have such materials/facilities adequately. In this case, secondary schools of Ethiopia are characterized by shortage of instructional materials and other teaching equipments (Yohannes, 2005:50). Regarding this Tekeste (1990:49) has stated that, textbooks are always in short supply and in most subjects; several students share the text books. This reveals that one of the problems of secondary schools is shortage of instructional materials (MOE, 1994), which would affect both the work of teachers and the students.

Instructional materials/facilities enable to minimize the traditional teacher-centered method of teaching, which is dominated by the talk and chalk. Availability of instructional materials in school has the contribution in facilitating learning. The instructional materials are very useful to:

- Facilitate active learning
- Relate theory with practice
- Encourage relative thinking
- Effect students skill development
- Concretize abstract experiences
- Create the access to invisible realities

Make learning more functional by increasing efficiency (Amare 2002 :).

2.6.2 Classroom Management

According to Johnson and Bany, (1972:24) classroom management can be defined as the “process of establishing and maintaining the internal environment of the group and the class condition for the attainment of educational goals” it consists of all “the provision and procedures necessary to maintain an environment in which an environment and learning can occur.”

According to the above views of the concept of classroom management encompasses activities like planning, organizing, coordinating, directing, controlling, communicating and housekeeping. In addition to this Daniel (1979:12) suggested the following points:

- Manipulating time, space, personnel, materials, authority and responsibility, reward and punishment.
- Resolving conflicts between schools and society, between roles personalities, between group and individuals between immediate and long term goals, among personalities, and among roles.
- Maximizing students on task.

Depending on the above definition Feten (1998:9) stated that, one can generalize that classroom management as a teacher's activity involves organizing and conducting the class so that it runs smoothly. When properly done it economizes time, help students to spend their school time on learning tasks; reduces problems of discipline and order, ensures student engagement on task. Without it, classroom activities are neither efficient nor effective. Arranging the physical environment of the classroom is one way to improve the learning environment and to prevent problem behaviors before they occur. Research on the classroom environment has shown that the physical arrangement can affect the behavior of both students and teachers (Savage, 1999; Stewart & Evans, 1997; Weinstein, 1992), and that a well-structured classroom tends to improve student academic and behavioral outcomes (MacAulay, 1990 ; Walker, Colvin, & Ramsey, 1995; Walker & Walker, 1991). In addition, the classroom environment acts as a symbol to students and others regarding what teachers value in behavior and learning (Savage, 1999; Weinstein, 1992). If a classroom is not properly organized to support the type of schedule and activities a teacher has planned, it can impede the functioning of the day as well as limit what and how students learn. However, a well-arranged classroom environment is one way to more effectively manage instruction because it triggers fewer behavior problems and establishes a climate conducive to learning. The spatial structure of the classroom refers to how students are seated, where the students and teacher are in relation to one another, how classroom members move around the room, and the overall sense of a atmosphere and order. The research on classroom environments suggests that classrooms should be organized to accommodate a variety of activities throughout the day and to meet the teacher's instructional goals (Savage, 1999; Weinstein, 1992). In addition, the classroom should be set up to set the stage for the teacher to address the academic, social, and emotional needs of students (MacAulay, 1990). The standards for determining what spatial lay-out is most appropriate to fulfill these functions include: ways to maximize the teacher's ability to see and be seen by all his or her students; facilitate ease of movement throughout the classroom; minimize distractions so that students are best able to actively engage in academics; provide each student and the teacher with his or her own personal space; and ensuring that each student can see presentations and materials posted in the classroom.

2.6.2.1 Factors Affecting Classroom Management Skills

2.6.2.1.1 Teachers Related Factor

Borg And Ascione (1992) as cited in Feten (1998:25), Found that teachers who were trained in the Utah state university classroom management program learned to use the specific skills emphasized in the training program and the students' classroom behavior was favorably affected. Hence, teacher training in classroom management's skill is one of the most crucial factor in influencing teachers performance and proficiency classroom management tasks.

I) Teacher Qualification

Mutassa and Wills (1995) have explained that instructional methods by themselves cannot do much improve learning, and thus, their value lies on the professional skills of the teacher in using or handling them. Moreover, Mutassa and Wills extended their argument by saying, there nothing as dangerous as using a method one can't use well. Indeed. It is better to use a 'poor' method which can handle well rather than a 'good' method clumsily done. (P.62) Sguazzen and Graan (1998) as cited in Fisseha (2001:43) stressed that, good and effective education in the classroom demands a well-prepared teacher, a competent teacher (both academically and pedagogically) and selection of best teaching strategies, activities and materials to achieve objectives. It is clear that the skills, knowledge and professional competence of the teachers are acquired through training. A good training helps the teacher to teach, to evaluate and follow up over all development of students effectively. Yohannes (2005:49) stated that in Ethiopia, as one of the developing countries, a serious shortage of qualified and experienced teachers is one of the common problems in the secondary schools of the country that affects the quality of education. According to a study by Amare (1998:294) teacher qualification including the need for better qualified teachers was one of the major problems in this country. In addition, Mona and Tesfaye (2000:3) have noted that on one hand, the expansion of the education sector on the other, the continued shortage of qualified teachers is the main reason for the crisis of education in Ethiopia. Similarly, Ayalew (2002:72) stated that, it is impossible to be expecting quality secondary education in the absence of qualified teachers, adequate books and educational materials but in the opposite with very large number of students in secondary schools. In addition, Chohn et al (1996:187) cited in Kumara (2004) state that, subject teachers requires

subject knowledge and professional knowledge. She goes on arguing that it is not enough for the teacher simply possess

academic knowledge; that has to be translated in to effective learning by the students. Morrison in Cohn et al (1996:187) writes that subject specialists should possess both subject knowledge and pedagogical knowledge. He further suggests that a subject specialist should possess several areas of expertise:

- academic subject knowledge;
- pedagogical knowledge;
- effective interpersonal knowledge;
- enthusiasm and motivating skills;
- understanding of social relations in school and classrooms;
- understanding of how students learn;
- skills in assessment, evaluation and record-keeping.

Richy (1979:58) recommends teacher for secondary schools need possess the following qualities and qualifications:

- Teachers who have a method course perform better than those who have had none;
- Bachelor's degree graduates from teacher education programs perform significantly better than graduates in other areas; and
- Teacher who have had teaching experience perform significantly better than those without such experience.

As explained by Kumara (2004:14), effective teaching is determined by the individual teachers knowledge of the subject matter and mastery of pedagogical skills which creates a strongly positive effect on students' achievement.

It is clear that the skills, knowledge and professional competence of the teacher are acquired through training. A good training helps the teacher to teach, to evaluate, and follow up overall development of students effectively.

ii) Teachers Experience and Age

Good classroom teaching practice can greatly be influenced by teacher's accumulated experience in teaching for a number of years. Books, cited in Doyle (1986:441), found that more experienced and old junior high teacher had better organization, sequence, smoothness and with-it-ness (eye contact and visual scanning) than in experienced and young teachers. Thus, this show more experienced teachers solve and view classroom management problems different from less experienced teachers. They are better in interpreting the complexity of environment in which work (Cole and Chan, 1994:15).

iii) Teachers Attitude

In addition to training, experience and age of teachers, some evidences showed that the "desired professional attitude" of teachers have positive relationships with successful teaching in the classroom including managing children over all successful teaching (Fontana, 1995: 38); Cole and Chan, 1994:318-319).

In addition to this Feten (1998:26) stated that, teacher who have unfavorable attitude towards their profession reflect unnecessary behavior in the classroom. These teachers threaten the students with terrible punishment; shout at them to establish control and being inconsistent in the action taking place in the classroom.

iv) Lack of Teacher Awareness

A study conducted by Good and Brophy (1974) provided clear evidence that teachers are unaware of some of their behaviour. We found that teachers differed widely in the extent to which they stayed with students in failure situation (repeated or rephrased a question, asked a new question) or give up on them (give the answer or called on someone else). Even seemingly simple aspects of teacher-students interaction can be complex perceptual problems in a fast moving, complicated social setting such as a classroom. Many teachers can not actually recall the extent to which they call on boys versus girls, the frequency with which students approach them, the number of private contacts by initiate with students, or the amounts of class time they spend on procedural matters. This lack of awareness is one reason why, in too many classrooms,

student gender, race, ethnicity, or culture predict the quality of students' learning opportunity (Delpit, 1995; Sadker, 1994).

2.6.2.1.2 Student Related Factor

I) Age and Background of Students

According to Feten (1988:27), the early period of adolescence is the period when teachers face more problems of managing individual students both inside and outside classroom than any students' developmental stage. In stressing this, Eccles and Midgley cited in Wentz (1991:1067) states that teacher of early adolescents tend to spend more of their time dealing with issues of classroom management and student behavior than with direct instruction.

Classroom management tasks are also influenced by students' background and their parents' socio-economic status. The finding of classroom observation in junior and secondary high school by schools carried Evertson, Emmer and Clements (1980) and Emmer and Evertson (1980) Cited in Sanford and Evertson (1981:34) showed teachers in low socio-economic status school more special problem in establishing productive learning climate within their classroom. These students manifest more misbehavior in the classroom than students from high and middle socio-economic status.

ii) Disciplinary Problems of Students

Misbehavior in the School context is a recurrent problem in which the teachers' main task is to identify its cause and prevent it. When attributing causes for the students' misbehaviors, teachers mainly refer to the external factors (the students' poor education, students' precarious personal and social education and lacking family support). Consequently, when declining responsibility for the students' misbehavior, they do not look for solutions to solve the current problems. Considering that in the physical education class the students are mainly in activity, performing different movements in space and with material use, with the simultaneous involvement of many students, the occurrence of misbehavior is propitious. Moreover, the plurality of teaching materials in the Physical Education subject makes the disciplinary control and regulation of the students more difficult. This is due to the diversity of the relations established between students, activities and teacher. Due to its nature, the Physical Education

fundamental and final), and the practice, instruction and management periods. Thus, the prevention strategies for misbehavior should be established in relation to the class ecology, which contemplates the interaction of students' instruction, management and socialization systems. (ALESEP, 2005:315)

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Research Methods

The research methodology in this study is descriptive survey research. This is because the study attempts to describe the current practice of teacher-students interaction in practical and theoretical classes of physical education with its effects on the academic and skill performance of students in some selected General High schools of Gambella Administrative Region. The researcher clearly focused on physical education Teachers, Students and School principals. For the data gathering techniques, the researcher employed questionnaires, observation and interviews. These data gathering tools is used to obtain relevant information from physical education Teachers, Students and School principals. The reason to use questionnaires is to gather relevant information from large number of respondents with short period of time. Interview is used to understand principals' knowledge about Teacher-students interaction, availability of physical education teaching facilities and students disciplinary problems and its impacts on physical education teaching-learning process while observation is used to gather more reliable information in the actual classroom teaching-learning process. The sampling technique in this study is simple random sampling technique for selection of students and available sampling techniques to select teachers and principals. The reason for the researcher use of this technique is that it gives all units for an equal chance to be selected as there are few number of teachers and principals in the selected General High Schools respectively. For this reason, the researcher has included all respondents under the study in the school.

3.2 Population and Sampling

3.2.1 Population

The population of this study is categorized into three. First, physical education teachers who teach in selected General High Schools. Second, students who are learning in the selected General High Schools. Third, principals those who lead the schools in selected General High Schools of Gambella Administrative Region. Therefore, the target populations of this study are from Abol Wereda, Bonga General High School teacher who teach physical education 1,

students 81 and 1 principal in Gambella Wereda Gambella High School physical education teachers 2, students 949 and 1 principal, in Elay General High School physical education teacher 1, students 586 and 1 principal. In general, the research will include a total number 1623 out of these, 1616 students, 4 teachers and 3 principals.

3.2.2 Sampling and Sample Size of the Study

The sampling method which is employed in this study is stratified random sampling on three schools in Gambella Administrative Region. Gambella General High School and Elay General High School are in Gambella Administrative Town, and Bonga General High School located in Bonga Town which is a bit far from Gambella Administrative Town.

Grade 9th and 10th students from the three General High School are the focus of the study. There are 949 grade 9 and 10 students in Gambella General High School. The number of grade 9 and 10 students in Elay General High School is 586; and 81 of them grade 9 and 10 students in Bonga General High School. The total number of grade 9 and 10 students in three General High School is 1616.

The sample size of students is 100. In other words, the determine proportion n/N the sample size required is 100. Therefore, $n= 100$, is multiplied by the number of members in each stratum by the obtained proportion, that is, 0.06188119 in order to determine the sample size. Based on this, the following sample size is made:

Table 1: Sample Size

	General High School	Grade	Sex	No. of students	Sample Size
Gambella	Gambella General High School	9 th	M	266×0.06188119	16
			F	325×0.06188119	20
		10 th	M	208×0.06188119	12
			F	150×0.06188119	9
	Elay General Secondary School	9 th	M	166×0.06188119	10
			F	153×0.06188119	9
		10 th	M	142×0.06188119	9
			F	125×0.06188119	8
Abol	Bonga General High School	9 th	M	35×0.06188119	3
			F	24×0.06188119	2
		10 th	M	8×0.06188119	1
			F	14×0.06188119	1
Total					100

The above table shows that 16 male and 20 female students are randomly selected from 591 grade 9 students, and 12 male and 9 female students are selected from 368 grade 10 students in Gambella General High Schools. In addition to this, 10 male and 9 female students are randomly selected from 319 grade 9 students, and 9 male and female students are also randomly selected out of 267 grade 10 students of Elay General High School.

From Bonga General High School, out of 59 grade 9 students 3 male and 2 female Students are randomly selected, and out of 22 grade 10 students, 1 male and 1 female student are randomly selected. For the purpose of this study, the researcher will apply simple random and stratified sampling method. The reason for the researcher use of simple random sampling is because it gives all units an equal chance to be selected. The base for stratification will be based on sex. In addition, in the selected three schools, there are 1616 students in grades 9 to 10. Out of students' population size, 5.83% of the students are selected. Therefore, using stratified random sampling technique, 100 students will be included in the study while 4 PE teachers and 3 principals are to be selected using available sampling techniques. Therefore, the total number of 107 respondents is included in the selected General High Schools.

3.3 Methods of Data Collection

3.3.1 Instruments

To obtain adequate information for the study, three types of data collection tools are used. These are; questionnaires, observation and interview.

3.3.1.1 Questionnaires: - This consists of two types of structured questionnaire prepared in English from different sources based on the significance of the study. The first questionnaire is for teachers which request their background, qualification, the teaching method used for better teacher-students interaction, physical education learning facilities, and classroom management to implement effective teaching so as to enhance teacher-students interaction. The second questionnaire is for students requesting response on their background, the teaching method that improve teacher-students interaction, the class room discipline and school facilities.

3.3.1.2 Observation: - To gather more reliable information, actual classroom teaching and learning process were used as data gathering instrument. Observation checklist is employed to collect the data focusing mainly on method of teaching, classroom management, and student misbehavior and classroom facilities.

3.3.1.3 Interview: - Based on the problems in teacher-students interaction, the researcher conducted structured interview with school principals. The main purpose of the interview is to understand their knowledge about Teacher-students interaction, classroom management, availability of instructional materials/facilities, and disciplinary problems by initiating the interviewer and to get additional information about the data which is impossible with questionnaires alone.

3.4 Procedure of Data Collection

The researcher translated the questionnaires from English to Amharic by the assistance from professionals. The researcher also used other independent translator to check the consistency in the translation. The forward and backward translation is employed to insure the exactness of the translation. In this process, the questionnaires are refined and presented in simple, clear and commonly used Amharic language.

After tools of data collection are made ready, the researcher has conducted the pilot-test study on 5 of the questionnaires. This is to check how the Amharic versions of the questionnaires are clear. After all things are made ready for the researcher to proceed, the researcher has briefed the purpose of the study to the Weredas' educational bureau. Following the consents of these bodies the school principals, physical education teachers and students are briefly informed about the purpose of the study.

3.5 Methods of Data Analysis

Based on the nature of the data collection, both quantitative and qualitative procedures are employed. Accordingly, percentage and frequency counts are used to analyze the items in the questionnaire. Information gathered from observation, interview and open-ended questions are presented and described qualitatively.

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF DATA

4.1 Interpretation of Data

In this study; teachers, students, school principals, school vice principals, and classroom observation were used as source of data. There different tools were used to gather the data. The questionnaire including both close and open-ended questions; an interview guides and classroom observation. From a total of 100 questionnaires distributed to students, 100(100%) and of 4 distributed to teachers 4(100%) were properly filled and returned. Similarly, pre-prepared structured interview guide questions were presented for 3 principals, have correctly responded. The analysis of the data was based on the responses obtained from these groups of respondents and from classroom observation

Table 2: Personal information of Students' Respondent

Sex				Age										Grade				Family's Occupation							
Male		Female		11-15 Years		16-20 Years		21-25 Years		26-30 Years		Above 30 Years		9 th		10 th		Government Employee		Farmer		Merchant		Other(s)	
N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
59	59	41	41	.	.	68	68	22	22	10	10	.	.	60	60	40	40	33	33	47	47	12	12	8	8

As indicated in the first part of this chapter, a total of 100 students were involved in the study. As shown in table 1:59(59%) of the student respondents are male, while the remaining 41(41%) of them are female. Concerning the age of students; 68(68%) of them are between 16-20 years of age, and 22(22%) of student respondents are between 21-25 years of age. The rest 10(10) of the student respondents are between 26-30years. It can be easily concluded that the majority of the respondents are between the age of 16-20 years. With the regard to educational level of student respondents 70(70%) are grade nine and 40(40%) of them are grade ten students. Pertaining to family's occupation of student respondents 33(33%) are government employee; 47(47%) are farmers; 12(12%) are merchant and 8(8%) of them are working in private sectors.

The majority of the students' family's occupations are farmers and government employees respectively. According to the above data one can conclude that, the majority of the students' came from lower socio-economic status.

Table 3a: Personal information of Teachers' and Principals

	Sex				Age									Qualification						Years of service								
	Male		Female		18-22 years		23-27 years		28-32 Years		33-37 years		Above 37 years		Diploma		Degree		MSC		1-5 years		6-10 Year		11-15 years		16-20 years	
amples	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Teacher	3	75	1	25	-	-	-	-	3	75	1	25	-	-	-	-	4	100	-	-	-	-	-	-	-	-	-	-
Principals	3	100	-	-	-	-	-	-	-	-	2	66.67	1	33.3	-	-	2	66.7	1	33.3	-	-	-	-	2	66.7	1	33.3

According to table 2a 3(75%) of the teacher respondents, 3(100%) of the principals are male. 1(25%) of the respondent is female teacher. Regarding to teachers and principals age, 3(75%) of the teachers are between 28-32 years age; 1(25%) of the teachers are between 33-37 years age; 2(66.7%) and 1(33.3%) of the principals are between 33-37 years age and above 37 years age respectively. With their qualification, 4(100%) of the teacher had first degree and 2(66.7%) of the principals had first degree and 1(33.3%) of the principal had MSC degree.

Table 3b Teachers work load information

Grade currently teaching						Work load per-week									
9 th		10 th		Both grades		6-10 periods		11-15 periods		16-20 periods		21-25 periods		Above 25	
N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1	25	1	25	2	50	3	75	1	25	-	-	-	-	-	-

As it is pointed out in Table 3 b, 1(25%) of the teacher respondents' are teaching grade nine; 1(25%) of them are teaching grade ten and 3(50%) of them are teaching in both grades (nine and ten). Concerning to their teaching load, 3(75%) of the teachers respondents have between

6-10 periods per-week; 1(25%) of them have between 11-15 periods per-week which implies that they have spare time to provide additional assistance to students that need tutoring.

Table 4 Students Response Concerning Teaching Learning Process

No	Items	N	%
1	Does your teacher employ participatory approach in teaching learning process?		
	• Always	2	2
	• Some times	20	20
	• Rarely	70	70
	• Never	8	8
	Total	100	100
2	How do you rate your communication/interaction with your teacher?		
	• Very good	4	4
	• Good	62	62
	• Poor	28	28
	• Bad	6	6
	Total	100	100
3	How frequently does your teacher provide you class work and home work?		
	• Always	2	2
	• Most of the time	23	23
	• Some times	65	65
	• Not at all	10	10
	Total	100	100
4	Does your teacher provide you appropriate academic support?		
	• Yes	48	48
	• No	52	52
	Total	100	100

As it is pointed out on table 3, The data collected from the students for the item 1 of the questioner which is aimed at to know whether their teachers employed participatory approach in teaching learning process, the majority of students/respondents 70(70%) said that their physical education teachers rarely employed a participatory approach or method during teaching-learning process. The data further reveals that, 20(20%) of the respondents underlined that their physical education teachers employed sometimes participatory teaching approach during the teaching learning process, the rest of students, 8(8%) said that never, and only 2(2%) students responded that their physical education teachers always uses participatory teaching approach in the course of teaching learning process.

Under the same table for item number 2 Student respondents were given alternatives (i.e. very good, good, poor, and bad) in order to know how students rate their communication or interaction with their physical education teachers. Based on this, more than half 62(62%) of the student-respondents confirmed that they have good communication or interaction with their physical education teachers. The rest of the student-respondents rated their communication or interaction with their physical education teachers as ; 28(28%) poor; 6(6%) as bad, only 4(4%) student-respondents rated their communication or interaction with their physical education teachers as very good.

On the same table, item number 3 indicated that the relation to the frequency that physical education and sport, teachers providing students with homework and class work, a great number of student respondents (65%) said that their physical education and sport teachers providing them with homework and class work sometimes. Twenty-three student-respondents confirmed that their physical education and sport teachers providing students with class work and homework most of the time, and two (2%) students said always. However, 10% student-respondents responded that their physical education and sport teachers never or not at all provided them with class work and homework.

Regarding the teachers' provisions of academic support to the students, item 4 of table 3 indicates almost equal responses for the items "yes" or "no". In other words, 52% of the student-respondents indicated that their physical education and sport teachers are not providing them with appropriate academic support for their students. In contrast, 48% of the student-respondents said they have been receiving appropriate academic support from their physical education and sport teachers.

Classroom Observation 1: Observation Check List for Teaching Method

No	Items	Yes		No		Total	
		N	%	N	%	N	%
1	The teacher facilitates the instructional process	5	83.33	1	16.67	6	100
2	The learners listen to teacher talk	4	66.67	2	33.33	6	100
3	The teacher talk much, most learning process is led by a teacher	5	83.33	1	16.67	6	100
4	Chairs and tables (desks) are fixed and seating arrangements is in row	4	66.67	2	33.33	6	100
5	Teaching is directed to whole class	-	-	6	100	6	100
6	Students are working individually, at their own pace; on work given by the teacher	4	66.67	2	33.33	6	100
7	Students are working together cooperatively in groups, on work given by teacher	1	16.67	5	83.33	6	100
8	Teachers helps students rounding the group	2	33.33	4	66.67	6	100
9	S student involve in discussion method of learning	1	16.67	5	83.33	6	100
10	S student involve in problem solving method of learning	2	33.33	4	66.67	6	100
11	S student involve in role playing method of learning	2	33.33	4	66.67	6	100
12	S student involve peer to peer method of learning	-	-	6	100	6	100
13	Evaluating students' learning is completely the authority of the teacher	5	83.33	1	16.67	6	100

On Observation check list 1, similarly, the teacher's classroom observation in sample general high schools provide that

- In 5(83.33%) of the classes the teacher facilitates the instructional process
- In 4(66.67%) of the classes the learners listen to the teacher talk
- In 4(66.67%) of the classes the teachers talk much, most learning and teaching process led by a teacher
- In 6(100%) of the classes the chairs and tables(desks) are fixed and seating arrangement is in row
- In 5(83.33%) of the classes teaching is directed to whole class
- In 4(66.67%) of the class students are working individually, at their own pace: on work 5 (83.33%) of the students are not working together cooperatively in groups, on work given by the teacher
- In 4(66.67%) of the classes teachers do not help students rounding the group
- In 5(83.33%) of the classes students do not involve in discussion method of learning
- In 4(66.67%) of the classes students do not involve in problem solving learning
- In 4(66.67%) of the class students do not involve in role playing method of learning
- In 6(100%) of the class students do not involve in peer to peer method of learning

- In 4(66.67%) of the classes evaluating students' learning is completely the authority of the teacher

Table 5 Students Response Concerning Instructional Materials/Facilities

No	Items	N	%
5	Do you have text book individually?		
	• Yes	-	-
	• No	100	100
	Total	100	100
6	Are there conducive Physical activity courts to implement active learning?		
	• Yes	15	15
	• No	85	85
	Total	100	100
7	How much are a availability of the necessary instructional materials (like balls, truck and field event and gymnastic apparatuses) in your school?		
	• Very high	-	-
	• high	2	2
	• Average	20	20
	• Low	78	78
	Total	100	100

The other section of table 4, item number 5 of the student-respondents' questionnaire deals with instructional materials and facilities. In relation to this section of the questionnaire, all student-respondents 100% indicated that they do not have physical education and sport textbooks individually. In addition to this, item number 6 of table 4 indicated that 15% of the student-respondents said there are conducive physical activity courts which are conducive to implement active learning methods. While majority of students' respondents said that there are no conducive courts to implement active learning.

On the same table of item 7 reveals that the student-respondents responses towards the availability the necessary instructional materials such as balls, truck and field events and gymnastic apparatuses in their school, a very large number of student-respondents 78% responded that the availability of the necessary instructional materials in their school is low; 20% of the student-respondents indicated that the availability of the necessary instructional materials in their school is average. Only two 2% student-respondents said that there is a high availability of the necessary instructional materials in their school. It is obvious that efforts are to be made to improve the quality of education and make it more effective. Anderson (1991) quoting Fuller (1986), Avalos and Haddad (1981) and Chon and Rossmiller (1986) contends

that several factors could contribute to raising educational standards. For example more money could be spent on education, if school expenditure was increased; better instrumental materials and facilities could be made available to students and teachers.

Classroom Observation 2: Observation Check List for Instructional Materials/Facilities

No	Items	Yes		No		Total	
		N	%	N	%	N	%
33	The classroom is conducive for Active teaching	5	83.33	1	16.67	6	100
34	The classroom has enough movable seats	4	66.67	2	33.33	6	100
35	Instructional resources (Teaching aids) are adequately available in the classroom	2	33.33	4	66.67	6	100

As o f t he above table of c lass r oom obs ervation, the da ta r eveals t hat, 5(83.33%) w ere conducive for act ive t eaching. B ut, I n 4(66.67%) of t he c lassroom s eats w as not m ovable. Besides, instruction resources (teaching aids) are not adequately available in 4(66.67%) of the classroom.

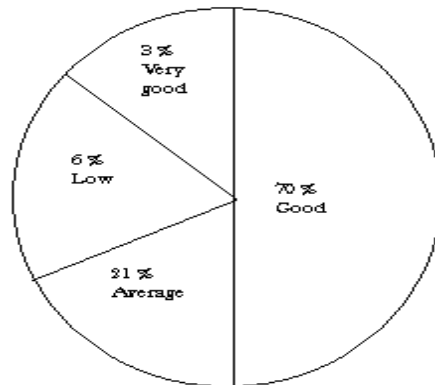
Table 6 Students Response Concerning Classroom interaction

No	Items	N	%
8	.Interclass relationship exists between you and your teacher of Physical Education?		
	• Very Good	3	3
	• Good	21	21
	• Average	70	70
	• Low	6	6
	Total	100	100
9	Who does most of the talk in Physical Education class?		
	• Teacher	87	87
	• Students	13	13
	Total	100	100
10	How often the teacher gives you the opportunity to interact (give and take) with him?		
	• Always	6	6
	• Sometimes	30	30
	• Rarely	59	59
	• N e v e r	5	5
	T o t a l T o t a l	100	100
11	. Does your teacher always provide comprehensible input that is suitable to your level?		
	• Yes	48	48
	• No	52	52
	Total	100	100
12	. How often you interact meaningfully with your classmates in classroom discussion?		
	• Always	11	11
	• Sometimes	55	55
	• Rarely	30	30
	• Never	4	4
	Total	100	100

13	How do you judge your engagement levels in physical education class interaction?		
	• Very well	36	36
	• Well	53	53
	• Not so well	9	9
	• Bad	2	2
	Total	100	100
14	How often does your teacher provide you constructive feedback whenever you made mistakes?		
	• Always	16	16
	• Sometimes	54	54
	• Rarely	22	22
	• Never	8	8
	Total	100	100
15	. How do you react?		
	• Positively	83	83
	• Negatively	17	17
	Total	100	100
16	. How often does your teacher give you negative feedback whenever you made mistake?		
	• Always	4	4
	• Sometimes	61	61
	• Rarely	33	33
	• ever	2	2
	Total	100	100
17	. Does regular interaction in classroom help you to reduce your performing mistakes?		
	• Yes	73	73
	• No	27	27
	Total	100	100
18	If you do not interact, it is because:		
	• You are not talkative	-	-
	• The topic is not interesting	6	6
	• The teacher does not motivate	57	57
	• fear to make mistakes	14	14
	• The teacher do not give choice	23	23
	Total	100	100
19	Are you provided individualized learning, and task related feedback that assists you?		
	• Most of the time	5	5
	• Some times	23	23
	• Rarely	57	57
	• Never	15	15
	Total	100	100

Classroom interaction is one of the sections in the questionnaire that is filled by the General Secondary school physical education students. Accordingly, item number 8 of table 5 indicates the relation to the interclass relationship that exists between the students and their teachers of physical education and sport, the data reveals the following:

Figure. 1

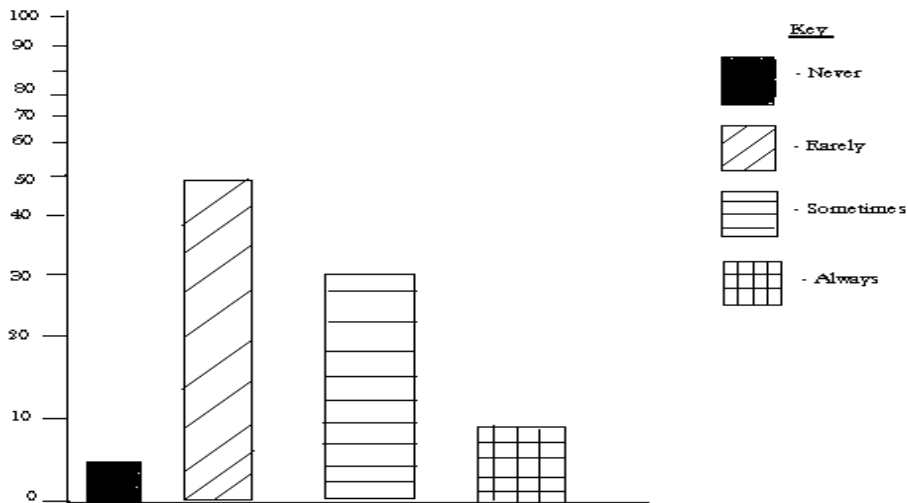


The data from the above chart reveals that, 21 (21%) of the student-respondents indicated that there is a good interclass relationships that exists between the students and their physical education teachers. The rest of the student-respondents said that 70(70%) average, 6(6%) low, and 3(3%) very good, interclass relationship between the students and their physical education teachers.

On the same table, item number 9 further indicated that, the great majority of student-respondents, 87(87%), emphasized that most of the talk in physical education class dominated by the teachers. In contrast, 13(13%) of the students said that students dominated most of talks during the physical education class.

Under item number 10 of table 5 shows the responses of the student-respondents towards the frequency that physical education teachers providing students the opportunity to interact (give and take) with them, the data indicated the following graph:

Figure: 2



The above graph indicates that, the majority of student-respondents, 59(59%), said that their physical education teachers rarely gives them the opportunity to interact (give and take) with them, and the rest of the student-respondents respectively, that is 30(30%) some times, 6(6%) always, and 5(5%) never, said that their physical education teachers gives them the opportunity to interact (give and take) with them.

Regarding whether or not the physical education teachers always providing comprehensible input that is suitable to the level of students, Regarding item number 11 of table 8, more than half of the student-respondents, 52(52%), confirmed that their physical education teachers do not providing them a comprehensible input which is suitable to their level. However, nearly half of the student-respondents, 48(48%), opposed the idea that their physical education teachers always providing them a comprehensible input that is suitable to their level.

The data from the student-respondents questioner, item number 12 of table 5 deals with classroom interactions further indicated/reveals the frequency that students interact meaningfully with their classmates in classroom discussion. Accordingly, 55(55%), the majority of student-respondents reveals that they interact meaningfully with their classmates during physical education classrooms sometimes, and 30(30%) of the student-respondents rarely interact, 11(11%) said that they always interact meaningfully with their classmates, but 4(4%)

of student-respondents undecided that they never interact meaningfully with their classmates during the physical education classroom discussion.

Item number 13 of table 5 is very similar to this point or issue; student-respondents judge their engagement levels in physical education classroom interaction. In relation to this, 53(53%) of the student-respondents judge their engagement levels in physical education classroom interaction as well, and the rest of the respondents judge the level of their engagement during the physical education classroom interactions as 36(36%) as very well, 9(9%) as not so well, and 2(2%) as bad, respectively.

Item number 14 of table 5 deals with the teachers' provisions of constructive feedback whenever students made mistakes described differently by the student-respondents. In this regard, most of the student-respondents, 54(54%), said that some times their physical education teachers provided them with constructive feedback whenever they made mistakes. In relation to this point, 22(22%) said rarely, 16(16%) said always, and 8(8%) of the student respondents said never, towards the teachers' provision of constructive feedback whenever students made mistakes.

With the regard to number 15 of table 5 reveals the same item, that is teachers' provision of constructive feedback whenever students made mistakes, the majority of students-respondents, 83(83%), reacted positively. However, 17(17%) of student-respondents showed a negative reaction towards the item. Contrary to this item, another item was given to student respondents in order to examine how often does the physical education teachers' providing a negative feedback whenever students made mistakes. In this regard, item number 16 of the same table shows that most of the student-respondents 61 (61%), said that some times their physical education teachers providing them a negative feedback whenever they made mistakes; and 33(33%) of student-respondents confirmed that their teachers rarely providing them a negative feedback in times when they made mistakes. The rest of the student-respondents, 4(4%) said always, and 2(2%) said never, in relation with the teachers' provision of negative feedback whenever students made mistakes. Within the context of classroom regular interactions, another question was forwarded to the student-respondents in order to know whether or not the regular interactions in physical educations and sport classroom help students to reduce the mistake that they are performing accordingly, based on this, item number 17 of the same table indicated that

a great number of student-respondents 73(73%) affirmed that the regular interaction which take place in physical education and sport-classroom helps them to reduce the mistake they are performing. However, 27(27%) of the student-respondents responded that the regular interactions in classroom does not help them to reduce the mistakes that they are performing in physical education class.

Item number 18 of table 5 raised to investigate the reasons of the causes that are resulted from if the students does not interact an item was also given to the student-respondents, 57(57%), said that the reason that if they do not interact it is because of their physical education teachers dose not motivate them to interact. In same taken 23 (23%) of the student-respondents indicated that, if they do not interact it is because of their physical education teachers do not give them a choice that leads or initiate them for classroom interactions. The other student-respondents 14(14%), put the cause if they do not interact because they fear of making mistakes during interactions, and 6(6%) of the student-respondents it is because of the topic is not interesting if they do not interacts

In the questionnaire, a nother item is also provided to the student-respondents in order to examine the rate of the provision of individualized learning, and task related feedback that assist students in their physical education classroom interaction. Regarding with this point, item number 19 of table 5 reveals that more than half 57(57%)of the student-respondents indicated that they are rarely provided with individualized learning, and task related feedback that assists them during their physical education classroom interaction. However, the rest of the student-respondents indicated the rate or frequency of the provision of individualized learning, and task related feedback that assists them in their physical education classroom interaction as the following: 23(23%) of the students-respondents said sometimes, 15(15%) of the student respondents, said never, and the rest of the student-respondents, 5(5%) said most of the time.

Classroom Observation 3: Observation Check List for Teacher in Classroom

No	Items	Yes		No		Total	
		N	%	N	%	N	%
27	Blaming Students	-	-	6	100	6	100
28	Over reacting in a classroom	-	-	6	100	6	100
29	Repeating or reviewing already learned material	2	33.33	4	66.67	6	100
30	Dealing with a single student at length	1	16.67	5	83.33	6	100
31	Lack of recognition of ability levels	4	66.67	2	33.33	6	100
32	Lack of instructional goal	3	50	3	50	6	100

Similarly, as indicated in the above classroom observation checklist:

- In 1(16.67%) of the classes were dealing with a single student at length.
- In 4(66.67%) of the classes teachers lack of recognition of ability levels.
- 3(50%) of the classes In teachers lack of clear instructional goal.
- Only in 2(33.33%) of the classes were dealing or reviewing already learned materials

Table 7 Students Response Concerning Teaching-Learning Process (Item 2)

Your level of agreement or disagreement

- Never-----1
- Rarely-----2
- Sometimes-- 3
- SAlways-----4

20	When learning, How often does the teacher...	1		2		3		4		Total	
		N	%	N	%	N	%	N	%	N	%
20.1	Practice active supervision, that is observing, listening to students, anticipating and effectively responding to unsafe situations	3	3	7	7	52	52	38	38	100	100
20.2	Select team captains?	46	46	31	31	20	20	3	3	100	100
20.3	Have team captains choose team members?	43	43	34	34	20	20	3	3	100	100
20.4	Encourage prosocial behaviors that are cooperation, conflict resolution, and helping others?	-	-	20	20	15	15	65	65	100	100
20.5	Organize games that eliminated students?	10	10	52	52	30	30	8	8	100	100
20.6	Have many students stand in line or on the sidelines watching others and Waiting for a turn?	6	6	11	11	20	20	63	63	100	100
20.7	Use safe, age appropriate equipment	8	8	3	3	67	67	20	20	100	100
20.8	Organize activities in which fewer than half of the students were physically active?	13	13	21	21	59	59	7	7	100	100
20.9	Minimize exposure to sun, and extreme temperatures?	70	70	13	13	8	8	9	9	100	100
20.10	Allow highly skilled students to dominate activities and games?	54	54	20	20	16	16	10	10	100	100
20.11	Offer activities that take into account gender and cultural differences in Students' interests?	10	10	7	7	20	20	63	63	100	100
20.12	Provide students with options for performing physical activities at Varying skill levels?	63	63	-	-	31	31	6	6	100	100
20.13	Cooperative group 20activities?	20	20	50	50	9	9	21	21	100	100
20.14	Physical activity stations? 13	50	50	30	30	11	11	9	9	100	100
20.15	Peer teaching?	68	68	7	7	14	14	11	11	100	100
20.16	Schedule time for the students to practice session's element	70	70	7	7	12	12	11	11	100	100

Teachers' instructional competencies and general classroom management abilities offer students a suitable condition for their learning and development (Lankes, 2007). The quality of good instructional behavior is determined by the three dimensions of (1) structure, clarity and efficient classroom management, (2) supportive classroom climate and teacher-pupil- relations, and (3) challenge by cognition-activating tasks and demanding subject matter content (Helmke, 2003).

Under part three, Item-2, of the questionnaire which is filled by the general secondary school physical education students deals with the teaching and learning process that takes place during physical education class. Fifteen questions were provided, to the student-respondents and for each questions for options or choices, that is (1) Never, (2) Rarely, (3) Sometimes, and (4) Always were given in order to providing their response based on their levels of agreement or disagreement. The item questions particularly prepared and administered on the student-respondents in order to investigate or examine them which says when learning and how often the physical education teachers does or deals with the various issues or points raised during the teaching learning process.

Based on the responses that were gained from the student respondents various interpretation are made. Accordingly, in item 20.1 of table 6. more than half 52(52%) of the student-respondents sometimes that their physical education teachers practice active supervision, that is observing, listening to students, anticipating and responding to unsafe situations, and most of the student-respondents 38(38%) sometimes with this point. However, 7(7%) of student-respondents were rarely about teachers practice of active supervision which is about observing, listening to students and anticipating and responding to unsafe situations. Only 3(3%) of the student-respondents were never on this point.

Regarding with the selection of team captains during the various classroom and field activities and tasks, item number 20.2 of table 6 reveals that most of the student-respondents, 46(46%), were responded never: 31(31%) of the student respondents were respond rarely and 20(20%), 3(3%) were sometimes and always respectively that their physical education teachers are select team captain during the various classroom and classroom activities and tasks.

In relation to having the point of having team captains and choosing team members, item number 20.3 of the same table reveals that, 43(43%) of the student respondents were never. However, 34(34%), and 20(20%) and 3(3%) of the student-respondents were respectively rarely,

sometimes and always of physical educations having team captains and choosing team members during the teaching-learning process.

In addition to these, item number 20.4 of table 6 reveals that the majority of the student-respondents 65(65%) always that their physical education teachers encouraging prosocial behaviors that are cooperation, conflict resolutions, and helping others, 15(15%) of the respondents were sometimes do not, and 10(10%) of the student-respondents were rarely about it. The further indicates showed never towards this point.

The data of item number 20.5 further indicated that, more than half 30(30%) of the student-respondents sometimes on the point that their physical education teacher organized game that eliminated students, 52(52%), 10(10%), and 8(8%) of the student-respondents were respectively rarely, never, and always that their physical education teachers organized games that eliminated students.

Item number 20.6 of table 6 shows that most of the student-respondents 63(63%) always that their physical education teachers having many students stand in line or on the side lines watching others and waiting for a turn. Regarding with this point, 20(20%) of the student-respondents sometimes, but the rest of the student-respondents 11(11%) rarely and 6(6%) never respectively. It is obvious, that there are many factors affect students' achievements in physical education this factor has been identified as academic learning time physical education (ALT-PE). Colvin and Johnson (1998) asserted that the need for active participation where classes should be organized so that all children are actively involved in performing the skills that are being taught. Instructional opportunities are lost if children must wait in lines. Students' learning time ultimately determined the performance of learning tasks and therefore is a critical factor that may influence learning (Rink, 1998) . A second factor that can affect students' engagement is the relationship between teacher behavior and ALT-PE. It may be theorized that the type and frequency of teaching behaviors have a strong relationship with the amount of ALT-PE taking place within physical education sessions.

As pointed out on item 20.7 of the same table, towards the use unsafe and age-appropriate equipments' but the physical education teachers, 67(67%), 20(20%), 8(8%) and 5(5%) Of the student- respondents showed their levels of agreement or disagreement as sometimes, always, never and rarely, respectively.

As it is depicted in item number 20.8 of table 6 most 59(59%) of the student-respondents were sometimes that their physical education teachers organizing activities in which fewer than half of the students were physically active. However, 21 (21%) of the student-respondents were rarely about it; and 13(13%) of the student-respondents were never on it and only 7(7%) of the student-respondents were always towards this point.

Furthermore, item number 20.9 of the same table shows that, most of the student-respondents 70(70%) were never about their physical education teachers minimize exposure to sun and extreme temperatures, and 13(13%) of the student-respondents were rarely, 8(8%) of the student-respondents were sometimes. Only 9(9%) of the student-respondents were always about this.

Moreover, item number 20.10 of the same table indicated that most 54(54%) of the student-respondents indicated their disagreement about teachers allowing highly skilled students to dominate activities and games; 20(20%) were rarely, and 16(16%) and 10(10%) of the student-respondents were sometimes and always that their physical education teachers are allowing highly skilled students to dominate activities and games.

Regarding with On the same table of item number 20.11 indicated that whether or not the teachers offering activities that take into account gender and cultural differences, the data reveals that, 63(63%), 20(20%), 7(7%) and 10(10%) of the student-respondents were always, sometimes, rarely, and never about it, respectively.

As it is indicated on item number 20.12 of table 6 Most of the student-respondents 63(63%) never on the point which is about teachers provision of students with options for performing physical activities at varying skill levels. In connection to this, 31(31%) of student-respondents showed their agreement towards provision of options for performing physical activities at varying skill levels by their physical education teachers. Only, a few student-respondents, 6(6%), were always on this point.

The point raised, in the context of teaching and learning process, was about cooperative group activities. Accordingly, item number 20.13 of table 6 shows, 889(9%) of the student-respondents were indicated sometimes that their physical education teachers uses cooperative

group activities in the course of teaching learning process. Similarly, 21(21%) of the student-respondents were always towards the point that physical education teachers are implementing cooperative group activities. In contrast, however, 20(20%) and 50(50%) of the student-respondents, respectively were, never and rarely about the teachers' implementation of using of cooperative group activities during the physical education teaching learning process.

Regarding the physical activity stations that physical education teachers uses to run the teaching learning process, item number 20.14 of table 6 reveals that the student-respondents, respectively indicated their level of agreement and disagreement like the following: 50(50%) never, 30(30%) rarely, 11(11%) sometimes and 9(9%), always.

In table 6 of item number 20.15 more reveals that, the majority 68(68%) of the student-respondents were never about the uses or implementation of peer-teaching by their physical education and sport teachers during the teaching and learning process. However, 14(14%) and 11(11%) of the student-respondents were sometimes and always, respectively. Only 7(7%) of the student-respondents were rarely.

As of item number 20.16 of the same table shows whether or not teachers' scheduling time for the students to practice session's element, great number of student-respondents, 70(70%) were never, 7(7%) of the student-respondents were rarely; 12(12%) of the student-respondents sometimes; and the rest of the student-respondents, 11(11%) were always about teachers' scheduling time for the students to practices session's elements.

Table 8 Teachers Response Concerning Teaching Learning Process

No	Items	N	%
1	Do you implement student-centered method of teaching?		
	• Yes	1	25
	• No	3	75
	Total	4	100
2	If your answer to question number 1 is 'No' what do you think is the reason?		
	• Large number of students in the class	1	25
	• It takes too much time	1	25
	• Have no interest to implement student-centered method.	-	-
	• Students do not like it	1	25
Total	3	75	
3	Which factor do you think; that affect Teacher-students interaction		
	• Effective communication	2	50
	• Classroom management	2	50
	• Difficult to identify students with special problems	-	-
	• All are true	-	-
Total	4	100	
4	How frequently do you provide class work and home work to students?		
	• Always	1	25
	• Some times	3	75
	• Rarely	-	-
	• Never	-	-
Total	4	100	
5	How do you establish positive relationships with your students? (It is possible to suggest more than one)		
	• By showing enthusiasm and a positive attitude,	2	50
	• Projecting a caring attitude toward each student,	1	25
	• Reinforcing and modeling prosaically behaviors	-	-
	• Treating all students equitably,	1	25
	• Being a good listener and observer of student responses,	-	-
Total	4	100	
6	. Do your classroom arrangement is conducive for student center learning?		
	• Yes	1	25
	• No	3	75
Total	4	100	
7	Do you provide appropriate academic support for your students?		
	• Yes	3	75
	• No	1	25
Total	4	100	
8	If your answer to the above is No, what do you think is the reason?		
	• Due to large number of students in a class	1	25
	• Students do not need support	-	-
	• Shortage of time	-	-
Total	1	25	
9	How often do you provide individualized learning, and task related feedback that assists s		
	• Most of the time	1	25
	• Some times	3	75
	• Rarely	-	-
	• Never	-	-
Total	4	100	

10	If your students say anything wrong during interaction, do you:		
	• Interrupt to correct them		
	• Correct them later	2	50
	• Ask students to correct each other	2	50
	• Do not correct at all	-	-
Total		4	100
11	When you give corrective feedback to your students, do you		
	• Tell them about their mistakes (explicit feedback)	3	75
	• Reformulate what they said correctly (implicit feedback)	1	25
	Total		4
12	How often do you give timely feedback to your students for class work/homework?		
	• Always	2	50
	• Some times	2	50
	• Rarely	-	-
	• Never	-	-
	Total		4

Like the students' Questionnaire, the questionnaire which is administered on the teachers is also dealing with in the area of teaching and learning process learning, classroom interactions, instructional materials or facilities, and another teaching and learning which is rated based on the teachers' levels of agreement and disagreement.

Accordingly, Item number 1 of table 7 teachers' questionnaire reveals that most of the teacher respondents 3(75%), said that they do not implementing a student-centered method of teaching .the rest of teacher-respondents, 1(25%) indicated that they implementing student-centered teaching approach while they teach physical education subject. In connection to this, item number 2 of table 7 shows that the teacher-respondents forwarded their reasons for why they implementing a student-centered methods teaching. Out of the three teacher-respondents, 3(75%), three of the teacher- respondents gave different reasons. For instance, 1 teacher-respondents considered large number of students in the class as a reason for not implementing a student-centered teaching methodology, the other 2 teacher- respondents put their reasons for not implementing a student-centered teaching method as, it takes too much time; and students do not like a student-centered teaching methods, respectively.

For the factor that affect teacher-students interactions, item number 3 of table 7 reveals that half 2(50%), of the teacher- respondents think that effective communication is a factor that affect teachers' and students' interaction. The half of teacher respondents think classroom

management as a major factor that affect the interaction that exists or takes place between teachers and students.

In table 7, item number 4 of the data also indicated the frequency that teachers' providing class work and home work to students. Only, 1(25%) teacher-respondents said that he always providing students with class work and home work. In order to know how teachers establish positive relationships with students, teacher respondents were given some alternatives with the possibility to suggest more than one alternative. Accordingly, item number 5 of the same table reveals that half 2(50%) of the teacher-respondents suggested that showing enthusiasm and positive attitude as a means of establishing positive relationships with their students. 1(25%) of the teacher respondents using projecting a care attitude toward each student as a way to establishing positive relationships between himself and his students.

Treating all students equitably is another means, suggested by 1(25%) of the teacher-respondents, to establish positive relationship between teachers and students.

According to item number of table 7, the majority of teacher-respondents, 3(75%) said that the classroom management is not conducive for student-centered learning. Only, 1(25%) of the teacher respondents believes that the classroom management is conducive or suitable for student-centered learning.

Regarding teachers' provision of appropriate academic support for their students, item number 7 indicated that most of the teacher-respondents, 3(75%), believes that they do provide appropriate academic support for their students. In contrast, 1(25%) of the teacher-respondents said that he do not providing students with appropriate academic support. Item number 8 indicates about the opinion of teacher-respondent that he think, large number of students is a reason for not to provide appropriate academic support his students.

Item number 9 of the same table shows the frequency (how often) to the provisions of individualized learning, and task related feedback that assists students is also an item given to the teacher-respondents. Thus, most of the teacher-respondents, 3(75%), said that they sometimes providing individualized learning, and task related feedback that assists students. But, 1(25%) of the teacher-respondents indicated that he do provide individualized learning, and task related feedback that assists students most of the time.

In relation with what teachers do if their students say anything wrong during teaching-learning interactions, item number 10 of the same table shows that half 2(50%) of teacher-respondents said that they correct students later the class if students say anything wrong during interaction, and the half, 2(50%) of the teacher-respondents emphasized that they ask students to correct their mistakes each other, if they say anything wrong during the interaction.

In table 7, item number 11, teacher-respondents were also asked to provide their responses about what they do when they are giving corrective feedback to the students. Here, most of the teacher-respondents, 3(75%), said that when they are giving corrective feedback to the students about their mistakes, which means explicit feedback. On the other hand, 1(25%) of the teacher respondents using implicit feedback which means reformulating what they said correctly whenever he gives corrective feedback to the students.

Item number 12 of the same table shows that the responses of the teacher respondents towards the frequency or rate of teachers giving of timely feedback of the students for class work and/ or homework, half 2(50%) of the teacher respondents confirmed that they always giving timely feedback to the students for class work and homework. The other half 2(50%) of the teacher respondents indicated that they sometimes give timely feedback to the students for class work and homework.

Table 9 Teachers Response Concerning Classroom Interaction

No	Items	No	%
1	Do you know about the value of classroom interaction?		
	• Yes	4	100
	• No	-	-
	Total	4	100
2	Do you often implement effective classroom interaction when teaching the physical activity?		
	• Always	1	25
	• Some times	2	50
	• Rarely	1	25
	• Never	-	-
	Total	4	100
3	How often do you create opportunities for your students to interact with each other?		
	• Always	1	25
	• Some times	2	50
	• Rarely	1	25
	• Never	-	-
	Total	4	100
4	Do students enjoy this type of interaction (Learner-Learner interaction)?		
	• Yes	4	100
	• No	-	-
	Total	4	100
5	What do you do to make silent students interact in the classroom?		
	• Design groups and pairs	3	75
	• Choose interesting topics	1	25
	• Add additional marks	-	-
	• Motivate them when they do	-	-
	Total	4	100
6	What are the styles do you focus on most to create a successful interaction?		
	• Lecture method	-	-
	• Discussions method	2	50
	• Role-plays	-	-
	• Problem solving	2	50
	Total	4	100
	Is it possible to make all the students participate in the physical activities?		
	• Yes	1	25
	• No	3	75
	Total	4	100
8	What are the interaction problems that students most face in physical education?		
	• Inhibition because of shyness, anxiety and stress	2	50
	• Nothing to say about the chosen topic		
	• Low participation	2	50
	Total	4	50

On the questionnaire which was filled by the general secondary schools physical education teachers, items were also provided to study about classroom interactions. In this regard, Item number 1 of table 8 indicates that all 100(100%) of the teacher-respondents know about the values of classroom interactions.

In connection to classroom interaction, item number 2 of the same table shows that half 2(50%) of the teacher respondents responded that they sometimes implement effective classroom interaction when they are teaching physical education activities. Whereas, 1(25%) said always, and the other 1(25%) of the teacher respondents said that they rarely implement effective classroom interaction during teaching-learning of physical activities.

As shown above on table 8, item number 3 reveals that the frequency (how often) of creating opportunities by physical education teachers for the students to interact with each other, half 2(50%) of teacher-respondents do create opportunities for the students in order to interact with each other, sometimes. The rest of teacher-respondents, 1(25%) said always, and, 1(25%) said rarely, in relation to creating opportunities for the students to interact with each other.

In connection to this point, item number 4 of the same table indicates that, all 4(100%) of the teacher respondents believe that their students enjoy this type of interactions, which is about learner-learner interaction.

As of item 5 of table 8 teacher-respondents were responded to the point which deals with what they do to make students silent or to minimize the noise level during students' interactions in the classroom. Accordingly, the majority of the teacher-respondents, 3(75%) design groups and pairs to make students silent when students classroom interaction takes place, and 1(25%) of the teacher-respondents said that in order to make students silent when students interact in the classroom, they choose interesting topics that attract the students' interests and attention.

Item number 6 of table 8 also reveals the type of styles do teachers' focus on most to create a successful interaction. Among the options, that is lecture method, discussion method, role playing methods and problem solving methods, half 2(50%) of the teacher-respondents do focus on discussions method style on most in order to create a successful classroom interactions. Whereas, the other half 2(50%) of the teacher-respondents do focus on the problem-solving style on most to create successful classroom interactions.

Pertaining to item number 7 of table 8 shows that the majority of teacher-respondents 3(75%), confirmed the difficulty or impossibility to make all students to participate in physical activities. Only, 1(25%) of the teacher-respondents indicated the possibility to make all students participated in the physical activities.

As of item number 8 of the same table, half 2 (50%) of the teacher-respondents underline inhibition because of shyness, anxiety and stress as a problem that hindered interactions that students faces mostly in physical education teaching –learning process. Low participation is an interaction problem that students mostly face during the physical education classes or activities as it is confirmed by the other half 2(50%) of the teacher-respondents.

Noddings (1992) suggested that as we show interaction we demonstrate receptivity to the needs of others. Her description of Interaction constitutes a connection or encounter with two human beings that she describes as “a one who provide care and a recipient of care, or cared-for” (p. 15). She contended that individuals do not follow a prescription, but “interaction is a way of being in a relation, not a specific set of behaviors” (Noddings, 1992, p. 17). Hult (1979) stated that the most appropriate way for a teacher to show interaction is through, pedagogical caring, or “the careful or care-filled manner or style by which a teacher operates” (p. 243). The definitions of interaction simply a relationship. With a relationship, the issue of reciprocity emerges. That is, the relationship between the one who takes care of the others and those who receive the care is reciprocal or mutual. Noddings (1984) suggested that students learn how to care when they enter into a caring relation by reciprocating or responding to the teacher within the context of their relationship. The completion of the interaction process involves contributions by both parties.

Table 10 Teachers Response Concerning Instructional Materials/Facilities

No	Items	N	%
1	Are the curricular materials (Syllabus, text books and teacher guide) available to implement Active learning?		
	• Yes	-	-
	• No	4	100
	Total	4	100
2	Are there conducive Physical activity courts to implement active learning?		
	• Yes	4	100
	• No	-	-
	Total	4	100
3	Availability of the necessary instructional materials (like balls, truck and field event and gymnastic apparatuses) to implement active learning.		
	• Very High	-	-
	• High	-	-
	• Average	1	25
	• Low	3	75
	Total	4	100

The other part of the teachers' questionnaire deals with instructional or facilities that are related with the teaching and learning of physical education. Accordingly, item number 1 of table 9 reveals that, most of the teacher-respondents, 4(100%), indicated the less or no availability of the curricular materials (text books, and teacher's guide) to implement active learning.

In addition, item number 2 of the same table also indicates that all 4(100%) of the teacher respondents confirmed that the physical activity courts that are used to implement active learning are not conducive.

Furthermore, in relation to item number 3 of table 9 also indicates that the majority of teacher-respondents, 3(75%) said that the availability of the necessary materials (like balls, truck and field apparatuses, and gymnastic apparatuses) that are important to implement active learning is very low, and 1(25%) of the teacher-respondents considered this availability as average.

Table 11 Teachers Response Concerning Teaching-Learning Process (Item-2)

PART III TEACHING LEARNING (Item-2)

Level of agreement or disagreement:

- Never- 1
- Rarely- 2
- Sometimes-3
- Always - 4

20	When Teaching, How often does you...	1		2		3		4		Total	
		N	%	N	%	N	%	N	%	N	100
20.1	Practice active supervision, that is observing, listening to students, anticipating and effectively responding to unsafe situations	-	-	1	25	3	75	-	-	4	100
20.2	Select team captains?	-	-	3	75	1	25	-	-	4	100
20.3	Have team captains choose team members?	-	-	3	75	1	25	-	-	4	100
20.4	Encourage prosocial behaviors that are cooperation, conflict resolution, and helping others?	-	-	-	-	2	50	2	50	4	100
20.5	Organize games that eliminated students?	-	-	3	75	1	25	-	-	4	100
20.6	Have many students stand in line or on the sidelines watching others and Waiting for a turn?	-	-	-	-	1	25	3	75	4	100
20.7	Use safe, age appropriate equipment	-	-	-	-	-	-	4	100	4	100
20.8	Organize activities in which fewer than half of the students were physically active?	-	-	2	50	1	25	1	25	4	100
20.9	Allow highly skilled students to dominate activities and games?	-	-	-	-	3	75	1	25	4	100
20.10	Offer activities that take into account gender and cultural differences in Students' interests?	-	-	-	-	3	75	1	25	4	100
20.11	Provide students with options for performing physical activities at Varying skill levels?	-	-	-	-	3	25	1	25	4	100
20.12	Cooperative group activities?	-	-	2	50	1	25	1	25	4	100
20.13	Physical activity stations?	-	-	3	75	1	25	-	-	4	100
20.14	Peer teaching?	-	-	2	50	2	50	-	-	4	100

Part three, Item-2, of the questionnaire which is filled by the general secondary school physical education teachers deals with the teaching and learning process that takes place during physical education class. Fourteen questions were provided, to the teacher-respondents and for each questions for options or choices, that is (1) Never, (2) Rarely, (3) Sometimes, and (4) Always where given in order to providing their response based on their levels of agreement or disagreement. The item questions particularly prepared and administered on the teacher-respondents in order to investigate or examine them which says when learning and how often

the physical education teachers does or deals with the various issues or points raised during the teaching learning process.

Based on the responses that were gained from the student respondents various interpretation are made. Accordingly, item number 20.1 of table 10 indicates that more than half 3(75%) of the teacher-respondents sometimes that their physical education teachers practice active supervision, that is observing, listening to students, anticipating and responding to unsafe situation. Only, 1 (25%) of teacher-respondents were rarely about teachers practice of active supervision which is about observing, listening to students and anticipating and responding to unsafe situations.

Regarding with the selection of team captains during the various classroom and field activities and tasks, item number 20.2 of the same table reveals that most of the teacher-respondents, 3(75%), were responded rarely: 1(25%) of the teacher respondents were responded sometimes that their physical education teachers are select team captain during the various classroom and classroom activities and tasks.

In relation to the point of having team captains and choosing team members, item number 20.3 of the same table reveals that majority 3(75%) of the teacher respondents were rarely and 1(25%) of the teacher-respondents were sometimes of physical educations having team captains and choosing team members during the teaching-learning process.

In addition to these, item number 20.4 table 10 shows that, half of the teacher-respondents 2(50%) always that their physical education teachers encouraging prosocial behaviors that are cooperation, conflict resolutions, and helping others, while the rest of teacher respondents 2(50%) were sometimes on teachers encouragement of social behavior.

As of item number 20.5 of table 10, the data further indicated that, more than half 3(75%) of the teacher-respondents rarely, and 1(25%) of the teacher-respondents were respectively sometimes, that their physical education teachers organized games that eliminated students.

Table 10, item number 20.6 indicated that, most of the teacher-respondents 3(75%) always that the physical education teachers having many students stand in line or on the side lines watching others and waiting for a turn. Regarding with this point, 1(25%) of the teacher-respondents

sometimes that the physical education teachers having many students stand in line or on the side lines watching others and waiting for a turn.

In item number 20.7 of table 10 teachers' also asked about the use safe and age-appropriate equipments' majority the physical education teachers, 4(100%), responded always on the point.

As of table 10, item number 20.8 reveals, half 2(50%) of the teacher-respondents were rarely that their physical education teachers organizing activities in which fewer than half of the students were physically active. However, 1(25%) of the teacher-respondents were sometimes about it; and 1(25%) of the student-respondents were always towards this point.

Moreover, item number 20.9 of table reveals that, most 3(75%) of the teacher-respondents indicated sometimes that they are allowing highly skilled students to dominate activities and games; and 1(25%) of the teacher-respondents were always that the physical education teachers are allowing highly skilled students to dominate activities and games.

Regarding with teachers offering activities that take into account gender and cultural differences, item number 20.10 of the same table reveals that, 3(75%), and 1(25%), of the teacher-respondents were sometimes, and always about it, respectively.

Item number 20.11 of table 10 reveals that, most of the teacher-respondents 3(75%) sometimes on the point which is about teachers provision of students with options for performing physical activities at varying skill levels. In connection to this, 1(25%) of teacher-respondents showed their agreement always towards provision of options for performing physical activities at varying skill levels.

The point raised, in the context of teaching and learning process, was about cooperative group activities. Accordingly, item number 20.12 of table 10 indicates that, half 2(50%) of the teacher-respondents were indicated rarely that the physical education teachers uses cooperative group activities in the course of teaching learning process. Similarly, 1(25%), 1(25%) of the teacher-respondents were always and sometimes respectively towards the point that physical education teachers are implementing cooperative group activities during the physical education teaching learning process.

Table 10, item number 20.13 deals about the physical activity stations that physical education teachers use to run the teaching learning process, the teacher-respondents, respectively indicated their level of agreement and disagreement like the following: 3 (75%) rarely, and 1 (25%) on the point..

Item number 20.14 of the same table reveals that, half 2 (50%) of the teacher-respondents were rarely about the uses or implementation of peer-teaching by their physical education and sport teachers during the teaching and learning process. However, the rest 2 (50%) of the teacher-respondents were sometimes towards the point.

Table 11 Classroom Observation 4: Observation Check List for Classroom Management

No	Items	Yes		No		Total	
		N	%	N	%	N	%
16	Exclusive authoritarian class room climate	-	-	6	100	6	100
18	Teacher gives clear rules and direction	2	33.33	4	66.67	6	100
19	More freedom of student expression	1	16.67	5	83.33	6	100
20	Use of ability or activity groups	1	16.67	5	83.33	6	100

The researchers' classroom observation in sample general secondary high schools provided that,

- In 6 (100%) of the classes do not exclusive authoritarian climate
- In 4 (66.67%) of the classes teachers do not give clear rules and regulations
- In 5 (83.33%) of the classes there were no more freedom of students expression
- In 5 (83.33%) of the classes teacher did not use ability or activity groups

Good classroom teaching practice can greatly be influenced by teachers' accumulated experience in teaching for a number of years. Cited in Doyle (1986:441), found that more experienced and old junior high teacher and better organization, sequence, smoothness and with-it-ness (eye contact and visual scanning) than in experienced and young teachers. Thus, this shows more experienced teachers solve and view classroom management problems in teacher-students' interactions different from less experienced teachers. They are better in interpreting the complexity of environment in which they work (Cole and Chan 1994:15).

Classroom Observation 5: Check List for Students Misbehavior in Classroom

No	Items	Yes		No		Total	
		N	%	N	%	N	%
21	Talking back /Side talk	4	66.67	2	33.33	6	100
22	Talking without raising hand	4	66.67	2	33.33	6	100
23	Getting out of seat	1	16.67	5	83.33	6	100
24	Disrupting others In a class	4	66.67	2	33.33	6	100
25	Sleeping in a class	3	50	3	50	6	100
26	Do work un related to classroom teaching learning tasks	3	50	3	50	6	100

The teachers' classroom observations in sample general secondary school also provide the following:

- In 4(66.67%) of the classes of students were talking back/side talking in the classroom during the instructional process.
- In 4(66.67%) of the classes of students were talking with raising hands
- Only In 1(16.67%) of the classes of students were getting out of seats
- In 4(66.67%) of the classes of students were disrupting others in class
- In 2(50%) of the classes of students were sleeping in the class
- In 2(50%) of the classes of students were doing work unrelated to classroom teaching learning

4.2. Analysis Data

Based on the interpretation of data which collected from student-respondents and teacher respondents the following analysis has been made.

According to the data, 70% of the student-respondents and 75% of teacher respondents, respectively confirmed that teachers rarely employed a participatory approach or method during the teaching learning processes; and teachers themselves confirmed that they do not implementing a student-centered method of teaching. This shows that, there is a similarity between teacher-respondents and student-respondents responses which affirmed that teachers rarely and/or not at all used or implemented a student a student-centered or a participatory teaching approach. In connection to this teacher-respondents provided different reason for not

implementing a student-centered approach. They raised large number of students in class, implementing a student-centered teaching approach takes too much time, and a student-centered teaching method is not liked by students as reasons for not implementing a student-centered method in the physical education classes.

The data reveals the rate student-respondents 'put students' communication or interaction with their physical education teachers. According to most student-respondents (62%), there is a good communication or interaction between students and teachers. However, more than a quarter, (38%) of student-respondents indicated that the communication between students and their teachers is poor. Similar with the communication or interaction between students and teachers, teacher-respondents think that two major factors are affecting the interaction between the teacher and their students. Half (50%) of teacher-respondents think that effective communication is a major factor that affects the interaction that exists between teachers and students; and another half (50%) of teacher-respondents considered the classroom management as a major factor which affects the interaction between physical education teachers and their students.

There is a similarity between student-respondents and teachers-respondents towards the frequency that teacher providing class work and home work to students. Here, the majority of student-respondents, 65% , and most (75%) of the respondents indicated the frequency of teachers' provisions of class work and home work as sometimes. In addition to this, there are two contrary responses given by student-respondents regarding with the teachers' provision of appropriate academic support to students. This is to mean that, the responses of student-respondents towards this point nearly equal/balanced, 52% of the student-respondents said that their physical education teachers do not providing appropriate academic support; however, 48% of student-respondents indicated that they have been receiving appropriate academic support from their physical education teachers. However, the majority (75%) of the teacher-respondents believes that they provide appropriate academic support for their students.

Regarding with how teachers establish positive relationships with students, teacher-respondents forwarded different ways and, means they employed to establish positive relationships with their students. Showing enthusiasm and a positive attitude to students is a means or way used

by half (50%) of the teacher-respondents to establish positive relationship between students and their teachers. In addition to this, projecting a care attitude towards each students and treating all students equitably are the other ways that are employed by teachers in order to establish positive relationships between students and teachers. In relation to the instructional materials and facilities, there is a great similarity between the responses of students-respondents and teacher-respondents. Accordingly, all (100%) of the student-respondents said that they do not have physical education text books individually. Similarly, most(75%) of teacher-respondents indicated the less or no availability of the curricular materials such as physical education text books and teacher's guide which are useful to implement active learning.

Very similar to this, a great majority of student-respondents, 85% , and all (100%) of the teacher-respondents said that the physical activity courts are not conducive to implement active learning.

Students and teacher-respondents are also showed very similar responses towards the availability of the necessary instructional materials such as balls, truck and field event as well as gymnastic apparatuses in their schools. Regarding with this point, the data indicated that, most (78%) of the student-respondents, and the majority (75%) of teacher-respondents said that the availability of the described instructional materials that are important to implement active learning in the school is low.

The majority of student-respondents, (70%), indicated that there is a good interclass relationship between the student and their physical education teachers; and most (87%) of student-respondents emphasized that most of the talks in physical education classes are dominated by teachers. And also, more than half (59%) of the student-respondents said that their physical education teachers rarely gives them the opportunity to interact (give and take) with them.

The data further reveals that, more than half (52%) of the student-respondents confirmed that their physical education teacher providing comprehensible input that is suitable to the level of students. However, 48% of the student-respondents did not accept this point.

Regarding with the frequency that teachers created opportunities that students interact meaningfully with each other during physical education classrooms, more than half (52%) of the student-respondents reveals that their teachers creating this of opportunity sometimes.

Similarly, half (50%) of teacher-respondents said that they do sometimes creating opportunities for students in order to interact with each other; and all (100%) of the teacher-respondents believes that their students are enjoying such kind of interaction, which is about learner-learner interaction.

In relation to classroom interaction on how students judges their level of engagement in physical education classroom as well as in the same taken 36% of student-respondents judges it as very well.

Regarding with teachers' provision of corrective or constructive feedback whenever students made mistakes the data shows that more than half (54%) of student-respondents indicated that sometimes their physical education sport teachers providing them corrective or constructive feedback whenever they made mistakes; but (22%) of student-respondents said rarely. In relation to this, teacher-respondents to rewarded their own methods for what they do when they are giving corrective feedback to the students. Here, the majority (75%) of teacher-respondents. said which explicit feedback. Whereas, one (25%) of the teacher-respondents is using implicit feedback by reformulating what students said correctly whenever he provides corrective feedback to the students. For the teachers' provision of constructive feedback whenever students made mistake, most (83%) of the student-respondents showing their positive reaction towards their teachers provision of constructive feedback whenever they made mistake. Contrary to this, the majority (61%) of the student-respondents said that sometimes their physical education and sport teachers providing them a negative feedback whenever they made mistakes.

The other item, shows that most (73%) of the student-respondents confirmed that the regular interaction which takes place in physical education classroom help them to reduce the mistake they made. Two major reasons or causes were also deduced from student-respondents about the results if the students' do not interact. Accordingly, the majority (57%) of student-respondents indicated the reason that if they do not interact it is because of their teachers do not motivate them to interact; and (23%) of student-respondents it is because of their teachers does not give them a choice that leads or intra to them for classroom interaction.

Fear of making mistakes during interaction and uninteresting topics are the other reasons given by some student-respondents as causes if they do not interact.

The analysis of the data further reveals the differences between the students-respondents and teacher-respondents concerning the frequency that teacher' providing individualized learning and task related feedback that assist students in their physical education classroom interaction. Accordingly, most (75%) of student-respondents indicated that their physical education teachers are rarely providing them individualized learning, and task related feedback that assist students in their classroom interactions. In contrast, the majority (75%) of teacher-respondents confirmed that they sometimes providing students with individualized learning, and task related feedback that assists their students in their physical education classroom interaction.

An analysis is also made towards the frequency or rate of teachers' giving of timely feedback to the student's class work and homework. In connection to this, half(50%) of said 'Always', and the other half (50%) of teacher- respondents said 'sometimes', providing timely feedback to the students class work and homework tasks and/or activities.

In order to made analysis about the general classroom interaction, some items were provided to teacher-respondents regarding with classroom interactions, all(100%) of the teacher-respondents recognizes or knows about the value classroom interactions; half (50%) of teacher-respondents some time implement effective classroom interaction while they teach physical activities.

The analysis of data also indicate the various ways and/or strategies that physical education teachers used in order to make silent or to reduce the noise level which is created during students' interactions in physical classrooms. Hence, designing pairs and groups to make students silent or to reduce the high noise level when students' classroom interactions carried on is the method or strategy implementing by most (75%) teacher-respondents. Choosing interesting topics that attract students' interests and attention is another way of making students to be silent while students' classroom interaction takes place, as it is suggested by one (25%) of the teacher-respondents. In relation to types of styles that physical education teachers do focus on in order to create a successful classroom interaction; two major types on styles that teacher-respondents do focus on most were indicated. Hence, among the options, half (50%) of the

teacher-respondents do focus on the discussion method style on most; and the rest (50%) of teacher- respondents do focus most on the problem-solving style to create a successful classroom interaction.

Further analysis of the data also shows that, most (75%) of the teacher-respondents emphasized that difficulty or the impossibility of making all students to be participate in the physical activities. In addition to this, the analysis of the data indicated the problems that students encountered mostly in physical education teaching-learning environment. Here, inhibition because of shyness, anxiety, and stress; and low participation are the problems that hindered interaction and students faces while they are engaging in the teaching-learning of physical education.

Based on the responses of student and teacher respondents providing to the teaching and learning process which takes place during physical education classes, the following analysis has been made both student-respondents and teacher-respondents were responded to the items/questions of the questionnaire based their levels of agreements and disagreements.

Accordingly, the majority (52%) and (38%) of the student-respondents always, and sometimes, respectively, their physical education teachers practice active supervision which includes observing, listening to students, anticipating and responding to unsafe situations. Only,20% and 4% of the teacher-respondents' respectively sometimes and always regarding with the point that deals with their teachers' selection of team captains during the various classroom and field activities. The majority (46%) of student-respondents were never on this point.

The analysis of the data also indicates that, most (43%) of student-respondents shows their disagreement as never with the point that their teachers having team captains. And, the majority (65%) of the student-respondents always that their physical education teachers encouraging prosocial behaviors which includes cooperations, conflict resolutions, and helping others. In addition to these, sometimes that their physical education teachers organized games that eliminated students. regarding with physical education teachers having many students stand in lines or on the side lines watching others and waiting for a turn, the majority(63%) of the student-respondents were respond always, and 67% of the student-respondents always towards the use of unsafe and age appropriate equipments by their physical education teachers; and 59%

of student-respondents were sometimes about the point deals with their physical education teachers organize activities in which fewer than half of the students were physically active. However, most (70%) of student-respondents were never about their physical education teachers minimizes the exposures to sunlight, smog, and extreme temperatures; and 54% of student-respondents never on teachers allowing highly skilled students to dominate activities and games, However, most (63%) of the student-respondents always regarding with their physical education teachers offering activities that considers or take in to accounts the gender and cultural differences.

The analysis of data also reveals that the majority (63%) of the student-respondents were never about teachers' provisions of students with options for performing physical activities at varying skill levels. In addition to this, half (50%) of the student-respondents sometimes that their physical education teachers use cooperative group activities during the teaching-learning process. Furthermore, 50% of the student-respondents were never that the physical activity stations that their teachers use to do the teaching learning process. Moreover, most(65%) of the student-respondents never about the use or implementations of peer teaching by their physical education teachers; and the majority (70%) of the student-respondents were also never with the teachers' scheduling time for the students to practice session's elements.

Only two times teachers more than half (52%) of student-respondents shows their agreements as sometimes that their physical education teachers organized games that eliminated students. regarding with physical education teachers having many students stand in lines or on the side lines watching others and waiting for a turn, the majority(63%) of the student-respondents were respond always, and 67% of the student-respondents always towards the use of unsafe and age appropriate equipments by their physical education teachers; and 59% of student-respondents were sometimes about the point deals with their physical education teachers organize activities in which fewer than half of the students were physically active. However, most (70%) of student-respondents were never about their physical education teachers minimizes the exposures to sunlight, smog, and extreme temperatures; and 54% of student-respondents never on teachers allowing highly skilled students to dominate activities and games, However, most (63%) of the student-respondents always regarding with their physical education teachers offering activities that considers or take in to accounts the gender and cultural differences.

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4.3 Analysis of classroom observation

The first classroom observation check list, which deals with teaching method indicate that, out of the six classroom observation, teachers were observed to facilitates the instructional process five times; four times students were observed listen to the teachers talk; five times the teachers were seen talking much and the learning process was led by teachers; the first classroom observation checklist also shows that, the researcher observed four times that chairs and tables (desks) are fixed and seating arrangement were in row; In the whole classroom observation teaching was not directed to whole class; students were seen working individually, at their own pace on work given by the teachers four times, but students were help students by rounding the group, and only in one of the classroom observation students were involve in discussion method of learning, two times students were respectively observed when they were involve in problems solving method of learning and in role playing method of learning. However, the entire classroom observation students were not involved in peer to peer method of learning. In five of the classroom observation evaluating students' learning were completely the authorities of the teachers.

Classroom observation checklist-2 is about instructional materials of facilities. Five of the classroom observations indicate that the classrooms are conducive for active learning, four of the observation shows that the classrooms have enough movable seats. However, the instructional resource (teaching aid) adequate availability in the classroom was observed only two times.

The third classroom observation checklist concerned on teachers in classroom. Accordingly, on teachers was observed when blaming students and in all classroom observations all teachers were not over reacting in classroom. In addition to these, only in two of the observation repeating or reviewing of the already learned materials were observed. Only in one of the observations, a teachers was seen when dealing with a single student at length, four times teachers were seen when they lack recognition of students' ability levels; and three times teachers lack of instructional goals were observed.

Classroom observation checklist-4 revolves around the issue of classroom management. In connection to this, the information from the checklist indicated that in all classroom observation. Teachers were seen only in two classroom observation when they gave clear rules and directions to their students. The data from the observation checklist-4 also indicate in five of classroom observations students did not get more freedom of expression; and only in one classroom observation the teacher was seen when using ability or activity groups.

Classroom observation checklist-5 deals with students' misbehavior in classroom. In four of classroom observation students were talking back and side talk; four times students were seen when talking without raising their hand; in one of the classroom observations students were getting out of from their seats; four times they were observed when they disturbed other students in classroom. Furthermore, the information from the checklist indicates that during the three classroom observations students were sleeping in classroom; and three times students were also observed when they did works or activities which were unrelated to classroom teaching-learning task. Furthermore, the data from the interview reveals that, all General High Schools principals' support of active learning is low.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATION

5.1 Summary

The major objective of this study is to survey the students' and teachers' interactions in physical education teaching-learning process in some selected General secondary schools of Gambella Administrative Region and to suggest possible solutions to the problems or challenges raised during the process of this research study. Accordingly, this study tries to answer the following basic questions:

1. Does the methodology employed in physical education instruction direct or indirect?
2. Are there enough instructional facilities that enhance student-teacher interaction?
3. What are the current practices of student-teacher interaction?
4. How conducive are the teaching-learning environment, provision of feedback in the school and the classroom for effective teacher-student interaction?
5. Do school principals make the necessary support for implementation effective learning?

This study was carried out in three Governmental General Secondary Schools in Gambella Administrative Region. In addition to this, Grade 9 and Grade 10 students, physical education teachers who teach at grade 9 and 10, as well as the three General Secondary School's principals were taken as the subject of this study.

Furthermore, the information was obtained from the sample respondents through a set of questionnaires and structured interviews. Also, classroom observations were conducted in Grades Nine and Grades Ten at the three General Secondary High Schools. Moreover, different literatures and internet lines were reviewed and assessed in order to get clear idea about teaching methodologies that are employed in teaching physical education, instructional facilities and/or material that would enhance student-teacher interactions on physical education classrooms, active learning that are suitable to teach physical education, the current practice of student-teacher interaction, as well as the conducive teaching-learning environment, provision

of feedback, classroom management for effective classroom interactions between students and teachers in physical education teaching-learning process; and how school principals makes the necessary support for the implementation of effective learning.

In order to analysis the collected data, percentages were used. Based on the result of analyzed data, the following major findings were obtained:

1. It is well known that, in order to facilitate the teaching-learning process effectively involving Students within it or allowing them to have opportunities in the process are vital. Accordingly, in the sample schools the implementation of participatory teaching approach is very rare. As a result of this, a teacher does not implement student-centered method of teaching because of:
 - Large number of students in the class
 - Implementing student-centered teaching method takes too much time
 - Students do not like the student-centered method of teaching.
 - The classroom management is not conducive for student-centered methods of teaching.
2. Physical educators have been called up on to meet the diverse needs of their students with caring and compassion (Irwin, Symons & Kerr, 2003) and Guacos (1997) explored physical education teachers' and students' concept of interaction in the teaching-learning process. Both teachers and students defined interaction as loving, respecting being nice to each others. Thus, in the sample General Secondary High Schools:
 - Effective communication and classroom management affects the interaction between teachers and students.
 - Physical education teachers establish positive relationships with their students by showing enthusiasm and positive attitude to students; by projecting a caring attitude towards each student; and by treating all students equitably.
 - Physical education teachers dominated most of the talk in physical education classes.
 - Physical education teacher does not always implement effective classroom interaction when they teach physical activities.
 - Physical education teachers do focus on most on discussion method and problem-solving method to create a successful interaction.

- It is very difficult to make all students participate in physical activities.
 - Inhibition because of shyness, anxiety and stress; and students' low participation are the interaction problems that students face in physical education classes.
3. Instructional materials facilities enable to minimize the traditional teacher-centered method of teaching which is dominated by the talk and chalk. Availability of instructional materials in schools has contributions in facilitating learning. According to the federal ministry of education (MOE, 2002: 18), school facilities include water, latrines, clinic, library, pedagogical-center and laboratories. These materials are required to be proportional to the numbers of teachers and students in the school. However, in all of the general secondary schools the instructional materials or facilities were very low.
- The curricular materials, for example, student textbook and teacher's guide are not available in the school to implement active learning.
 - The physical activity courts in the schools are not conducive to implement active learning.
 - Instructional materials; such as balls, track & field event, and gymnastic apparatuses were not sufficiently available to implement active learning.
 - All General High Schools Principals support of active learning were low

5.2. Conclusions

Based on the major findings of the study, the following conclusions were made:

- (a) As it has been explained, the student-centered teaching method gives priority role and responsibility to the students. However, the finding of this study indicated that:

Physical education teachers do not implement a student-centered method of teaching or rarely employed a participatory teaching approach during the teaching learning process due to large number of students in the classroom, using student-centered method takes too much time and students do not like this method of teaching.

- (b) Most physical education teachers think that effective communication and classroom management affect the teacher-students interaction.
- (c) Physical education teachers do not always provide class work and home work to students.

- (d) Most physical education teachers establish positive relationship only by showing enthusiasm and positive attitude to students.
- (e) The classroom arrangement in all schools is not conducive for student-centered method and the majority of students do not receive appropriate academic support from their physical education teachers which is due to large number of students in classrooms.
- (f) Most physical education teachers does not provide Individualized learning, and task related feedback that assist students and do not implement effective classroom interaction when they teach physical activities, as well as do not create opportunities for their students to interact with each others.
- (g) Teachers are rarely on design groups and pairs as well as choosing interesting topics to make students silent when students interact in the classroom.
- (h) Physical education teachers do focus on most only on discussion method and problem solving style of teaching to create a successful interaction. And in the sample General secondary Schools there is no possibility to make all the students participate in the physical activities. Inhibitions because of shyness, anxiety and stress; as well as due to students' low participation are the interaction problems that students most face in physical education activities.
- (i) In the sample General Secondary High Schools, most of the talks in physical education classes are dominated by the teachers; Physical education teachers rarely provide the opportunity to interact (give & take) with teachers; and most students do not always receive comprehensible input from their physical education teachers that is suitable to their level; and the frequency that student interact meaningfully with their classmates during classroom discussion is not as it is supposed to be.
- (j) Most physical education teachers sometimes provide their students with constructive feedback whenever they made mistakes; and most students sometimes receive negative feedback, whenever they made mistakes, from their teachers. And because their physical education teachers do not motivate them most students do not want to interact in classrooms.
- (k) In all sample schools the availability of instructional materials or facilities are insufficiently there are no conducive physical activity courts to implement active learning; and the

availability of the necessary instructional materials, such as balls, truck and field events as well as Gymnastics apparatuses to implement active learning is low in all sample schools.

(L) In all sample schools the principals' support of active learning was low.

5.3 Recommendation

For the problems and/or challenges that have been raised during the entire processes of the study, the researcher of this study forwarded the following recommendations;

Physical education teachers should try their own best in order to implement student-centered method of teaching in the process of teaching-learning of physical education. In connection to this, school principals must support the attempts of physical education teachers to implement a student-centered teaching approach or encourages teachers to implement the method in their physical education classrooms.

Instead of complaining about the problems/ challenges that physical education teachers faced while they tried to implement a student-centered method of teaching, physical education teachers should focus on how to maximize the problems/challenges that hinders the implementation of student-centered teaching approach in their physical education classrooms. For instance, for the problems they raised, by employing different teaching methods they can maximize the teaching of physical education in large classes, they can manage their time and implement a student-centered method of teaching through effective management of time; and by varying their methodologies and activities teachers can make students to like a student-centered teaching method.

In order to have effective interactions between teachers and student, physical education teachers should be aware of the factor that affects teacher-students interactions, especially teachers should identify students with special problems which greatly affect teacher-student interaction in physical education classrooms.

Physical education teachers should provide class work and home work to students on regular basis, and school principals should take the responsibilities to monitor and follow the provision of class work and home works to students by physical education teachers. In addition the suggested ways, physical education teachers should also consider the reinforcement and

modeling positively behavior as well as being a good, listener and observer of students' responses; and try to create their own best and suitable ways in order to establish positive relationship with their students.

In collaboration with the schools teachers, students, woreda education offices, regional education bureaus, local and international organization/institutions that are working on education in Gambella region as well as together with the students' parents and other stakeholders/responsible bodies, the schools' principal should make the classroom arrangement to be conducive for student-centered learning and teaching.

Physical education teachers should assess their provision of appropriate academic support for their students. In other words, together with their students, physical education teachers should examine/crosscheck whether their provisions of academic support to students is appropriate or not; and investigate the various reasons and/or problems which are behind the provisions of academic support to students and should try to manage or solve them.

Both teachers and schools' principals should work towards the provision of individualized learning, and task related feedback that effectively assists students. And, physical education teachers should keep or sustain their ways/ methods they are using when students say anything wrong during classroom interaction. However, physical education teachers should turn their faces from explicit feedback to implicit feedback when they give corrective feedback to their students. This is because implicit feedback is far better than explicit feedback to the psychology or motivation of students. In addition to thus, physical education teachers must looking at towards their provision of timely feedback to their students for class work and home work so they must narrow the frequency of giving timely feedback in order to provide students with timely feedback on a regular basis for their class work and homework.

Physical education teachers must sustain the value they know about classroom interaction. But, they should reconsider or retaining about the frequency for the implementation of effective classroom interaction when they teach physical activities. This is to mean that, they should implement effective classroom interaction while they teach physical activities on continuous basis. In addition to thus, because a student enjoys learner-learner type of interaction, physical education teachers should always create opportunities for students to interact with each other.

Furthermore, teachers should create their own best ways or options, which might be additional to the suggested ones, to make students silent during classroom interaction or to minimize the noise level that would arise during students' classroom interaction.

In addition to the suggested styles, physical education teachers also focus on most on other available many different styles and must involve students in the process of creating a successful interaction; by overcoming too many different problems and challenges physical education teachers should try to use their maximum efforts in order to make all students participate in the physical activities.

To the interaction problems that students most face in physical education, physical education teachers together with the schools' principals and the schools guidance and counseling offices should identifies those students who have shyness, anxiety and stress problems and providing them with guidance and counseling services; and by varying the activities and employing different teaching methods physical education teachers can enhance the low participations of the students.

Concerning of with the problems of instructional materials and/or facilities, generating solutions for it is not only leaves for physical education teachers. Because instructional materials and/or facilities problems cannot be handled by physical education teachers and the solution for it is the responsibilities of many concerned bodies, the school principals must forward the problems that are associated with instructional materials/facilities to the responsible or concerned bodies in the region and insisting them to provide the schools with instructional materials and to construct instructional facilities.

By using different means physical education teachers should try to impliment active learning in the physical activity courts which are not conducive for the implementation of active learning and the schools principals should use different options and search many opportunities to fulfill the needs of physical education teachers on the necessary instructional materials to impliment active learning.

During the teaching and learning of physical education teachers should practice active supervision, select team captains, let team captains to choose team members, encourages pro-social behaviors,

Not organize game that eliminated most students, uses safe and age-appropriate equipments, should organize activities where all students are physically active, create opportunities at which all students participate in activities and games by controlling the dominance of highly skilled students; offering activities that considers the gender and cultural differences in students' interests, providing students with options for performing physical activities at varying skill levels, implementing cooperative group activities, consider the physical activity station; and encourages peer-teaching that creates an opportunity for students to learn from each other.

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Appendix

Sample Size

A- Stratified Random Sampling of 3 Schools of Gambella Administrative Weredas:

- 1- Gambella General High Schools (9-10) ---949
- 2- Elay General High School (9-10)-----556
- 3- Bonga General High School (9-10) -----81

Total N=1616

B- The determine proportion n/N . The Sample size required is 100. So, $n=100$.

The proportion will be: $100/1616$

C- Multiply the number of members in each stratum by the obtained proportion that is, 0.06188119

Wereda	General High School	Grade	Sex	No. of students	Sample Size
Gambella	Gambella General High School	9 th	M	266×0.06188119	16
			F	325×0.06188119	20
		10 th	M	208×0.06188119	12
			F	150×0.06188119	9
	Elay General Secondary	9 th	M	166×0.06188119	10
			F	153×0.06188119	9
		10 th	M	142×0.06188119	9
			F	125×0.06188119	8
Abol	Bonga General high School	9 th	M	35×0.06188119	3
			F	24×0.06188119	2
		10 th	M	8×0.06188119	1
			F	14×0.06188119	1
Total					100

**ADDIS ABABA UNIVERSITY
FACULTY OF LIFE SCIENCE
DEPARTEMENT OF SPORT SCIENCE**

RESEARCH QUESTIONNAIRE

To be filled by General secondary school Physical education Teachers

The main objective of this questionnaire is to collect necessary information for the study on “Survey Study on Teacher-Students Interaction in Physical education Teaching-Learning Process”. Besides it is to assist the class room teachers in improving their class room behavior, at this level. Therefore, you are kindly requested to fill in the questionnaire since the success of this study directly depends upon your genuine responses to the questions.

Thank you for your cooperation in advance!

INSTRUCTION

1. No need of writing name
2. Put “ ” mark in the space provided for answer
3. Give short answers In the space provided for question items that are open-ended.

PART I PERSONAL INFORMATION

Place of work

Wereda _____ Town _____ School _____

1. Sex A/ Male B/ Female
2. Age
 A/ 18-22 years B/ 23-27 years C/ 28-32 years
 D/ 33-37 years E/ Above 37 years

TEACHERS’ QUALIFICATION

3. Qualification
 A/ TTI B/ Diploma C/ BA/ BED/BSC D/ MA/MSc
4. The grade (s) you currently teaching
 A/ Grade 9 B/ Grade 10 C/ Both grades
5. Work load per week
 A/ 6-10 periods B/ 11-15 periods C/ 16-20 periods
 D/ 21-25 periods E/ Above 25 periods
6. Average number of students in your class
 A/ 40-50 B/ 50-60 C/ 60-70 D/ Above 70 students

PART II TEACHING LEARNING

7. Do you implement student-centered method of teaching?
A). Yes B). No
8. If your answer to question number 1 is 'No' what do you think is the reason?
A) Large number of students in the class B) It takes too much time
C) Have no interest to implement student-centered method.
D) Students do not like it
E) Rank it _____
9. Which factor do you think; that affect Teacher-students interaction
A) Effective communication B) Classroom management
C) Difficult to identify students with special problems D) All are true
E) Rank it _____
10. How frequently do you provide class work and home work to students?
A) Always B) Sometimes C) Rarely D) Never
11. How do you establish positive relationships with your students? (It is possible to suggest more than one)
A. By showing enthusiasm and a positive attitude, B. Projecting a caring attitude toward each student,
C. Reinforcing and modeling prosocial behaviors
D. Treating all students equitably, E. Being a good listener and observer of student responses,
12. Do your classroom arrangement is conducive for student center learning?
A) Yes B) No
13. If your answer to the above is NO, what efforts have you made to make it conducive?/ _____
14. Do you provide appropriate academic support for your students?
A) Yes B) No
15. If your answer to the above is No, what do you think is the reason?
A) Due to large number of students in a class B) Students do not need support
C) Shortage of time
D) Others _____
16. How often do you provide individualized learning, and task related feedback that assists students?
A. Most of the time B. Some times C. Rarely D. Never
17. If your students say anything wrong during interaction, do you:
A. Interrupt to correct them B. correct them later
C. Ask students to correct each other D. Do not correct at all
18. When you give corrective feedback to your students, do you
A. Tell them about their mistakes (explicit feedback)

- B. Reformulate what they said correctly (implicit feedback)
19. How often do you give timely feedback to your students for class work/homework?
 A. Always B. Some times C. Rarely D. Never

CLASSROOM INTERACTION

20. Do you know about the value of classroom interaction?
 A. Yes B. No
 If yes, could you specify some of its characteristics? _____
21. Do you often implement effective classroom interaction when teaching the physical activity?
 A. Always B. Some times C. Rarely D. Never
 Justify your answer _____
22. How often do you create opportunities for your students to interact with each other?
 A. Always B. Some times C. Rarely D. Never
23. Do students enjoy this type of interaction (Learner-Learner interaction)?
 A. Yes B. No
 Please, explain _____
24. What do you do to make silent students interact in the classroom?
 A. Design groups and pairs B. Choose interesting topics
 C. Add additional marks D. Motivate them when they do
 E. Use other means (please justify) _____
25. What are the styles do you focus on most to create a successful interaction?
 A. Lecture method B. Discussions method C. Role-plays
 D. Problem solving
 E. Specify if you do have any _____
26. Is it possible to make all the students participate in the physical activities?
 A. Yes B. No
 Please, explain _____
27. What are the interaction problems that students most face in physical education?
 A. Inhibition because of shyness, anxiety and stress
 B. Nothing to say about the chosen topic C. Low participation
 Other problems (please justify) _____

INSTRUCTIONAL MATERIALS/FACILITIES

28. Are the curricular materials (Syllabus, text books and teacher guide) available to Implement Active learning?

A/ Yes B/ No

29. Are there conducive Physical activity courts to implement active learning?

A. Yes B. No

C. If No, please specify how do you implement? _____

30. Availability of the necessary instructional materials (like balls, truck and field event and gymnastic apparatuses) to implement active learning.

A) Very High B) High C. Average D. Low

PART III TEACHING LEARNING

Please put a tick (✓) in only one space provided for each question from the given options below table based on your level of agreement or disagreement. The option represents; Never=1, Rarely = 2, Sometimes = 3, Always

No	Items	Level of Agreement/Disagreement/			
		1	2	3	4
31	When teaching the class, how often did you...				
31.1	Practice active supervision, that is observing, listening to students, participating and effectively responding to unsafe situations				
31.2	Select team captains?				
31.3	Have team captains choose team members?				
31.4	Encourage pro-social behaviors that are cooperation, conflict resolution, and helping others?				
31.5	Organize games that eliminated students?				
31.6	Have many students stand in line or on the sidelines watching others and Waiting for a turn?				
31.7	Use safe, age-appropriate equipment?				
31.8	Organize activities in which fewer than half of the students were physically active?				
31.9	Allow highly skilled students to dominate activities and games?				
31.10	Offer activities that take into account gender and cultural differences in Students' interests?				
31.11	Provide students with options for performing physical activities at varying skill levels?				
31.12	Cooperative group activities?				
31.13	Physical activity stations				
31.14	Peer teaching?				

Thank You!

ADDIS ABABA UNIVERSITY
FACULTY OF LIFE SCIENCE
DEPARTEMENT OF SPORT SCIENCE

RESEARCH QUESTIONNAIRE

To be filled by General secondary school Physical education Students

The main objective of this questionnaire is to collect necessary information for the study on “Survey Study on Teacher-Students Interaction in Physical education Teaching-Learning Process”. Besides it is to assist the class room teachers in improving their class room behavior, at this level. Therefore, you are kindly requested to fill in the questionnaire since the success of this study directly depends upon your genuine responses to the questions.

Thank you for your cooperation in advance!

INSTRUCTION

1. No need of writing name
2. Put “√” mark in the space provided for answers
3. Give short answers In the space provided for question items that are open-ended.

PART- I PERSONAL INFORMATION

Place of work

Wereda _____ Town _____ School _____

1. Sex A/ Male B/ Female
2. Age
A/ 11-15 years B/ 16-20 years C/ 21-25 years D/ 26-30 years
E/ Above 30 years
3. Grade
A) 9th B/ 10th
4. Your family's occupation
A) Government employee B) Farmer C) Merchant

D) Other(s) _____

PART II TEACHING LEARNING (Item 1)

1. Does your teacher employ participatory approach in teaching learning process?
A. Always B. Some times C. Rarely D. Never
2. How do you rate your communication/interaction with your teacher?
A. Very good B. Good C. Poor D. Bad
3. How frequently does your teacher provide you class work and home work?
A) Always B) Most of the time C) Some times D) Not at all
4. Does your teacher provide you appropriate academic support?
A) Yes B) No
C) If No why _____

INSTRUCTIONAL MATERIALS/FACILITIES

5. Do you have text book individually?
A/ Yes B/ No
6. Are there conducive Physical activity courts to implement active learning?
A/ Yes B/ No
7. How much are availability of the necessary instructional materials (like balls, truck and field event and gymnastic apparatuses) in your school?
A. Very High B. High C. Average D) Low

CLASSROOM INTERACTION

8. Interclass relationship exists between you and your teacher of Physical Education?
A- Very Good B- Good C- Average D- Low
9. Who does most of the talk in Physical Education class?
A- Teacher B – Students
10. How often the teacher gives you the opportunity to interact (give and take) with him?
A- Always B. Sometimes C. Rarely D. Never
11. Does your teacher always provide comprehensible input that is suitable to your level?
A- Yes B- No
12. How often you interact meaningfully with your classmates in classroom discussion?
A- Always B- Sometimes C- Rarely D - Never
If you say Never, what do you think is the reason? _____

13. How do you judge your engagement levels in physical education class interaction?
 A. Very well B. Well C. Not so well D. Bad
 If you say Bad, what do you think is the reason? _____

14. How often does your teacher provide you constructive feedback whenever you made mistakes?

A. Always B. Always C. Rarely D. Never

15. How do you react?

A. Positively B. Negatively

16. How often does your teacher give you negative feedback whenever you made mistake?

A. Always B. Sometimes C. Rarely D. Never

17. Does regular interaction in classroom help you to reduce your performing mistakes?

A. Yes
 B. No

Justify your answer _____

18. If you do not interact, it is because:

A. You are not talkative B. The topic is not interesting
 C. The teacher does not motivate D. fear to make mistakes
 E. The teacher do not give choice

19. Are you provided individualized learning, and task related feedback that assists you?

A. Most of the time B. Some times C. Rarely D. Never

PART III TEACHING LEARNING (Item-2)

Please put a thick (√) in only one space provided for each question from the given options below table based on your level of agreement or disagreement. The option represents; Never= 1, Rarely = 2, Sometimes= 3, and Always=4

		1	2	3	4
20.	When learning, How often does the teacher...				
20.1	Practice active supervision, that is observing, listening to students, anticipating and effectively responding to unsafe situations				
20.2	Select team captains?				
20.3	Have team captains choose team members?				
20.4	Encourage prosocial behaviors that are cooperation, conflict resolution, and helping others?				
20.5	Organize games that eliminated students?				
20.6	Have many students stand in line or on the sidelines watching others and Waiting for a turn?				

	Use safe, age appropriate equipment				
20.8	Organize activities in which fewer than half of the students were physically active?				
20.9	Minimize exposure to sun, smog, and extreme temperatures?				
20.10	Allow highly skilled students to dominate activities and games?				
20.11	Offer activities that take into account gender and cultural differences in Students' interests?				
20.12	Provide students with options for performing physical activities at Varying skill levels?				
20.13	Cooperative group activities?				
20.14	Physical activity stations?				
20.15	Peer teaching?				
20.16	Schedule time for the students to practice session's element				

Thank You!

4. 下列各組中，哪一組的詞類與「他」相同？

- (A) 他、你、我、我們
- (B) 他、她、他、他
- (C) 他、我、你、他
- (D) 他、我、他、我

5. 下列各組中，哪一組的詞類與「他」相同？

6. 下列各組中，哪一組的詞類與「他」相同？

- (A) 他、我、你、他
- (B) 他、她、他、他
- (C) 他、我、你、他
- (D) 他、我、他、我

7. 下列各組中，哪一組的詞類與「他」相同？

- (A) 他、我、你、他
- (B) 他、她、他、他
- (C) 他、我、你、他
- (D) 他、我、他、我

8. 下列各組中，哪一組的詞類與「他」相同？

- (A) 他、我、你、他
- (B) 他、她、他、他
- (C) 他、我、你、他
- (D) 他、我、他、我

9. 下列各組中，哪一組的詞類與「他」相同？

- (A) 他、我、你、他
- (B) 他、她、他、他
- (C) 他、我、你、他
- (D) 他、我、他、我

10. 下列各組中，哪一組的詞類與「他」相同？

11. 下列各組中，哪一組的詞類與「他」相同？

- (A) 他、我、你、他
- (B) 他、她、他、他
- (C) 他、我、你、他
- (D) 他、我、他、我

12. 下列各組中，哪一組的詞類與「他」相同？

- (A) 他、我、你、他
- (B) 他、她、他、他
- (C) 他、我、你、他
- (D) 他、我、他、我

13. 下列各組中，哪一組的詞類與「他」相同？

- (A) 他、我、你、他
- (B) 他、她、他、他
- (C) 他、我、你、他
- (D) 他、我、他、我

14. 下列各組中，哪一組的詞類與「他」相同？

15. 下列各組中，哪一組的詞類與「他」相同？

4. Years of experience _____
5. Responsibility _____ Years

GUIDING QUESTIONS

1. What is the maximum and minimum number of students in arbitrary section in your General secondary school?

Maximum _____ Minimum _____

2. Do you believe that the presence of large number of students in class room is a problem in teaching learning process? _____

3. Would you briefly explain the current status of student teacher interaction? _____

4. Do you give appropriate support for the teachers and students to implement student centered of learning in your general secondary school? _____

5. How do you evaluate the contribution of your support in implementing student centered method of learning so as to facilitate teacher students' interaction? _____

6. Are there enough instructional materials/facilities in your school that enhance student teacher interaction?

7. Would you please brief, if you have additional comments which you think that helps to improve the current teacher students Interaction?

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CLASSROOM OBSERVATION CHECKLIST

General Information

1. Observers Name _____
2. Wereda _____
3. Name of school _____ Grade _____ Section _____
4. Subject observed _____
5. Date _____ Time start _____ Time ended _____

This observation check list is to collect data from physical education class focusing mainly on Teacher's-Students' Interaction, classroom Management and availability of Instructional materials/facilities.

Check if applicable by using “√” mark in “Yes” or “No” column.

No	ITEMS	Yes	No
1	Teaching Methods		
	The teacher facilitates the instructional process		
2	The learners listen to teacher talk		
3	The teacher talk much, most learning process is led by a teacher		
4	Chairs and tables (desks) are fixed and seating arrangements is in row		
5	Teaching is directed to whole class		
6	Students are working individually, at their own pace; on work given by the teacher		
7	Students are working together cooperatively in groups, on work given by teacher		
8	Teachers helps students rounding the group		
9	S student involve in discussion method of learning		
10	S student involve in problem solving method of learning		
11	S student involve in role playing method of learning		
12	S student involve peer to peer method of learning		
13	Evaluating students' learning is completely the authority of the teacher		
	Classroom Management		
16	Exclusive authoritarian class room climate		
17	Less of an autocratic and authoritarian class room climate		
18	Teacher gives clear rules and direction		
19	More freedom of student expression		
20	Use of ability or activity groups		

		Students Misbehavior in Class room			
21	Talking back /Side talk				
22	Talking without raising hand				
23	Getting out of seat				
24	Disrupting others In a class				
25	Sleeping in a class				
26	Do work un related to classroom teaching learning tasks				
		Teacher In a Classroom			
27	Blaming Students				
28	Over reacting in a classroom				
29	Repeating or reviewing already learned material				
30	Dealing with a single student at length				
31	Lack of recognition of ability levels				
32	Lack of instructional goal				
		Instructional Materials/facilities			
33	The classroom is conducive for Active teaching				
34	The classroom has enough movable seats				
35	Instructional resources (Teaching aids) are adequately available in the classroom				

Table 1: Personal information of Students' Respondent

Sex		Age						Grade				Family's Occupation													
Male		Female		11-15 Years		16-20 Years		21-25 Years		26-30 Years		Above 30 Years		9 th		10 th		Government Employee		Farmer		Merchant		Other(s)	
N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
59	59	49	49	-	-	68	68	22	22	10	10	-	-	70	70	40	40	33	33	47	47	12	12	8	8

Table 2a: Personal information of Teachers' and Principals

Samples	Sex				Age						Qualification						Years of service													
	Male		Female		18-22 years		23-27 years		28-32 years		33-37 years		Above 37 years		Diploma		Degree		MSC		1-5 years		6-10 Year		11-15 years		16-20 years		Above 20 years	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Teachers	3	75	1	25					3	75	1	25					4	100												
Principals	3	100									2	66.7	1	33.3			2	66.7	1	33.3					2	66.7	1	33.3		

Table 2b; Teachers Work Load

Grade currently teaching						Work load per-week									
9 th		10 th		Both grades		6-10 periods		11-15 periods		16-20 periods		21-25 periods		Above 25	
N	%	N	%	N	%	N	%	N	%						
1	25	1	25	2	50	3	75	1	25						