

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES

Declaration

I, undersigned declare that this thesis is my work and has not been presented for a degree in any other university and that all sources of information used for this thesis have been duly acknowledged.

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Abstract

This study aims to investigate the impediment of curriculum implementing grade seven and eight catholic mission schools in AddisAbaba.

The study was conducted on two catholic schools in AddisAbaba. To achieve the objectives of the study both school principals and physical education teachers were selected based on their availability and 131 students were selected through simple random sampling technique.

In- depth interviews with principals and teachers, observations for teachers as well students and questionnaires for students; were employed to collect data for this study. The data obtained were analyzed using both quantitative and qualitative analysis methods.

The study revealed that the surveyed schools would be successful in creating of cooperative teaching learning context for physical education curricula in terms of supply of infrastructures, instructional facilities, and material resources (physically), creating good communication channel among school communities and providing in-service training programs for teaching staff. That is, they attempted to invest more for successful implementation of physical education curriculum materials.

In contrast to these facts, most of activities observed in the schools were not congruence with the statements of curriculum materials. This is evident that principals and teachers performance with regard to the requirements of curriculum materials were found minimal and students' attitude of learning physical education subject was also not as expected. In general, it was found that the schools don't implement the physical education curricula as intended. Attempt has been made to identify the impediments that hinder the successful implementation of curriculum materials. Among the factors identified: the shortage of relevant instructional material resources in the school for grade 7 and 8 physical education subjects, students and teachers to utilize the available school resources, absence of collaboration trend between mission schools and governmental bodies and absence of relevant in-service training programs for teachers were found the major challenges that hinder the effective curriculum implementation process in the surveyed schools.

Acronyms

AAU	: Addis Ababa University.
ECCS	: Ethiopian Catholic Church Secretariat.
ESDP	: Educational Sector Development Program.
ETP	: Education and Training Policy.
MOE	: Ministry Of Education.
NGO	: Non- Governmental Organization.
UNESCO	:United Nations Education, Science and Cultural Organization.
ERGESE	:Evaluative Research on the General Education System of Ethiopia.

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Impediment of Physical Education Curriculum Implementation: The cases of selected catholic mission schools in Addis Ababa

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Impediment of Physical Education Curriculum Implementation: The cases of selected catholic mission schools in Addis Ababa.

A Thesis submitted to the graduate school of AddisAbabaUniversity of Partial Fulfillment of the requirements for the degree of Master of Science in teaching physical education specialization. By LensaKassaye

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BY

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Chapter One

1. Introduction

1.1 Background of the Study

Education has a vital role for all activities of mankind. It is the safe way to help people improve their knowledge and experiences. Josip Ivanovic (2011, 28) reveals that, the significance of education is vast not only on personal level but also on large scale as well. Hence, peoples' day-to-day activities can be determined by their educational background.

Education can give opportunities to increase people's knowledge, perception, wisdom, understanding and intelligence. In other words, through education, people can develop their understanding of themselves and the real world. It is also the fundamental factor of development and a considerable tool by which people can lift themselves out of poverty and participate fully, in order to improve their economic and social status.

According to Josip Ivanovic (2011, 34) *“Education is a vital instrument to improve the quality of life and leads to broad benefits for the individual as well as the society”*.

In order to get rid of poverty from the country, education can be considered as a major tool. Means that, a country's economic, social, and knowledge status can highly develop, only if its people are well educated and get the opportunity to learn. Abebe (2008) stated that, education plays a very important role in securing economic and social progress and improving income distribution.

On the other hand, education is considered to be a promotion to individual freedom and empowerment and yields important development benefits. Well-educated nations can be fruitful in every aspect of their life as well as personality. *“....Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms”* (Universal Declaration of Human Rights adopted in (1948: article 26)).

It is also necessary to ensure the access to education for full realization of the right to education. Without access, it is difficult to guarantee the right to education. Hence, a country is expected to

give the opportunity to education for its citizens. The right to education is considered as a fundamental human right. In addition, every individual regardless of race, gender, nationality, ethnic group, religion or political preference, age or disability shall be endorsed to a free elementary education. This right is clearly stated in the United Nations' Universal Declaration of Human Rights; *"Everyone has the right to education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be equally accessible to all on the basis of merit....."* (Universal Declaration of Human Rights adopted in (1948: article 26)).

Physical Education is a subject provided in schools instructive system, through which, students can acquire knowledge about the importance of exercise and techniques needed to achieve. It is also a subject obtained in primary and secondary schools in order to gain the benefits of cognitive, affective and psychomotor domains. Anderson, D. (1989) explained that, *"Physical education is an educational course related to physique of the human body, taken during primary and secondary education that encourages psychomotor learning in a play or movement exploration setting to promote health"* (Anderson, D.(1989, 20)).

Physical education is taken in schools in order to help students learn about how to keep their bodies healthy. And those students, who are taking physical education, can acquire the provision of health-enhancing physical activities. Laker, A. (1951) stated that, *"Students can gain knowledge from their physical education class about physical activities to help give them strength and to keep their bodies healthy". "..... of physical education are there to educate pupils physically, to train them in physical skills, to get them and then keep them fit, to make them into the best participants of sports, games and physical activities that they can be".* (Laker, Anthony (1951:2)).

In addition, physical activity has its own positive impact on human beings or on students who are learning in schools; even scholars are assert that: *"Physically active children are better able to learn. Furthermore, quality physical education has the potential to confer other benefits, such as conflict resolution, goal setting, and team building that can also contribute to improved academic performance. Children given such opportunities are not only better able to concentrate, focus, and learn while in school, but they can also be provided the skills, self-*

confidence, and enjoyment of physical activity to foster a physically active lifestyle throughout their lives. Physical activity has been shown to improve the ability to learn. Physical activity improves executive functions, the ability to concentrate, memory, and intellectual performance.” (Tomporowski et al., 2008; Trudeau and Shephard, 2008:23-24).

Studies have shown time and again the positive influence that physical activity has on students' academic performance, as measured by improved grades and standardized test scores (Hanson and Austin, 2003; Robert Wood Johnson Foundation, 2007; Mahar et al., 2006; NASPE, 2001a; Wang and Veugelers, 2008; Trudeau and Shephard, 2008; Coe et al., 2006; Castelli et al., 2007; Carlson et al., 2008).

In fact, each subject has its own contribution, but physical education can be differing from all in its purposes to shape students' overall personality. It is also a fundamental factor of curriculum for all students. String Fellow (1988) stated that, “..... *this medium of education aims; to develop the social, emotional and physical qualities to optimum and par-movement value of each people*” (String Fellow (1988:10)).

In addition to its benefits for the skill training, physical education can contribute different purposes on the development of students' academic and behavioral aspects. According to C. Edwin Bencraft (1999), “*Sensory and motor experiences play a permanent role in reinforcing..... synaptic connections and neural pathways.*” (C. Edwin Bencraft, (1999: 45))

Providing physical education in schools can give unlimited benefits for the development of students' cognitive, affective and psychomotor domains. Especially, in elementary level, physical education program can give several benefits for the child's personal development. This is because; it provides great opportunities for the physical, social, emotional and intellectual development of the child. A research conducted by Eric Jensen (1998) revealed that, the cerebellum during physical activities is dedicated to motor, cognitive and sensory operations. He also believed that physical educations are ways to enhance cognition.

Medical studies also highly agreed on the provision of physical education in its vast uses on the students' personal development in the schools setting. With exercise and activity habits commencing early in life and the development of healthy lifestyle behaviors among children and

adolescents translating into reduced health risks in adulthood (Dobbin, De Corby, Robeson, Husson, & Tirilis, 2009), quality education at an early age is paramount. Hence, schools have been identified as key health settings and are being called upon to give greater attention to their physical education and physical activity programs (Naylor & McKay, 2009; Pate et al., 2006).

Physical education can provide learning opportunities through the medium of movement and contributes overall development by helping the person to lead full, active and healthy lives. It is an instruction in various kinds of physical activity used to promote the physical development and well-being of the student. Also physical education is offer different approaches for development of a person. According to Laker, Anthony. (1951), *“physical education can contribute to our physical selves, our emotional, social and personal (or affective) selves, our spiritual selves, and our community selves; in short, physical education should contribute to the development of the whole person.”* (Laker,A. (1951:3))

Through physical education, students can get the knowledge of preventive measures of the heart disease and the value of regular exercise for human body; since it primarily focuses on human body and physical experience.

“Being physically active plays an essential role in ensuring health and well-being, and there is a large body of research investigating the benefits of exercise. Physical activity benefits many parts of the body – the heart, skeletal muscles, bones, blood (for example, cholesterol levels), the immune system and the nervous system – and can reduce many of the risk factors for NCDs. These risk factors include reducing blood pressure, improving blood cholesterol levels, and lowering body mass index (BMI). The role physical activity plays in many diseases, such as type 2 diabetes, heart disease and many cancers, means that the World Health Organization (WHO) estimates that physical inactivity is the fourth-leading risk factor for global mortality and physical inactivity is responsible for 6% of deaths globally – around 3.2 million deaths per year, including 2.6 million in low- and middle-income countries, and 670,000 of these deaths are premature.” (Med Sci Sports Exerc 2007, 39(8): 1423–34:)

On the other hand, physical education is an integral part of the educational process, without which the education of the child may not be complete. Laker, Anthony. (1951). *“It seems that to*

achieve potential, which is a commonly quoted aim for education, a wide-ranging, comprehensive curriculum must be in place that is inclusive, not only in its provision for a multiplicity of groups, but also in the delivery of all the subject components.” (Laker, Anthony. 1951:8)

Physical education is, as an integral part of the total curriculum, and its characteristics could be distinguished it from other curricular areas.

According to(Laker, Anthony. 1951), *“physical education is unique to the school curriculum as the only program that provides students with opportunities to learn motor skills, develop fitness and gain understanding about physical activity”*(Laker, Anthony. 1951:25) .

It is recognizable that a powerful curriculum is one of the requirements for the quest of excellence in the educational sector. This is because curriculum is not planned and developed for its own sake rather the purpose of any curriculum skill and attitude and subsequently use it in solving problems and improve way of life. Alexander, and Lewis (1981) stated that, *“the purpose of all curriculum planning is to offer probabilities for an individual student or group of students to help maximally from participation in learning activities. However, this will be understood if and only if the developed curriculum is implemented successfully. In other ways the ultimate test of a curriculum plan lays in its implementation.”* (Alexander and Lewis, 1981:28).

Implementation involves extensive actions by many parties not just, for example, an offer to staff one workshop. Implementation also involves attempts to change individuals' knowledge, actions and attitudes. In many cases the success of curriculum implementation is weak; that is, many curriculums have been planned but much fewer have been systematically implemented (Beauchamp, 1968 and Fullan, 1991).

Many excellent curriculums have had insignificant results because their designers limited their horizon to the development of curriculum without a serious consideration of implementation (Pratt, 1980; Girox, 1981; Sounders and Graham, 1983; Gene, 1995). Thus the implementers fail to understand what is in the mind of the designers. This will result in implementation. In this case it should be noted that any plan, be it a curriculum, for its implementation depends upon the

regular activates of the organizational members who are in responsibility of it. If they response to influences other than the intentions of the designers, even the most carefully worded and strongly supported plan is unlikely to be implemented as intended (Adams in Fullan and Pomfret, 1977)

There are several influences that could impact the implementation of a curriculum. Among them is the role played by teachers, Barger (1974) and Hareln (1977) gave ultimate responsibility to the teacher. The teacher is the final decision maker concerning the actual learning opportunities provided to students. The best designed curriculum as well as the poorest owes its ultimate success or failure to the quality of the teacher's own planning and implementation. If teachers do not understand what is wanted, or if they do not make a genuine commitment to ensure its success, implementation will be hampered.

1.2 Statement of the problem

Curriculum implementation and evaluation are essential components of curriculum studies. In this regard, curriculum evaluation can be used to decide what instructional materials and methods are satisfactory and where change is needed; to judge how good the school system is, and how good the individual teachers are (Cronbach in Stenhouse, 1975) as cited in Slolmom (2000). In relation to this, studies made by Getachew(1999), Eehestu (2001), Kindalem(1998), Dawit (1999), Solomon (2000), and Abera (2004) explicitly show such a wide gap between designed intents (the program) of the syllabus and what is actually in practice (people or organization).

Physical education is being increasingly provoked within education systems throughout the world. The amount of time allocated for physical education, the number of well trained staff, the amount of training for teachers, and equipment are among the problems contributed for the low implementation of the curriculum.

In Ethiopia, educational researches made in governmental schools by graduate students researchers of AAU: Alemayehu (2005) in the study of evaluation of teachers performance in implementing geography curriculum in Gore secondary school; Akaleweld (2001) in the study of the nature and purpose of practical one in the science curriculum materials in Addis Ababa;

Gebre (2005) effectiveness of health and physical education teacher in teaching the subject in preparatory schools of Addis Ababa city Administration, have all reported in their findings, the existence of prevalent gap between designed “intents” (the program) and what is actually in practice at the classroom level.

In most of the above studies teachers’ classroom performance were found inefficient many teachers were using the traditional method of teaching talk chalk and rote memorization of facts, ideas, and principles instead of using techniques and strategies suggested in syllabus. The reasons identified in most of these student-teacher ratio, teachers lack of pedagogical capability towards educational innovations, insufficient central support for teachers, lack of awareness by the schools communities about the new approach of the educational system, poor school management system, overload of school time table, schools financial problem and many others.

However, there is hardly research work done before this study in relation to curriculum implementation activities in missionary owned educational institutions, particularly in Catholic Church schools. Thus, as a part of Ethiopian schools, specific studies are required to perceive the practice of curriculum implementation in catholic missionary schools.

This research is aimed to address the overall problem of curriculum implementation of physical education in two catholic missionary schools. Specifically, the researcher is tried to uncover the barriers in physical education curriculum implementation on the selected schools.

In order to uncover the impediments of physical education curriculum implementation, the research raised the following basic questions;

1. What are the major problems that contribute for the low implementation of physical education curriculum?
2. Where do these problems arise from?
3. Is the community at the school (the director, the management, the students, and the board members) aware of the existing problem?
4. What measures have been taken in order to solve the existing problems?

5. Finally, what solutions can be found to solve the problems?

1.3 Objectives of the Study

1.3.1 General Objective

The general objectives of this study, is to identify the problems hindering Lazarist and Nazareth schools from successfully implementing the physical education curriculum and to offer solution.

1.3.2 Specific Objective

Specifically, this study focuses on the curriculum implementation at Lazarist and Nazareth Schools, and suggests a way to improve the implementation to increase the achievement of physical education curriculum.

1.4 Significance of the Study

Since there is a shortage of literature available in Ethiopian context, which has been written in physical education curriculum implementation on private schools, this study will be a foundation for additional and more detailed studies.

1.5 Delimitation of the Study

The scope of this study is limited to Lazarist and Nazareth Schools, which are catholic missionary schools. One (Lazarist) has 607 students from grade one to grade eight and enrolled both boys and girls and has 411 students from grade nine to grade twelve, while the other (Nazareth school) has 1500 students from kindergarten to grade twelve and enrolled only girls. Participants for this study will be selected from middle schools of both schools.

1.6 Limitations of the Study

The universe of this study includes all missionary schools in Addis Ababa. However, since it is difficult to consider all religion organizations schools in Addis Ababa because of time budget, data management system and manpower, the target population is selected only from two Catholic Church schools.

1.7 Operational Definitions

Cognitive domain: - involves knowledge and the development of intellectual skills and abilities.

Affective domain: - that deals with attitudes, motivation, willingness to participate; valuing that is being and ultimately incorporating the values of a discipline into a way of life.

Psychomotor domain: - is focuses on performing sequences of motor activities to a specified level of accuracy, smoothness, rapidity, or force.

Physical education:- is provides students with the knowledge and skills necessary to perform a variety of physical activities, to develop physical fitness and to value as well as enjoy physical activity as an ongoing part of a healthy lifestyle.

Curriculum: - instructional plan that serves for the translation of the educational goals into an organized set of teaching experiences.

Mission schools: - are schools opened and administered by foreign religious organizations. In these schools modern (secular) education is provided.

1.8 Organization of the Study

In this research, there will be five chapters. The first chapter will provide background information about the use of education, the meaning and purposes of physical education and its curriculum implementation. There will be statement of problems to be addressed under this research, objectives to conduct this research, the significance and the scope of the study will also be incorporated in the first chapter. The second chapter presents a review of related literature. The third chapter contains the method of how to conduct the research methodology while the fourth chapter contains presentation of analysis. Findings, summary, conclusion and recommendations will be attainable on chapter five.

Chapter Two

2. Review of Related Literature

2.1 Historical Development of Mission Schools in Ethiopia

Most of the early literature on the development of school in Ethiopia written by scholars, have not described the exact date when the missionaries started in offering normal education to children. But, they suggested their assumption that missionaries educational activities go back to the earliest days of their introduction in Ethiopia during the period of king Ezana of Axum in 330 A.D.

Religious (also called mission) schools in many cases of Ethiopia developed for historical reasons, or through society tradition. The majority of these schools were founded by Orthodox, Catholic, Protestant, Muslim etc.

Evident that, several scholars have put their efforts to study the history of formal education in Ethiopia. Teshome (1979:27-29), for instance wrote Christian missionaries were not as important in founding secular education in Ethiopia. This may be true; the contribution of the missionary society should not be underestimated in the history of formal education of the country. Tekeste (1990:2-6) on his part also stated, ‘the various missionaries did certain amount of educational work starting from the early period, but not a great deal; their curricula was suitable only for training youth to be interpreters’. The author expressed by his words:

“...their contribution to the problem of education of the masses is not as yet of much value.... Unfortunately dogmatic religion rather than useful education seems to be the aim of at least some of them.”

Likewise, Anderson (1970:1-5) stated that Europeans didn't bring the idea of formal education to Africa; in many ways this had been established in a firca society long before their arrival. Yet through such practice as grouping children into classrooms for regular daily lessons, emphasizing the importance of reading and writing and showing particular concern over

examination resource, Europeans (both colonial and missionaries) have done much to shape African's more recent understanding of the school.

From the time of the earliest missionaries in the country, Christianity and education had been in highly bound together. Varying in degree from those who believed the most rudimentary knowledge was necessary for conversion to those who demanded as high an educational level as possible, agents for the church and the literacy movement marched in lockstep.

Ethiopian scholars like Girma (1967:10), Tekeste (1990:36) and Tehsomme (1979:27-28) notes, the activities of missionaries in Ethiopia aimed in two dimensions. First, the primary concern of missionaries' society is evangelization through churches founded in different areas of the country. Second, the pattern of using the school (education sector) as an agent for evangelization purpose had been developed. These ideas may be supported if we look the recommendation of the Bishop of Roman Catholic Church to the missionaries, who came to Africa in 1975

"...don't to follow the ordinate method of conducting a mission, not to settle down at one place, establish school and collect a nucleus of adherent round them....schools."
(Catholic Church Document: August, 1975:1032)

These imply, missionaries used the schools as a means to collect children to transmit their own ideology of religious conviction rather than helping of African children through education, but here might be exceptions.

In action is an organized and sustained instruction meant to transmit a variety of knowledge, skills and attitudes necessary for the daily activities of life. It is also a social process in which an individual attains social competence. Thus, for ancient groups of missionaries, education is the means to lead and save the learner towards glory of being with God. The sole purpose of education was religious / moral, through which the learner would gain control over himself and his environment/.

Supporting this, study made in Kenya by Anderson (1970) show that the missionaries tend to concentrate on the school capacity to socialize the youth; assuming that this would enable them, by manipulating the content and level of teaching, to influence the development of the African's skills and values. The Africans on the other hand, focusing mainly on the school's function of

mobility, hoped that through formal education they would gain an increasing share of the position of wealth and authority being created around them.

Moreover, Teshome (1979:33) state, the central mission schools began to extend their course and able pupils to be trained as catechists and increasingly as teachers. In most cases these people had to fulfill a difficult dual role, serving the first instance the religious aims of the mission and in the second the educational demands of the people. The central school curriculum depended almost entirely on the originality of the particular missionaries concerned.

It has been stated also in Anderson (1970:6), despite missionaries to utilize the school in their plans to retain control over the society; they faced challenges in implementing their ideas or innovation. Since they directly copied the curriculum of their homeland without considering the context of Africa. Thus, there were exceptions, a general pattern developed in which curricula of missionary schools lacked relevance of Africa people.

The study made by UNESCO (1999:50-59), in context of sub-Saharan Africa implies, in addition to historical reasons of the expansion of religions in provision of educations an alternative or supplement to others (public or government schools) of the region, it also tended to take place:

- For reasons of access and coverage
- For reasons of schooling conditions (e.g. diversified demand).
- As a result of inadequate public supply or to reduce pressure up on the existing schools.

These ideas entails that beside the missionaries aims focusing on schools, the governments of sub-Saharan African encourage some of them to operate in states, emperor Minelik and emperor Haile Selassie of Ethiopia who had played grate role in introducing of modern education in Ethiopia, tacitly encourage the educational activities of missions. Nevertheless, fear and suspicion of missionaries was never entirely absent among general population or among the clergy of the Orthodox Church, which had monopoly on education sector of the country for centuries.

However, after the middle of 19th century most missionaries have reminded on friendly terms with the rulers and people of Ethiopia, whose feelings towards them have been ambivalent. By implication, Teshome (1979:86) shows that, in 1935, there were some 180 foreign missionaries in 119 mission stations scattered over the country, serving 6,717 students in Ethiopia. On contrary to this idea, there are evidences that imply the governments towards missionary schools were not consistent and were subjected to the immediate political and economic orientations. Due to different reasons, the degree of controlling these schools were met as so much held, particularly in the area of their curriculum, teaching force, quality for their education, learning achievements of their students etc.

Evidently Anderson (1970:94) implied in his study that initially the missionaries took very little direct interest in planning the details of school development in east Africa. Overall frames were laid down, but within these the teaching nearly always from a broad, had great freedom to interpret their role as educational experts as they wished. Few of these early teachers in the respective school had much professional training or experience and for the most part, had to rely on their own conception of what a school should be, designing its structure, choosing the curriculum and basing their teaching resources. Anderson (1970:105) also demonstrated, in the schools, whatever, the intentions of the director, the preferences of students increasingly played a part in shaping the education, which the school provided. At first, mission students were largely prepared to accept the curriculum their school provided, but gradually the great majority chooses to apply themselves with much greater determination to academic subjects rather than to the religious instruction offered. This form of pressure acted slowly, effective and wide spread.

It seems for these reasons and others that starting from 1994(transition government of Ethiopia), the ministry of education has developed a clear cut policies on the activity of private education as the whole. Together with the community schools they are morally registered by public authorities, regulated by government legislations and may receive government supports (technical and materials). When private (missionary) schools were approved, they have to cooperate with governmental bodies; they have to obey the rules and regulations formulated by government bodies. Regardless of their internal management, the government approved private schools had certain common standards: followed the same syllabi and prepared students for the

same national examination. This means that, currently the government of Ethiopia through MOE cooperates with missionaries in provision of education for its citizen.

That is why the MOE signed agreements with missions who participated in education activity of the country. The agreements highly focused on the learning environment of any mission school (both the contents and processes) that learners encounter are expected to meet the national goals set in the policy. For instance, in August, 1994 the MOE agreed with Ethiopia Catholic Church Secretariat which has been activity involved for provision of modern education in the country as;

- All activities of the mission should be based on policy of the government of Ethiopia.
- The mission schools should implement the general curriculum of the country: should follow the same syllables, teachers' guides, textbook that are prepared by MOE.
- Formal responsibility for educational standards would be held by the MOE, whose experts would determine whether or not the school was meeting government requirements, but the general administrations and management of school remained with their own expense to the representative of the church.

Furthermore, MOE states in its sector development program II (2001:27) and III (2006:39) that the government cooperates with NGOS through crucial role in policy development and standard setting. It develop curriculum, provide supervision, set standard for facilities and issues licenses for the institutions and secure land or any other technical support for private sectors. In which the government and non-governmental organizations partnership will be strength for a common and shared aims of provision of education for all in the country.

In conclusion, it is difficult to assess the missionaries' effects on education accurately. Their initial entry in the Africa, particularly in Ethiopian schooling, although initiated by humanitarian needs, was essentially evangelization purpose. The missionaries clearly had their reasons for initiating and controlling early schools; their educational work was, however, affected by political, social and economic condition of the continent.

More recently, most missionaries in Ethiopia undergo reform in their internal education policy that developed towards Education and Training Policy of the government of Ethiopia. For example, states, ECCS educational document (2006:17-25)

“...the church look the schools as place for character formation of the whole person: spiritually, psychologically, physically, socially and intellectually. It is only through the integral development of the person that it can produce good and responsible citizens for the church as well as for nation.” ECCS educational document (2006:17-25)

Furthermore, the church in the document stress that the development of this country lies on the development of the education sector in terms of access, relevance, equity and quality which is in line with the Education and Training Policy of the Country.

2.2 Characteristics and Nature of Curriculum

At many activities involved in the field, different meanings and definitions have been given to the term curriculum. Pratt 1980, defined it as an organized set of formal educational or training intentions while, for Dove (1986) it constitutes what is taught in schools, a set of subjects, a program of studies, a set of material, a sequence of course, a course of study, etc. moreover, it can also represent a set of choice among a range of possible contents, methods, organization and presentations. Robert M. Hutchins (1998) views curriculum as “permanent studies” where the rules of grammar, rhetoric and logic and mathematics for basic education are emphasized.

Although many points of view about the definition of curriculum have been raised in different times, there is a universal agreement that is expected from any curriculum. Means, the curriculum is expected to contain items selected from range of contents and learning experiences that are available. This is because it is hard to impart all knowledge, skills and attitudes in detail. During the selection, among other things focus should be made on culturally and socially appropriate contents, learner’s needs and interests. Bao, (1989)

The following characteristics should be true of the education curriculum which will be guide instruction; each curriculum objective should be concise and understandable to staff, students, parents and the community, encompass previous learning and require the student to integrate and

then apply certain knowledge, skills, and attitudes in order to demonstrate achievement of the standard, constitute learning that is durable will be useful to the student for a considerable period of their lifetime; significant will have a major effect upon how the student will function; transferable will be useful in meeting needs in other educational programs, the world of work and/or the student's personal life. In this regard Amare (1999: 56) stated that, *the greater quality and quantity of sustained communication channel through interaction among people involved in curricula activities, the greater the degree of implementation.*

According to Sarson in Orenstein & Hunkins (1998:190) assert, *the realization of the planned curriculum need the engagement of people*; in order the curriculum objective should be feasible for the staff and students to accomplish, be measurable on a cumulative basis and at different stage of the student's career in the measurements should be both valid and reliable. Each outcomes assessment and evaluations should be accompanied by both the criteria by which the learning will be judged and the standards of quality which will apply.

A curriculum is a definition of what is to be learned. The origins of the word are from the Latin curriculum, a racing chariot, from which is derived a racetrack, or a course to be run, and from this, a course of study. The term is often confined to formal definitions of what is to be taught in specific institutions—perhaps even as narrow as the notion of a National Curriculum that limits its coverage to the prescribed content of learning during the years of compulsory education. But even within compulsory education, it is also possible to refer to the 'hidden' curriculum: that which is not overtly stated, and which may be unintentionally passed on through the processes of education. Saylor, et.al (1981) assert *advanced the view that the curriculum, which is planned for providing sets of learning opportunities for the learners.* Beyond this, curriculum exists in much wider domains, and it can—and perhaps should—include any socially constructed or prescribed activities, selected in some way from the culture of that society, that result in the transformation of the individual. It is possible, for example, to refer to a curriculum for parenting, in that in contemporary society there are a range of activities that, formally and otherwise, construct individuals as parents. These include formal learning activities (prenatal classes, parenting classes), structured open learning (magazines and books on bringing up babies and children), informal learning (from relatives and neighbors), and responses to pressures from producers (to

behave in a particular manner, conform to a particular image and (in particular) to consume particular goods or services), all of which together constitute a curriculum for parenting. Though such a curriculum appears to be purely voluntary and informal, it is in fact governed not only by the socially accepted view of what constitutes ‘good parenting’, but through a series of laws such as the Children Act and Education Acts requiring parents to ensure.

2.3 Concepts of Curriculum Implementation

Shiudu and O mulando (1992) asserted that, “*curriculum is the way content is designed and delivered. It includes the structure, organization balance and presentation of the contents and learning experience of a program in the classroom.*” (Shiudu and O mulando, 1992:30) As defined here, curriculum is a set of materials that included both contents and instructional guidelines. The set of materials may be from developer or may have been selected from a variety of materials organized by the school. If a curriculum is a plan for an education program, it is prepared for some intended purpose. In this connection, McNeil (1990) also stated that, “*the primary purpose of a curriculum is it’s being used by formal schools with the view to bring about behavioral change in the learners so that the objectives of education in general and the aims of schooling in particular could be met. To do this, the curriculum must be implemented.*” (McNeil, 1990:124)

The concept of curriculum and its implementation are highly interrelated. Dirbssa (2004) demonstrated that, “*without curriculum there is no implementation and without implementation the curriculum material has little meaning.*” (Dirbssa, 2004:57) To this end, Prat (1980) asserts: “*curriculum change is a political process, question of ‘who gets what, when and how’ perhaps because of its political nature, the question of implementation has often being ignored by curriculum writers and left to the administration management specialists, who have studied change and innovation extensively.*” (Prat, 1980:426)

Well known that different authors define the term curriculum differently. Despite this fact is that, curriculum increasing the pressure on schools to develop teaching practices around the capabilities and the improvement of principles and character the ballooning curriculum needs some radical surgery to make room for these latest additions. The curriculum is focused on what

to teach, how to teach it, why to teach it and finally whom it the addressee of the teaching and is this teaching appropriate.

2.4 The Status of Curriculum Implementation in Ethiopia

In 1994, Ethiopia had undergone political system change and consequently educational innovations including curriculum issues. The new education and training policy of Ethiopia TGE (1994) state *innovations in different aspects of education sectors such as-change in: objectives, contents, evaluation techniques, roles of students or/ and teacher, structural change, medium of instruction the use of new technology in schools, participation of stakeholders and many more.*

However, emphasizing the nature of curriculum implementation in developing countries Dereje cited in IER (2002:9) noted that, *curriculum implementation is a formidable and complex task in most countries where planning and leadership capabilities are at the lowest stage.* As part of developing countries, African countries in general and Ethiopian in particular share similar educational challenges.

Similarly, recent research outputs indicate that implementation of the intended curriculum is in challenge due to a number of unresolved difficulties in Ethiopia. For instance, educational researches made in governmental schools by student researcher of AAU: Alemayehu (2005) in the study of evaluation of teachers performance in implementing geography curriculum in Gore secondary school; Akaleweld (2001) in the study of the nature and purpose of practical one in the science curriculum materials in Addis Ababa all these demonstrated in their specific site of research that there was a prevalent gap between the 'intended' and 'observed' curriculum at school level: teachers are still following the traditional procedures of talk and chalk-lecture instead of adopting of new curriculum-learner centered /problem-solving/. The curriculum documents were found not manageable for teachers, time was scarce to cover contents, lack of teaching materials, large class sizes, and teacher problems in implementations of the intended curriculum in this country.

Therefore, to have more effective implementation of the curriculum in the country for better success and for altering of such desperate situation of teaching-learning requires the commitment of all bodies accountable for the success of education and hence for the development of this

nation. The time is still not late for making of necessary adjustments in line with country's politics, economic, social and others situations required for effective implementation of the curriculum documents.

2.5 Physical Education

Physical Education refers to an instruction in several types of physical activity to endorse the physical development and welfare of the learner. Physical education is generally taught in different countries' schools from kindergarten through college. Encarta (2009) stated that, the American's schools taught physical education from K.G to college level which encompasses organized sports, gymnastics, dance, aquatics, and calisthenics. Games that foster competition and stimulate play behavior are often used as a means of enabling students to understand and practice specific physical skills so that a high level of fitness can be maintained.

2.6 History of Physical Education

Originally, in earliest times, physical education consisted of gymnastics to improve strength, agility, flexibility, and endurance. Encarta (2009), revealed that the Greeks considered the human body as a temple that housed the mind and the soul, and gymnastics kept that temple healthy and functional. Eventually, structured gymnastic and callisthenic exercise was abandoned in favor of sports.

In modern times, especially from the 19th century, physical education was a required course in most countries' school programs. As school curricula became less formal and structured, physical education became a non-compulsory subject. Since physical education is the only subject that is directly concerned with motor behavior, through times it has, however, maintained its popularity. Emphasis on the meaning of human movement, physiology of exercise, sport sociology, and aesthetic appreciation of movement, as well as the acquisition of skills, are included in today's curriculum. Athletic and purely recreational programs are only incidental to a school's physical education offerings.

2.7 History of Physical Education in Ethiopia

In Ethiopia, for the past three and half decades, physical education and sport have increasingly become an academic discipline. In the past physical education and sport was coldly allied to the larger area of education of which its attention has focused in the development of students in different schools. Today the attention given for the role of physical exercise and sports which has now become part of activities in schools, colleges and universities, organizational setting, sport and health clubs has been increasing than ever before. The demand of the society in the area of physical activities for maintain and developing total health and well-being will force professional in the area to revise the past approaches. Sport science program under qualified leadership aids in the enrichment of an individual's life. It aims at building a sound body, a sharp minded and a whole-some personality. It is essential for the cultivation of vitality, obedience, discipline, and positive attitude towards life and the world. The desire to prepare skilled and qualified sport professional is increasingly felt in the country today. (Jmma university 05,22,2013)

2.8 Physical Education Curriculum

Today's schools children have good opportunities to spend more time in physical fitness during their physical education classes and/or in other times, and are in measurably stronger and better condition than the school children of a few years ago.

Teachers of physical education are expected to have at least a bachelor-degree; most Asian countries are argued that reasons stated as follows: physical education teachers are work on the human beings not on machines hence, the teacher must have detail knowledge about the human body. However, in our context is different of this; in the new curriculum diplomas' holder teachers are 'aesthetics department'. Required study includes courses in human biology and behavior. Today, besides school appointments, an increasing number of physical education jobs are available in industry and business.

Curriculum specialists argued that omitting such subject areas as the arts, foreign languages, vocational education, health, physical education, economics, political science, and literature from national education goals a 'narrowing' of what is taught in schools.

Physical education is an important component of school curricula. These children are competing in an egg-and-spoon race, an exercise that helps develop dexterity and coordination.

2.9 Physical Education Curriculum Implementation

The implementing of physical education curriculum does not focus on the actual use but also on the attitudes of those who implement it. These attitudinal dispositions are particularly important in educational system where teachers and administrators have the opportunity to choose among competing curriculum packages. To implement physical education curriculum all the stakeholders become part of process by making their contribution to operationalize the curriculum as designed and developed. The process is managed by the officers of the Curriculum Development Division. It requires interaction between officers of the division, principals, teachers, parents, students and the general public, a key in the education of child. Since implementation is a change activity, the Curriculum Development Division also engages in in-service teacher education through seminars and workshops to facilitate the required alteration of individuals knowledge, skills, and attitude. According to (Olga, C. (PhD) 2009: 23) *“the school managements’ and teachers’ have a vital part in the implementation of curriculum. And a high intention for quality education is not an option but an obligation to all educators.”* (Olga, C. (PhD) 2009)

The aim of including this subject within the curriculum is to produce physically healthy students. Some of the time is given to team games, which allow students to develop the skills needed to work with and cooperate with others. The competition, which is inherent in many sports and games, provides students with opportunities to demonstrate achievement, which increases self-esteem and self-confidence. (MOE. May 2009)

2.10 Impediment of Physical Education Curriculum Implementation

Researches reviewed various conceptual models and examined methodological issues relating to teachers’ experiences and curriculum implementation. Snyder, Bolin, and Zumwalt (1992) concluded that teachers were crucial for the success of curriculum implementation. Researchers

in physical education have recognized the Brunelle, Drouin, Godbout, and Tousignant (1988) Model of Intervention as a useful tool to understand and explain the teaching process (Brunelle, 2002). Brunelle and colleagues developed this model, an adaptation of Dunkin and Biddle's (1974) model, at a time when research trends were focused on identifying the general characteristics of an effective teacher.

2.10.1 Human Factors

The planned curriculum would be useless unless people change it into operational curriculum. Regarding this, Dalton (1988) states "*curriculum becomes a reality when teachers implement it with real students in a real class.*" (Dalton, 1988:84) Therefore the people as one of the major factors affecting the process of curriculum implementation are associated with the teacher students, administration, supervisors and other stockholders. But at this point emphasis is given to those that are related with the teacher and administrators.

2.10.2 Factors Related with the Teachers

Many researchers reviewed various conceptual models and examined methodological issues relating to teachers' experiences and curriculum implementation. Snyder, Bolin, and Zumwalt (1992) concluded that teachers were crucial for the success of curriculum implementation.

In curriculum implementation process, teachers and principals are taken as front agent among human resource inputs. Educators like Pratt (1980) write, "*teachers and principals are by far the most important ones who determine the success of curriculum implementation in the school. Students' achievement would not be attained unless the appropriate human resource are made available and utilize in the school.*" (Educators, 1980: 362) Similarly, Sarson, Orentein & Hunkins (1990) assert, "*the realization of the planned curriculum need the engagement of people, however, the attitude, skill and knowledge of teachers and principals highly determine its achievement. In short it is common belief that success of implementation depends largely on the philosophy, role and qualification of human resources available at different level.*" (Sarson, Orentein & Hunkins, 1990:90)

As far as teachers are concerned the International Bureau of Education (1993:28) remarked, “*no one is in any doubt since the chief agent in the process of educational reform is the teacher.*” Posner (1992) also stated that teachers’ play crucial role in determining the success or failure of curriculum implementation. Thus the teacher with his or her attitude, skill and experience is the most important of all in determining the success or failure of the process of curriculum implementation.

Teachers like principals, of all categories and levels have major role in implementing the curriculum. More than ever, as Fullan (2001:237-246), Akgar (1997:312), Gagne et al. (1992:32-33) and Edmonds (1981:41) have demonstrated it as teachers are engaged more and more today in the implementation of curriculum with the use of new educational techniques and methods. The role of teachers is no longer limited to instruction only, teachers, apart from their instructional duties have now to assume more responsibilities in collaboration with other educational agents for preparation of the young for community life, productive activities and so on.

As convincingly put by these authors, in order to have effective implementation of curriculum materials, teachers must know enough about the innovation, subject matter, method of teaching the learner and the setting for learning environment. The teacher must know the facts, concepts, basic ideas, and generalization underlying the subject and at the same time in a position to identify the relationships between the subjects and that of others so as to recognize organizational principals involved. Obviously, the knowledge of teacher about these variables may have a positive consequence for effective curriculum implementation.

Teacher’s attitude is the basic ground to act in a positive or negative way towards persons, ideas or events happening in the environment. And most educators are convinced that teacher attitudes are very important dimensions in the teaching process. A successful innovation depends substantially on teacher’s attitude towards proposed curriculum alterations. Students with teachers of positive attitude towards teaching and the curriculum are found to be high level achievers in learning (Keynes, 1986, Cooper, 1986 and Calhan, 1988), consider the teachers’ attitudes as very important aspects in the teaching process. Noel (1993), asserted that trust is the important ingredient, which the facilitator provides. The more effective teacher were rated higher

on every attitude measured by any inventory they were seen as more real, as having higher level of regard for their students, showed more empathic understanding. No matter how good the written curriculum is and the extent of feedback resources applied, no matter how much incentive/through stick or carrot/ is applied through the accountability of a national assessment scheme, no matter how much politicians exhort, unless teachers are with a good enthusiasm for the subject and methods with their students, teaching will never become better than adequate (Wool, 1994)

The other important factor related to teacher is the knowledge they have. On relation to this, McCormick, et al, (1995) mentioned that teachers will teach best in areas which they are knowledgeable, have effective materials and techniques. Walter (1981), Posner (1992), Beanet and Curre (1995) also claimed that teacher's knowledge and understanding of the subject matter is a major factor that affects implementation. And also K napp (1968) noted that effective teachers must know their subjects, have clearly in mind what they wish their students to learn, and be able to lead them in activity which will result in learning. They must understand how the teaching methods used affect student learning.

Teaching methods may be defined as that phase of the work of the teacher concerned with organizing and conducting learning activities selection of methods is taken as the heart of the instructional plan or the teaching strategy.

Teacher characteristics have remind to be relevant issues in research on teaching for the reason that they are directly or indirectly related to teacher behavior that do influence classroom performance (Gage, 1963) . Teacher characteristics encompass several variables such as age, personality, intellectual, ability, social attitude, professional expectations, experience, qualification, and attitude towards curriculum, et c. (Makau, 1986) . In the case of Health and Physical Education, it should be noted that health and physical education is a learning process designed to assist each individual to develop the skills, attain the knowledge, and acquire the attitude that will result in a lifetime of participation in physical activity (Wuest and Lombardo, 1994) . Based on this fact, Health and Physical Education teachers must fulfill a number of responsibilities incumbent upon them as members in the school. These obligations are categorized into pedagogical, institutional, and professional responsibilities.

Teachers, as noted earlier, are generally backbone of the whole education program and particularly the curriculum implementation. For example, according to Shiundu and Omulando (1992), *“the teachers need to perceive that the new system will work in their environment. Teachers are often doubtful of new approaches, and it is time consuming to switch to new curricula and materials.”* (Shiundu & Omulando, 1992:215) Accordingly, teachers are expected to use the approach the task with a positive attitude towards the new system.

The quality of working relationships among teachers is strongly related to implementation. In this regard, Fullan (2001) writes that, *“Collegiality, open communication, trust, support and help, learning on job and getting result are closely interrelated.”* (Fullan, 2001:84) Teachers talk about teaching practice with their peers, students, parents and principals build-up a shared language adequate to the complexity of implementation, capable of distinguishing one practice and its virtue from another. Similarly, interaction with other influences what one does, relationships with other teachers is a critical variable. Since change involves learning to do something new and interaction is the primary basis for social learning. New meaning, new behaviors, new skills, and new beliefs depend significantly on whether teachers are working as isolated individuals or are exchanging ideas, supports and positive feeling about their work with others.

2.10.3 Related with the Administrators

The role of principals in curriculum implementation is demonstrated by a number of educators. This is because; the inputs (students, teachers, parents, materials etc.) of a school need high management and coordination skill from the principal to attain the intended objectives. Fullan (2001) noted in his word: *“The principal is the person most likely to be in a position to shape the organizational conditions necessary for success, such as the development of shared goals, collaborative work, structures and climates, and procedures for monitoring results.”* Fullan (2001:83)

Shiundu & Omulando (1992) on their part express, *“the job of principals is primary about enhancing the skills and knowledge of people in the organization, creating a common culture of expectation around the use of those skills and knowledge, holding the various pieces of the*

organization together in individuals accountable for their contribution to the collective results.” (Shiundu & O mulando, 1992: 234-238) In similar fashion, Pratt (1980) writes, *“the school principals are educational leaders who promote the success of all students by ensuring management of the organization, operation, and resources for efficient and effective learning environment.”* (Pratt, 1980:262)

Hence, according to Pratt, the effectiveness of the principal in education activities in general and particularly in implementing the curriculum materials is measured in terms fostering of the conditions for school improvement by helping to obtain and utilize resources, developing collaborative culture across sub-groups, supporting teachers development, creating facilitative structures and monitoring teachers commitment as an indicator of organizations capacity.

On the other aspect, the intimate relation between the principal and teacher is an important factor for effective implementation. In this regard, McLaughlin & Talbet (2001) noted that, “teachers need support from principals of the school. The support may be professional, technical, moral/psychological and materials.” (McLaughlin & Talbet, 2001: 120) Little cited in Fullan (2001) described that, *“teachers and administrators frequently observe each other in their work, and provide each other with useful evaluations of their effectiveness. Only such observation and feedback can provide shared goals of the school.”* (Fullan, 2001: 85) They (teacher and principal) plan, design, research, evaluate and prepare teaching materials together. These can lead for long term improvements and make rising standards for their work attainable by them and by their students. Moreover, MOE (2002:27-32) in policy guideline indicated the role of principals in the school is supporting teachers for their performance by:

- Providing teachers with clear a picture of his new role requirements.
- Providing the teacher with the necessary retraining experiences to develop their capacities for coping with difficulties of implementing the innovation.
- Using their experience and training, contribute to the betterment of the education system.
- And, providing direction and guidance, as well as keeping channels of communication within the school organization and between the school and the community.

Generally, in theoretical position, the principal of the school has a prominent position in translating the intended curriculum into practice. The successes lead to high expectation of students' achievement. That is, the principal roles in curriculum implementation are facilitator, initiator, coordinator, and supporter of the whole teaching learning process in the school by focusing on students learning.

Administrators are one of the human factors that influence implementation understanding the crucial role of school administrators in implementation; Maclaughlin (1987) notes, "implementation is incredibly hard and that successful implementation generally requires a combination of pressure (introducing new idea) and support by school administrators" supporting this, Berman and Maclaughlin (1976) found that projects sustenance and success was highly related with principal's support.

According to them, degree of implementation was different in different schools, mainly because the actions and concerns of principals were different. And, Hord (1995) he further noted that principal's actions convey the message as to whether a planned change is to be taken seriously or not. This will also noted by Berman and Maclaughlin, indirectly affect the willingness and dedication of teachers. These actions include many activities, but the main ones are developing supportive organizational arrangements, training and ongoing information support, consultation and reinforcement, and monitoring and evaluation. To accomplish these actions, though the administrators do not directly play a role implementing a curriculum in a classroom, he/she needs to have a knowledge about the curriculum and the planning and management procedures involved. (Fullan, 1991)

2.10.4 Organizational Factors

It is known that there are many factors that are associated with the organization of the school system and that are likely to affect the implementation of the school curriculum either directly or indirectly.

Organization related factors are also equally important as human and material resources in determining the success of curriculum implementation in the school. Many investigations have shown the dimension of organization in determining the effective implementation of innovations.

For instance, Scheerens & Bosker (1997) identified that, there are six essential characteristics of successful school: focus on students' achievements, parental involvement, favorable school environment, strong leadership, cooperative working culture, and time on task. (Scheerens & Bosker, 1997:116-134)

Similarly, Edmonds (1981) created what he called "Effective School Model" noted that, *"five characteristics of successful schools: strong administrative leadership, culture of cooperation, high commitment for students' success, frequently monitoring of students performances, and safe and orderly school environments."* (Edmonds, 1981:69-142)

More than these studies, MOE in its Sector Development Program- ESDP II (2001:25) stress, educational quality doesn't depend only on inputs such as infrastructure, human resources, or no curriculum content alone. Therefore, more attention should be paid to education process- how teachers and administrators use inputs to frame meaningful learning experiences for students. thus, school efficiency; teacher's competence, relevant on-going professional development, continuous support for schools, teachers' working condition and supervision are to be strengthened in the schools.

2.10.5 Instructional Facilities and Materials

According to, Mitzel (in Azeb, 1996) any discussion of classroom organization must begin with some attention to resources and facilities that the specific setup demands for its implementation. Mitzel further describes that, when there is no lack of equipment and materials that appear geographically to the understanding of pupil, teaching cannot be challenged indeed. In light of this statement, Tirusew (1998) also describes that for effective teaching learning to take place, classroom must be adequately organized and conducive enough. The curriculum of educational quality among others heavily relies upon the environmental (both internal and external) conditions and materials of the classrooms. Whenever theoretical issues are presented in classrooms for students, it is practically proved that students get the most out of them when they are supported by teaching materials (Hallak 1990).

The writer further maintained that classroom should have furniture that are comfortable and easy to move from one point to another and can be arranged for different purposes. The same writer

argued that a classroom should encompass teaching materials like textbooks, guides, maps, charts, pin boards, etc. therefore, teaching materials and other classroom situations are of paramount importance in the process of teaching and learning where lack of appropriate material result in hampering effective transmission of knowledge.

2.10.5.1 Class Size

Class size refers to the number of pupils regularly scheduled to meet in the administrative and instructional unit, known as class or section usually under the direct guidance of a single teacher (Monre, 1956). Class size concerns educators for various reasons because learning can only occur positively when lessons are under appropriate conditions both for the students and teachers. The classroom size has its own impact in facilitating or hindering activities of teaching and learning.

According to Tirusew (1998), since teaching learning process depends almost entirely on communication between teachers and students, the number of students in a class determines the amount and quality of knowledge imparted to and gained by the students. thus, the larger the size of the students' number in a class the more difficult communication between the teacher and students becomes, more the effectiveness of teaching will be hindered, and the lower the quality of education will be.

There are arguments which support the idea, that class size by itself has nothing to affect teaching and learning if the teacher selects appropriate methods of teaching. But on the other side there are scholars who strongly favor the need for appropriate number of students in a class. The idea of class size is becoming a concern and an essential point of discussion among scholars. Because it is assumed that as the class size increase, students face any or all of the following problems. As Gibbs cited in Barneit (1995):

- Lack of clarity of purposes.
- Lack of knowledge about progress.
- Lack of devise on improvement.

- Inability to support independent study.
- Inability support wide reading.
- Lack of opportunity to discussions.
- Inability to cope with variety of studies
- Inability to motivate students
- In the same token Smith (1961) has also mentioned the following disadvantages that comes as the result of large class
 - Individualization of instruction is limited
 - Instruction tends to be lecture, without group participation, oral communications with in the classroom from pupils to pupil and to teachers are minimized.
 - Written work is assigned less frequently and when assigned
 - Receives less teacher attention
 - Pupils are less well known to teachers' individuals

A universal complaint, even among teachers with unusual success in large section, was inability in such classes to find adequate time to treat individual differences in pupils (Monere, 1956).

Smith (1967) supports the idea of having limited class size. He asserted that classroom that contains exceeding 25 pupils is becoming large, and when the class size is increased to 30 or more, most educators believe that instruction suffers. The student ratio in classroom was unusually favorable, with much smaller group size. This in itself had a facilitative effect upon activities in lessons and experimentation's since it can be assumed that; students' learning is likely to be easier with a group of 12 than with a class of 25. At the same time, it ended to encourage closer and more personnel staff student relationship (Noblik, 1998:118)

According to the aforementioned scholarly ideas is a strong belief to have smaller group of students in the classroom for better learning. An excessive number of student's means that a

diminishing amount of time is available to undertake necessary guidance responsible for these children for efficient use of time and labor, and for reaping the maximum benefit from the minimum quantity of input, it is essential that any action in the process of teaching and learning in schools would delineate consciously. The objective of the intended action should be viewed with comparable degree of school situations and resources so that attainments would be possible.

Therefore, instruction in limited class size require more preparation before class begins space, equipment, and activities must be clearly determined to efficiently organizes a least two groups working simultaneously within the same area. Provisions must be made for providing information to the groups clearly, quickly, and efficiently to avoid students' dependence on the teacher (as in the command style lesson) for direction, visual information, modeling and explanations.

2.10.5.2 Time Allotment

Time allotment is one of the most important factors that influence the implementation of Health and Physical Education curriculum. Regarding this Knapp (1968) noted that, physical educators are almost unanimous in the belief that a daily periods required in both elementary and secondary schools if the developmental, recreational, and skill needs for young people are to be met with reasonable adequacy. Not all the physical activity needed for health growth and development can be provided during one school period daily. However, a daily period of liberal length does allow time for considerable healthful activity. Further it permits the teaching of variety of physical activities that develop skills, abilities and interests that for a basis for further participation in worthwhile activities Knapp (1968).

How long should the daily period be? It is suggested that since five minute at the start and ten minutes at the end are need for dressing and showering, the longer the period the higher the percentage of time available for physical activity. A sixty-minute period allows 75 percent of the total time for activity other than dressing; whereas, a forty-minute periods are advantages for Health and Physical Education classes. When schedules are divided into short periods the desirability and possibility of double periods for Health and Physical Education should be considered (Ibid). In addition to this some schools for Health and Physical Education classes favor a period

near the middle of the morning or near the middle of the afternoon. Among reasons given for favoring this mid-half-day times are this:

1. A break from and variation of sedentary classroom activity is needed.
2. Before school and after school physical activity makes Health and Physical Education classes near the beginning or the end of lesson unnecessary.
3. Early morning hours should be reserved for more difficult subjects and
4. Rigorous physical activity should be avoided after meals.

Generally, according to the some writer as much as possible considering a long period of time and making a period near the morning or near the after-noon may favored to facilitate teaching Health and Physical Education effective as one aspect of factors influencing the implementation of Health and Physical Education curriculum.

2.11 Physical Education Curriculum in Ethiopian Context

The existing curriculum in Ethiopia is based on the objectives of the Education and Training Policy of 1994. This policy stressed the need for relevance and for account to be taken of the profile of students. It also emphasized the importance in writing the curriculum and in developing the textbooks following sound pedagogical and psychological principles, and taking into consideration international standards and local conditions.

The curriculum has been revised once since its implementation 14 years ago. This revision, between 2003 and 2005, mainly focused on re-arranging the content and including current issues of concern such as civics and ethical education, gender, HIV/AIDS education, and other government policies and strategies. (MOE. May 2009:5)

Physical Education is that aspect of the general education program that contributes primarily through movement experience in the total physical growth and mental development of each student.

Physical Education is defined as education of, and through movement. It has, as its medium, physical activities. It deals with the body in action, and one of its major aims is the development of better motor control of this instrument for more effective function. Since it provides an opportunity for natural and spontaneous responses in group situations, it makes an important contribution to the social and emotional development of each student.

Physical Education provides students with principles of human well-being. The concept of human well-being is broader than the concept of good health and relates to developing a total life-style that promotes well-being. The programmes are designed to:

Contribute to the development of cardio-respiratory endurance through participation in vigorous physical activities

Promote muscular growth through movements that offer graded resistance

Develop hand-eye and foot-eye coordination rhythm, body mobility, speed, agility, strength and good body mechanics through activities, games and contests, to the end that each student may achieve a high degree of motor control

Develop high standards of fair play, self-discipline, leadership, team spirit and other traits essential to good civic behavior and good citizenship

Develop an opportunity for social adjustments and the development of emotional control and balance

Provide opportunities for each student to learn healthful recreational activities, which can be used for life time.

In the program, emphasis should be given to the development of interest and skills in outdoor recreational activities so that on leaving school each student is capable of participating in the physical recreation of the community.

At the second cycle of secondary education, Physical Education focuses on promoting physical development and the achievement of personal physical fitness goals, developing competency in a wide variety of physical skills, which allow students to function effectively in physical activities

and establishing an understanding of movement and the pertinent principles governing motor-skills performance.

The contents of the subject should enable the students to:

Know how to maintain a satisfactory level of fitness

Possess the adequate skills needed to perform a wide variety of adult recreational activities.

Understand the meaning of movement and serves to introduce, with principle, theories, basic concepts and skills

Lay firm foundations for further studies at the tertiary level.

Areas of focus of the curriculum:

- Directed activities
- Games, contests and athletics
- Rhythmic activities
- Cultural sports.

2.11.1 Ethiopian Curriculum Experience

In the context of Ethiopia, although a very radical proposal of education was prepared by Ernest Work a few years before the Italian invasion (Worku 1934; Maaza, 1966) the curricula for the most part of the country's educational history were based on overseas model and reflected little in the way of the Ethiopian reality. Work had suggested a number of recommendations so as to improve the problems associated with the then born and growing modern education of the country. But it was "only unfortunate that little that had been accomplished in the field of education had to be destroyed..." by the fascist intruders of 1935 (Girma, 1961).

After the Italian invaders were expelled from the country a number of measures were taken to make the curricula of primary schools consonant with the needs, interests, and abilities of the respective children. In 1947, for instance, a Central Board of Education whose responsibility was

defined to be “...seeing that whatever education is instituted and maintained is in conformity with national progress and does not destroy or undermine public morals” (order no 8 of 1947; MOE and FA1950) was established (Sasnett,M.and S epmeyer,I. 1966; Abebe, 1991 ; Maaza,1966). Thus in the same year, 1947 a committee consisting of largely foreign staff of different nationality published the first formal school curriculum (Ayalew, 1964; Maaza, 1966). In this first official curriculum, it had been stated that Amharic would be used as medium of instruction in the first two grades (1 and 2) for all subjects.

Despite this fact, yet the first official curriculum was entirely inadequate in the Ethiopian context (Maaza, 1966). This called for the publication of the second curriculum in 1949. Yet the second official curriculum was not free from defects. The second curriculum was criticized on a number of grounds. One of which is the fact that it was academically oriented and that the text books were unrelated to the experiences of the Ethiopian children (Million, 1955). Even the medium of instruction, being English from grade 3 onwards, was not suited to the students (Maaza, 1966). In the same token Dr. Mulugeta Wodajo pointed out that the curriculum of his time was irrelevant and the system was inadequate and over centralized (Mulugeta, 1959).

Thus another curricular change was made for the third time in 1963 although it was not properly addressing the scholars’ recommendation. At this time Amharic became the medium of instruction for the first time at the primary level (from grade 1 up to 6). Tekeste (1990) stated that this was the most significant reform of the decade. The curriculum at the primary level consisted of six subjects (MOE and Fine Art, 1960 E.C). Here note that, the curriculum of that time was highly academic and bookish, and emphasized foreign ideas. Thus, there was an enormous disparity between the educational program and the needs arising from the social situation (Derebssa .et.al, 1999) . This situation urged for further improvement of the then educational system. Hence, it led to the foundation of the Education Sector Review in 1971).

The Education Sector Review (ESR) was the first and one of the most impressive educational plans in the history of the Ethiopian educational system. The ESR had introduced a number of innovative ideas to the educational system of the country. Among, the innovative ideas introduced in the curriculum of the minimum formation education, (i.e. grades 1 up to 4) as indicated in alternative strategy II of the ESR (MOE 1971): include the fact that subjects would

be integrated into study areas. Furthermore, the content and skills thought would be more “applied” than “ESR, p.v-6; Abebe, 1991).

As described by Cameron and Hurst (ed) (1983) *“the implementation of ESR plan was postponed January 1974, following a notional teachers’ strike, and with the overthrow of the Imperial regime later in the new regime has recognized the validity of many of the findings and recommendations of the review. For instance, a document presented by the Ethiopian delegation at the conference of African Ministers of Education, Lagos, February 1976, stated that, mother tongue language should be used as media of instruction in the primary grades. Furthermore, it had planned to use the self-contained classroom organization in primary schools, decentralized management, new educational technology, etc...”* (Cameron and Hurst (ed), 1983:71)

Despite this fact, the military government, Derge did not continue as was planned in the ESR. Rather the government passed a resolution calling for a review of the education sector in 1983. Soon after the passing of the resolution, the Ministry of Education initiated a project known as the Evaluative Research on the General Education System of Ethiopia (ERGESE).

Concerning curriculum development ERGESE noted that, in general, text books do not reflect national educational objectives and that most of them pay attention to the teaching rather than learning dimensions (Tekeste N. 1990).

The final ERGESE report was submitted to the government at the end of 1985. But it appears that the government has either ignored the ERGESE report completely or simply shelved it. Instead the government expressed its aspiration of phasing out the existing 6+4+4+ year system in favor of an even more expensive and more comprehensive system of universal poly technical education in a three tier system of 8+2+2 years. The educational directives developed by the Ministry of Education with the view to introduce and ultimately to expand the socialist general poly technical education (Abebe,1991) discontinued totally in 1990 when the government introduced a new economic order the Mixed Economic Policy of March 1990.

Chapter Three

3. Research Design and Method

3.1 Research Method and Design

This study is intended to investigate the problems that impede curriculum implementation of physical education in two catholic mission schools and to sort out the solutions. In order to conduct this research descriptive method will be employed. According to Creswell (2003:128), mixed research design (both quantitative and qualitative) can be used for educational evaluative study.

Thus, in line with this statement and the purpose of the research, the present study employed multi-method research design (both quantitative and qualitative methods). The qualitative approach employed in this study is an inquirer process aimed at understanding the phenomenon under the study and reporting of the detailed views of the respondents. While the quantitative approach employed is survey method aimed at measuring variable in number in order to determine their strength with other variables being tested. Evidence (Creswell, 2003; Olusegun, 2001:1-10) abound that the use of a combination of both qualitative and quantitative research methods results in strong validity to outcomes.

3.2 Research Setting

The universe of this study includes all missionary schools in Addis Ababa. However, since it is difficult to consider all religion organizations schools in Addis Ababa because of time budget, data management system and manpower, the target population is selected only from two Catholic Church schools.

Lazarist catholic school and Nazareth School are categorized among those schools which are administered and financed by Ethiopian Catholic Church secretariat. Both schools are found in Addis Ababa Gulele and Arada sub-city respectively. Students are enrolled from kindergarten to grade twelve in Nazareth School, while the enrolment in Lazarist School is from grade one to

grade twelve. Both boys and girls students are enrolled in Lazarist School, while Nazareth School enrolls only female students.

Some Lazarist fathers who came from France with the aim of establishing a new mission school arrived in Addis Ababa in 1895 E.C. The name Lazarist was given for the school and started in 1917 in E.C as boys' boarding school in which the students were enrolled up to grade four. In addition to the academic subjects, the students were also trained to be priest. During those years, French language was used as the first medium of the school. (catholic church document: august, 1975)

In the year 1956 that superior general of Dutch asked to take over from the French province. Then in 1962 the late Father Peter Overheyden (Abba Petros) becomes the director of the school. And the first mend was to make the school accessible to girls. With the permission of the Ministry of Education he extended the school to eighth grade. With the permission of the Government of the Federal Democratic Republic of Ethiopia, on 03/01/1992 (E.C) the school was able to encompass its service to high school.

In addition to twenty-two classrooms, Lazarist School has three sciences laboratories used for conducting experimental studies, two big libraries used for searching new ideas and information from the book, and one big computer laboratory used for searching updated information. Besides, sport fields (two volleyball and one basketball courts) are available in the school compound.

The total number of the students is 1018 from grade one to twelve grades. Boys' students are 622 while the numbers of girls' students are 396. In addition to the students, the school society is comprised of thirty-seven teachers, seven to eight board members, seventeen office worker (including the director, vice director, secretaries, treasure and unit leaders) and nineteen general workers (including janitor and guards). School was established Nazareth School

On the other hand, in 1953 E.C Emperor Haile Selassie invited three French members of the Society of the Daughters of the Heart of Mary Sisters to Ethiopia. The invitation was aimed to establish a new school in Addis Ababa. Accepting this good opportunity, in 1958, the invited Sisters established the school around Kebenna near Agar Fiker theatre and assigned its name

Nazareth. Since the school was started in a rented house, considering its big purpose, the government offered the present compound around Ras Mekonen Trace. Two years later, as St. Joseph (another catholic school for boys) was opened so that Nazareth school could transfer its male students there and became girls' school.

In addition to its academic program for K.G -12th Grades, the school used to prepare some awareness programs for women concerned about the protection and care for children. The program was initiated by the first Ethiopian DHM Sister called Sister Shoaye Enessu.

In Nazareth school, thirty Classrooms are available. Two sciences laboratories used for conducting experimental studies, two libraries, and one big computer class used for searching updated information also are available in the school compound. The same like Lazarist School, it has two volleyball and one basketball fields.

The total number of students enrolled from K.G to 12th grade is annually estimated around 1500. The school has eighty eight employees (fifty five teachers, thirteen office workers including the school director, administrator, secretaries, treasurer and unit leaders, and twenty general workers including janitors and guards) and five board members.

3.3 Sample and Sampling Techniques

In order to achieve the objectives of the study, the researcher used different sampling techniques according to the characteristics of the research population. Purposive sampling was used to conduct interview with health and physical education teachers of 7th and 8th grade, department heads, and schools' principals, while the students from 7th and 8th grade are randomly selected to conduct filled the questionnaires.

Accordingly, out of the total number of 430 grade 7 and 8 students from both schools, 131 were selected using random sampling techniques. In order to select teacher as well as principal respondents because they are small in number, the researcher employed purposive sampling technique. Hence, two health and physical education teachers, and the principals from both schools were included to be interview participants of the study.

Table: 1 List of participants for data collection of the study from Lazarist School

Position of Participants	Sex		Age	Total number of participants
	F	M		
Students	30	29	11-14	59
Teachers	0	1	35-45	1
Director	0	1	45-65	1
Department head	0	1	35-45	1
Grand total	30	31	-----	62

Table: 2 List of participants for data collection of the study from Nazareth School

Position of Participants	Sex		Age	Total number of participants
	F	M		
Students	72	0	11-13	72
Teachers	0	1	25-35	1
Director	0	1	40-65	1
Department head	0	1	25-35	1
Grand total	72	3	-----	75

3.4 Data Collecting Instruments

Multiple instruments of data collection are used in this study. According to Creswell (2003:220-225), using more than one data collection techniques has an advantage to combine the strength and minimize the weaknesses of any one source of data.

Bearing these ideas the present investigation is conducted by using three types of instruments: interviews, observations and questionnaires. With the help of the researcher's advisor, an observation checklist for the study is developed.

3.4.1 Interviews

Interview is a good tool to secure an in-depth data (Best et al., 1999:141). And also the reason to choose interview for this research is that it has a powerful means to acquire information, and insights. According to, Sarantakos (2005) "interview has a capability to handle complication" (Sarantakos, 2005: 284). To obtain such an advantage the present research employed interview guides for the principals of selected schools.

Interview guides were first prepared in English and then translated in Amharic. Since taking notes alone are not sufficient in such cases, responses were tape-recorded. Prior to data collection, the student-researcher established rapport and informal relation with the respondents. These steps helped the interviewees to be relaxed and develop trust on the researcher.

Interviews are conducted with the schools' principals and teachers. According to their positions, guide lines for all interview participants will be prepared with the help of the advisor.

For this a semi-structured interviews will be conducted.

a) Teachers interview

This set of interview has two types of structure: closed and open-ended structure. It is prepared to acquire information about teachers' activities, availability and utility instructional and physical facilities, the communication channel existing among school communities, the support provided for principals and problems encountered in the teaching-learning process. In general, the

interview is prepared to gather information from teachers' point of views with regard to the general trend of school in implementing the health and physical education curriculum.

b) Principals interview

The interview structure is same to teachers' interview. Prepared to acquire information about principals' responsibility, role and utility instructional; physical facilities, the communication channel existing among schools' communities, providing supports to the teachers as well as students. To somehow, the interview is aimed on collect basic information from principals point of opinions with concern to the general trends of school in implementing the health and physical education curriculum

3.4.2 Observation

In order to evaluate the performance of selected schools in terms of translating the intended curriculum materials into practice, the present study employed observation techniques. Schools observation was made to evaluate whether the activities of teachers and principals in the school is in line with the prescribed duties and responsibilities or not, the availability, relevance and utilization of material resources in the school and the commitment of school as an organization to materialized the planned curriculum materials (policy guidelines, syllabi, and teachers guide) for the achievement of students.

Classroom observation also made to evaluate the performance of Health and Physical Education teachers in their classroom and field activities and to assess the attitude of students towards learning of Health and Physical Education subjects as a result of curriculum implementation practice. Three (7) Health and Physical Education classes were observed from each school by random sampling techniques. Hence total of eighty (18) Health and Physical Education subject sessions or observed to gather data for this study.

Both schools and classes observations were made by the student- researcher himself to have a better understanding on the information to be obtained.

3.4.3 Questionnaires

A set of questionnaires are prepared to obtain information for students in the selected schools. Along with the classroom observation, questionnaire for students is prepared to obtain information about students' attitudes towards Health and Physical Education subjects learning students' communication system with school communities (principal, teacher and peer) and the availability and utility of instructional and physical facilities for the teaching learning activities.

The questionnaire was prepared in English and then the items were translated into Amharic so as to avoid the students' misunderstanding of the items. Finally, the comments were used to increase the validity of questionnaire.

3.5 Procedure of Data Collection

The following procedures were applied in order to collect the data. First of all relevant and accessible literature, especially those related with physical education curriculum implementation were reviewed from national documents and publications information on physical education curriculum implementation.

Secondly, interviews held with principals, teachers and students. The interviews will held in Amharic with the respondents in order to create a trust full atmosphere of communication for the respondents to explain their idea freely.

3.6 Data Analysis Strategy

In this part three consecutive phases was employed to analyze the data. These are data collection, organizations, data description, and interpretation. Firstly, all the data were supposed to be collected from each informant. Then after, various ideas, views, and narrations gained from interview responses were organized. Categorize the data in thematic group to be appropriate for description.

The second is describing the data which helped the researcher to summarize the data obtained from the research participants.

The third step is analyzing the data.

The data collected through questionnaires, interviews and observations are presented in quantitative and qualitative forms. The quantitative data are presented with the help of tables and numerical form followed by descriptive statements while, the qualitative data presented through narrations and/or quotations of informants' point of views. Based on these data analysis and interpretation are made to give answers for the research questions raised in the study.

Chapter Four

4. Data Presentation, Analysis and Interpretation

4.1 Characteristics of the Respondents

In this chapter, background information about the informants of the study is presented. According to the responses of the school principals, (120) grade 7th and (120) grade 8th students are enrolled in Nazareth School while, (93) grade 7th and (97) grade 8th students in Lazarist Catholic School. As written before, both boys and girls students are enrolled in Lazarist catholic school while, only girls are enrolled in Nazareth school. There are three HPE teachers in Nazareth School and two in Lazarist School. However, as described in chapter three, only two of them are selected to respond the research interview. This is because; they are the one who teach grade 7th and 8th of the schools.

Table: 3 Profile of teacher respondents' background

Teacher's name	Age	Sex		Educational Status	Organization	Grade level
		M	F			
Teacher 1	28	M		Diploma in HPE	Nazareth School	4 th -8 th
Teacher 2	30	M		Diploma in HPE	Lazarist School	1 st -8 th

4.2 Interview Data Analysis and Presentation of Findings

4.2.1 Major Factors Impeding the Implementation of Curriculum

A school principal is a vital person not only to shape the school in a leading position but also in a manner of facilitating the school needs, coordinating all the departments and supervising the activities running in the school in order to fulfill the objective of the school as well as success of the implementation of the curriculum. As Fullan (2001) asserted, *“the school principal is a person who most likely to be in a position to shape organizational conditions for successful*

implementation of the intended curriculum materials. The roles of principal in curriculum implementation are facilitator, leader, initiator, coordinator and supporter of the whole school activities by focusing on students learning.” (Fullan 2001:83).

The interview result for the first question (extent to which the principals guide teachers through clarifying of their duties and responsibilities for the better achievement of their tasks) shows that, both schools’ teachers are sufficiently followed-up and have clarity of their duties as well as other staff members. One of the teacher respondents selected from Nazareth school replied that, there is a monthly meeting in the school. The meeting has the agenda about the activities of each community in the school and its effectiveness. Both of the teacher respondents added that, there is an annual seminar or in-service program which helps to orient and update the skill and knowledge of the teachers. This implies that, the school principal is sufficiently orients and clarifies teachers’ duties in the school in different ways. As noted by Schermerborn (1989), “....enables to bring about the congruence between organizational goals or expectations and teacher’s needs, but not guarantee alone.” (Schermerborn 1989:112) ,

Both of teacher respondents also claimed that, the coordinating skill of their schools’ principals for mutual sharing of experiences and creating of cooperative working environment among physical education teachers is very sufficient. This clearly implicates that, the principals are contributing their support to improve the teaching-learning environment through collaborative work for mutual assistance and have a positive attitude to solve the existing problems.

Contrary to these data, the availability of the professional support provided by their principal particularly with regard to their activities and the subject is as insufficient as the need of the profession. One of the PE teachers from Lazarist School replied that, the subject is not considered seriously as other subjects. Supporting this idea, the other respondent (from Nazareth School) replied that, although, the duty for the improvement of the existing problems is assumed to all the members of the schools’ management as well as the school board members the attention from the principal given to support HPE subject is insufficient. The provision of staff development programs in schools is as, Wossenu (2001), “*if we need successful implementation of innovation in the school which includes new curriculum, new content, new teaching approaches, new technology etc., almost inevitably need continuous staff development programs.*

It is through professional development programs (both pre-service and in-service) possible to introduce the content, value and strategies of innovation on the part of implementers.”
(Wossenu, 2001:52)

Based on this fact, the present study intended to assess the provision of in-service trainings for teachers in the surveyed school as follows: both respondent teachers have received in-service training in the school but the in-service training was not related to PE curriculum implementation. So, these teachers (who received in-service training) believe that if the in-service training programs include the idea of effective implementation of their respective curriculum. This response implicates that; the monthly meeting that is conducting for the effectiveness of the school objective seems overlooked particularly the implementation of the HPE's curriculum.

Both of teacher respondents replied that, the schools have formal supervision time in the teaching-learning process which is conducting twice or once in a year. The supervision is run by the school principal, unit heads, and department heads. However, they claimed that, this supervision may not be conducted continuously as it is scheduled in each year. One of the teacher respondents selected from Nazareth School informed that, the supervision was not conducted for the past two years. Moreover, it was intended to evaluate the teaching method, teaching aids that are used in the teaching learning process, and the classroom management. In this academic year, because of the transition of the new principal, until the time to this interview, there was no supervision conducted in the school. On the other way, teacher respondents also clarified that, the performance of their schools' principals in facilitating the teaching-learning process through utilization of school resources for effective curriculum implementation practices is insufficient.

According to (Bille G. Blair & Cheryl F. Fischer, 2009) the main objective of instructional supervision is to reinforce and enhance the teaching-learning system that will contribute to improved students learning. In other words, insufficient supervision may lead the school to ineffective outcome of the teaching-learning practice, that is directly or indirectly affect the implementation of the school curriculum. The above responses show that, insufficient supervision in the surveyed schools leads to lack of the necessary support to the profession and

the scarcity of the needed facilities. In general, the above data illustrated that, the principals of surveyed schools attempted to perform their tasks in the school for successful implementation of curriculum. However, their activities are limited on certain aspects of the teaching-learning process with teachers. Hence, principals' activities in surveyed schools are not sufficiently congruence with the statements of the policy guideline of MOE (2002).

The availability and utilization of curriculum materials such as policy guidelines, syllabi, teachers' guides, textbooks etc..., have great impact on the achievement of the intended goal of education in general effective implementation of the curriculum in particular. The absence of one of the curriculum materials can adversely affect schools' performance.

Both PE teachers also express their opinion: though the school arranged in-service training programs to improve their performance in the school, most of the training programs are not in line with the demand of curriculum materials rather most of the training programs focus on moral, ethical issues and related to other subjects.

The data gathered from teacher respondents' interview depict that, including the absence of students' textbooks, in the selected schools; curriculum materials which can help to achieve the expected school goals are inadequately available. For instance, both schools' of teacher respondents' indicated that, there is inadequate educational policy guideline of MOE in their school and inadequate availability of syllabus for their respective HPE subjects. Similarly, both of teacher respondents indicated that there is also inadequate availability of teachers' guide for respective HPE subjects. Hence, the result of this study shows that, except the absence of students' textbooks there is almost inadequate supply of curriculum materials in the surveyed schools. Girma (2002) explained that, "the availability of adequate curriculum materials could likely influence the smooth implementation process and thereby facilitating the end results of instruction in the classroom." (Girma, 2002:39-40).

Similarly, teacher respondents replied that, particularly instructional facilities of HPE such as sport's fields (basketball and volleyball fields) and materials (balls, nets, ropes, and mattresses) used for teaching aids and etc...are inadequately available while, some such as athletics and

football fields and gym are not existed in the schools. There is no doubt about the need of such instructional facilities for implementation of HPE curriculum.

4.2.2 Reasons to the Existing Problems

Low attitude to the subject given by the management as well as the school's principal

The schools principals cannot be able solve those problems only by themselves means they need support from teachers.

Lack of commitment on the parts of school communities: principals, teachers and students to utilize the existing schools context.

Though the schools are committed to provide in-service training for physical education teachers, the trainings lack relevance for the prevailing problems.

4.2.3 Awareness of the Existing Problems

Teacher respondents replied that, they have an information or knowledge about the existing of problems; however, they lack of attention to the challenges.

This lack of attention to the existing problems; difficult to bring solution and measure from the concerned part.

4.2.4 Measures Taken to Solve the Problems

There are creating awareness program in the supervised schools: these are ones in a year there is a program is called 'sports day'; even PE teachers are attempted to perform better in terms of providing of additional academic assistances for their students, but rarely using of variety teaching methods and using of different assessment techniques to bring attitudinal changes towards the physical education subject. The schools by themselves using teachers' supervision once or twice in a year and also there in-service training for the teacher considering as it mentioned in the above data: ethical issues, moral issues, focus on other subject areas, how to prepare lesson plan etc. but instructional facilities are request allowed once in a year. However,

except the instructional facilities; all are creating awareness, supervision and in-service trainings couldn't great influence for the successful implementation of the physical education curriculum.

4.2.4.1 Possible Solutions to be Raised for Future

Transition of the new principals couldn't be addressed all thing however, said that; through discussion with physical education teachers creating better solutions for the future. In other hand teachers are comment that possible solutions: considering on facilities suggest a nd present proposal (purchasing balls, net, cones etc.), renew the sports' field (basketball court, volleyball court), having teaching materials from concerned governmental bodies (teacher guide, syllabus etc.), receiving in-services training for the physical education teachers, minimizing class size and increasing educated manpower in physical education department.

4.3 Presentation of Findings and Data Analysis from Questionnaire

4.3.1 Teachers' Performance as Perceived by Students

A teacher is the one who translates the intension framed in the curriculum into action through multitude of activities that occur both inside and outside the classroom. The accumulation of these activities of teachers and their aggregate results determine the extent to which the planned objectives are achieved by students or not. In this regard, Shiundu and Omulando (1992) stated that, "the extent to which a curriculum is implemented as planned depends up on the extent to which teachers are competent to perform it in the school." (Shiundu and Omulando, 1992:215) Thus, teachers' performance in the school is an index to evaluate the practice of effectiveness of curriculum implementation.

The following data are collected from 131 grade 7th and 8th students of Nazareth and Lazarist Catholic Church schools. The respondents from Lazarist school are selected both male and female students while, only female students from Nazareth school. Most of the student respondents from both schools are aged between 12 to 14 years old.

Table: 4 Teachers’ performances perceived by students

Activities	Rating scales			Total
	Frequently	Sometimes	Not at all	
Utilization of different teaching methods prescribed in the syllabi	49	76	6	131
Teachers’ guidance to observe, identifies, and discovers rules and generalizations by students.	45	69	17	131
The performances of HPE teachers in relation to the content with students surrounding or actual life activities	51	53	27	131
Assessment techniques that HPE teachers are taking (oral, classwork, homework, mid exam, field work, final exam....) to check the students’ achievement.	48	63	20	131
Teacher-student discussion about issues related with curriculum implementation of HPE	30	63	38	131
Student discussion about issues related with curriculum implementation of HPE with the school principal	16	53	62	131
Student discussion about issues related with curriculum implementation of HPE with their classmates or peer groups	32	58	41	131
Availability and willingness of the HPE teachers to assist their students for the effective implementation of the curriculum	45	68	18	131
Students’ participation in sports’ club	23	53	55	131
Utilization of students use reference books studying HPE	17	30	84	131

The above data depicts that only (37.41%) of student respondents rated as frequently the practice of their teachers to utilize different prescribed teaching methods in the syllabi. But, majority of student respondents (58.02% and 4.58%) rated as sometimes and not at all of such practice respectively. In fact, one cannot say ‘a teacher is teaching without using a teaching method.’ However, the above replies implicate that; teachers in the surveyed school are frequently tended to use the same kinds of methodology.

The second row of the table also shows that, only (34.35%) of student respondents indicated that, the practice of their HPE teachers to guide them to observe and discover rules and generalization by student themselves as frequently. The rest percentages (52.67% and 12.98%) of student respondents rated the application of such pedagogical strategies in their HPE classes as rarely and not at all respectively.

Table 4 on its third row also shows that, the performances of their HPE teachers in relation to the content of the syllabi with students surrounding or real life activities as rated by their students are (20.61%) not at all and (40.46%) rarely, while only (41.22%) of the respondents believe that their teachers frequently relate the content of the actual lesson with the real world activities or affairs. This implicates that, the current teaching-learning process of the surveyed school in the case of HPE seems to implement the aim of MOE ³“.....*the instruction given in the classroom as well as in fields is aimed to consist of idea of the already planned activities on the vision of the country's development and the students' real life experiences.*”

Considering teaching HPE through different continuous assessment techniques (oral, class work, homework, mid exams, final exams, field trips etc...), majority of student respondents (36.64%) replied that teachers are frequently use the already explained continuous assessment, while some (48.09% and 15.27%) of them seemed to complain that the current trend of the teachers method of a sassessment is u nsatisfactory. In order to achieve the general objectives of the courses, a teacher is expected to include all the types of the necessary assessments in his/her lesson plan. Jenkins (2003) suggested that, “*effective HPE subjects teaching method involves effective assessment technique that provide information about the performance level of at least majority of students, so that it guides the overall teaching learning activities.*” (Jenkins, 2003: 194-195) However, the above reply indicated that, the teachers are either using the same kinds of evaluating systems or fully overlooked the continuous assessment. This response also supports the idea of teachers' response about the insufficient supervision from the principals. Hence, the use of continuous assessment in both schools seems overlooked by the teachers as well as the schools' principals.

Considering the discussion of issues related with curriculum implementation of HPE only (29%) student respondents replied that, there is sufficient time for teacher-students discussion about

effective curriculum implementation. However, majority (48.09% and 22.90%) of student respondents replied that, there is hardly discussion time with their respective teachers. Most of the students claimed that discussing in such kinds of issues is rare in the country, particularly in their school.

Surprisingly enough, (12.21%) of students revealed that, they made discussions about issues related with curriculum implementation of HPE, while (40.46% and 47.33%) of the student respondents replied that they did not make discussions about curriculum with their principals.

On the other hand, most of the student respondents' (44.28% and 31.30%) explanation shows that, they do not have a trend to make conversation about issues related to curriculum implementation of HPE with their classmates or peer groups, while (24.43%) claimed that they used to discuss each other. In order to make the instruction successful, the teacher, the students, and the school community have their own contributions. The absence of one of them may lead to unsatisfactory result or unexpected failure. The above three paragraphs show that, the selected schools do not include their respective students in to the improvement of the teaching-learning process in general and the implementation of the curriculum in particular.

On the other hand, (34.35%) of respondent students indicated that their HPE teachers are frequently available in the school and willing to provide academic assistances to students.

Others,

(51.91%) rated as rarely and (13.74%) as not at all. Teacher's attitude towards the subject matter as well as the students can highly determine the effectiveness of the instruction. When the instruction is fully implement, the curriculum is also implemented well. In this regard, teachers' willingness seems worthy to help their students. Collahan (1998) noted that, "*teacher attitudes (readiness and willingness) and devotion towards the teaching learning process is equally important as their ability and competence for successful implementation of curriculum materials.*" (Collahan, 1998:2) In addition, Weiss (1994) stated that, "*After studying students' performance in science and mathematics subjects in USA concluded that students who get additional academic assistance from their teachers are found to be high level achiever in learning of science and mathematics subjects.*" (Weiss, 1994: 20) from Nazareth school from Lazarist School.

Student respondents replied that, there is hardly the availability of reference books to refer the necessary information. For this, (12.98%) of them replied that there is sufficiently reference books and (22.90%) replied insufficient while, (64.12%) believed that there is no reference book which is used to refer some idea.

Concerning about student's participation in sports' club, the respondents revealed that, (17.56%) of them are involving in sports club, while majority (40.46% and 41.99%) of student respondents approved that, although they are interested to participate, they are not participating in the club because of its sedentary applications.

Most of the student respondents' reply confirmed that, learning HPE is leveled as medium. Some of the reasons given from the students are interesting to practice the contents in the lesson, not too much units to study (when compared to the other subject), it tends to practical classes than the theory, and easy and interesting etc... In general, although gaps are discovered in the schools, most student respondents' reply show that, they have a good attitude towards the subject HPE. As Tyler (1975) asserted, *"...the real purpose of education is not to have the instructor perform certain activities, but to bring about significant changes in the students' patterns of behavior. It becomes important to recognize that any statement of the objectives of the school should be a statement of change to take place in students."* (Tyler, 1975:53)

4.3.2 Material Resources Related Issues

4.3.2.1 Infrastructural and Instructional Facilities

The condition of internal facilities in the school, particularly in the classrooms has great impact on the teaching learning activities. If schools have adequate desks, chairs, chalkboards, notice boards etc... in classrooms, libraries and pedagogical centers, they obviously facilitate the effective translation of curriculum documents into practice. These facilities create conducive teaching learning environment in the school. Thus, this study is intended to evaluate as one variable the availability of infrastructural facilities in the selected schools as follows:

Table: 5 school facilities by students

Items	Rating scales			Total
	Adequate	Inadequate	Not available	
Desks in the classrooms	110	20	0	131
Tables and chairs in library	68	63	0	131
Chalkboard in the classroom	113	18	0	131
Noticeboard in the classroom	100	18	13	131
Teachers' table and chairs in the classroom	113	18	0	131
Sport's equipment (ball, net, etc...)	55	73	3	131
Spot's field	52	74	5	131

As revealed in table 5, the surveyed school some of the facilities are adequately available while, some do not exist at all. For this, most of the student respondents including (83.97%) and both of the teacher respondents confirmed that the availability of students' and teachers' desk and chair in the classrooms is adequate while, some (20%) student respondents complain that such facilities are inadequately available in their schools.

The table also depicts that (51.9%) and of student informants witnessed the availability of students' desks and chairs in the school library respectively as adequate while, (48.09%) replied as inadequate. Teachers also replied that there are adequate chairs and tables in the library.

On the other hand, most of the student respondents (76.34%) rated the availability of notice board in the classrooms is as an adequate and (13.74%) indicated as inadequate while, (9.92%) complained that there is no existing of notice board in the classrooms.

The above responses implied that the surveyed schools are adequately facilitated the needed desks, tables, and noticeboards as compared with the number of students in the school. This is in line with the view of Mejesan (1995) who noted that, *"in order to have effective teaching learning in the classroom; it should be equipped with facilities. Because, whatever clever the*

teacher is, may be if the classroom is not well- equipped with furniture or overcrowded, effective teaching will be hampered.” (Mejesan, 1995:48)

4.4 Presentation of Findings of Interview from the Schools Principals

The following data were gathered through interview from the principals of the surveyed schools. After collecting all the needed data through questionnaires and interview from the teachers, in order to check the reality of the responses, the researcher prepared interview for the respective principals of the surveyed schools. Hence, the response of the respective principals is presented as follow.

4.4.1 Major Factors Affecting the Implementation of PE Curriculum

The first respondent clearly confirmed that, the already raised ideas are major factors hindering the effective curriculum implementation in all subjects particularly in PE. Furthermore, the shortage of educated manpower in each physical activity /course (basketball, volleyball, gymnastic, athletics et c.), too much load to the respective physical education teachers, inadequate provision of period to the subject, expectations from teachers without the availability of sufficient resources and many other factors are highly contributing to the low implementation of the curriculum. In addition to these, there is unsatisfactory supervision; there are different approaches of supervisions these are formal and informal supervisions. Formal supervisions are which is held on in classroom or out of classroom (field) have its own check list, procedures etc. the informal supervisions are simply observe by randomly scan, watching the students' work, participation and field informal observation. In both surveyed schools has their own supervision systems are using both supervision system.

In Nazareth School supervision held on by the students because the students are face the teachers daily so instead of supervise the teacher once or twice in a year it is better to supervise the teachers by the students like through to fill checklist. This is one of the approaches; the second approach is informally. There are many departments these representatives of departments are the mediator. Expected having regular meeting with them, has reports for the transparency for the work. He also said that, “.....*all these factors restrict or margin us to run in one narrowed*

track.” In addition, he mentioned that, lack of reference books in the library is also the other impediment in physical education curriculum.

Both principal confirmed that, hardly get in-service training in their schools that is one of challenge for implementing of physical education curriculum. Nazareth’s principal explain that, Specific in-service training, it has its own impact to solve problems. So, we had an experience that the department head prepare action plan to point out or list out what the department need facility, equipment’s and including in-service training etc. the departments’ subject teachers have their own meeting for better solution, enhancement, view, etc. then their action plan present to the principal and managements. If the problems are need urgent solution the principal and management discuss on it the decided on it but it is according to the priority and the capacity of the issue and the organization financial capacity.

4.4.2 Awareness and Measures Taken to Solve the Existing Problems

Both of the principal respondents confirmed that, they are aware of the existing problems. Unfortunately, both of them started managing their respective school in this academic year. As Lazarist School’s principal explanation, he has the information of the scarcity of educational materials (in the case of physical education department). Following, he explained that, he tried to discuss with the HPE teacher and the management. Oppositely, the principal from Nazareth school informed that, he has no clear information about these problems since he is new for the school. He also explained that, he understands that there is the shortage of educational materials. Although, the school did not get sufficient educational materials from governmental sectors, the supply to the needed equipment started at the beginning of this budget year. Finally, one of the members of the school management could borrow teachers’ guide from a governmental school which is found round about Nazareth School. Not only this, the teachers themselves tried to fulfill the needed equipment in different ways (borrowing, modifying, and etc...). Finally, the two school principals express their belief as; physical education teachers themselves will have full information about the problem, since they are the one who face all the challenges.

4.4.3 Solutions can be Found to Solve the Problems

The director or principal could not be a solution for all problems; but must be a V-shape circle. Has created a tradition to have flows of ideas, plans and solution from in every teacher.

In every year any department whatever they need they get the request system they can ask and they will get whatever they need for the teaching learning process. But this one is conceded according to the school finance status. But if it is not possible for that time it will be included for the future plan.

The principal said have an understanding the students need in the aspects of physical education. If there any sports competition the principal and administration will facilitate the situations like preparing sportswear, refreshment for the competitors, avail transport means, avail balls in recess time and etc.

Having an approach formal supervision and having opportunity experience exchange one another; because all our teachers are in different level so it is hard to supervise them within the same character or circumstances.

Defiantly in the principal or management area has its own plan to fulfill the defects for the future these are; build gymnasium, invite the students in many physical activities “tecquowando”, indoor games, etc. create positive attitude towards physical education. The compound has a customs only focus on volleyball and rarely basketball games but not on other activities it is the reasons of insufficient facilities. The principal and management body planned for the future; according to the priority and capacity to fulfill these problems or cover the uncovered ones.

4.5 Classroom and Field Observations Result and Analysis

This observation is conducted to examine the implementation of PE curriculum in the surveyed schools. In order to ensure the existence of the above responses, observation check lists were carefully arranged. Based on the check list guide, the researcher conducted a seven days observation in both schools. In the first three days, the researcher observed the overall process of instruction in Lazarist while, the rest four days were given for Nazareth school. Hence, the data gathered through observation is presented as follow.

During the first two days, field activities in Lazarist School were observed outside the classroom. The lesson was a part of gymnastic in which students were practicing rolling one by one. Students were motivated to participate in the practice. Besides, the teacher's way of appreciation to his students was impressive. Before practicing the content, there was a good explanation from the teacher. However, some of the factors that directly hamper the full implementation of PE curriculum in the teaching-learning process were clearly observed. Among the problems identified during those three observation days, the topic which was instructed in the field can be considered as a biggest factor. In fact, some topics which are not available in grade seven PE curriculums were thought. According to Olga C. Alonsabe (2009), among the two extreme ways of curriculum implementation (laissez-faire and authoritarian control) the curriculum shall be best implemented through the balanced way. In this regard, the teacher seems to practice the curriculum in a laissez-faire approach. As Olga C. Alonsabe more explained about the laissez-faire approach, "*this gives teachers absolute power to determine what they see best to implement in the classroom.*" (Olga C. Alonsabe, 2009:448-52)

On the other hand, the teaching aids used for practical classes were only two mattresses for about 47 students while, each student was practicing rolling (a part of floor exercises). The sport ground also does not seem suitable and safe to make such kind of exercise. It was also observed that, there was poor classroom management because of large class size. Some of students were not attentive to the lesson while, the rest are following the teacher's explanation and involving in the practice. Since it is a practical class, it was observed the absence of the expected demonstration about the lesson. Students, participated in the lesson also did not seem properly dressed.

On the third day, after she gets the permission from the school principal and the respective teacher, the researcher conducted the last observation inside the classroom. The topic which was held on that day was about the history of football. During that moment, the students were able to follow-up the lesson carefully so that good classroom management could be observed. Besides, good explanation with a loud voice made the instruction very interesting. Students were questioning the unclear ideas. In general, the activities observed in the classroom were satisfactory.

As written in the above, the next four days observation was conducted in Nazareth School. The same like Lazarist School, in order to collect the data through observation, after receiving permission from the school principal, the researcher was able to conduct the observation. During those days, the researcher could observe some aspects. Here, all the data gathered through observations is presented as follow.

The teacher seems highly motivated to the date's lesson and have a positive attitude towards the subject. Not only, was he trying to motivate his female students through his demonstration. This clearly clarify, that he was able to prepare himself to teach so that he could create good classroom management. Except some, all students were able to use their sports uniform.

However, some elements were also observed in the teaching-learning process during those days. Among, a lot of time was consumed in demonstration which results to student's low participation. Way of teaching/training also seemed a little harder for female students' capacity which results to set aside some the students from the participation before the period is over. Because of large class size, the teacher was not able to follow-up all students' rehearsal. Besides, some students appeared outside the participation during all observation days. On the other hand, for about 55 students, the teacher was using only five balls as teaching methods. In addition, the net was old enough to invite the students to play the game. Although, there is an availability of sports ground for volleyball and basketball, it is hardly suitable to consider it as a facility. Without any embellishment, students seemed not interested to practice in the field during the sunny days.

In general, this observation clearly indicates that, the already explained factors in the interview and questionnaires are existed without any exaggeration.

Chapter five

5. Summary, Findings, Conclusions and Recommendations

5.1. Summary

It is well known education is a vital important instrument for the development of society's economy, moral, interaction etc... In addition, the assurance of citizens is highly determined by the opportunity of education they obtain. Hence, a country is expected to give educational opportunity to its citizens. Not only this, peoples' personality and their environment can be shaped into conducive way, only if the opportunity to education is successfully supplied.

As the international declarations highly affirmed that, equal opportunity to education for all children regardless of any discriminations and prejudicing others can overcome poverty and other socio-economic problems. For this everyone has a right to education and everyone shall get education free, at least in the elementary and fundamental stages.

Physical education is a subject taken in a school is instructive system in order to help students can acquire knowledge and in addition to this for the development of students' cognitive, affective and psychomotor domains. In order to run all these development curriculum is a vital instrument.

However, not as its benefits, most of the time in many schools the success of the implementation of PE curriculum seems affected in different reasons. The two catholic mission schools are facing passing in such challenges which are affecting the implementation of health and physical education curriculum which hampered them from being fruitful.

In order to address the fundamental problems that are affecting students' achievement and hindering them from being successful, and forward possible solutions, the researcher employed a research on teachers' teaching method, instructional materials, facilities, students' attitude, and principals way of management. Using qualitative and quantitative method, the necessary data and information were conducted through observations, interview and questionnaires. Hence, after analyzing the gathered data the findings could be observed

5.2. Findings

The study was intended to investigate impediments of physical education curriculum implementation in the case of some selected catholic mission schools. Delimiting its scope in the surveyed schools' 7th and 8th grades selected catholic mission schools in Addis Ababa.

Since the challenges that directly affect the implementation of physical education curriculum into these two catholic mission schools are various, we cannot expect to forward solution for all existing problems at a time. Hence, considering the major ones and those can be through time. Hence, on the basis of analysis made on the data gathered through interviews, observations, and questionnaires, the summary of the findings is presented below.

Regarding to principals' performance, the data reveal that most activities of principals in their respective schools are not congruence with the prescribed duties and responsibilities.

On the other hand, it was recognized that, teachers' performance is highly contributed for the impediment of successful implementation of PE curriculum. For this, using their own topic, frequently applied the same methodology, unbalanced way of explanation and demonstration in classroom as well as outside the classroom, regulating the class through teacher's center, and many other gaps can be considered as good examples.

Most of students attitude towards learning physical education subjects is completely developed negative attitude while, some of the observed students seemed ready and eager to participate in the teaching learning process.

The finding of the study assures that, the surveyed schools have inadequate access of curriculum materials while; there was supply of textbooks for physical education subjects.

Oppositely, the surveyed schools are well equipped with the necessary furniture. As it has been perceived by respondent teachers, students and interviewed principals, the surveyed schools have adequate infrastructural facilities: desk, chair, blackboard and notice board for the teaching learning process of physical education subjects in the classroom, and libraries.

However, in the case of physical education subject, it is recognized that, the curriculum materials were inadequately available in the library and the already available ones are not prepared in a relevant and appropriate way for the respective curriculum documents.

It is also found that, the two schools management structure are not yet conducive for effective teaching learning process of physical education subjects.

The provision of staff development programs was adequate although, the training programs were not in line with their interest as well as the demand of curriculum materials. In addition, the training programs were irrelevant to understand the nature of physical education curriculum materials.

5.3. Conclusions

It can be concluded that the surveyed missionary catholic schools were not congruence with the demands of education and training policy of the country, particularly the PE curriculum materials of 7th and 8th grades. That is, they could not be able to implement the PE curricula as intended.

This is evident from principals and teachers actual practices as to the requirement of the curriculum guidelines in the schools and students' attitudes developed towards learning HPE. Principals' responsibilities: facilitating, coordinating, supervising, supporting or leading the teaching learning processes were found to be minimal. Teachers in most class sessions teach details of HPE subjects rather than empowering of student to be investigator. The students' involvement in the curriculum implementation process was found to be minimal. As result, students' attitude of learning PE subjects doesn't seem to have properly been developed.

The following problems were identified from the investigation of this study as challenges that hinder the effective implementation of physical education curriculum materials:

- Shortage of relevant material resources for the corresponding physical education subjects in the libraries as well in the department.
- Lack of commitment on the parts of school communities: principals, teachers and students to utilize the existing schools context.

- Though the schools are committed to provide in-service training for physical education teachers, the trainings lack relevance for the prevailing problems.

Therefore, investing more resources is not the only key to improve the quality of education, particularly the teaching-learning process of physical education subjects. So that more has to be done to keep the relevance, appropriateness and utilization of resources for successful implementation of physical education curriculum materials.

5.4. Recommendations

In light of the findings of the present study, it seems reasonable to suggest the following ideas for betterment of the implementation process in the selected schools.

- ✓ Low performance of teachers in schools due to over load of periods with sections on teachers and absence of relevant in- service training programs were found to be another challenges in curriculum implementation practice. Therefore, the concerned schools administrative bodies can exert their efforts to reduce such problems in the schools through different mechanisms such as increasing the number of teachers in the respective schools and arranging relevant in-service training programs in collaboration with local organizations or with MOE.
- ✓ Physical education teachers and their respective schools can design various mechanisms to develop better attitudes on students' towards learning of physical education subjects. For instance, besides improving the classroom practice, they need to be aware of the role of physical education clubs activities to bring the desirable attitudinal changes and make use of these clubs intensively.
- ✓ The shortage of relevant and appropriate material resources in the library were also found the major factors inhibiting the effective implementation of physical education curriculum materials. Therefore, the ECCS can exert effort to examine the relevance and quality of materials in the schools whether they are in line with the demand of current physical education curriculum materials or not. In addition to this, the MOE through Woreda education offices need to supervise the

activities of these schools in general and in particular human and material resources availability, relevancy and utilization trends for the teaching learning activities.

Appendix A

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
COLLEGE OF NATURAL SCIENCE
DEPARTMENT OF SPORT SCIENCE

Questionnaires for grade 7 and 8 students

I. INTRODUCTION

The purpose of this question is to collect information about the successes and the challenges of missionary owned schools come across in implementing Health and Physical Education curriculum of grade 7 and 8. The information to be collected through these questions will be **used only for research purpose.**

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

I am very much grateful to you as well as your organization for kindly cooperation

Thank you in advance.

Background information (no need of writing your name)

School name _____

Your grade level _____

Part II

Direction: - Please respond for the following questions either by circling the letter of your choice and/or writing a complete answer on the space provided.

1. How often do the health and physical teachers use different teaching methods (lecture, demonstration, group discussion etc.) to teach their respective health and physical education subject?
A. Frequently B. Rarely C. Not at all
2. How often do the health and physical education teachers guide you to observe and discover rules and generalizations by yourself?
A. Frequently B. Rarely C. Not at all
3. How often do the health and physical education teachers relate their lesson with your life activities or environmental realities?
A. Frequently B. Rarely C. Not at all
4. How often do the health and physical education teachers use different assessment techniques (oral, class work, homework mid exam, field work, final exams etc) to check your understanding of the contents of the subject?
A. Frequently B. Rarely C. Not at all
5. How often do you discuss issues related to the teaching learning process of health and physical education subjects with your teachers?
A. Frequently B. Rarely C. Not at all
6. How often do you discuss issues related of curriculum implementation with the school principal?
A. Frequently B. Rarely C. Not at all
7. How often do you discuss issues related of curriculum implementation with your peers'(other students?)
A. Frequently B. Rarely C. Not at all
8. How often do the health and physical teachers are available and will to provide assistance to you in relation to their subjects?
A. Frequently B. Rarely C. Not at all
9. Do you have a positive attitude or feeling towards learning of health and physical education subjects?
A. Yes B. Partially yes C. No

Please, justify the reason for your answer _____

10. What do you think the level of difficulty in learning of health and physical education subjects for your respective grade?
 A. Too difficult B. Medium C. Not difficult
 Please, give the reason for your response _____

11. To what extent do you participate in health and physical club activities in your school?
 A. Frequently B. Rarely C. Not at all
12. How do you rate the availability of reference books for health and physical education subject in the school library against the number of students?
 A. Adequate B. Inadequate C. Not existent
13. To what extent do you use reference books for studying of health and physical education subject from the school library?
 A. Frequently B. Rarely C. Not at all
14. In your own opinion what are the major challenges that hinder the effective implementation of the health and physical education curriculum? _____

15. What do you recommend to improve the teaching learning process of health and physical education curriculum in your school? _____

Part III

Direction:- please mark with a tick (✓) your responses in only one of the three alternatives by assessing the availability of facilities in the school.

No	Items	Adequate	Inadequate	Non exist
1	Desks in the classroom			
2	Tables and chairs in the library			
3	Chalkboard in the classroom			
4	Notice board in the classroom			
5	Teacher's table and chair			
6	Sport's equipment's (balls, net, etc)			
7	Sport's field			

Appendix B

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
COLLEGE OF NATURAL SCIENCE
DEPARTMENT OF SPORT SCIENCE

Interview for Physical Education teachers

I. INTRODUCTION

The purpose of this interview is to collect information about the successes and the challenges of surveyed mission schools come across in implementing Physical Education curriculum of grade 7 and 8. The information to be collected through these interviews will be **used only for research purpose.**

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

I am very much grateful to you as well as your organization for kindly cooperation

Thank you in advance.

Guide lines are as follows:

- 1) What are the major factors physical education curriculum implementations in the school?
- 2) What the reasons are for arise the problems?
- 3) Did principals and managements of the school aware of the problems?
- 4) What was your contribution to get read-off the problem?
- 5) What is your believe for future solution?

Appendix C

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
COLLEGE OF NATURAL SCIENCE
DEPARTMENT OF SPORT SCIENCE

Interview for Principals

I. INTRODUCTION

The purpose of this interview is to collect information about the successes and the challenges of surveyed mission schools come across in implementing Physical Education curriculum of grade 7 and 8. The information to be collected through these interviews will be used only for research purpose.

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

I am very much grateful to you as well as your organization for kindly cooperation

Thank you in advance.

Guide lines are as follows:

- 1) What are the major factors physical education curriculum implementations in the school?
- 2) What the reasons are for arise the problems?
- 3) Did principals and managements of the school aware of the problems?
- 4) What was your contribution to get read-off the problem?
- 5) What is your believe for future solution?

Appendix D

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
COLLEGE OF NATURAL SCIENCE
DEPARTMENT OF SPORT SCIENCE

Observation Note

The following observations which took two weeks for both surveyed schools were recorded as follows:

Classrooms and Field Environment Observation Checklists

Table 6:

	Day 1						Day 2						Day 3						Day 4		
Teacher code	1	1	1	2	2	2	1	1	1	2	2	2	1	1	1	2	2	2	1	1	1
Motivated			●			●		√		√					●		√				●
Concentrated		√			√			√		×			×			×					
Uniform				×			×										√				●
Participation								√		×				√			√			√	

Keys for Table 6

“×” is for “poor”

“√” is for “good”

“●” is for “very good”

“Teachers’ code” stands for the code used in the tables to differentiate two teachers who were observed. Thus, the number 1 and 2 under the teachers’ code represent the 1st and the 2nd teachers observed.

Teachers’ Observation

Table 7:

	Day 1						Day 2						Day 3						Day 4		
Teacher code	1	1	1	2	2	2	1	1	1	2	2	2	1	1	1	2	2	2	1	1	1
Using lesson plan		√			√				●		√				●		√				√
Classroom management			●		√				●								√				●
Demonstration		√				●		√			√				●		√				●
Explanation			●			●		√				●		√			×			×	

Keys for Table 7

“×” is for “poor”

“√” is for “good”

“●” is for “very good”

“Teachers’ code” stands for the code used in the tables to differentiate two teachers who were observed. Thus, the number 1 and 2 under the teachers’ code represent the 1st and the 2nd teachers observed.

Facilities’ Observation

Table 8:

Teacher is using	Day 1				Day 2				Day 3				Day 4	
Teacher code	1	1	2	2	1	1	2	2	1	1	2	2	1	1
Basketball court	√		√		√		√		√		√		√	
Volleyball court	√		√		√		√		√		√		√	
Football field		×		×		×		×		×		×		×

Athletics field		×		×		×		×		×		×		×
Balls	√		√		√		√		√		√		√	
Net	√		√		√		√		√		√		√	
Matters	√		√		√		√		√		√		√	

Keys for Table 8

“√” is for “available”

“×” is for “not available”

“Teachers’ code” stands for the code used in the tables to differentiate two teachers who were observed. Thus, the number 1 and 2 under the teachers’ code represent the 1st and the 2nd teachers observed.

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