Assessment of Teachers` Instructional Strategies and Students` Engagement in Physical Education: In Case of Selected Preparatory School, North Wollo Zone, Amhara Regional State.

By

Mengistu Sewasew Aynalem

A Thesis Submitted to

The Department of Science and Mathematics Education

Inpartial Fulfillments of the Requirements for the Degree of Master in Physical Education.

August, 2019

Addis Ababa University

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This is to certify that the thesis prepared by Mengistu Sewasew, entitled: ***"The assessment of Teachers` Instructional Strategies and Students` Engagement in Physical Education Teaching Learning Process"***. Submitted in partial fulfillment of the requirements for the degree of masters of education (Teaching physical education) complies with the regulation of the University and meets the accepted standards with respect to originality and quality.

Signed by Examining Committee:

Internal-Examiner _____ Signature _____ Date _____

External-Examiner _____ Signature _____ Date _____

Advisor Dr. Solomon Teka Signature _____ Date _____.

Chair of Department or Graduate Program Coordinator

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ABBREVETION

ANRS	Amhara National Regional State
EBLT	Engagement Based Learning and Teaching
ICDR	Institutes for Curriculum Development and Resear
NASPE	National Association for Sport and Physical Education
PE	Physical Education
SPSS	Statical Package for Social Science

ABSTRACT

Assessment of teachers` instructional strategies and student's engagement in physical education teaching learning process in case of selected preparatory school, North Wollo Zone, Amhara Regional State by Mengistu Sewasew, Addis Ababa University august 2019. The instructional strategies and active engagement of students is one of the most important aspects of educational process, it determines the effectiveness and qualities of education. Research findings show that, teachers as facilitators play great role in the class room and play field in increasing the participation of students and improving the quality of education. High school physical education classes provide students with numerous opportunities for engagement in physical education classes. The purpose of this study was to analyze the assessment of teachers' instructional strategies and students' active engagement in physical education in Sirinka and Mersa preparatory school. A total of participants of 233 grade 12th students reported their motivation, interest's toward physical education. A descriptive survey method was employed to carry out this study. The scope of the study was delimited to Sirinka, and Mersa preparatory schools of Habru Woreda Preparatory Schools. 233 students from grade 12th were included by purposive samples as a sample of the study.2 Physical education teachers and 2 principals of the sampled schools were included in the study. Both primary and secondary data sources were used. The result of the findings of this study showed that there was lack of materials, equipment's, lack of attention of principals toward the subject, lack of playing field, poor activities of physical education teachers are the main obstacles. Based on the findings and conclusion the following recommendation was set; physical education teachers, principals, students should work together to improve the active engagement of students in physical education classes and develop clear instructional strategies.

***Key words**: Engagement, Physical Education, Instructional Strategies.*

CHAPTER ONE : INTRODUCTION

This chapter presents the background of the study, statement of the problem, research questions, General and specific objectives of the study, Significance of the study, Delimitation of the study, limitation of the study definition of terms, organization of the study.

1.1. Background of the Study

Education is the process through which students acquire knowledge, develop skill, change in behavior and formulate personality. Then, the quality of education in general and the quality of teaching learning process in particular realized when an effective instructional process is implement at the school level in order to enhance effective teaching learning process and to make decisions expected from the teacher through setting clear objectives, selecting relevant content and learning experience, selecting varieties of teaching methods, utilization of instructional aid and implementing appropriate assessment techniques. The basic purpose of education during all periods of civilization, primitive to present has been and is to enable the individual to become a better citizen of a society (Knapp &Hagman, 1953).

The benefits of student engaged learning is rich and plentiful. Greater awareness of personal understanding, more student involvement, higher standardized test scores, and improved social skills are just a few of the possible repercussions of students being highly engaged in their own learning. There are many strategies and practices that promote and encourage students being highly engaged in their own learning, several highlighted in this study are cooperative learning strategies, authentic learning tasks, student-led conferences coupled with student portfolios, and student self-assessment. Educators should make it a priority to get students involved in the learning process, taking a more facilitative role in guiding students to take a hold of their own learning and make it their own.

Student engagement has long been accepted in education research as a primary facilitator of school success (Fredricks, Blumenfeld & Paris, 2004). Student engagement is composed of behavioral, affective, and cognitive indicators of students' investment in and connections to their academic environment (Furlong & Christenson, 2008). In

physical education, engaged students persist in active and effortful attempts to master the knowledge and skills they encounter and exhibit a preference for and enjoyment of physical activity (Craig, Goldberg, & Dietz, 1996; Gao, 2009; Chen &Shen, 2004). Although student engagement is sometimes measured using observational procedures (e.g., time student exhibits on-task behavior), it is more commonly assessed through students' reports of their internally-experienced interest, enjoyment, preferences, and expenditure of cognitive and physical effort (Gao, 2009).

Preliminary evidence suggests that student engagement in PE is positively associated with participation in class- and leisure-time physical activity (Ntoumanis, 2001), however further research is needed to identify facilitators of PE engagement and to better understand the mechanisms through which these facilitators exert their effects.

Therefore, this study attempted to survey the assessment of teacher's instructional strategies and students' active engagement in physical education, in specific reference to Sirinka and mersa preparatory school which are found in Habru Woreda North Wollo Zone in Amhara Regional State. The problem of student's active engagement and teachers instructional strategies are also has in those schools (Sirnka and Mersa preparatory schools).

1.2. Statement of the Problem

The instructional strategies and active engagement of students is one of the most important aspects of educational process, it determines the effectiveness and qualities of education. Research findings show that, teachers as facilitators play great role in the class room and play field in increasing the participation of students and improving the quality of education. Hence, High school teachers are expected to implement good instructional strategies to improve students' active engagement to attain the desired goal of the education and training policy of Federal Democratic Republic of Ethiopia. However, it is hypothesized that, there are different hindering factors in the implement of active instructional strategies and approach in physical education.

There are some factors that initiated the researcher to conduct research on the assessment of Teachers instructional strategies and students active engagement. First, the studies which have done by other researchers or the existing research knowledge in theory

initiated the researcher to evaluate the assessment of teachers' instructional strategies and students' active engagement in high schools. Second, the Ministry of Education introduced those new instructional methods (i.e. active learning methods) to be implemented at all levels of education from primary to higher education institutions. But there is a great gap between the idea of policy and its implementation (theory and practices).

Ethiopian ministry of Education is devoting to engage the entire school age child to learn, by the motto "Any school age child can't be out of education" Hence it`s supposed that we don`t get any young child outside of the school settings. In other word, the school is the place in which all youngest with different skill is obtained.

Traditional classroom instruction, where the noon is teacher-centered lecture and student memorization of facts or practicing of skills leaves a lot to be desired in the areas of effectiveness of teaching individuals and student involvement. "Research has shown that students learn in different ways. In order to reach all students, teachers must be prepared to address those differences" (Janes, et. ai., 2000, p.23). Educators using solely traditional teaching methods need to be encouraged to make a change, or at least additions, to how they teach and attempt to get students more involved in the learning process. The use of independent and cooperative learning strategies, problem-based learning, integrating technology in to the curriculum, and encouraging students to self-assess are all instructional methods that would be complimentary to the occasional teacher-centered lecture.

As stated in the background of study, those factors have not been examined to what extent they are affecting the implement good instructional strategies and students` active Engagement in high schools. Therefore that, the purpose of this study was analyzing the assessment of teacher's instructional strategies and student`s active engagement during physical education classes in North Wollo Zone, particularly in Sirinka and mersa preparatory school, and the researcher were evaluate the assessment of teachers' instructional strategies and students' active engagement in physical education teaching learning process. Finally, the researcher were give a feasible recommendation that

encourage the assessment of teacher`s instructional strategies and student`s engagement in physical education.

1.3. Research Questions

In order to attain the bellow stated objectives, the following basic research questions will be raised to answer in the course of the study.

1. What are factors affect teachers use good instructional strategies, students to engagement in physical education class?
2. How to assess' teachers' instructional strategies and students engage in physical education?
3. Evaluate and assess facility and equipment's for the teaching learning of physical education class?

1.4. Objective of the study

1.4.1 General objective

The General Objective of the study was to assessment of teachers` instructional strategies and students` engagement in physical education teaching learning in Sirinka and Mersa preparatory school.

1.4.2. Specific objectives:

1. To identify the factors affecting affect teachers use good instructional strategies, students to engagement in physical education class?

2. To assess teachers` instructional strategies and students` engagement in physical education teaching learning Sirinka and Mersa preparatory school.

3. To evaluate and assessing facility and equipment's for the teaching learning of physical education class?

1.5. Significance of the study

This study was conducted by one person with an interest in the subject and basic researching skills. Undoubtedly, a more experienced researcher would have produced a study that would be more exhaustive in scope and sequence than the present study. The researcher was an educator and therefore sees the value in student engaged learning.

The purpose of this study was assessment of teachers` instructional strategies and students` engagement in physical education in Sirinka and Mersa preparatory schools. These studies were help in:

1. It helps to assessment of teachers` instructional strategies and students` active engagement in physical education.
2. Offering the opportunity for students to participate in a range of physical education teaching learning and providing an understanding of how develop active engagement in physical education.
3. Helps physical education teachers to know further about the good instructional strategies and the methods of evaluating student's active engagement during physical education teaching learning.
4. Enhance the researcher ability to conduct further research by providing incredible experience.

1.6. Delimitation of the study

The research area was delimited to Sirinka and Mersa preparatory schools of Habru Woreda. These Sirinka and Mersa preparatory schools has grade 9^{th} up to grade 12^{th}students, the study was delimited to grade 12^{th}students and only on physical education teachers. In General, the study was delimited to the assessment of teacher`s instructional strategies and student`s engagement in physical education in Sirinka and Mersa preparatory schools.

1.7. Limitation of the study

The most pressing problems encountered by the researcher in the course of conducting this research work were; Lack of reference materials, Lack of internet access,

unwillingness of participants to fulfill and submit the questionnaire on time, Shortage of time, Lack of transportation, Shortage of finance.

1.8. Definition of Terms

Engagement**:** is the interaction between two people or more or between a person and an activity that involves emotions, thinking skills, physical skills, and psychological skills as part of the learning process.

Student engagement: is a type of engagement that is communicative and occurs in an education institution; it is the interaction between students and between students and teachers to help with growth and development.

Instructional strategy: is a tool that is used by teachers or instructors to impart information to learners effectively, as well as, encourage learners to participate.

1.9. Organization of the study

This was composed of five chapters. the first chapter deals with introduction , statements of the problem ,research questions , objectives (general and specific) , significance of the study, delimitation and limitation of the study, definition of terms and organization of the study. Chapter two deals with the review of related literature those are teaching physical education, engage and challenging instruction, student level facilities of engagement in physical education, instructional facilities of students' engagement in physical education, student engagement in physical education in the topic of discussed .chapter three deals research design (method) and the methodology. The assessment and interpretation of data collected deals in chapter four and finally chapter five deals with summery, conclusion, and recommendation of the study lastly of reference materials, check list and appendix are attached at the end of the paper.

CHAPTER TWO: RELATED LITERATURE REVIEW

Related literature review is basic frame work of the study in order to create connected from the past findings that serve as ladder for the present investigation. Different theories, scholar articles component of the chapter brief review of the literature related to the major topic was described. These are the concept of instructional strategies and students` active engagement and its benefits, the concepts of instructional strategies and contributions of active engagement in physical education and a factor influencing teachers` instructional strategies and students` active engagement was discussed.

Research has historically indicated strong correlations between student engagement (typically defined as attention to the area of focus, active participation in learning, and time on task) and student achievement. These correlations remain strong for all levels of instruction, across all subject areas, and for varying instructional activities.

Some researchers have found that teacher`s interactions that support students' personal and social responsibility and accountability are associated with fewer disruptions, increased participation, and greater enjoyment of PE. In an effort to support active participation and to limit off-task activities, some teachers offer games over skills-based activities because students might enjoy games more than repetitive skill learning. However, students who seek attention from peers may see large-sided games as an opportunity to showcase disruptive behavior for a ready audience. Reducing the visibility of any one child's performance or skill via small-sided games or activities may reduce some disruptions when students feel less on display. Researchers and teachers alike have also identified split-gym, smaller-group activities, and circuits as effective ways of increasing movement in a large class within limited outdoor or indoor space. How teachers communicate with students and the kinds of feedback they give can further influence student engagement.

Student engagement has primarily and historically focused upon increasing achievement, positive behaviors, and a sense of belonging in students so they might remain in school. Because the focus was high school completion, research on student engagement *targeted* students in middle school and high school, where disengagement typically becomes a

concern and student engagement was seen as a way to re-engage or reclaim a minority of predominantly socio economically disadvantaged students at risk of dropping out of high school. Over time, student engagement strategies were further developed and more broadly implemented as a way to manage classroom behaviors. More recently, student engagement has been built around the hopeful goal of enhancing all students' abilities to learn how to learn or to become lifelong learners in a knowledge-based society. Student engagement has become both a strategic process for learning and an accountability outcome unto itself.

In education, trends come and go. Some explode onto the scene, seem promising and impacting, but then fade away as quickly as they appeared due to rigidity of form or lack of student improvement. Other trends endure, prove their merit by being easy to put into practice in the classroom, being adaptable and changing with the times, and most importantly, fostering student achievement in meaningful and lasting ways. Instruction and assessment that engages students in their own learning is one of those enduring trends in education. It is generally agreed upon "that engagement is important for learning and achieving success in school" (Klem and Connell, 2004,). The challenges that most teachers face within their classrooms, such as trying to deal with lack of student motivation, students being uninterested in content material and social and behavioral disruptions can also be addressed by making attempts to engage students in the learning process.

The strategies, in which teachers can employ to improve student understanding, motivation, and behavior, are quite numerous though they all have very similar characteristics and the same goal in mind. Terms such as "collaborative learning, problem-based learning, project-based learning, self-directed learning, and engaged learning "are sometimes used almost synonymously because there are similarities in the ways these philosophies are put into practice" (Theroux, 2004, p.l). These teaching strategies or philosophies lead to the development of habits and qualities in students that will lead to them valuing learning and becoming life-long learners. "Each of these teaching philosophies encourages the development of autonomous learners who are motivated to become, and responsible for being, in control of their own learning

processes. Regardless of whether students work in groups or alone students learn how to take responsibility for their own learning" (Theroux, 2004,).

Effective physical educators; can teach skills while students spend a majority of their time being physically active; they employ a variety of strategies, all of which may be used to increase the amount of active time.

These can include:-

Management strategies such as active roll call and assigned rolls Instructional strategies such as student-selected activities during the beginning and end of class.

Once an analysis of active time in class is completed, new strategies are used to increase active time. Studies show that students often spend more than 50 percent of their physical education class engaged in non-activity. If students are to achieve fitness and skill development goals designated by most programs, it is important that they be successfully motor-engaged for a high percentage of class time Effective teaching and learning requires the use of various methodologies and pedagogies to meet the demands of the new generations, new techniques and the ever changing educational Environments. The challenge is to find new ways to stimulate and motivate the creative abilities of today's generations who have different set of orientations towards learning more than most of us did as student. The traditional "chalk and talk" approach with the students as a recipient of knowledge may not suitable for today's generation. In the new approach to modern education, often called active learning, students not only receive information from lectures and book, they also collect information, record it systematically, discuss it, compare it , analysis it, draw conclusions from it and communicate about it (ICDR, 1999).

Undoubtedly, adequate exposure to high-intensity PE is an effective contributor to healthy lifestyle among children and across the lifespan. The present study suggests that students' engagement in PE is an important target for physical activity-promoting interventions. Specific PE instructional strategies (e.g., reducing game play and increasing skill practice) are likely to increase student engagement and program effects can be enhanced by tailoring PE opportunities to further engage students with low competency beliefs and poor body image.

Defining and measuring student engagement

Clearly, educators hope students will become successful learners. Teachers' experiences also clearly tell them that students disengage and do so for a variety of reasons – perhaps each of which could be studied and mediated on its own. For very good reasons, a large number of researchers have studied student engagement.

Several types of engagement were noted– academic, cognitive, intellectual, institutional, emotional, behavioral, social, and psychological to name a few. These differences beg a number of questions. Must a learner function in all areas of engagement for successful learning to take place? For example, some researchers studied students' need to "belong" to achieve high grades and graduate. But, must students belong to be academically successful; or, must they simply behave? Are high-achieving students who work but do not participate in extracurricular school events disengaged learners? Such questions stir both our interest and the age-old question: What might our education system do to help students engage successfully? Perhaps one way to define student engagement is to see how it is measured. Historically, a number of common measures have been used to identify if students are actively engaged in learning. These measures have predominantly focused on quantitative data such as attendance, standardized test scores, and truancy or graduation rates. The majority of these measures track levels of achievement (outcomes such as high scores, full attendance for the year) but not levels of student engagement in learning (interest, time on task, enjoyment in learning). More recently however, researchers are beginning to ask students and teachers how *they* would measure engagement.

Engaged learning has roots in two very widely known education theories, John Dewey's "Learning by Doing" and Jean Piaget and the theory of constructivism. They both encourage learners to engage in problem solving and place the majority of the responsibility of learning in the learner's hands (Inman, 2001). Dewey's main argument against traditional education during his time was that learning should not merely involve the reading and learning of lessons and other forms of rote memorization. Instead, he advocated the use of investigation, problem solving, and critical thinking skills to educate and prepare students to be contributing members of a society he felt needed fixing. He also encouraged incorporating what we know today as student prior knowledge into

lessons. By finding out what students already knew about a topic or what experiences they may have had regarding the subject of study, new knowledge could then be built upon prior knowledge, leading to more lasting learning (Sloan, 2008). Constructivism promotes learning by doing and creating new knowledge from experiences. Social interaction is important and necessary to learning, therefore activities that place people together in groups to engage in conversation and share ideas is a key characteristic of constructivism. Assessment practices, within the context of constructivism, lead to learning as well as inform what has been learned by the student, or formative assessment. It is not advised that traditional tests be the sole method of checking for understanding. An open channel of communication between teacher and student should be used frequently to assess the level of understanding on the student's part and determine feedback given by the teacher to help improve that understanding in the future. At its core, constructivism encourages students to be stewards and owners of their own learning.

2.1 Teaching Physical Education

The overall objective of school improvement planning is the enhancement of the student achievement, Carolyn J. Downcy et al (2009). This can be applied by fostering the education to the students. Hence the government laid down educational policy. Based on the policies educational curriculum will be designed. The seated curriculum incorporated various fields of the study. Accordingly, in the current situation that physical education is one of the subjects which are incorporated to be taught to the students throughout the country. Effective physical education helps the students to be all rounded, that means it doesn't limited to the physical development of the students. According to Jane Shimon (2011), "Teaching physical education will open students‟ eye to practice and the realities of the profession" Physical education makes significant contribution to overall education and it also offers a unique setting in which to foster positive interactions among students through, structured activities and games, Cowell and France (1963). Thus, physical education can help students develop appropriate game play behavior such as treating equipment's and players with respects, playing fairly with regard to rules and equities by demonstrating good sporting behavior. Majority of physical education content will

involve learning, practicing and applying skills to various activities. Even though there are already seated standards or curriculum of teaching physical education in the most of the cases physical education contents depend on the philosophy of the teachers.

Our countries context the philosophy of those teaches might's be some times influenced by the lack of the availability of teaching aids. According to Cowell and France (1963), "philosophy is more than just thought and opinion, thus your professional principles of physical education will determine the aim and value of your thought and actions." Thus according to their beliefs most of physical education teachers lies into one of the three categories of beliefs with the regard to teaching physical education and applies their contents it to students:

If they fully hearted belief that being skillful more over will help students become physically active adults, the majority of physical education content will involve learning practicing and applying the skills to various activities

If they truly value fitness and health, their program was geared toward helping students reach higher fitness levels.

If your believe is that students need to ultimately get along with the others and work cooperatively to solve problems, then their program will consist main group work and shared learning situations.

Weather they follow either of the philosophy those physical education teachers uses special tool to teach physical education which should not forgettable in achieving their goals is „sport" which is not studied in separable of one another as a discipline.

Play-based learning**;** as children play, they are able to make sense of their worlds, naturally and socially, independently or with others and in a structured or unstructured setting. Play-based learning activities not only foster cooperative learning, they offer students decision-making opportunities while engaging intrinsically motivating behavior. Play is beneficial to a child's development – it enhances their learning of the curricula, their social skills, their abilities and attitudes towards learning. Play-based instruction can foster teacher-student meaningful engagement, suitable to the student's interest and abilities (Assaf, 2007). Teachers can embed play-based learning experiences in their

instruction since opportunities for play has been reduced – reduction and elimination of recess in schools. Frost, Wortham and Reifel (2008) say "play should be a fundamental part of every school curriculum".

Student engagement–researchers found that a variety of learning experiences could occur when students are allowed to engage with each other in groups. They noted that they share ideas with peers as they investigate together; they reflect on ideas and evidence together; and they talk and write, using scientific terminology and specific writing style. When there is student engagement in a classroom or subject, such as literacy, students can be motivated to learn and will want to learn. Fredricks, Blumenfeld, and Paris (2004) recognize that the more students engage with each other, the higher their grades, and the better their performance on standardized tests.

Researcher suggested that teachers incorporate classroom engagement into their lessons to make them more interactive. He recommended doing this at the beginning of the day, as a way to jumpstart active learning, to pair up students to share their thoughts on an activity. Other ways to have students engaged with each other is students review each other's work or teachers asking students for feedback on their learning experience thus far. He says that peer or small group discussions should be closely monitored that way teachers can give feedback to students and to ensure they are staying on topic at hand.

2.3 Engaging and Challenging Instruction

Two aspects seem to encourage engagement – engaging pedagogy and engaging Curriculum. According to the research, we need to change how we teach as well as what we teach if we are to engage learners – moving from didactic to constructivist pedagogy. Constructivist instruction requires strong respectful relationships and safe learning environments, especially as teacher-student relationships shift from expert-disciple towards peer-based collaborative learning. Several authors note that this shift might require an uncomfortable change in locus of control over process and, at times, content. Given the freedom and sense of safety to do so, "Students can find material that challenges the faculty member's worldview and expertise; they can uncover stories and research results that the faculty member has never heard about. It can be uncomfortable when the instructor no longer controls the subject matter the students will use". Affecting

a deeper transformation to school and classroom practices calls upon all of us to begin looking at school improvement as a collaborative knowledge-building activity where teachers themselves are actively engaged in co-constructing ideas that contribute directly to school improvement and development". Speak to emotion and motivation to learn in classrooms and talk about creating safe environments conducive to learning and "academic risk-taking". Also discusses the need to make it safe to speak up, challenge, and engage in learning. Expanding the capacity to learn means creating a climate in which that feeling of enfranchisement and entitlement is systematically broadened and strengthened – not weakened, undermined or simply ignored. In such a climate, students' questions are welcomed, discussed and refined, so the disposition to question becomes more and more robust; more and more evident across different domains; and more and more sophisticated. Creating an engaging learning environment includes ensuring students feel able and safe to challenge teachers as part of the learning process. It also means students will need to learn interpersonal skills to engage in dialogue respectfully and constructively, as well as learn the subject content. Students want more autonomy to engage in and design their own learning. They want to learn and utilize their learning preferences and styles and want support to do so. The research call to change our pedagogy is clear, but the ways we can change are still being developed. Contrary to the suggestion that today's students are asking for a diluted or moderated curriculum, research shows that students prefer to be held to high expectations: they also desire quality, rigorous, and meaningful curriculum and high academic goals. Students' desires for instructional challenge were reported by a majority of authors reviewed.

Although it is not the teacher's job to entertain students, it is vital to engage them in the learning process. Selecting a style that addresses the needs of diverse students at different learning levels begins with a personal inventory—a self-evaluation—of the teacher's strengths and weaknesses. As they develop their teaching styles and integrate them with effective classroom management skills, teachers will learn what works best for their personalities and curriculum.

Differentiated instruction affects teaching style

In the simplest terms, differentiated instruction means keeping all students in mind when developing lesson plans and workbook exercises, lectures, and interactive learning. These student-focused differences necessitate instructional styles that embrace diverse classrooms for students at all learning levels and from various backgrounds without compromising the teacher's strengths.

Whether you're a first-year teacher eager to put into practice all of the pedagogical techniques you learned in college, or a classroom veteran examining differentiated instruction and new learning methodologies, consider that not all students respond well to one particular style. Although teaching styles have been categorized into five groups, today's ideal teaching style is not an either/or proposition but more of a hybrid approach that blends the best of everything a teacher has to offer. The traditional advice that teachers not overreach with a cluster of all-encompassing teaching styles might seem to conflict with today's emphasis on student-centered classrooms. Theoretically, the more teachers emphasize student-centric learning, the harder it is to develop a well-focused style based on their personal attributes, strengths, and goals. In short, modern methods of teaching require different types of teachers—from the analyst/organizer to the negotiator/consultant. Here are some other factors to consider as teachers determine the best teaching method for their students.

Active vs. passive: Proponents of the traditional lecture approach believe that an overemphasis on group-oriented participatory teaching styles, like facilitator and delegator, favor gifted and competitive students over passive children with varied learning abilities, thereby exacerbating the challenges of meeting the needs of all learners.

Knowledge vs. information: Knowledge implies a complete understanding, or full comprehension, of a particular subject. A blend of teaching styles that incorporate facilitator, delegator, demonstrator, and lecturer techniques helps the broadest range of students acquire in-depth knowledge and mastery of a given subject. This stands in

contrast to passive learning, which typically entails memorizing facts, or information, with the short-term objective of scoring well on tests.

Constructivist teaching methods: Contemporary teaching styles tend to be group-focused and inquiry-driven. Constructivist teaching methods embrace subsets of alternative teaching styles, including modeling, coaching, and test preparation through rubrics scaffolding. All of these are designed to promote student participation and necessitate a hybrid approach to teaching. One criticism of the constructivist approach is that it caters to extroverted, group-oriented students, who tend to dominate and benefit from these teaching methods more than introverts; however, this assumes introverts aren't learning by observing.

Student-centric learning does not have to come at the expense of an instructor's preferred teaching method. However, differentiated instruction demands that teachers finesse their style to accommodate the diverse needs of 21st-century classrooms. Our guide encapsulates today's different teaching styles and helps teachers identify the style that's right for them and their students. Browse through the article or use these links to jump to your desired destination.

Previous reviews have highlighted the importance of a mastery-focused environment that supports student engagement, effort and enjoyment in PE (Gutierrez & Ruiz, 2009). Providing feedback and input regarding student progress is an important piece of creating a mastery climate, and PE teachers should be mindful of the kinds of comments they give in public and what attributes they emphasize (e.g., effort versus performance. Other mastery-supportive practices include providing students with opportunities to practice in small groups or with a partner placing less importance on winning; and teaching activities that do not favor the most skilled students. Connect with Students Building a sense of relatedness, that is, students' perceived connection to their PE teachers and classmates, can enhance motivation for physical activity in PE. Showing interest in students can help build that sense of relatedness and also boost teachers' own satisfaction. Conversations with students can also help teachers gather information to increase the relevance of their lessons. For teachers with a large proportion of ells, learning a few phrases in students'

native languages can help foster a connection. Researchers have also called for increased cultural competency and culturally relevant PE curricula in school settings and more generally, in recognition of the growing ethnic and racial diversity across the United States. Cultural competency requires teachers to become knowledgeable about their students, and to continuously observe, reflect and adapt. This process seems broadly relevant to increasing student engagement.

Although student engagement is sometimes measured using observational procedures (e.g., time student exhibits on-task behavior), it is more commonly assessed through students' reports of their internally-experienced interest, enjoyment, preferences, and expenditure of cognitive and physical effort (Gao, 2009). However further research is needed to identify facilitators of PE engagement and to better understand the mechanisms through which these facilitators exert their effects. This study was conducted to identify student characteristics and instructional factors that impact student engagement in physical education (PE). Although less frequently used during PE sessions, skill practice was positively associated with student engagement and inactive instruction was negatively associated with student engagement. These effects were particularly pronounced among students with poor competence beliefs.

Facilitators of Student Engagement in Physical Education

In the past decade, there has been a surge of interest in student engagement, in part because the concept has been increasingly recognized as a way to ameliorate academic failure and school dropout (Fredricks et al., 2004; National Research Council and the Institute of Medicine, 2004). For school reform efforts to enhance student engagement, it is necessary to identify amenable student, school, and classroom characteristics that operate dynamically to promote or undermine the quality of engagement over time (Furlong & Christenson, 2008). Thus, a logical step toward developing effective physical activity-promoting interventions in schools is to identify student- and classroom-level factors that predict engagement in PE.

2.4 Student-Level Facilitators of Engagement in PE

As predicted by self-determination theory (Ryan &Deci, 2000), students' perceived competence in physical activity, the degree to which they feel competent in physical movement, exercise, and sport, plays a critical role in predicting engagement in both in-class and out-of-class physical activity (Chanal, Marsh, Sarrazin& Bois, 2005; Marsh, Papaioannou&Theodorakis, 2006; Ntoumanis, 2001; Sproule, Wang, Morgan, McNeill &McMorris, 2007). In longitudinal studies, this relation has been shown to be reciprocal such that prior feelings of competence in physical activity affects subsequent physical activity behavior, and prior behavior affects subsequent perceived competence (Chanal et al., 2005; Marsh et al., 2006). Body image, a related but conceptually distinct domain of self-concept, is also a positive correlate of PE engagement and physical activity levels. Defined as confidence in one's own physique, body attractiveness, and physical appearance, body image is most commonly considered a positive outcome of physical activity. Relatively less research has focused on body image as a determinant of engagement in PE. One notable exception is Hassandra and colleague's (2003) qualitative analysis which revealed that student perceptions about their body or physical appearance, particularly having an "athletic body" was an important contributor to their participation in PE.

2.5 Instructional Facilitators of Student Engagement in PE

Achievement goal theory contrasts perceived competence and other behavioral, cognitive, and affective consequences of mastery- versus performance-oriented class climates. Mastery climates support hard work, learning, cooperation, task master, and consider students an integral part of learning. In contrast, performance climates foster normative comparisons, focus on interpersonal competition, and often allow for the punishment of mistakes (Standage, Duda&Ntoumanis, 2003). Prior research conducted in PE settings indicates that mastery climates are better than performance climates at encouraging student engagement in PE activities Ntoumanis, Pensgaard, Martin &Pipe, 2004). Within PE, student motivation may be increased by mastery climates that encourage students to define success as personal gain achieved through hard work and a desire to learn, feel satisfied when they develop new skills, and view mistakes as part of

the learning process. Thus, activities focused on skill development may enhance student engagement in PE, whereas overreliance on competitive activities that encourage normative comparisons may decrease motivation among students, particularly among those with lower perceived competence.

2.6 Student Engagement in Physical Education

Students completed a PE engagement scale comprised of 3 questions, which were based on previously developed measures of student engagement. but modified for the PE context: (1) In the past 4 weeks, how often did you try your best during physical education class?; (2) In the past 4 weeks, how often did you look forward to physical education class?; and (3) In the past 4 weeks, how often did you exercise hard enough to start sweating and breathing hard during physical education class? Students responded to the questions using a 5-point Likert scale with the following response options: never, almost never, sometimes, almost always, and always. A scale score was calculated by averaging the items.

2.7 Engagement-Based Learning and Teaching Approach

Simply telling or encouraging students to engage them in their class work is seldom enough. The engagement-based learning and teaching (EBLT) approach provides the foundation for developing and strengthening student engagement and the overall learning process. This foundation is built through specific principles, habits, skills, and strategies. All members of the school community can join forces to develop school wide practices that cultivate student engagement beliefs, values, feelings, motivation, behavioral habits, and skills that are at the crux of high levels of student engagement.

The three domains of student engagement unfold in EBLT as follows:

Cognitive domain consists of beliefs and values.

Emotional domain consists of motivation and feelings.

Behavioral domain consists of habits and skills.

2.8 Actions to Support Student Engagement

Here are some actions PE teachers can take to support student engagement.

Ask your students! Do what you can to know your students and to become known by students, parents and the community (Flory &McCaughtry, 2014). Learn about the activities that students like and want to learn and use this feedback to inform lesson plans (Doolittle &Rukavina, 2014; Kahan, 2013; Stride, 2014). For example, when developing a coordinated school physical activity program in school, one PE teacher offered volleyball and table tennis as sports early on due to strong interest from students, including many ethnic students, at the school (Doolittle &Rukavina, 2014)

Increasing cultural competence involves becoming aware of one's own assumptions, beliefs and biases. Hidden biases may be influencing your performance expectations and interactions with students in ways you do not realize. Project Implicit provides validated assessments that have been widely used to test such hidden associations. These include no-cost assessments that are related to race, sex and weight.

Physical education (PE) programs that provide opportunities for physical activity and promote the development of physical activity knowledge, skills, and confidence are essential components of health-promoting school environments (National Association for Sport and Physical Education [NASPE], 2004; Ntoumanis, 2005; Sallis& McKenzie, 1991). Schools are uniquely positioned to address the epidemic of physical inactivity among children because they touch the lives of practically every American and can powerfully affect the development and reinforcement of norms that govern children's behavior (Davis & Bauman, 2008; Haywood, 1991; U.S. Census Bureau, 2005).

Engaged Learning Mean

There are concrete characteristics in which engaged learning can be identified by. "Students are engaged when they devote substantial time and effort to a task, when they care about the quality of their work, and when they commit themselves because the work seems to have significance beyond its personal instrumental value. Engaged students seek out activities, inside and outside the classroom, that lead to success or learning. They also display curiosity, a desire to know more and positive emotional responses to learning and school (Akey, 2006, p.3). Angela Lumpkin speaks highly of engaged learning in her

article when she states, "Through active learning, students become engaged with a problem, solve it, and report their solution to classmates so that their learning is open for all to see and assess ...when students are engaged, they are more likely to learn" (Lumpkin, 2007, p.159). In engaged learning, the responsibility is shared between the teacher and the student. They both equally carry the load of the goal and task of teaching and learning together in a warm and welcoming atmosphere using a variety of strategies, methods, and resources that gain and hold the interest of the learners. There are several indicators that Jones, Valdez, Nowakowski, and Rasmussen (1994), believe are present when engaged learning is taking place.

Successful, engaged learners are responsible for their own learning. These students are self-regulated and able to define their own learning goals and evaluate their own achievement.

In order to have engaged learning, tasks need to be challenging, authentic, and multidisciplinary. Such tasks are typically complex and involve sustained amounts of time.

Assessment of engaged learning involves presenting students with an authentic task, project, or investigation, and then observing, interviewing, and examining their presentations and artifacts to assess what they actually know and can do.

The most powerful models of instruction are interactive. Instruction actively engages the learner, and is generative. Instruction encourages the learner to construct and produce knowledge in meaningful ways. Students teach others interactively and interact generatively with their teacher and peers.

For engaged learning to happen, the classroom must be conceived of as a knowledge-building learning community. Such communities not only develop shared understandings collaboratively but also create empathetic learning environments that value diversity and multiple perspectives.

Collaborative work that is learning-centered often involves small groups or teams of two or more students within a classroom or across classroom boundaries.

The role of the teacher in the classroom has shifted from the primary role of information giver to that of facilitator, guide, and learner. As a facilitator, the teacher provides the rich environments and learning experiences needed for collaborative study.
One important student role is that of explorer. Interaction with the physical world and with other people allows students to discover concepts and apply skills. Students are then encouraged to reflect upon their discoveries...

Teacher-Centered Instruction & Passive Reception - Opposition of Engaged Learning
The traditional method in which to teach children is to prepare well thought out, informative lessons in which the teacher talks and the students listen. The focus is on the teacher. In this fashion, the largest amount of new material can be covered because it is "one way communication" (ta Consultants). Following the lecture or lectures, independent practice, in the form of reinforcement worksheets are completed, usually alone, by the students. Lastly, a test is administered so the teacher can assess student understanding. The students complete the test and find out what they understood and did not understand just in time to hear their teacher's lesson on the next chapter or new material. This teaching strategy is referred to as teacher centered passive reception. All emphasis is placed on the importance of the teacher, the one with the knowledge, passing it on to the ones without the knowledge, the students (Hayes, n.d.). The schedule of lessons and lectures is based on the teacher instead of level of student understanding. Students sit, often in rows, and are asked to listen attentively for long periods of time, about material that they are not connected to in anyway and have no prior knowledge about. Ultimately, they are tested on the material they just learned not necessarily to assess their level of understanding for the purpose of modifying instruction, but because the end of the unit has arrived and tests are what take place at the end of teacher-centered, passive received units. This type of learning environment is student engaged learning's polar opposite. "Action based or experimental learning teams and problem-based learning are more successful than lectures in helping students see the relevance of what they are expected to learn as well as in helping them remember and apply what they are learning" (Lumpkin, 2007, p.159).

2.9 The Teacher's Role in Engaged Learning

Student engaged learning does require the teacher to play an important role, actually "teachers are key players in fostering student engagement" (Akey, 2006: GarciaReid et aI., 2005, however, not the role that the teacher-centered educator plays. Instead, teachers should take on the responsibility of "creating a culture of achievement in their classrooms, developing interactive and relevant lessons and activities, and being encouraging and supportive to students", these "are all ways in which teachers can foster student engagement in the classroom". According to Janes, et. aI., (2000), "The teacher acts as a guide facilitator. The teachers create opportunities for students to work cooperatively, to solve problems, do authentic tasks, and construct their own meaning. In order for engaged learning to take place there must be certain freedoms granted to students by teachers. "In an engaged learning environment, the students are allowed to explore, discover, and interact. According to Talbot (1998), students should have choices in learning activities whenever possible, and they should be allowed to formulate questions and explore topics that interest them" (Janes, et. aI., 2000 p.28). Klem and Connell agree when they say; providing choices within the context of clearly stated, high expectations creates an environment that enhances student learning. Students are more likely to want to do school work when they have some choice in the courses they take, the material they study, and the strategies they use to complete tasks. However, the autonomy must exist within a structure. Students still need teachers to keep track of and care about whether they attend class, turn in homework, and understand the material.

Another responsibility of educators which is extremely vital to student achievement and engagement, yet does not necessarily take place inside a classroom is that of developing professional learning communities "among staff to ensure that teachers develop the skills they need to provide these conditions" (Klem and Connell, 2004, p.7). An environment that promotes encouragement and achievement as opposed to humiliation and competition is critical in engaging students. A classroom culture "where instruction is challenging, students feel comfortable asking questions, and students are expected to do their best" is an integral piece of the puzzle. In many cases, teachers give students the impression, through negative body language and offering responses to student inquiries

that are highly destructive, that asking questions when they do not understand the material is not alright. "Teachers should aim to create a culture in the classroom where learning is cool, and asking questions is not only okay but expected" (Akey, 2006, p.4). An environment where being wrong leads to an onslaught of laughter and ridicule is a detriment to engaged learning and students being willing to take chances when learning something new. This type of classroom environment may take some time to develop, but it can be done if the teacher sets clear expectations and models appropriate responses to questions, encouragement after student mistakes, and appropriate praise after student triumphs (Akey, 2006).

2.10 Cooperative Learning Strategies

"Engaged learning provides opportunities for students to work cooperatively with a purpose. Learning groups are formed according to the purpose of instruction, common needs, and interests. Working cooperatively allows students to develop social skills and problem solving skills". Willis, an M.D., neurologist, and teacher at Santa Barbara Middle School in California has this to say about cooperative learning, "I discovered that relinquishing traditional autocratic control and allowing students to collaborate interactively with classmates to achieve common goals resulted in our becoming more invested and engaged in our 1eaming" (Willis, 2007, pA). Cooperative learning can only occur when teachers take a step back from being the one source of information and knowledge within the class yet still set guidelines for behavior and interaction and demand high expectations from students. Goodwin (1999), states that in this type of environment small groups of students discuss topics and 1eam to take charge of their own learning. Team spirit rather than competition is stressed as students work together. Positive interdependence is the goal of cooperative learning; therefore, the success of the group depends on each member attaining both the group and his or her own individua11eaming goal (as cited in Hall, 2006, p.9). This instructional strategy allows for students to keep one another accountable as well as to step into roles that they feel they are talented at and not simply forced to complete or participate in by the teacher. These opportunities, to monitor one another's participation and quality of work as well as the opportunity of choice are appealing to students and result in their being more

interested, and therefore more invested in assignments and projects. When students participate in engaged learning activities in well-designed, supportive cooperative groups, their affective filters are not blocking the flow of information. When you plan your group so that each member's strengths have authentic importance to the ultimate success of the group's activity, you have created a situation where individual learning styles, skills and talents are valued, and students shine in their fortes and learn from each other in the areas where they are not as expert (Willis, 2007, p.6). Several more benefits of cooperative learning groups that aid in engaging students in the learning process are that it promotes positive, academic dialogue between students and enables them to share ideas in a receptive environment. One of the many pit falls of a classroom in which students listen to the teacher lecture and practice skills individually is that students are not interacting with one another and their thoughts and ideas are never voiced. Silence in the classroom is equated to students working and learning, which is completely false. On the contrary, meaningful and authentic learning takes place when students ideas are shared with one another, when they are working together to solve a problem, and when they receive positive feedback and constructive criticism not only from the teacher, but also from their peers. "Cooperative learning group activities, unlike whole class discussions or independent work, provide the most opportunities for students to express their ideas, questions, conclusions, and associations verbally. They call on each other's guidance to solve pertinent and compelling problems and develop their interpersonal skills by communicating their ideas to partners" (Willis, 2007, p.6). Cooperative learning groups have been proven to be beneficial to students in many more ways, such as higher test scores, higher self-esteem, increased engagement, improved social skills, and better understanding of content and skills. Due to the positive outcomes ofthis particular teaching style, many teachers have attempted to incorporate this method in to their classroom practices. However, Johnson, Johnson, and Holubec cautioned (as cited in Stahl, 1994) A large majority of the group tasks that teachers use, even teachers who claim to be using "cooperative learning," continue to be cooperative group tasks-not cooperative learning group tasks. For instance, nearly all "jigsaw" activities are not cooperative learning jigsaw activities. Merely because students work in small groups does not mean that they are cooperating to ensure their own learning and the learning of

all others in their group. Listed are several cooperative learning methods that promote student interaction and "enhance the learning environment:

> Think/Pair/Share - a strategy designed to provide students with food for thought on a given topic enabling them to fonnulate individual ideas with other students.
> Roundtable - a cooperative learning strategy in which students take turns contributing answers in a group. Roundtable is usually completed in written form.
> Webbing - a graphic organizer strategy that provides a visual picture of how words or phrases connect to an object, concept or topic. Webbing helps students clarify concepts" (Hall, 2006, p.l 0-11).

To ensure that teachers are indeed employing meaningful cooperative learning group instruction, and not simply putting students in groups to work in close proximity to one another, there are several agreed upon elements or standards that must be present to ensure authentic cooperative learning is taking place. First, there must be specific learner outcomes that state what the students must know and be able to do as a result of working in cooperative learning groups. There must also be student "buy in" to these outcomes. The students, as a group, need to take these outcomes upon themselves as a goal and "all members of each group must accept their academic outcomes as ones they all must achieve" (Stahl, 1994, p.1). Taking group ownership of the stated objectives is key in getting all students engaged in the learning process. The teacher must then give each group clear instructions in which they can use to complete the task. Agreed upon norms for the students to base their interaction with one another on is also provided, both the norms and the instructions need to be provided to students before they begin the cooperative learning activity. The groups of three, four, or five students should be matched heterogeneously, first by academic level and then by "ethnic backgrounds, race, and gender" (Stahl, 1994, p.1). Heterogeneous groups give students multiple opportunities to become tolerant and accepting of other viewpoints, consider each other's thoughts and feelings, and the need to ask clarifying questions and seek out clarification of ideas. Several more vital elements of cooperative learning groups are face to face interaction, individual accountability, and time at the conclusion of the group project to reflect on group behavior and results (Stahl, 1994).

CHAPTER THREE: RESEARCH METHODOLOGY

The purpose of the methodology chapter was to address the design and implementation of the quantitative research study. A quantitative approach was necessary to provide statistical evidence concerning the assessment of teachers' instructional strategies and students' active engagement in physical education teaching learning process.

3.1. Research Area

Habru Woreda was found in North Wollo administrative Zone of the Amhara National Regional State (ANRS) .The town was Situate at about 479 km north of Addis Ababa along the main road to Mekele and 12 km north of Woldia and 351 km far from Bahirdar. Therefore Sirinka and Mersa preparatory schools found in HabruWoreda. Sirinka and Mersa preparatory school has about a total of 2782 students.

3.2 Research design

A research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure. To facilitate the smooth sailing of the research operations and to get maximal information with minimal expenditure of effort, time and money, designing of research design is very crucial.

The main objective of this study relies on investigation of assessment of the Teachers` Instructional Strategies and students` active Engagement in physical education teaching learning process. Therefore, this study was designed incorporating both qualitative and quantitative approaches of organizing and assessing the data collected by interviewing, questionnaire, and observation.

The researcher used descriptive survey research method to investigate the assessment of Teachers` Instructional Strategies and students` Engagement in physical education teaching learning process in Sirinka and Mersa preparatory school, because this method was usually easier to recruit respondent on a one basis and such designs do not require considerable cost and energy to keep in touch with the participant over a sustained period

(Dornyei, 2007). Moreover, it provides information on large groups of people with very little effort and in a cost effective manner (Dematteo et al., 2005).

A descriptive survey was employed to perform this research. This method allows getting understanding of the research problems. In Addition to this, it permits the researcher to gather information from respondents quickly and inexpensively. Using the descriptive survey method, the researcher also would take the investigation on students, teachers and principals with regard to assessment of Teachers` Instructional Strategies and students` Engagement in physical education teaching learning process.

3.3 Research method

This study was descriptive survey that assessment of teacher`s instructional strategies and student`s engagement in physical education in Sirinka and Mersa preparatory school in North Wollo Zone, Habru Woreda. The aim of survey design was to study the sample population and to generalize the findings to the population from which the sample was drawn. The study was focus mainly on describing, identifying, assessing and interpreting the current conditions that exist in relation to the assessment of teachers' instructional strategies and students' engagement in physical education and factors that hinder implementing of active instructional strategies in teaching physical education in Sirinka and Mersa preparatory school.

The related literature helps in determining what to look in Sirinka and Mersa preparatory schools and in the development of the instruments of data collection. Therefore, the primary sources of data was students, physical education teachers and school directors and the data from these sources was gathering through classrooms and play field observations, interview and questionnaires. A purposive sampling technique was used to identify the sample population. Once the data collected from the sources, the next phase was asses and interprets by using SPSS version 20.

3.4. Population and Sampling Technique

To make the study manageable and to secure maximum efficiency in the time available, the researcher was select one Grade level out of the four Grade level in Sirinka and Mersa

preparatory school in Habru Woreda North wollo zone as the subject of the study. Sirinka and Mersa School consists of a total of 169 school teachers and 2782 students.

While the researcher conduct research it's obvious that data to be collect from the whole population makes the accuracy of research findings to be very high. But to do this one has to consider the characteristics of the population, time, finance and potential to decide how to collect data from the whole population or select a sample. Therefore, considering these criteria the researcher takes a sample from the population by using purposive sampling procedure. Sirinka and Mersa General secondary and preparatory school has four Grade levels 9-12. For the purpose of study, the researcher takes one Grade level (Grade 12^{th}) as sample by using purposive sampling techniques. Among those grades, the researcher selected grade 12 students by using purposive sampling, because, the researcher believe that grade 12 students are more mature, adapt the school environment and familiar with their teachers' instructional strategies . Also they are better experienced and they may know more on "what and how" their teacher use instructional strategies and techniques during teaching learning process in the practical class. There are 2 physical education teachers, 2 school directors and 2782students as a total population in the sampled schools. However, the sample size is made of all the available (2) physical education teachers (Sirinka and Mersa preparatory schools) and 2school directors by using available sampling technique, since they are few in number. The information from school administrators indicates that, there are 2782 students in Srinika and Mersa preparatory School. From these, the total numbers of grade 12 students in the sample are 233(131 male students & 102 female students). Among these the researcher takes 100% (233) of grade 12 students by using simple purposive sampling technique.

Table 3.1 List of Habru Woreda selected Preparatory school for grade 12th sample

NC	Subject	Total population		Sample
		Sirinka	Mersa	
	1. Grade 9th students	559	692	-
	2. Grade 10th students	462	523	-
	3. Grade 11th students	71	117	-
	4. Grade 12th students	233	125	233
	Total	1325	1457	233

A two-stage purposive sampling technique would apply to select sample students. In the first stage, two preparatory schools would purposely select out of the total two preparatory and two high schools in Habru Woreda. In the second stage, a total of 233 sample students would select purposely for to the size. The researcher selected by purposive sampling technique since it gave equal chance of selection for preparatory schools and students.

3.5. Source of Data

3.5.1. Primary data

In this study both primary data and secondary data source was used in order to invest get or check the assessment of teachers` instructional Strategies and Students` active engagement in physical education. The primary data was obtained from observation checklist, questioner and interview. All Grade 12th students, physical education teachers, school principals, the school administrative officer and other concerned bodies were used as a primary source of data.

3.5.2. Secondary data

The secondary data was obtained from various sources such as different books, journals, documents and internet sources.

3.6. Data collection Instruments

In order to collect adequate and reliable data, the researcher was used the methods that include questionnaire, observation and interview as data gathering tools.

As long as the procedure of data collection was concerned, the researcher gets through the following steps, Therefore as to collect the relevant data. The first thing was getting permission from the director/coordinator of the school. After the researcher gets permission, researcher was distributing the questionnaires to the respondents, by presenting precise introduction so as to let them to know the purpose of the study. Next, the researcher was observing classroom activities on practical classes. Then the researcher was interview the preparatory schools director by preceding smooth introduction to create clear/good relation in order to get very relevant data. Finally, after data collected from respondents, the researcher addresses his acknowledge for all people those cooperates him.

3.6.1 Questionnaire:

A questionnaire was used to collect relevant information from students` teachers` other concerned bodies. In order to obtain information about teachers instructional strategies and students active engagement, how instructional strategies and active engagement applied by the teachers and students, the assessment of teachers instructional strategies and students engagement in physical education teaching learning process in Sirinka and Mersa preparatory schools are included in the questions. The questionnaire consists twenty open-ended and thirty closed-ended items. This questionnaire was used for collecting data from the physical education teachers, all Grade 12^{th} students, and with available sampling. The question that was used for students are different from other respondents. The questionnaire was designed as both open-ended and close-ended items. Two kinds of questionnaires use one for the teachers and other for the students. The items in the questionnaires for teachers focus on awareness, and role of teachers for the relationship between teachers instructional strategies and students active engagement in physical education and frequency of teachers in practicing different teaching strategies, techniques and what and how they practice different activities and how they practices their students on different activities, exercises and tasks. The items in the questionnaires

for students focuses on what and how their teachers perform during teaching-learning process in the practical class, on giving tasks, activities and exercises, how their teachers attempt to practice them some activities, how their teachers attempt to participate students in real learning, their motivation, confidence and participation in the practical class, In general the same items for both teachers and students was match with each other, this means, the same items reflect in one another. This was done in order to cross check the accuracy of data.

3.6.1 Interview:

It is also a very useful instrument to understand reasons why and how things happen and the way they are happening. The major way in which any researcher seeks to understand the perceptions, feelings and knowledge of people in programs is through in- depth and intensive interviewing. Some literature indicates that interview has three forms. These are structured, semi structured and unstructured. To gather more detailed information from schools director the researcher employed semi-structured interview. It is because these people are small in number and their position is important in describing whether an educational program is being implementing as planned or not. Thus, it is with this assumption that interview employed as a data gathering instrument for this study.

3.6.3 Observation:

Observation is one way of data collecting instruments. In the assessment of teachers' instructional strategies and student's engagement of teaching physical education program, it is in the "practical class" that all hidden, manifest intentions and efforts of education occur. Based on this, can say that practical class is very important source of data collection in describing the Applying of an educational innovation using checklist the researcher designed selected some important items to observation the relationship between teachers instructional strategies and students active engagement of practical during PE class therefore, observation was taken as one of very important source of data in this study.

3.7 variables of the study

3.8 pilot test

3.8.1 Validity of the study

Validity indicates the degree to which an instrument measures what it is supposed to measure. It is the extent to which differences found with a measuring instrument reflects true differences among those being tested (Kothari, 2004). In this study, triangulation was used to enhance data validation. The researcher used the teachers, directors and students from in verifying the content validity of the questionnaires, observation and the interview schedules.

3.8.2 Reliability

A measuring instrument is reliable if it provides consistent results (Kothari, 2004). The questionnaires are administered to the North Wollo Habru Woreda Sirinka and Mersa prparatory school teachers on two different occasions with an interval of two weeks. The results are scored and a comparison was made on the scores of the first test and the scores of the second test to provide a reliability coefficient. The Pearson product-moment correlation coefficient is used to compute the reliability coefficient of the questionnaire. It is a number ranging from +1 (a perfect positive correlation) through 0 (no relationship) to -1 (a perfect negative relationship).

3.9 Methods and procedures of Data Analysis

The aim of data analysis is to build an organizing system of categories that emerge from the data and that represent how these teachers, students, school principals, school administrative officer conceptualize the assessment of teachers instructional strategies and students active engagement in physical education teaching learning process in Sirinka and Mersa preparatory school.

The researcher collected reliable and valid information using different data collection instruments, such as observation, questionnaire, document analysis and interview. The data was collected by questionnaire; interview, document analysis and observation was organized and analyzed qualitatively and quantitatively. This section deals with, analysis and interpretation of data gathering from student and teacher, The selected data was first checked and cleaned and then use both qualitative and quantitative method. It was

process and analyze by using the statistical package for social science (SPSS) software. The complete questionnaire was coded and organized. According to system of some variables was already prepared at the same time of the questionnaire after completion of coding, all valid questionnaires was put in coherent format of SPSS data base. Then it was entered into statistical package for social sciences (SPSS) and then analysis furthermore, for the sake of effective analysis, easiest, understandable, descriptive statistics. Percentage representation of data was used to illustrate the collected data clearly and detail explanation was follow under each descriptive.

3.10 Ethical consideration

Ethical consideration play a big role in all research studies and all researchers must be aware of and attend to the ethical consideration related their studies. The purpose of the study was make clearly and understandable for the participants and any communication with concerned bodies was established permission ,voluntary ,agreement and interest without saddle and threatening their personality .In addition, participants economical background ,ethnics ,sex ,race physical ability will not be considered because all these have nothing to do with idea of the research ,teaching learning physical education disregards these issue.

CHAPTER FOUR: INTREPRETATION AND ANALSES OF DATA

This chapter of the study describes the result and interpretation of the research under taken. Therefore, the data which was collected from questionnaires, interview and observation check list was analyzed by using table and descriptive statements.

The objective of the study was to investigate the assessment of teacher`s instructional strategies and student`s engagement in physical education teaching learning process. Therefore, this chapter presents the findings from the questionnaires conducted with 233 students, with 2 physical education teachers, with 2 school principals. A total of 237 respondents participated in the study. From the total respondents 235 gave responses to questionnaires and 2 respondents participated in in-depth interviews. In the interview, the researcher took 2 of the participants who was directly selected among the school principals, was participated as key informant in the interview. The findings from the questionnaires, interviews and also from observation are organized into the following themes shown in the tables below:

4.1. Analysis the personal profile of respondents

To conduct this study valuable data was collected from the target groups of this study. The target groups of the study were students, teachers, and schools principals. The respondent was asked to indicate their personal profile. Therefore, in this section the data that obtained from respondents regarding their personal profile was presented in the following tables.

4.1.1. Demographic information of Respondents

Table 4.1: Respondents by Sex & Age for students

No	Items	respondents	frequency	Percentage
1	Sex of respondents	males	131	56.2%
		females	102	43.8%
		total	233	100%
2	Age of respondents	14-16	19	8.2%
		17-18	106	45.5%
		1920	98	42.1%
		Above 20	10	4.3%
		total	233	100%
3	Respondents grade level	Grade 12^{th}	233	100%
		Total	233	100%

Table-2 indicates that of the total of 233 students, all are grade 12^{th} students. About 131 (56.2%) students are males and 102(43.8%) students are females. About 106(45.5%) are in the age of 17-18 years where as about 98(42.1%) of them are from 19-20 years 19(8.2%) are in the age of 14-16 and 10(4.3%) are above 20 years old.

This shows that a total of 233 students are respondents were involved in the study. All are grade 12^{th} students, about 131(56.2%), students are males and 102(43.8%), of the students are females. About 106(45.5%), students are in the age of 17-18 years; therefore it indicates the students are so young matured.

4.1.2. Demographic information of Respondents

Table 4.2: Respondents by Sex and Age for teachers

No	Items	respondents	frequency	Percentage
1	Sex of respondents	males	2	100%
		Total	2	100%
2	Age of respondents	28-35%	2	100%
		Total	2	100%

Table 3; indicates that of the total of 2 physical education teachers, all are males. With regard to the age of physical education teachers 2(100%), 28-35years old. This indicates that the teachers are found in the youngest age and as the result. Therefore the teachers can make the teaching learning process.

Table 4.3: Respondents by educational level, teaching experience & grade level

No	Items	respondents	Frequency	Percentage
1	Educational level of respondents (teachers)	Degree	2	100%
		Total	2	100%
2	Respondents teaching grade level	Grade 12^{th}	2	100%
		Total	2	100%
3	Experience of teaching	8-10 years	2	100%

TheTable-4 indicates that show the educational level was highest academic qualification of the teachers was holds first degree. The experiences of the teachers are 8-10 years. Thus, it is assumed that there was no problem of educational background in case of physical education teachers.

This result shows that, the teacher's teaches grade 12^{th} in the Sirinka and Mersa preparatory schools and educational status were from university degree holders, and the

sex of teachers all are males, the age of teachers are young. Regarding the experience of teachers had 8-10 years' experience. Thus it is possible to argue that such a relatively short years of experience of teachers enable them to have some difficulties due to their lack of better understanding about the relationship between teachers' instructional strategies and active engagement of students in the teaching learning process.

Table 4.4, Analysis and interpretations of students

Item	Respondents	Frequency	Percentage	Mean	Standard division
1. Does the teacher use easy/clear instructional strategies for students?	Yes	207	88.8%	1.11	0.316
	No	26	11.2%		
	Total	233	100%		
2. Does the Instructional strategy given by the teacher is clearly to participate in the learning of physical education for you?	Yes	223	95.7%	1.05	0.257
	No	8	3.4%		
	Never	2	0.9%		
	Total	233	100%		

According to table 5, item 1; 207(88.8%) of respondents say yes, the teachers are use easy/clear instructional strategies for students, 26(11.2%), of respondents say no, the teachers are does not use easy/clear instructional strategies for students. This indicates that the teachers are using easy/clear instructional strategies during teaching learning process.

According to table 5, item 2; 223(95.7%) of respondents say yes, the Instructional strategies given by the teacher are clearly to participate in the learning of physical education for students. 8(3.2%) of respondents say no the Instructional strategies given by the teacher are does not clearly to participate in the learning of physical education for students, 2(0.9%), of respondents say never the Instructional strategies given by the teacher are does not clearly to participate in the learning of physical education for students. This indicates that the teachers are given clear instructional strategies to participate for the students in physical education process.

Table 4.5, Analysis and interpretations regarding their teachers

Items	Respondents	Frequency	Percentage	Mean	Standard division
1. Does your physical education teachers and all students have a good relationship?	Yes	220	94.4%	1.06	0.230
	No	13	5.6%		
	Total	233	100%		
2. Does your teacher attain the class regularly during teaching learning physical education?	always	217	93.1%	1.07	0.253
	Sometimes	16	6.9%		
	Total	233	100%		
3.To improve the active engagement of student's participation is should be within:	In pair	149	63.9%	1.67	0.922
	Alone	11	4.7%		
	In group	73	31.3%		
	Total	233	100%		

From table 6, question number **1**; 220(94.4%) of respondents say yes, their physical education teachers and all students are have a good relationship, 13(5.6%)of respondents say no, there is not had physical education teachers and all students are has a good relationship. This indicates the teachers and all students are had a good relationship.

According to table 6, item **2**; 217(93.1%) of respondents say always, the teachers are attain the class regularly during teaching learning of physical education,16(6.9%), of respondents say sometimes, the teachers are attain the class sometimes during teaching learning of physical education. This indicates the teachers are attaining the class regularly it helps for the students to engage actively in physical education teaching learning process.

From table 6, question number **3**; 149(63.9%) of respondents say, to improve the active engagement of student's participation is should be within: in pair, 11(4.7%), of respondents say, to improve the active engagement of student's participation is should be

within: alone, 73(31.3%), of respondents say, to improve the active engagement of student's participation is should be within: in group. This indicates that to improve the active engagement of student's in physical education class are should to be within in pair.

Table 4.6, Analysis and interpretations of students regarding feeling

Items	respondents	frequency	percentage	mean	Standard division
1. How often you participate in physical education class without being absent?	Always	189	81.1%	1.20	0.420
	Sometimes	42	18.0%		
	Never	2	9%		
	Total	233	100%		
2. Have you got motivational support from your teachers` to participate in physical Education?	Yes	206	88.4%	1.15	0.444
	No	19	8.2%		
	Sometimes	8	3.4%		
	Total	233	100%		

According to table 7, item 1; 189(81.1%) of respondents say, always participate without being absent, 42(18.0) of respondents say, sometimes participate without being absent, 2(9%) of respondents say never participant. this also shows that the about most of the students are participate in physical education without being absent. This indicates the all students are participate always without being absent in physical education subject.

According to table, item 2; 206(88.4%) of respondents say, yes they get motivational support from the teachers` to participate in physical Education classes. About19 (8.2%), of respondents say, no they didn't got motivational support from the teachers to participate in physical education class. This indicates the teachers are given motivational support for students to engage in physical education periods.

Table 4.7, Analysis and interpretations based on interest

Items	respondents	Frequency	percentage	mean	Standard division
1. The students are interested to participate in physical education teaching learning process?	Yes	228	97.9%	1.02	0.145
	No	5	2.1%		
	Total	233	100%		
2. Does the teacher give feedback for student`s while they actively engagement?	Yes	201	86.3%	1.14	0.345
	No	32	13.7%		
	Total		100%		

According to table 8, item 1; 228(97.9%) of respondents say, yes the students are interested to participate in physical education teaching learning process, 5(2.1%) of respondents say no the students are not interested to participate in physical education teaching learning process, 2(9%). this also shows that the about most of the students are interested to participate in physical education without being absent. This indicates the all students are interested to participate without being absent in physical education subject.

According to table 8, item 2; 201(86.3%) of respondents say yes the teachers give feed-back for student`s while they actively engagement. About 32(13.7%), of respondents say no the teachers are not give feed-back for student`s while they actively engagement. This indicates the teachers are given feedback for students after actively engage in physical education subject.

Table 4,8, analysis and interpretations based on facility

No	Items	respondents	frequency	Percentage	mean	Standard Deviation
1	Does the schools have enough places/playing field to learn practical class?	Yes	109	46.8%	1.54	0.500
		No	124	53.2%		
		Total	233	100%		
2	Does the school have enough equipment's in practical classes?	Yes	108	46.4%	1.53	0.500
		No	125	53.6%		
		Total	233	100%		

As indicates in table 9, item 1; 109(46.8%), of respondents say yes, the school has enough playing field to learn practical class. About 124(53.2%), of respondents say no the schools are not has enough places/playing field to learn practical class. Therefore from this finding the schools are does not has enough places / playing field to learn practical classes.

From table 9, item 2; 108(46.4%), of respondents say yes, the schools have enough equipment's to learn practical classes. About 125 (53.6%), of respondents say no the schools does not has enough equipment's. from this findings both schools does not has enough equipment's during practical classes.

Table 4.9, analysis and interpretations based on teaching materials/aids

No	items	respondents	frequency	Percentage	mean	Standard deviation
1	Does your teacher are use different teaching materials/aids?	Yes	167	71.7%	1.28	0.452
		No	66	28.3%		
		Total	233	100%		
2	Does the teacher show practically work well?	Yes	163	70%	1.30	0.459
		No	70	30%		
		Total	233	100%		

As table 10, item 1; indicates 167(71.7%), of respondents say yes, the teachers are use different teaching materials/aids. About 66(28.3%), of respondents no the teachers are does not use different teaching materials/aids. Therefore from this finding the teachers are use different teaching materials during teaching learning process.

From table 10, item 2; 163(70%), of respondents say yes, the teachers show practical work well. About 70(30%), of respondents say no , the teacher are does not show the practical work well. From this finding during teaching learning of practical class the teachers are show the practical work very well for the students.

Table 4.10, analysis and interpretations based on teaching materials/aids

No	Items	Respondents	Frequency	Percentage	Mean	Standard deviation
1	Do you participate actively in learning of physical education class?	Yes	221	94.8%	1.05	0.221
		No	12	5.2%		
		Total	233	100%		
2	Do you have interest to participate in learning of physical education classes?	Yes	204	87.6%	1.15	0.424
		No	23	9.9%		
		Sometimes	6	2.6%		
		Total	233	100%		
3	From question number 2, if you say no why?	Lack of interest	191	82.0%	1.18	0.385
		Friends pressure	42	18.0%		
		Total	233	100%		

As indicated table 11, item 1; 221(94.8%), of respondents say yes, participate actively in learning of physical education class. About 12(5.2%), of respondents say no, participate actively in learning of physical education class. Therefore from this finding the students are participating actively in the learning of physical education classes.

According to table 11, item 2; 204(87.6%), of respondents say yes, have an interest to participate in learning of physical education classes. About 23(9.9%), of respondents say no, have not an interest to participate in learning of physical education classes. Also about 6(2.9), of respondents say sometimes, have an interest to participate in learning of physical education classes. Therefore from this finding most of the students are has an interest to participate in the learning of physical education classes.

From table 11, item 3; 191(82.0%), of the respondents say lack of interest for the reason of not has an interest to participate in the learning of physical education class. About 42(18.0%), of the respondents say friend pressure of an interest to participate in the learning of physical education classes.

Table 4.11, analysis and interpretations based on the teachers

No	Items	Respondents	Frequency	Percentage	mean	Standard deviation
1	Do your teachers wear appropriate sport close?	Yes	219	94.0%	1.06	0.238
		No	14	6.0%		
		Total	233	100%		
2	The performance of the teachers during teaching learning of physical education?	High	145	62.2%	1.52	0.737
		Good	54	23.2%		
		Medium	34	14.6%		
		Total	233	100%		

As indicates table 12, item 1; 219(94.0%), of respondents say yes, the teachers are wear appropriate sport close. About 14 (6.0%), of respondents say no, the teachers are not wear appropriate sport close. Therefore the findings show that the teachers are wear appropriate sport close during teaching learning of physical education classes.

According to table 12, item 2; 145 (62.2%), of respondents say high, the performance of the teachers are high during teaching learning of physical education. About 54(23.25), of respondents say good, the performance of the teachers are good during teaching learning of physical education. Also about 34 (14.6%), of respondents say medium, the performance of the teachers are medium during teaching learning of physical education.

Therefore from the finding the performances of the teachers are high during teaching learning of physical education lessons.

Table 4.12, analysis and interpretations based on question

No	Items	Respondents	Frequency	Percentage	Mean	Standard deviation
1	What do you think the major motivator the active engagement of students in teaching learning of physical education?	School principals	61	26.2%	2.38	0,873
		Friends	23	9.9%		
		Teachers	149	63.9%		
		Total	233	100%		
2	Does your teacher use different techniques of instructional strategies?	Sufficient	169	72.5%	1.28	0.470
		Not sufficient	62	26.6%		
		Not at all	2	0.9%		
		Total	233	100%		

From question number 1; 61(26.2%), of respondents say School principals are the major motivate of active engagement of students in teaching learning of physical education is the teachers. 23(9.9%) of respondents say, friends are the major motivate of active engagement of students in teaching learning of physical education is the teachers.149 (63.9%) of respondents say teachers are the major motivate of active engagement of students in teaching learning of physical education is the teachers. This indicates that the main initiator of the students to engage actively in physical education is the teachers.

According to item 2; 169(72.5%) of respondents say sufficient the teachers are use different techniques of Instructional strategies.62(26.6%), of respondents say no sufficient the teachers are use different techniques of Instructional strategies. 2(0.9%), of respondents say not at all. This indicates that the teachers are using different techniques of instructional strategies for the students during teaching learning of physical education process.

Data Analysis and interpretations of teachers Response

Table 4.13, Analysis and interpretation of response

No	Items	Reponses	Frequency
1	Do you use different techniques of instructional strategies?	Yes	✓
		No	
2	Does the instructional strategies given by you are clear for students?	yes	✓
		No	
3	Are you interested to teach physical education subject?	yes	✓
		No	
4	Does all students interested to participate in physical education class?	Yes	✓
		No	
5	Do think that there is relationship between teachers' instructional strategies and students' active engagement in teaching learning of physical education?	yes	✓
		No	

As indicates table 14; the teachers use different techniques of instructional strategies. The given instructional strategies by the teachers are clear for the students. The physical education teachers are interested to teach physical education subject. All students are interested to participate in physical education class. There is relationship between teachers' instructional strategies and students' active engagement in teaching learning of physical education. Therefore from the findings the teachers are during teaching learning process use different techniques of instructional strategies and the given instructional strategies for the students are clear. The teachers also interested to teach the subject, all students interested to participate in physical education class. Finally there is relationship between teachers' instructional strategies and students' active engagement in teaching learning of physical education process.

Table 4.14, analysis and interpretations based on question

No	Items	Respondents	Frequency
1	To improve the active engagement of the students in physical education should be with in?	In pair	✓
		Individual	
		In group	
2	Do you give feedback for the students after they are engage actively?	Yes	✓
		No	
3	Do you attain the class regularly?	yes	✓
		No	
4	Do you have good relationship with all students?	yes	✓
		No	
5	Do you give motivational support for the students to participate in physical education?	Yes	✓
		No	

As shown table 15; to improve the active engagement of the students in physical education should be with in pair. The teachers give feedback for the students after they are engage actively in the physical education class. The teachers are attain the class regularly without absents. During teaching learning process the teachers has good relationship with all students. The teachers give motivational support for the students to participate in physical education class. Therefore from this finding to improve the active engagement of the students in physical education class should be with in pair, the teachers give feedback for the students after they are engage actively in the physical education class to motivate and to continue for the next class. The teachers are attain the class regularly without absents this conditions are create good opportunity for the students to engage actively. During teaching learning process the teachers has good relationship with all students. The teachers are also given motivational support for the students to participate actively in physical education class.

Table 4.15, analysis and interpretations based on question

No	Items	Respondents	Frequency
1	Do you show the practical work well for the students during practical class?	Yes	✓
		No	
2	Do you use different teaching materials and aids?	Yes	✓
		No	
3	Do you wear appropriate sport close?	Yes	✓
		No	
4	Does the school have enough places/ playing field to teach practical class?	Yes	
		No	✓
5	Does the school have enough teaching materials/equipment's	Yes	
		No	✓

As indicates table 16; the teachers show the practical work well for the students during practical class. The teachers are use different teaching materials and aids. The physical education teachers are wearing appropriate sport close. The teachers say the school does not have enough places/ playing field to teach practical class. And also the school does not have enough teaching materials/equipment. Therefore from this finding during teaching practical class teachers show the practical work well for the students, the teachers are use different teaching materials and aids during teaching learning but it is not sufficient. The physical education teachers are during practical class wearing appropriate sport close. The school does not have enough places/ playing field to teach practical class. And also the school does not have enough teaching materials/equipment.

4.2 Observation and Interpretation

In order to triangulate the data obtained from questionnaires, interview, and observation were employed by the researcher. An observation was made in Habru worda Sirinka and Mersa preparatory schools. The researcher observed the practical class and theoretical class teachers' related documents. Therefore, in this section the data which collected from observation checklist was displayed as follows.

Instructional Planning

Class was started quickly and efficiently, Objectives are well defined and stated, Equipment was ready but not sufficient for maximized learning, Lesson was sequential and developmentally appropriate, Environment was safe and conductive to learning, Written and was developed lesson plans are provided.

Instructional Presentation

Clear and straight forward directions are given, Critical thinking and problem solving are encouraged, Relevant examples and brief demonstrations are offered, Practice time was provided; assistance offered as needed, Appropriate lesson pace and smooth transitions are evident, Skill correction, as well as encouraging feedback offered, Assessment occurs and was based on class objectives, Lesson closure occurs and relates to class objectives.

Student Management

Rules of conduct and routine procedures are evident, Instructional opportunities are adapted to diverse learners, All students are treated in a fair and equitable manner, Social skills are developed through the physical activities, Student behavior was monitored and corrected as necessary.

The researcher observation shows that the schools does not has field to learn practical classes. However, in relation to the suitability or comfort ability of the playing field, the researcher also observed that major parts of the playing field are not comfortable to conduct the practical classes. The other observation was related to adequacy of materials and sufficiently facilities in the schools, which depicted as not adequate, sufficient and are not aid able or supportive to the schools. The result shows that the schools does not has adequate playing field however it is not comfortable to train effectively as well as to

engage actively in practical classes efficiently. And the schools facilities and materials are not aid able or supportive to improve engagement of the students and interest.

Regarding the teachers and students time management during teaching learning process, it was very interesting and timely implemented because as the researcher observed, and started on time. And also the teaching time and days were suitable to conduct the teaching learning process because the teachers arranged the teaching program according to the program of the schools and according to the air condition of teaching time it might be morning and afternoon last class.

During observation time, the researcher also observed that the teacher when he demonstrated the skills, techniques of the activity. However, the researcher witnessed that the teachers motivated and encouraged the students during teaching learning time.

The schools cohesion which was between students with students and students with teachers had good relations. Even the main reason for the existence of the teachers in the schools was their students' better relationship and interpersonal skill. Conversely, the relationship between students and schools administration, is good or it is much interesting. The reasons might be the approaches of the teachers are so good. The finding shows that the relationship among students themselves and students with the teachers and schools administration was good. However, it is possible to conclude that this better relation between students themselves and students with the teachers was very nice.

In order to know how the teachers perform and what their physical fitness, techniques and psychological preparation during teaching situation seems the researcher tried to observe practical and theoretical. Based on the observation, the researcher tried to show the analysis the first theoretical class and practical class respectively. The teacher relatively had better performance, techniques, psychological preparation and physical fitness.

4.3 Analysis on Interview Responses

A student (233), two physical education teachers, two schools principals, was asked to forward what they thought would be the opportunities of students' active engagement in physical education and they stressed on the following issues:

1. The students had opportunities to actively engage in physical education. Therefore, they are Interested to participate in physical education class.
2. The school has genuine physical education teachers that contribute for the development of the students' active engagement.
3. The school has more than 8years of experience in teaching learning process.
4. The cohesion of the school, especially between students themselves and students with the teachers was good.
5. The other opportunities of the students are the teachers are educated degree holders; he also learned second degree master's program.

4.4 Analysis on Document

The researcher had got an hours from the school administer and analyzed as follow. The document showed that there was different meeting to discuss the facilities and equipment's of the schools, and finance.

Based on that the researcher concluded that the schools does not has adequate playing field however it is not comfortable to learn effectively. Because, the committee was decided to renew the field and to buy different equipment's cannot because of insufficient finance. The finding gain from the document analysis generally shows that it is similar with the finding gain from questioner, interview and observation.

CHAPTER FIVE :SUMARY, CONCLUSION, AND RECOMENDATION

5.1. SUMARY

The General objective of this study was analyses the assessment of teachers instructional strategies and students engagement in physical education in case of Sirinka and Mersa preparatory school. The study was limited in the students' active engagement in physical education class, and teachers' instructional strategies. To achieve the stated rationale of the study, the researcher attempted to identify basic research questions which served as guideline in the data collection and analysis activities as well as in sharpening the specific factors that need to be addressed in the study.

In the second chapter of the study, the review of related literatures put concepts with regard to the study by classifying several topics such as: teaching physical education, gender difference and play, engage and challenging instruction, student level facilities of engagement in physical education, instructional facilities of students' engagement in physical education, student engagement in physical education.

The study employed descriptive survey method. Data was collected using sets of questionnaires, therefore as to obtain information from students, teachers, school administers and these questionnaires were developed in both English and translated into Amharic language.

The data collected through structured questionnaires was also analyzed in SPSS version 20(mean and standard division). However in order to assure the validity of the data that was obtained from questionnaire, triangulation method was employed by using structured interview, analyzing different documents and observation check list.

Finally, the data resulted in the following major findings:-

A total of 233 students was involved in the study. All students are grade 12th. Therefore the numbers of male students are greater than female students. Most students are in the age of 17-18years, therefore the students are matured.

Most of the students are actively engage in learning of physical education lesson. The student has an interest to engagement actively in teaching learning of physical education class. Some students are not has interest to participate because of lack of interest and friends pressure.

Physical education teachers and all students have good relationship. Therefore these smooth relationships give opportunity for the students to engage actively. During teaching learning of physical education lesson the teachers are attain the classes regularly.

The teachers are given feedback for the students after actively engagement in physical education class, it help for the students motivate for the next periods to participate actively in teaching learning of physical education.

Most of the students are participate actively in physical education class without being absent. During teaching learning processes to improve the active engagement of the students are should be within in pair. The students are got motivational support from the teachers to participate in physical education class.

Both Sirinka and Mersa preparatory schools does not had enough places/playing field to learn practical classes. And the schools are does not has enough equipment's during learning of physical education practical classes.

The teachers are use different teaching materials and teaching aids during teaching learning of physical education processes. Physical education teachers are wearing appropriate sport close during practical teaching learning process.

During teaching learning process the physical education teacher uses easy and clear instructional strategies for the students. The instructional strategies given by the teacher

are more easy and clear for the students to engage actively in the learning of physical education classes.

The teachers are using sufficient different techniques of instructional strategies during teaching learning of physical education lessons.

The performance of the teacher during teaching learning of physical education classes are high, this means the teacher can perform the practical work and can teach easily the theoretical classes. The physical education teachers are during practical classes show the students each techniques and steps by perform very well.

Teachers are the major motivator of the students to actively engage in the physical education teaching learning process. Teachers' instructional strategies and students' active engagements are it has a great relationship during teaching learning process.

Physical education teachers are teach the subject by them interest and willingness, this means the teachers are happy to teach the physical education subject.

5.2 CONCLUSION

The main purpose of this study was to analyze the assessment of teachers' instructional strategies and students' engagement in physical education teaching learning process. Participants of the study were 233 grade 12th students, two physical education teachers, school administration, and by using purposive sampling technique. Questionnaire was administered to participants. The data obtained was edited, coded and entered into the computer. A new variable was computed and recoded using SPSS software. Then, analyzed using descriptive statistics: percentages mean, and standard deviation. Also the researcher used interview, observation and document analysis and analyzed them qualitatively. Finally, based on the data collected, the analyses made and the findings obtained, the following conclusions have been drawn.

A total of 233 students were involved in the study. All students are grade 12th. Most students are in the age of 17-18years, therefore the students are matured.

The physical education teachers are all of them males and, also the ages are found in youngest age.

The educational levels of the teachers are they are first degree holders. The teaching grade levels of the teachers are they are teaching grade 12th students.

The student has an interest to engagement actively in teaching learning of physical education class. Some students are not has interest to participate because of lack of interest and friends pressure.

Physical education teachers and all students have good relationship. During teaching learning of physical education lesson the teachers are attain the classes regularly.

During teaching learning processes to improve the active engagement of the students are should be within in pair.

Both Sirinka and Mersa preparatory schools does not had enough places/playing field to learn practical classes. And the schools are does not has enough equipment's during learning of physical education practical classes.

During teaching learning process the physical education teacher uses easy and clear instructional strategies for the students. The instructional strategies given by the teacher are more easy and clear for the students to engage actively in the learning of physical education classes.

The teachers are using sufficient different techniques of instructional strategies during teaching learning of physical education lessons.

Teachers' instructional strategies and students' active engagements are it has a great relationship during teaching learning process.

5.3 RECOMENDATION

Based on the obtained results and the conclusions drawn, the researcher would like to recommend the following suggestions.

Findings indicated that the school not has playing field and the field not comfortable. And also had its own impact on the interest of the students in active engagement on physical education classes. Therefore, the school administration should give a great attention to build and make comfortable the field as soon as possible.

The relationship between students and teachers are good. Subsequently, the teachers should take the responsibility to improve the relationship among them when there are good relationship between students and teachers.

Lacks of finance are the main factor of the school. Therefore the supervisor and concerned body should prepare financial getting proposal for the nearest university, NGOs, investors to get sufficient finance.

The teachers should work on psychological awareness on students in each teaching learning to solve the problem of active engagement.

The school teachers should create better relationship with students. The result of the research shows students had better relationship among themselves and with the teachers. Therefore, they should improve their relations with all school communities.

The teachers use clear instructional strategies during physical education teaching learning process.

The school administrator helps the physical education teachers by materials and other things.

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Appendix A

ADDIS ABABA UNIVERSITY

POST GRADUATE PROGRAME

DEPARTEMENT OF PHYSICAL EDUCATION

Questionnaire provided for students

The purpose of this questionnaire is together information on the relationship between teachers` instructional strategies and students` active engagement in physical education teaching learning in case of sirinka and Mersa preparatory school. Therefore you will be kindly requesting politely to answer the following questions. Your response will be kept confidentially.

N.B please does not write your name.

"Thank you"

General Information

Woreda _____ Name of the school_____sex———

Age A/ 14-16 B/ 17-18 C/ 19-20 D/ above 20

Direction: please circle what you choose from the given alternative

1. Do you participate actively in learning of physical education?

A. yes B. No

2. Do you have interest to participate in learning physical education?

A. yes B. No C. Some times

3. from question number 2, If you say No why?

A. Lack of interest B.Friend's pressure

4. The performance of your teacher during teaching learning of physical education?

A. high B. low C. medium

5. Does your physical education teachers and all students have a good relationship?

A. Yes B. No

6. Does your teacher attain the class regularly during teaching learning physical education?

A. always B. Sometimes

7. Does your teachers use different techniques of Instructional strategies?

A. sufficientB. No sufficient C. Not at all

8. What do you think the major factor affecting the active engagement of students in teaching learning of physical education?

A. School principal s` B. friends` C. Teachers`

9. Does have enough equipment's in practical classes?

A. Yes B. No

10. Does the school have enough places/ playing field to learn practical class?

A. Yes B. No

11. How often you participate in physical education class without being absent?

A. Always B. Sometimes C. Never

12. Does the Instructional strategies given by the teacher are clearly to participate in the learning of physical education for you?

A. usuallyB. Never C. sometimes

13. To improve the active engagement of student's participation is should be within:

A. In pair B. Alone C. In group

14. Have you get motivational support from your teachers` to participate in physical education?

A. Yes B. No C/sometimes

15. Does your teacher use different materials and teaching aid?

A/yes B/ No

16. The students are interested to participate in physical education teaching learning process?

A/yes B/No

17. Does your teacher wear appropriate sport close?

A/yes B/No

18. Does the teacher give feedback for student`s while they actively engagement?

A/yes B/No

19. Does the teacher show the practical work well?

A/yes B/No

20. Does the teacher use easy/clear instructional strategies for students?

A/yes B/No

Appendix B

አዲስአበባዩኒቨርስቲ

ድህረምረቃፕሮግራም

የሰውነትማጎልምሻትምህርትክፍል

ለተማሪዎችየተዘጋጀመጠይቅ

የዚህመጠይቅዓላማበመምህራንየማስተማሪያስትራተጂዎችእናበተማሪዎችንቁተሳትፎበየሰውነትማጎልመሻትምህርትጋርያለውዝምድናለማጥናትበስሪንቃየመሰናዶትምህርትቤትውስጥመረጃንለመሰብሰብነው::ስለዚህየሚከተሉትንጥያቄዎችለመመለስበትህትናእጠይቃለሁ፡፡ የእርስዎምላሽበምስጢርየተጠበቀይሆናል::

እባክዎንስምዎንአይፃፉ::

"አመሰግናለሁ"

አጠቃላይመረጃ

ወረዳ _____የትምህርትቤቱስም _____ዕታ—

ዕድሜሀ.ከ14-16 **ለ.**17-18 **ሐ.**19-20 **መ.ከ** 20 **በላይ**

አቅጣጫ:ከተሰጠውአማራጭየመረጡትንያክቡ

1.**የሰውነትማጎልመሻትምህርትንለመማርበንቃትትሳተፋለህን/ሽን**?

ሀ/እሳተፋለሁ/ አልሳተፍም

2.**የሰውነትማጎልመሻትምህርትንለመማርፍላጎትአለህ/ሽ**?

ሀ.አለኝለ.የለኝምሐ. አንዳንድጊዜ

3.**በተራቁጥር** 2 **መልስህ/ሽ«የለኝም»ከሆነለምን**;

ሀ. የፍላጎትማጣትለ. የጓደኞችግፊት

4. **የሰውነትማጎልመሻትምህርትበሚሰጥበትወቅትየአስተማሪውብቃትምንይመስላል**?

ሀ. ከፍተኛለ.ጥሩሐ. መካከለኛመ. ዝቅተኛ

5. **የሰውነትማጎልመሻአስተማሪውእናሁሉምተማሪዎችጥሩግንኙነትአላቸው**?

ሀ. አላቸውለ.የላቸውም

6. **በሰውነትማጎልመሻትምህርትክፍለጊዜአስተማሪውሁሌምያስተምራል**?

ሀ.አዎለ.አንዳንድጊዜሐ.በጭራሽ

7. አስተማሪውየተለያዩየማስተማሪያስልቶችንይጠቀማልን?

ሀ. ይጠቀማልለ. በቂአይደለምሐ.አይጠቀምም

8.በሰውነትማጎልመሻትምህርትበመማርማስተማርሂደትውስጥተማሪዎችንበትጋትየሚያሳትፍዋናውነገርምንይመስልሀል/ሻል?

ሀ. የትምህርትቤትኃላፊዎችለ.ጓደኞችሐ.አስተማሪዎች

9. በተግባርትምህርትጊዜበቂቁሳቁስአለው?

ሀ. አዎለ. የለውም

10. ትምህርትቤቱየተግባርትምህርትንለመማርበቂቦታዎችን / የመጫወቻሜዳአለው?

ሀ. አዎለ.የለውም

11.በሰውነትማጎልመሻትምህርትክፍለጊዜውስጥምንያህልበተደጋጋሚሳትቀሩትሳተፋላችሁ?

ሀ. ሁሌጊዜለ.አንዳንድጊዜሐ.በጭራሽ

12.በአስተማውበኩልየሚሰጡትየማስተማሪያስልቶችየሰውነትማጎልመሻትምህርትንመማርላይለመሳተፍግልጽነውን?

ሀ. አዎለ.አይደለምሐ. አንዳንድጊዜ

13. የተማሪዎቹንንቁተሳትፎለማሻሻልመማርያለባቸው:

ሀ. በጥንድለ. ለየብቻሐ. በቡድን

14.መምህሩበሰውነትማጎልመሻትምህርትለመሳተፍየተማሪዎቹንተነሳሽነትእንዲኖርድጋፍያደርጋልን?

ሀ. ያደርጋልለ.አያደርግምሐ.አንዳንድጊዜ

15.አስተማሪውየተለያየቁሳቁስናመርጃመሳሪያዎችንይጠቀማል

ሀ/ይጠቀማልለ/ አይጠቀምም

16.ተማሪዎችበሰውነትማጎልመሻመማርማስተማርሂደትለመሳተፍፍላጎትአላቸው

ሀ/አላቸውለ/የላቸውም

17.አስተማሪውትክክለኛውንየስፖርትልብስይለብሳልሀ/ይለብሳልለ/አይለብስም

18.መምህሩተማሪዎቹንቁተሳትፎካደረጉበሃላተገቢውንአስተያየትይሰጣል

ሀ/ይሰጣልለ/አይሰጥም

19.መምህሩየተግባርትምህርትንበደንብይሰራልሀ/ይሰራልለ/አይሰራም

20.አስተማሪውለተማሪዎችቀላልናግልጽየሆነየማስተማሪያስልትይጠቀማል

ሀ/ ይጠቀማልለ/ አይጠቀምም

Appendix C

ADDIS ABABA UNIVERSITY

POST GRADUATE PROGRAME

DEPARTEMENT OF PHYSICAL EDUCATION

Questionnaire provided for Teachers

The objective of this questionnaire is to collect data on the relationship between teachers` instructional strategies and students` active engagement in physical education teaching learning in case of Sirinka preparatory. So you are kindly requesting politely to answer the following questions. Your response will be kept confidentially.

N.B please does not write your name.

<<Thank you in advance for your cooperation.>>

General Information

Woreda _____ Name of the school————————————Sex M____ F ____

Age A/ 20-25 B/ 26-30 C/ 31-40 D/ above 40

Qualification_____ Year of experiences _____

Average number of students in the class; A/ 35-40 B/ 41-50 C/ 51-60 D/ 61-70

Grade and section you teach _____

Direction: Please circle what you choose from the given alternative.

1. Do you use different techniques of instructional strategies?
   A/ yes B/ no
2. Does the instructional strategies given by you are clear for students?
   A/ yes B/ no

3. Are you interested to teach physical education subject?
   A/ yes B/ no
4. Does all students interested to participate in physical education class?
   A. Yes B. No
5. Do think that there is relationship between teachers' instructional strategies and students' active engagement in teaching learning of physical education?

   A. yes B. No
6. To improve the active engagement of the students in physical education should be within?

A/ in pair B/ individual C/ in group

7. Do you give feedback for the students after they are engage actively?

A/ yes B/ no

8. Do you wear appropriate sport close?

A/ yes B/ no

9. Do you have good relationship with all students?

A/ yes B/ no

10. Do you give motivational support for the students to participate in physical education?

A/ yes B/ no

11. Do you show the practical work well for the students during practical class?

A/ yes B/ no

12. Do you use different teaching materials and aids?

A/ yes B/ no

13. Do you wear appropriate sport close?

A/ yes B/ no

14. Does the school have enough places/ playing field to teach practical class?

A/ yes B/ no

15. Does the school have enough teaching materials/equipment's?

A/ yes B/ no

Appendax D

ADDIS ABABA UNIVERSITY

POST GRADUATE PROGRAME

DEPARTEMENT OF PHYSICAL EDUCATION

Interview for school principals

Dear School Principals, as is known that physical education is given in high school as one other subjects. The purpose of this study is to study in the relationship between teachers` instructional strategies and students` active engagement in physical education teaching learning in case of sirinka preparatory School. The role of teacher is an important to determine the participation of students as well as attitudinal change of them. Taking this I kindly request you to honestly respond to these questionnaires.

Thanks for your honest cooperation.

Instruction indicates your response on blank space by giving comments.

Age_____ sex_____ Qualification_____ Service year_____

1. Do you think that participation of students towards physical education can change the interest of students in physical education? If you say yes, explain it. If you say No, why?

_____

_____

2. How the school as well as school principal promote and facilitate the equipment of physical education for teachers?

_____

_____

3. What support/facilities would you recommend to be given for school students to motivate students to be active engagement?

_____

_____

4. Do you enforce students in physical education and engage them actively?

_____

_____

5. What should be the role of teachers` to motivate their students` to encourage in physical education teaching learning process?

_____

_____

Appendix E

ADDIS ABABA UNIVERSITY

POST GRADUATE PROGRAME

DEPARTEMENT OF PHYSICAL EDUCATION

Observation Checklist

Name of school——Date of Observation————————Grade & section _____

Name of Teacher———Topic___Sex _____Age_____

Educational background Qualification

A, certificate B, Diploma C, Degree

1 = poor 2 = Good3 = V. Good 4 = Excellent

Put check mark (√) in the column which tells

No	**Instructional Planning**	1	2	3	4
1	Class is started quickly and efficiently				
2	Objectives are well defined and stated				
3	Equipment is ready and sufficient for maximized learning				
4	Lesson is sequential and developmentally appropriate				
5	Environment is safe and conductive to learning				
6	Written and well developed lesson plans are provided				

Instructional Presentation

7	Clear and straight forward directions are given				
8	Critical thinking and problem solving are encouraged				
9	Relevant examples and brief demonstrations are offered				
10	Practice time is provided; assistance offered as needed				
11	Appropriate lesson pace and smooth transitions are evident				
12	Skill correction, as well as encouraging feedback offered				
13	Students are actively learning and participating				
14	Assessment occurs and is based on class objectives				
15	Lesson closure occurs and relates to class objectives				

Student Management

16	Rules of conduct and routine procedures are evident				
17	Instructional opportunities are adapted to diverse learners				
18	All students are treated in a fair and equitable manner				
19	Social skills are developed through the physical activities				
20	Student behavior is monitored and corrected as necessary				

Declaration

First of all, I declared that this thesis is my genuine work and that all sources of materials used for this thesis have been justly acknowledged. This thesis has been submitted in partial fulfillment of the requirement for the degree of masters of education in teaching physical education at Addis Ababa University.

Declared By

Name of the Candidate: Mengistu Sewasew Aenalem

Signature …… Date ……

This thesis has been submitted for examination with my approval as the University supervisor:

Name of Advisor Dr. Solomon Teka

Signature …… Date ….....