



EXPERIENCES AND CHALLENGES FACED BY TEACHERS IN TEACHING
PHYSICAL EDUCATION IN PRIMARY SCHOOLS: THE CASE OF
GULALLE SUB-CITY IN ADDIS ABABA CITY ADMINISTRATION

BUZUNESH SIDA KETEMA

THESIS

Submitted To: Addis Ababa University, College of Education and Language
Studies, Department of Science and Mathematics Partial Fulfilment
Of the Requirements for the Degree of Masters of Education In
Teaching Physical Education.

Advisor: Mulugeta Hagos (Msc)

February, 2026
Addis Ababa, Ethiopia

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Declaration

This is to declare that the thesis research on ‘experiences and challenges faced by teachers in teaching physical education in primary schools: the case of Gullelle sub-city in Addis Ababa city administration’’ submitted in partial fulfillment of the requirements for the degree of Master of Education (teaching physical education), is a record of original work carried out by me and has never been submitted to any other institution to get any other degree or certificates. The assistance and help I received during the course of this investigation have been duly acknowledged.

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This is to certify that the thesis prepared by Buzunesh Sida Ketema entitled, Experiences and Challenges Faced by Teachers in Teaching Physical Education in Primary Schools: the case of Gulele sub-city in Addis Ababa city administration in partial fulfillment of the requirement for the degree master of Education in Teaching Physical education Complies with the regulations of the university and meets the accepted standards with originality and quality

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Internal Examiner _____	Signature _____	Date _____
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Abbreviation/Acronyms

- PE..... physical education
- CPD..... Continuous professional development
- SIC.....School Improvement Committee

Abstract

*The focus of this research was on the Experience and challenges that teacher's encounter while teaching physical education (PE) in primary schools in the Gulalle sub-city of Addis Ababa. Data were gathered via surveys, interviews, and secondary sources using a mixed-methods approach with an explanatory design. Utilizing simple random and purposive sampling methods. The sample included 240 individuals (223 teachers, 6 pupils, and 11 key informants) from all 7 primary schools. Quantitative data were analyzed using SPSS 26, whereas qualitative data analyzed thematically. According to the data, lesson quality is impacted by inadequate equipment and poorly maintained facilities, which limit creative teaching and raises safety concerns. It was difficult to implement differentiated instruction across different class sizes, which might lead to boredom and disengagement among students. Variations in professional development opportunities led to inconsistent **teaching** practices, and ongoing training was deemed ineffective in promoting innovation. Low scores on time allocated for skill development and curriculum coverage highlight difficulties in delivering comprehensive Physical Education. To highlight the value of high-quality Physical Education, the study advises boosting funding for equipment and facility upkeep, creating feedback mechanisms to improve training, and encouraging a culture of advocacy among educators, stakeholders, and parents. These actions can promote policy changes and improve program efficacy, resulting in a physical education program that is safe, exciting, and equitable for all students.*

Key words: *Resource and Equipment scarcity, allocation of time, class size, professional development Opportunities and implementing the physical education*

CHAPTER ONE

1. INTRODUCTION

This chapter starts by presenting background issues leading to the statements of the problem. The objectives and research questions of the study follow this. The text explains background, objective and core research questions of the study, the significance, delimitation, and operational definitions of terms.

1.1 Background of the Study

In recent times, the discourse concerning education has increasingly stressed the vital part of physical education in fostering holistic development among students. (Nishida, 2022). The difference in physical education engagement across different regions, particularly in primary education, raises significant enterprises. For instance, South Korea's government emphasizes physical exertion as a core element of the academy experience and numerous seminaries in the United States struggle to allocate sufficient time for similar programs (Mext, 2023). Addressing these disagreement through focused exploration could guide policymakers in enforcing further effective physical education strategies, eventually paving the way for healthier, more engaged scholars across the globe.

Recent debates punctuate the difference in physical exertion vitals across colorful educational systems, revealing notable gaps that impact pupil health and well-being (Wamala, 2023). For case, in East Africa, countries like Kenya and Uganda have witnessed reductions in physical education installations in primary seminaries due to colorful factors, including resource allocation and class emphasis on core subjects. Empirical studies indicate that only 34 of primary seminaries in Kenya cleave to recommend physical exertion norms, raising enterprises about the long-term goods on children's health (Odhiambo, 2020). Likewise, a check in Uganda set up that a bare 25 of seminaries give acceptable installations for physical education, pointing to systemic crunches that need critical attention (Namakula et al., 2021). Accordingly, fostering comprehensive physical education programs is imperative to offset these intimidating trends, promoting both academic success and bettered physical health issues for primary academy scholars in the region (Njeru et al., 2022).

In Ethiopia, the educational geography has experienced significant metamorphoses over the times, yet the integration of physical education within the academy class remains a contentious issue. Despite recognition of the significance of physical well-being for overall pupil development, debates persist regarding the quality and availability of physical education across colorful seminaries. Recent statistics indicate intimidating reductions in the vacuity of Physical Education coffers; for case, a study by Bekele, 2022 revealed that only 40 of primary seminaries in civic areas give acceptable installations for physical training, while pastoral seminaries report indeed lower numbers. This shy structure exacerbates the challenges faced by physical education preceptors, who frequently warrant the necessary training and support to apply effective Physical Education programs.

Exploration by Degu and Teshome (2021) highlights a notable gap in the professional development openings available to these preceptors, emphasizing the need for better pedagogical approaches and

class fabrics. also, empirical analysis reflects that only 25 of primary academy scholars engage in structured physical conditioning, as proved by Alemayehu and Safar(2023), calling attention to the critical need for reform in scheduling and prioritizing physical education within the broader educational docket. Similar findings emphasize the critical need for further comprehensive exploration and policy enterprise aimed at enhancing the quality and delivery of physical education in Ethiopian primary Schools (Moges, 2023).

The adding frequency of sedentary cultures and associated health issues among children in Addis Ababa, particularly in the Gullelesub-city, underscores the critical need to examine the state of physical education in Gulalle sub city primary schools. The main purpose of this study is to probe the practices and challenges faced by physical education teachers in these schools, aiming to identify gaps in teaching methodologies and resource vacuity that hamper effective physical education delivery. To address this issue, a mixed- system exploration approach was employed, combining checks of physical education teachers with explanatory studies in classrooms to gather both quantitative and qualitative data.

The heirs of the study's results include teachers, school directors, policymakers, and eventually, the students, who'll profit from better physical Education practices that promote active cultures. To palliate the inflexibility of the problem, it's recommended that original authorities enhance investment in physical education coffers and professional development openings for preceptors, icing they're equipped with the necessary chops and tools to deliver engaging and effective physical education programs.

1.2 Statement of the problems

Physical Education(PE) is essential for fostering children's holistic development, yet primary schools Physical Education teachers in Africa, particularly in East Africa, defy significant obstacles that hamper effective instruction(Okumu & Murungi, 2021). Issues similar as toshy installations and outfit, limited time in the class, large class sizes, and varying pupil capacities present substantial challenges (Baker, 2020). Likewise, the lack of professional development openings and safety enterprises complicate these difficulties, while rainfall- related constraints and the need to integrate students with special requirements further complicate the delivery of Physical Education programs (Maundu, 2019). Substantiation indicates that these patient resource constraints and difference in educational structure negatively impact PE instruction and, accordingly, pupil issues in numerous regions (Kavanagh, 2023). Understanding and addressing these challenges is critical for fostering a terrain that promotes physical fitness and overall well- being among primary School students.

In the Ethiopian educational system, the current challenges in Physical Education are deep- confirmed and multifaceted, significantly undermining the holistic development of students. Structure challenges are striking, with 91 of primary schools lacking standard sports fields, only 8 having access to cover Physical Education areas, and a disturbing 95 without proper changing installations, which creates substantial walls to safe and effective participation (Karp & Bober, 2020). also, lack of good training and coffers is apparent, as only 12 of Physical Education teachers admit technical training, and 93

report inadequate teaching aids, which aligns with the proposition of schoolteacher effectiveness that underscores the significance of acceptable medication in enhancing educational quality (Darling-Hammond, 2000). The average class size of 65 complicates the delivery of substantiated instruction, particularly when 87 of Physical Education teachers are also responsible for teaching other subjects, therefore lacing their focus on physical education (Girma & Tyson, 2020).

Likewise, a stark difference in resource distribution exists, with civic seminaries enjoying a 35 access to introductory Physical Education outfit compared to a bare 12 in pastoral areas, compounded by the fact that capital city's schools are three times better equipped overall (Tadele & Dejene, 2022). Accordingly, only 18 of schools allocate a devoted budget for PE, inhibiting implicit advancements and demonstrating a systemic neglect of physical education as an essential element of child development (Zelalem, 2023). Addressing these connected issues is imperative to influence PE as a vital means of promoting physical fitness, social chops, and overall well-being among Ethiopian children.

In Addis Ababa, primary schools Physical Education (PE) teachers encounter a myriad of challenges that hamper the effectiveness and quality of Physical Education instruction, eventually impacting children's holistic development (Hagger, 2021). These challenges include large class sizes that strain coffers and individual attention, a wide range of pupil physical capacities and interests that complicate assignment planning, safety enterprises due to deficiently maintained installations, and difficulties in integrating students with special requirements into mainstream conditioning. Lack of sufficient coffers and fiscal support further exacerbates these issues, creating significant difference in access to quality Physical Education instruction across different schools (Baker, 2019). This exploration seeks to validate the lived experiences of Physical Education teachers, providing a comprehensive understanding of their challenges to inform better programs and support systems (Kirk, 2020). Addressing these challenges is essential not only for improve the quality of Physical Education but also to create an inclusive and supportive learning environment for all students, thereby enhancing their overall well-being and development.

The challenges experienced by primary school Physical Education teachers in Addis Ababa, particularly in the Gulellesub-city, are multifaceted and deeply embedded in systemic educational problems, which hinder the effective implementation of physical education teaching and learning processes. A critical problem is the inadequate coffers and outfit, which oppressively limits the compass and quality of PE instruction; teachers frequently warrant access to essential gear like balls, mats, or indeed applicable playing spaces, thereby compromising the students' engagement and literacy issues (Hagger, 2021). In addition, large class sizes complicate the situation, making it incredibly delicate for teachers to give personalized attention and instruction acclimatized to the different range of pupil capacities and interests (Baker, 2019). This is nearly linked to the crunches in professional development openings, as numerous preceptors admit minimum training on how to manage similar different classrooms or use available coffers effectively, leaving them ill-prepared to navigate the complications of their places (Martínez, 2022). Eventually, the constraints on time allocation for Physical Education conditioning further consolidate these issues, as teachers frequently

struggle to fit a comprehensive and quality class into limited time places, leading to rushed assignments that fail to meet educational objects (Morgan& Bourke, 2020).

A significant gap in the literature regarding the on-the ground realities of Physical Education teachers in resource- limited settings, and many studies aims to fill this gap by providing in- depth insights into the lived experiences of Physical Education teachers in the Gulellesub-city, thereby informing better educational practices and policies that support inclusive and effective Physical Education instruction.

1.3 Objectives of the Study

The primary goal of the study is to examine teachers' practices and challenges in implementing the physical education curriculum in primary schools within the Gulelle sub-city.

1.3.1 General Objective

The study aimed to examine teachers' practices and challenges in teaching primary school physical education.

1.3.2 Specific objectives

1. To assess how the availability of resources and equipment influence teachers' practices in the Implementation of the Physical Education.
2. To examine the impact of class size on the effectiveness of teachers' practices in delivering the Physical Education curriculum in Gulelle sub-city.
3. To evaluate the effect of professional development opportunities on the effectiveness of teachers' Practices in implementing the physical education curriculum.
4. To analyze how the allocation of time for physical education classes affects teachers' capacity to Effectively implement the curriculum.

1.4 Research Question

1. How do the availability and quality of resources and equipment impact teachers' practices in implementing the physical education curriculum in primary schools within the Gulelle sub-city?
2. In what ways does class size influence the effectiveness of teachers' practices in delivering the physical education curriculum in primary schools within the Gulelle sub-city?

3. How do professional development opportunities influence the effectiveness of teachers' practices in implementing the physical education curriculum in primary schools within the Gulelle sub-city?
4. How does the allocation of time for physical education classes affect teachers' ability to actively implement the curriculum in primary schools within the Gulelle sub-city?

1.5 Significance of the Study

This study holds significant value for various stakeholders within the education system, including educational policymakers, school administrators, physical education teachers, teacher education programs, students, and the field of educational research. For educational policy makers, it provides substantiation- grounded perceptivity that aid in policy development, resource allocation, and class opinions, while for school administrators; it enhances understanding of the necessary coffers and support for Physical Education teachers, guiding professional development and installation planning. Physical Education teachers profit by having their experience validated and gaining a platform for participating stylish practices, therefore fostering a professional support network.

Schoolteacher education programs can upgrade their pre-service training classes grounded on the linked challenges, thereby bridging the gap between proposition and practical operation. For students, the research promises better Physical Education instruction and fortified educational experience that promote better health and physical development issues. Eventually, in the realm of education research, this study fills being literature gaps concerning Physical Education instruction at the primary position, laying a foundation for unborn exploration into tutoring effectiveness and contributing to a broader understanding of challenges faced in technical subject tutoring. Inclusively, the findings aim to enhance the tutoring and literacy experience in physical education, eventually serving pupil development and health issues.

1.6 Delimitation of the Study

The researcher was forced to study grade 5-8 physical education teachers and students of primary school. Due to the elementary schools being almost similar in Addis Ababa city, the researcher studies the problem only in some primary schools. Based on the study, 7 schools were selected from 23 elementary schools randomly from the Gulalle sub-city, Addis Ababa city. The study focused on specific groups such as grade 5th to 8th students, Physical education teachers, and school leaders. The other is the research focused only on the teachers' practice and challenges, this was for two reasons, one because there were so many students that the researcher did not face budgetary problems and secondly because the researcher thought that these were the only ones that were directly related to with his topic.

1.7 Limitations of the Study

The descriptive research design was employed during the study. However, one of the major weaknesses of the descriptive design was the issue of confidentiality. Some respondents were not willing to provide honest and accurate responses while filling out the questionnaires, especially on questions they considered personal. In addition, the possibility of subjectivity in participants' responses was observed during the study. Since the research questions were predetermined and prescriptive in nature, some participants may have responded based on personal opinion rather than actual experiences. These factors may have affected the accuracy and reliability of the data collected

1.8 Operational Definition of Key Terms

Resources and Equipment: The materials, facilities, and tools that are necessary for delivering the physical education curriculum effectively in secondary education.

Class Size: The number of students enrolled in a single physical education class at the primary school level within Gullelle sub-city.

Curriculum: The set of planned and structured educational experiences provided to students in physical education, encompassing the objectives, content, teaching methods, and assessment strategies.

Physical Education: Focused on developing physical fitness and an understanding of healthy lifestyle choices, typically delivered through structured activities and sports.

Professional Development Opportunity: Professional development opportunity encompasses training programs, workshops, and continuing education initiatives offered to teachers for enhancing their skills and knowledge in physical education.

Time Allocation: The amount of scheduled time dedicated to physical education instruction within the primary school curriculum.

1.9 Organization of the Study

This paper is organized into five chapters. The first chapter is about the introductory including the background of the study, statement of the problem, objectives of the study, significance of the study; delimitation of the study; and organization of the study. The second chapter covers a review of the related literature that discusses important topics related to various stakeholders within the education system, including educational policy makers, school administrators, physical education (PE) teachers, teacher education programs, students, and the field of education research. The third chapter consists of the research design and the methodology. The fourth chapter provides the presentation, analysis, and interpretation of the data. Finally, in the last and the fifth chapter, summary of findings, conclusions and recommendations were presented.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter reviews existing literature on squatters and urban housing policy, analyzes contributing factors for squatter settlements, and identifies research gaps. A conceptual framework was developed to guide the study.

2.2 Theoretical Literature Review

2.2.1 Overview of Physical Education

Physical Education plays a pivotal part in the holistic development of scholars, emphasizing the significance of physical exertion in promoting lifelong health and well-being (Rasberry, 2011). The class is designed to cultivate motor skills, encourage cooperation, and foster an understanding of fitness and nutrition. According to the National Association for Sport and Physical Education (NASPE), quality physical education programs not only enhance physical capabilities but also support emotional and social growth by tutoring scholars critical life skills similar as discipline, perseverance, and leadership (Pangrazi & Beighle, 2019). A strong correlation between physical exertion and academic performance, demonstrating that scholars who engage in regular physical education are more equipped to succeed in their studies. Therefore, effective PE programs are essential in developing well-rounded individual who can lead healthy, active lives, both within and outside of academy settings.

2.2.2 Curriculum Implementation

Effective implementation of a physical education curriculum is essential for maximizing the benefits of physical activity in schools. A well-structured program ensures that all students, regardless of their skill level, are provided with opportunities to participate in meaningful physical activities that promote fitness and health awareness (Kirk, 2010). Also, the successful implementation of these programs depends greatly on qualified teachers who possess both subject knowledge and pedagogical skills necessary to deliver engaging lessons that meet the diverse interests of students (Fitzpatrick, 2020).

Research shows that when curriculum implementation aligns with national and educational standards, it can improve student motivation and participation, thereby positively influencing both physical academic outcomes (Miller, 2013). Hence, prioritizing effective curriculum implementation in physical education is important for creating an environment in which all students can develop physically, socially, and academically.

2.3 Challenges Faced by Teachers in Implementing the Curriculum

Teachers encounter a variety of challenges when trying to apply a physical education class effectively. One major challenge is the lack of adequate resources, including facilities, equipment, and financial support, which can limit the range of activities offered and reduce the overall quality of the program (Beni, 2017). In addition, many teachers report insufficient training and limited opportunities for professional development, leaving them inadequately prepared to deliver lessons effectively, particularly in relation to modern pedagogical approaches and inclusive education practices (Cothran & Ennis, 2016).

Another major hurdle is the prioritization of academic subjects within academy schedules, which can lead to dropped educational time for physical education, further dwindling its perceived significance among teachers and students (Welsh, 2020). Prostrating these challenges requires comprehensive support at both the institutional and societal situations to enhance the effectiveness of physical education in schools.

2.3.1 Teachers' Practices in Physical Education

2.3.1.1 Definition and Scope of Teachers' Practices

Teachers' practices in physical education relate to the styles, strategies, and approaches teachers use to engage students in physical exertion and foster skill development. This encompasses educational ways, assessment styles, classroom operation, and the design of learning surroundings that promote positive stations toward physical fitness (Lund & Tannehill, 2016). The compass of these practices is broad, ranging from assignment planning and prosecution to pupil feedback and stimulant of lifelong healthy habits. Effective teachers acclimatize their practices to meet different students' needs while employing innovative strategies that promote addition and engagement, thereby contributing to the overall effectiveness of physical education programs (O'Sullivan, 2017).

2.3.1.2 Factors Influencing Teachers' Practices

Several factors significantly impact teachers' practices in physical education, including particular pedagogical beliefs, available facilities, school environment, and student characteristics. Teachers' educational doctrines frequently shape their educational approaches, impacting how they engage students and respond to their requirements (Moore & O'Sullivan, 2017). The availability of resources, similar as outfit and installations, can either grease or hamper effective teaching practices; for case, well-equipped surroundings allow for a wider variety of conditioning, promoting pupil engagement (Bailey, 2019). The social and artistic environment of the academy can impact practices, as probative administration and cooperative societies promote invention and rigidity among preceptors (Rink & Hall, 2018). Understanding these influences is pivotal for professional development and perfecting the quality of physical education.

2.3.2 Availability and Quality of Resources and Equipment

2.3.2.1 Types of Resources and Equipment in Physical Education

The availability and quality of resources and outfit in physical education are critical factors that can enhance or limit the educational experience for students. Resource can be distributed into two main type's physical and human resource Kirk (2010). Physical resources include outfit similar as balls, nets, mats, fitness machines, and different sporting gear that grease different physical conditioning. Acceptable installations similar as gymnasiums, playing fields, and swimming pools also fall under this order (Dwyer, 2016).

Human resources encompass qualified physical education teachers, guest teachers, and support staff that's knowledgeable and skilled in delivering quality physical education lessons. The variety and condition of resource directly impact the class delivery, allowing for a broader range of conditioning that can feed to students' different interests and skill situations, eventually promoting a more engaging and effective physical education experience (Martínez, 2022).

2.3.2.2 Influence on Teaching Practices

The influence of available resources and outfit on teaching practices in physical education cannot be undervalued. When teachers have access to high- quality outfit and installations, they're more likely to apply different and engaging educational strategies, which can enhance students' physical chops and enjoyment of the subject (Metcalf, 2020). Again, limited or outdated resource can hamper effective teaching by constraining assignment planning and reducing the range of conditioning that can be conducted. This distinction frequently leads to a one- size- fits- all approach that may not accommodate varying pupil capacities and interests, eventually dwindling student's engagement and participation (Kirk& Macdonald, 2017). also, the integration of ultramodern technology, similar as fitness trackers and digital coaching tools, represents another innovative way resource can shape teaching practices, allowing for substantiated feedback and enhanced provocation(González , 2019).

A study conducted in schools in Australia with better backing for physical resource reported advanced pupil engagement and participation rates in physical education classes, leading to better overall health issues (Watson, 2016). Also exploration from Canada showed that access to high- quality physical education coffers identified appreciatively with scholars' physical faculty and stations toward physical exertion, farther emphasizing the need for investment in quality outfit(Holt , 2020). Confining coffers can negatively impact tasks similar as skill accession and lead to lower pupil enjoyment, establishing a clear link between resource vacuity and pupil success in physical education (Lonsdale, 2013). This substantiation underscores the necessity for educational institutions to prioritize the accession and conservation of quality resource to support effective teaching practices and promote students health.

2.3.3 Impact of Class Size on Teaching Effectiveness

2.3.3.1 Class Size and Student Engagement

Class size has a significant influence on student engagement in physical education settings. Lower class sizes generally foster a more intimate literacy environment where teachers can give personalized attention and support, leading to advanced situations of students' participation and provocation (Finn & Achilles, 1999). In discrepancy, larger classes may lead to lowered engagement as teachers find it more grueling to manage actions, cover individual progress, and grease meaningful relations among students (Gonzalez & Brown, 2019). Also, exploration shows that students in lower classes are more likely to take part in conversations, engage in physical conditioning, and develop social chops since teachers can more feed to students' different requirements and learning styles (Rosenfeld, 2021). Thus, maintaining optimal class sizes can significantly enhance the quality of physical education by promoting active student engagement.

2.3.3.2 Challenges Faced by Teachers in Large Classes

Teachers face multitudinous challenges when managing large class sizes in physical education, which can negatively affect teaching effectiveness and pupil issues. One significant challenge is the difficulty in icing that all students admit acceptable instruction and feedback, which is essential for skill development (Harris et al., 2012). In large classes, teachers frequently struggle to cover students' conditioning, leading to limited openings for personalized corrections or support (Hastings & Annah, 2020). Also, classroom operation becomes decreasingly complex, with the eventuality for disruptive actions rising as the number of students increases (Emmer & Evertson, 2013). These challenges can eventually compromise the quality of instruction delivered and reduce the quantum of physical exertion scholars engage in, hindering their overall growth and development in physical education.

Multitudinous empirical studies have delved the goods of class size on tutoring effectiveness, particularly in physical education surrounds. Exploration indicates that lower class sizes are associated with bettered pupil performance in physical chops and lesser overall satisfaction with physical education gests (Hattie, 2009). A meta-analysis by Blatchford, (2011) stressed that reducing class sizes led to more favorable issues in pupil literacy, participation, and attendance rates.

A study conducted in the Netherlands revealed that students in small physical education classes demonstrated significantly advanced situations of skill accession compared to those in larger groups (Higgins, 2015). These findings emphasize the critical relationship between class size and the effectiveness of teaching in physical education, emphasizing the need for schools to prioritize manageable class sizes to promote better literacy issues.

2.3.4 Professional Development Opportunities

2.3.4.1 Importance of Continuous Professional Development for Teachers

Nonstop professional development (CPD) is essential for teachers, particularly in physical education, as it fosters the growth of their pedagogical chops, knowledge, and effectiveness in the classroom

Kirk, & Macdonald, (2017). The field of physical education is constantly evolving, with new exploration arising on teaching styles, pupil heartiness, and class norms.

CPD provides teachers with the necessary updates and strategies to acclimatize their teaching practices consequently, supporting they can effectively meet different pupil requirements and promote lifelong fitness habits (Graham, 2020). Likewise, engaging in CPD enhances teachers' confidence, provocation, and satisfaction, which can restate into a more positive educational environment and inspire students to engage in physical exertion (Desimone, 2009). Similarly, investment in nonstop professional development is crucial for enhancing both teacher performance and student outcomes in physical education settings.

2.3.4.2 Types of Professional Development Programs Available

Various types of professional development programs are available to physical education teachers, tailored to meet their specific requirements and preferences. These include workshops, conferences, online courses, mentoring programs, and cooperative professional literacy communities. Workshops and conferences frequently give openings for hands- on experience with new pedagogical ways, educational strategies, and the rearmost fitness trends (Colley& Comber, 2013).

Online courses, on the other hand, offer inflexibility for teachers to learn at their own pace and accommodate their particular schedules. Mentoring programs brace endured teachers with those seeking guidance, fostering a cooperative approach to professional growth. Cooperative literacy communities encourage teachers to work together, share stylish practices, and support each other in their professional peregrinations (Avalos, 2011). These different immolations enable physical education teachers to engage in applicable literacy that enhances their teaching practices and thereby improves students' experience in physical education.

2.3.4.3 Impact on Teaching Effectiveness and Curriculum Implementation

The impact of continuous professional development on teaching effectiveness and curriculum implementation in physical education is significant. Educators who engage in CPD are more likely to employ innovative teaching practices, which can enrich the learning experience for students and enhance their physical competency (Hammond, 2017).

Studies have demonstrated that professional development focused on specific subject areas, such as physical education, yields improved student engagement, increased physical activity levels, and better overall health outcomes (Hill, 2019). CPD provides teachers with essential tools and frameworks for effective curriculum implementation, allowing them to align their instructional strategies with established educational standards and assessments (Garet, 2001). Consequently, continuous professional development not only benefits teachers by enhancing their skills but also positively influences student achievement in physical education.

2.3.5 Allocation of Time for Physical Education Classes

2.3.5.1 Recommended Time Allocations for Effective Curriculum Delivery

The allocation of time for physical education (PE) classes is critical in supporting effective class delivery and maximizing student engagement and development. Educational guidelines suggest that elementary school students should receive at least 150 minutes of Physical Education per week, while middle and high school students should admit at least 225 minutes (Society of Health and Physical preceptors, 2016). These recommendations emphasize the importance of allowing sufficient time for skill development, physical activity, and assessment of student progress (Lounsbery, 2013). Acceptable time not only supports class objects but also helps to inculcate lifelong fitness habits among students. Thus, schools should prioritize comprehensive scheduling that ensures ample harmonious time for physical education each week, thereby enhancing the overall educational experience.

2.3.5.2 Current Trends in Time Allocation

Current trends in the allocation of time for physical education classes reveal significant variability across different educational settings. In recent times, numerous schools have endured an increased focus on core academic subjects to meet standardized testing conditions, leading to reduced PE time allocations (Beets, 2016). For example, a recent study found that smaller than half of elementary schools provide the recommended amount of time for physical education, frequently performing in shorter classes and dropped frequencies of sessions (Dwyer, 2017).

Likewise, some schools have decided to integrate physical exertion into academic subjects rather than earmarking specific time to Physical Education, which can adulterate the class and undermine the purpose of devoted physical education (Altenburg, 2016). Therefore, understanding these trends is critical for championing for a balanced class that values the essential part of physical education in pupil development.

2.3.5.3 Effects on Teacher Capacity and Student Outcomes

The allocation of time for physical education classes significantly impacts both teacher capacity and pupil issues. When teachers are handed with sufficient educational time, they can apply further comprehensive assignment plans, including a broader range of conditioning that feed to different pupil interests and skill situations (Fairclough & Stratton, 2006).

Increased time for Physical Education has been linked to better pupil physical fitness, better motor chops, and enhanced social chops, furnishing not only health benefits but also contributing to academic performance across other subjects (Donnelly, 2016). Similarly, inadequate time allocations can lead to teacher burnout and a lack of confidence in delivering effective PE instruction, eventually performing in lowered students engagement and performance (Murray, 2014). Therefore, prioritizing acceptable time for physical education is essential for fostering both schoolteacher effectiveness and positive pupil development.

2.3.5 Common Barriers to Effective Implementation

2.3.5.1 Funding Limitations

One significant hedge to effective perpetration of physical education programs is a lack of acceptable backing. Many schools prioritize academic subjects over physical education due to budget constraints, which can lead to inadequately maintained installations, inadequate outfit, and insufficient staffing. According to Colley, & Comber, (2013), schools with limited backing frequently struggle to give quality physical education, performing in dropped pupil participation and engagement in physical exertion. This lack of coffers not only hinders the delivery of essential physical education assignments but also negatively impacts scholars' overall health and well-being(Hattie, 2009).

2.3.5.2 Inadequate Professional Development

Insufficient professional development for physical education teachers is another hedge that negatively affects program perpetration Gonzalez, & Brown, (2019). Teachers frequently warrant up- to- date training and resources to deliver effective physical education, which can lead to a decline in teaching quality and pupil interest. A study by Kirk, (2010) set up that when physical teachers admit ongoing professional development, it significantly improves the quality of physical education programs. Without access to meaningful training that addresses current teaching methodologies and pupil engagement strategies, preceptors may calculate on outdated practices that don't reverberate with moment's students(Rink, & Hall, 2018).

2.3.5.3 Attitudinal Barriers

Attitudinal walls among school administrators and teachers also play a critical part in the ineffective perpetration of physical education. Some teachers may not fully recognize the value of physical education, viewing it as less important than core academic subjects. Exploration by Avalos, (2011) highlights how negative stations towards physical exertion can dwindle the status of physical education programs within schools, leading to their marginalization in classes. Encouraging a positive station towards physical education requires shifting comprehensions about its part in pupil development and success (Higgins, Katsipataki, M., & Coleman, 2015).

2.3.5.4 Limited Curriculum and Program Diversity

Limited class and program diversity can also hamper effective physical education perpetration. A lack of varied and engaging physical conditioning can lead to dropped pupil interest, particularly among those who may not exceed in traditional sports. According to Degu, , & Teshome, (2021), schools that offer a robust and inclusive class incorporating various sports, conditioning, and fitness generalities tend to see advanced situations of student participation and satisfaction. It's essential for physical education programs to reflect the different interests and requirements of the student population in order to foster a lifelong appreciation for physical activity (Mages, 2023).

2.3.6 Strategies to Overcome Challenges

2.3.6.1 Increase Funding and Resources

Securing fresh backing is essential for perfecting physical education programs. Schools can explore various backing sources, similaras subventions from governmental bodies, hookups with original businesses, and community fundraising enterprise(Baker, Komal, & Thin, 2020). For illustration, the perpetration of a devoted entitlement program for physical education in numerous sections has led to better- equipped installations and further openings for different athletic programs. By prioritizing and allocating budget resource specifically for physical education, schools can enhance their immolations and insure that students have access to high- quality outfitand openings (Okumu, & Murungi, 2021).

2.3.6.2 Ongoing Professional Development

Providing nonstop professional development openings for physical teachers is vital for addressing their training requirements and keeping them streamlined with stylish practices Girma, & Tyson, (2020). Schools should invest in regular workshops, conferences, and online courses concentrated on innovative teaching styles, inclusive practices, and integrating technology into physical education. A study by Hammond, (2000) indicates that ongoing training improves teachers' confidence and effectiveness in delivering physical education. Establishing mentorship programs where educated teachers companion newer teachers can also foster professional growth and support.

2.3.6.3 Cultivate Positive Attitudes towards Physical Education

To combat the negative perceptions surrounding physical education, it's important to engage all stakeholders' teachers, administrators, parents, and the community in discussions that highlight the benefits of physical education for students health, academic performance, and social chops Kirk, (2020). Schools can also organize activities such as sports days or Fitness Weeks, allowing students to showcase their skills and interests. Engaging with community leaders and sports associations to endorse for physical education can also foster more supportive environment. Exploration by Baker,(2019) emphasizes that creating a positive academy culture around physical activities leads to better students issues.

2.3.6.4 Diversify Curriculum Offerings

To address student's advancement, it's important to diversify the physical education class by offering a wide range of conditioning that feed to different interests and skill situations Hagger, (2021). Schools can introduce on-traditional sports, cotillion, yoga, and fitness classes, which may appeal to students who might not else share in traditional sports. Substantiation from a study by Kirk, (2010) suggests that incorporating indispensable conditioning leads to advanced situations of participation and enjoyment among students. Uniting with original sports clubs or fitness experts can also give moxie and resources to enhance the class effectively.

2.3.6.5. Involve Parents and the Community

Engaging parents and community members in physical education enterprise can significantly enhance program effectiveness Martínez, (2022). Schools can organize parent workshops and community events that educate families about the significance of physical activities and how they can support their children's engagement in physical education. Establishing community partnership, such as inviting local sports teams to conduct workshops or demonstrations, can produce added value for the program. Community involvement not only enhances resources but also builds a probative network that encourages children to share in physical conditioning beyond the academy setting (Karp, & Bobber, 2020).

2.4 Theories

2.4.1 Social Constructivism

Social constructivism emphasizes the significance of social relations and artistic surrounds in literacy. In physical education, this proposition suggests that students learn better when they engage in cooperative conditioning that promote cooperation and social skills (Borko & Livingston, 1989). Teachers grease learning by creating surroundings where students can actively participate and construct knowledge together. For example, collaborative games can enhance students' understanding of cooperation while encouraging lifelong fitness habits (Vygotsky, 1978). This approach helps students appreciate the value of social connections in physical exertion, eventually fostering a more inclusive and supportive learning environment.

2.4.2 Behaviorism

Behaviorism focuses on observable actions and the ways in which external stimulants shape literacy. In the environment of physical education, this proposition posits that physical skills can be thought and corroborated through methodical instruction and feedback (Bandura, 1977). For illustration, a schoolteacher can use positive underpinning, such as praise or prizes, to encourage students to master specific athletic skills or fitness routines. The operation of behaviorist principles has been shown to ameliorate pupil performance and provocation in physical education settings, pressing the significance of a structured approach to skill accession (Skinner, 1953). By breaking down complex movements into manageable corridor, teachers can help students develop confidence and capability in physical conditioning.

2.4.3. Humanism

Humanism centers on the natural value of each individual and promotes particular growth and tone-fruition. In physical education, this proposition emphasizes the significance of the holistic development of students, addressing cognitive, emotional, and physical confines (Rogers, 1969). Teachers espousing a humanistic approach produce probative surroundings that admire students' individual requirements, encouraging them to set particular pretensions related to fitness and health. For case, incorporating pupil choice in physical conditioning can lead to advanced engagement and

provocation, as learners feel empowered to pursue interests that reverberate with them tête-à-tête. This approach fosters a continuance appreciation for physical exertion by promoting autonomy and particular responsibility (Maslow, 1943).

2.4.4 Experiential Learning

Existential literacy posits that knowledge is created through the metamorphosis of experience. In the realm of physical education, this proposition encourages hands-on learning experiences where students laboriously engage in physical conditioning, reflecting on and applying their experiences to ameliorate their skills (Dewey, 1938). For illustration, field passages that involve out-of-door adventure conditioning like hiking or gemstone climbing give scholars with unique experiences that enhance their understanding of fitness, cooperation, and threat operation. By reflecting on these experiences, students can connect theoretical knowledge with practical operation and develop critical thinking skills applicable to physical health and heartiness (Kolb, 1984). This proposition supports the notion that literacy is most effective when it's meaningful and applicable to students' lives.

2.5 Empirical Literature Review

2.5.1 World View

The implement of physical education classes in primary schools worldwide faces various types of challenges that significantly impact teachers' practices and, accordingly, pupil issues. Recent empirical studies have stressed several crucial walls. For illustration, a check conducted in the United Kingdom set up that 35 of primary schools teachers reported feeling unprepared to deliver quality Physical Education assignments due to inadequate training and professional development openings (Lund& Tannehill, 2020). A study in Australia indicated that 42 of primary schools felt constrained by a lack of resources, such as applicable installations and outfit, impeding their capability to give engaging and different physical conditioning (lozenge& Jones, 2021). Likewise, exploration in the United States revealed that nearly 50 of Physical Education teachers linked large class sizes as a significant challenge, leading to difficulties in effectively managing pupil experiences and facilitating individual participation (Griffin, 2019).

These challenges are compounded by systemic issues such as policy limitations and prioritization of academic subjects over physical education, which many teachers view as borderline (Sharma, 2022). Despite these challenges, some teachers have successfully enforced innovative strategies to enhance Physical Education delivery, such as integrating technology and fostering inclusive practices, which have shown promising issues in pupil engagement and interest in physical exertion. Overall, the findings emphasize the critical need for targeted interventions and support mechanisms to empower primary school teachers in delivering effective Physical Education classes, thereby promoting healthier and more active cultures among children encyclopedically.

2.5.2 Africa

In exploring the empirical literature on teachers' practices and challenges in enforcing the physical education class in primary schools in Africa, particularly in East Africa, several studies punctuate significant findings. For example, study by Abubakar (2021) set up that only 45 of primary academy teachers laboriously engaged in the specified Physical Education practices, citing inadequate training and inadequate resources as major walls. Also, Kihara (2022) reported that 60 of teachers faced challenges due to limited time allocated for Physical Education classes in the schools schedule, which hampers effective perpetration of the class.

Tenga (2023) indicated that 55 of teachers believed that maternal stations negatively told the emphasis placed on physical education, thereby impacting pupil participation. These findings suggest that while the intention to deliver a robust physical education class exists, systemic challenges, including resource limitations and inadequate training, significantly undermine its effective prosecution across primary schools in East Africa.

2.5.3 Ethiopia

In Ethiopia, the practice of physical education class in primary schools varies significantly across different regions, reflecting different educational surrounds and challenges. Empirical exploration indicates that a stunning 65 of teachers face considerable obstacles, primarily due to inadequate training and limited resources, which hinders their capability to deliver effective physical education programs. For example, in the Addis Ababa region, a study revealed that only 40 of teachers felt adequately prepared to apply the Physical Education class, with numerous citing a lack of professional development openings (Alemayehu, 2022).

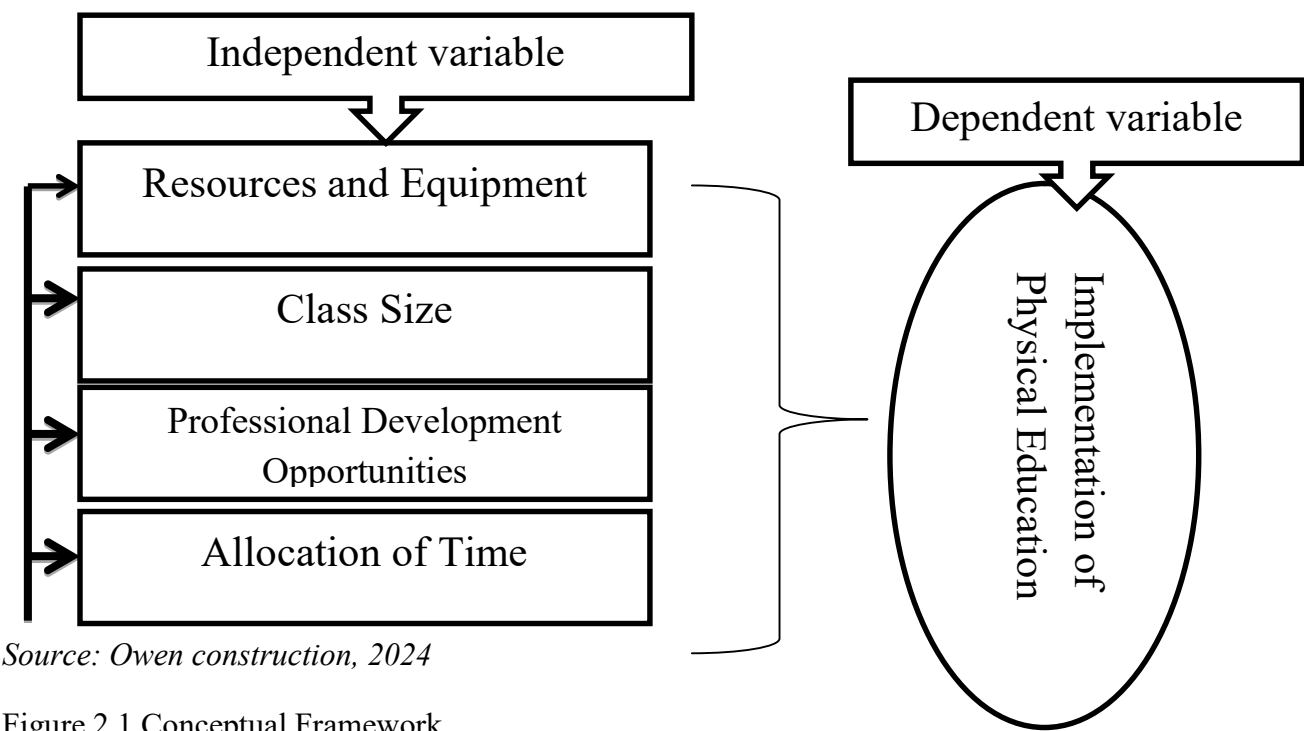
Regional difference are apparent; in the pastoral areas of the Oromia region, only 30 of schools have access to essential sports outfit, oppressively limiting students' engagement in physical conditioning (Tafesse, 2023). Also, a public check showed that 55 of teachers expressed frustration over the class's alignment with the broader educational objects, emphasizing the need for a coherent frame to guide Physical Education instruction (Beyene & Derso, 2023). On the other hand, a positive finding indicates that 70 of teachers are motivated to incorporate creative teaching strategies to ameliorate pupil participation and interest in physical conditioning despite these challenges (Keshawn, 2023).

2.6 Research Gap

The exploration gap linked in the study pertains to the lack of specific examinations into teachers' practices and challenges in enforcing the physical education class in primary schools within the Gulellesub-city of Ethiopia. While being literature highlights significant civil challenges, such as inadequate training, limited resources, and class consonance (Alemayehu, 2022; Tafesse, 2023), there's a notable absence of localized studies that concentrate on the unique contextual factors affecting the Gulellesub-city. Accordingly, this exploration seeks to fill this gap by exploring how variables like the vacuity and quality of resources, class size, professional development openings, and time allocation for physical education directly impact teachers' practices in this specific region. By furnishing a focused examination of these factors, the study aims to contribute precious perceptivity that can inform targeted interventions and support systems, addressing the particular challenges faced by teachers in

Gulelle and enhancing the overall effectiveness of physical education instruction in Ethiopian primary schools.

2.7 Conceptual Framework



Source: Owen construction, 2024

Figure 2.1 Conceptual Framework

CHAPTER THREE

3. RESEARCH DESIGN AND METHODOLOGY

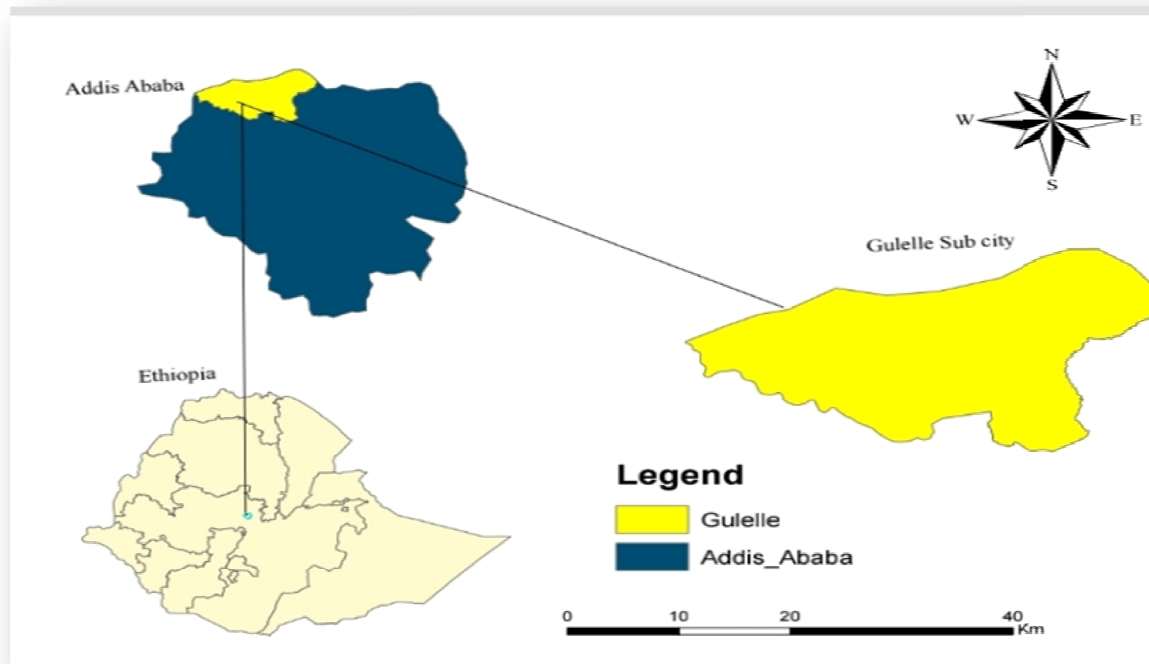
Introduction

This chapter focuses on research design, data collection instruments, study populations, sampling, sampling techniques, methods of data analysis, and ethical considerations.

3.1 Description of the study area

Gullele, also spelled Gulele, is one of the sub-city of Addis Ababa city, Ethiopia, known for its different population and dynamic civic geography. The sub-city located by various neighborhoods, including Addis Ketema, Arada, Kolfe Keranio, and Yeka. The exploration study was carried out in named public primary schools in the Gullelesub-city of Addis Ababa. The main profitable exertion is marketing. The researcher selected the Gullelesub-city based on assumption that the problems identified in the area are similar to those in other sub cities. The public schools in Addis Ababa have many problems applying physical education as well as other subjects. The researcher is interested in probing the challenges of teaching in the practice of physical education in the Gullelesub-city.

Figure 3.1 Map of Gullelle Sub City



Source: Owen Construction, 2025

3.2 Research Design and Approach

3.2.1 Research Design

Research design is the plan that coordinates the researcher's gathering, analyzing, and interpreting of data and information. It involves the strategies employed to collect, dissect, and interpret data and information to comprehend and handle original or global issues (Osuagwu, 2020). Explanatory design is an exploration system that combines quantitative and qualitative data in a two- phase approach. In the first phase, the experimenter collects and analyzes quantitative data, followed by qualitative data collection to explain or expand upon the original findings. This concentrated approach enhances understanding of the exploration problem by integrating both types of data, leading to a more comprehensive and nuanced interpretation of the results. This methodology is precious for addressing complex exploration questions effectively.

3.2.2 Research Approach

Different research methods can provide different perspectives and insights on the same topic, and combining them can help to provide a more comprehensive understanding of the topic, (Ahmed, 2017). The researcher used a mixed research approach by combining both qualitative and quantitative research types in the study.

3.3 Types and Sources of Data

3.3.1 Types of Data

The researcher conducted a comprehensive analysis of the study using both qualitative and quantitative data. Qualitative data was collect through methods such as key informant interviews while, quantitative data were gathered using questionnaires. By combining these two types of data, the researcher ensured a well-rounded, in-depth thematic discussion of the issue being studied.

3.3.2 Source of Data

The researcher utilized both primary and secondary data sources. Primary data were collected through key informant interviews and questionnaires. Secondary sources included documents, journal articles, research papers, and books that provided insights into the current situation and helped the researcher identify opportunities for improvement and potential problems.

3.4 Population and Sampling Frame

3.4.1 Population

The target population is the group of participants that the researcher had access to and can study to learn more about the population of interest (Alex, and Bridier, 2021).

In determining the population for this research, a comprehensive and diverse group of respondents was identified within the Gullele sub-city. The total population consisted of 598 individuals, including principals, teachers, Schools administrators, and supervisors of grades 5-8. This diverse representation is crucial for gathering a well-rounded understanding of the educational environment, particularly in the context of the selected schools out of the 23 schools. By specifically targeting these stakeholders, the research aims to gain valuable insights into student experiences and academic performance, especially concerning observed challenges related to physical education. This targeted approach is designed to ensure that the findings are both relevant and reflective of the various perspectives within the educational community, thereby enhancing the quality and applicability of the research outcomes.

Table 3.1 Total population

<i>No</i>	<i>Name Of Schools</i>	<i>Primary</i>	<i>Principals</i>	<i>Teachers</i>	<i>Schools improvement committee</i>	<i>Supervisors</i>
1	Quskwam Taytu Betul		1	120	3	1
2	General Tadesse Birru Kutir1		1	94	2	1
3	General Tadesse Birru Kutir2		2	66	4	1
4	Gullele Fana		2	78	2	1
5	Mhiraf		3	90	3	1
6	Belay Zeleke		2	50	4	1
7	Dile Ber		1	59	4	1
Total			12	557	22	7

Source: Gullele subcity education office, 2024

3.4.2 Sampling Frame

The sampling frame is an operationalized representation of the target population, and it encompasses the group of units from which the sample is drawn (Creswell, and Creswell, 2017). The data provided outlines the staffing and leadership structure of several primary schools within the specified district. Out of 23 schools total of seven schools were included, with an overall population of 12 principals and 557 teachers, representing a substantial educational workforce aimed at meeting the needs of the student population. Among these schools, General Tadesse Birru Kutir 1 has the highest number of teachers, with 94, while Belay Zeleke shows the least, with 50. Each school is supported by a representative supervisor, contributing to the overall administrative framework and ensuring that educational standards are maintained. Collectively, these institutions reflect a commitment to fostering a supportive learning environment, as evidenced by the total of 598 individuals involved in the academic sector.

3.5 Sampling Size Determination

Sampling is the process of selecting a subset of individuals or a portion of the population to study to make inferences about the larger group (Bhardwaj, 2019). Using Yaman's formula from 1967, the sample size is calculated with a 95% confidence level. Researchers use Yamane's formula because it provides a simple and easy-to-understand way to determine a representative sample size in a short

amount of time. It is especially useful when researching a small, well-defined population. Additionally, the formula can be adapted for different margins of error and confidence levels, making it versatile and useful in a variety of research situations.

$$= \frac{N}{(1 + N(e))} \qquad n = \frac{598}{(1 + 598(0.05))} = 240$$

Where: n = sample size N = total population e = the level of confidence. The margin of error of 5% now, let's plug in the values to the formula.

$$n = 598 / (1 + 598 * 0.05^2) \quad n = 598 / (1 + 598 * 0.0025)$$

$$n = 598 / (1 + 1.495) \qquad n = 598 / 2.495$$

$n \approx 240$: The sample size was approximately 240 individuals, with a 5% margin of error.

Table 3.2 Sample Size Determination

Respondents		Total Population	Sample size		Sampling Techniques	Data collection tools
			No.	%		
Principals		12	5	41.6	Purposive Sampling	Interview
Teachers		557	223	40.03	Simple Random Sampling	Questionnaire
School committee Representative	Student	14	6	42.85	Simple Random Sampling	Questionnaire
	Parents	8	3	37.5	Purposive Sampling	Interview
Supervisors		7	3	42.85	Purposive Sampling	Interview
Total		598	240	40.13	-	

Source: Owen construction, 2024

$$\text{Principals } \frac{12}{598} = 0.02 \times 240 = 5 \qquad \text{or} \qquad \frac{12 \times 240}{598} = 5$$

$$\text{Teachers } \frac{557}{598} = 93.14 \times 240 = 223 \qquad \text{or} \qquad \frac{557 \times 240}{598} = 223$$

$$\text{Student } \frac{14}{598} = 0.023 \times 240 = 6 \qquad \text{or} \qquad \frac{14 \times 240}{598} = 6$$

$$\text{Directors } \frac{8}{598} = 0.013 \times 240 = 3 \qquad \text{or} \qquad \frac{8 \times 240}{598} = 3$$

$$\text{Supervisors } \frac{7}{598} = 0.01 \times 240 = 3 \text{ or } \frac{7 \times 240}{598} = 3$$

3.6 Sampling Technique and Procedure

The researcher employed a combination of both probability and non-probability sampling techniques to ensure a comprehensive approach to data collection. The researcher utilized a blend of probability and non-probability sampling techniques to enhance the comprehensiveness of the data collection process. Specifically, simple random sampling was employed for teachers and students, ensuring that every individual had an equal chance of being selected. Thus enhancing the representativeness of the sample. This approach is reflected in the teacher and student sample sizes of 223 and 6, respectively. Conversely, purposive sampling was applied to select principals, parents, and supervisors based on specific characteristics or knowledge relevant to the study, as seen with the sample sizes of 5, 3, and 3 for each group respectively. This combination allows the researcher to gather diverse insights while also maintaining rigor in data collection, ultimately leading to more robust findings. The data collection tools included questionnaires for teachers and students, alongside interviews for principals, parents, and supervisors, facilitating both quantitative and qualitative analyses.

3.7 Data Collection Instrument

3.7.1 Qualitative Data Gathering Instrument

Qualitative data-gathering instruments are tools used to collect qualitative data from a Sample population. Qualitative data is information that is descriptive and subjective, such as opinions, beliefs, attitudes, and (Creswell, and Creswell, 2017).

3.7.1.1 Key Informant Interviews

Interviews are qualitative research methods that involve asking questions to collect data (Tegan, 2022). Semi-structured interviews are often open-ended, allowing for flexibility while following a predetermined thematic framework (Tegan, 2022). The table presents a summary of a study conducted in 7 primary schools, focusing on the participation of principals, supervisors, parents, and physical education teachers as part of the research process. Teachers and students were selected through random sampling where the rest respondents selected through purposive method. Specifically, five principals, three supervisors, and three parents were chosen based on their roles and active involvement in the educational environment, providing valuable insights into the research topics. The twenty-five Physical Education teachers were selected intentionally to represent diverse perspectives within the physical education domain. The selection procedures involved identifying individuals who met specific criteria related to their positions and expertise, ensuring that their contributions would enrich the data collected. This targeted approach was employed to gather in-depth, relevant information directly aligned with the study's objectives.

The data collected from these schools specifically Quskwam Taytu Betul, General Taddesse Birru Kutir1 and Kutir2, Gullelle Fana, Mhiraf, and Belay Zeleke provide a comprehensive view of the educational landscape and the roles different stakeholders' play, particularly in relation to physical education, thus highlighting the importance of diverse perspectives in understanding the dynamics of primary education. The interviews were audio-recorded and transcribed for analysis. The researcher

ensured that the key informants represented a diverse range of perspectives and experiences within the entities. The interviews consisted of predetermined questions, as well as follow-up questions for deeper exploration of certain topics. All participants provided their consent to participate in the interviews, which was conducted in Amharic and subsequently translated into English. Conversations was document using brief note-taking and was summarize immediately following each discussion.

Table 3.3 Selected Informant interviewees

	<i>Name Of Sample Primary Schools</i>	<i>Principals</i>	<i>Supervisors</i>	<i>Parents</i>	<i>PE Teachers</i>	<i>Sampling Technique</i>
1	Quskwam Taytu Betul	1	-	1	5	Purposive Sampling
2	General Tadesse Birru Kutir1	1	-	-	3	Purposive Sampling
3	General Tadesse Birru Kutir2	-	1	-	6	Purposive Sampling
4	Gullelle Fana	2	-	1	2	Purposive Sampling
5	Mhiraf	-	1	-	4	Purposive Sampling
6	Belay Zeleke	1	-	1	2	Purposive Sampling
7	Dile Ber	-	1	-	3	Purposive Sampling
	Total	5	3	3	25	

Source: Owen construction, 2024

3.7.2 Quantitative Data Gathering Tools

Quantitative data-gathering tools are used to collect numerical and objective data from a target population. Questionnaires are a common tool used to gather quantitative data, providing researchers with an accurate understanding of the target population's behaviors and attitudes.

3.7.2.1 Questionnaires

A questionnaire is a standardized research instrument that captures responses from respondents in a consistent manner (Bhattacharjee, 2012). Therefore, the researcher used a structured questionnaire to ensure a standardized format that facilitates easy comparison and analysis of responses for bias. The questionnaire was pre-tested on a small sample of respondents to ensure its clarity and comprehensibility. The researcher distributed 229 paper-based questionnaires to teachers and students. The researcher was used both open-ended and closed-ended questions in the questionnaire.

Likert scale was also use, which is a rating system, designed to measure people's attitudes, opinions, or perceptions. Respondents choose from a range of possible responses to a specific question, such as 1) strongly disagree 2) disagree, 3) Neutral, 4) Agree 5) strongly Agree. The questionnaire was divided into five parts. The questionnaires for this study were prepared in both Amharic and English languages to facilitate the participant's comprehension of the questions. The responses were subsequently translated into English for data analysis.

3.8 Pilot Study

The researcher obtained valuable input from selected directorates by distributing ten questionnaires and receiving seven completed forms in return. Additionally, a pilot test involving fifteen respondent's was conduct to further refine the instruments, leading to improvements such as randomizing variables and questions to prevent bias. This thorough approach was ensure that the research incorporated multiple perspectives and addressed potential issues, ultimately enhancing the quality of the study.

3.9 Data Validity and Reliability

Reliability and validity are important to any research design, and an important consideration with secondary data is the extent to which it relates to the research question, in other words, how reliably it can answer it. One needs to consider the fit very carefully before deciding to proceed (Shanti and Shashi , 2017).

3.9.1 Validity

Validity refers to the accuracy and appropriateness of a research instrument or method for measuring the intended concept or construct, in line with the study's purpose study (Irungu, Julius, 2018). The researcher, ensuring the validity of the data collected through questionnaires and key informant interviews was crucial to the success of my research study. Validity refers to the extent to which the data collected accurately reflects the phenomenon being studied, and it is essential to ensure that the research findings are reliable and robust.

The researcher ensured the validity of the questionnaires by carefully designing clear, unambiguous, and relevant questions aligned with the research objectives, conducting pre-tests with a small sample of respondents, and refining the questionnaire based on the feedback. To enhance the trustworthiness and representativeness of the data collected through questionnaires, and key informant interviews, the researcher ensured that the participants represent the target population and that questions remain relevant. The researcher conducted interviews in a non-threatening manner to facilitate open responses, and the researcher audio-record and accurately transcribed those sessions to avoid misinterpretations. By implementing these steps, the researcher confidently assured that the research findings accurately reflect the studied phenomenon and can effectively inform decision-making.

3.9.2 Reliability

Reliability, as defined by Mugenda (2003) as cited in (Julius, 2018), is the extent to which a research instrument produces consistent results or data after repeated trials. As a researcher, ensuring reliability in and key informant interviews is crucial to maintaining the consistency and accuracy of the data collected. By following a standardized protocol during the data collection process, such as using the same questions and prompts across sessions, the researcher minimized bias or personal preferences that could influence participants' responses.

To ensure reliability, the questionnaire was designed to reduce bias and encourage truthful responses from respondents. The most common reliability coefficient is Cronbach's alpha, which estimates internal consistency by determining how all items on a test relate to each other and to the total internal

coherence of the test. In this study, the Cronbach's alpha reliability coefficient, expressed as a coefficient between 0 and 1, was used. The researcher used Cronbach's alpha because it is used to assess the internal consistency of the items in the scale and to ensure that the items are measuring the same construct consistently.

Table 3.4: Reliability Test Result of Variables

<i>No</i>	<i>Variable</i>	<i>Cronbach's Alpha</i>	<i>No. of Items</i>	<i>Conclusion</i>
1	Resource and equipment	0.853	4	Reliable
2	Class Size	0.939	5	Reliable
3	Professional development opportunities	0.819	3	Reliable
4	Time Allocation	0.850	6	Reliable
5	Implementing Physical Education	0.756	5	Reliable
Over all reliability		0.8434	23	Reliable

Source: field survey, 2024

3.10 Methods of Data Analysis

The researcher employed both qualitative and quantitative data analysis to obtain a comprehensive understanding of the research problem.

3.10.1 Quantitative Data Analysis

Quantitative data analysis is a systematic process of collecting and evaluating measurable and verifiable data, as defined by (Creswell. and Creswell, 2017). The researcher employed quantitative analyses to analyze the data obtained through the scale.

3.10.1.1 Descriptive Statistics

Descriptive statistics, as defined by Ahmadi, & Fadaei, (2021), involves numerical and graphical techniques used to summarize and organize data, including measures of central tendency, dispersion, and distribution shape patterns. These techniques provide a clear representation of the dataset's main characteristics and patterns. In this study, descriptive statistics was used to analyse data obtained from a questionnaire, which helped derive preliminary findings that informed further analysis. The descriptive analysis was provide simple summaries of the sample characteristics, including measures of central tendency (mean), standard deviation, frequencies, and percentages.

3.10.1.2 Inferential Analysis

Inferential statistics is a branch of statistics that involves concluding populations or scientific truths based on data derived from a sample (Creswell. and Creswell, 2017). It is also concerned with the estimation of population values. The study was employed Pearson correlation coefficients, multiple regression, ANOVA.

3.11 Model Specification

According to Smith et al. (2021), multiple regression analysis is a suitable method for examining the influence of several predictors on grade performance in physical education settings, which aligns with the objectives of this study to explore how various factors affect teachers' practices. In investigating teachers' practices and challenges in implementing the physical education curriculum, multiple regression analysis is a powerful statistical method that enables researchers to understand the relationship between multiple independent variables (such as resources and equipment, class size, professional development opportunities, and allocation of time) and the dependent variable (teachers' effectiveness in delivering the physical education curriculum).

The researcher utilized multiple regression analysis to ascertain the extent to which each of these specific factors (resources and equipment, class size, professional development opportunities, and allocation of time) contribute to the effectiveness of teaching in physical education. This statistical technique allows for the control of confounding variables and provides a clearer picture of the relationship between the predictors and the outcome.

Regression Equation for Effectiveness of Teaching in Physical Education

To formulate a regression equation that captures the relationship between various factors and the effectiveness of teaching in physical education, we can start by defining the components involved in the analysis. The dependent variable is the effectiveness of teaching in physical education, which was denoted as Y. The independent variables (predictors) include resources and equipment, class size, professional development opportunities, and allocation of time.

The general form of a multiple regression equation is

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \epsilon$$

Where:

Y = Effectiveness of teaching in physical education

β_0 = Intercept (the expected value of Y when all predictors are zero)

$\beta_1, \beta_2, \beta_3, \beta_4$ = Coefficients representing the change in Y for a one-unit change in each respective predictor

X_1 = Resources and equipment

X_2 = Class size

X_3 = Professional development opportunities

X_4 = Allocation of time

ϵ = Error term (captures variability not explained by the model)

Thus, substituting our specific variables into this framework yields:

$$\text{Effectiveness of teaching in physical education} = \beta_0 + \beta_1 (\text{Resources and equipment}) + \beta_2 (\text{Class size}) + \beta_3 (\text{Professional development opportunities}) + \beta_4 (\text{Allocation of time}) + \varepsilon$$

3.12 Ethical Consideration

The purpose of the study was explained to the participants in the initial discussion. To ensure ethical consideration, each participant was asked to provide written informed consent after being properly explained. The explanation included information about the purpose of the study, the kind of participation required, how the information was collect, and an approximation of how much time it took for an interview or to fill out a questionnaire. To ensure the confidentiality of the information, the audio records are handled with the utmost care. After the completion of the study and the thesis defense, the audio records were destroyed. Besides, the issue of protecting participants from harm was also give due consideration. Because participants may share personal, painful, or traumatic workplace experiences, efforts was made to minimize the emotional harm that participants may have experienced because of disclosing their experiences. Moreover, it was made clear that participants can take a rest or stop at any time during the interview or while filling out the questionnaire and have the liberty to skip any question that they do not want to answer.

CHAPTER FOUR

4. DATA PRESENTATION ANALYSIS AND INTERPRETATION

INTRODUCTION

The main objective of this study was to examine teachers' practices and challenges in enforcing the physical education class in primary schools within the Gulellesub-city. To answer these questions, data were collected and analyzed using both descriptive and inferential statistics. This chapter presents the results of the data analysis, following the exploration methodology designed. First, the chapter presents the descriptive statistics of the sample, fastening on data collected regarding enforcing the physical education class (the dependent variable). The independent variables, which impact enforcing the physical education class include X1 = resources and outfit, X2 = class size, X3 = professional development openings, and X4 = allocation of time. These variables are also included in this analysis. The discussion covers descriptive statistics, statistical distribution, and applicable points to give a comprehensive understanding of these factors. Secondly, the chapter presents an inferential analysis of repliers' data collected on enforcing the physical education class.

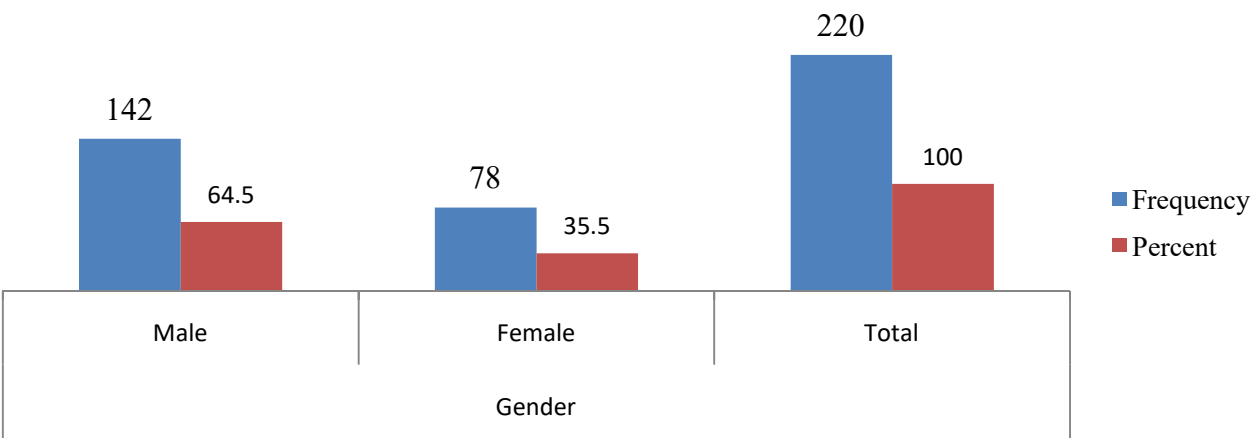
Response Rate

The response rate is the chance of completed questionnaires returned by repliers out of the total distributed questionnaires. In this study, the researcher distributed 229 questionnaires, of which 220 were returned, performing in a response rate of 96.06. Specially, all six questionnaires distributed to students were returned, achieving a 100 response rate.

4.1 Demographic Characteristics of Respondents

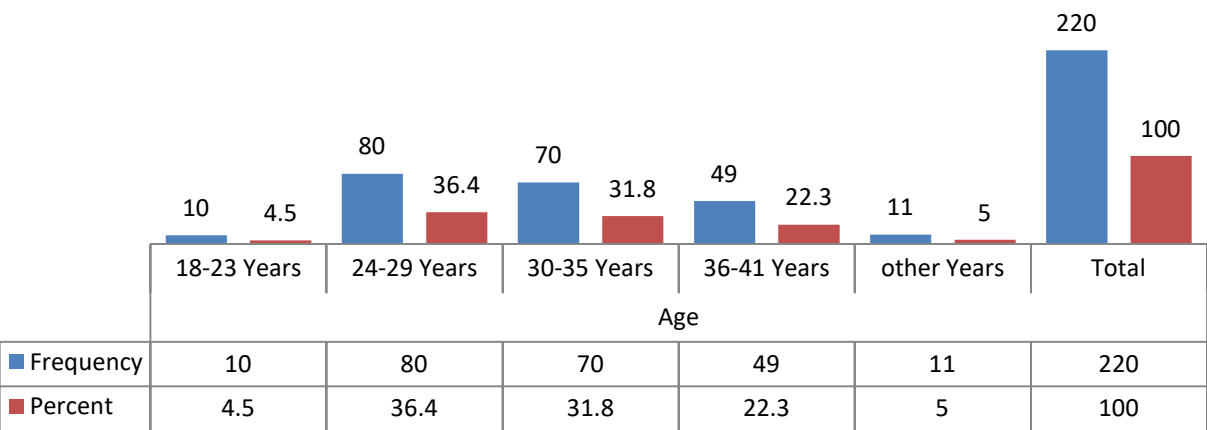
The questionnaire (see Annex), part I, was designed to capture some basic demographic details of the respondents involved in this study. The demographic profile of surveyed respondents is based on selected variables describing gender, salary, level of education, department, Work experience, and Position in the school.

Chart 4.1 Sex Distribution



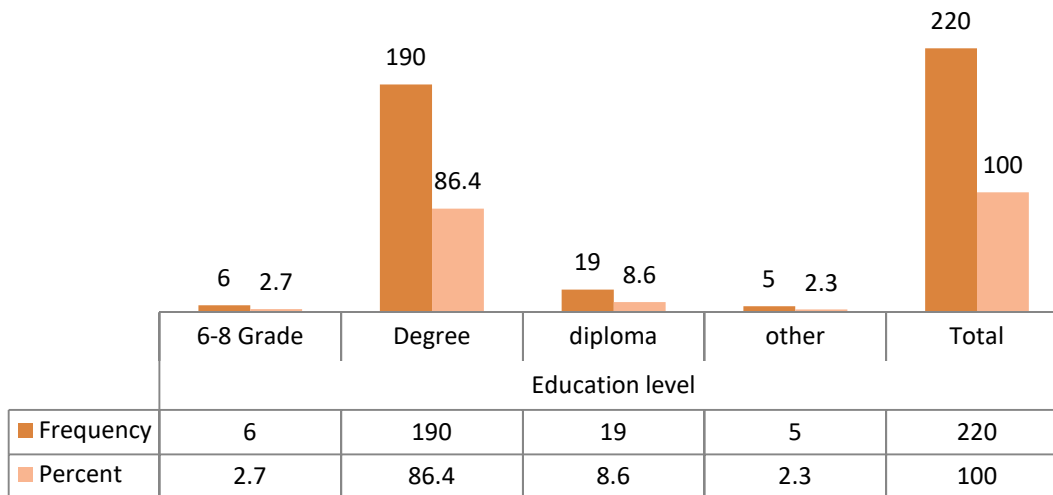
Source: field survey, 2024

Chart 4.2 Age Distribution



Source: field survey, 2024

Chart 4.3 Education Level



Source: field survey, 2024

Chart 4.4 Work Experience

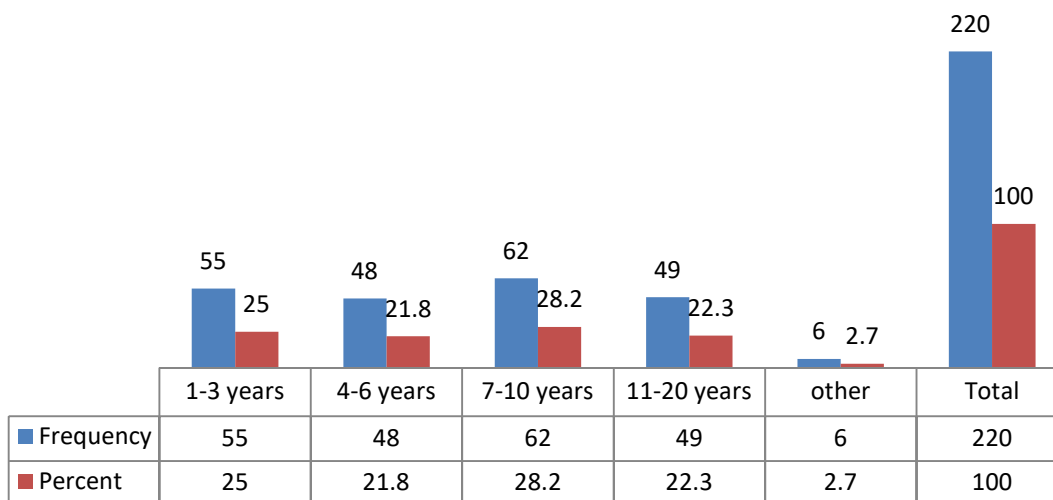
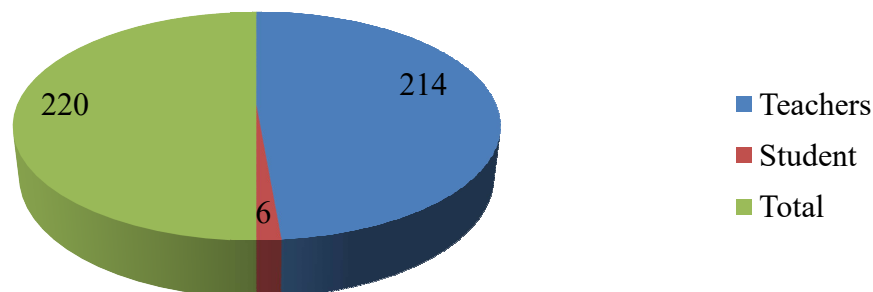
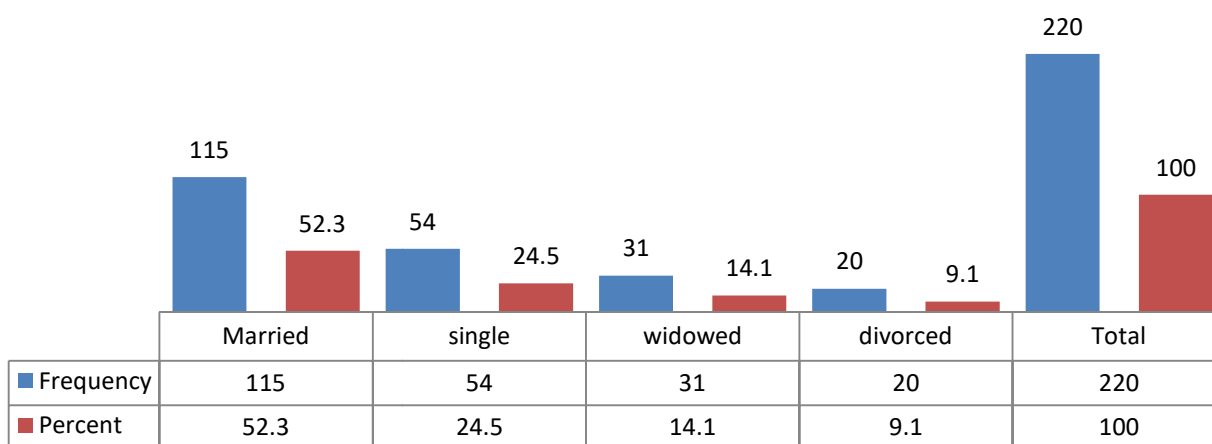


Chart 4.6 Positions in the School



Source: field survey, 2024

Chart 4.7 Martial Status



Source: field survey, 2024

Males counting for 64.5 %(142 individuals) of the total sample, while female represent 35.5 %(78 individuals).

The age distribution of the participants reveals that most fall within the 24- 29 age group, comprising 36.4 %(80 individuals) of the total sample, indicating that a large proportion are at the early stage of their teaching careers. The 30- 35 age group also represents a significant portion at 31.8 %(70 individuals), suggesting a relatively experienced group of teachers. Meanwhile, the 36- 41 age group accounts for 22.3 %(49 individuals), while the 42 above age group contributes only 4.5 %(10 individuals), and the remaining age group, which includes older participants, represents 5.0 %(11 individuals).

The education position of the participants indicates a highly qualified group of teachers, with a significant number of 86.4 % (190 individuals) holding a degree, which suggests a strong foundation of knowledge and expertise in their respective fields. In discrepancy, only 8.6 % (19 individuals) retain a parchment, while a bare 2.7 % (6 individuals) have completed education up to the 6- 8 grade

position. Also, those distributed as ' other' account for 2.3 %(5 individuals), representing indispensable educational qualifications. This dominance of degree holders is encouraging for the implementation of the physical education curriculum, as it likely supplements with advanced situations of pedagogical knowledge and teaching skills.

The data represent the frequency and chance distribution of work experience orders. The order 7- 10 times has the loftiest frequency 62 and chance (28.2%), while the order 1- 3 times has the alternate loftiest frequency (55) and chance (25%). The total number of compliancy is 220.

The data presented shows the distribution of positions within the school, indicating a significant higher number of teachers compared to students. Specifically, teachers make up 97.3 %(214) of the total population, while students represent only 2.7 %(6). This distribution suggests that the school is primarily staff- oriented, potentially indicating a focus on educational delivery, support, or possibly a specialized program where the number of teachers exceeds that of the students.

The data on material status reveals a different composition among the individuals surveyed, with an aggregate of 220 respondents. The largest group is married individuals, counting for 52.3 %(115 individuals), respondents indicating that more than half of the participants are married. This could suggest a stable demographic, conceivably reflecting community values that emphasize marriage. Also, single respondents constitute 24.5% (54 individuals), representing a significant proportion of individuals who are not currently in a material relationship. The widowed category represents 14.1% (31 individuals), highlighting the presence of individuals who have experienced the loss of a partner, which may indicate some contextual background e within the community. Finally, divorced individuals make up 9.1 %(20 individuals), suggesting that while divorce is present, it remains the lowest category.

4.2 Descriptive Statistics

Range of Response Options on the Likert Scale

The responses in the table were categorized into three groups: positive, neutral, and negative. The scale used ranged from "strongly disagree" to "strongly agree," with the options being 1. Strongly disagree, 2. Disagree, 3. Neutral, 4. Agree, and 5. Strongly agree. The participants were asked to complete a pretest-5-point Likert scale questionnaire.

Table 4.1 Range of answer options of the Likert scale

Range	Agreement	Classification
4.21 – 5.00	Strongly Agree	Positive
3.41- 4.20	Agree	
2.61 – 3.40	Neutral	
1.81 – 2.60	Disagree	Negative
1.00 – 1.80	Strongly Disagree	

Source: Panachanok Chanwaiwit, 2019

4.2.1 Implementing the Physical Education Curriculum

The study aims to investigate the practices and challenges faced by teachers in implementing the physical education curriculum in primary schools within the Gulelle sub-city. The primary goal is to ensure effective implementation with sufficient resources and materials, and high-quality physical education. By understanding the current practices and challenges, the study aims to provide recommendations for improving the implementation of the physical education curriculum and enhancing the quality of physical education in primary schools.

Table 4.2 Implementing the Physical Education Curriculum

<i>Items</i>	<i>Mean</i>	<i>Standard Deviation</i>
Teachers feel well-prepared to implement the physical education curriculum effectively.	1.959	1.086
Sufficient resources and materials are available for delivering physical education classes.	1.840	1.041
Class sizes are manageable for delivering high-quality physical education instruction.	1.850	1.146
Professional development opportunities are adequate for enhancing teaching practices in physical education.	1.809	1.089
Time allocated for physical education classes allows for comprehensive curriculum delivery.	1.763	1.154
<i>Grand mean and standard deviation</i>	<i>1.844</i>	<i>1.083</i>

Source: field survey, 2024

Teachers feel well- prepared to apply the physical education class effectively. With a mean score of 1.959, this suggests that teachers largely differ with the statement, indicating a significant lack of confidence in their capability to deliver the Physical Education class effectively. Recent literature emphasizes that schoolteacher preparedness is pivotal for successful class implementation, as unrehearsed teachers may struggle to engage students and meet educational norms (Hammond, 2017).

Sufficient resource and equipment are available for delivering physical education classes. The mean score of 1.840 further reinforces this negative sentiment, showing that teachers feel deficiently supported in terms of resource. Research has shown that access to quality equipment directly impacts the effectiveness of Physical Education programs, leading to poorer pupil issues when resources are lacking (McKenzie, 2019).

Class sizes are manageable for delivering high- quality physical education instruction. A mean score of 1.850 indicates that teachers perceive class sizes as ungovernable, which can hamper personalized attention and effective tutoring practices. Studies have demonstrated that lower class sizes in

Physical Education leads to better pupil engagement and literacy issues; therefore, larger classes can compromise the quality of instruction (Sallies, 2016).

Professional development openings are acceptable for enhancing teaching practices in physical education. The mean score of 1.809 suggests a strong disagreement with the acceptability of professional development openings available to Physical Education teachers. Literature highlights that ongoing professional development is essential for teachers to stay current with stylish practices and pedagogical strategies; without it, teachers may feel ill- equipped to give high- quality instruction (Gordon& Dempsey, 2020).

Time allocated for physical education classes allows for comprehensive class delivery. With a mean score of 1.763, this point reflects a critical issue where inadequate time is allocated for Physical Education classes, limiting comprehensive class delivery. Exploration indicates that acceptable time is necessary not only for skill development but also for fostering students' enjoyment and lifelong engagement in physical activities (Pate, 2013).

In summary, the overall low scores across these particulars indicate significant challenges faced by Physical Education teachers regarding preparedness, resource vacuity, class size operation, professional development openings, and time allocation. All critical factors impacting the effectiveness of physical education programs are:-

To build a physical education curriculum, check equipment supply and quality first. Design lessons to fit what is on hand. Students need tools for many activities. Keep gear safe, working well, and open to all Plan for repairs and new items. Find ways to use scarce supplies. Strong equipment boosts activity. It helps kids' bodies and minds grow healthy.

4.2.2 Factors for Implementing the Physical Education Curriculum

4.2.2.1 Resources and Equipment

Table 4.3: Resources and Equipment

<i>Items</i>	<i>Mean</i>	<i>Standard Deviation</i>
Availability of physical education equipment significantly enhances the quality of lessons delivered.	1.631	1.027
The availability of resources encourages innovation in teaching methodologies for physical education.	1.572	.960
Regular maintenance of equipment ensures consistent and safe physical education practices.	1.60	.994
Adequate resources contribute to the effective implementation of the physical	1.581	.949

education curriculum.

<i>Grand mean and standard deviation</i>	1.585	0.996

Source: field survey, 2024

The data show a worrying pattern in physical education equipment and resources. Mean scores for each item are low. The first item says equipment availability boosts lesson quality. Its mean score is 1.63. This falls in the Disagree range. Teachers do not see current equipment as enough to improve lessons. Studies back this up. Poor resources lead to weak teaching and less student interest (Hastie, 2020).

The second item claims resources spur new teaching ideas. It scores 1.57. Also Disagree. Teachers feel held back by lack of resources. Research shows missing tools cut creative teaching (Graham, 2021).

One teacher noted resources shape lesson design and delivery. Short supply limits activity types and methods. This leads to a basic curriculum that fails to hold all students' attention.

The third item stresses steady upkeep for safe Physical Education. Score is 1.60. Teachers view upkeep poorly. Many schools skip it. Studies warn bad upkeep risks safety and cuts activity (Pate, 2019).

That teacher faced resource shortages. No enough gear or space forced lesson changes. This hurt skill building and interest. For example, few basketballs stopped team drills in units.

The last item links good resources to strong curriculum use. Mean is 1.58. Respondents disagree. Research agrees. Scarce supplies harm Physical Education delivery (Kirk & Macdonald, 2020).

The teacher listed key needs. These include varied sports gear, open facilities, and aids. They enable diverse lessons for all skill levels. This builds inclusion, learning, and fun in Physical Education.

Overall mean is 1.62. This means broad disagreement. It flags big issues with Physical Education resources and upkeep.

4.2.2.2 Class Size

Physical education supports the full growth of primary school students. It builds their physical fitness, social skills, and emotional health. Teachers in Gulalle Sub-City of Addis Ababa face key challenges. These issues limit their success in teaching Physical Education well. Small class sizes allow personal attention. Teachers can adjust lessons to fit each student's needs. Right-sized classes also ease management. They create a neat and lively learning space. Still, teachers meet roadblocks. Few resources hurt efforts. Weak training adds trouble. Student drive varies too much. Grasp these factors to build better plans. Stronger Physical Education means students gain the most from class.

Table 4.4: class size

<i>Items</i>	<i>Mean</i>	<i>Standard Deviation</i>
Smaller class sizes allow for more individualized attention during physical education activities.	3.722	.838
Teaching physical education is more effective in smaller class sizes compared to larger groups.	3.631	.958
Adequate class size facilitates better classroom management and student participation in physical education.	3.718	.850
Teaching techniques can be more effectively implemented in a smaller class setting.	3.631	.958
Students in smaller classes demonstrate greater improvement in physical skills compared to those in larger classes.	3.540	.903
<i>Grand mean and standard deviation</i>	<i>3.648</i>	<i>0.901</i>

Source: field survey, 2024

In examining the impact of sophistication size on bodily training, the information gives a regarding photo concerning the effectiveness of smaller elegance sizes. The first object suggests that smaller elegance sizes allow for extra individualized interest for the duration of physical education activities, with a mean rating of 3.72. However, this rating shows most effective an agreement as opposed to robust consensus, indicating that no longer all educators can also experience that smaller lessons extensively decorate character attention. This increases questions about the actual implementation and effectiveness of individualized processes in exercise.

The second item discusses the effectiveness of coaching bodily education in smaller elegance sizes in comparison to larger organizations, yielding a median score of 3.63. Whilst this reflects a standard settlement, it does not attain a stage of sturdy conviction among respondents. This means that there can be instances where large businesses can nevertheless yield effective teaching results, doubtlessly undermining the argument for always smaller training.

According to the interview, large class sizes often result in difficulties in engaging all students, as it turns into challenging to offer individualized attention and address numerous skill levels inside the organization. This will result in some students feeling left out or less influenced to take part actively in physical training sports.

Concerning school room management and student participation, the third item shows a median rating of 3.71, suggesting some degree of agreement that appropriate class size facilitates better management and participation. But, this score continues to be underneath the threshold for strong settlement,

indicating that demanding situations in lecture room control may persist regardless of class length, for that reason wondering the idea that smaller classes inherently cause better engagement.

In step with the interview, in large class sizes, strategies such as differentiated instruction may be difficult to implement successfully. In large groups, it's frequently tough to tailor activities to fulfill the wishes of all students, even as in smaller classes; there may be an inclination to depend on a constrained set of activities that might lead to boredom or disengagement among college students.

The fourth item addresses the implementation of teaching techniques in smaller settings with a mean rating equal to the second object at 3.sixty three. Once more, even as there may be an acknowledgment that smaller lessons might allow for greater powerful coaching strategies, this does not translate into a definitive conclusion about their superiority over large training. It shows variability in teaching effectiveness based on elements past simply magnificence size.

Finally, college students' improvement in bodily abilities is cited with a median score of 3.54 for the ones in smaller training in comparison to large ones. This result indicates best moderate agreement and increases issues approximately whether other variables which includes scholar motivation or educational pleasant would possibly play more large roles in ability improvement than class length alone.

In line with the interviewee, coping with student conduct turns into greater complex in large training; with more college student's gift, it could be harder to hold order and ensure that every one college students are following commands, main to disruptions that could detract from the overall gaining knowledge of environment. In smaller training, whilst pupil conduct may be easier to manipulate, there can nevertheless be issues of competitiveness or social dynamics that want to be addressed.

Grand mean summary: The grand imply across those 5 objects appear to hover around 3.63 (calculated from person approach), setting it in the "Agree" variety but not strongly so. This ordinary evaluation shows that while there may be some notion within the benefits of smaller elegance sizes for physical education, it lacks robust help from all stakeholders involved.

4.2.2.3 Professional Development Opportunities

Expert development possibilities are vital for turning in powerful bodily training instructions. Instructors have to have get entry to ongoing training and professional development opportunities to live contemporary with the latest research, teaching techniques, and curriculum trends inside the area of bodily training. This consists of attending workshops, meetings, and on line publications, as well as participating in peer-to-peer education and mentoring programs. Through investing in professional development, instructors can enhance their coaching skills, deepen their knowledge of the problem be counted, and in the long run provide a better first-rate of bodily education to their students.

Table 4.5: Professional Development Opportunities

<i>Items</i>	<i>Mean</i>	<i>Standard Deviation</i>
Training sessions improve teachers' confidence in delivering physical education lessons.	1.686	1.084
Ongoing training leads to innovative teaching practices in physical education.	1.627	1.023
Access to professional development opportunities enhances the ability to implement the physical education curriculum effectively.	1.654	1.054
<i>Grand mean and standard deviation</i>	1.655	1.054

Source: field survey, 2024

The record provided shows that schooling classes geared toward improving teachers' confidence in handing over bodily schooling training acquired a median score of 1.68, with a preferred deviation of 1.08. This rating falls in the "Disagree" range (1.81 – 2.60), suggesting that most of respondents do not agree with these training periods effectively to decorate their self-belief. The exceedingly high fashionable deviation additionally shows sizeable variability in responses, implying that at the same time as some may locate fee in the training, many others do no longer percentage this sentiment.

In step with the interview, expert improvement opportunities have drastically influenced their teaching methods and practices by introducing new methods and techniques that align greater efficiently with modern academic standards, but the availability and best of these possibilities can range extensively, creating inconsistencies in implementation across one-of-a-kind teaching contexts.

Inaddition, the object concerning ongoing training leading to modern coaching practices in bodily schooling has a median rating of 1.60 two and a widespread deviation of 1.023, additionally placing it inside the "Disagree" category. This shows a well-known consensus amongst respondents that ongoing training does no longer make contributions definitely too fostering progressive coaching methods in physical schooling settings. The low mean rating reflects a lack of perceived effectiveness, which could restrict the evolution of teaching practices vital for engaging students effectively.

In keeping with the interviewee, even as they've received treasured talents and know-how from expert development, including progressive assessment strategies or adaptive coaching methods, they have got stated that the transfer of these capabilities to the lecture room may be hindered with the aid of a loss of ongoing support and resources to integrate them successfully into their existing curriculum.

Ultimately, gets admission to professional improvement opportunities enhancing the capability to put in force the physical education curriculum efficaciously scored an average of 1.65 with a fashionable deviation of 1.054, again categorizing it as "Disagree." This locating indicates that educators experience that such opportunities are inadequate or useless in aiding them to deliver the curriculum

correctly. The regular fashion throughout all three items highlights a concerning disconnect among professional development initiatives and their perceived impact on teachers' self-assurance and instructional practices.

In keeping with the interviewee, while they understand the ability advantages of additional professional development, they consider that without targeted education specific to the precise challenges confronted in bodily schooling, such as inclusivity for numerous learners or up to date protection protocols, the enhancement of their effectiveness as a bodily schooling instructor may want to remain confined.

In summary, the grand mean across these objects is about 1.65, which enhances a terrible category beneath the "Disagree" range (1.81–2.60). This collective assessment underscores substantial dissatisfaction amongst educators concerning the effectiveness of present day schooling and professional improvement efforts in enhancing their abilities inside physical education.

4.2.2.4 Allocation of Time

The allocation of time is a critical factor within the effectiveness of bodily education instruction in number one faculties. Enough time should be allotted to allow for a numerous variety of bodily sports, ensuring that students have the possibility to explore specific sports and exercising exercises. Insufficient time in physical schooling can lead to a loss of engagement and a slim consciousness on a limited number of sports. Time constraints can preclude the effectiveness of physical training lessons, as instructors may be compelled to hurry through activities or bypass critical components of the curriculum. Conversely, a nicely-based time agenda that allows for good enough time for bodily education can decorate the overall pleasant of the coaching and contribute to the development of college students' bodily and mental nicely-being.

Table 4.6: Allocation of Time

<i>Items</i>	<i>Mean</i>	<i>Standard Deviation</i>
Adequate time allocated for physical education allows for thorough coverage of the curriculum.	3.754	1.052
Insufficient time in physical education classes limits the opportunity for skill development among students.	3.631	1.1881
Longer class durations improve the ability to conduct diverse activities in physical education.	3.750	1.062
Time constraints hinder the effectiveness of lesson planning in physical education.	3.631	1.188
A well-structured time schedule enhances student engagement during physical education lessons.	3.463	1.156

The current allocation of time for physical education aligns with the learning objectives set in the curriculum.	2.427	1.024
Grand mean and standard deviation	3.626	1.070

Source: field survey, 2024

Upon studying the data concerning the effectiveness of time allocation in Physical education lessons, it is evident that the responses reflect significant concerns among educators. First, the item regarding adequate time allotted for physical education (mean: 3.75, SD: 1.052) obtained a wonderful yet slight response, suggesting that even as a few educators agree, there stays an extensive portion that could feel time remains insufficient, which undermines curriculum coverage. Furthermore, the assertion on inadequate time restricting ability improvement among college students (mean: 3.63, SD: 1.1881) in addition shows that many trust the current time allocation isn't sufficient for fostering competencies, indicating an opening in powerful academic results.

Consistent with the interviewee, the amount of time allotted for physical schooling training considerably affects the depth and best of the curriculum delivered, as constrained time often compresses the capability to cover crucial talents and concepts very well, leading to a more floor-level expertise of bodily training in place of fostering lengthy-term bodily literacy.

Moreover, although longer elegance intervals are perceived to enhance diverse activities (mean: 3.75, SD: 1.062), this factors to an underlying challenge that the modern elegance lengths won't thoroughly assist a selection of activities, doubtlessly leading to monotonous lesson shipping. Time constraints hindering lesson planning effectiveness (mean: 3.63, SD: 1.188) furthermore, the findings emphasize the challenges that Physical Education teachers face, indicating that the workload is overwhelming, and compromises the quality of education delivered.

In line with the interview, whilst time allocated for bodily education classes is confined, they face demanding situations in effectively making plans training that balance ability development, bodily pastime, and evaluation; this often results in rushed lessons in which students can't fully engage with the content, leading to frustration for both the teacher and the students.

Teachers additionally express challenge concerning the structure of time schedules (suggest: 3.46, SD: 1.156), suggesting that notwithstanding a based time table, factors such as tight timelines may additionally lead to disengaged college students during Physical Education training. Ultimately, the modern-day allocation of time aligning with curriculum desires is rated quite low (suggest: 2.42, SD: 1.024), revealing an essential disconnect between scheduled time and academic objectives, highlighting deep dissatisfaction amongst educators on this regard.

According to the interview, the right quantity of time for bodily training is round 150 minutes consistent with week, as this permits enough time to delve into diverse physical activities, promote fitness-associated health, and nurture social competencies via teamwork, in the end imparting a greater comprehensive studying enjoy that contributes to students' overall well-being.

Overall, the grand suggest of those objects is indicative of a pervasive experience of inadequacy, positioning it at 3.57, which falls in the "Agree" type. This reveals that whilst there may be some acknowledgment of the strengths within the machine, the overall experience of dissatisfaction regarding time allocation in bodily schooling in primary faculties in Gulalle Sub-metropolis displays a pressing want for reform to decorate coaching effectiveness and scholar engagement.

4.3 Inferential Analysis

To examine the relationship between the independent variables (resource and equipment, class size, professional development opportunities, Time Allocation, and implementation of physical education),the researcher conducted an inferential analysis. The study employed both Pearson correlation coefficient analysis and multiple regression analysis. The collected data were entered into a multiple regression model to determine whether the model was statistically aimed to examine the statistical relationship between the independent and dependent variables. Assumptions of more than one regression and analyses of the statistics are offered below

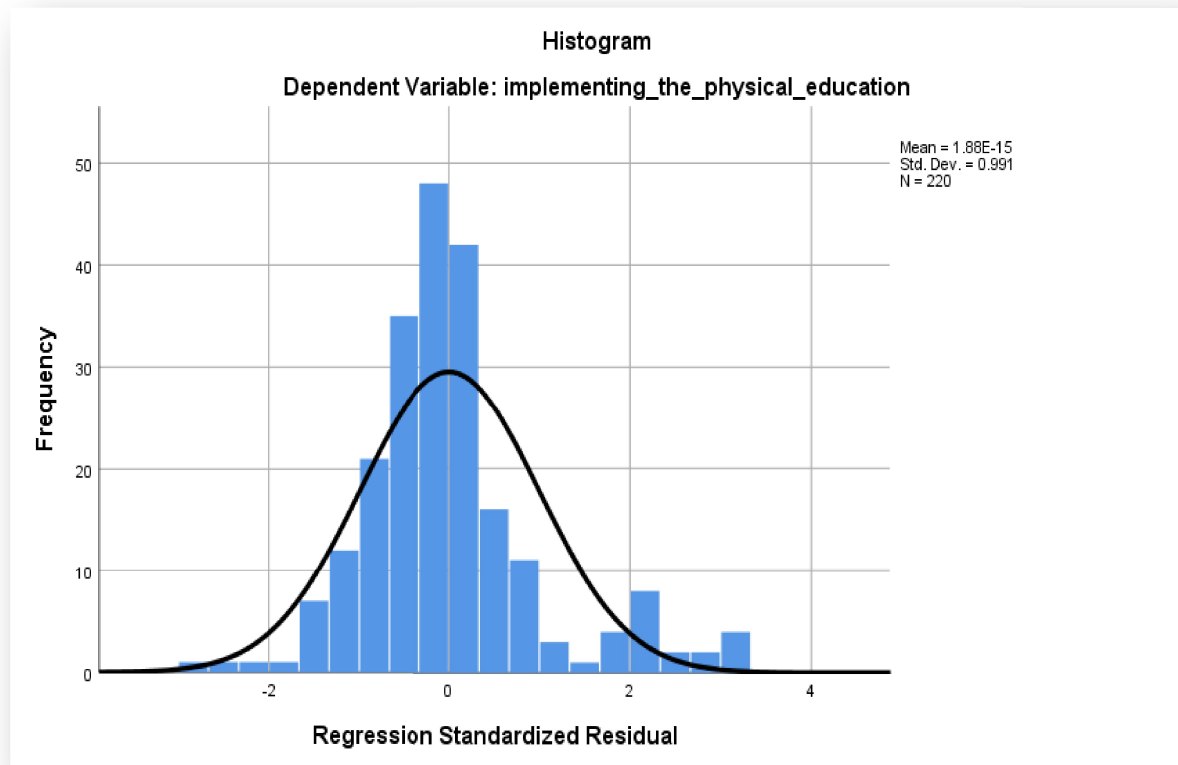
4.3.1 Assumptions of Multiple Regressions

4.3.1.1 NormalityTest

A normality check is a statistical procedure used to decide whether or not a given dataset follows a normal distribution, which is a key assumption in many statistical analyses. Within the context of examining teachers' practices and challenges in implementing the physical schooling curriculum, the researcher employed a normality check to evaluate the distribution of numerous quantitative variables which includes the frequency of resource usage, magnificence sizes, and time allocations all of which can be crucial factors influencing powerful curriculum implementation.

By validating the normality of these variables, the researcher was able to select appropriate statistical techniques for analysis. For example, many parametric tests, like t-assessments or ANOVA, assume that the data are normally distributed. If this assumption is violated, the finding may become misleading. Therefore conducting a normality test helps ensure the accuracy, validity, and reliability of the findings regarding the effects of resource, class size, and other factors on physical education practices in gullele sub-city schools..

Figure 4.1 Normality test



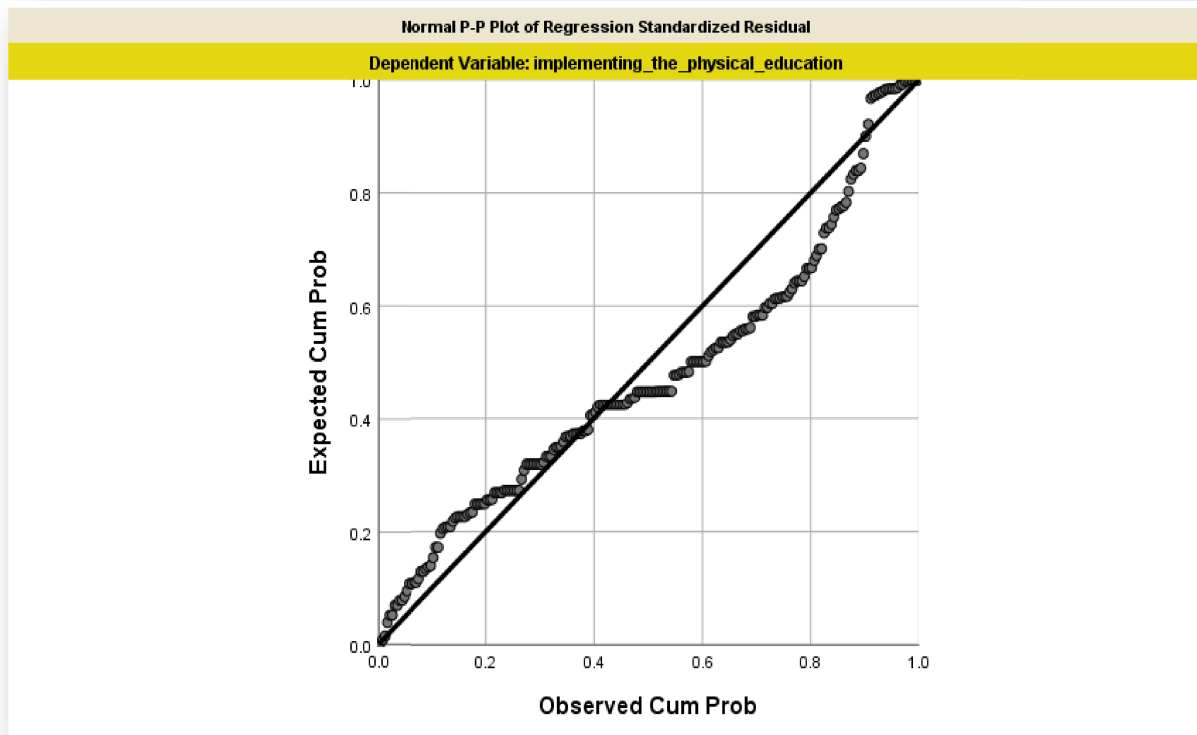
Source: field survey, 2024

4.3.1.2 Linearity Test

A linearity take a look at is a statistical evaluation used to determine whether or not the relationship between variables can be thoroughly described by means of a linear model. This take a look at is crucial due to the fact many statistical techniques, together with linear regression, rely upon the idea that the relationship between independent variables (sources and equipment, class size, professional development opportunity, Time Allocation, and bodily training Economics) and a structured variable (in this case, the implementation of the bodily training curriculum) is linear.

In this study, the researcher utilized a linearity take a look at to envision whether or not the different factors influencing physical schooling practices showcase a linear relationship. By means of confirming linearity, the researcher ensures that the following analyses, including regression modeling, will yield valid and significant consequences. If the connection is certainly linear, it lets in for unique predictions and more straightforward interpretations of the way these impartial variables have interaction affecting the implementation of the curriculum. Conversely, if the connection had been non-linear, it can cause inaccurate conclusions and misinformed tips for improving physical schooling transport in number one schools. Consequently, the linearity test is an important step in establishing a solid a statistical foundation for the study's findings.

Figure 4.2 Linearity Test



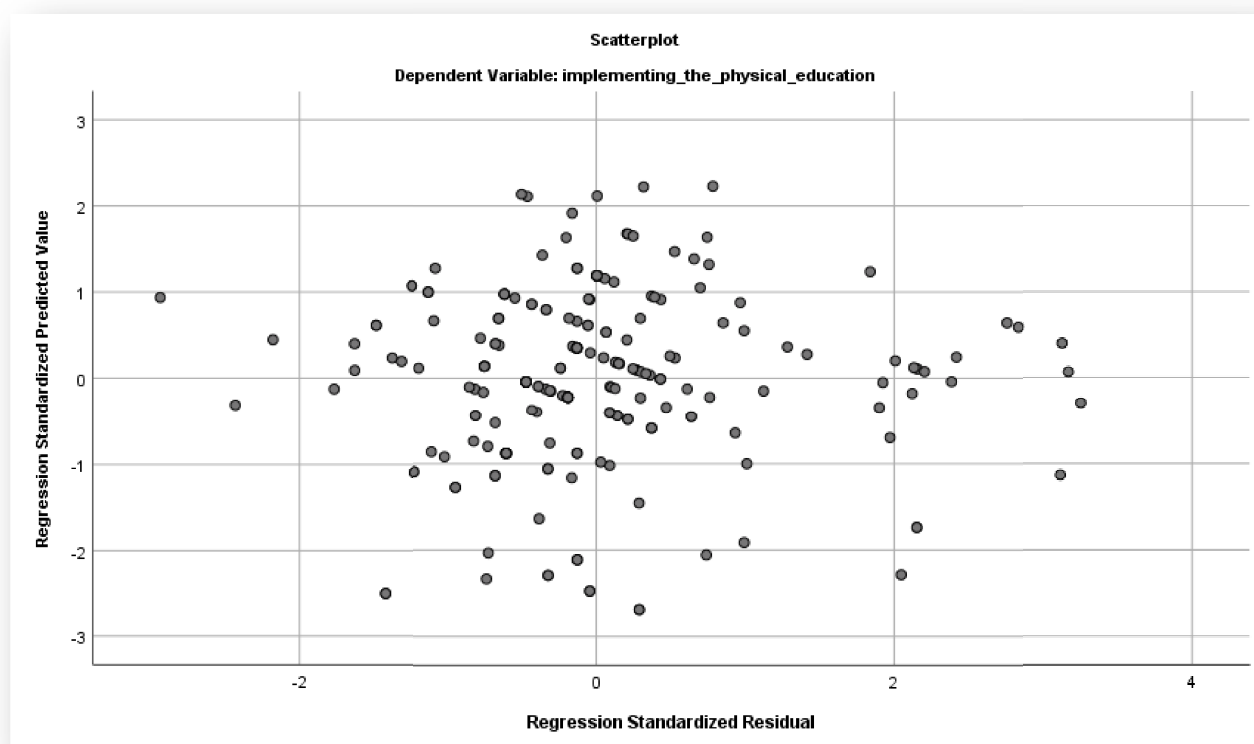
Source: field survey, 2024

4.3.1.3 Homoscedasticity Test

Homoscedasticity refers back to the assumption in regression evaluation that the variance of the mistakes (or the residuals) is steady across all tiers of the impartial variable(s). In less difficult phrases, it means that irrespective of the cost of the impartial variables consisting of assets and equipment, magnificence length, expert development possibility, Time Allocation, and bodily education Economics—the unfold of the residuals should remain strong and not display patterns (like growing or decreasing variability). The researcher used a homoscedasticity test to make sure that this assumption holds actual of their analysis of the factors affecting the implementation of the physical schooling curriculum in number one schools in the Gulelle sub-city.

By verifying homoscedasticity, the researcher can validate the reliability of their regression model. If the assumption is violated (i.e. heteroscedasticity is present), it could lead to inefficient estimates and affect hypothesis tests, potentially resulting in incorrect conclusions. Therefore, by performing a homoscedasticity test, the researcher can bolster the integrity of their findings and ensure that the relationships identified between the independent factors and physical education implementations are both accurate and actionable.

Figure 4.3 Scatterplots



Source: field survey, 2024

4.3.1.4 Multicollinearity Assumption

In a logistic regression version, Multicollinearity is a statistical phenomenon resulting from surprisingly related predictor variables. While the version incorporates numerous covariates, it happens regularly. Multicollinearity can appear for a diffusion of motives. Multicollinearity can result from the repetition of the identical kind of variables or wrong use of layout variables, including a variable this is computed from other variables within the equation, and it typically takes place when the variables are surprisingly and really correlated to one another (Noora Shrestha, 2020). In this study, Multicollinearity was assessed using the Pearson correlation coefficient and Collinearity facts to make certain correct conclusions approximately the relationships between predictor and response variables. Those methods are extra reliable than pairwise coefficients, as they offer better diagnostics for detecting Multicollinearity in linear regression.

Inspecting the correlation matrix won't continually come across Multicollinearity. In such instances, linear regression with tolerance and VIF provide higher diagnostic equipment. Tolerance values close to 1 signify low Multicollinearity, at the same time as VIF values above 10 (or above 2.5 in weaker models) imply excessive Multicollinearity. Tolerance and VIF can be obtained from SPSS output to discover Multicollinearity among a couple of impartial variables.

Table 4.7: Detection of Multicollinearity Based on Collinearity Statistics

Model		Collinearity Statistics	
		Tolerance	VIF
1	(Constant)		
	Allocation of time	.628	1.593
	Professional development opportunities	.484	1.066
	class size	.657	1.522
	Resources and Equipment	.516	1.939

Source: field survey, 2024

The Collinearity statistics offered suggest the relationships many of the independent variables in the model. Tolerance values, which measure the percentage of variance in a predictor that is not explained with the aid of different predictors, endorse that everyone variable shows off perfect tiers of Multicollinearity, as they're all above the commonplace threshold of 0.1. Mainly, "sources and equipment" has the bottom tolerance at 0.516, indicating it shares some variance with different predictors but remains inside an acceptable variety. The Variance Inflation issue (VIF) values further assist this evaluation; none exceed the conventional cutoff of 10, with "sources and device" having the very best VIF at 1.939, suggesting handiest a moderate diploma of Multicollinearity. Universal, those statistics suggest that at the same time as a few relationships might also exist some of the independent variables, they may be not going to significantly distort the effects of the regression analysis.

4.3.2 Pearson Correlation Coefficient

Previously, it became noted that the researcher utilized the Pearson correlation coefficient method to study the extent of association between the independent and established variables in their study. The unbiased variables of this observe; have been allocation of time(X1), expert improvement opportunities(X2), class size(X3), and sources and device (X4); imposing the physical training(Y). Pearson correlation coefficients, as interpreted by (De iciness, Gosling, &Potter, 2016), The Pearson correlation coefficient measures the connection and path between predictor and final results variables.

Correlation strength is classified as susceptible (<0.30), moderate ($0.30-0.49$), and strong ($0.50-1$). The positive or negative signal suggests route. The researcher tested the Pearson correlation among the established variable (enforcing the physical education(Y)) and the impartial variables, as outlined below: The table indicates the outcomes of a correlation evaluation among five variables: Allocation of time(X1), expert improvement opportunities(X2), class size(X3), and assets and gadget (X4), and imposing the physical education(Y).

Table 4.8 Correlation Coefficient

		(Y)	(X1)	(X2)	(X3)	(X4)
Implementing the physical education(Y)	Pearson Correlation	1	.561**	.771**	.556**	.738**
	Sig. (2-tailed)		.000	.000	.000	.000
	N	220	220	220	220	220
Allocation of time(X1)	Pearson Correlation	.561**	1	.571**	.389**	.525**
	Sig. (2-tailed)	.000		.000	.000	.000
	N	220	220	220	220	220
Professional development opportunities(X2)	Pearson Correlation	.771**	.571**	1	.528**	.635**
	Sig. (2-tailed)	.000	.000		.000	.000
	N	220	220	220	220	220
Class Size(X3)	Pearson Correlation	.556**	.389**	.528**	1	.529**
	Sig. (2-tailed)	.000	.000	.000		.000
	N	220	220	220	220	220
Resources and Equipment (X4)	Pearson Correlation	.738**	.525**	.635**	.529**	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	220	220	220	220	220

Correlation is significant at the 0.01 level (2-tailed).

Source: field survey, 2024

4.3.2.1 The Correlation among Allocation of Time and implementing the physical Training

The Pearson correlation coefficient of $r = 0.561$, with a significance degree of $p < 0.05$, shows a moderate fantastic correlation between the allocation of time for Physical Education and its effective implementation in primary schools in the Gulalle Sub-city of Addis Ababa. This locating displays the reviews of teachers who frequently face significant demanding situations due to insufficient time allocated for Physical Education lessons, which could hinder complete skill improvement and lively participation amongst school students. For example, when teachers are not able to date devote sufficient time updated physical education, they report challenges in maintaining student engagement and delivering a comprehensive curriculum that includes a variety of physical activities.

4.3.2.2 The Correlation between Development Opportunities and Imposing the Physical Schooling

The Pearson correlation coefficient of $r = 0.771$, with an importance level of $p < 0.05$, indicates a strong wonderful correlation between professional development opportunities for current and the powerful implementation of Physical Education programs in primary schools in the Gulalle Sub-city of Addis Ababa. This suggests the need for current professional development teachers in workshops, teaching sessions, and collaborative mastering reviews, they are much more likely needs Physical education. those opportunities, teachers beautify their pedagogical capabilities, benefit know-how on health and fitness developments, and study progressive coaching strategies that could improve student engagement and participation in Physical Education classes. In Gulalle Sub-city to express a want for ongoing assist and training concerning up to date practices in physical education, as they frequently face challenges such as confined resources and ranging degrees of student fitness and enthusiasm.

4.3.2.3 The Correlation between class Size and imposing the physical Education

The Pearson correlation coefficient of $r = 0.556$, with a importance stage of $p < 0.05$, suggests a moderate effective correlation between magnificence size and the implementation of Physical Education in the Gulalle Sub-city of Addis Ababa. This finding highlights the impact of class size on potential supply powerful Physical Education practice. In larger classes, teachers frequently struggle to provide individualized attention to students, which may hinder skill acquisition and reduce participation levels during physical activities. For instance, in a crowded setting, it becomes difficult for educators to facilitate organized games or sports that require close supervision and guidance, leading to reduced student engagement and learning outcomes. In Gulalle Sub-city file that smaller elegance sizes

allow for extra interactive and personalized teaching experiences, allowing them up to date tailor activities updated individual talent levels and foster a supportive to surroundings.

4.3.2.4 The Correlation among Resources and Equipment and Enforcing the Physical Education

The Pearson correlation coefficient of $r = 0.738$, with a significance stage of $p < 0.05$, shows a sturdy fantastic correlation among the supply of assets and equipment and the effective implementation of Physical Education applications in primary schools of Gulalle Sub-city of Addis Ababa. This correlation underscores the vital function that adequate assets, sports activities equipment, centers, and teaching aid, play in turning in a complete and attractive Physical Education curriculum. While enough and appropriate device, layout an extra various range of physical education activities that cater various abilities, degrees and pursuits among students. For example, up-to-date updated balls, athletic up to date, and protection system permits for a broader range of sports activities and health exercises, enhancing college students' average engagement and motivation.

4.3.3 Model Summary

The model summary provides several significant insights into the study and the challenges faced by teachers in delivering physical education in primary schools in Gulalle Sub-city, Addis Ababa. the R value = .842, it indicates a strong relationship between the variables included in the resources and device, allocation of time, class size, and professional improvement possibilities indicating that those are distinctly relevant reports. The R square value of 0.709 indicates that approximately 70.9% of the variation in responses is explained by the model, highlighting its significant influence on teaching effectiveness.

Furthermore, the adjusted R square value of .703 shows that this model holds even after thinking about the wide variety of predictors, demonstrating its robustness. The Watson statistic of 1.740 shows that there is no big residuals, reinforcing the reliability of the model's findings. This analysis highlights the pressing need for coverage interventions enhancing aid allocation and expert development in physical education teaching, as addressing those challenges might also enhance teaching results and ordinary pupil engagement in physical education in the network

Table 4.9 Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.842 ^a	.709	.703	.41991	1.740

a. Predictors: (Constant), Resources and Equipment, allocation of time, class size, professional development opportunities

b. Dependent Variable: implementing the physical education

Source: field survey, 2024

4.3.4 ANOVA

The ANOVA table presents important statistics concerning the overall significance of the regression model analyzing the predictors affecting the implementation of physical education schools of Gulalle Sub-city, Addis Ababa. The regression sum of squares is 92.317, which is drastically higher than the residual sum of squares of 37.910, indicating that the model effectively many owed for an extensive amount of variance within the established variable. The F-value of 130.889, together with p-value (Sig.) of .000, indicates that the model is statistically significant. This provides strong evidence that at the least one of the predictors' assets and equipment, allocation of time, class size, significantly affects the implementation of physical education. Given those findings, it is imperative for educational stakeholders to attention on these key regions to enhance the effectiveness of physical education teaching. These domains are possibly to lead to better implementation and in the long run benefit school students' physical development and fitness initiatives inside the primary schooling device.

Table 4.10 ANOVAa

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	92.317	4	23.079	130.889	.000 ^b
	Residual	37.910	215	.176		
	Total	130.227	219			

a. Dependent Variable: implementing the physical education
b. Predictors: (Constant), Resources and Equipment, allocation of time, class size, professional development opportunities

Source: field survey, 2024

Allocation of Time: The variable “Allocation of time” has an unstandardized coefficient of 0.069 and a standardized coefficient (Beta) of 0.079, with a significance level (Sig.) of 0.042. This indicates that time allocation is positively associated with the implementation of bodily schooling in number one faculties within Gulalle Sub-city. Teachers regularly face challenges associated with inadequate time for physical education training due to competing curricular demands and administrative pressures. The fantastically low effect of this variable shows that while it is extremely important, the quantity of time allotted may not be the maximum important factor influencing effective teaching practices in physical education. But, addressing time constraints ought to decorate teachers’ capacity to deliver comprehensive physical education teaching applications.

Expert development opportunities: The “professional improvement opportunities” variable indicates a strong unstandardized coefficient of 0.462 and a standardized Beta of 0.442, with an especially vast p-value (Sig.) of 0.000. This highlights that get right of entry to expert improvement is crucial for teachers in improving their academic strategies and typical effectiveness in coaching physical education. Within the context of Gulalle Sub-city, many teachers may also lack enough training or assets to enforce modern-day pedagogical techniques effectively, that may restrict student engagement and gaining knowledge of outcomes in physical education classes. Therefore, improving expert development possibilities can empower teachers to triumph over demanding situations and improve their teaching practices substantially.

Class size: With unstandardized coefficient of 0.091 and a Beta value of 0.099, alongside a importance degree (Sig) of 0.030, “class size” also plays extremely good function in the implementation of physical education applications. Large class sizes can cause challenges in dealing with students successfully for the duration of physical sports, ensuing in reduced participation and protection challenges. In primary schools within Gulalle Sub-city, teachers may struggle to provide individualized interest or facilitate enticing sports while confronted with overcrowded school rooms. As a result, addressing magnificence length problems may be vital for fostering an environment conducive to effective physical education coaching.

Sources and system: The variable “assets and system” has an unstandardized coefficient of 0.296 and a standardized Beta of 0.364, with a significance level (Sig.) at 0.000, indicating its sturdy nice impact on enforcing physical education training packages. Good enough resources and equipment are essential for handing over satisfactory physical education reviews; without them, teachers face vast barriers that restriction their capacity to conduct various sports or ensure pupil protection during training. In Gulalle Sub-city, the dearth of proper centers or gadget can severely restriction the scope and quality of physical training presented in schools, making it vital for academic authorities to invest in vital resources to aid teachers successful.

Table 4.11: Significance of Regression Coefficients

Model		Unstandardized Coefficients		Standardize d Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.443	.132		3.358	.001
	Allocation of time	.069	.041	.079	1.695	.042
	Professional development opportunities	.462	.055	.442	8.366	.000
	class size	.091	.041	.099	2.189	.030
	Resources and Equipment	.296	.042	.364	7.095	.000

a. Dependent Variable: implementing the physical education

Source: field survey, 2024

Based on the provided coefficients, a regression equation for the study could be:

Implementing physical education = .443 + .069(Allocation of time) + .462(Professional development opportunities) + .091(Class size) + .296/Resources and Equipment

Interpretation: The regression equation suggests that the implementation of physical education teaching in elementary schools of Gulalle sub-city of Addis Ababa city administration is stimulated through the allocation of time, professional improvement opportunities, class size, and resources and. The coefficient for the allocation of time is wonderful, suggesting that because the allocation of time increases, the implementation of physical education teaching also will increase. The coefficient for

professional development opportunities is also super. Indicating that as the possibilities for professional development boom, the implementation of physical education also increases. The coefficient for sophistication length is effective; suggesting that as the class size increases, the implementation of physical education training additionally increases. Eventually, the coefficient for sources and device is tremendous; indicating that because the sources and system available for physical education teaching increase, the implementation of physical training additionally will increase.

4.4 Discussion of Findings

This have a look at investigates the implementation of the teaching of Physical Education curriculum in primary schools of Gulelle sub-city, addressing an important gap in knowledge the challenges faced by teachers in delivering exceptional Physical Education practice. The findings screen a big trouble concerning aid inadequacy and its unfavorable effect on Physical Education preparation within the studied faculties. Teachers overwhelmingly disagree (indicating ≈ 1.62) that enough assets are to be had, hindering their ability to innovate teaching methodologies (mean score 1.57), hold device and centers (indicating 1.60), and effectively implement the curriculum (indicating 1.58). This represents a modern and continual problem, impacting the quality of Physical Education teaching and probably affecting elementary school students' physical activity tiers, ability development, and ordinary engagement. Failure to address this resource deficiency will likely perpetuate a cycle of substandard instruction, restricting elementary school students' opportunities for physical education improvement and potentially contributing to long-time period fitness disparities.

The studies gap lies in the loss of specified investigation into the particular sorts and extent of resource limitations in those schools, and the direct causal link among those limitations and their bad effect on coaching practices and pupil effects. This take a look at goals to deal with this hole via quantifying useful resource deficiencies, exploring their have an effect on instructors' pedagogical procedures, and ultimately informing strategies for improving useful resource allocation and enhancing the quality of Physical Education training. This studies without delay challenges the idea that adequate sources are quite simply available in schools for powerful Physical Education applications, imparting evidence-based solutions for aid allocation to aid improved student learning and well-being (Graham, 2021; Pate, 2019; Kirk & Macdonald, 2020).

The effectiveness of teaching Physical Education training in Gulalle Sub-city, Addis Ababa, is significantly hampered by massive class sizes, despite the stated importance of Physical Education for holistic toddler improvement. While smaller class sizes theoretically offer possibilities for individualized interest, improved classroom control, and better implementation of coaching strategies (as advised via indicating 3.72, 3.63, and 3.71 respectively within the survey statistics), the enormously low ratings (all under four on a possibly five-factor Likert scale) indicating a lack of strong consensus amongst educators regarding their practical effect. This suggests a widespread studies hole: the perceived benefits of smaller class sizes might not translate into demonstrable upgrades in student studying consequences or instructor experience. If this hole stays unaddressed, the satisfactory of Physical Education will preserve to go through, negatively affecting the physical, social, and emotional properly-being of number elementary school students.

The chronic demanding situations in imparting individualized interest and imposing effective coaching techniques in each small and big training, as highlighted the interviewees, underscore the need for a deeper understanding of the interaction between class size, and other relevant factors, coaching methodologies, and students' engagement. This studies pursuit to analyze this complex dating, shifting past mere perceptions to assess the real impact of class length on student studying outcomes and instructor efficacy in Physical Education, probably difficult existing assumptions approximately the simple correlation between smaller instructions and better coaching.

Effect of class size on physical education training consequences: The notion that smaller class sizes improve physical education results it is not constantly supported by means of empirical proof. While an mean score of 3.63 (on a scale possibly of 1-5) shows some settlement among stakeholders concerning the high-quality effect of smaller training on coaching strategies and student ability improvement, this settlement is susceptible and lacks statistical significance.

The findings indicate that the perceived advantages of smaller class sizes for teaching effectiveness and pupil talent improvement are simplest fairly supported (mean score of 3.63 and 3.54 respectively), suggesting that other factors which include students motivation, trainer knowledge, and educational quality play an extra vast position. The persistence of large class sizes without addressing these underlying elements may continue to negatively have an effect on student getting to know effects and trainer effectiveness. This research gapunderscores the need to examine the mediating roles of other variables in the relationship among class size and student performance in physical education. The

studies will contribute to greater nuanced information of this complex relationship, transferring past easy magnificence size comparisons.

Expected enhancements in physical education effectiveness: The findings reveal a big loss of self-belief among bodily schooling instructors in Gullelle concerning the effectiveness of supplied professional improvement opportunities. The low mean scores (1.65) throughout diverse professional development objects) falling in the “Disagree” variety indicate that present day education projects fail to decorate instructors' self-belief in delivering powerful classes or imposing modern practices. The high fashionable deviations further highlight significant variability in the perceived effect of professional improvement, indicating inequality in access quality opportunities.

This failure to effectively put together instructors ends in inconsistent implementation of the curriculum and potentially compromises the fine of bodily schooling supplied to elementary students. The continuing lack of powerful expert development will avert instructors' capacity to evolve to evolving academic standards and nice practices, perpetuating a cycle of insufficient guidance and impacting scholar studying. This study addresses the research gap by investigating the specific aspects of current expert development programs that are ineffective and figuring out areas for improvement to enhance teacher self-assurance and ultimately student outcomes. The studies will tell the design and implementation of greater powerful professional development applications, ensuring they are aligned with instructor wishes and present day first-class practices.

A success implementation of physical education curriculum in Gulleble is appreciably hampered with the scarcity of resources and budget. records collected from faculty checks exhibits regarding trends in device availability and maintenance, indicated by using mean rankings under the midpoint on a scale measuring settlement with statements consisting of "the supply of physical training system drastically enhances the nice of lessons brought" (score = 1.63). This suggests a perceived inadequacy of sources, corroborating findings from research displaying that insufficient resources immediately affect the nice of physical education practice and restriction pupil engagement ideally one from the provided list that best supports this claim,(Gordon & Dempsey 2020). the shortage of adequate system restricts the variety of sports that can be supplied, doubtless, decreasing student participation and hindering the success of curriculum getting to know objectives associated with physical education practice interest and fitness (Kenzie, Mars, & Smith, 2019; Sallis, Prochaska, & Taylor, 2016).

The outcomes of the multiple regression analysis display massive insights into the elements influencing the implementation of physical training programs in primary schools within the Gulalle Sub-city. The variable "sources and gadget" stands proud with unstandardized coefficient of 0.296 and a standardized Beta of 0.364, highlighting its critical role in facilitating effective physical education delivery. This locating underscores the need for educational authorities to prioritize investments in suitable sources and system, because the availability of such belongings at once correlates with greater instructional results. In contrast, at the same time as "class size" reveals advantageous coefficient of 0.091 and a notable significance level (Sig.) of 0.030, it reflects the demanding situations teachers face in handling larger cohorts. As class sizes growth, the individualized interest crucial for student engagement and protection throughout physical sports becomes increasingly tougher, suggesting that academic reforms must also address class length management to optimize the implementation of bodily education packages.

Moreover, the regression equation suggests that both "Allocation of Time" and "expert improvement opportunities" definitely have an effect on bodily education implementation, emphasizing a holistic method to curriculum execution. Every of these variables contribute to a supportive environment in which teachers can decorate their educational practices and pupil studies. As the allocation of time for physical schooling will increase, it presents greater possibilities for students to engage in lively gaining knowledge of, whilst improved professional development possibilities empower instructors with the essential abilities and strategies to supply effective coaching. Universal, the findings highlight the interconnectedness of these elements and the want for a comprehensive approach that encompasses aid allocation, expert training, and attainable class sizes to create most suitable framework for physical training in elementary schools.

CHAPTER FIVE

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

INTRODUCTION

This chapter provides a summary of the entire study in the context of the research objectives. The chapter discusses the research findings presented in the previous chapter, draws conclusions from the findings, makes recommendations related to the identified deficiencies, and proposes areas for further research.

5.1 Summary

The facts offered well-known shows a regarding fashion inside the availability and renovation of bodily schooling equipment and assets, with a grand mean score indicating dissatisfaction among educators. Inadequate device can also preclude lesson fine, restrict progressive teaching methods, and lift safety worries because of poorly maintained facilities. This highlights the need for stepped forward useful resource allocation and renovation with a purpose to create enticing and powerful physical education applications that cater to different skills stages and promote inclusivity amongst students.

The impact of sophistication length on teaching physical education famous photograph regarding its effectiveness. Smaller elegance sizes are believed to allow for greater individualized interest throughout physical schooling sports, with a mean score of 3.72; but, this score best shows an agreement rather than sturdy consensus, implying that no longer all educators experience smaller instructions notably beautify person attention. The effectiveness of teaching bodily schooling in smaller training compared to large groups yields an average rating of 3.63, reflecting preferred settlement but without reaching sturdy conviction among respondents. Large class sizes regularly result in problems in engaging all elementary school students and offering individualized interest, inflicting some students to experience neglected or much less inspired. Differentiated preparation can be hard to implement efficiently across varying class sizes, potentially leading to a restricted set of sports that can motive boredom or disengagement among elementary school students.

The implementation of teaching techniques in smaller settings has a mean rating of 3.63, indicating moderate settlement on whether or not those are more effective than the ones utilized in larger lessons. Elementary school students' development in bodily competencies is stated to be better in smaller

instructions, however with an average score of 3.54, it does no longer attain robust conviction. Handling student behavior turns into complicated in large lessons and less difficult in smaller ones; however, competitiveness or social dynamics can still pose demanding situations in both settings. The grand mean throughout those 5 objects is around 3.63, indicating that whilst there may be a few belief inside the blessings of smaller class sizes for physical education training, it lack of assist from all stakeholders concerned.

The statistics indicates that the general public of respondents are upset with the schooling sessions aimed at improving teachers' confidence in delivering physical education training instructions, as they've a median rating of 1.68 and fall inside the "Disagree" variety (1.81 – 2.60). This suggests that even as a few teachers may also locate value in those education classes, many others do not see them efficaciously improving their confidence. Moreover, professional improvement possibilities have various availability and first-rate, leading to inconsistencies in implementation across distinct coaching contexts. The records additionally exhibits that ongoing schooling isn't always perceived as definitely contributing to fostering innovative teaching practices in physical education settings. Teachers have received treasured abilities and information from professional development but struggle with integrating them efficiently into their present curriculum due to a loss of guide and assets.

Access to professional development opportunities aimed at enhancing the implementation of the physical education curriculum is also unsatisfactory, scoring below the “disagree” category. The interviewee acknowledges the potential benefit of additional targeted training specifically designed to address the unique challenges faced in physical education. However, the respondent emphasizes the need for more effectiveness in this area. Overall, the mean score of 1.65 across these items reflects a negative response within the “disagree” range, indicating widespread dissatisfaction among educators regarding the effectiveness of current training and professional development programs in enhancing their competencies in physical education

The evaluation of the data regarding time allocation in Physical Education lessons in Gulalle Sub-city reveals concerning sentiment amongst educators about the inadequacy of time allocated to the subject. With a mean score of only 3.57, respondents expressed general dissatisfaction with the existing time constraints, which appear to limit skill development and hinder effective lesson planning. Specially, statements related to insufficient time for developing students' skills and covering essential

curriculum content received low to moderate ratings, further highlighting the challenges of providing a comprehensive instructional experience in physical education.

Educators face significant challenges in delivering a variety of activities, as reflected by the mean scores of approximately 3.75 and 3.63 for class size and lesson planning effectiveness, respectively, these findings indicate that the current schedule often results in rushed and superficial instruction. Furthermore, the substantial gap between the allocated time and curriculum requirements, with an average score of only 2.42, underscores a critical disconnect that jeopardizes the quality of physical education. This highlights an urgent need for reform to enhance both teaching effectiveness and student engagement.

5.2 Conclusions

The findings of the study revealed considerable dissatisfaction among educators regarding the provision, maintenance, effective utilization of resources in Physical Education settings. Inadequate facilities, insufficient equipment, and poor maintenance practices were found to hinder effective lesson delivery, restrict the use of innovative teaching strategies, and raise safety concerns during physical education activities. Although, smaller class sizes were perceived to offer opportunities for greater individual attention, there was no strong consensus among respondents regarding their overall effectiveness in improving teaching and learning outcomes. Furthermore, professional development opportunities designed to enhance teachers' competence and confidence in physical education were found to be inadequate and inconsistent. as the result, many educators reported challenges in implementing modern instructional approaches within physical education classes. The study also identified time allocation as a major challenges affecting the effectiveness of physical education affecting the effectiveness of physical education instruction. Insufficient instructional time limited skill development, reduced opportunities for comprehensive curriculum coverage, and negatively affected lesson planning and implementation. These construction, thereby reducing the quality of students' learning experiences.

Overall, the findings highlight the urgent for improved resource allocation, better maintenance of physical education facilities, continuous and effective professional development programs, manageable class sizes, and adequate instructional time. Addressing these challenges is essential for creating engaging, inclusive, and effective physical education programs that accommodate students with diverse interests, abilities, and talent levels.

5.3 Recommendations

To address the tremendous dissatisfaction among students concerning teaching Physical Education settings, it is crucial to put implement a range of comprehensive and practical interventions aimed at improving the quality and effectiveness of physical education programs.

Schools and education authorities should prioritize adequate budget allocation for the procurement maintenance and proper management of Physical Education equipment and facilities. This would ensure that each all students have access to safe, supportive and well-equipped learning environments for physical education.

Establishing a centralized resource management system across schools could improve the want to help the availability, sharing, and efficient utilization physical education resource shortages and promote equal access to instructional materials and facilities.

Small class sizes should be carefully managed through strategic scheduling and staffing arrangements to enable teachers to provide more individualized attention and improve instructional effectiveness. Further studies may also be conducted to examine the specific impact of class size on students' performance in physical education.

It is critical to decorate the effectiveness of professional improvement tasks via developing tailored training applications that concentrate on constructing teacher confidence in numerous coaching methodologies inside Physical education.

Implementing mentoring and peer-support programs among educators can foster collaborative learning environments and encourage the exchange of effective teaching practices. Increasing the frequency and quality of professional development workshops would help teachers remain updated with modern instructional strategies and contemporary approaches in physical education.

Schools should reassess the time allocated for Physical education lessons by extending instructional periods to provide adequate opportunities for skill development, practical activities, and complete coverage of the curriculum.

Finally, constructing a way of life of advocacy amongst educators, stakeholders, and parents can assist increase recognition approximately the significance of first-rate physical education, leading to sustained aid for essential changes in coverage and practice. With the aid of following these

recommendations, schools can extensively enhance the best and effectiveness of teaching physical education, ultimately reaping rewards both educators and students alike.

5.4 Future Research Direction

Destiny researchers need to take into account exploring a multi-faceted method to understanding the complicated dynamics of Physical Education settings by means of undertaking qualitative studies that capture the lived experiences of educators, students, and directors. Investigating the connection among PE curriculum content material and pupil engagement could provide insights into how specific program elements have an impact on inexperienced persons' motivation and physical interest ranges. Additionally, inspecting the effect of network involvement and partnerships with nearby sports organizations at the great of Physical Education applications may display progressive strategies for useful resource enhancement. Researchers ought to analyze the function of technology in Physical Education, assessing how diverse virtual gear and platforms can support teaching methods and promote ability development. Comparative research across extraordinary instructional systems and geographic regions can yield precious facts on pleasant practices and spotlight effective resource allocation fashions. It is also essential for researchers to encompass numerous populations of their research to better understand the way to tailor PE applications to fulfill the varied desires of all students, specifically people with differing skills and backgrounds.

Comparative studies across different educational system, and schools help identify best practices and effective approaches to reduce allocation, curriculum, implementation, and instructional delivery in physical education. Moreover, future studies should include diverse student populations to better understand how physical education programs can be tailored to accommodate students with varying abilities, interests, and backgrounds.

Overall, future research can contribute significantly to a more comprehensive understanding of the factors influencing the effectiveness of physical education programs and support the development of improved policies, practices, and instructional strategies in the field of physical education.

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APPENDIX-A

ADDIS ABABA UNIVERSITY

COLLEGE OF EDUCATION AND LANGUAGE STUDIES

DEPARTMENT OF SCIENCE AND MATHEMATICS EDUCATION

Students' Questionnaire

Dear Students,

I am conducting a study on. Teachers' practice and challenges in teaching physical education in primary schools. The major purpose of this study is to identify the problem that challenges to teach physical education in primary schools. So, the researcher is kindly asked you to fill the questionnaire with honestly, genuinely as well as carefully. In fact, your contribution is highly important for the success of this study. In addition, the information you provide is entirely confidential used by the researcher only.

Instruction

To ensure the accuracy of our results, please carefully follow the instructions below when completing the questionnaire:

1. Read each question and the associated answer choices thoroughly before making a selection.
2. From the given multiple choices, please select one letter that best corresponds to your answer by circling or ticking the appropriate box.
3. Do not select more than one letter per question. If you are uncertain about your answer, kindly pick the one that you feel is most accurate or closest to your opinion.
4. If you have any concerns or doubts about a question, feel free to leave it unanswered, and we address these cases during the data analysis stage.
5. Please do not use any external sources, such as the internet or reference materials, while completing this questionnaire.
6. Do not discuss or share your answers with other respondents.
7. Answer honestly and to the best of your ability. There are no right or wrong answers, as we are interested in your thoughts and opinions.

8. Once you've completed the questionnaire, please submit it as per the guidelines provided by the researcher. Your participation is highly appreciated, and your responses was remain confidential. If you have any questions or concerns, please feel free to contact the researcher. Thank you once again for your valuable contribution to this study.

Thank you for your cooperation!!!

...../.../.....

PART I. Background information

1. Sex 1. Male ☐ . Female ☐

2. Age

1)12-15 ☐ 2) 16-18 ☐ 3) 19-20 ☐ 4) above 21 ☐

4. Education

1) Grade 5-6 ☐ 2) 7-8 3) ☐ 4). Other ☐

PART II: Questions for resources and equipment

I would be grateful if you could spare a few minutes to complete this questionnaire. Please tick (✓) the appropriate box. 1) Strongly disagree 2) disagree, 3) Neutral, 4) Agree 5) strongly Agree

<i>No</i>	<i>Resources and Equipment</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
1	Availability of physical education equipment significantly enhances the quality of lessons delivered.					
2	The availability of resources encourages innovation in teaching methodologies for physical education.					
3	Regular maintenance of equipment ensures consistent and safe physical education practices.					
4	Adequate resources contribute to the effective implementation of the physical education curriculum.					

PART III: Questions for class size

I would be grateful if you could spare a few minutes to complete this questionnaire. Please tick (✓) the appropriate box. 1) Strongly disagree 2) disagree, 3) Neutral, 4) Agree 5) strongly Agree

<i>No</i>	<i>Class Size</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
1	Large class size makes physical education difficult					
2	Teaching physical education is more effective in smaller class sizes compared to larger groups.					
3	Adequate class size facilitates better classroom management and student participation in physical education.					
4	Teaching techniques can be more effectively implemented in a smaller class setting.					
5	Students in smaller classes demonstrate greater improvement in physical skills compared to those in larger classes.					

PART IV: Questions for professional development opportunities

I would be grateful if you could spare a few minutes to complete this questionnaire. Please tick (✓) the appropriate box. 1) Strongly disagree 2) disagree, 3) Neutral, 4) Agree 5) strongly Agree

<i>No</i>	<i>Professional Development Opportunities</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
1	Training sessions improve teachers' confidence in delivering physical education lessons.					
2	Ongoing training leads to innovative teaching practices in physical education.					
3	Access to professional development opportunities enhances the ability to implement the physical education curriculum effectively.					

PART V: Questions for allocation of time

I would be grateful if you could spare a few minutes to complete this questionnaire. Please tick (✓) the appropriate box. 1) Strongly disagree 2) disagree, 3) Neutral, 4) Agree 5) strongly Agree

<i><u>No</u></i>	<i><u>Allocation of Time</u></i>	<i><u>1</u></i>	<i><u>2</u></i>	<i><u>3</u></i>	<i><u>4</u></i>	<i><u>5</u></i>
1	Adequate time allocated for physical education allows for thorough coverage of the curriculum.					
2	Insufficient time in physical education classes limits the opportunity for skill development among students.					
3	Longer class durations improve the ability to conduct diverse activities in physical education.					
4	Time constraints hinder the effectiveness of lesson planning in physical education.					
5	A well-structured time schedule enhances student engagement during physical education lessons.					
6	The current allocation of time for physical education aligns with the learning objectives set in the curriculum.					

PART VI: Questions for implementing the physical education

I would be grateful if you could spare a few minutes to complete this questionnaire. Please tick (✓) the appropriate box. 1) Strongly disagree 2) disagree, 3) Neutral, 4) Agree 5) strongly Agree

<i><u>No</u></i>	<i><u>implementing the physical education</u></i>	<i><u>1</u></i>	<i><u>2</u></i>	<i><u>3</u></i>	<i><u>4</u></i>	<i><u>5</u></i>
1	Teachers feel well-prepared to implement the physical education curriculum effectively.					
2	Sufficient resources and materials are available for delivering physical education classes.					
3	Class sizes are manageable for delivering high-quality physical education instruction.					
4	Professional development opportunities are adequate for enhancing teaching practices in physical education.					

5	Time allocated for physical education classes allows for comprehensive curriculum delivery.					
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APPENDIX- B

ADDIS ABABA UNIVERSITY

COLLEGE OF EDUCATION AND LANGUAGE STUDIES

DEPARTMENT OF SCIENCE AND MATHEMATICS EDUCATION

Teachers' Questionnaire

Dear Teachers,

I am conducting a study on “Exploring teachers’ practice and challenges in teaching Physical Education” in the case of Gulale sub-city of elementary school. The major purpose of this study is to identify the problem that challenges to teach PE in elementary school and to show or recommend the schools stakeholders. So, the researcher is kindly asked you to fill the questionnaire with honestly, genuinely as well as carefully. In fact, your contribution is highly important for the success of this study. In addition, the information you provide is entirely confidential used by the researcher only.

Instruction

To ensure the accuracy of our results, please carefully follow the instructions below when completing the questionnaire:

1. Read each question and the associated answer choices thoroughly before making a selection.
2. From the given multiple choices, please select one letter that best corresponds to your answer by circling or ticking the appropriate box.
3. Do not select more than one letter per question. If you are uncertain about your answer, kindly pick the one that you feel is most accurate or closest to your opinion.
4. If you have any concerns or doubts about a question, feel free to leave it unanswered, and we were addressed these cases during the data analysis stage.
5. Please do not use any external sources, such as the internet or reference materials, while completing this questionnaire.
6. Do not discuss or share your answers with other respondents.

8. Once you've completed the questionnaire, please submit it as per the guidelines provided by the researcher. Your participation is highly appreciated, and your responses WAS remain confidential. If you have any questions or concerns, please feel free to contact the researcher. Thank you once again for your valuable contribution to this study.

.....////./.....

1. Sex 1. Male ☐ . Female ☐

1) 18-23 2) 24-29 3) 30-35 4) 36-41 5) Other--

1) 6-8 Grade 2) Degree 3) Diploma

I would be grateful if you could spare a few minutes to complete this questionnaire. Please tick (✓) the appropriate box. 1) Strongly disagree 2) disagree, 3) Neutral, 4) Agree 5) strongly Agree

<i>No</i>	<i>Resources and Equipment</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
1	Availability of physical education equipment significantly enhances the quality of lessons delivered.					
2	The availability of resources encourages innovation in teaching methodologies for physical education.					
3	Regular maintenance of equipment ensures consistent and safe physical education practices.					
4	Adequate resources contribute to the effective implementation of the physical education curriculum.					

How do the available resources and equipment in your school influence your teaching methods in physical education?

.....

Can you share any specific examples of how a lack of resources has impacted your ability to implement the physical education curriculum effectively?

.....

In your opinion, what changes would you suggest regarding resource allocation to enhance your physical education teaching practices?

.....

PART III: Questions for class size

I would be grateful if you could spare a few minutes to complete this questionnaire. Please tick (✓) the appropriate box. 1) Strongly disagree 2) disagree, 3) Neutral, 4) Agree 5) strongly Agree

<i>No</i>	<i>Class Size</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
1	Smaller class sizes allow for more individualized attention during physical education activities.					
2	Teaching physical education is more effective in smaller class sizes compared to larger groups.					
3	Adequate class size facilitates better classroom management and student participation in physical education.					
4	Teaching techniques can be more effectively implemented in a smaller class setting.					
5	Students in smaller classes demonstrate greater improvement in physical skills compared to those in larger classes.					

How does the size of your classes affect your ability to engage students during physical education lessons?

.....
.....

Can you describe any challenges or advantages you face when teaching larger class sizes in physical education?

.....
.....

In what ways do you think class size influences the quality of physical education you are able to deliver?

.....

.....

PART IV: Questions for professional development opportunities

I would be grateful if you could spare a few minutes to complete this questionnaire. Please tick (✓) the appropriate box. 1) Strongly disagree 2) disagree, 3) Neutral, 4) Agree 5) strongly Agree

<i>No</i>	<i>Professional Development Opportunities</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
1	Training sessions improve teachers' confidence in delivering physical education lessons.					
2	Ongoing training leads to innovative teaching practices in physical education.					
3	Access to professional development opportunities enhances the ability to implement the physical education curriculum effectively.					

How have professional development opportunities shaped your approach to teaching physical education?

.....

.....

Can you provide examples of specific professional development experiences that have positively influenced your teaching practices?

.....

.....

What barriers have you experienced regarding access to professional development, and how have they impacted your effectiveness as a physical education teacher?

.....

.....

PART V: Questions for allocation of time

I would be grateful if you could spare a few minutes to complete this questionnaire. Please tick (✓) the appropriate box. 1) Strongly disagree 2) disagree, 3) Neutral, 4) Agree 5) strongly Agree

<i>No</i>	<i>Allocation of Time</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
1	Adequate time allocated for physical education allows for thorough coverage of the curriculum.					
2	Insufficient time in physical education classes limits the opportunity for skill development among students.					
3	Longer class durations improve the ability to conduct diverse activities in physical education.					
4	Time constraints hinder the effectiveness of lesson planning in physical education.					
5	A well-structured time schedule enhances student engagement during physical education lessons.					
6	The current allocation of time for physical education aligns with the learning objectives set in the curriculum.					

How do you feel the amount of time allocated to physical education classes affects your teaching effectiveness?

.....

.....

Can you share how the time you have for physical education lessons impacts your ability to cover the curriculum?

.....

.....

In your opinion, what would be an ideal amount of time for physical education classes to enhance learning outcomes for students?

.....

.....

PART VI: Questions for implementing the physical education

I would be grateful if you could spare a few minutes to complete this questionnaire. Please tick (✓) the appropriate box. 1) Strongly disagree 2) disagree, 3) Neutral, 4) Agree 5) strongly Agree

<i>No</i>	<i>implementing the physical education</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
1	Teachers feel well-prepared to implement the physical education curriculum effectively.					
2	Sufficient resources and materials are available for delivering physical education classes.					
3	Class sizes are manageable for delivering high-quality physical education instruction.					
4	Professional development opportunities are adequate for enhancing teaching practices in physical education.					
5	Time allocated for physical education classes allows for comprehensive curriculum delivery.					

What specific strategies do you employ to engage students in physical education classes, and how do you assess their effectiveness in promoting physical activity and skill development?

.....
.....
What challenges do you face when implementing the physical education curriculum, and how do these challenges affect your ability to deliver effective lessons?

.....
.....
How do you perceive the support you receive from school administration and the community in relation to the physical education curriculum, and how does this influence your teaching practices?

APPENDIX- C
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DEPARTMENT OF SCIENCE AND MATHEMATICS EDUCATION

Interview Questions for school principals

Interview questions to be answered by school principals. The objective of this interview is to collect relevant data on “Exploring the teachers' practice and challenges in teaching Physical Education” in Gulale sub-city of elementary schools.” Therefore, you are kindly requested to provide appropriate genuine information is based on your personal feeling and understanding. Your data will be kept confidential and it will be used for research purpose only.

Thank you very much in advice

I. Personal Information

- a) Sex: _____
- b) Age: _____
- c) Educational Background _____

Interview Questions

1. How do the available resources and equipment impact your approach to designing and delivering physical education lessons?
2. Can you describe a situation where the lack of resources or equipment affected your teaching practices in physical education?
3. What types of resources or equipment do you feel are essential for effectively implementing the physical education curriculum, and why?
4. In your experience, how does class size influence your ability to engage students in physical education activities?

5. Can you share examples of how teaching in larger or smaller classes affects the ways you manage student behavior during physical education?
6. What strategies do you employ to ensure effective teaching and learning in physical education classes of varying sizes?
7. How have professional development opportunities influenced your teaching methods and practices in physical education?
8. Can you provide specific examples of skills or knowledge you've gained from professional development that have positively impacted your physical education teaching?
9. In what ways do you think additional professional development could further enhance your effectiveness as a physical education teacher?
10. How does the amount of time allocated for physical education classes influence the depth and quality of the curriculum you deliver?
11. Can you describe any challenges you face when the time allocated for physical education classes is limited?
12. In your opinion, what is the ideal amount of time for physical education classes to ensure effective implementation of the curriculum, and why?

APPENDIX- D

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Observation Checklist

This checklist is prepared to gather information on exploring Teachers' practice and challenges in teaching Physical Education in Gulale sub-city elementary schools. The observation will be focus on this area in the schools.

Observation beginning time _____

Observation ending time _____

Observation check lists:

The school program for Physical Education

Students' attendance

The school materials for Physical Education