

FACTORS THAT AFFECT THE TEACHING LEARNING PROCESS IN
PHYSICAL EDUCATION: THE CASE OF MIZAN TEFERI SECONDARY AND
PREPARATORY SCHOOL.

By

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ACRONYMS

PET Physical Education teacher

DHT Department Head Teacher

HT Head Teacher

UNESCO United Nation Economic Science Cultural Organization

SNNPR South Nation Nationalists People Republic

Abstract

The main objective of the study was to highlight factors that affect the teaching learning process in physical education in the case of MizanTeferi High school. Different people understand physical education in different ways. Some see physical education as only education of the physical body. Others equate it simply with sport; still others regard it only as a set of physical activities that does not require a lot of thinking. For these reasons and others they do not give it the attention it deserves. But it has multi-lateral importance to create productive and creative citizens that have all rounded good personality. The teaching of physical education is simply the ability to engage the whole class in a systematic approach in skill development. The subject is unique and its main focus is to develop the individuals physically, mentally, socially, morally, emotionally and economically to fit well in to society. The researcher claims schools that purport to educate all students as many do in their mission statement must recognize that physical education is a crucial part of that education. The researcher used questionnaires, observation and interviews to collect data for the study and the data collected from three physical educational teachers, 50 Students 3 school heads and 14 department head teachers during the teaching learning process. The design of the study was qualitative and quantitative it was more of descriptive in nature. The major finding of this study are, teachers are not adequately prepared to teach physical education due to the reasons such as lack of resources and materials for teaching physical education. To indicate factors that hindered teachers to effectively implement skills and techniques. This is a common problem of MizanTeferi High-school in Bench Maji Zone. The responsible organization such as administrative bodies and social groups never encourage and help to promote the distribution of physical specialists covering a available land areas, facilities or apparatus and safety environments. The other is it is obvious incentives are encourages a worker to put in more productive efforts voluntarily. Mostly workers are not willing to exert themselves to produce any near their capacities unless their interest in work is created by some kinds of

reward. It is clear that appropriate budgeting is important for intramural and extramural competition and for teaching learning process, to fulfill the available different physical and material resources to accomplish its objective successfully. But the main problem of Mizan High school is lack of adequate budget. The financial and non-financial incentives are complementary and must go together if satisfactory results are desired. Only financial incentives cash wages can not help in solving the problem of a worker for great and better output but also non-financial incentives must be enforced then the worker will enjoy a better life in his or her career which can enable him/her be effective in the area of his/her working. Considering the above points the researcher tries to advice for whom may it concern to encourage teachers to work in harmony way with school society. Based on the finding, possible recommendations also were forwarded.

Key words

- Teaching learning process
- Participation of students
- Effective teaching
- Interest of pupils
- Students performance
- Physical activity
- Perception of students

CHAPTER ONE

INTRODUCTION

1.1. Background of the Study

The main aim of the study was to examine the factors that the teaching of physical education. The case of Mizan Teferi secondary and preparatory school. It was also to find out what facilities and equipment teachers use in the teaching of physical education in the aforementioned school and to suggest way through which the problem can be alleviated. In addition to this the study will indicate the prevailing situation that affects the student's participation.

As different scholars indicate if the school has adequate physical and material resources they can bring positive change on student's participation and performance. Therefore, the school should fulfill different physical and material resources to accomplish its objective successfully. Considering the above points this study tries to investigate way of enhancing student's participation in physical education class in case of Mizan Teferi Secondary and preparatory school. The subject physical education is a unique one and so the teaching of physical education is necessary to develop the individual physically, intellectually and morally. Taking into consideration the numerous physical, mental social, moral, emotional and economic benefits an individual group community and the national large can drive from physical education one would advocate the teaching of physical education in schools should be improved more specially by fulfilling resources materials standard level of safety environments enough budgets and preparation of teachers and so on ... because they can form the contribution of successful achievements of educational goals.

One of UNESCO'S challenges is to give each child /student/ quality education to achieve the objective of education for all. This education requires keeping a healthy mind in a healthy body from early childhood, especially in the schools. Adequate knowledge by itself is not enough to teach the subject matter effectively and efficiently. Teachers need to have resources, materials and incentives.

The research recognize that to become a teacher requires strong preparation in the subject matter knowledge the development of pedagogical skills right dispositions and acquisition of the ability to make good judgments in practice. This implied that, the teacher produced from

the colleges of education should be equipped with requisite knowledge to impart these knowledge to the pupil, the teacher need to teach after graduation.

1.2. Statement of the Problem

Being effective in achieving the desired goal. One school is measured by its outcome i.e number of student who achieve good result in an academic year-in this regard the students participation is the major measuring mechanism of school effectiveness.

Recently it has been made clear that the role of the learners is of paramount importance in the success of the instructional process. That is the active participation of students is vital in the acquisition of Knowledge and skills.

However, students sometimes may not participate in the class and out of the classroom for various reasons as required by their teachers. This consequently affects their academic achievements. Thus, it is imperative to enhance student's participation in the class, so as to help them learn the subjects. This study hence, will attempt to find out ways through which students reluctance to participation in various class room activities in physical education subjects and how we can be enhancing in doing so.

In the same way, to indicate how to solve the factors that hindered teachers to effectively implement skills and techniques.

It will attempt to answer the following questions.

1. What are the factors for students reluctant to participate actively in physical education class?
2. What are the factors that hindered teachers to effectively implement skills and techniques in physical education lesson?
3. What methods help to enhance student's participation and problem solving to teach practical lessons in physical education lesson?

1.3. Objective of the study

1.3.1. General objective

The objective of the study was aimed at identifying the factors that affect the teaching learning process in physical education.

1.3.2. Specific objectives

To evaluate teachers preparation and their due attention.

To evaluate the interests and participation of students

To investigate how to solve the causative factors of the problem.

To study the current status of the teaching learning process

To identify how for supervisors are assisting the learning condition of physical Education in the school

1.4. Significance of the Study

The study was geared towards looking at the teaching of physical education and its impacts on the pupils learning.

The study might also provide information that performance of student in various subjects has an enormous impact on student's further education and later life. This study will be significant in that students who are prime benefactors of successful instruction will enhance their classroom participation and show improvements in their achievements.

Moreover, teachers can be motivated due to the participation of their students. In addition, this study might help as source for other researchers to investigate deeply and widely the particular and other related problems relevant to the teaching of physical education.

1.5. Delimitation of the study

This study was delimited and focused to assess the factors that affect students participation during physical education class in case of Mizan Teferi secondary and preparatory school from grade 9th up to 12th.

1.6. Limitation of the Study

The limiting factors that were constrained in depth study of the subject under investigation include. Lack of reference materials and internet to get certain information. Time and financial shortage.

1.7. Definition of terms

Process:- it is a way of creating a good condition which will enable the trainers to become a good trainers.

Sport- is an organized, competitive form of play.

Communication:- it is a process and relationship of the school administration and circuit supervisors with physical education teacher.

Effective teaching:- it defined as the use of instruction which cause a desired change in the learners behaviors.

Physical training:- refers to conditioning exercise and programs related with and objective to train the body for specific purpose.

1.8. Organization of the study

This paper is organized at five chapters chapter one introduces the background of the study, statement of the problem, the objective of the study, scope and limitation of the study. Chapter two describes the review of literature that discusses issues concerning related topics by the prominent authors from the experience of deep knowledge on the subject and teaching practices. The third chapter deals with the methodology of the study, the fourth chapter deals with data presentation and interpretation of descriptive findings. Lastly, chapter five the paper presents summary, conclusion and Recommendation.

CHAPTER TWO

Review of related Literature

The purpose of this research work was to examine the teaching of physical education in case of Mizan Teferi secondary and preparatory school, in Bench Maji zone south west Ethiopia. The researcher tried searching through various libraries including Mizan University, Mizan Teferi secondary and preparatory school libraries, using internet in Abyssinia computer training center, the different textbooks and many other research material. Were consulted to come out with information on the topic specially factors that affect to the teaching learning process in physical education in Mizan Teferi secondary and preparatory school.

Physical Education and Sports has been defined in many ways by various writers and physical educationists. Physical education according to Bucher (1985) is an integral part of the total education process. It is a field of endeavor of human performance through the medium of physical activities that have been selected with a view of realizing this outcome. It therefore, harmonizes the physical, intellectual, social and emotional aspects of individuals personality mainly through directed physical activity.

Traditionally, Physical Education had focused primarily on teaching sports and games to basic school children. Today, fitness specialists and exercise and sports scientists in various settings work with adults to help them establish and maintain life-long activity programme. There have also been changes in school programme to guarantee that there are opportunities for all persons to meet their unique needs while engaged in progressively challenging experiences.

Physical Education and sports is now among the subjects on the basic education curriculum that students, teachers and the entire community witness when it comes to competitions. These spectators use this period for relaxation, release of tension as well as to assess the physical education teacher in the school through the students performance. The basic school years are the opportunities for the pupils to experience many different types of physical activity. If education is concerned with the development of the total person, the unique contribution of physical education to this endeavor cannot be overlooked.

2.1. The Nature of physical Education in schools

Basic schools physical education programme focus on helping pupils to attain competency in the fundamental motor skills and movement concepts that form the foundation for later development of specialized games, sports, fitness and dance activities. Physical Education in schools, therefore help pupils to set realistic goals for achievement by providing for the need of pupils at various levels of development and ability by encouraging acceptance of responsibility by nurturing pupil's self-esteem and by enabling them to gain confidence in themselves as learners. According to Sehmottlach, and McManama, (1997.) "Physical Education focuses on the teaching of skills, the acquisition of knowledge and the development of a attitude through movement". This means that pupils should leave the basic school years knowing at least something about stability, force, leverage and other factors related to efficient movement".

The aim of physical education, like those of the general education is the full development of the body, the mind and the soul of the individual. This means, if the totally educated person is seen as one who has fully developed his/her ability to utilize constructively all of his/her potential capacities as a person in relation to the world he/she lives, then the physically educated persons may be defined as one who has fully developed the ability to utilize constructively all of his/her potential capacities for movement as a way of expressing, exploring, developing and interpreting him/herself and his/her relationship to the world, he/she lives in, (Siedentop, 2001). As the pupils progress through school, skill and fitness development is accompanied by an increased knowledge and understanding of physical activity and this goes on to build them further in appreciating physical activity in future. The specific objectives of physical education activities in the basic schools are to help pupils develop good habits that will enable them fit well into any society they find themselves.

Teaching physical education as it exists shows that a good number of teachers often deny pupils the opportunity to express themselves freely in purposeful activities during physical education lessons. Most often, teachers of physical education do not and sometimes devote very little time to the planning of their lessons to meet the needs of the pupils. It is a fact that the

teacher schedule at the basic education is a heavy one and much is needed to be done to bring such a programme to a success. Traxter and North (1987). They mention how tedious the work of the basic education teacher is. They state, "it is common knowledge that the average public high school teachers carries a heavy load. He/she must teach from 100 /200 or more pupils distributed through three, four or five classes, participate in extra curriculum programme of the school, prepare lessons plans, read and correct papers and exercises, gives special help to slow pupils, make out report, and often take an important part in and out of school life of the community".

The above task explains the exact terms of the work of a basic education school teacher in Ghana. He/She can only succeed if he/she is assiduous to work. It is assumed that it is only in the school that planned programmes are possible. The duty of the teacher is to make sure that a variety of activities are available to teacher a child. Schurr, made this clear that, "a good physical education programme helps children to build foundation for present and future success in all life activities" (Schurr, 1964), this implies that good approach would help in the achievement of the present and future successes in all life's activities. According to Ayi-Bonte (1966) "since the child stores to understand his immediate environment through movement, the school should provide him with facilities for purposeful movement. He must have things to throw, climb, pull and push about. He must also have things to jump onto, jump over and also things to jump down from. This gives him excitement" (Ayi-Bonte, 1966:1).

Physical education is on most schools time table but attention is not given to it. Teachers allow pupils play around, doing things on their own without any instruction on how certain skills are performed. The teacher thinks and feels that keeping pupils involved in activity is the most important skills. As pupils are found playing and enjoying themselves, the Happy, Busy and Good type of lesson, whilst the teacher engages him/herself in other things. Physical education period are treated as time for recreation. According Pangrazi and Dauer (1995:2) "All people would like to be skilled and competent in the area of motor performance. The elementary schools years are an excellent time to teach motor skills because children have time and predisposition to learn". Pupils must learn and for learning to take place, there must be information or instruction on what is being done. Pupils needs

instruction on what ever they are doing to become perfect so that they can grow and become better persons in the future to contribute meaningfully to the community in which they find themselves. This also emphasize on the need to train so that he/she will not depart when he/she grows, therefore we need to “catch them young” and at the appropriate age.

Understanding the genetic diversity among pupils such as in muscle type, cardio-respiratory endurance and motor co-ordination is a requisite for helping pupils evaluate their physical capabilities. Pupils clearly play and most developmental psychologists believe that, playing is the most basic form of behaviour in young children and that, it is through play that children acquire much of their early knowledge about the physical and social world in which they live. The role of games in elementary physical education is to provide all pupils the chance to be successful in playing in dynamic, unpredictable situation that challenge them to outwit their opponents (Graham, Holt/Halt. and Parker, :20 01). It is, therefore, the responsibility of the teacher to design his/her activities to meet the needs of all pupils. Since movement is the child's first language, a variety of experiences will help make that language as precise and expressive as possible. According to Flanders guide, much early research in teaching effectiveness are centered on the interaction between teachers and students as cited in Wuest and Lombardo “...an effective teacher interacts skillfully with pupils so that they learn more and like learning, teaching effectiveness is concerned with those aspects of teaching over which the teacher has direct control”.

Unfortunately, the number of pupils or interest of pupils participating in daily physical education is declining. Information on basic schools teachers' teaching Physical Education in the schools is limited. Many basic school teachers only give out balls or ask pupils to go out and play when it is time for physical education. This trend has serious effect on the lives of pupils who should be given the needed skills for live. Others use the period to teach other subject at the expense of physical education or use it for school project. This approach results in an inferior and narrow program that may satisfy the accountability concerns of the teacher but does little to give pupils a well-round education. This supports, Schmottlach. and McManama, (1997), when they stated that:

“Physical education is not merely free play or recreation time when no instruction need occur, nor is it a non-intellectual activity with no claim to a place in formal education”

Pupils receive no instruction on what to do. It is thought the instruction that pupils learn the correct skills, understandings and attitudes that will enable them to participate in various physical activities throughout their lives. Although their Physical Education stresses psychomotor goals, cognitive and effective learning domains, little attention is given to it by teachers in the basic school. With most of the teachers being products from the colleges of education in the country where methodology played an important role in their training, the expectation was that they will teach students to learn how to adhere to a physically active lifestyle, so that this can be passed on to pupils during physical education lessons. Darts and Pangrazi (1991) stated that: “Physical

Education is a learning process that focuses on increasing knowledge and affecting attitudes and behaviours related to physical activities including exercise, sports, games, dance, aquatic and outdoor activities” It is becoming more evident that, to obtain a comprehensive all round knowledge and understanding of the society, one must study its cultural patterns and institutions. Physical education and sports - related activities that comprise the programme are merely one of the many cultural patterns prevalent in a society. As mentioned earlier, physical education forms parts of the school programme, therefore, for the programme to be successful, all personnel should possess qualities like knowledge of the subject matter, methodology, good relationship with his pupils and staffs as well as good attitude towards work. As Bucher (1987) puts it “philosophy of physical education other than schools should also be humanistic in its approach meet the needs of the participants, have a sound scientific basic, be concerned with an understanding of the role of physical activity in human performance and enhance the quality of life for the participants’ (. Bucher 1987:25).

It must also be observed that almost all the physical education teachers at the basic level schools are not certificated in physical education, that is, they are not trained personnel in physical education. This means that physical education teachers at the basic level

school will have a problem in the teaching of the subject.. Nacimo-Brown and. Brown (1989) said “No matter how kind, amiable and well meaning a teacher is, he cannot possibly succeed unless he has a thorough knowledge of the subject matter he is teaching and a good general knowledge’ (Nacimo and Brown, 1989:8). They further went on to say that, a very knowledgeable person completely lacking in sensitivity or human emotions is not likely to be successful either especially if he behaves like an army sergeant on the parade grounds. Although physical education is taught in command manner, if a good approach is used and skills are developed, it is easy to transfer knowledge at all levels. This therefore makes this statement true in that people who share out commands are not able to enjoy the lessons as was put forward by Nixon and Jamett, that teaching has been quiet “authoritarian” in nature and too often taught by what Musston calls a “command style” (Nixon and Jewett, 1969:179).

A good physical education teacher should therefore create different environments in which he or she teaches all the three domains of cognitive, affective and the psychomotor skills. The physical education teacher must also be in an all round position where he/she can meet the needs, interests and aspirations of the pupils he teaches, he must dedicate himself to the work he does and through such efforts he will be able to achieve his goals. From another perspective, the physical education teacher should have a good knowledge in administration and organization of his physical education programmes in a way that will make the pupils want to learn. The great Greek philosopher and scientist, Aristotle, once said, “He who thus consider things in their first growth and origin whether a state of anything else will obtain a clearer view of them”. Relating this statement to our context, one will simply agree with Charles Bucher who said that. “An important principle of personnel management is the recognition individual differences and different type of work”. These differences must be recognized by the administrator, who must make sure that the right person is in the right place. An individual who is “a round peg in a square hole” does not contribute to his or own self or the organization qualification or vice versa is unjust and devastation”

(Bucher,1989:2).When placement in schools is done effectively students will develop their talents and will grow to find correct places in the society and this will then solve the problem of dropout.

It is also important to realize that to some extent that motivation and interests are the driving forces behind all learning and full participation of teachers and students in sports. This can affect the performance and attitude of the individual or the teacher in handling the subject. Bucher, in his book "Foundations of Physical Education" said, "In order to have improved and effective learning situations, there are certain basic reference for the conduct of learning and teaching in the school environment. Some of the most important forces influencing learning are motivation, individual differences and intelligences." He went further to explain that motivation is a basic factor for effective learning. He said motivation refers to a condition within the individual that initiates activity directed towards a goal. This therefore suggests that as a physical education teacher, one must do all things possible to motivate his students so as to make them put up their best. The teacher should as well be motivated too. By this teacher motivation, he gains a inner joy when performing an activity or work and this will make him achieve his set goal. Motivation, when well met will bring about co-operation, self awareness and initiative, and thereby bringing about achievement of higher results by both the teacher and the student. Another important area to be touched is how the teacher can develop his students' mental faculties so as to be able to reach immediately to situations that confronts them during sporting activities. Looking at the nature of the game competitions, one has to be astute to become aware of what is taking place and adjust himself to situations within the period of play. It should be noted that physical education teachers should not just train his athletes only the techniques of executing a skills but a lot more should be done when training them: as Charles Bucher (1986) puts it: "Athletes should not only learn and practice the techniques of their events but also try to maintain a strength, power and other aspects of physical fitness." (Bucher,

1986 pg 6:71). This explains why the physical education teachers should prepare the students in away that will make them physically, mentally, socially, morally and emotionally fit well into any society they find themselves.. This will help the students go about their normal duties or activities with ease as Bucher again sums it up, thus: “The physical education curriculum should include a core physical fitness activities designed to develop strength, speed, agility, balance, co-ordination, endurance, flexibility, good posture and body mechanics, that promote well the physical, social, and intellectual development”, “Activities should become progressively more complex in organization and skills and more demanding of physical development and control grade by grade” (Bucher, 1989,3:190) Considering the discussions above, it can be said that physical education is a process of education that concerns activities which develop and maintain the human body. This can be achieved if the physical education teacher has a good knowledge and love towards his work. In Ghana, sports and games form part of the total educational programme and in every school curriculum, annual sports competitions are the manifestation of the physical education programme which afford opportunity for natural healthy exercise for large number of school children. Despite the above opportunity.

Singer and Dick (1974) found out that the programme leaves much to be desired when they wrote that: “It has been difficult for physical education and sports to gain acceptance and if that continues to be the trend our programmes and objectives are severely challenged in certain circles, and the programmes are being de-emphasized”. (Singer and Dick, 1974: pg. 30). From the above statement, Singer and Walter were of the view that even though physical education and sports are regarded as a core subject in the school curriculum, it has suffered under re-cognition and as such less importance is being given to the development of the subject.

Some teachers pay negative attention to its teaching. Very little has been done in the study of modification in the improvement of teaching of physical education in the Nadowli District, this leaves the reader with the question as to whether the need for improvement is as effective in governing performance as we are prone to think. Progressive deterioration of methods of improving teaching seemed to call for some revision of teaching methods to alter this trend. This emphasizes the

assumption that, methods of teaching can be modified and that changes can be direct objective of teaching and learning. There are many views on factors affecting the effective improvement of teaching towards the teachings of physical education in the Nadowli District. These may include inadequate facilities and equipment. Submitting his report on the availability of facilities and equipment. Anthony Odei, (1994) stated that: "Another factor that would affect teaching and learning in schools is inadequate facilities, considerable space and equipment which are usually expensive and there is no guarantee that any funds would be re-directed into their provision". (Odie, 1994:pg 7). Odie's statement indicates that lack of facilities and equipment can hinder the effective teaching and improvement in physical education. Teachers seem to enjoy and build up confidence in themselves when they use the proper facilities and equipment in teaching. Lessons become boring and student's interest seem to deteriorate when there is lack of facility in the school. Professor George Bennet, has stated to support Odei at the second annual Ohene Djan lectures in Accra.

"Most defects of physical education and sports sector in our country is due to inadequate incentives. Most schools do not have sufficient equipment. In the same way, adequate incentives are not given to both sports men and women to boost their morals." Sports Review, (1993, Pg 7:8) Annette, 1977, hypothesized that skill determined level of interest and in the improvement of the teaching methods of physical educationist. This therefore emphasizes that teaching methods can be modified to improve direct changes in the objectives of teaching and learning.

In the schools, there has been an over-emphasis on teaching sports skills alone with a gross de-emphasis of teaching students to learn how to continue to be active in order to keep fit. This has drew majority of the pupils back to their coil as those with high skills are often dealt with during such lessons and little attention paid to the rest of the class. The United Nations charter on Physical Education and Sports clearly states that "every human being has a fundamental right to access to physical education and sports which are essential to the full development of one's personality. The freedom to develop physical, intellectual and moral prowess through physical

education and sports must be guaranteed both within the educational system and other aspects of social life". Physical Education in schools therefore is to help pupils to set realistic goals for achievement, by providing the needs of pupils' at various levels of development and ability, by encouraging acceptance of responsibility, by fostering creative and critical thinking by enabling them to gain confidence in themselves as learners.

The teacher who is the main controller of activities in the class, lacks knowledge about the teaching of physical education. To some teachers keeping the pupils busy and happy means all is well. As the pupils are having fun, the teacher finds a seat somewhere to relax himself until the period is over. To the teacher, pupils need no guidelines when playing. According to Pangrazi and Dauer (1995:3): "Youngsters need to learn about the classification of movement concepts which includes body awareness, space awareness, qualities of movement, and relationships. It is not enough to learn only the fundamental skills: youngsters need to perform these skills in a variety of settings", This means that, pupils love to play was central to the development of progressive education. During that time certain values could be passed on to pupils as they play. They need to be guided while they are engaged in any activity. Teachers are responsible for seeing to it that pupils treat one another respectfully and are committed to a fair learning environment since physical education uses physical activity to enhance the development of a total person. Unfortunately, despite the fact that special interest has been shown and continues to be shown in pupils in the basic schools, their expectations are not met because of the lukewarm attitude from some teachers in the way the subject is being handled. According to Wuest Deborah and Lombardo Bennett (1994:10) "...in too many places, physical education exists precariously as a marginal aspect in secondary education.

What is most disturbing is that, in America culture when fitness and physical active leisure experiences are increasingly valued, school physical education is so often devalued, generally lacking in creditability within the secondary school

culture, and too often ridiculed by those outside of the school". Physical education's status as an integral part of the school curriculum is being challenged, and support for it is diminishing. As curricula are being restructured to include more time for academics, time allotted to physical education and other subjects such as music and arts are being decreased. Those who are convinced with reasons why Physical Education is important in schools will like to see the time spent in physical education lessons curtailed. They argue that there is just not enough time in school day to cover academic subjects, let alone allot time for physical education. However, those who have benefited from learning teamwork through sports in gymnasium and have seen how it applies to ones daily life even into adulthood, do not ask why Physical Education is important in the schools. Kirchner Glenn and Fishburne Graham. (1995:4) was with the view that: "since children are rational individuals, we must provide many experiences in a graduated way, to allow each child opportunities to learn how to make, correct and effective decision"

Physical Education must be a systematic and comprehensive programme that reaches out to children from all walks of life. They must teach pupils specifically how to apply the concepts of respect and fairness in the physical education class, and then must support pupils when they make that application so that such behavior becomes the norm in the class. Only when the needs of all children are met, is physical education regarded as an integral part of the total school curriculum. West and Bacher (1995:48) aptly states: "No learning content however strong lasts a lifetime. Since knowledge doubles every five years, the need for individual to be self educated is apparent; physical education must recognize that as we enter information age, the process of physical education may be as important as the content. By emphasizing the process, we can teach students how to learn. This is essentially what education is about providing basic tools to enable consumers to become self educative throughout their lives."

In fact the critical mass of school children receive limited time for engagement in physical activity. In many cases, classroom teachers use physical education period to coach sports for

inter-school competition, a misplacement of priority. While it is important to understand how physical Education contributes to the individual, it is equally important to appreciate that Physical Education is a worthy subject to study in its own right.

2.2. Characteristics /Needs of the Basic School Child

Teaching pupils enrolled in a basic school present a unique series of challenges to teachers. As such physical activity programme should be comprehensive and well-balanced for the purpose of enhancing the psychomotor, cognitive and affective development of individuals through the means of body movement. Pupils in the basic schools are in their formative years and need to be encouraged to grow strong and healthy.

Again, because of the anatomical and physiological characteristics of this age group, activities must be selected with care. Pupils at this level are in a period of rapid growth that makes it difficult to coordinate their actions and often results in awkwardness and excessive fatigue. Pupils are faced with the myriad changes associated with puberty, including the development of secondary sex characteristics. Social and emotional changes are also experienced. It is in view of this that, Kirchner et al (1995) said: "our task, then is to help each child

become a self-directed and independent learner who will constantly seek new challenges".

It is the duty of the teacher to teach pupils how to apply the various concepts in their environment. The desire to be independent and the influence of peers are particularly strong.

Pupils should be excited about participating in games-playing activities on their own. Physical Education uses physical activity to enhance the development of a whole person. So enhancing and expanding the movement vocabulary of the child, is just as important as improving word and reading vocabularies. Some pupils love to compete: others prefer or seem to learn better in games that encourage co-operation. We attempt to respect each pupil's preference by giving choices, trying never to place an entire class in a competitive situation, instead we let pupils choose between two or more games or ask them to make up their own games. Teachers who constantly shout out the score, post team won and lost records, and reward the winners thereby

punishing the losers place an emphasis on competition for which some pupils are not ready. When a pupil who is notable to perform a basic skill consistently is placed in a game that requires that skill and the ability to perform it in a dynamic or changing situation, the results are often counterproductive. Most pupils first encounter their school physical education programme affects their interest in the subject positively or negatively.

These pupils are in their formative years of childhood and the crucial years of adolescence. Therefore, whatever their physical education classes teach them is likely to be of major importance in the formation of habits and attitudes that might last a lifetime. It is therefore envisaged that when teachers are given the needed teaching skills, it is then that they can deliver. Pupils can be introduced to skills to satisfy their psychomotor domain and grow with them with more purposeful life at old age. Physical Education therefore aims at producing a physically educated individual, that is a person who is fit, mentally alert, emotionally sound and socially wholesome. According to John F. Kennedy, "Intelligence and skill can only function at their capacity when the body is healthy and strong." Physical Education should be an experience that guides youngsters in the process of becoming physically active for a lifetime. (Graham, Holt, Hale, and Parker, 2001).

Wuest and Bucher (1999) said that, when an outcome approach is used, objectives describe the behaviour the individual will demonstrate when the desired outcome is achieved. The teacher needs to understand the pupil's skill ability and interests and be able to use this knowledge to design a game that the pupils will find interesting and enjoyable. Elementary school pupils exhibit immature fundamental movement patterns hence the need for locomotor skills sequencing. Pupils typically encounter a variety of developmental difficulties as they progress from one stage to another in the quest for mature fundamental movement skills and it is the teacher's responsibility to teach pupils how to execute these skills efficiently and effectively. As pupils are provided with the

opportunity to explore their environment through various ways that are fun, they must be guided also by learning the right movement skills that might last a lifetime which will go a long way to enhance the development of the person. Supporting this assertion, Kirchner et al (1995) said: "Teachers will not only need to provide children with opportunities to practice motor skills, but at the same time they will need to help them understand what knowledge is important to perform the skill effectively".

As pupils enter the higher level of cognitive development, let's say from the ages eleven and above, they begin to create strategies and mentally test their abilities. They enjoy group activity and respect the physical and mental skills of others. So pupils should be allowed the opportunity to explore, experiment and create activities without fear. While not stressing conformity, pupils need to absorb the how and also the why of activity patterns. Cooperation with peers is important as more emphasis is placed on group and team play. This wide distribution is important so that the values gained in physical education especially the ideas and practices relevant to human wellness can be integrated with the values and practices taught in other fields. Value judgments are a necessary part of the curricular process, for various instructional elements must be interpreted and assigned relative importance.

The emotional development of the pupil is just as complex as development in other areas. He is faced with adjusting to and integrating the numerous physical, cognitive and effective changes he is experiencing into a sense of self. The emotional needs of the individual as anger, belongingness, fear, hostility, aggression, affiliation, achievement, adventure: security can be met in the physical education programme in several ways.

In terms of affiliation, physical activity provides a shared interest as well as opportunities for social interactions, thus promoting the development of friendship and interpersonal competence. The individual need for excitement

and an adventure may be met through the challenges and thrills associated with the various sports as well as through inter-school competitions. The feeling of anger, hostility is controlled by strict adherence to rules and regulations of various physical education activities. Having gone through a physical education programme, the child becomes emotionally balanced. He is wholesome, quest for fun becomes a positive spectator and is able to tolerate the adversities of life. He becomes conversant to the ups and downs of life. This is a carry over effect from the field. Some pupils entering school may not have mastered the more complete patterns of movement in which two locomotive movements are combined and performed in an uneven rhythm. In the opinion of Siedentop, (2001): "Communicating task to students effectively and effective motor skill and strategy task should be introduced by establishing the importance of the task or linking it to previous work" The teacher must be aware of this and identify the development and difficulties and practices that recommended strategies to achieve the skill concepts and the movement concepts. It enhances their perceptual motor and cognitive concepts learning and promotes the development of a positive self-positive and promotes positive socialization. In support of the above assertion, Pufaa (2006 :8) opine that "The duty of the physical education teacher or coach is to take the child where he/she was and to challenge him/her to greater achievement by individualizing the task to be accomplished'. It is therefore necessary for any individual to be exposed to some of such associated learning's so as to know how to guard his/her own life as well as the life of his/her neighbors. This age is an optimal period for acquiring key motor skills and developing habits and attitudes toward physical activity that will serve them for a lifetime. It is therefore clear that Physical education can contribute in many significant ways to the goals of education and the total development of the individual.

2.3. The Teaching of physical Education

Many questions are pertinent here as one tries to explore on the attitude of teachers in the basic schools towards the teaching of physical education. Teachers concentration on sports, so physical education is seen as sports. Instead of engaging the whole class in a systematic approach in skill development, they concentrate on few individuals who are skilled. During physical education

lesson, some teachers teach it as though pupils were of the same levels and abilities. Pupils, who do not fit into the teachers' category, are left behind and sometimes ridiculed or shamed to be the target of sarcasm or to be belittled. This negative behavior does not encourage some pupils to go out for physical education. Pupils like fun, so teachers are to provide the platform for pupil's enjoyment at the same time learn as well since physical education encourages participation and skill development in a variety of sports, thus providing pupils with the opportunity to participate in appropriate sports activities. According to Wuest and Lombardo (1994:248): "the teachers of the twenty-first century must learn to anticipate change and make long-range assumptions. They must be informed, future-oriented and adaptable individuals who are capable of envisioning future alternatives and devising suitable courses of action for themselves and their pupils." Some pupils entering school may not have mastered the more complete patterns of movement in which two locomotor movements are combined and performed in an uneven rhythm. So if pupils are to grow and develop to their full potentials, then they must be provided with the most conducive learning environment. Physical education includes the acquisition and refinement of motor skills, the development and maintenance of fitness for optimal health and well-being, the attainment of knowledge about physical activities and exercise, and the fostering of positive attitudes conducive to life-span participants' lives. (Wuest, and Bucher 1999) This means under a qualified leadership, physical education helps to promote active life styles for people of all ages and abilities, thus enriching participants' lives. The teacher finds it difficult to impart the knowledge to pupils when it comes to teaching physical education. It was in that Rink (1998:20) stated that: "Teaching physical education for learning is primarily a text on instructional processes and the teaching skills required to execute those processes effectively—that is what teachers can do to help trainees learn what teachers want them to learn".

It is therefore the duty of the teacher to teach motor skills in a clear, concise manner. So youngsters can learn proper movement at a nearly early age. The difficulty faced involves combination of class size and heterogeneity of skill levels pupils pose a problem for the class-room teachers, there is always a problem of classroom management, equipment and space in some schools, hence making it impossible to teach the subject as it stands. Agreeing with this

statement, Mosston, and Ashworth, (2002:34) were with the opinion that: “Teachers who cannot transform their knowledge about an activity and articulate it to specific group of learners in language and concepts they understand have strong practical knowledge”.

Unfortunately, this is not always the case as many pupils experiences failure and frustration in a physical education setting. Most teachers fail to teach physical education the way it should be taught because they lack the technical knowledge. Some do not even show any interest in the subject let alone to encourage others to teach it. This attitude put some pupils off to even come out for physical education lesson. The issue here is clear. Most classroom teachers have had one course in physical education methods as part of their teacher preparation. They are not well prepared to teach physical education...they cannot possibly do all the things expected of them-and physical education is too often the subject that gets left out. (Siedentop, 2001). Most teachers see the job of physical education teacher as demanding one that is often seriously underappreciated as they lead intense daily lives in school teaching and supervising pupils, and also taking after school coaching responsibility can increase their length of the school day. Physical education must be largely an instructional programme if it is to acquire a full partnership in the child's overall education. Only high quality programme based on developmental goals with demonstrable and accountable outcome achieve this respect. According to Pangrazi and Dauer (1995:126): “it is important to be concerned about students as long as it expressed in a professional manner. Being a leader means knowing where to direct a class... it is the teacher's responsibility to lead the class to desired objectives”.

The elementary years are a time for experimentation, practice and decision making about all activities that exist. This principle implies that activities are selected because they have educational value for all youngsters: not because

the teacher likes them or respond to pupils preferences. Teachers must be able to integrate, synthesize and co-ordinate diverse concepts representing both psychological and bioanalytic insights such a way that the individual needs of their students are best served. Pangrazi and D'auver (1995:4) "...children develop an increased awareness and understanding of the body as a vehicle for movement and for the acquisition of a personal vocabulary of movement skills".

Children should learn more than physical performance of skills. It is important to develop in understanding of skills performance principles of physical fitness should be emphasized. Many small-groups activities in physical education lend themselves to affective development-learning cooperative and social skills.

Pupils should learn the feelings of satisfaction and accomplishment through participation in a physical education programme (physical education programme include activities that enhance cognitive and affective teaching). Wuest and Lombardo (1994:248). In supporting the above statements said: "Physical education teachers must strive to make a difference in the lives of those students who are currently in schools and who will soon be in a position to decide the value of physical education programme in their children's schools. Therefore these teachers must demonstrate that they have the abilities required to assist students to attain programmatic goal and with a noticeable effect across their lifetime."

Regardless of the setting content learned in such course, is essential for pupils to understand and disseminate information and for programme participants to comprehend and apply what they have learned. Affective objectives emphasize the development of attitudes, appreciations and values: this domain contains both social and emotional dimensions. Learning self-confidence, courtesy, fair-play, sportsmanship and how to make value judgment through cooperative activities benefit all pupils. On the emotional side, self-discipline, fun, learning how to win and how to lose, self-control and self-expression are enhanced

through the give and -take of challenging oneself and competing with and against others. In addition to physical well-being, Physical Education assists the child in emotional, social and moral growth. In formative years, the child in the basic school must be given the chance to grow well. Pangrazi et al stated that: "Teaching for wellness involves teaching concepts that help students develop an active lifestyle. Understanding of principles of fitness development and knowledge of the benefits of fitness help increase the possibility of students maintaining lifetime fitness".

Helping individuals develop a belief that physical activity is beneficial to them should begin at an early age. School physical education programmes are the primary avenue for achieving an active lifestyle. The sequential learning experience designed to fulfill this development should be carefully planned, comprehensive, innovative and intricately combined with teaching strategies. School Physical Education programme focus on promotion of lifespan involvement in physical activity, pupils learn the skills, understanding and attitudes that will enable them to participate in various physical activities throughout their lives. Pangrazi et al (1995:124) went further to state that: "Teachers need to be aware of the impact their behavior has on students. In many ways, teaching reflects the personality, outlook, ideals and background of the teacher."

Basic school physical education programme focus on helping pupils attain competency in the fundamental motor skills (e.g. throwing and catching) and movement concepts (e.g. balance) that form the foundation for later development of specialized games, sports, fitness and dance activities. As pupils progress through school, skills and fitness development is accompanied by an increased knowledge and understanding of physical activity. Metzler continues and asserts that the best way to achieve this is to maximize teaching effectiveness. Kirchner et al (1995:4) went on to say that "In order to participate in physical endeavors, children will need to acquire skills. Without skill, there will be little success. Without success, there will be little interest, and without

interest an attitude commensurate with inactivity will develop.”

Pupils must be viewed as unique in terms of needs and learning capabilities. All pupils have their own potential, and the curriculum must provide an opportunity for such achievement. Pupils should move at a pace that is challenging, educationally sound and capable of enhancing their development. Individual differences must dictate the application of the curriculum, so that objectives, activities and learning experiences meet the needs of individuals rather than the perceived needs of a single, unified group, because pupils learn in different ways, alternative teaching methods and styles should be employed. Underlying all teaching approaches is the belief that pupils must be given the opportunity to make personal decisions about what is important and relevant.

All children need basic instruction in motor skills and sports activities through a comprehensive physical education program. Such program will facilitate the skills and knowledge necessary to support an active, productive and healthy life style. When an individual is playing a game, swimming, doing gymnastic or even marching, it is said that some sort of education is taking place, and this type of education should be conducive to the environment of the individual's life or it may be detrimental. One of the main goals of physical education is to get learners incorporate physical activities into their lifestyles. The emphasis is placed on learning to perform the skill correctly rather than worrying about the outcome. This is so when children experience successful participation in physical activities in a warm supportive and positive environment with teachers who care, they are more likely to continue to participate outside school setting. Physical Education uses physical activity to enhance the development of the whole person. Physical Education includes the acquisition and refinement of motor skills, the development and maintenance of fitness for optimal health and wellbeing, the attainment of knowledge about physical activities and

exercise, and the fostering of positive to lifelong learning and lifespan participation. Physical Education is concerned with the promotion of active lifestyles for people of all ages and abilities. Harrison (1996:130) emphasized that “The importance of students entering the psychological door through enjoyment in a specific physical activity that are variety, challenging and help students succeed at an appropriate rate is ideal”.

Basic concepts in physical education should be identified and integrated through wide variety of activities. Therefore, we believe that, basic school physical activity programme should allow pupils to participate in physical education on a regular basis equivalent to five times per week, have philosophy and programme goals consistent with the educational goals of the school system and reflective of the needs of basic school pupils.

Physical Education and sports in basic schools provides a wide range of learning experiences through play and sports movement. The most important purpose at this level is the development of mechanical efficiency that is coordination, awareness, relationship and skills characterized by the use of large muscle in vigorous activities featuring manipulative, locomotive and nonlocomotive skills. Values learnt when one participates in physical education activities such as sports and games include sociability. During games and sports sessions, which form part of general physical education programme, pupils are called upon to act as coaches, team captains, group leaders just but a few. Such opportunities offer pupils practical leadership training skills. Physical Education has undergone neglect for years in schools in the country. The classroom teacher is the sole “Mayor” to do the correct impact, but it has been noticed that the teacher is confused as to what actually is the right approach to physical education. She\he wonders whether it should be taught in a form of formal exercise or as programmes.

Their attitude to the handling the subject in schools is lukewarm. Teachers are neither scolded nor penalized for not handling the subjects. However, teachers cannot get a way without teaching other core subjects. Teachers would improvise

to teach some subjects but hardly do for Physical education. The issue is clear here that most classroom teachers only took one course in physical education methods as part of their teacher preparation. As such they are not well prepared to teach the subject and cannot also do all things expected of them. Others see facilities for physical education obviously affecting what to teach and how it will be taught. This is not to suggest that high quality physical education cannot occur in the basic school without a real physical education facility but providing appropriate facilities and equipment so that teachers can help pupils to achieve the full range of benefits within a subject matter such as physical education.

2.4 Benefits of Physical Education

Physical Education is a learning process, designed to foster the development of motor skills, health-related fitness, knowledge and attitudes relative to physical activity through a series of carefully planned and conducted experiences. A physical education programme is of dubious value if it does not accomplish these major outcomes, for these contributions are unique to the physical education. It is in view of this that Kirchner et al (1995) stated that "Whatever else we profess to do, we must provide experiences that will enhance children's level of health and fitness and we must teach them concepts and motor skills inherent in a wide selection of physical activities". Only in physical education can pupils learn how to diagnose, prescribe and evaluate personal fitness qualities, how to develop lifetime sport skills and how to analyze movement principles. Youngsters will leave school without these abilities if the physical education programme is inadequate, poorly organized or nonexistent. Pangrazi et al (1995:6) stated that "The physical education environment will help pupils acquire desirable social standards and ethical concepts".

Physical Education offers the opportunity for a rich social experience. Most physical activities take place in a social environment: very few take place in isolation. For example, playing dual sports like Tennis or a team sport like

Handball require you interact with at least one more people. Pupils can learn how to work together as part of a team to achieve a desired goal. Pupils learn how to play co-operatively, compete fairly, accept responsibility and respect the right of others. Thus physical activity provides children with the chance to interact with others and build social skills that will help keep them feeling isolated or lonely. It promotes physical development. Physically, pupils improve their stamina, flexibility, strength, coordination and fitness. In other words the aim of physical education is the production of an integrated personality who has attained development in all domains. Through physical activities the muscles of the arms, shoulder and legs are developed. Good postural habits are also encouraged and maintained. The cardio-vascular system is improved and the pupils go about their academic duties without interruptions. Play is important to all areas of development. Infants learn by exploring and interacting with their environment. Pangrazi et al went on to emphasize that: "children need a rational basis for play. This can be established through activity orientations that can be transferred to other situations" play is the vehicle that children use to explore their surroundings and learn about the environment and how things work. This active exploration is the key to brain development, as these experiences help children create neural pathways among the billions of neurons in the brain thus helps set the stage for higher order brain functions such as decoding messages and problem solving.

Knowledge in physical education and related areas gives an insight to first and in sports. Cognitive development is further enhanced as pupils have the opportunity to apply information and knowledge gained during instructional periods. Intellectually, pupils learn new ideas and skills, as well as improving their problem solving abilities. Another benefit is, it provides a venue to develop ethics and morals. Pupils have the opportunity to respond to code of conduct to make decisions about what is right or wrong and make choices that have moral implications. Pupils may learn about leadership. Play is also important to language development. Pupils learn new vocabulary through relating events and sequences of events to other fields.

Again, the expansion of physical education and sport programmes to new settings and an effort to serve people of all ages have created a wide array of career opportunities for persons interested in this exciting field. Employment opportunities range from the traditional career in teaching and coaching to activity-related careers in the community and commercial facilities.” Nontraditional careers in athletic training, fitness, sport marketing, sport communication, just to mention but a few, are growing in popularity. It also contributes to our understanding of sports, a major institution in our society and many other cultures throughout the world. Pupils learn through a variety of modalities, for example, visual, auditory, tactile and physical. Teaching academic concepts through self-concept. Children learn physical skills that allow them to participate in and enjoy physical activity throughout their adult years. Quality physical education programmes enhance the development of both competence and confidence in pupils in performing motor skills. Attitudes, habits and perceptions are critical prerequisites for persistent participation in physical activity. Self-esteem is influenced by demonstrating competence or mastery of a task children are constantly challenged to learn new things. Each time a child successfully meets a challenge, he/she benefits emotionally because it increases the feeling of self-esteem. Physical activity also has a positive impact on children’s psychological well-being: for example, active children demonstrate higher levels of self-esteem and self-concepts and lower levels of anxiety and stress. These benefits are critical in light of fostering healthy self-esteem in children and enabling them to deal with the interpersonal pressure to succeed.

In early years, pupils derive pleasure from movement sensation and experiences, challenges and joy as they sense a growing competence in their movement ability. Children will experience a broad variety of movement principles. Youngsters will develop an understanding of their strength and limitation in the motor performance arena and know how to select activities that assure their safety. In support of the above assertions: Graham et al

(2001:4) opine that: Schools that purport to educate the whole child, as many do in their mission statement, must recognize that physical education is a crucial part of that education. We all have bodies, and failure to educate them properly has serious consequences”.

The physical education programme will provide children an opportunity to participate in activities designed to develop and maintain health-related physical fitness commensurate with individual needs. Pupils will also develop an understanding of how to maintain adequate fitness and well throughout life. Evidence suggests that the level of participation, the degree of skills and the number of activities mastered as a child, directly influences the extent to which pupils continue to participate in physical activity as an adult. Children of all ages must be given opportunity to engage in purposeful physical activity, and school physical education programmes are usually the best way to offer these opportunities. These programmes provide children with the knowledge, skills and attitude to maintain an active lifestyle and encourage children to make physical activity a part of their daily routine. The physical education teacher bears the responsibility to ensure that children develop both the physical skills to remain active throughout their lifespan and a real appreciation of physical activity and its contribution to their health.

CHAPTER THREE

Research Design and Methodology

This chapter deals with the location of the study, research design, methods of study, sampling procedure, source of data collection and methods of data analysis. The purpose of the study was to identify, the factors that affect teaching learning process the case of Mizan Teferi secondary and preparatory school. There for, to serve this purpose the descriptive survey method was selected as an appropriate method to carry out the study. This method is mainly appropriate to gather several kinds of data related to the problem under the study.

3.1. Research design

This study adopts a descriptive survey, Sidhu (2003) explains descriptive. Survey as the method of investigation which attempts to describe and interpret what existed at present in the form of teaching resource materials support and supervision of the teaching physical education in the school. The researcher worked for six (6) years in Mizan Teferi high school and knows the teaching of physical education in its natural state. This was done without prior information given to understand high school. It was done to ascertain firsthand information on the teaching of the subject.

3.2. Geographical location

The study area of this research was conducted in Mizan Teferi secondary and preparatory school which was found in SNNPR Bench Maji zone Mizan Teferi town 561 km far from Addis Ababa.

3.3. Sources of data

Both primary and secondary data sources were used for collecting data. Primary data source were collected from student's teacher's department heads and head teachers by preparing and distributing structured questionnaires. Secondary source of data were collected the relevant document that which included and unpublished document relevant to the study. The document are particularly used to describe the situation analysis on the factors that affect teaching learning process.

3.4. Research instrument

The instrument for this study is a questionnaire. Questionnaire designed for students/pupils, physical education teachers, department head teachers and head teachers. They were required to respond to questionnaire that demand a "yes" or "no" response. Other methods used in the collection of data included unstructured interviews and personal observations. The researcher therefore, tried to limit the number of the problem by carefully explaining each item to the respondent to enable them gives valid responses to the items.

3.5. Population

The target population for this study was an intact class of selected pupils/students, or 3517 students, physical education teachers, head teachers and department head teachers of Mizan Teferi secondary and preparatory school Bench Maji zone .

3.6. Sample size and sampling Techniques

A sample of fifty (50) pupils/students of Mizan Teferi high school three (3) physical education teacher, fourteen (14) department head teachers and three (3) head teacher were used for the study. A stratified sample of students/pupils, Head teachers, physical education teachers and Department head teachers were used among the head teacher department head teacher and physical education teacher. The researcher used a random sample with pupils/student the purposive or non-probability sample was used. However pupils/students/ who responded

to the questionnaires were selected through a random sampling. Prior to Distribution and administration of questionnaires the researcher made serious contacts with respondents specially with students and distribute questionnaires for selected pupils for piloting test to check the appropriateness of item in the instrument to reduce ambiguities and confusion and to take necessary corrections based on the feedbacks of respondents and in case their accuracy. To insure the validity of instruments finally the questioner were modified in accordance with relevant inputs obtained.

3.7. Data Collection Procedures

First the researcher introduce him self for the respondents their willingness to give their responses and describe the objective of the study for respondents. Then questionnaire were distributed personally by the researcher to all respondents generally they were contacted personally at their offices and classes, much more pieces of information were gathered through interactions with the individuals with much consideration given to comments views put across by opinion respondents finally observation of teaching process and interview were conducted in special case for concerned bodies.

3.8. Methods of data Analysis

In this study, the researcher used frequencies and percentage to analyze the response received from the respondents. All the questions were grouped under the various headings and analyzed each question was analyzed independently as systematic interpretive approach was utilized to carefully reduce the amount of data and subsequently to develop inductively the thesis that would assist understanding factors that affect the low participation during the class and performing skills.

3.9. Ethical Issue

For conducting the research, the researcher was developed questionnaire and interview. The questionnaire was prepared for individual to when may it concerned. So as trying to identify unwilling individual to respond voluntarily

when they asked. The researcher trying to make clear and smoothly relation with respondents ethical issue was considered in all states for the research process.

- Giving clear response for the questionnaire
- Gathering information's; constructing a nalysis
- Copy of this thesis was submitted to advisors and examiners

CHAPTER FOUR

PRESENTATION ANALYSIS AND INTERPRETATION OF DATA

4.1. Findings and interpretation of data. This chapter deals with findings interpretation and discussion of the data collected through

- questionnaire, observation and interview presented in tables and analyzed using frequently and percentage to supplement and enrich the information drawn using closed and open ended questionnaires interview and observation. The data through interview were presented as supplements in the text where needed.

4.1.1. General characteristics and respondents in order to tell characteristics of the respondents. Items related to their school grade level and educational background for both teachers and students qualification of teachers in the school were made part of questionnaire.

Table 1. Background information of respondents

No	Respondents	Grade	Sex		Qualification	Percentage
			M	F		
1	Students	9 th	6	6	-	17.14%
2	Students	10 th	6	6	-	17.14%
3	Students	11 th	7	6	-	18.57%
4	Students	12 th	6	7	-	18.57%
5	PET	-	3	-	Degree	4.29%
6	DHT	-	14	-	Degree	20%
7	HT	-	3	-	Degree	4.29%
	Total	-	45	25		100%

Total number of respondents is 70 among this the number of teachers is 20 including PET, DHT, and H.T the rest 50 is total respondents of students.

A researcher can see from the above table the students evolved in the study 50 (71.43%) with proportional and equal presentation the female pupils/ students in the study.

Regarding the grade level of the respondents show that proportional and fair distribution of respondents 26 (37.14%) were from 11th and 12th grade. This was due to the fact that they had better understanding of the questionnaire/ who were purposively selected).

The selection of respondents teachers depend upon their number in the school. In General the above table shows that 14 respondents representing of 20% were department heads who were very familiar with the day to day teaching process in the school. 3 (4-29%) were from head teachers and the same 3(4-29%) were from physical education teachers who participate in the day to day activities and faces critical problems in the teaching learning process of physical education in the school.

The total respondents is 70 (100%)

Table 2 percentage distribution can the availability of the school facilities

No	Item	Alternatives	Respondents			
			Teacher		students	
No	Item	Alternatives	No	%	No	%
1	What are the factors that affect to achieve good result in physical education	Low attitude and perception towards physical education activities	8	40%	17	32.5%
		Lack of ability to perform physical activity	4	20%	14	27.5%
		Lack of time to participate in physical activity and lack of facilities	4	20%	4	7.5%
		A combination of all the above factor	4	20%	17	32.5%
2	Do you think that the sport equipment's available in your school are enough for teaching physical education	Yes			9	17.5%
		No			41	82.5%
3	Is there suitable play ground in your schools	Yes	4	20%	7	14
		No	16	80%	43	86%

Secondary school students were generally happy with sports facilities available in their school- several complained about lack and poor quality of physical education and sport equipment's or materials however these problems were considered more of fun annoyance.

Respondents in number of sites also that there was no facility within their school to perform physical activity.

Table 2 above presents the participants response on suitability of school and instructional materials for accordingly, respondents confirmed that 8 (40%) and 17(32.5%) of teachers and students respondent they have low attitude and perception towards physical education activities 4 (20%) and 14 (27.5%) of teachers and students responded results respectively show that in their schools they have lack of ability to perform physical activities 4(20%) 4(7.5%) of teachers and student saying that lack of facilities and remaining 4(20%) and 17(32.5%) of teachers and students participant respondents saying that a combination of all the above factors are the factors that affect students to achieve good results in physical education practical activities.

In related way 20 (100%) of teachers and 41(82%) of students participants said they were no available equipment's in their schools for teaching practical lesson and 9 (17.5%) of students responded they have sport equipment in their school for teaching practical lesson in the same way 4 (20%) of teacher and 7 (13.5%) of students participants said they have suitable play ground and 16(80%) of teachers and 43 (86.5%) of students participants responded they have not suitable play grounds in their schools for physical education and sport practical activities.

In related way 20 (100%) of teachers and 41(82.5%) of students participants said they were no available equipment's in their school for teaching practical lesson and 9(17.5%) of students responded they have sport equipment in their school for teaching practical lesson in the same way 4(20%) of teachers and 7(13.5%) of students 16(80%) of teachers and 43(86.5%) of students participants responded they have not suitable play grounds in their school for physical education and sport practical activities.

This indicates most of the schools have no enough sport equipment, for example lack of balls, gymnastic equipment Javelin and dressing rooms for students, shower rooms for teachers and students in their schools and accordingly schools have no suitable play grounds for their students and also in the school there is shortage of sport equipment and suitable play ground in school for students.

Interviews were questioned specifically about, necessary place and materials for students in their schools to make them participating in health and physical education activities and these were considered to be adequate. It has been answered that there are shortage of necessary equipment and suitable play grounds in their schools for sport and physical education practical lesson. Therefore this implies most schools lack such facilities which are hindering variables to participate in intramural and extramural school sport competition and it is very important for physical education teaching and learning process.

4.1.2. Environmental and geographical factors

Environmental variables believed to be associated with physical activity are neighborhoodsafety, traffic levels, enjoyable scenery and accessible sidewalks perception of the physical environment has been shown to have both direct and indirect effects on physical activity level (Ewing, et al.2033; Huston et al, 2003 Mc Neill et al, 2006).

Table 3: Percentage distribution of environment and geographical variables

no	Items	Alternatives	Respondents			
			Teachers		Students	
			Frequency	%	Frequency	%
4	Do you believe environmental geographical variables affect participation in physical education	Yes	12	60%	39	56.5%
		No	8	40%	31	43.5%

As can be indicated in table 3 regarding to the environment and geographical variables that affect students and 39 (56.5%) of students represents indicate that with in some extents they affect their participation 8 (40%) of teachers and 31 (43.5%) students participants responded that there geographical and environmental factors can not affect students participation in physical education practical activity. From this the researcher conclude that there are environmental and geographical factors. Such as access of facilities family, lack of supporting responses, peer inference, geographical location of schools, and climate conditions in addition to these the school community responded that the school material supplies are of sufficient learning materials are delayed the participation of students in physical education.

4.2. Physical education on integral part of general education

4.2.1. Education value of co-curricular physical activities

One more contribution of co-curricular activities is that it becomes the basis of occupational interests and selection. There are many examples of students that wish below average academic achievement but who successfully participate in sport activities and develop interest in health education as their occupation. Thus, interests and encouragement develop through co-curricular activities influence the life patterns of the students.

Table 4: percentage distribution of student’s participation in co-curricular activities and sport competition

No	Items	Alternatives	Teachers respondents	
			No	%
5	To what degree do students participate in co-curricular activities and sport competition	High	-	-
		Medium	4	20%
		Low	16	80%
		Very low	-	-
6	If your answer for question No 5 is “low or very low” why do you think the reason was	Lack of previous competitive experience	12	60%
		Easily give us shyness, lack of confidence	8	40%

Table 4 above represents the participations response on students participation in co-curricular activities and sport competition. According, teachers respondents responded that 4 (20%) of teachers said that medium participation and 16 (80%) of most teachers responded that they have low degree of students participation in co-curricular activities and sport competitions regarding the teachers participants, the reason(s) they said were 12 (60%) of them lack of previous competitive experience and the remaining respondents results indicates that lack of confidence to participate in co-curricular physical activities sport competitions.

4.2.2. Integration of physical education with society interest and physical education curriculum design and organization.

Table 5 : Below presents those participations response in the integration of physical education with the society.

No	Item	Alternatives	Teachers respondents	
			Frequently	%
7	Do you believe physical education activities can integrate with the society interests?	Yes	20	100.0%
		No	-	-
		I don't know	-	-

For centuries, the ideas of a separate mind and body influenced education and the school practice which led to plan for training the mind disregarding the body but today the educational orientation has changed and physical education is conducted as a real part of the entire educational process. The basic fact of interrogation of mind and body ideas and actions, knowledge and application has taken place (Aronold, 1976=68).

As indicate in table 5 above 20 (100%) of teachers respondents responded that they have integration with the society needs. As a ideas of literature the participant responded teachers said that, the primary responsibility of physical education is to conceive of its work as related to all the rational that participants experience, to be concerned for interests, moods, manners, morals, habits and ideas as well as strength, skill, agility, speed, safety and endurance the whole person participates. The whole person must be served. So, physical education is an integral part of the total educational process which enhances and integrates those physical, social and psychological aspects of an individual's life through directed physical activity.

Table 6: below presents teachers participants response in physical education curriculum design and equal perception of school administrators and society in physical education.

No	Item	Alternatives	Teachers respondents	
			Frequency	%
8	Do you expect physical education was designed and organized in the curriculum properly?	Yes	20	100%
		No	-	-
		I don't know	-	-
9	Do you believe physical education has equal perception from the other subjects by school administration and school society	Yes		
		No	20	100%
		I don't know		
10	If your answer for question is "No" what is the reason? Because			

Table 6 above show that all teachers respondent responded that 20(100%) of them said physical education was designed and organized in curriculum properly. Concerning the equal perception from the other subjects by school administrators and society 20 (100%) of teachers participant respondent said they have no equal perception about physical education.

Regarding the teachers participants, the reason (s) they said "No" where misunderstanding physical education, used physical education as a non-curricular subjects, used as discipline, simply understand physical education Means playing ball in those and other cases school administrates' and society they have not equal perception about physical education in their schools.

Table 7. Respondents opinion on support and encouragement from concerned bodies on preparation of equipments

No	Item	Alternatives	Respondents	
			Frequency	%
1	Do you have any support from any government and non government organization in the town?	Yes	5	25%
		No	15	75%
2	Do you have enough equipment and resources for learning physical education lesson	Yes	7	35%
		No	13	65%
3	Does the school principals and school committee give any support and suggestion for students in learning physical education	Yes	5	25%
		No	15	75%
4	Do you think that support and encouragement increase participation of students in physical education	Yes	16	80%
		No	4	20%

According to the above table item number 1, 75%/15/ of respondent replied that they have no any support from government and non government organization on the other hand 25% / 5/ of respondent replied that they have support from government and non government organization in the school. This indicate that the majority of the teacher was not supported from government and non-government organization. As shown in the above table item number 2, 65%(13) of the respondents and have not enough equipment and resources on the other hand 25%(5) of the respondents replied that they have enough equipment and resources for learning physical education. This indicate that the majority of the students have not enough equipment and resources for learning physical education.

As shown in the above table item number 3,75% (15) of the respondents replied that school principals and school committee does not give any support and suggestion for learning process of physical education in the school on the other hand 25% (5) of the respondents replied that the school principles and school committee support and give suggestion or necessary feed back for the teaching learning process of physical education. This implies that the majority of the students are not supported and have not got any improvement suggestion from school principals and committee.

As can be illustrated in the above table item number 4,80%(16) of the respondents replied that support and encouragement increase the participation of students in physical educations on the other hand 20% (4) of respondents replied that support and encouragement can not increase participation of the students in physical education this indicates that necessary support and available encouragement clearly suggest they increase students participation in physical education for their further improvement.

Table 8 Respondents opinion on supervision and support from circuit supervisor and concerned bodies

No	Item	Alternatives	Respondents	
			Frequency	%
1	Do circuit supervisors and concerned bodies visit the school and supervise physical education lesson	Yes	5	25%
		No	15	75%
2	Do you think that supervision and support increase students participation	Yes	13	65%
		No	7	35%
3	Do you believe that supervision and support helps to improve hindered problems in teaching physical education.	Yes	16	80%
		No	4	20%

From the responses in table 8 item number 1, 75 (15) of respondents replied that there is no supervision and support by circuit supervisors and concerned bodies on the other hand 25% [5] of respondents replied that there is supervision and support by circuit supervisors and concerned bodies this indicates that the majority of the respondents replied that there is no support and supervision of physical education lesson it is very imperative for circuit supervisors and concerned bodies to enhance supervision and support in the school. As shown in the above table item number 2, 65% (13) of the respondents replied that supervision and support increase participation of students, on the other hand 35% (7) of the respondents replied that supervision and support can not be able to increase participation of students.

This indicates that the majority of the respondents believes that supervision and support increase students participation.

From the response in table 8 item number 3, 80% [16] of respondents replied that supervision and support helps to improve the hindered problems in teaching physical education, on the other

hand 20% [4 of respondents replied that supervision and support can not help to physical education.

This indicates that the majority of the respondents claims that supervision and support improve the hindered problems in teaching physical education and helps to know obviously the difficulties to implement skills and techniques in teaching learning process of physical education.

4.3. Rating the hindrance factors

4.3.1. Influence of psychology on the practical aspect of education

1. Various psychologists emphasized that influence of psychology on the practical aspect of education.

- All modern methods are psychological methods. Learning can be effective if the content of education is communicated through the senses. Children are sensitive as well as imaginative. Senses are the gate ways of knowledge. Hence in presenting instructional materials the senses (audio-visual) should be maximum utilized. In psychology the training of the senses has greatly been emphasized.
- Another characteristic feature of modern education. Method is that content of instruction should be presented in continuous, sequenced and integrated way. Psychology emphasizes that for proper understanding this continuous, sequenced and integrated presentation of factors is needed. This is the contribution of psychology.
- Each individual has his own innate potentialities for his educational development individuals should be treated separately. This educational principle is the product of psychology.
- All modern methods of teaching emphasize that the students should actively participate in the learning process. He should not be passive recipient of knowledge. Though different active. This activity principle of education is the contribution of psychology.
- Psychology has also influenced the modern principle of curriculum construction. In the past, disciplinary value of a subject was the main criteria of selection of subjects for curriculum. But the modern psychologists have discarded the theory of formal

discipline. They think that no subject is indispensable for curriculum construction of its unlimited disciplinary value.

- All the principles of modern school organization and administration have directly been influenced by psychology. For example time table is framed on the basis of fatigue index of the students. The modern concepts of school discipline is also psychological product. Psychology emphasizes the importance of freedom of the child in the maintenance of discipline in the school.
- Modern educational science attaches importance to the proper analysis of maladjusted behavior of the school children.

From the above discussion it is evident that psychology has influenced education in different ways. In the field of determination of aims of education the impact of psychology is very meager. The educational aims have mainly been influenced by philosophy. But psychology chalks out the ways and means by which the educational aims can be attained. Thus the influence of psychology on the theoretical aspect of education is partial and limited. But its influence on the practical field of education is significant and total.

2. Psychological factors

According to Mangan (1973=56). It is a well known fact that for any one to perform any activity successfully first and for most students must have a positive attitude towards the activity. In other words, attitude is usually in a position to determine one's willingness to do any activity. Psychological factors such as lack of motivation, self awareness, self actualizations, lack of confidence, fear of playing in front of large number of people these disturbances prevent students to participate in different sport activities. The respondents considering the influence level all the participants categorized in first steps.

3. Biological factors

Various biologists emphasized that there is a difference in biological constitution between male and female for instance, on the average boys are stronger than girls. This difference is highly

judged by the norms and culture of the community (Roy, 1983=412). Respondent's teachers considering the influence of biological factors in their schools categories in school levels.

4. Physical /Physiological/ Factors

There are some differences in physical as well as physiological between male and female. These differences have an effect on students to participate in few sports effectively. Anatomical and physiological differences are quite apparent between to sexes particularly after puberty. By improving his/her strength the students will improve their potential in which they were engaged. These factors with in some extents affect students participation in P.E practical activities.

4.3.2. The problem that hindering students not to participate in physical education activities.

The over all physical sample results indicated that they were categorized the hindering problems that affect student's participation in physical education accordingly:-

- Lack of students understanding and attitude towards physical education activities.
- Low attitudes of teachers and students participation of students in physical education and sport competitions activities.
- Lack of educational back ground knowledge understanding about students participation in physical education activities.
- Lack of encouragement and understanding of directions and administration employees towards students participation in physical education activities.
- Negative attitude of the community.

4.3.3. Some variable that affect student's participation in PE

There are several factors that affect the effective participation of student in practical physical education activities and implementation of teacher instruction in the schools

- Low attitude, perception and understanding towards physical education activities
- Lack of ability to perform physical activity
- Lack of awareness and previous knowledge about physical education

- Lack of interest on the subject
- Absence of sufficient materials
- Large class size and shortage of teaching materials
- Lack of administrative support
- Physical, psychological and biological factors
- Lack of educational background knowledge and understanding about students participation in physical education activities.
- Negative attitude of the community. Because of participating in physical activities is difficult and boring they say.
- Low attitudes of teachers and students towards the participation of students in physical education activities and sport competitions
- Lack of encouragement and understanding of directions and administration employees towards students participation in physical education.
- Shortage of skilled manpower
- Lack of syllabus relevancy with existing conditions
- Lack of play grounds in the schools
- Socio-cultural and economical status
- Lack of time to participate in physical education activity

According to, (Moore et al. 2005; Earle 2002; Arends 1997; Betz 2000) reported that the nature of the teaching tasks (i.e the amount of school subject taught, the number of students in the class the constrained during planning, and weekly teaching load is also cited as a major factor influencing much of what teachers do in their classrooms due to this fact, students and teachers were asked whether the above mentioned necessities were-fulfilled they have encountered problem due to insufficiently of these preconditions it is difficult for the application of effective physical education instruction in the schools.

One objective of school physical education is to develop a positive attitude of participants towards physical activity. Such a positive attitude would preferably last for the entire life span.

But lack of these positive attitude and ability to the affect variables of students' participation in physical education and sport competitions.

According due to mentioned fact that, students and teacher were asked whether the above mentioned necessities were they have encountered problems due to insufficiency of these preconditions it is difficult for the application of effective physical education teaching learning process lack of sport equipment like balls, gymnastic equipment's, suitable playground without availability of water, dressing room etc teaching physical education practical lesson is so difficult implementation of active learning methods without enough equipment and facilities are influencing students' participation in sport and physical education practical activities.

In connected way during the interview held with the responsible persons for questioned raised to them to describe possible factors to implement effective physical education class teaching learning in their schools, they reported that availability of equipment's and facilities, large class size, shortage of time, teachers teaching experience, attitude of students and teachers workload, students in complete perception, additional influencing factors of students participation in physical education.

The commonly mentioned problems lack of equipment's and facilities, large class size teachers work lack of interests of students and other factors were in line with the international research findings of Mike, Schmidt and Santhe, E (2003), and national research findings of Birhanu Moges (2004). Which indicated the major problems to implement effective teaching and learning as large class size lack of materials particularly because lack of previous knowledge, and previous experiences are a common influencing factors of students participation in physical education and sport activities.

4.3.4. Participant Suggestion

Participants were asked to suggest measure to improve factors that affect students' participation in physical education by them. According based on the problems they encountered and reported

by them, they suggested the following recommendation for the further improvement of the problem they faced as follows

- The responsible body and school administrators should give attention for the subject and then they should facilitate sports equipment's and make suitable play grounds to change positive attitude forwards the subject.
- Limits number of students in a class.
- Improve the knowledge of teachers by giving service training, workshops about the effective teaching learning methods.
- Concerned bodies motivate teachers by providing different incentives.
- Time table arranged in most schools is not suitable for physical education class.

Because physical education periods mostly coincide with time of the highest solar insolation this situation affect participation of students so department and principles should give attention for period distribution.

- Be enthusiastic and provide encouragement
- Physical education teachers ensure that students feel comfortable asking question and discussing concerns.
- Keep instruction short and simple to maximize activity time and keep students engaged.
- Identify and take advantage of suitable movements to teach physical activity and help students to understand ways of incorporation physical activity in to their daily life on a life long basis.
- Teachers ensure that activities and facilities used enable all students to participate
- Finally the respondents suggest that there are many factors that influence participation levels of students in physical education and they also related to participation. From the study to increase participation were competence between students in different activities in physical education class, facilitate learning environment, developing teachers qualification improving extracurricular physical activity are enjoyable and fun, and reducing family influence.

CHAPTER FIVE

Summary of Findings, Conclusion and Recommendations

The purpose of the study was the need to improve the teaching of physical education in case of Mizan Teferi secondary and preparatory school with particular reference to bench Maji zone south west Ethiopia.

The research was to find out strategies that could help to improve the teaching for the subject at the high school level education, in order to ensure that the pupils develop appreciably in terms of cognitive, affective emotional, social and psycho motor skills at all their developmental stages. Literature was reviewed on the physical education personnel of the basic education schools, type of rewards and incentive, and methodology used in teaching physical education the basic levels school.

Theories of other renewed physical education were also reviewed

Teachers play a very important role in the educational sector as they help in the academic preparation of students for the future. The quality and effectiveness of teachers are determined by the process of their education content of their subject matter knowledge.

Data collected were grouped according to each response to a question and percentage was used for comparison of responses in the analysis visits also were made to some high schools to obtain first hand information on the teaching of physical education in Mizan Teferi secondary and preparatory school.

5.1 Summary of Main Findings of the Study

This included the following:

1. Although Bench Maji zone has zonal physical education co-coordinator, the work for him at the office is so much that attention is only paid to sports organization rather than the teaching for physical education.
2. Zonal educational bureau and sub town educational unit has physical education coordinators do not visit schools to assist teachers in teaching of physical education.

3. There is no proper supervision of the teaching physical education in Mizan Teferi high schools in the zone and sub town educational units by the head teachers and circuit supervisors.
4. Apart from the syllabus in Mizan Teferi high school there is no sufficient text book on the teaching of physical education.
5. Most of the time the school has lack facilities and equipment for the teaching of physical education.
6. The time allocated for physical education on the school timetable needs to be looked at. From grade 9th up to 12th school have one period in a week for each grade when the sum is high and therefore makes practical lessons impossible and to cover portion on a given time.

5.2 Conclusion

Based on investigation and the finding on the topic under discussion the researchers concluded that there is the need to improve the teaching of physical education in the Mizan Teferi secondary and preparatory school.

Bench Maji zone in both theory and practical lessons. The research revealed that there is no supervision in the school as far as the teaching of physical education is concerned.

It was also noted that those teachers who teach the subject in the school are these who have the interest in the subject and given the mandate to teach it based on their ability to teach it.

It was also noted that sports girls and boys were adequately rewarded when they excel in sporting activities, it would go a long way to motivate them to do better. It was also concluded that if teachers could take a cue from the teachers' then physical education and sports teachers should be well and adequately motivated. If this assisting the sports teachers in the teaching and organization of sport.

Many teachers seem to believe that physical education lesson could be taught without lesson notes. This fact tells why most of the teachers fail to write lesson notes for the teaching of the subject. It has been found out that lesson notes in particular are required to become confident and have control over the subject.

matter. From the information gathered. It was noticed that very few or no teacher use improvement equipment.

In conclusion it was found out that the teachers concentrate on the teaching of practical lessons leaving other aspects of the subject like anatomy; physiology and what have you. There are not enough literate teachers depends and concentrate on the practical lessons since there are no enough text books and other reference books to ascertain facts for the teaching of the subjects.

In a nut shell there was the need to look seriously for the improvement in the teaching of physical education in Mizan Aman sub town educational unit and Bench Maji educational bureau.

5.3 Recommendation

On the strength of the finding and conclusion deduced from the analysis, the following recommendation were made.

1. The syllabus of the colleges of education in the country should be conceptualized to the teacher trainees to acquire the requisite skills in the knowledge and skills to handle the subject at different level (Basic, primary and high school etc...)

Equip teachers with the knowledge and skills to plan prepare and teach physical education this will enable them provide pupils with a variety of activities.

2. Physical education text books and other reference books on the subject should be made available to schools so that the teachers can fall on them any time they need be.
3. The teaching of physical education should be compulsory at school a period should be added and given a rightful place on the time table.
4. There should a national curriculum and exam to measure the activities of physical education teachers and students in the country.
5. Educational bureau, educational units, and other philanthropist should come in to provide facilities and equipment's to all schools.
6. Circuit supervisors and head teachers should inspect prepared lesson notes and supervise the teaching of physical education at any school.

The researcher sincerely hopes that if these suggestions are adhered to and seen to their conclusive implementation physical education at any school level would develop to be one of the best subject areas on the school's programme. If this is done the pupils will begin to like to appreciate and study it just as any other subject for higher academic pursuits.

Suggestion for further research

In my effort to find out the need to improve the teaching of physical education in Mizan Tefari high school, Bench Majizo. I have come to notice that it does not take the teacher alone to make a good physical education and sports lesson programme successful. I therefore wish to suggest that for further research it should be found out why parents do not allow their students to participate in

P.E and sports activities themselves. Most parents are actually adamant to let their student participate in physical education.

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Appendices

APPENDIX- A

Addis Ababa University
College of Natural Science
Department of Sport Science

QUESTIONNAIRE FOR PUPILS/ STUDENTS

This questionnaire intends to find out the factor that affects the teaching learning process in case of Mizan Teferi high school. Respondents should note that information given solely for academic purposes and would be treated very confidential.

PART ONE- PERSONAL PARTICULARS

Tick () the appropriate item that illustrates your response

- √
1. Gender: Male () Female ()
2. Age 15-20 () (21-25) () > 26
3. Grade 9th () 10th () 11th () 12th ()

SECTION A: THE NATURE OF PHYSICAL EDUCATION PROGRAM IN MIZAN TEFERI HIGH SCHOOL.

1. Do students attend practical physical education lessons?

Yes () No ()

2. Do students attend theoretical physical Education lessons?

Yes () No ()

3. How many times do you attend both theoretical and practical Education lessons in a week.

1 [] 2 [] 3 []

4. Do you engage in sports and games.

Yes ()

No ()

5. Is there enough equipment for the teaching of physical Education.

Yes ()

No ()

SECTION B: AVAILABLE RESOURCE MATERIAL FOR TEACHING PHYSICAL EDUCATION

1. Do you have adequate physical education teachers in your school?

Yes ()

No ()

2. Are there text books given to you on physical Education?

Yes ()

No ()

3. Is there safety Environment to teach physical education

Yes ()

No ()

4. Do teachers use materials to teach physical education.

Yes ()

No ()

SECTION C: SUPPORT TEACHERS NEED TO TEACH PHYSICAL EDUCATION

1. Do head teachers give their teachers support that will enable to they to teach physical Education. Yes()

No ()

2. The school sometimes receives constructive text books and social support from parents

Yes ()

No ()

SECTION D: SUPERVISION OF PHYSICAL EDUCATION IN MIZAN TEFERI HIGH SCHOOL.

1. Does the head teacher some time attend your physical education lesson.

Yes ()

No()

2. How o ften do these head teachers a ttend the p hysical e ducation lessons with you? _____

3. Does other people outside the school (from sub town Educational unit and zone Education bureau) come to attend your physical education lessons? Yes ()

No ()

4. How often do these officers come to attend the physical education lessons with you? Monthly () Termly () yearly () None ()

SECTION E: TEACHING PHYSICAL EDUCATION

1. Do teachers prepare and teach physical education? Yes () No ()

2. Do students write examination in physical education? Yes () No ()

3. The time provide for physical education lesson is adequate.

Yes ()

No ()

4. Students have adequate materials and safety environment for practical lesson in physical Education? Yes () No ()

**SECTION E: TEACHERS TEACH PHYSICAL EDUCATION IN MIZAN TEFRI
HIGH SCHOOLS**

1. Teacher prepare lessons on physical education y es () No ()
2. S tudents write Examination in physical education y es () No ()
3. There is adequate time provided for the teaching of physical Education
yes () No ()
4. There are adequate materials available for the teaching of practical
Physical Education yes () No ()

APPENDIX C
Addis Ababa University
College of Natural Science
Department of Sport Science

QUESTIONNAIRE FOR DEPARTMENT HEAD AND HEAD TEACHERS. PART ONE-
PERSONAL PARTICLES

1. Number of years as department head -----
2. Number of years as head teachers -----
3. Total Number of years as school head -----

SECTION A. THE NATURE OF PHYSICAL EDUCATION PROGRAMMED IN
MIZAN TEFERI HIGH SCHOOL

1. Is physical education taught in Mizan Teferi High school?
Yes () No ()
2. If yes how many times in a week? A, 2 times // B. 3 times //
C, 1 times / /
3. Is physical education on the school time table? Yes () No ()
4. How are physical Education lessons taught?
Practical lesson [] theory lesson [] none []
5. Do pupils /students engage in sports and games? Yes [] No []
6. How many times do they engage in sports and games?
2 times a week () daily () None ()
7. Do schools have equipment for teaching physical education
yes () No ()
8. If yes, mention them -----
9. If No, why?-----

SECTION B: AVAILABLE RESOURCE MATERIALS FOR TEACHING PHYSICAL EDUCATION

1. Who teach physical education in Mizan Teferhi ghs school?
Train teachers // train P.E teachers // None //
2. Are there text books for pupils /students during P.E lessons? Yes () No ()
3. If yes, mention them-----
4. If no, why? -----
5. Do teachers have syllabus to guide than prepare their lesson in P.E
Yes () No ()
6. If yes, mention then -----
7. If No, Why -----

SECTION C: NEEDED SUPPORT TO TEACH PHYSICAL EDUCATION

1. Does the school have adequate support materials for teaching physical Education yes () No ()
2. Briefly comment on the situation With regards to item(1) -----
3. Does the head teacher give adequate support to teachers towards the teaching of physical education yes () No ()
4. Briefly explain the situation regarding item (3) -----
5. Do parents, opinion leaders and the community give constructive feedback and social support yes () No ()
6. Give your Comments on item (5)-----

SECTION D: SUPERVISION OF PHYSICAL EDUCATION IN MIZAN TEFERI HIGH SCHOOLS.

1. Do responsible bodies visit schools to supervise teachers tech
yes() No()
2. IfNo, why -----
3. Ifyes, how often do they observe the schools for supervision? Once a
month () once a term () once a year ()
4. Do head teachers observe the teaching of physical education
yes() No ()
5. How often do they observe teaching of P.E? a month()
interim() in a year ()
6. IfNo, Why -----

SECTION E: TEACHING PHYSICAL EDUCATION IN MIZAN TEFERI HIGH SCHOOL

1. Is adequate time provided for the teaching of P.E yes () No ()
2. If yes, how many times in a week? 2 times () 3 times ()
1 times ()
3. IfNo, Why? -----
4. Do teachers prepare and write lessons on the teaching of physical
Education? Yes () No ()
5. IfNo, why? -----
6. Does pupils /students write examination in physical Education
yes () No ()
7. IfNo, Why -----
8. Are materials available for teaching practical P.E yes () No ()
9. IfNo, Why? -----

DECLARATION

STUDENT'S DECLARATION.

I, Tekalign W /seabet, hereby declare that except references to other people work that this research work is the result of my own work and that has neither in whole nor in part presented for and award certificate.

Name:- Tekalign W/senbet

Sign:-

Date:- _____

this thesis was submitted for examination with my approval as a university adviser

Name Sahilemichael Bizuneh (PhD) Sign:- _____

Date:- _____

