ADDIS ABABA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

DEPARTMENT OF SCIENCE AND MATHEMATICS EDUCATION

THE RELATIONSHIP OF THEORY TO PRACTICE FOR EFFECTIVE LEARNING IN ATHLETICS OF SECONDARY SCHOOLS IN ALLE SPECIAL WOREDA SNNPR STATE

BY

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ADDIS ABABA, ETHIOPIA

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ASNAKEW BAHRY

A Thesis Submitted to:

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The research is prepared by Asnakew Bahry entitled:-"**The relationship of theory to practice to effective learning in athletics of secondary schools in Alle special woreda SNNPR state**." submitted in partial fulfillment of the requirements for the Degree of Master of Education (Teaching physical Education).

Name of Student	Signature	Date

Certificate of Approval

This is to certify that the thesis prepared by Asnakew Bahry entitled:- The relationship of theory to practice to effective learning in athletics of secondary schools in Alle special woreda SNNPR state. submitted in partial fulfillment of the requirements for the Degree of Master of Education (Teaching physical Education).

Signature of Board of Examiner`s:

Advisor _____ Signature _____Date_____

Internal examiner _____ Signature _____ Date _____

External examiner _____ Signature _____ Date _____

Chairman _____ Signature _____ Date _____

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Acronyms and abbreviations

- A.A.U = Addis Ababa University
- A.F.L= Assessment for Learning
- A.O.L= Assessment of Learning
- MED =Masters of Education
- MOE= Ministry of Education
- NCCA= National Council for Curriculum and Assessment
- No= Number
- P.E= Physical Education
- SNNPRS= South Nation National and Peoples Regional State
- SPSS= Statistical Package for Social Science
- W.H.O= World Health Organization

ABSTRACT

The purpose of the study is to assess the student's assessment in physical education; particularly the relationship of theory to practice for effective learning in athletics the thesis of was conducted at Gewada and Tosho secondary schools in Alle special woreda south nation national and regional state. To conduct the study descriptive survey designed methods. The total numbers of population was 493 students accordingly the total size 178 students, 2 principals and 2P.E teachers. The sample size for students determined by using slovens formula in the selection of the sample population by using simple random sampling method. The main sources of the data was primary sources and secondary sources, Also the main instruments of the data was questionnaires, interview and observations. The data was analyzed by using both quantitative and qualitative analysis methods of the research. The most identified problems to students assessment in P.E; the relationship of theory to practice for effective learning in athletics was lack students interest, negative attitudes to the subject, lack of adequate sport fields and materials, lack of community support, lack of focus for the subject by school communities.

CHAPTER ONE

1. INTRODUCTION

The study intended the relationship of theory to practice for effective learning in athletics of secondary schools. This chapter deals with the background of the study, a statement of the problem, research questions, objective of the study, significance, hypotheses, delimitation, an operational definition of the terms and organization of the study.

1.1 Back Ground of the Study

Education is one of the fundamental elements for social, cultural and economic development of the country. In addition, it is the main means to bring changes involves and attitudes conductive to change. Education is the process and practice geared towards shaping an all rounded personality through a harmonious and integrated development of mental, physical, moral and spiritual power of human beings. It is the total process of human experience imparted by which knowledge is acquired skill is developed attitudes and values formed. Therefore, education is an instrument in tapping individual's talent, potential and personality development so that the individual can improve their lives and the community at large. Education helps a country to create strong and competitive economy which can effectively cope up with the challenges, development and can adapt to the changing market and technological condition in the global economy (Siedentop,1998).

Schools are educational institution where students are constructed and use systematic knowledge develop, creative thinking and acquire a better understanding of the world. It is in the school that the young generation of the country is shaped and develops the physical and mental potential in accordance to the educational goals of the country. Physical education is an important educational process. It aims at the improvement of human performance and enhancement of human development through the medium of physical activities. PE develops the skill of knowledge, values and attitudes needed for establishing and enjoying an active and healthy life style as well as building student's

confidence and competence's in facing challenges as individuals and groups or teams, through a wide of learning activities. Physical exercise improves brain function and other wise increase the capacity for learning, regular exercises the amount of oxygen flowing through the brain, which increases children's capacity to learn (Galley, 2002 c).

There is the relationship between aerobic fitness learning and memory on tasks that involved remembering names and location on a fictitious map. Fitness and exercise as significant influences on hippo campus structure and function. Hippo campus is responsible in part for encoding information in to memory The brain is activated during physical activity much more so than when doing seatwork siting for more than 10 minutes at stretch reduces our awareness in physical activity and emotional sensations and increase fatigue movement on the other hand increase blood vessels that allow for the delivery of oxygen, water and glucose (brain food) to the brain and this cannot help but optimize the brains performance (Pica, 2004).

Athletics is one of the natural physical activities of human beings that contain actions like walking, running, jumping and throwing. Athletic events have been performed by human beings since their existence in this world. It is one of the basic sports and its origin is natural remote. It is an activity in which millions of peoples throughout the world participate and in which many more millions take an interest through the media. Athletics is a group of sporting activities including track and field events.it is a competitive based on human qualities of stamina, fitness and skills.

Hay (2006) defined as Assessment is the collection of information's, contextualized by the use of information's. Assessment is the variety of methods that educators use to evaluate, measure and document the academic readiness, learning progress, skill acquisition or educational needs of students. assessment is essential & integral to effective teaching and learning in PE as provides, information on student's strength, weakness and educational requirement's which informs future planning and teaching. It also vital for a provision of grades, informing others of attainment and is used to judge the effectiveness of teachers and the school. Moreover, feedback from assessment has been recognized for increasing pupil motivation and engagement and helps create a positive learning part class room instruction and services of several

purpose and audience. Assessment is the process of gathering, recording, interpreting, using and reporting information about a child progress and achievements in developing knowledge, skills and attitudes (national council for curriculum and assessment (NCCA) 2007,7). Assessment has become central to efforts which seek to impact and improve on children's learning in school (Elwbood 2006,). Assessment involves a Varity of practice ranging from formative assessment to summative assessment techniques which includes consideration of assessment for learning (AFL) and assessment of learning (AOL). (Black 2005, Black et al 2003, Cousins et al 2004).

AFL can occur at all stages of the learning process were a teacher uses evidence on an ongoing basis to support teaching and learning. AOL is often separate from the teaching and learning process and falls within a measurement paradigm which focus on more formal external examinations (Torrance and Prer (1998).

Arnold (2013) emphasis that there is a connection between participation in movement (through the body) and understanding it (through rational knowledge). The integration of theory and practice as; an understanding about a theoretical knowledge and principles developed and utilized in and through practical activities contexts and situations. As such as theory and practice are integrated and inter related. Hay and Penney (2009) similarly referred to the inter relatedness of knowledge, process (cognitive& motor), skills and effective.

1.2. Statements of the problem

The research was entitled The Relationship of Theory to practice for Effective Learning in Athletics of Secondary Schools in Alle Special Woreda SNNPR state.

According to WHO (1996) PE is the essential discipline that enables people to be healthy both physical and mental.

In Ethiopia various studies have found that many studies in the fields of physical education focused on teachers' attitude, students' attitudes and factors of physical education participations. yet none focused specifically on student's assessment in physical education; the relationship between theory to practice to effective learning in athletics, based on student result, the activities of performed with students, the apply of

practice related with theory indicates the problem as such this gap triggered the needs of carry out this study. Furthermore, the researcher will work in Alle special woreda south nation nationalities and peoples regional state on same selected secondary schools on the relation of theory to practice in athletics assessment of effective learning. So that the researcher is interested to study comparation of theoretical assessment and practical assessments in effective learning of athletics.

Generally the researcher studies to minimize the problems of students' Assessment in physical Education; The Relationship of Theory to practice for Effective Learning in Athletics of Secondary Schools in Alle Special Woreda SNNPR state.

1.3 Objectives of the study

1.3.1 General objectives of the study

This study was the relationship of theory to practice for effective learning in athletics of secondary schools in Alle special woreda SNNPR state.

1.3.2 Specific objectives of the study

- ✓ To identify the techniques of assessment for teachers to use to formalize feedback for students during practical class and theoretical class.
- ✓ To investigate attitudes of teachers and students towards student's assessment in physical education in the relation of theory to practice in athletics.
- ✓ To identify the advantages of theoretical class assessments for practical class in athletics.
- ✓ To investigate the relationship between theoretical class assessments for practical class in athletics.

1.4 Research questions

In the view of the above specific objective the basic research questions that are to be addressed in this study are

1. What are assessment techniques of teachers used to formalize feedback for students in physical education practical class and theoretical class in athletics?

2. Does providing formalized feedback in PE affect students' self-efficiency or attitudes towards the discipline?
3. Is there linking from theoretical class to practical class assessment in athletics?
4. How assessment approaches should be effectively practiced in PE practical and theoretical class?

1.5 Significance of the study

The researcher investigating the problem of students' assessment in physical education the relationship between theory to practice for effective learning of athletics assessment.

This study will have the following significant.

- ✓ The study will help different stakeholders should come up with solutions of assessment problems in practical and theoretical class in athletics to effective learning.
- ✓ To improve teacher's ability of performing theoretical assessment to practical assessment in athletics.
- ✓ To give emphasizes and reduce problems that affected the quality of assessment in physical education the relationship of theory to practice in athletics to effective learning.
- ✓ To provide different assessment methods of students in athletics of theory to practice.

1.6 Delimitation of the study

Conducting a research in all service sectors is not an easy task; it requires much money, time and effort. Considering money, time and willingness of respondents to give necessary data for the study, therefore this study will be delimited on the only students assessment in physical education; The relationship of theory to practice to effective learning in athletics of secondary schools in Alle special woreda SNNPR state, there are three secondary schools in Alle Special woreda from these the researcher selected two secondary schools for the study. The rest one secondary schools uses for pilot tests. From selected schools, in terms of respondent the school directors, PE teachers and

students selected secondary schools will be considered but other teachers working in those schools, guards and secretaries will not be considered.

1.7 limitation of the study

There are numerous limitations that may have influenced the outcomes of the study

They include - lack of reference materials

- shortage of time

-shortage of financial

- Shortage of internet access

- load of work

And also coved 19 (corona virus affects during data collection because students returned to home in the last year)

1.8 Definition of terms

Education: - the act of teaching knowledge to others and the act of receiving knowledge from someone else**.**

Physical education: is an educational process which is given mainly through physical activities that develops and maintains all aspects of personality like physical, social, mental, emotional motor and spiritual well beings.

Teaching: -the enhancing of information and transforming of knowledge to students**.**

Learning: - the process of acquiring new understanding, knowledge, behaviors, skills, values, attitudes and performance.

Effective Learning – the methods of teaching and learning that actively involve children in their own learning and personal development.

Athletics: - an exercise that contains track and field events**.**

Running: - one components of track event that performed around football fields or in the lanes.

Jumping: -to jump a maximum height or distance

Throwing: - throw an equipment to maximum distance.

Theoretical class: -the teaching learning process in the class**.**

Practical class: -the teaching learning process outside the class or in the field**.**

Assessment: the process of gathering, interpreting, using and reporting information about students' knowledge, skill and experience.

1.9 Organization of the study

The study paper was organized in five chapters. The first chapter contains the introduction part that includes background of the study, statement of the problems, research questions, research hypothesis, and objective of the study, a significance of the study, delimitation of the study, organization and definition of operational key terms. The second Chapter focuses about review of related literatures. Chapter three deals about research method, description of study area, research design, population of the study, data source and collection method and analysis methods. Chapter four deals with data presentation, analysis and interpretations and the last chapter five deals with summary, conclusion and recommendation of the study.

CHAPTER TWO

2. REVIEW OF RELATED LITRATURE

In this chapter the researcher focuses on conceptual frame works, theoretical frame works and content of literature in student's assessment in physical education; the relationship of theory to practice for effective learning in athletics.

2.1 Conceptual Frame Work

Education is one of the fundamental elements for social, cultural and economic development of the country. It is the means to bring changes involves and attitudes conductive to change. Education is the process and practice geared towards shaping an all rounded personality through a harmonious and integrated development of mental, physical, moral and spiritual power of human beings. Education helps to a country to create strong and competitive economy which can effectively cope up with the challenges of development and can adopt to the changing market and technological condition in the global economy (Siedentop 1998).According to John parankimalili (2012) it is a systematic process through which a child or adult acquires knowledge, experience ,skills and sound attitude. It makes an individual civilized, refined, cultured and educated.

Education is a process in which teachers, students and curriculum are the three factors that can make teaching and learning meaningful Eggen and Kauchak (2011). Teaching is a process which is planned and organized by the teacher for the purpose of better learning of students by selecting appropriate teaching method that fits the content of the lesson Ahmed (20004).

Physical education is the word physical education comprises of two words Physical and Education. The plain dictionary meaning of word physical as relating to body characteristics of a person such as physical strength, physical endurance, physical fitness physical appearance or physical health. The word education may mean the systematic instructions or training or preparation for some particular task. The two words combined together stands for the systematic instructions or training related to

physical activities or programmed of activities necessary for development and maintenance of human body or the development of physical powers or activities for cultivating physical skills.

Physical Education as an integral part of general education- through activity oriented and well-planned programmers they organize different physical activities like drill and marching etc. which are directed towards physical, mental emotional, social, intellectual and moral development of the child. The following are the scope of physical education.

PE is an education through physical activity to the development of total personality of the child and it fulfillment and perfection in body and spirit. It is the sum of the changes in the individuals caused by experience centering motor activities.

PE is an important educational process aims the improvement of human performance and enhancement of human development through the medium of physical activity. It develops the skills, knowledge, values and attitudes needed for establishing and enjoying an active and healthy lifestyle, as well as building student's confidence and competences in facing challenges as individuals and groups or teams through a wide range of learning activities.

Athletics is one of natural physical activities of human beings that contain natural actions like walking, running, jumping and throwing. Athletic event has been performed by human beings since their existence in this world. It is an activity in which millions of peoples throughout the world participate and interest's through the media.it is competitions based on human quality of stamina, fitness and skills.

Assessment is fundamentally involving the collection of information which a varies in scope, depth, reflecting the process used and purpose of that information (Smith 1997). On the other hand, Siedentop and Tannehill (1999) see assessment as a variety of tasks and settings where students are given opportunities to demonstrate their knowledge, skills, understanding and applications of contents in context that allows continued learning and growth. Assessment is done to improve curriculum instruction and it is important to PE to create the best assessment tool (Brown and Hopper (2006)). Practical assessment must therefore much specific instructional intentions of the

program. Since PE performance based, performing a practical skill should be a priority when assessing in PE. Johnson (2008) observed that students' ability to perform a skill must be assessed and this type of assessment should be developmentally appropriate. Furthermore, identified predetermined criteria should be in place and students must be informed on what is to be assessed since this assessment is part of learning tasks.

It is the practice of collecting evidence of students learning. It is a vital and integral part of class room instruction and service several purpose**.** It is essential and integral to effective teaching and learning in physical education provides information on student's strength, weakness and educational requirements which informs future planning and teaching.it is used to judge the effectiveness of teachers and the school. Moreover, feedback from assessment has been recognized for increasing pupil motivation and engagement and helps create a positive learning environment Physical education is an important aspect of education practice, whose success or failure is directly related to the implementation of quality education. Corresponding to this, the theoretical knowledge of physical education also has accumulated in the process of the development of the society. The arrival of the new era puts forward new challenges to sports education since the traditional single sports teaching method is no longer adapt to the multi-levels and multi-types schooling deconstruction in our country. So sports teaching must constantly introduce innovative teaching concept to combine theory with practice and continue to expand and deepen our P.E education.

Assessment is a vital element of education. (Kyrkiris, Derri and Kioumoultzogou (2006) as it helps to improve the curriculum process for better performance and results (Rotger 1990) although improving assessment means to improve education, Evaluation is one of the most problematic issues of education also in physical education (Lopez Shepherd, Kirk ,Loretnte , Catalan, Macdonald and MacPhail (2012)

2.2 Theoretical frame work

2.2.1 Meanings and historical back ground of athletics

The word athletics is derived from the ancient Greek words (Athlos) means contest or task; Sporting competitions based primarily on human physical feats. Athletics is the

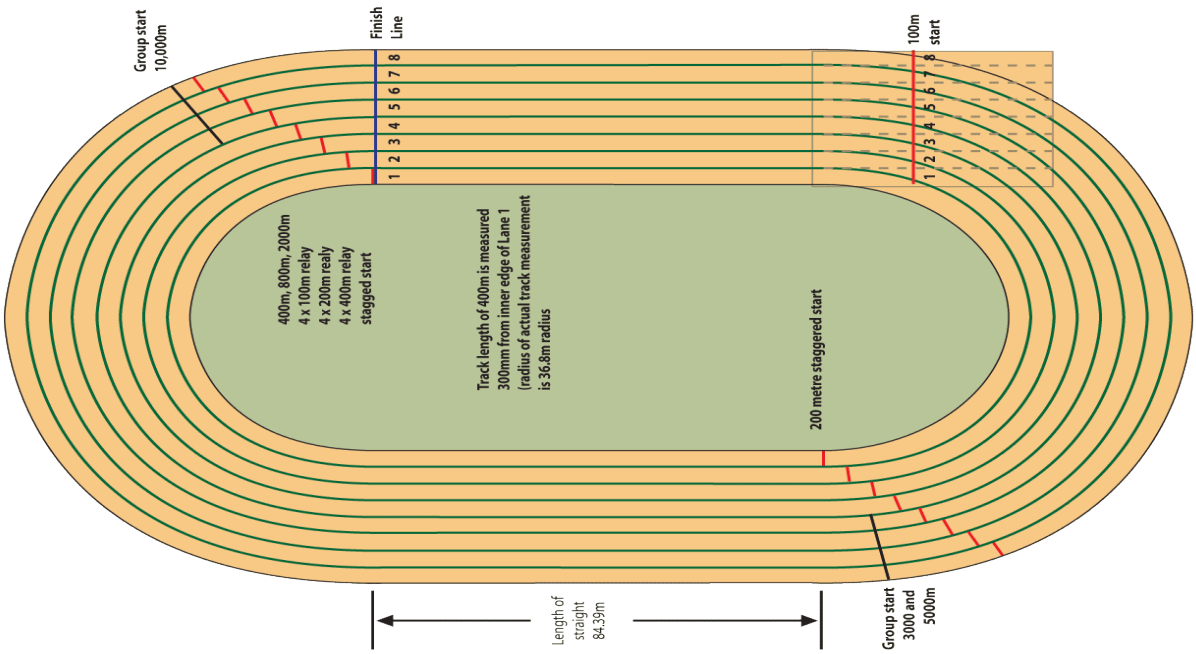
collection of sporting events that involves competitive running, jumping, throwing and walking. The organized athletics are traced back the ancient Olympic games from 776 B.C. The rules and formats of the modern event in athletics were defined in the western Europe and north America in 19th and early 20th century, where spread to other part of the world. Most modern top-level meetings are conducted by the international association of athletics federation (IAAF) and its member federations. The athletics meeting forms the back bone of summer Olympics. Athletics competitions also took place as other Panhellenic games, which were founded later around 500 BC. Amateur Athletics Association (AAA)was established in England in 1880 as first national body for the sport of athletics and began holding own annual athletics competitions in every year called AAA championship. The International Amateur of Athletics Federation (IAAF) was found in 1912, the name changed to international association of athletics federation in 2001. (http://en.m-wikipedia.org.wikisport).

2.3 Types of athletics events

The international association of athletics federations, the sport governing body defines athletics in six disciplines: track and field, road running, race walking, cross country running, mountain running (added in 2003) and trial running (added in2015).

2.3.1 Track events

Track events include sprint, middle distance, hurdle and steeplechase events. The 400m oval track forms the basis of a multi-sports arena and its dimensions are dependent on the requirements of other sports. Although there are a number of different layouts for the oval 400m track, this publication uses the IAAF's criteria as outlined in the IAAF Track and Field Manual 2003 Edition.



The competition area for track events includes:

- oval track with at least four lanes and safety zones measuring no less than 1m on the inside and outside
- straight with minimum of six lanes for sprints and hurdles
- steeplechase track as for oval track with a permanent water jump

There are three basic types of track surface — synthetic, unbound mineral (cinder) and grass.

400-meter track events

The length of a standard running track is 400m (standard track). Orientation of the track should take into account the prevailing winds and sun angles. The 400m track consists of two parallel straights and two bends whose radii are equal. The area inside the track is large enough to accommodate all throwing events and also a standard soccer pitch (68m x 105m).The 400m Standard Track (as outlined in the IAAF Track and Field Facilities Manual 2003 Edition) comprises two semi-circles, each with a radius of 36.50m, which are joined by two straights, each 84.39m long. The width of the track is a minimum of 72m and unless it is a grass track, the inside of the track is bordered by a curb of suitable material, 5cm high and a minimum of 5cm wide. The inner edge of the

track is 398.12m long (36.5m x 2 x π + 84.39m x 2) where π = 3.1416. This length for the inner edge gives a length of 400 meters (36.8m x 2 x π + 84.39m x 2) for the theoretical line of running (measurement line) at a distance of 0.30m from the curb. For a grass track without a curb the inner edge is marked with lines 5cm wide

Lanes

The 400m standard track has eight, six or occasionally four lanes. The distance of the race is measured from the edge of the start line further from the finish to the edge of the finish line nearer to the start. The direction of running is anti-clockwise. All lanes have a width of 1.22m ± 0.01 and marked by white lines 5cm wide. The line on the right hand of each lane, in the direction of running, is included in the measurement of the width of each lane. All start lines (except for the curved start lines) and the finish line are marked at right angles to the lane lines.

The essential requirement for all start lines ─ straight, narrow, staggered or curved ─ is that the distance for every athlete is the same. For races of 800m or less, each athlete will have a separate lane at the start. Races of up to, and including, 400m are run entirely in lanes. Races of 800m start and continue in lanes until the end of the first bend. The exit from the first bend is marked distinctively with a 5cm wide line across the track and is called the break line. The break line is marked at each end by a flag at least 1.5m high, positioned outside the track, 30cm from the nearest lane line. Races over 800m are run without lanes using a curved start line.

Immediately before the finish line, the lanes are marked with numbers a minimum height of 0.50m. All markings are 0.05m wide. All distances are measured in a clockwise direction from the edge of the finish line nearer to the start to the edge of the start line father from the finished.

The data for staggered starts for the 400m Standard Track (constant lane width of 1.22m) is shown on the next page. All track markings are in accordance with 'IAAF 400m Standard Track shown in the IAAF Track and Field Manual 2003 Edition.

100-meter start

The start of the 100m is run in the 'straight' that is integrated into the 400m oval track. It is measured from the edge of the finish line nearest to the start line backwards so the event is not run around a curve. The straight will incorporate a starting area of 3m minimum and a runout of 17m minimum.

Relay zones The relays involve four runners per team, each member carrying a baton for 25 per cent of the total distance before passing it to the next team runner. The relay marks for each changeover or take-over zone are provided for the 4 x 100m, 4 x 200m and 4 x 400m relays. The 4 x 200m relay is run in lanes for one lap plus the next bend so that runners can start running out of their lanes at the 800m break line. Lines 5cm wide are drawn across the track to mark distances of the stages and to denote the scratch line. Each take-over zone is 20m long of which the scratch line is the center. The zones shall start and finish at the edge of the zone lines nearest the start line in the running direction.

4 x 200 meter and 4 x 400-meter relays

The scratch lines of the first take-over zones for the 4 x 400m (or the second zones for the 4 x 200m) are the same as the start line for the 800m. The take-over zones for the second and last take-overs (4 x 400m) are the 10m lines either side of the start/finish line.

In the 4 x 200m and the 4 x 400m relays, competitors run the first full lap in lanes. The second stage runners in the 4 x 400m relay and the third stage runners in the 200m relay remain in their respective lanes until they enter the back straight. The arc across the track at the entry to the back straight showing the positions at which the second stage runners (4 x 400m) and third stage (4 x 200m) are permitted to leave their respective lanes, is the same arc for the 800m event.

1000, 2000, 3000, 5000- and 10,000-meter events

Where there are more than 12 competitors in a race, they may be divided into two groups with one group of approximately 65 per cent of competitors on the regular arced start line and the second group on a separate arced start line marked across the outer

half of the track. The second group shall run as far as the end of the first bend on the outer half of the track.

The separate arced line is marked so that all competitors run the same distance.

Lane staggers in meters - measurement line distance 0.20m

All distances are measured in a clockwise direction from the edge of the finish line nearer to the start to the edge of the appropriate line farther from the finish. With the exception of Lane 1, all lanes are measured 20cm out from the outer edge of the inner line.

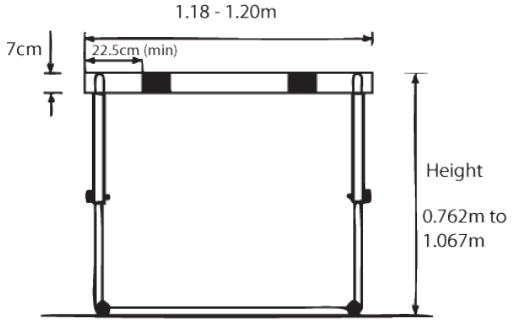
Hurdles

Hurdles are a race over a series of obstacles called hurdles. Runners must remain in assigned lanes throughout a race, and though they may knock hurdles down while running over them, they may do so only with a leg or foot, not a hand. The standard 400m track, sprint track with 100m and 110m are used for hurdle races. Each hurdle is placed on the track so that the feet are on the side of the approach by the athlete. The hurdle is placed so that the edge of the bar nearest the approaching hurdler coincides with the track marking nearest the athlete (see table below).

The following are standard distances:

- men, junior men, youth boys ─ 110m, 400m
- women, junior women, youth girls ─ 100m, 400m

There are 10 flights of hurdles in each lane, set out in accordance with the following tables:



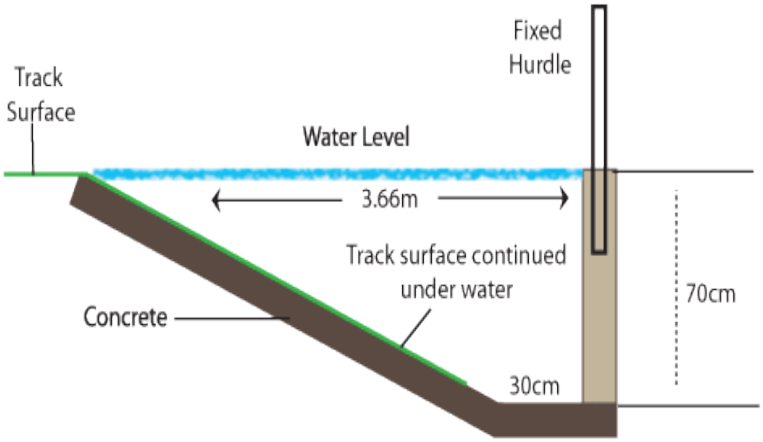
Hurdle distances				
Race distance	**Hurdle height**	**Distance start to 1st hurdle**	**Distance between hurdles**	**Last hurdle to finish line**
Men's 110m	1.067m	13.72m	9.14m	14.02m
men's 400m	0.914m	45m	35m	40m
Women's 100m	0.84m	13m	8.50m	10.50m
Women's 400m	0.762m	45m	35m	40m

The start and finish is marked by a 50mm wide line at right angles to the inner edge of the track. The distance of a selected race is measured from the edge of the starting line further from the finish, to the edge of the finish line nearer to the start.

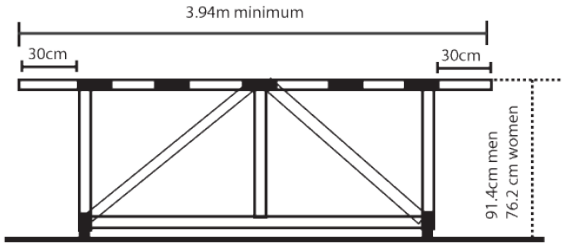
Steeplechase races

Steeplechase is a race over an obstacle course that includes water ditches, open ditches and fences.

The steeplechase track is integrated into the 400m standard track. The standard distances are 2000m (juniors) and 3000m. There are 18 hurdle jumps and five water jumps in the 2000m event and 28 hurdle jumps and seven water jumps in the 3000m event. There are five jumps in each lap after the finish line has been passed for the first time, with the water jump the fourth. The jumps are evenly distributed so that the distance between the jumps is approximately one-fifth of the nominal length of the lap.



The hurdles are 91.4cm high for men's events and 76.2cm for women's events (± 3cm both) and are at least 3.94m wide. The section of the top bar of the hurdles and the hurdle at the water jump is 12.7cm. The water jump, including the hurdle, is 3.66m ± 2cm in length and the water pit 3.66m ± 2cm in width. The bottom of the water pit is a synthetic surface or matting, thick enough to ensure a safe landing and to allow for spikes to grip satisfactorily (maximum 20-25mm). At the start of a race, the water is level with the surface of the track within a margin of 2cm. The water depth closest to the hurdle is 70cm for approximately 30cm. From there, the bottom has a uniform slope upwards to the level of the track at the farther end of the water pit. It is usual to locate the water jump on the outside of the track so that steeple hurdles do not have to be moved onto the track during the event.



2.3.2 Field events

2.3.2.1 Long jump

The long jump is a jumping event where athletes combine speed, strength, and agility in a horizontal jump for distance. Jumpers make their approach down the runway at nearly

top speed, plant a foot on the take-off board, and leap into the air. A legal jump requires that no part of the forward foot extends beyond the board. The long jump facility includes a runway, take-off board and landing area.

The runway for the long jump is 40m minimum and is measured from the beginning of the runway to the take-off line. The runway is 1.22m ± 0.01m and marked by white lines 5cm in width. The maximum lateral inclination of the runway is 1:100 and the overall inclination in the running direction is 1:1000.

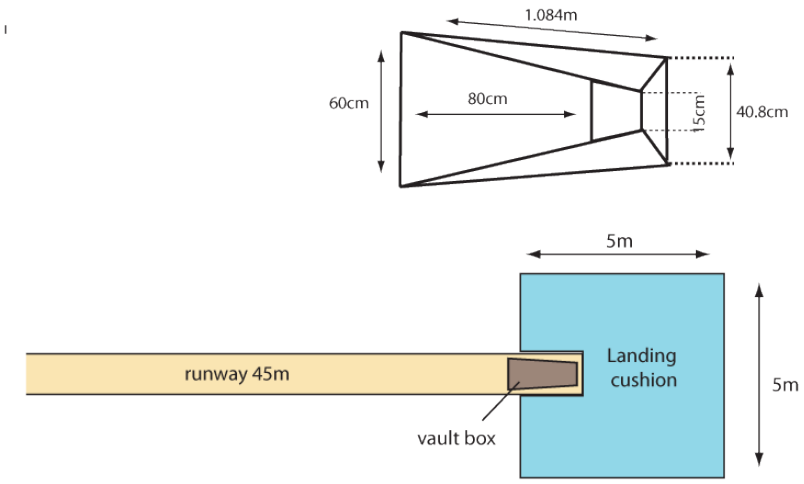
The take-off board is marked by a board sunk level with the runway and the surface of the landing area. The take-off board is white, rectangular, made of wood or other suitable rigid material and measures 1.22m ± 0.01m long, 20cm ± 2mm wide and 10cm deep.

The edge of the board closest to the landing area is the take-off line. The distance between the take-off line and the far end of the landing area is at least 10m. The take-off line is placed between 1m and 3m from the nearer end of the landing area.

Immediately beyond the take-off line there is a plastic indicator board or other suitable material for recording the athlete's footprint when he has foot-faulted. This board is 10cm (± 2mm) wide and 1.22m (± 0.01m) long and is painted in a contrasting color to the take-off board. The board is mounted in a recess or shelf in the runway, on the side of the take-off board near the landing area.

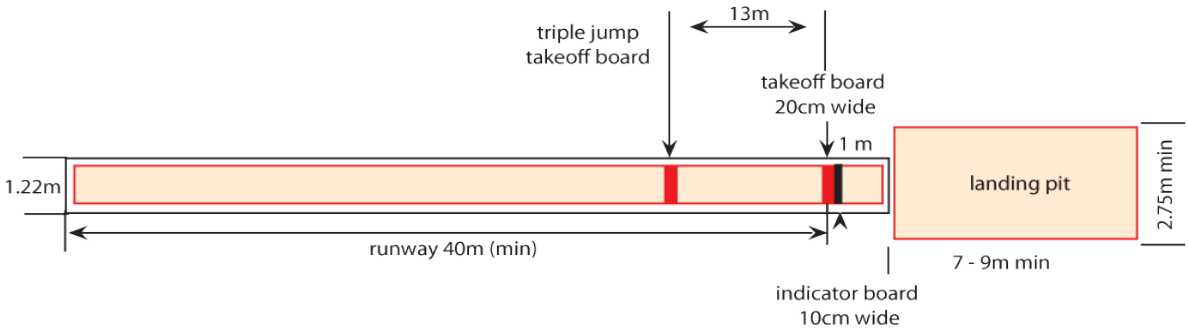
The upper part of the indicator board is covered for the first 10mm and along its entire length by a plastic layer. The surface of the board beneath the plastic is made of a material in which the spikes of an athlete’s shoe will grip and not skid. When mounted in this recess, the whole assembly is sufficiently rigid to accept the full force of the athlete’s foot.

The landing area has a minimum width of 2.75m and a maximum width of 3m. If possible, it is to be placed in the middle of the runway so that if extended, it would coincide with the middle of the landing area. The landing area is filled with soft, damp sand, the top surface of which is level with the take-off board



2.3.2.2 Triple jump

The triple jump was previously known as the 'hop, step and jump', which describes the actions of the competitor. The athlete runs down a runway until he reaches a designated mark where the jump is measured. The first landing is done with the take-off foot. The next phase is a step, landing on the opposite foot, and is followed by the jump, into a sand-filled box, as in the long jump. Except for the placement of the take-off board, the same facilities are used for triple jump as for the long jump. It is recommended that the take-off board is not less than 13m for men and 11m for women from the nearer end of the landing area. For other competitions, this distance is appropriate for the level of competition.

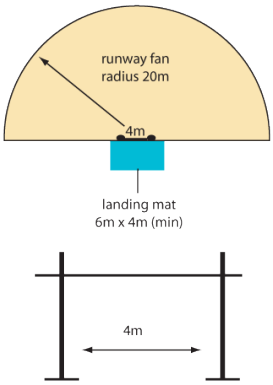


2.3.2.3 High jump

The high jump is an event in which an athlete tries to propel his/her body over a bar that rests across two upright poles. The jumper must take off from one foot after an approach from any angle along a semi-circular runway. Three successive misses eliminate the jumper. The jumper who jumps the highest wins.

The high jump facility includes a semi-circular runway, a take-off area, two uprights with a crossbar and a landing area. The semi-circular runway, with a radius of at least 20m, permits an approach from every direction. The runway and take-off areas are usually covered with the same surface as the track. The maximum overall inclination of the runway and take-off area is 1:250 in the direction of running. The landing area is placed so the athlete's approach is up the inclination.

The minimum landing area is 6m long x 4m wide and 0.7m high. It is important for the safety of high jumpers that a suitable landing mat is used, which allows absorption of the impact from the fall of the athletes and gives adequate resilience when compressed.



2.3.2.4 Pole vault

Pole vaulting is an event where a person uses a long, flexible pole (usually made either of fiberglass or carbon fiber) as an aid to leap over a bar. The pole vault facility includes a runway, a box for inserting the pole, two uprights with a crossbar and a landing area.

The length of the runway is a minimum of 40m. The width is 1.22m ± 0.01m and marked by white lines 5cm in width. The maximum lateral inclination of the runway is 1:100 and the overall inclination in the running direction is 1:1000.

The take-off for the pole vault is a box constructed of fiberglass, metal or wood, preferably with rounded upper edges and sunk level with the runway. It is 1.084m in length, measured along the inside of the bottom of the box, 60cm in width at the front end and tapering to 15cm in width at the bottom of the stop board. The length of the

box at runway level and depth of the stop board are determined by the angle of 105° formed between the base and the stop board. The base of the box slopes from runway level at the front end to a vertical distance below ground level of 20cm at the point where it meets the stop board. The box is constructed in such a way that the slides slope outwards and end next to the stop board at an angle of approximately 120° to the base. If the box is constructed of wood, the bottom is lined with 2.5mm sheet metal for a distance of 80cm from the front of the box. The landing area measures not less than 5m long and 5m wide. The sides of the landing area nearest to the box are placed 10cm to 15cm from the box and slope away at an angle of approximately 45°

2.3.2.5 Throwing events

The four standard throwing events — shot put, discus, hammer, and javelin — all involve the use of implements of various weights and shapes that are hurled for distance. In all throwing events, the object being thrown must land in a specified landing area. White lines 5cm wide delineate the area.

2.3.2.6 Shot put

The shot put involves 'putting' (throwing in a pushing motion) a heavy metal ball (called the shot) as far as possible. The shot-put facility includes a throwing circle, a stop-board and a landing sector. Competitors take their throw from inside a circle 2.135m in diameter, with a toe board approximately 10cm high at the front of the circle. The distance thrown is measured from the inside of the circumference of the circle to where the shot lands at its nearest disturbance of the soil.

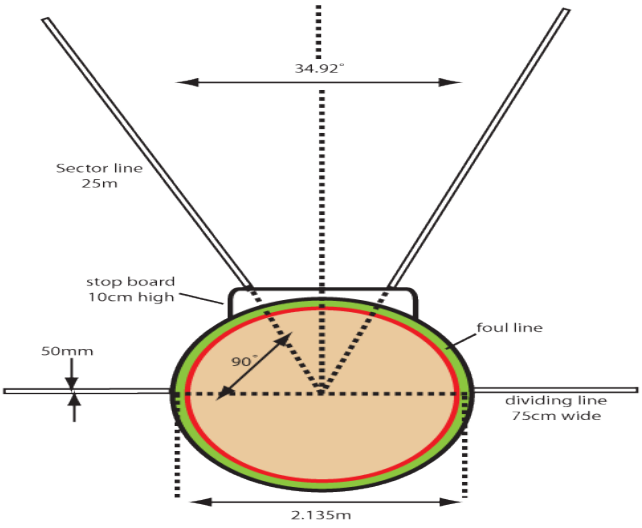
The throwing circle is made of bank iron, steel or other suitable material, the top of which is flush with the ground outside. The inside diameter of the throwing circle measures 2.135m (±5mm) and the rim at least 6mm in thickness, 70mm to 80mm deep and painted white.

The interior of the circle is constructed of concrete, asphalt or some other firm but not slippery material. The surface must be level and 1.4cm–2.6cm lower than the upper edge of the rim of the circle. A portable circle meeting these specifications is permissible.

The stop board is white and made of wood or other suitable material in the shape of an arc so that the inner edge coincides with the inner edge of the rim of the circle. It is placed mid-way between the sector lines, and constructed so that it can be firmly fixed to the ground. The board is 1.22m long on the inside, 11.2cm wide and 10cm high when firmly in position.

The surface of the landing sector must allow for the shot put to make a mark upon landing. It is made of natural grass or other suitable material. The landing sector must be laid from the middle of the circle with an angle of 34.92° and marked by 50mm wide white lines, the inside edges of which form the boundary of the sector. The length of the sector is 25m. The angle of 34.92° is attained if the two sector lines at a distance of 25m are spaced 15m apart.

The maximum allowance for the overall downward inclination of the landing sector, in the throwing direction, shall not exceed 0.1 per cent.

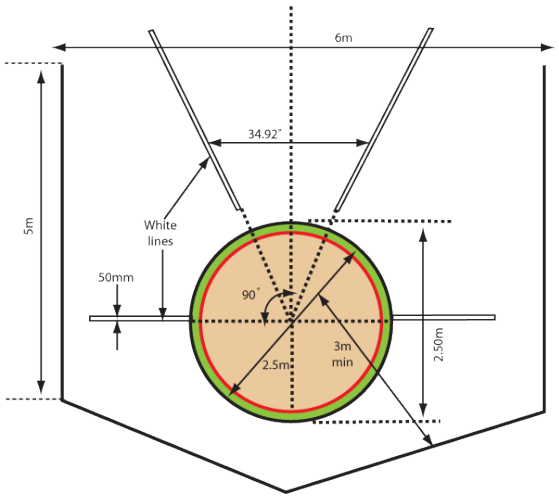


2.3.2.7 Discus throw

Discus throw is a throwing event where athletes throw a 2kg plate like implement from a 2.5m circle. The discus is launched after the thrower, starting at the back of the circle, has completed one-and-a-half turns. The facility for discus throw includes a throwing circle, protective cage and landing sector. The throwing circle is made of bank iron,

steel or other suitable material, the top of which is flush with the ground outside. The inside diameter of the circle measures 2.5m (±5mm) and the rim at least 6mm in thickness, 70mm to 80mm deep and painted white. The interior of the circle is constructed of concrete, asphalt or some other firm but not slippery material. The surface must be level and 1.4cm–2.6cm lower than the upper edge of the rim of the circle. All discus and hammer throws are made from an enclosure or cage to ensure safety of spectators, officials and athletes. The cage shown in the following diagram is intended for use when the event is held in the arena with other events taking place at the same time or spectators are present. Where this does not apply, and especially in training areas, a much simpler construction may be satisfactory. The cage is designed, manufactured and maintained to be capable of stopping a 2kg discus moving at a speed of up to 25m per second. There must be no danger of the discus ricocheting or rebounding back towards the athlete or over the top of the cage. If these requirements are satisfied, any form of cage design and construction can be used. The cage is U-shaped. The width of the mouth is 6m, positioned 7m in front of the center of the throwing circle. The end points of the 6m wide mouth are the inner edge of the cage netting. The height of the netting panels or draped netting at their lowest point is 4m. Provision must be made in the design of the cage to prevent a discus forcing its way through any joints in the cage or the netting or underneath the netting panels. The netting is made from suitable natural or synthetic fiber cord or from a mild or high tensile steel wire. The maximum mesh size is 44mm for cord netting and 50mm for steel wire. The maximum danger sector for discus throws from this cage is approximately 69°, when used by both right and left-handed throwers in the same competition. The position and alignment of the cage in the arena is critical for its safe use. The surface of the landing sector must allow for the discus making a mark upon landing. It is made of natural grass or other suitable material. The landing sector is laid from the middle of the circle with an angle of 34.92° and marked by 50mm wide white lines, the inside edges of which form the boundary of the sector. The length of the sector is 80m. The angle of 34.92° is attained if the two sector lines at a distance of 80m are spaced 48m apart. The maximum allowance for the overall downward

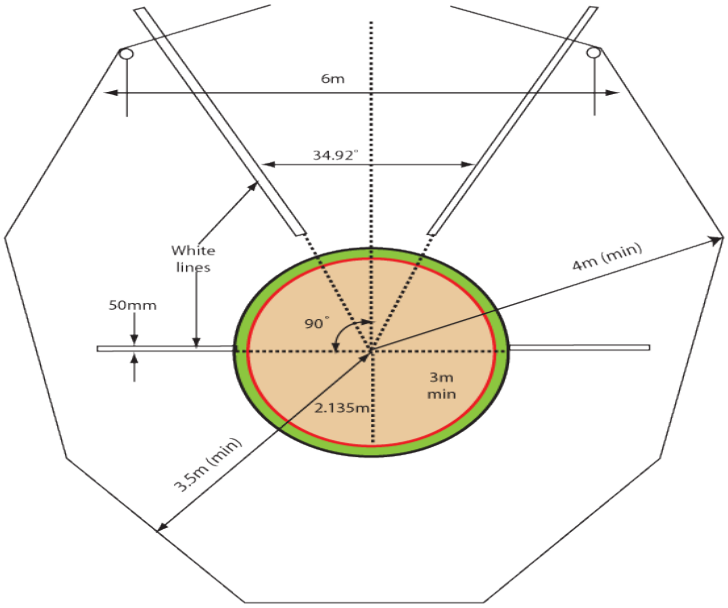
inclination of the landing sector, in the throwing direction, shall not exceed 0.1 per cent.



2.3.2.8 Hammer throw

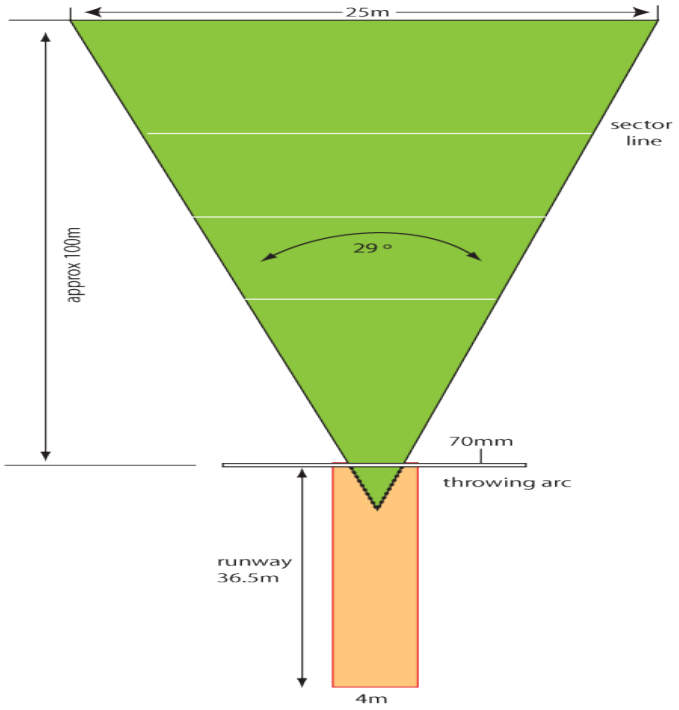
The hammer throw is a throwing event where the object thrown is a heavy steel ball attached with a long wire (maximum length 122cm) to a handle. The facility for the hammer throw includes a throwing circle, protective cage and landing sector. It is usually combined with the facility for the discus throw. The throwing circle is the same as for the discus and shot-put throw but has an inside diameter of 2.135m (±5mm). The hammer can be thrown from the discus circle provided the diameter of this circle is reduced from 2.50m to 2.135m by placing a circular ring inside. The surface finish to the concrete circle is slightly smoother for hammer throw than for discus. When a circle is used for both discus and hammer throw, a compromise finish is required. The hammer throw cage is designed, manufactured and maintained to be capable of stopping a 7.260kg disc moving at a speed of up to 32m per second. There must be no danger of the disc ricocheting or rebounding back towards the athlete or over the top of the cage. If these requirements are satisfied, any form of cage design and construction can be used. The cage is U-shaped as shown in the following diagram. The width of the mouth is 6m, positioned 7m in front of the center of the throwing circle. The end points of the 6m wide mouth are the inner edge of the cage netting. The height of the netting panels or draped netting at their lowest point are least 7m for the panels/netting at the

rear of the cage and at least 10m for the 2.80m panels to the gate pivot points. Provision must be made in the design of the cage to prevent a hammer forcing its way through any joints in the cage or the netting or underneath the netting panels. Two movable netting panels 2m wide are provided at the front of the cage, only one is operative at a time. The minimum height of the panels is 10m. The netting can be made from suitable natural or synthetic fiber cord or from a mild or high tensile steel wire. The maximum mesh size is 44mm for cord netting and 50mm for steel wire. Where it is desirable to use the same cage for discus and hammer throw, the installation can be adapted in two alternative ways. A 2.135m–2.5m concentric circle is fitted but this involves using the same surface in the circle for the hammer and discus throw. The hammer cage is used for the discus throw by fixing the movable netting panels clear of the cage opening. For separate circles for hammer and discus throw in the same cage, the two circles are placed one behind the other with the centers 2.37m apart on the center line of the land sector and with the discus circle at the front. In this case, the movable netting panels are used for the discus throw. The maximum danger sector for hammer throws from this cage is approximately 53° when used by both right and left-handed throwers in the same competition. The position and alignment of the cage in the arena is critical for its safe use.



2.3.2.9 Javelin throwing

The javelin throw is a throwing event where the object to be thrown is a spear-like object made of metal, fiberglass and, in some cases, carbon fiber. The facility for the javelin throw includes a runway, a throwing arc and a landing sector. The minimum length of the runway is 30m and the maximum 36.5m. It is marked by two parallel white lines 5cm wide and 4m apart. The throw is made from behind an arc of a circle drawn with a radius of 8m. The arc consists of a strip painted or made of wood 7cm wide. It is white and flush with the ground. Lines are drawn from the extremities of the arc at right angles to the parallel lines marking the runway. These lines are white, 75cm long and 7cm wide. The maximum lateral inclination of the runway is 1:100 and the overall inclination in the running direction 1:1000.



2.4 Theoretical Assessment

Reflects on knowledge gained from listening to the teacher, guest speakers, other students, and from reading the text book. Student's write reflective journal entries based on class room materials, readings, class activities, guest speakers, videos and anything they have thought about related to the subject.

2.5 practical Assessment

Observes grieving individuals and how counselors help them cope with their grief Observation also occurs when students engage in these activities outside the class room in practical settings.

2.6 The relationship of theory to practice

The integration of theory and practices with in the social work discipline discovered several studies that found the graduates of social work degree programs felt that their class work had not adequately prepared for real world practice (Clapton and Gree 2004) conclude that there is a need for learning models that integrate theory and practice in whys that bring the field into the class room as well as take the class room into the field.

There are growing interests in the benefits of physical activity for mental health and strong evidence base shows that regular activity and improve fitness increases psychological well beings (Biddle, Fox and Boucher 2001)

Exercise can help people feel better about themselves and their lives reduce anxiety and improve mood, evidence is also building to show that physical activity is associated with substantially reduced risks of mental illness and conditions such as depression, cognitive improvement and dementia (Fox and Mutrie 2008).

The benefits of physical activity in the treatment of depression and improvement in select aspect of cognitive functions in order adults are becoming increasingly will established (Angervaren Aufdekampe, Verhaar Aleman and Vanhees 2008). Further more acute bouts of well managed physical exercise may facilitate certain aspects of information processing in adult (Tomporowski 2003).

Boud et al (1993) using active learning environment can enhance the integration of practice and theory in to the class room. We think active learning as using instructional activities involving students doing things and thinking about what they are doing some characteristics of active learning are: -

- Students are involved in more than listening.

- Less emphasis is planned on transmitting information and more on development students ‘skills.
- Students are involved in higher order thinking (analysis, synthesis and evaluations).
- Students are engaged in activities such as writing, reading, and observing.

CHAPTER THREE

3. METHODOLOGY

3.1 Description of the Study Area

This study was conducted in SNNPR in Alle special woreda secondary schools. Alle special woreda is bordered on north east Derashe special woreda and Konso zone, north Gamo zone, south Debub omo zone and south west konso zone. Alle woreda was found in 2003 E.C due to the foundation of segen area peoples zone, but in 2011 E.C segen area peoples zone split into one zone and four special woreda, Alle special woreda is one of them since it founds in 2011 E.C. Since there is no thesis on the relationship of theory to practice to effective learning in athletics of secondary school.

3.2 Research Design

In conducted this study the researcher used descriptive survey design with mixed approaches that were quantitative, qualitative triangulation methods of research approach. To gather data the researcher used questionnaire, interview and observation data collection instruments. The researcher was employed descriptive survey in two selected secondary schools in Alle special woreda SNNPRS and prefer a survey study. Because the issue is not only concerning this two schools but all schools in the system in special woreda and region. So, this study conducted at Tosho and Gewada secondary schools can serve as a model study for other schools and being it is survey, we make reference or generalization for a large number of populations, the target population of the study included some selected male and female students, PE teachers and school directors.

3.3 Population of the Study

This study included two secondary school students, teachers and school principals. These two schools were

Tosho secondary school:- which had 143 male and 60 female students, 1 female physical education teacher and 1 male school principal.

Gewada secondary school:- which had 186 male 104 female students, 1 male physical education teacher and 1 male school principal.

3.4 Sample Size and Sampling Techniques

The sample size of the study selected from the target population of grade 9thand grade 10th students in the selected school from the total numbers of students. The researcher used to the study by using simple random sampling technique because it provides valuable and precious information for the study. The researcher used Yamane's (1967) simplified sample size formula to estimate: - the size of the sample as given below

$$n=\frac{N}{1+N(e)2}$$ N= population size

e=the level of confidence (96%) or margin error= 0.06

$$n = \frac{493}{1+493(0.06)2} \qquad n=\frac{493}{1+493(0.0036)}$$

$$n=\frac{493}{1+1.7748} \qquad n=\frac{493}{2.748}$$

n= 178

So, the researcher used 178 students for data collection by using simple random sampling method.

3.5 Sources of the Study

The researcher was used both primary and secondary sources of data.

Primary sources are asking some questions to students, teachers and school principals to gain valuable information's and secondary sources are sources which gain information's from different journals, newspapers, internet website's and published books.

3.6 collection instruments Data

The researcher uses different data collection instruments. Like questioner, interview and observation.

3.6.1 Questioners

The researcher used two kinds of questioners to prepare for the students these two kinds of questioners are**: -**

3.6.1.1 Close ended questioners

To prepared close ended questioner for sample students to collect valuable information's by using alternative questions.

3.6.1.2 Open ended questions

The researcher prepared open ended questioners for collecting information's or data's to the students to give the answers by their opinions.

3.6.2 Interview

The researcher conducted semi structure interviews would conduct with teacher's to gather information related to their teaching experience, attitudes, theoretical knowledge, fundamental movement skills and movement competencies related to PE learning in relation of theory to practice for effective learning in athletics as well as their assessment practices and self- regulation approaches.

The researcher prepared interview questions for physical education teachers and school principals to gain valuable information's or data about students' assessment in physical education; the relationship theory to practice to effective learning in athletics.

3.6.3 Observation

The researcher prepared observation check lists to observe students physical activities or performance during athletics practical classes. This uses as supportive to gather information about the present and past status of students in athletics.

3.7 Methods of data analysis

Data analysis is the process of systematically searching, arranging, organizing analysis and interpretation of the collected data of the study. The researcher used both quantitative and qualitative data analysis methods. The researcher used to analysis the

collected data by using tabulation, numbering and percentages and also express in statement forms.

The data collected through different tools analysed in line with the basic questions raised in chapter one. After the collection and gathering of data from the respondents and from observation directly, the next step is analysing the given data. Both qualitative and quantitative methods employed to analyse the data. The data collected through closed ended questionnaires analysed quantitatively using descriptive statements and explanations after it was entered to statistically package for social science (SPSS) version 20.0 software. Whereas, the data obtained through open ended questions and interviews will qualitatively analyse and summarize. In addition, the result of the study reported in tabular and presentation. The information collected by observation check lists were analysed in qualitative methods s

3.8 Ethical considerations

Research ethics refers to the type of agreement that the researcher enters in to with his research participants. It plays a role in all research studies and all researchers must be aware and attend to the ethical considerations related to their studies. Therefore, the researcher has communicated all selected schools legally and smoothly. The purpose of the study is made clear and understandable for all participants. Any communication with the concerned body is accomplish at their voluntarily agreement without harming and threatening the personal and institutional well beings. The researcher will be accepting and respect the idea of participants. To be patient, the participants economic back ground, ethnicity, sex and race as a means of identify will not be considered because all these have not to do with the idea of the research

3.9 pilot test

Validity and Reliability

Reliability relate to the general stability and consistence of a test following on from test validity. Hughes points out that “if test is not reliable, it cannot be valid” (2003:34). He continues that “to be valid a test must provide consistently accurate measurement” (Hughes, 2003:50). By taking the above different literatures as a reference, the

researcher evaluated the data collection instrument by using pilot test to reduce mistakes which could be happen during data collection. Before administering a pilot test, in order to reduce the flows that might happen in the selection of this instrument I have shown to my advisor, P.E teachers and school principals to reviewed and comments on the appropriateness of instruments. The questionnaire pre-tested at secondary school students that have some characteristics as those the main study. The participants in the pilot study with 54 students, 1 P.E teacher and 1 school principal who volunteered to participate, however all are excluded from the main study. The samples for pilot tests were taken randomly from Kolango secondary school. The pilot test questionnaires was conducted on 54students (38 males and 16 females) were selected two sections by simple random sampling techniques. The purpose of this test was to check the appropriateness of the items and make necessary corrections based on the feedback obtained.

3.9.1 Validity

The instruments were prepared by the researcher should address the research objectives and answer the research questions under the investigation. The face, construct and content validity of each item in the instruments were approved by a group of P.E teacher and advisor experts of measurement and evaluation.

Content validation was established by cross referencing the content of instruments to those elements contained in the basic research question to determine if there is included a match. The items constructed were in line with the answer to research questions: so the research validated the instruments that were developed as follows, before the actual data collection started. The instrument were given to colleagues so as to get valuable comments and criticisms on the strength and weakness of the items, based on the comments, obtained necessary modifications were made and given to the thesis advisor for further comments, criticisms and evaluation.

3.9.2 Reliability

After collecting the distributed instruments of the results were coded and entered to SPSS software versions 20.0 then the internal consistency and reliability of the test

computed. The items inter correlations and cronbach alpha in order to evaluate the scales and their reliability. The pilot also helps improving the investigators interview techniques and improve confidence.

To check the reliability of questionnaires cronbach alpha reliability test was calculated after the pilot test was conducted. All items were carefully input into SPSS version 20.0 and the average results found from students responses was (0.76) with the help of the computer it is acceptable. As suggested by George and Mallary (2003) the cronbachs alpha results >0.9 excellent, >0.8 good, > 0.7 acceptable >0.6 questionable and ≤ 0.5 poor. Following the pilot study the items were carefully examined to see if they required any modifications and to determine whether they lead to certain conclusions significant to the purpose of the study. Hence some of the questions were refined. Internal consistency of the test was also computed finally the instruments were found to be reliable for collecting data for the main study. Then administered as scheduled. The following below table 3.indicates the computed internal reliability coefficient of the pilot tests. So the result was regarded as reasonably good to the use of questions for the research.

Table 3.1 reliability test results

The following table discussed about the results collected from pilot tests for determined the reliability of the study

Number	Variables	No of items	Cronbach alpha
1	The participation and the attitudes of students for theoretical and practical assessment	11	0.71
2	Assessment methods to improve effective learning in athletics	2	0.72
3	The supporting and school facilities	7	0.85
Total		20	0.76

CHAPTER FOUR

4 ANALYSIS AND INTERPRETATION OF THE DATA

This capture deals with presentation, analysis and interpretation of the data obtained from sample respondents (high school students, P.E teachers and school principals) in order to gather relevant information's on students assessment in physical education; the relation of theory to practice for effective learning in athletics of secondary schools under the study.

A questionnaire with close ended and few open ended types were prepared and distributed to samples of 178 students. The response rate was 100% because all students filled the questionnaires and returned. In addition information on the issue under study was gathered using interview from 2 secondary school P.E teachers (100%) and 2 secondary school principals(100%) and also prepared observation check lists both theoretical and practical class.

4.1 quantitative data analysis and interpretation

4.1.1 Background information of the students

Three demographic variables of the respondents was gathered as background information these are age, sex and grade level summarized in the following table. descriptive statics cross tabulation of each variables were manipulated as follows.

Table 4.1 Background information of the students

The following table 4.1 contains sex, age and grade level of the students

Number	Item		Frequency	Percent
1	Sex	Male	113	63.5%
		Female	65	36.5%
		Total	178	100%
2	Age	15-17	59	33.1%
		18-20	100	56.2%
		21-23	11	6.2%
		≥24	8	4.5%
		Total	178	100%
3	Grade level	9^{th}	125	70.2%
		10^{th}	53	29.8%
		Total	10	100%

Based on the above table 4.1 show the respondents 63.5% are males and 36.5%are females. This information indicates that females compared with males their participation in learning secondary schools are insignificant.

Regarding table 4.1 respondents are age between 15-17(33.1%), age between 18-20(56.2%), age between 21-23 (6.2%) and the rest 4.5% of the respondents are greater than or equal to 24 age. The figure shows that most of the students are the age of above 17 years. This indicates that all of the students are adolescents, mature and fit to take responsibility.

Based on table 4.1 70 percent of the students were grade nine and 29.8 percent of the students were grade ten. Based on the above figures can realize most of the students in the study schools were grade nine.

4.1.2 Background information of the teachers and school principals

Table 4.2 background of teachers and principals

The following table describes sex, age, qualification and work experience of P.E teachers and school principals.

Number	Item	P.E teacher		School principals	
		Gewada	Tosho	Gewada	Tosho
1	Sex	Male	Female	Male	Male
2	Age	29	32	38	40
3	Qualification	Degree	Degree	Degree	Degree
4	Experience	5	8	13	15

According to the above table four item number one 1 P.E teacher and both principals are males. 1 P.E teacher is female. As we have easily understood from the above table there is no female secondary school principals, based on this information we can say that females compare with males let alone occupy managerial position in secondary school levels are insignificant.

Based on the above table 4 item two the age of physical education teachers 29 & 32 in Gewada and Tosho secondary schools respectively. In the same manner the age of principals are 38 & 40 in Gewada and Tosho secondary schools respectively. Based on thus information most P.E teachers and principals were matured and fit to take responsibility.

Based on the above same table item three all of P.E teachers and principals in both schools have degree. From this information one can realized that all of P.E teachers and principals were do not fulfilled the required qualification needed at secondary school level.

According to the above table item four concerning their work experience teachers have 5-10 years. School principals have 11-15 years of work experience under the study secondary schools. Due to thus information one can realized most of the school principals and P.E teachers served for a long years.

Table 4.3 Students related problems

The following table contains about students related problems that affect student's assessment in P.E: the relationship of theory to practice for effective learning in athletics

no	Item	No of Respondent	Mean	Standard deviation
1	The participation of students in theoretical and practical assessment	178	1.66	0.831
2	encouraging of students each other to perform theoretical and practical class assessment in athletics	178	1.85	0.992
3	having positive attitude for the subject assessed with theoretical and practical class in athletics	178	1.60	0.917
4	Do you have giving attentions for assessments in athletics	178	1.80	1.112
5	Do you assessed in lower grade level by linking both theory and practical assessment in athletics	178	1.56	1.025
6	ability of students reading basic rules of athletics	178	1.83	1.273
7	seating arrangement of students in the class	178	4.13	0.986

Key: Mean value ≥4 = strongly agree, 3-3.9= agree, 2-2.9= decided, 1-1.9= disagree and <1= strongly disagree at p =0.05

As presented in table 4.3 of item 1, respondents were ask the participation of students in theoretical and practical assessment the mean score (X=1.66, SD=0.831) indicated there is strongly disagree the issue. The researcher concluded that students are do not participated in theoretical and practical assessment in athletics for effective learning.

As presented in table 4.3 of item 2, respondents were ask encouraging of students each other to perform theoretical and practical class assessment in athletics the mean score (X=185, SD=0.992) based on this information students disagree with the issue .that indicates students do not encourage each other during physical education theoretical and practical class assessment for effective learning in athletics.

With regarded to item 3 in the above table 4.3 respondents were ask having positive attitude for the subject assessed with theoretical and practical class in athletics the mean score(X=1.60,SD=0.917). Students strongly disagree with the issue. This response indicates that students do not have positive attitude to theoretical and practical class assessment.

Based on the above table 4.3 item 4 the researched asked the students do you have giving attentions for assessments in athletics the mean score (X=1.80, SD=1.112) it indicates that disagree with the issue. based on this students does not give attention for about assessments.

As presented in table 4.3 of item 5, respondents were ask do you assessed in lower grade level by linking both theory and practical assessment in athletics the mean score (X=1.56, SD=1.025)

This information indicates that respondents disagree with the issue based on this the researcher concluded that in lower grade level students does not assessed by linking theoretical and practical class, So it haven't experiences in lower class.

Accordingly table 4.3 item 6 respondents were asked ability of students reading basic rules of athletics the mean score (X=1.83, SD=1.273) indicates that disagree with the issue. So students do not read basic rules of athletics.

Based on the above table 4.3 item 7 we ask students about seating arrangement of students in the class assessment both theoretically and practically have positive effects in athletics the mean score (X=4.13 ,SD= 0.986) that indicates respondents strongly disagree with the issue. So seating arrangement affects negatively theoretical and practical class assessments of students in athletics.

Table 4.4 teacher related problems

The following table discussed about teacher related problems that affect student's assessment in P.E: the relationship of theory to practice for effective learning in athletics.

No	Item	No of respondent	Mean	Standard deviation
1	Having your teachers used different techniques of assessment in theoretical and practical class assessment	178	1.82	1.110
2	Does your teacher assessed students by linking theory to practice	178	2.01	1.115
3	Teachers ability performing theoretical and practical assessment	178	1.46	0.879
4	Giving feedback timely during assessment	178	4.43	0.882
5	Does your teacher give equal chance for students in learning teaching process	178	4.43	0.882
6	Using correct sequences during practical class as warming up-- stretching -- main part and cool down of your teachers	178	1.96	1.367
7	teachers giving equally assessed students theoretical and practical class assessment	178	1.46	0.877

Key: Mean value ≥4 = strongly agree, 3-3.9= agree, 2-2.9= decided, 1-1.9= disagree and <1= strongly disagree at p =0.05

As presented in table 4.4 of item 1, respondents were asked have your teachers used different techniques of assessment in theoretical and practical class assessment the mean score (X=1.82, SD=1.110) that indicates respondents disagree the issue. So the researcher concluded that P.E teachers use similar techniques of assessment.

According to table 4.4 item 2 students were asked Does your teacher assessed students by linking theory to practice the mean score (X=2.01, SD= 1.115) this indicates that disagree the issue. Based on this we concluded that physical education teachers do not

assessed students by linking theoretical and practical assessments for effective learning in athletics.

Based on table 4.4 item 3 the researcher asked to students about teachers ability to performing theoretical and practical assessment the mean score (X=1.46, SD=0.879) it implies that the respondent strongly disagree with teachers ability to performing theoretical and practical class assessment for effective learning in athletics of secondary schools.

As presented in table 4.4 item 4 respondents were asked that your teacher giving feedback timely during assessment the mean score (X=4.43, SD=0.882) indicates that students strongly disagree with the issue. So physical education teachers do not give feedback timely during assessments

Based on the above table 4.4 item 5 we asked the students about does your teacher give equal chance for students in learning teaching process the mean score (X=4.43, SD=0.883) based on this information the students strongly disagree with the issue, so physical education do not give equal chances because it focused to high achiever students.

According to the above table 4.4 item 6 students were asked about does your P.E teacher used corrected sequences during practical class as warming up-- stretching -- main part and cool down steps the mean score (X=1.96, SD=1.367) indicated that disagree with the issue. As a result teachers do not used corrected sequences practical class procedures for effective learning achievement in athletics.

As presented in table 4.4 item7 respondents were asked to what extent your teachers giving equally assessed students theoretical and practical class assessment the mean score (X=1.46, SD= 0.877) this indicated strongly disagree with the issue, so physical education teachers used only theoretical class assessments or that focused theory.

Table 4.5 school related and other problems

The following table included factors that hinder affect student's assessment in P.E: the relationship of theory to practice for effective learning in athletics.

no	Item	No of respondent	Mean	Standard deviation
1	Is amount of time per week is sufficient for P. E	178	1.57	0.984
2	The school provide adequate facility for practical class in athletics	178	1.49	0.738
3	The school community focused for other subjects included in national exams	178	4.21	0.978
4	The supporting of school principals during students assessment	178	1.83	1.144
5	The attitude of school community for both theoretical and practical assessment in athletics	178	1.60	1.101
6	The distance of school from students and teachers home	178	4.08	0.938

According to table 4.5 item 1 students were asked that the amount of time per week is sufficient for P.E both theoretical and practical class assessment the mean score (X= 1.57, SD=0.894) indicated that strongly disagree with the issue. So the time allocated for physical education per week is insufficient for student's assessment theoretical and practical class.

Based on the above table 4.5 item 2 respondents were asked the school provide adequate facility for practical class in athletics the mean score is (X=1.49, SD= 0.738) indicated that respondents strongly disagree the issue. So school do not provide adequate facilities for practical assessment in athletics.

According to the above table 4.5 item 3 the students were asked The school community focused for other subjects included in national exams the mean score (X=4.21

SD=0.978) it indicates strongly disagree with the issue. So the school community focused to other subjects included in national exams.

As presented on the above table 4.5 item 4 the as we asked the respondents about the supporting of school principals during students assessment in athletics the mean score (X=1.83 SD=1.144) indicated that disagree with the issue. Based on this information school principals do not support students during assessment.

Based on the above table 4.5 item 5 the students were asked the attitude of school community for both theoretical and practical assessment in athletics the mean score (X=1.60,SD=1.101) this indicated disagree with the issue. So the school community has negative attitudes for both theoretical and practical assessment in athletics.

According to table 4.5 item 6 students were asked to what extent express the distance of school from students and teachers home affects in assessment of athletics the mean score (X=4.08 SD=0.938) it indicates disagree with the issue.

Table 4.6 analysis and integration of pre and post test results

Number	Pretest (X)	X^2	D	D^2	Posttest(Y)	Y^2	D	D^2	XY
1	19	361	3.25	10.56	20	400	3.4	11.56	380
2	12	144	-3.25	10.56	16	256	-0.6	0.36	192
3	10	100	-5.75	33.06	9	81	-7.6	57.76	90
4	16	256	0.25	0.06	19	361	2.4	5.76	304
5	20	400	4.25	18.06	15	225	-1.6	2.56	300
6	14	196	-1.75	3.06	9	81	-7.6	57.76	126
7	11	121	-4.75	22.56	17	289	0.4	0.16	187
8	10	100	-5.75	33.06	13	169	-3.6	12.96	130
9	18	324	2.25	5.06	19	361	2.4	5.76	342
10	20	400	4.25	18.06	19	361	2.4	5.76	380
11	19	361	3.25	10.56	18	324	1.4	1.96	342
12	18	324	2.25	5.06	17	289	0.4	0.16	306
13	18	324	2.25	5.06	19	361	2.4	5.76	342

14	17	289	1.25	1.56	16	256	-0.4	0.16	272
15	17	289	1.25	1.56	15	225	-1.6	2.56	255
16	16	256	0.25	0.06	18	324	1.4	1.96	288
17	16	256	0.25	0.06	18	324	1.4	1.96	288
18	15	225	-0.75	0.56	14	196	-2.6	6.76	210
19	15	225	-0.75	0.56	16	256	-0.6	0.36	240
20	14	196	-1.75	3.06	16	256	-0.6	0.36	224
21	14	196	-1.75	3.06	16	256	-0.6	0.36	224
22	15	225	-0.75	0.56	16	256	-0.6	0.36	240
23	15	225	-0.75	0.56	17	289	0.4	0.16	255
24	16	256	0.25	0.06	18	324	1.4	1.96	288
25	16	256	0.25	0.06	18	324	1.4	1.96	288
26	17	289	1.25	1.56	15	225	-1.6	2.56	255
27	17	289	1.25	1.56	16	256	-0.6	0.36	272
28	18	324	2.25	5.06	19	361	2.4	5.76	342
29	18	324	2.25	5.06	20	400	3.4	11.56	360
30	19	361	3.25	10.56	18	324	1.4	1.96	342
31	20	400	4.25	18.06	19	361	2.4	5.76	380
32	18	324	2.25	5.06	19	361	2.4	5.76	342
33	10	100	-5.75	33.06	13	169	-3.6	12.96	130
34	11	121	-4.75	22.56	17	289	0.4	0.16	187
35	14	196	-1.75	3.06	9	81	-7.6	57.76	126
s36	20	400	4.25	18.06	18	324	1.4	1.96	360
37	16	256	0.25	0.06	19	361	2.4	5.76	304
38	10	100	-5.75	33.06	16	256	-0.6	0.36	160
39	12	144	-3.75	14.06	18	324	1.4	1.96	216
40	19	361	3.25	10.56	20	400	3.4	11.56	380
	$\sum X$ =630	$\sum X^2$ =10394	$\sum d$ = 99.5	$\sum d^2$ =367.34056	$\sum Y$ = 664	$\sum Y^2$ =11336	$\sum d$ = 84.2	$\sum d^2$ =313.24016	$\sum XY$ =10649

N = 40

$\sum x$ = 630

Mean ($\bar{x}$) = $\frac{\sum x}{N}$

Mean of x = $\frac{630}{40}$

Mean of x= 15.75

Mean of x: - the mean score of the result (x) is 15.75

Median of x: - in order to examine the median, first the researcher put results in ascending order, so the result was 10, 10,10, 10, 11, 11, 12, 12, 14, 14, 14, 14, 15, 15, 15, 15,16, 16, 16, 16,16, 16, 17, 17, 17, 17, 18, 18,18, 18, 18,18, 19,19,19,19, 20, 20,20,20

Step: - since the number of scores was even, the middle two numbers will add and then divided by two Median X= $\frac{16+16}{2}$ = 16

Mode of X = it was calculated by arranging the sample result in ascending order: 10, 10,10, 10, 11, 11, 12, 12, 14, 14, 14, 14, 15, 15, 15, 15,16, 16, 16, 16,16, 16, 17, 17, 17, 17, 18, 18,18, 18, 18,18, 19,19,19,19, 20, 20,20,20 then the mode of the score which was the most frequent, then the score were 16 and 18 had hex modals.

N = 40

$\sum Y$ = 664

Mean (y) = $\frac{\sum y}{N}$

Mean of y = $\frac{664}{40}$

Mean of y= 16.6

Mean of y = the mean score of the result (y) is 16.6

Median of y = first step is putting the result in ascending order: 9, 9,9, 13, 13,14, 15,15,15, 16, 16, 16, 16, 16, 16, 16,16, 17, 17, 17, 18,18, 18, 18, 18, 18, 18, 18, 19, 19, 19, 19, 19, 19, 19, 19, 19, 20, 20, 20, then the median is calculated by the middle two number add and then divided by two $\frac{17+17}{2}$=17

Mode of y = it was calculated by arranging the sample result in ascending order: 9, 9,9, 13, 13,14, 15,15,15, 16, 16, 16, 16, 16, 16, 16,16, 17, 17, 17, 18,18, 18, 18, 18, 18, 18, 18, 19, 19, 19, 19, 19, 19, 19, 19, 19, 20, 20, 20, then the mode of the score which was the most frequent, then the score were 16,18 and 19 had octal modals:

Based on the result, the measure of central tendency of the two tests was

Mean of x = 15.75 Mean of y = 16.6

Median of x = 16 Median of y = 17

Mode of x = 16 and 18 Mode of y = 16, 18 and 19

Measuring the variability of the result

Range = subtracting the highest score to the lowest score

Range of x= higher score x- lower score x

Rx = Hx – Lx

Rx = 20-9 = 11

Range of y = higher score y – lower score y

Ry = Hy – Ly

Ry = 20-9=11

Ry = 11

So the range of the first test (x) and the range of second test (y) is11.

The mean deviation of the first test (x) 57.5% of the middle score is as follows:

MdX = $\frac{\sum d}{N}$= $\frac{99.5}{40}$ =2.4875

To find out the 57.5% middle score of the MdX is add and subtract mean from the Md result that is 15.75+ 2.4875= 18.2375 and 15.75– 2.4875 = 13.2625 therefore the 57.5% of second test (y) is in between 18.2375 and 13.2625.

Mdy = $\frac{\sum d}{N}$ = $\frac{84.2}{40}$ = 2.105

To find out 57.5% middle score of the MdY is add and subtract mean from the Md result that is 16.6+ 2.105= 18.705and 16.6– 2.105= 14.495 therefore the 57.5% of second test (y) is in between 18.705 and 14. 495

The standard deviation of the first test (x) is calculated in the following way

It is used to find out the middle of 68.26% of the distributed scores it calculated by two methods

$S_x = \sqrt{\frac{N\sum x^2-(\sum x)^2}{N(N-1)}}$ or $Sx= \sqrt{\frac{\sum d^2}{N-1}}$

$S_x = \sqrt{\frac{40(10394)-(630)2}{40-1}}$ $Sx= \sqrt{\frac{367.34056}{40-1}}$

$S_x = \sqrt{\frac{415760-396900}{40(39)}}$ $Sx = \sqrt{\frac{367.34056}{39}}$

$S_x = \sqrt{\frac{18860}{1560}}$ $S_x = \sqrt{9.41898872}$

$S_x = \sqrt{12.0897436}$ Sx =3.0690371

S_x = 3.47703086

To find out the standard deviation of first test (x) 68.26% of the middle score is by using add and subtract from mean to standard deviation that is 15.75 + 3.47703086 = 19.2277031and

15.75 – 3.47703086 = 12.29691 that is in between 19.2277031 and 12.29691.

The standard deviation of the first test (x) is calculated in the following way

$S_y = \sqrt{\frac{N\sum y^2-(\sum y)^2}{N-1}}$ or $Sy= \sqrt{\frac{\sum d^2}{N-1}}$

$S_y = \sqrt{\frac{40(11336)-664}{40(40-1)}}$ $Sy= \sqrt{\frac{313.24016}{40-1}}$

$S_y = \sqrt{\frac{453440-440896}{40(39)}}$ $Sy = \sqrt{\frac{313.24016}{39}}$

$S_y = \sqrt{\frac{12544}{1560}}$ $S_y = \sqrt{8.03179897}$

S y= $\sqrt{8.04102564}$ Sy =2.83404287

Sy = 2.83567023

To find out the standard deviation of second test (y) 68.26% of middle score by using add subtract from the mean to the standard deviation, that is 16.6 + 2.83567023 = 19.4567023 and

16.6 – 2.83567023 = 13.7643298 that is between 19.4567023 and 13.7643298.

$$r = \frac{N(\sum xy) - (\sum x)(\sum y)}{\sqrt{(\sum x^2) - (\sum x)^2}\sqrt{(\sum y^2) - (\sum y)^2}}$$

$$r = \frac{40(10649) - (630)(664)}{\sqrt{(10394) - (630x630)}\sqrt{(11336) - (664x664)}}$$

$$r = \frac{425960 - 418320}{\sqrt{10394 - 396900}\sqrt{11336 - 440896}}$$

$$r = \frac{7640}{\sqrt{-386506}\sqrt{-429560}}$$

$$r = \frac{7640}{621.696067x655.40827}$$

$r = \frac{7640}{407464.744} = 0.01875009$ So the result indicates extremely low relationship

4.3. Qualitative data analysis

4.3.1 Analysis and interpretation of open ended questionnaires

Open ended questionnaires prepared for students to write their reasons for the item responded close ended questionnaires based on student's responses the researcher was interpreted as follows.

- Most of the students do not participated during P.E both theoretical and practical class assessment in case of different reasons
- Lack of students interest for physical education theoretical class and practical class assessment.
- Lack of awareness
- Teachers do not performed both theory and practice

- Sometimes females list ministration is on reasons
- Lack of materials for practical assessment in athletics
- The school is far from home.
- The time allocated for P.E is insufficient
- Lack of teachers interest to assess students by different techniques.
- Lack of school principal support.
- Lack of enough time for asking teachers to assess both techniques
- Students have negative feelings for the subject.
- Most of the students, other subject teachers and school community focused on other subjects included in national exams.

4.3.2 Analysis and interpretation data obtained from P.E teachers through interview

This interview with two physical education teachers aimed at students assessment in physical education; the relationship of theory to practice for effective learning in athletics of secondary schools.

The interview questions were designed in line with answering five research questions. The P.E teachers were interviewed individually.

Regarding students attitude for practical assessment

The interview result shows that both P.E teachers said their students no positive attitude to participation in related theory to practice. There challenges that affect assessments in physical education.

- Lack of awareness.
- Lack of available materials for practical class.
- The time allocated for physical education is insufficient
- Lack of physical education teachers interest for assessment of related theory to practice.
- Lack of giving feedback timely

- ❖ Lack of enough budget for fulfilling available equipment's for theoretical class and practical class assessments in athletics for effective learning under the study school.
- ❖ Lack of support and advice of school principals, it focuses on other subjects included in national exams.
- ❖ The school is away from the home of teachers and students.
- ❖ The environment is not comfortable for practical class.

4.3.3 Analysis and interpretation data obtained from principals through interview

The interview with two secondary school principals aimed at students assessment in physical education; the relationship of theory to practice for effective learning in athletics of secondary schools. The interview questions were designed in line with answering five research questions.

The school principals were interviewed individually. The responses generalized as follows.

- ✓ Lack of students interest for practical class
- ✓ Lack of self confidence
- ✓ Lack of awareness about assessment techniques in theoretical and practical class
- ✓ Lack of encouraging with each other during assessment
- ✓ Lac of educational materials such like text book and other materials for practical class in athletics.
- ✓ Shortage of money to fulfill material.
- ✓ Shortage of the interest of the teacher for theoretical and practical assessment.
- ✓ Lack of teachers ability perform both theory and practice
- ✓ Shortage of time or periods per week allocated for P.E

4.4 Analysis of data gathered from observation

The observation check list prepared both theoretical and practical class room observations

Table 4.7 Theoretical class room observation analysis

Key guide 1= Poor 2= fair 3= good, 4= very good and 5=Excellent

To put X marks on the agreement space

No	Statements observed on the lesson	1	2	3	4	5
1	Lesson plan derived from its unit					X
2	Objectives are clear and measurable				X	
3	Objectives appropriate to the learner				X	
4	Lesson activities are related to objectives		X			
5	Available materials and resources	X				
6	Students actively participated in the class				X	
7	Students are attentive				X	
8	Students interact with the teacher			X		
9	Students interact with each other		X			
10	Much of the instructional time is taken by the teacher					X
11	The teacher makes students for group discussion	X				
12	Teachers give equal chance for males and females					X
13	The seating arrangement is					X
14	Teachers ask questions based on the abilities of students			X		

Based on the above table the researcher was observed that P.E teachers make students for group, availability of materials and resources are poor in both schools for assessment of students in physical education in theoretical class for effective learning in athletics.

Regarding on table 6 lesson activities are related to objectives, students interact with each other were fair, students interact with the teacher, teachers asking questions based on the abilities of students good other things on table were very good and excellent.

Table 4.8 Practical class observation analysis

Key guide 1= not present 2= need attention 3= good and 4= very good

To put X marks on the agreement space

No	Statements	1	2	3	4
1	Lesson plan of practical class is related to theoretical class planes		X		
2	Practical class plan objectives are clear and smart		X		
3	Teachers wear is appropriate				X
4	Have students wear sport clothes			X	
5	Availability of school compounds for practical class		X		
6	Have the school athletic fields contains tracks	X			
7	Throwing materials like shout put, javelin, discus and hammer throw	X			
8	Jumping materials	X			
9	Encouragement of students with each other		X		
10	teachers use correct sequences start from warming up to stretching to main part and lastly concluded with cool down			X	
11	Does the teacher summarizing and give introduction to the next practical class				X

Based on the above table 7 school have not athletic field and tracks like shot put, discus, javelin and hammer for throwing. long, triple, high and pole vault for jumping events.

Regarding the above table teachers prepared for practical class lesson plan was need attention to relate practical to theoretical lesson plan objectives was clear and athletics smart, availabilities of school compounds for practical class, encouragement of students with each other need attention student's assessment in physical education; the relationship of theory to practice for effective learning in

CHAPTER FIVE

5. SUMMARY, CONCLUSION AND RECOMMENDATION

This chapter deals with summary, conclusion and recommendation. The first part deals with the summary of what already been treated in the previous chapter followed by the conclusion of the fundamental findings of the study. Finally based on the findings and conclusions drawn some possible recommendations would be forwarded.

5.1 SUMMARY

The purpose of this study was assessed the student's assessment in physical education; particularly the relationship of theory to practice for effective learning in athletics of secondary schools in Alle special woreda SNNPR state to this end. The study was expected to give answers for the following basic questions.

1. What are assessment techniques of teachers used to formalize feedback for students in physical education practical class and theoretical class in athletics?
2. Do providing formalized feedback in PE affect students' self-efficiency or attitudes towards the discipline?
3. Is there linking from theoretical class to practical class assessment in athletics?
4. What are the advantages of theoretical assessment class to practical class in athletics?
5. How assessment approaches should be effectively practiced in PE practical and theoretical class?

To achieve the objective of the study a questionnaire consisting relevant sets of questions with close ended and open ended types was prepared and distributed to samples of 178 students. An interview was prepared for 2 P.E teachers and 2 secondary school principals. Finally observation check lists was constructed by the researcher for theoretical and practical class Supervisions. Based on the frequency counts, the raw data were tilled, tabulated analyzed and major findings were summarized as follows.

The respondents 63.5% are males and 36.5%are females. This information indicates that females compared with males their participation in learning secondary schools are insignificant.

Respondents are age between 15-17(33.1%), age between 18-20(56.2%), age between 21-23 (6.2%) and the rest 4.5% of the respondents are greater than or equal to 24 age. The figure shows that most of the students are the age of above 17 years. This indicates that all of the students are adolescents, mature and fit to take responsibility.

70 percent of the students were grade nine and 29.8 percent of the students are grade ten. most of the students in the study schools were grade nine.

1. P.E teacher and both principals are males. 1 P.E teacher is female. As we have easily understood from the above table there is no female secondary school principals, based on this information we can say that females compare with males let alone occupy managerial position in secondary school levels are insignificant.

The age of physical education teachers 29 & 32 in Gewada and Tosho secondary schools respectively. In the same manner the age of principals are 38 & 40 in Gewada and Tosho secondary schools respectively. Based on thus information most P.E teachers and principals were matured and fit to take responsibility.

All of P.E teachers and principals in both schools have degree. From this information one can realized that all of P.E teachers and principals were do not fulfilled the required qualification needed at secondary school level.

Teachers have 5-10 years. School principals have 11-15 years of work experience under the study secondary schools. Due to thus information one can realized most of the school principals and P.E teachers served for a long years.

- Lack of awareness.
- Lack of available materials for practical class.
- The time allocated for physical education is insufficient
- Lack of physical education teachers interest for assessment of related theory to practice.

- Lack of giving feedback timely
- Lack of enough budget for fulfilling available equipment's for theoretical class and practical class assessments in athletics for effective learning under the study school.
- Lack of support and advice of school principals, it focuses on other subjects included in national exams.
- The school is away from the home of teachers and students.
- The environment is not comfortable for practical class.
- Lack of students interest for practical class
- Lack of self confidence
- Lack of awareness about assessment techniques in theoretical and practical class
- Lack of encouraging with each other during assessment
- Lac of educational materials such like text book and other materials for practical class in athletics.
- Shortage of money to fulfill material.
- Shortage of the interest of the teacher for theoretical and practical assessment.
- Lack of teachers ability perform both theory and practice
- Shortage of time or periods per week allocated for P.E

5.2 CONCLUSION

Based on the findings of the study summarized in the previous sections the following conclusions were drawn.

There are problems students assessment in physical education: The relationship of theory to practice to effective learning in athletics.

- Lack of students attitude for assessments using both theory to practice.
- Lack of available materials to athletics.
- Insufficient time allocated for the subject.
- Shortage of peer support.
- Lack of available sport field and other instruments for running, jumping and throwing events.

- ❖ Lack of focus for the subject with students, teachers, school principals and other communities.
- ❖ Inability of teachers to prepare lesson plan and assessment techniques in athletics for effective learning of students. Lack of school principals and government organizations support. School communities focused on other subject included in national exams.

5.3 RECOMMMENDATION

Based on the summary, major findings and conclusions drawn the following recommendations are forwarded.

1. To make an effective ad appropriate implementation of students assessment in physical education; The relationship of theory to practice to effective learning in athletics. The following preconditions are required.

   The availability of materials can help to participate all students in P.E theoretical and practical class assessment. So the school give attentions for fulfilling the facilities and materials.

   Create awareness about the students assessment in P.E; the relationship theory to practice for effective learning in athletics. This increase the interest of students and other community.
2. in order to increase the interest of the students towards students assessment in physical education; The relationship of theory to practice to effective learning in athletics focuses on activities help to improve the abilities and skills in athletics.
3. school principals ,P.E teaches, other subject teachers and other administrator worker of the school needs to cooperate and discusses the students assessment in physical education; The relationship of theory to practice to effective learning in athletics.
4. It is better to work government, nongovernment bodies and schools together to encourage school compounds, sport fields, facilities and materials for improving students both theoretical and practical class assessment in athletics.
5. physical education teachers and school principals adjust additional times for P.E practical class to minimize lack of time.

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Appendix I

Questionaries' prepared for students

This questionnaire is designed to collect information about students assessment in physical education; the relationship of theory to practice for effective learning in athletics of secondary schools in Alle special wereda SNNPR state, your response contributes much to the success of the research to be under taken, your kindly requested to fill the questionnaire.

Part one General information

1/ No need of write your name on the questioners

2/ Name of school_____

3/ Sex_____

4/ Age A/ 15-17 B/ 18-20 C/ 21-23 D/ more than 24

5/ Grade level_____

6/ use encircle a letter on your answer

Part two main data of information

1/ the participation of students in theoretical and practical assessment

A/ strongly agree B/ Agree C/ disagree D/ strongly disagree E/ undecided

2/ encouraging of students each other to perform theoretical and practical class assessment in athletics A/ strongly agree B/ Agree C/ disagree D/ strongly disagree E/ undecided

3/ having positive attitude for the subject assessed with theoretical and practical class in athletics A/ strongly agree B/ Agree C/ disagree D/ strongly disagree E/ undecided

4/ Do you have giving attentions for assessments in athletics

A/ strongly agree B/ Agree C/ disagree D/ strongly disagree E/ undecided

5/ Do you assessed in lower grade level by linking both theory and practical assessment in athletics A/ strongly agree B/ Agree C/ disagree D/ strongly disagree E/ undecided

6/ ability of students reading basic rules of athletics

A/ strongly agree B/ Agree C/ disagree D/ strongly disagree E/ undecided

7/ seating arrangement of students in the class

A/ strongly agree B/ Agree C/ disagree D/ strongly disagree E/ undecided

8/ Having your teachers used different techniques of assessment in theoretical and practical

A/ strongly agree B/ Agree C/ disagree D/ strongly disagree E/ undecided

9/ Does your teacher assessed students by linking theory to practice class assessment

A/ strongly agree B/ Agree C/ disagree D/ strongly disagree E/ undecided

10/ Teachers ability performing theoretical and practical assessment

A/ strongly agree B/ Agree C/ disagree D/ strongly disagree E/ undecided

11/Giving feedback timely during assessment A/ strongly agree

B/ Agree C/ disagree D/ strongly disagree E/ undecided

12/ Does your teacher give equal chance for students in learning teaching process

A/ strongly agree B/ Agree C/ disagree D/ strongly disagree E/ undecided

13/ Using correct sequences during practical class as warming up-- stretching -- main part and cool down of your teachers

A/ strongly agree B/ Agree C/ disagree D/ strongly disagree E/ undecided

14/ giving equally assessed student's theoretical and practical class assessment

A/ strongly agree B/ Agree C/ disagree D/ strongly disagree E/ undecided

15/ Is amount of time per week is sufficient for P. E

A/ strongly agree B/ Agree C/ disagree D/ strongly disagree E/ undecided

16/ the school provide adequate facility for practical class in athletics

A/ strongly agree B/ Agree C/ disagree D/ strongly disagree E/ undecided

17/ The school community focused for other subjects included in national exams

A/ strongly agree B/ Agree C/ disagree D/ strongly disagree E/ undecided

18/ The supporting of school principals during students assessment

A/ strongly agree B/ Agree C/ disagree D/ strongly disagree E/ undecided

19/ The attitude of school community for both theoretical and practical assessment in athletics

20/ The distance of school from students and teachers home

A/ strongly agree B/ Agree C/ disagree D/ strongly disagree E/ undecided

21/write your comments on the school compound facilities and materials for practical class assessment

22/ list factors that affect assessments of students in athletics both theoretical and practical class

_____

_____

_____

23/ what is your attitude for assessment

_____

_____

24/ who to express the advantages of students assessment in physical education the relationship of theory to practice for effective learning in athletics

_____

_____

_____

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Appendix II

INTERVEW FOR PHYSICAL EDUCATION TEACHERES

The purpose of this interview is to collect information regarding to students assessment in physical education, the relationship of theory to practice for effective earning in athletics of secondary schools in Alle special werda .Thus your direct participation has been found essential and you have been selected for interview, so you are kindly requested to provide information needed objectively and honesty. It is assured that the collected information will be kept confidential and used for research purpose only thanks you

INTERVEW QUESTIONS

I please write the background information on the space provided

Name of school _____ Sex _____

Age ___ Qualification _____

Work experience _____

1/Do you believe that students have positive attitude for theoretical and practical assessments.

2/to what extent students participate during physical education practical class?

3/How to improve the relationship of theoretical assessment to practical assessments for effective learning in athletics.

4/ How do you express the availability of P.E materials in your school for practical class assessment

5/ who to express the advantages of student's assessment in P.E the relation of theory to practice for effective learning in athletics?

6/ who to express providing formalize feedback in P.E affect student's self-confidence or attitudes towards the discipline in your school?

7/ to what extent teachers use to formalize feedback for students assessment in P.E practical class and theoretical class?

8/ which assessment approaches effectively use practiced in athletics practical class and theoretical class assessment for effective learning.

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Appendix III

Interview for School directors

The purpose of this interview is to collect information regarding to students assessment in physical education, the relationship of theory to practice for effective earning in athletics of secondary schools in Alle special werda . Thus your direct participation has been found essential and you have been selected for interview, so you are kindly requested to provide information needed objectively and honesty. It is assured that the collected information will be kept confidential and used for research purpose only thanks you.

INTERVEW QUESTIONS

I please write the background information on the space provided

Name of school _____

Sex _____Age ___

Qualification _____ Work experience _____

1/ are there available facilities in your school for students assessment in P.E theoretical and practical class?

2/ How to improve the relationship of theoretical assessment to practical assessments for effective learning in athletics.

3/Who to express the advantages of students assessment in P.E the relation of theory to practice for effective learning in athletics?

4/ How to improve student's positive attitude for theoretical and practical assessments

5/To what extent students participate during physical education practical class?.

6/ who to express providing formalize feedback in P.E affect student's self-confidence or attitudes towards the discipline in your school?

7/ To what extent teachers use to formalize feedback for students assessment in P.E practical class and theoretical class?

8/ which assessment approaches effectively use practiced in athletics practical class and theoretical class assesssment for effective learning.

Appendix Iv

Theoretical class room observation analysis

Key guide 1= poor, 2= fair, 3= good, 4= very good and 5= excellent

To put X marks on the agreement space

No	Statements observed on the lesson	1	2	3	4	5
1	Lesson plan derived from its unit					
2	Objectives are clear and measurable					
3	Objectives appropriate to the learner					
4	Lesson activities are related to objectives					
5	Available materials and resources					
6	Students actively participated in the class					
7	Students are attentive					
8	Students interact with the teacher					
9	Students interact with each other					
10	Much of the instructional time is taken by the teacher					
11	The teacher makes students for group discussion					
12	Teachers give equal chance for males and females					
13	The seating arrangement is					
14	Teachers ask questions based on the abilities of students					

Appendix V

Practical class observation analysis

Key guide 1= not present 2= need attention 3= good 4= very good

To put X marks on the agreement space

No	Statements	1	2	3	4
1	Lesson plan of practical class is related to theoretical class planes				
2	Practical class plan objectives are clear and smart				
3	Teachers wear is appropriate				
4	Have students wear sport clothes				
5	Availability of school compounds for practical class				
6	Have the school athletic fields contains tracks				
7	Throwing materials like shout put, javelin, discus and hammer throw				
8	Jumping materials				
9	Encouragement of students with each other				
10	teachers use correct sequences start from warming up to stretching to main part and lastly concluded with cool down				
11	Does the teacher summarizing and give introduction to the next practical class				