

Addis Ababa University
School of Graduate Studies
College of Education and Behavioral Studies
Department of Science and Mathematics Education
Challenges of Teaching Physical Education: the case of Alge, Sachi
and Suphe Secondary Schools in Ilu Abba Bora Zone of Oromia
Regional National states

By

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MED Thesis

Submitted to the Department of Science and Mathematics
Education in partial fulfillment for the requirement of MED Degree
in Physical Education

Advisor: Sutuma Edessa (PhD)

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ACRONYMS

AHA-The American Heart Association

CDDS- Council of Europe Committee for the Development of Sport

EPEC- Exemplary Physical Education Curriculum

HHS- Health and Human Services

IEP- International of Educational Planning

IIEP- International Institute of Educational Planning

IOM- Institute of Medicine

MOE- Ministry of Education

NASBE- National Association State Boards of Education

NASPE- National Association for Sport and Physical Education

NCATE- National Council for Accreditation of Teacher Education

PE- Physical Education

PHYSICAL- Promoting Health for Youth Skills In Class Room And Life

SPARK- Sport Play and Active Recreation for Sport Kids

UNESCO- United Nation Educational Scientific and Cultural Organizations

UNICEF- United International Children's Fund

WIC- Women, Infants and Children

Challenges of Teaching physical Education ;the case of Alge, Sachi and Suphe secondary school in Ilu Abba Bora Zone of Oromia Regional National State

Abstract

The purpose of the study was to establish the challenges of implementing Physical Education in Alge, Sachi and Suphe Secondary Schools of Alge district. This study covered the following

objectives; to find out the challenges of the implementation of Alge, Sachi and Suphe secondary schools of Alge district, status of facilities and the attitude of teachers and students towards Physical Education. The study targeted 900 participants from the three secondary schools of Alge district. Questionnaires for the students and interview schedules for the participants and teachers were used for data collection. Validity of the research instruments was ensured by discussing with the member staffs. The research utilized descriptive statistics and presented them in tables. The study found that there is no enough time provided for Physical Education. Physical Education is not adequately staffed and there are no facilities in school for Physical Education. The condition of the available facilities is not enough in Alge, Sachi and Suphe secondary schools of Alge district. The performance of the Physical Education teachers towards the lesson is negative. The principals should be sensitized on the importance of Physical Education to understand their role in the implementation of the Physical Education subjects. Every school should be mandated to provide the necessary facilities needed for the challenges of implementing of the subject of Physical Education. Research findings may enable the Educational bureaus of Alge in development of Physical Education subjects and to identify challenges facing its implementation in Alge, Sachi and Suphe secondary schools of Alge district. Every researcher may also benefit from the study as bases for further study.

KEYWORDS: *Physical education, Teacher, Student, School, Facilities and equipment*

Chapter

one

Introduction

1.1 Back ground of the study

School is considered to be one of the most important educational institution which works towards the achievement of integrated, comprehensive and balanced student development from every aspect: physical, psychological, mental, and social and health. All these are achieved through what is provided from various cognitive, motor and cultural programs, which target all students regardless of their gender, age, skin color or cultural and social level. Civilized societies have created schools which achieve family objectives and society's members in general due to the increase in family's obligations, which lead to family inability to perform the task of rising and educating their children. Thus, family designated this essential task to a secure and safe place that children feel comfortable with, namely the school. For these reasons, school have been founded in order to carry out and adopt society's objectives and to transform them to present and future generations via schooling that schools provide, along with multiple activities that help in child's qualifying in order to become a citizen who has the sense of belonging, adjustment, with integrated personality (Qutami, 2005).

There are many benefits physical education provides today's students and society. Within a school setting, a physical education program can serve society in many ways if implemented and utilized appropriately. There are many areas physical education can serve and positively affect students and society. One is overall physical fitness. For example, physical education helps students and society improve skill-related components such as speed, agility, reaction time, balance, coordination, and basic movement patterns.

Physical education helps students and society improve upon are strength, endurance, flexibility, and cardiovascular/respiratory activities. The American Heart Association (AHA, 2010) recommends that if children and adolescents want to increase their life expectancies, they need to eat healthier and become physically active.

The teacher is considered to be the major and first instrument in education. School relies upon teacher in preparing generations of students and in facing problems that hinder their ability to perform duties represented in practical class of physical education and leveraging their level. There is no doubt that physical education course carries a primary significance among the entire student body with all their differences, status and experience. Thus, teacher is the corner stone in learning and teaching practical exercise, and the most important factor in education process. This requires the availability of an effective teacher who seeks to be competent and influential. His desire stems from professional commitment to provide the best education possible to his

student in one hand, and to his need in facing regulatory process and situations of management in learning environment, on the other Hand (Tal, et al; 1993:68).

Kurdi (1986) points out that revealing the importance magnitude of physical education is the school's responsibility. This can be achieved through providing sufficient opportunities to sports practicing, achieving physical fitness, adopt health information and habits, and safe attitudes in order to enable a physical education program that helps in stabilizing their emotions and assure themselves through several activities, emotions and assure themselves through several activities. Mamser (1990:2) defines the school physical education as: "educational system, that stands by itself, aims at instilling integrated development of individual as a whole through gaining general body fitness, the sharpening of mental and cognitive strength; and to straighten individual's overall behavior, control emotional and psychological expressions, adjust his tendencies and childish trends, direct his primary drives with accepted social values and principles .Ultimately be exalted by the values and standards of good behavior". The course of physical education nowadays is considered to be a primary course among school educational curriculum. Whereas, it contributes sufficiently in curriculum success, due to physical education is an educational field characterized by practical application and practice. At the same time, physical education is not only a process of providing students with information and knowledge or being a mere muscle development and training or as experience of entertainment means, rather, it is a physical education that has become a part so important in the comprehensive educational process, and as an essential need of modern humans (Hussein & Abdul rahman, 1989). Coker (1979) points out that the most effective factors that influence the efficiency of physical education program implementation are: physical facilities, equipment, device, instructor's competency, session's allocated time, weather conditions and the size of physical education budget. In the same context Kurdi (1986) and Zo'ubi (1992) point out that the influencing factors on school physical education are: educational system; physical education general objectives, teachers, students, parents, teaching approaches, and physical education capabilities.

From the above notion the researcher focus on the main challenges of implementing the subject of physical education the case of Alge, Sachi and Suphe Secondary school of Alge District. Physical education is defined as a learning process designed to foster the development of motor skills, health related fitness, knowledge and attitudes relative to physical education through a series of carefully planned and conducted experiences (Chappell, 2001). The learning

environment is thoughtfully structured to enhance the overall development of each student within the true learning domains: psychomotor, cognitive, and affective. These learning experiences help students understand how humans move and how to execute movements safely, efficiently, and effectively. These experiences are conducted in such a way as to promote positive feelings towards oneself as a mover and an appreciation for the contribution that physical activity can make to one's quality of life (Wuest and Lombardo 2000).

Physical Education is a systematic instruction in sports, training, practice, gymnastics, exercises, and hygiene given as part of a school or college program. Physical Education is the study, practice, and appreciation of the art and science of human movement (Hardman, 2002b). Physical Education is course in the curricula that utilizes the learning in the cognitive, affective, and psychomotor domains in a play or movement exploration setting (Kirui, 2007). In this study, it refers to an instructional program built around basic motor activities, which help achieve the goal of physical, emotional and mental wellbeing for every pupil, student and student-teachers. It includes education in health, hygiene, first aid, personal safety, and the teaching of manipulative skills. It is an integral part of the schooling process. In schools physical education is usually referred to by the abbreviation Physical Education.

The teacher is considered to be the major and first instrument in education. School relies upon teacher in preparing generations of students and in facing problems that hinder their ability to perform duties represented in student progress and leveraging their level. There is no doubt that physical education course carries a primary significance among the entire student body with all their differences, status and experience.

The teaching of Physical Education faces challenges in most countries (Hardman, 2009). These challenges range from reduced curriculum time and a lack of adequately prepared teachers, to the poor state of facilities and a negative perception from teachers, students and parents (Nyakwebwa, 2005). According to Van Deventer (2005), the crisis Physical Education faces globally has both a scientific and a political dimension, meaning that it is not only to do with curriculum content but also with the politics surrounding the curriculum as this is developed and implemented in schools.

Physical Education has the potential to make a unique contribution to the education of all learners and could improve cognitive, social, emotional and physical development (Calfas, 1994; Elshburne, 1992 and Keays, 1993) and enhance health related fitness and provide

graduates with the knowledge, attitude, motor and behavioral skills they need to adopt an active lifestyle that will persist throughout their life time Mohammed, (2012) With exercise and activity habits commencing early in life and the development of healthy lifestyle behaviors' among children and adolescents translating into reduced health risks in adulthood (Dobbins, De Corby, Robeson,

Hussein, & Tirilis, 2009), quality education at an early age is paramount. Hence, schools have been identified as key health settings and are being called upon to give greater attention to their physical education and physical activity programs (Naylor & McKay, 2009; Pate et al., 2006).

The combination of the decline in fitness standards of young people, high drop-out rates, and inadequate pathways to accessing physical activity (Hardman, 2008) and the substantial increase in the prevalence of overweight and obesity among children and adolescents around the world (Eisenmann, 2006) undoubtedly equates to a growing concern. Therefore, it is not only schools that have been identified as having a key role to play, but it is also apparent that physical educators are becoming more accountable than ever before as their role continues to evolve and they pursue opportunities to facilitate activities that engage students and provide education on lifestyle choices and healthy behaviors. Schools are learning environments with the capacity to equip students with these attributes; however, it is the quality of the programs in schools that will ensure that young people are given the opportunities to become physically-educated individuals (Lee, Burgeson, Fulton, & Spain, 2007). The provision of implementing of physical education can be affected by many factors, some of which can assist or hinder delivery and participation

The challenge across of the physical education system

The following seven themes were development by Hardman [2009] in his efforts to better understand the nature of these challenge across the education system in different countries;

Situation of physical education in school; this themes refers to the way in which type government and other policy frameworks supports the existence and conduct of physical education the administration function of physical education performance are numerous. main try student ,information on students achivement on fitness and skills tests and anecdotal records of behavior, many teachers also coaching in terscholasic sport team in addition to teaching their physical education classes Coaching is a demanding responsibility, especially when it is viewed in conjunction with the many other responsibilities associated with teaching , teaching and

coaching impose numerous responsibilities for physical education forming individuals , it is like having two full time jobs [Alex, 2006],

Challenges with for the period 2005 to 2006 , VNICEF estimated that 90 million children were not enrolment rate for both boys and girls in the developed countries. There fore face an uncertain future given these reports on school enrolment.

1.2 Statement of the problem

Students of secondary schools are experiencing a phase in their development in which they are attempting to make sense out of who they are and how they will live their lives as adults. Physical Education can play an important role in that transition. Positive self-concept development is an outgrowth of a number of positive experiences encountered through physical activity. Social development results from interactions between peers as they learn to work cooperatively in small, medium and large groups (Fall, 2007).

Physical Education contributes to students' academic and intellectual growth as it provides knowledge and understanding about their bodies and how they function with exercise and without exercise. Students learn how to achieve physical fitness and the importance of maintaining an active lifestyle for a lifetime. They are introduced to and exposed to a wide variety of activities, competitive and noncompetitive, that bring them enjoyment and support those academic experiences that are critical to understanding the activity (Dawn and John, 1999)

The problems approaches employed by the concerned teachers are not based on the methods and the techniques prescribed by the syllabus. So that it is difficult to implement practical exercise of Physical Education due to serious shortage of teaching materials, non-availability of sufficient budget and play grounds. Willingness of concerned teachers to go together with the new methods of teaching also negatively affect running of the class. Alex (2006) stated that the purpose of all practical exercise of Physical Education is to provide opportunities for an individual student or groups of students to benefit maximally from participation in learning activities. The role played by the teacher in the implementation of Physical Education practical session is one of the factors that influence the quality of education. In our country's educational system, Physical Education is one of the subjects included in the secondary schools and the syllabus with general objectives has been developed for it. However, due to some shortcomings, of which, it was not possible to achieve the objectives. Hence the shortage of practical exercise

of materials, lack of quality teachers, lack of playgrounds, lack of (high shortage of budget) compared to its value and needs, lack of competence to teach, and in adequate refreshment training for teachers are among the major problems (Solomon, 2000).

It is always that when a practical exercise of physical education is implemented it, may face many challenges in its implementation. Since general secondary schools of Physical Education curriculum is a curriculum under practical implementation, we cannot say with certainty how much it has been implemented on the ground and what challenges have been encountered in the course of its implementation. Thus, a thorough assessment of the implementation is essential so that the challenges of practical exercise of Physical Education can be detected and best practices can be drawn. Moreover, the researcher's experience when he was teaching Physical Education in Alge, Sachi and Suphe secondary schools faced different problems in the practical session. It was with this in mind that this study was launched. The study tried to examine the challenges of the implementation of practical session of Physical Education with a particular focus of Alge, Sachi and Suphe secondary schools in Alge district.

The practical session is preferred because it's the center of Physical Education. Moreover, it is not studied separately until now. This made the magnitude of the problem high. To this effect the experience of Alge, Sachi and Suphe may have a strategic advantage to spread throughout the country. Additionally, government secondary schools may be able to show the experiences and problems relatively. The implementation of Physical Education practical session in government secondary schools also was not studied so far. Therefore, government Alge, Sachi and Suphe were the student

1.3 Objective of the study

1.3.1 General objective of the study

The general objective of this study is to examine challenges of teaching practical exercises and find possible solution of Alge, Sachi and Suphe secondary schools of Alge district.

1.3.2 Specific objective of the study

The specific objectives of the study are to investigate the problems implementing practical exercise of subject of physical education in Alge, Sachi and Suphe secondary schools to perform the following points.

1. Investigate the major challenges that hindered the implementation of the Physical Education practical session of Alge, Sachi and Suphe secondary schools.
2. Find out the hampering factors that teachers and students face during the practical exercises of Physical Education in the schools.
3. Explore the procedure and the methods used to practicing students.
4. Provide solution to improve the teaching and practical exercises of physical education in Alge, Sachi and Suphe secondary schools

1.4 Research questions

In order to meet the objective of the study, the following research questions are addressed as a guide for treating the problem.

1. What are the most severe challenges that physical education teachers face in implementing physical education exercises in Alge, Sachi and Suphe Secondary Schools of Alge district?
2. Are there statistically significant differences in obstacles due to experience, education qualification, education type and school's location variables?
3. In what way the actual administration and teacher is practice?
4. What methods are used to teach practical exercises program in Alge, Sachi and Suphe secondary school

1.5 Significance of the study

This study would be designed in the direction to identify the development and challenges of teaching practical exercises during physical education class. The researcher of this study hopes that the findings of the study would contribute to:

1. Give insight for Ilubabor Zone and school administrators to enhance practical exercise;
2. Give suggests teacher, school and other stakeholders to have better knowledge of the core problems; and
3. Initiate other researchers to conduct further and detailed study on the development and challenges of implementing the subject of physical education the case of Alge, Schi and Suphe secondary school of Alge district physical education lesson.

1.6 Delimitation of the study

In order to make the study more specific and manageable, this study mainly focuses on the main challenges of implementing the subject of physical education the case of Alge, Sachi and Suphe secondary schools of Alge district.

1.7 Limitation of the study

Through in taking this study there was shortage of reference materials that deal on the main challenges of implementing the subject of physical education the case of Alge, Sachi and Suphe secondary school of Alge district.

That's why; the researcher believes that this problem contributed to the inadequacy of the study. In fact, attempts were made to overcome this inadequacy by making use of some unpublished but relevant materials and documents.

To one side from this, constraints of time and money contributed to the inadequacy of the research. However; the researcher tried all his best to maintain the excellence of this research by putting utmost effort

1.8 Organization of the Study

This study was organized into five chapters. Chapter one consists of the background of the study, a statement of the problem, objective, basic questions and significance of the study, delimitation and limitation of the study and organization of the study. Chapter two present review of the related literature. Chapter three deals with research design and methodology employed in conducting the research. The fourth chapter includes the presentation, analysis and interpretation of the data. The last chapter presents a summary of the major findings of the study, conclusion and recommendations. Finally, references and appendixes are attached to the last part of the study report

Chapter two

2. Review of related literatures

2.1 Challenge of physical Education

The problem ranges from reduced curriculum time and lack of adequately prepared teachers to the poor state of facilities and negative perception from teachers, students and parents. Although many school principals and teachers appear to understand the importance of physical education. They are also aware of the immense pressure for students to perform well in high stakes examination (Difiore, 2010).

This would seem to suggest that making physical education a core and examinable academic subject physical education in school would solve his problem.

However making it just another academic subject creates problems of another kind as physical education must retaining aspect of enjoyment (Green, 2003). Reliable and consistent evolution, they help to describe and to enhance student achievement. Additionally, they state that without objective assessment of students learning and achievement. Physical education programs could be can call every time there are program reviews, cuts in budgets and school restructuring.

Drewe (2001) has criticized most material advocating for the inclusion of physical education in school curricular, noting what while such material espoused the benefits of physical education programs. Most of these benefits dwelt on improving physical and mental health only.

The following chapter consists of comprehensive review of the literature available to justify the hypothesis of this proposal. The review will highlight some of the experimental designs and findings of the research proposal studies that related to this study. This review examines that literature related to the same hypothesis. This review is broken up in to four separate sections each of which includes some-sub sections.

2.2 Professional Development and Self-Efficacy

According to Martin, McCaughtry, Kulinna, and Cothran (2009), social cognitive- based intervention enhances physical education teacher efficacy. Specifically, they investigated an intervention designed to assist physical education teachers teach physically active lessons using the Exemplary Physical Education Curriculum. The four domains of the EPEC consist of physical fitness, motor skills, personal and social development, and physical activity and fitnessknowledge. The researchers provided physical education teachers with workshops, lessons, and mentoring in accordance to the domains provided by the EPEC in relation to

enhancing self-efficacy. They describe self-efficacy as: one's perceived capability to complete a particular task in a particular setting. Efficacious teachers work harder, use more problem solving strategies, develop greater skills, become more competent teachers, and persist more in the face of failure compared with less efficacious teachers. Thus physical education teachers who feel efficacious about implementing a new curriculum such as the EPEC should be more likely to do so, compared with teachers who lack self-efficacy in using the curriculum.

These researchers also said that those physical education teachers that have a strong self-efficacy are more likely to overcome barriers such as student resistance, students of low socio-economic status, at-risk students, diversity, lack of space, and lack of time. They found through the implementation of the EPEC, a social cognitive-based intervention, that physical education teachers increased their self-efficacies and abilities to overcome various barriers to teaching physically-active lessons. They also found that physical education teachers gain efficacy to overcome time, space, and institutional barriers to physical activity more easily than being involved with day-to-day challenges of interacting and motivating students. These researchers suggested implementing a psychology of physical education class into professional development programs to help physical education teachers better understand how to motivate students in physical education class

2.3 Factors affecting the practical field sessions of Physical Education

2.3.1 Effective School Factors

Effective schools are distinguished from inefficient ones by the frequency and extent to which teachers learn together, plan together, test ideas together, discuss practices together, reflect together, grapple together with the fundamental vision and focus of developing students to fullest capacity. Effective schools are a learning community, a place where teachers and administrators study, work and learn together with the mission of improving student achievement. All efficient schools have a culture and it is the information one gets from a culture that sends a message to the student that they will be productive and successful. The effective teacher thinks, reflects and implements Ontario (2010).

2.3.1.1 The learning environment of physical Education

The physical education environment can affect both conditions for learning and opportunities for physical activity and healthy living. The physical environment includes the school building and grounds, routes to and from the school, and materials and equipment used in school programs. A healthy physical environment would include clean and accessible facilities, shade structures and a naturalized play environment, the availability of healthy food choices, and the absence of environmental carcinogens, including any that might be found in cleaning products. Visual cues, such as bulletin boards and signs with healthy-school messages, can be an indicator of a healthy physical environment. The design of the built environment can enhance or restrict opportunities for physical activity and healthy living Ontario (2010).

The importance of the learning environment for student learning has been highlighted by research in New Zealand classrooms (Ministry of Education, 1999). Alton-Lee's research and Salter's (2003) work on culturally responsive pedagogies for learners in particular, both build on this work by underlining the importance of the learning environment. Research-based characteristics linked to 'Quality Teaching,' include teaching and learning practices, which create an environment that works as a learning community. The notion of building a learning community emphasizes not only the role the teacher takes in directly interacting with students, but also the role the teachers teaching and learning approaches have in shaping peer culture within classrooms. Co-operative learning approaches emphasize these features. 'Co-operative learning approaches have been linked to outcomes such as an increase in conceptual achievement, increase in the use of critical thinking and higher order thinking skills, as well as increases in individual self-esteem, and positive attitudes toward those who are culturally or racially different.' (Salter, 2003:32).

'When the school provides a caring and supportive environment, students feel valued and are able to contribute to school and community life (Ministry of Education, 1999:54).' 'The dual dimensions of care and valuing diversity are core features of a learning community (Ministry of Education, 2003:22-23).'

2.3.2 The Human factors

A. Teacher factors

Teaching is a key to student success. Teachers are responsible for using appropriate and effective instructional strategies to help students achieve the physical education curriculum expectations, as well as appropriate methods for assessing and evaluating student learning. Teachers bring enthusiasm, addressing individual students' needs and ensuring high-quality learning opportunities for every student. The attitude with which teachers approach physical education is critical, as teachers are important role models for students Ontario (2010).

Teachers should follow the principle of “first, do no harm” and ensure that the learning setting is always physically and emotionally safe. It is important to be aware of and carefully observe how students feel about the various requirements of the program, from changing their clothing for physical education classes to participating in activities, demonstrating learning, working with others, and discussing health topics. To ensure physical safety, teachers must follow all board safety guidelines. It is also critical to student success to create an atmosphere in which students of all body shapes and sizes, abilities, gender identities and sexual orientations, and ethnic cultural, racial, and religious backgrounds can feel accepted, comfortable, and free from harassment (Susan, 2004).

To increase their comfort level and their skill in teaching physical education and to ensure effective delivery of the curriculum, teachers should reflect on their own attitudes, biases, and values with respect to the topics they are teaching, and seek out current resources, mentors, and professional development and training opportunities, as necessary. Using a variety of instructional, assessment, and evaluation strategies, teachers provide numerous opportunities for students to enhance their living skills as they develop the knowledge and skills required for active living, movement competence, and healthy living Ontario (2010).

These hands-on learning experiences should enable students to make meaningful connections between what they already know and what they are learning. Teachers should reflect on the results of the learning opportunities they provide, and make adjustments to them as necessary to help every student achieve the curriculum expectations to the best of his or her ability Richard (2008). Learning in physical education can play a key role in shaping students' views about life, relationships, healthy development, physical activity, and how they learn (Susan, 2004)

B. Student factors

Students' responsibilities with respect to their own learning develop gradually and increase over time, as they progress through elementary and secondary school. With appropriate instruction and with experience, students come to see how an applied effort can enhance learning and improve achievement. As they mature and develop their ability to persist, to manage their behavior and impulses, to take responsible risks, and to listen with understanding, students become better able to take more responsibility for their learning and progress. Learning to take responsibility for their improvement and achievement is an important part of every student's education (Grout and Long, 2009).

Mastering the skills and concepts connected with learning in the physical education curriculum requires on-going practice, an effort to respond to feedback, personal reflection, and commitment from students. It also requires a willingness to try new activities, work with peers, and always follow safety practices. Through on-going practice and reflection about their development, students deepen their appreciation and understanding of themselves and others, and of their health and wellbeing.

Students' attitudes towards physical education can have a significant effect on their learning and their achievement of the expectations. Students who are strongly engaged and who are given opportunities to provide leadership are more likely to adopt practices and behaviors that support healthy, active living (Macdonald and Broker, 1997).

C. Status of economic factors

Economic status is common that the influence of the economic level of the community on its schools is considerable. The state of the nation's economy, the economic soundness of local businesses and industries, and the level of employment within the community are some of the economic factors that can positively or negatively affect various school programs and the equality of the education students receive. In relation to physical education this means well planned plans, adequate equipment, and enough qualified personal with salaries high enough to attract and retain them. It also means an appropriate class size for learning, a varied instructional program, an inclusive intramural program, and a full interscholastic program. Where communities are experiencing hard economic times the school budget may not be supported. Over a period of time, this lack of financial support can have a severe impact the quality of education with reference to physical education, the consequences can include inadequate facilities, shortage of equipment and supplies, overcrowded class, Sensitivity to different

economic conditions within the needs of their students while some students may come from very wealthy backgrounds, other students may be living at or below poverty level. These students may face the problems of hunger, fear, and insecurity that may interfere with their ability to learn(Ontario2009

D. Family factors

Parents play an important role in their children's learning. Studies show that students perform better in school if their parents are involved in their education. By becoming familiar with the physical education curriculum, parents can better appreciate what is being taught in each grade and what their children are expected to learn. This awareness will enhance the parents' ability to discuss their children's work with them, to communicate with teachers, and to ask relevant questions about their children's progress (Ontario, 2010).

Knowledge of the expectations will also help parents to understand how their children are progressing in school, to interpret teachers' comments on student progress, and to work with teachers to improve their children's learning. Effective ways in which parents can support their children's learning include the following: attending parent-teacher interviews, participating in parent workshops and school council activities (including becoming a school council member), and encouraging their children to practice at home and to complete their assignments. Parents can be supportive by promoting and attending events related to healthy, active living at their children's school (Ontario, 2010).

Parents who work in the health or recreation fields, for example, may be able to contribute as guest speakers or as volunteers during health or physical education classes or co-curricular activities. Parents and all adult role models can also provide valuable support for their children's learning by being physically active themselves and making healthy choices connected to eating, substance use, relationships, personal care, and injury prevention(Douglas, H. 2008).

Parents help to show children the value of their learning in physical education by taking an interest in the curriculum topics and helping to make connections at home. Such an interest encourages students and promotes a positive attitude about healthy, active living. Through discussion with their children, parents have an opportunity to learn about new approaches in physical activity and about emerging health issues. Helping students apply their learning may involve things like including children when making food purchasing decisions and preparing meals, discussing activity choices and ways of building fitness into each day's activities, and

creating or facilitating activity opportunities. By recognizing the achievements of their children in physical education, parents can help them develop confidence (Bailey, 2006).

E. Community relationships factors

Community partners are an important resource for a school's physical education program. Relationships with public health units, community recreation facilities, social service agencies, universities and colleges, businesses, service groups, and other community organizations can provide valuable support and enrichment for student learning. These organizations can provide expertise, skills, materials, and programs that are not available through the school or that supplement those that are. Such partnerships benefit not only the students but also the life of the community (Susan, 2004).

Public health units are one of the most valuable sources of support in the community for physical education programs, as they can provide health expertise in a number of areas that are relevant to the curriculum. Local health unit staffs are involved in work on initiatives such as childhood immunization, oral health, safe food handling, reproductive and sexual health, the prevention of chronic diseases (e.g., through tobacco control or promotion of healthy eating), the promotion of physical activity, the prevention of injury, and the control of infectious diseases (Bailey, 2006).

Public health practitioners can, for example, work with teachers, administrators, students, and parents to assess the health priorities and needs of the school and participate in developing and supporting plans to foster healthy activities, programs, or policies within the school environment (Gary, 1988).

2.5 Physical Education resources

The provision of quality Physical Education is greatly hampered by lack of adequate teaching personnel for Physical Education classes. Related to this is that even in areas with teachers, some may not be adequately trained to provide Physical Education content that is relevant to students' lifestyles. Additionally, facilities and equipment are very necessary for Physical Education to be taught properly because the level of provision of facilities can be detrimental to the quality of Physical Education program. The facilities and equipment also need to be provided in the right quantity and quality, apart from being well maintained. However, all these factors depend on availability of adequate financial resources.

A. Physical Education teachers

The 1992 Senate inquiry into the state of Physical Education and Sport identified two major problems affecting Physical Education:

Steady decline in resource and time allocation in schools; and Physical Education was losing its identity to sport and to health (Tinning, 2005). As a follow up to the enquiry, Lynch (2007) discovered that implementation of the curriculum was dependent on a range of factors including the teachers' qualifications, experience in the learning area including knowledge of the 1999 syllabus documents, as well as the teachers' ability to share with colleagues. Understandably, experienced teachers who had been in-serviced in the Health and Physical Education syllabus documents were more confident and had a better understanding of the Health and Physical Education syllabus than less experienced teachers. Lynch also revealed that some schools relied on sporadic visitations from sporting organizations to implement the syllabus, often at additional cost to students. Such schools used sporting organizations as extensions to curriculum provision thus creating confusion between Physical Education and other sporting program. Lynch concludes that there is a strong correlation between successful implementation of the syllabus and increased student interest in physical activities. Thus Tinning (2004, p.243) recommends that the training of Health and Physical Education teachers should target the "understandings, ways of thinking, and competencies that new teachers will need to assist post-modern youth to acquire knowledge, skills and attitudes to become healthy citizens in a globalised context." Light (2002) recommends that Physical Education teachers employ the Teaching Games for Understanding approach because its holistic and whole-body learning enhances a sense of joy related to achievement and profound learning in students.

According to Marshall and Hardman (2000), Physical Education teacher preparation is inadequate in light of the increased perception in universities are reducing resources allocated to training in the teaching of Physical Education.

B. Physical Education class size and schools' facilities

Due to financial constraints, many secondary schools have large classes because demand for education is higher than the ability of schools to provide the necessary facilities. Secondary schools in Alge district contain students ranging from 65-70 per class (Educational Bureau Office of Alge district, 2008). In this situation it is also difficult for teachers to know their students and to appropriately understand their backgrounds and experiences, yet "effective

Physical Education teachers are better able to gain their students' cooperation and respect when they get to know them as individuals" (Fisette, 2010, p.43). Physical Education teachers face the challenge. However, Bogonko (1992) decries the fact that the teaching course in universities has become a dumping ground for students who failed to get admission into courses of their choice. Therefore, some teachers are of low academic quality while many lack commitment because they teach while actively seeking better-paying jobs outside teaching in what Eshiwani (1990) describes as "teacher wastage." This exacerbates an acute shortage of specialist Physical Education teachers in secondary schools (Wamukoya & Hardman), which means that many secondary schools do not have a Physical Education teacher.

2.6 Teaching and learning approaches of Physical Education

How a teacher defines or thinks of Physical Activity within a Physical Education program must first be located in the broader context of the Health and Physical Education curriculum to gain an understanding of the philosophy that underpins the design of Physical Education. This is important because the philosophy that underlies the curriculum model which frames the teaching and learning process is based on constructivism.

The challenge here for teachers is to develop a clear idea of what constructivism means for them in delivering their physical education program. Fundamental questions such as 'what is the role of the teacher?', 'what is the role of the learner?', 'what should I be teaching?', 'how should I be teaching it?' are still unclear for many teachers who are predominantly used to exclusively adopting a technical approach (training students to replicate certain behaviors or skills) in their teaching of Physical Education. A constructivist position reflects a more complex view of learning. It strongly challenges the assumption that learning is a linear process involving the acquisition of discrete pre-determined pieces of information or clearly defined skills (Willis, 1994). Learning itself is viewed as a constructive process where individuals set out to create meaning and a deeper understanding of what they are learning and why they are learning it. Learning is therefore not merely an increase in the amount of one's knowledge but a change in student thinking with the result that the world is viewed differently. Constructivism uses the likes of problem solving, tasks, and groups, sharing activities to provide learning that can be structured around basic concepts (Butler & McCahan, 2005)

2.7 Physical Education implications for future generations

Physical Education is a subject that is taught in schools and grades are needed to the total grades for students in junior class to be promoted to senior secondary classes. Physical Education curriculum was created to enhance the students' health to increase the quality of life. The objective of Physical Education curriculum is to:

1. Develop and understanding of the importance of maintaining a general health and posture for healthy life style.
2. Maintain level of physical fitness and movement through improving proper body skills.
3. Build up general physical preparation for country defense and develop self-production to life requirement.
4. Increase general and specific sport skill abilities and enhance level of fitness abilities.
5. Acquire sportsmanship through physical activities.
6. Discover special skillful and talent student for outdoor sport
7. Develop understanding of important of physical activity during leisure time.

2.8 Underlying concepts of the Physical Education

2.8.1 Health promotion

It is a process that helps to create supportive physical and emotional environments in classrooms, whole schools, communities and society (Ministry of Education, 1999: p32). It is more than a single lesson or one-off-event. It is an active process that creates or builds a supportive school environment. It is not something we do *to* children but rather, something we do with students (Robertson, 2005). 'Schools should develop policies and practices that create a positive learning environment by supporting physical activity, promoting emotional safety, encouraging diversity, and providing equitable access to opportunities (*Health and Physical Education in the New Zealand Curriculum*, Ministry of Education, 1999:42).' 1999:34)

2.9 Implications of Physical Education for teachers

An awareness of these barriers and the impact they may have on day to day teaching is essential for both practicing and pre-service teachers. The following should be considered in pre-service and professional development programs:

1. An understanding of the historical aspects and philosophical rationale underpinning physical education are imperative to the ability to negotiate, lobby and embed physical education in their schools and school curriculum.

2. Primary training of generalist teachers needs to incorporate physical education units that enable pre-service teachers to develop the confidence and basic skills to plan, provide and promote physical activity. The recognition of how physical education can be integrated across the curriculum is essential.
3. Secondary & primary physical education specialists need to understand and critically reflect on the barriers that may be encountered in schools and develop strategies to overcome these. Identifying the impediments they have control over and those outside their control can potentially lead to shifts in planning, organization and facilitation of programs.
4. Pre-service teachers need to gain experience in a wide range of schools and environments, including independent and government schools with varying levels of administration, equipment and facility access, support for physical education and student and teacher demographics to enable their repertoire of strategies to be practiced and developed.
5. Teachers should develop the capacity to draw on diverse models of teaching to provide positive and active learning opportunities for students that cater for all learning styles and develop the cognitive, affective and the psychomotor domains.

2.11. The importance of Physical Education curriculum for secondary school

Physical Education is an important part of the secondary school curriculum as an integral component of the total education of students; it contributes to the overall goals of education.

Additionally, physical education makes a unique contribution to the education of the student, it is the only subject area in the school devoted to the study of human movement, the acquisition of motor skill, and the promotion of fitness. It is concerned with the total development of the individual, encompassing development in the psychomotor, cognitive, and affective domains. The development of motor skills, fitness, knowledge, and attitude conducive to a lifetime of participation is a commonly acknowledged goal of the secondary school physical education program, Wuest and Lombardo (2000). In addition to this he also added that the Secondary Schools years are an important time for physical education. During this time adolescents should have the opportunity to be exposed to a variety of sports and outdoor activities and to develop competence in a few selected ones. Gaining knowledge about human movement is an important part of the physical education experience. Since physical activity habits are formed early in life,

attention must be given within the physical education program to helping students incorporate physical activity into their lifestyles at this age (Wuest and Lombardo, 2000).

2.11.1. Goals of Physical Education for secondary schools

The goals of physical education for secondary schools are improving physical health and develop a good attitude towards various physical activities that will result in lifetime participation in physical activities MoE (2003). One of the major goals of education is to prepare students to be lifelong learners, knowledge of factors affecting movements is essential to future learning.

The general objectives of physical education for grade 9 and 10 syllabus are:

1. Acquire and refine motor skills essential for everyday activities.
2. Develop health-related fitness.
3. Attain knowledge on the benefit of physical education and health-related physical fitness.
4. Develop an application for the contribution that regular physical activity makes to lifelong health. These outcomes embrace the acquisition of physical skills, promotion of participation, achievement of fitness, attainment of knowledge, and development of attitude when viewed from the more traditional perspective, the goals of physical education relate to the student development in three interrelated domains and some of assessment techniques are important in practical session MoE (2003).

2.11.2 Motor skill development

Teachers will find that their students exhibit a wide range of different with respect to motor skill development. Some students have mastered the fundamental manipulation of psychomotor skill, and the non-psychomotor skills that serve as a foundation for the more specialized sports skills that are typically emphasized at this level. Other students lack competency in the fundamental skills. Teachers must assess students' abilities at the start of instruction, accept students at their entry level, and provide a sequential progression of activating to allow each individual to attain the stated more skill objectives. Effort and participation should be encouraged, extra help should be provided if necessary, personal accomplishments should be recognized. Learning experiences that provide for success while developing skill proficiency increase the probability that students will incorporate (Susan, 2004).

2.12 Teachers' pedagogical responsibility

Physical Education teacher is in a unique position to provide leadership to the rest of the community in achieving our natural health goals. School programs provide the best means to reach millions of people and reduce the disparities in health among different segments of the population. Physical Education program can be instrumental in helping children establish Physical activity patterns that are beneficial to their health and incorporating them into their lifestyle (Hopkins, 2002). They offer several suggestions about what teachers can do to foster an equitable approach to physical education teacher can:-

1. Use teaching style that provides for the accommodation of a diversity of student 'needs.
2. Be sensitive to individual differences and avoid embarrassing or belittling students in front of their peers.
3. Focus on students' abilities and work to strengthen areas of need
4. Use activities to help overcome stereotypes and to enable students to learn to appreciate themselves and their peers.
5. Modify activities and rules to provide for meaningful participation by all students.
6. Become aware of students' interaction with other students
7. Choose students for class leaders role model skill demonstrators equitably don not always choose males or athletics.
8. Promote self- responsibility while encouraging students to be supportive once of other's efforts.
9. Help students appreciate the uniqueness of each person.
10. Model positive, equitable interaction with all students.

2.12.1 Planning for Physical Education

Teaching is a goal oriented activity in which specific outcomes are actively sought. Planning can contribute to the attainment of desired instructional outcomes by helping teachers focus on objectives and identify strategies to achieve them. Planning gives direction to one's efforts and contributes to wise use of instructional time. A teacher who coach may use this time or prepare for the afternoon's practice schedule contests, or contract officials. In other schools, weekly lesson plans are subjected to being checked by the department chairpersons or the principal (Grout and Long, 2009).

2.12.3 Curriculum development

A part of physical education pedagogical responsibility is the development of a well thought out curriculum and a continuous revision of curriculum to meet students' needs. Curriculum development requires the physical education together input from a variety of sources. Consideration of facilities, equipment budget, time allotments, and scheduling constraints is important. Program promotion, physical education must assume the responsibility for actively promoting their programs. Program promotion starts with a quality program. A variety of different approaches will be effective in informing students, parents, and community members about the merits of a quality (Alex, 2006).

2.13 Physical Education in Schools

Providing physical education both inside and outside of schools is crucial in helping young people to learn and develop life skills.

2.13.1 Physical education in the school system

A number of crucial components to the delivery of quality education have been identified by UNICEF. These include sport and opportunities for play, consistent with the rights of the child to optimum development. Despite recognition of the positive impact sport has on education and child development, physical education is being increasingly challenged within education systems across the world. Challenges include a decrease in:

- The amount of time allocated to physical education,
- The number of trained staff,
- The amount of training provided for physical education teachers, and spending on resources required delivering physical education in schools.

Girls and young people with disabilities face additional barriers, which limit (and in many cases prevent) participation in physical education and sport in many countries. Whilst physical education systems are vastly different across the world, a recent study conducted in 126 countries indicated that the marginalization of physical education is near universal.

A large number of researchers are focusing on comparative studies in physical education and there have been examples of good practice, however, the situation in developing countries and regions has changed little in the past decade. This has serious implications for

access to holistic and quality education for young people, particularly those living in developing countries.

2.13.4 Physical education in the context of schooling

Physical education became a subject matter in schools (in the form of German and Swedish gymnastics) at the beginning of the 19th century (Hacken smith, 1966). Its role in human health was quickly recognized. By the turn of the 20th century, personal hygiene and exercise for bodily health were incorporated in the physical education curriculum as the major learning outcomes for students (Weston, 1962). The exclusive focus on health, however, was criticized by educator Thomas Wood (1913; Wood and Cassidy, 1930) as too narrow and detrimental to the development of the whole child. The education community subsequently adopted Wood's inclusive approach to physical education whereby fundamental movements and physical skills for games and sports were incorporated as the major instructional content. During the past 15 years, physical education has once again evolved to connect body movement to its consequences (e.g., physical activity and health), teaching children the science of healthful living and skills needed for an active lifestyle (NASPE, 2004).

Sallis and McKenzie (1991) published a landmark paper stating that physical education is education content using a “comprehensive but physically active approach that involves teaching social, cognitive, and physical skills, and achieving other goals through movement” (p. 126). This perspective is also emphasized by Siedentop (2009), who states that physical education is education through the physical. Sallis and McKenzie (1991) stress two main goals of physical education: (1) prepare children and youth for a lifetime of physical activity and (2) engage them in physical activity during physical education. These goals represent the lifelong benefits of health-enhancing physical education that enable children and adolescents to become active adults throughout their lives.

2.13.5 Physical Education as part of education

In institutionalized education, the main goal has been developing children's cognitive capacity in the sense of learning knowledge in academic disciplines. This goal dictates a learning environment in which seated learning behavior is considered appropriate and effective and is rewarded. Physical education as part of education provides the only opportunity for all children to learn about physical movement and engage in physical activity. As noted, its goal and place in

institutionalized education have changed from the original focus on teaching hygiene and health to educating children about the many forms and benefits of physical movement, including sports and exercise. With a dramatic expansion of content beyond the original Swedish and German gymnastics programs of the 19th century, physical education has evolved to become a content area with diverse learning goals that facilitate the holistic development of children (NASPE, 2004).

To understand physical education as a component of the education system, it is important to know that the education system in the United States does not operate with a centralized curriculum. Learning standards are developed by national professional organizations such as the National Association for Sport and Physical Education (NASPE) and/or state education agencies rather than by the federal Department of Education; all curricular decisions are made locally by school districts or individual schools in compliance with state standards. Physical education is influenced by this system, which leads to great diversity in policies and curricula. According to NASPE and the American Heart Association (2010), although most states have begun to mandate physical education for both elementary and secondary schools, the number of states that allow waivers/exemptions from or substitutions for physical education increased from 27 and 18 in 2006 to 32 and 30 in 2010, respectively. These expanded waiver and substitution policies (discussed in greater detail later in the chapter) increase the possibility that students will opt out of physical education for nonmedical reasons.

2.13.7 Sport Education

One prevalent physical education model is the sport education curriculum designed by Daryl Siedentop (Siedentop, 1994; Siedentop et al., 2011). The goal of the model is to “educate students to be players in the fullest sense and to help them develop as competent, literate, and enthusiastic sportspersons” (2011, p. 4, emphasis in original). The model entails a unique instructional structure featuring sport seasons that are used as the basis for planning and teaching instructional units. Students are organized into sport organizations (teams) and play multiple roles as team managers, coaches, captains, players, referees, statisticians, public relations staff, and others to mimic a professional sports organization. A unit is planned in terms of a sports season, including preseason activity/practice, regular-season competition, playoffs and/or tournaments, championship competition, and a culminating event (e.g., an awards ceremony or sport festivity). Depending on the developmental level of students, the games are simplified or

modified to encourage maximum participation. In competition, students play the roles noted above in addition to the role of players. A sport education unit thus is much longer than a conventional physical education unit. Siedentop and colleagues (2011) recommend 20 lessons per unit, so that all important curricular components of the model can be implemented.

Findings from research on the sport education model have been reviewed twice. Wellhead and O'Sullivan (2005) report that evidence is insufficient to support the conclusion that use of the model results in students' developing motor skills and fitness and learning relevant knowledge; some evidence suggests that the model leads to stronger team cohesion, more active engagement in lessons, and increased competence in game play. In a more recent review, Hastie and colleagues (2011) report on emerging evidence suggesting that the model leads to improvement in cardio respiratory fitness (only one study) and mixed evidence regarding motor skills development, increased feeling of enjoyment in participation in physical education, increased sense of affiliation with the team and physical education, and positive development of fair-play values. The only study on in-class physical activity using the model showed that it contributed to only 36.6 percent activity at the vigorous- or moderate-intensity levels (Parker and Curtner-Smith, 2005). Hastie and colleagues caution, however, that because only 6 of 38 studies reviewed used an experimental or quasi-experimental design, the findings must be interpreted with extreme caution. The model's merits in developing motor skills, fitness, and desired physical activity behavior have yet to be determined in studies with more rigorous research designs;

2.13.7.1 Fitness Education

Instead of focusing exclusively on having children move constantly to log activity time, a new curricular approach emphasizes teaching them the science behind why they need to be physically active in their lives. The curriculum is designed so that the children are engaged in physical activities that demonstrate relevant scientific knowledge. The goal is the development and maintenance of individual student fitness. In contrast with the movement education and sport education models, the underlying premise is that physical activity is essential to a healthy lifestyle and that students' understanding of fitness and behavior change result from engagement in a fitness education program. The conceptual framework for the model is designed around the health-related components of cardio respiratory fitness, muscular strength and endurance, and flexibility. A recent meta-analysis (Lonsdale et al., 2013) suggests that physical education

curricula that include fitness activities can significantly increase the amount of time spent in vigorous- or moderate-intensity physical activity.

Several concept-based fitness education curriculum models exist for both the middle school and senior high school levels. They include Fitness for Life: Middle School (Corbin et al., 2007); Personal Fitness for You (Stokes and Schultz, 2002); Get Active! Get Fit! (Stokes and Schultz, 2009); Personal Fitness: Looking Good, Feeling Good (Williams, 2005); and Foundations of Fitness (Rainey and Murray, 2005). Activities in the curriculum are designed for health benefits, and the ultimate goal for the student is to develop a commitment to regular exercise and physical activity. It is assumed that all children can achieve a health-enhancing level of fitness through regular engagement in vigorous- or moderate-intensity physical activity.

Randomized controlled studies on the impact of a science-based fitness curriculum in 15 elementary schools showed that, although the curriculum allocated substantial lesson time to learning cognitive knowledge, the students were more motivated to engage in physical activities than students in the 15 control schools experiencing traditional physical education (Chen et al., 2008), and they expended the same amount of calories as their counterparts in the control schools (Chen et al., 2007). Longitudinal data from the study reveal continued knowledge growth in the children that strengthened their understanding of the science behind exercise and active living (Sun et al., 2012). What is unclear, however, is whether the enthusiasm and knowledge gained through the curriculum will translate into the children's lives outside of physical education to help them become physically active at home.

To incorporate standards and benchmarks into a fitness education model, a committee under the auspices of NASPE (2012) developed the Instructional Framework for Fitness Education in Physical Education. It is suggested that through this proposed comprehensive framework, fitness education be incorporated into the existing physical education curriculum and embedded in the content taught in all instructional units.

Technique: Demonstrate competency in techniques needed to perform a variety of moderate to vigorous physical activities and in developing cardiovascular fitness.

2.13.7.2 Scheduling decisions

Lesson scheduling is commonly at the discretion of school principals in the United States. The amount of time dedicated to each subject is often mandated by federal or state statutes. Local

education agencies or school districts have latitude to make local decisions that go beyond these federal or state mandates. Often the way courses are scheduled to fill the school day is determined by the managerial skills of the administrator making the decisions or is based on a computer program that generates individual teacher schedules.

Successful curriculum change requires supportive scheduling (Kramer and Keller, 2008, for an example of curriculum reform in mathematics). More research is needed on the effects of scheduling of physical education. In one such attempt designed to examine the impact of content and lesson length on calorie expenditure in middle school physical education, Chen and colleagues (2012) found that a lesson lasting 45-60 minutes with sport skills or fitness exercises as the major content would enable middle school students to expend more calories than either shorter (30–40 minutes) or longer (65–90 minutes) lessons. The evidence from such research can be used to guide allocation of the recommended weekly amount of physical education (150 minutes for elementary schools, 225 minutes for secondary schools) to achieve optimal health benefits for youth. Additional discussion of scheduling is provided later in this chapter in the section on solutions for overcoming the barriers to quality physical education.

Importance of Physical Education to child development

There is a direct correlation between regular participation in physical activity and health in school-age children, suggesting that physical activity provides important benefits directly to the individual child (HHS, 2008). Physical activity during a school day may also be associated with academic benefits and children's social and emotional well-being (HHS, 2008). Physical education, along with other opportunities for physical activity in the school environment is important for optimal health and development in school-age children. It may also serve as a preventive measure for adult conditions such as heart disease, high blood pressure, and type 2 diabetes.

Little has been learned about the short- and long-term effectiveness of physical education in addressing public health issues (Pate et al., 2011). Because the learning objectives of physical education have not included improvement in health status as a direct measure, indirect measures and correlates have been used as surrogates. However, some promising research, such as that conducted by Morgan and colleagues (2007), has demonstrated that students are more physically active on days when they participate in physical education classes. Further, there is no evidence of a compensatory effect such that children having been active during physical education elect

not to participate in additional physical activity on that day. Accordingly, quality physical education contributes to a child's daily accumulation of physical activity and is of particular importance for children who are overweight or who lack access to these opportunities in the home environment (NASPE, 2012).

Unlike other physical activity in school, physical education represents the only time and place for every child to learn knowledge and skills related to physical activity and to be physically active during the school day. It also is currently the only time and place for all children to engage in vigorous- or moderate-intensity physical activity safely because of the structured and specialist-supervised instructional environment. It is expected that children will use the skills and knowledge learned in physical education in other physical activity opportunities in school, such as active recess, active transportation, and intramural sports. For these reasons, physical education programming has been identified as the foundation on which multi component or coordinated approaches incorporating other physical activity opportunities can be designed and prom

2.15 Characteristics quality of Physical Education program

As noted, a high-quality physical education program can help youth meet the guideline of at least 60 minutes of vigorous- or moderate-intensity physical activity per day. This increase in physical activity should be balanced with appropriate attention to skill development and to national education standards for quality physical education. In a recent literature review, Bassett and Colleagues (2013) found that physical education contributes to children achieving an average of 23 minutes of vigorous- or moderate-intensity physical activity daily. However, the time spent in vigorous- or moderate-intensity physical activity could be increased by 6 minutes if the physical education curriculum were to incorporate a standardized curriculum (Bassett et al., 2013). Thus, it is possible for physical education to contribute to youth meeting at least half (30 minutes) of their daily requirement for vigorous- or moderate-intensity physical activity. To help children grow holistically, however, physical education needs to achieve other learning goals when children are active. To this end, physical education programs must possess the quality characteristics specified by NASPE (2007b, 2009b,c). Designing and implementing a physical education program with these characteristics in mind should ensure that the time and curricular materials of the program enable students to achieve the goals of becoming knowledgeable exercisers and skillful movers who value and adopt a physically active, healthy

lifestyle. Comprehensive data derived from student performance, teacher surveys, and onsite observations demonstrated that highly effective physical education programs were housed in cohesive, long-standing departments that experienced more facilitators (e.g., positive policy, supportive administration) than inhibitors (e.g., marginalized status as a subject matter within the school). Further, effective programs made curricular changes prior to the enactment of state-level policy, while ineffective programs waited to make changes until they were told to do so. The teachers in ineffective programs had misconceptions about student performance and, in general, lower expectations of student performance and behavior.

2.16 Evidence-based Physical Education curricular programs

2.16.1 National standards

Physical education is part of the curriculum in schools, its quality should be judged only by whether and to what extent children have learned and benefited from it. In a landmark document on learning goals, moving into the Future: National Standards for Physical Education, NASPE (2004) proposes six student learning standards specifying both conceptual and behavioral characteristics that a physically educated person must possess and display. These characteristics encompass knowledge, skill, behavior, and confidence critical to the development and maintenance of health and to the enjoyment of a physically active, healthful lifestyle

2.16.2 Certified Physical Education specialists as the main teaching force

If standards are the gauge for quality, teachers make the difference in a particular school in terms of the extent to which students can achieve the standards. Research has made clear that certified physical education specialists can provide more and longer opportunities for students to meet physical activity guidelines compared with classroom teachers trained to teach physical education (McKenzie et al., 2001). Moreover, when teachers are taught strategies to encourage vigorous- or moderate-intensity physical activity in physical education class, a significant increase in physical activity can be expected (Lonsdale et al., 2013). The role of certified physical education specialists in health-enhancing physical education has become increasingly critical (McKenzie, 2007). The evidence is unequivocal regarding the need for a continued effort to train physical education specialists and the need for schools to continue to employ them as the main teaching force designing and implementing health-enhancing physical education programs to the fullest extent.

Aside from serving as the instructional leader for physical education, physical education specialists can serve as expert resources for classroom teachers in the implementation of classroom physical activity breaks and recess (discussed in detail in. Their expertise in age-appropriate physical activity helps ensure that students are participating in activities that are fun and engaging. Additionally, as the catalyst for a healthy school environment, the physical education specialist can assist in the design and delivery of intramural programs provided before and after school, as well as serve as a community outreach specialist for onsite activity partnership

Scientific and theoretical knowledge: Physical education teacher candidates know and apply discipline-specific scientific and theoretical concepts.

These standards are accompanied by measurement rubrics (unacceptable, acceptable, and target, with target being exemplary) developed jointly by NASPE and the National Council for Accreditation of Teacher Education (NCATE) for evaluating physical education teacher education programs across the country (the 50 states, the District of Columbia, and Puerto Rico). NCATE identified a total of 133 physical education teacher education programs as “nationally recognized.” The committee was unable to determine how many programs nationwide have met the minimum standards (not at the nationally recognized level) or locate reliable information on the total number of physical education teacher education programs. A Web search using the term “physical education” resulted in two different but relatively reliable statistics: 720 (College Board, 2013) and 1,945 (Peterson's, 2013). But the data sources did not distinguish between physical education teaching majors and other kinesiology concentrations (e.g., sports medicine, exercise physiology/fitness). Statistics on the number of physical education teacher education programs and their quality based on the NASPE standards are needed.

The current wave of effort to curb physical inactivity among youth has begun to influence teacher education programs. According to a national survey study (Kulinna et al., 2010), current teacher candidates believe that helping students become physically active and fit is the first priority of physical education, followed by helping them actualize their own goals, develop motor skills, and become responsible. These data appear to suggest that physical education teacher education programs are beginning to turn from a traditionally sports- and skills-centered model to a more comprehensive, physical activity– and health-centered model. This change is

important in that the role of both current and future physical education teachers extends beyond merely teaching their classes to advancing public health goals (McKenzie, 2007).

In many universities, however, teacher education programs in physical education have either been reduced or eliminated because of the decline in physical education requirements, which has resulted in a decrease in the number of physical education teachers being employed. Concomitantly, physical education teacher education programs are experiencing an unprecedented crisis. A recent report indicates that, in school year 2008–2009, only 23 doctorate-granting kinesiology departments offered doctoral programs that were training future teacher educators (Boyce and Rikard, 2011a). A total of 140 doctoral students were receiving training offered by 114 professors (including part-time), and 11 percent of those professors were planning to retire. Boyce and Rikard (2011a) report that in the past 13 years, 479 doctoral students graduated as physical education teacher educators—36.8 each year on average—89 percent of whom were able to find positions in colleges and universities. During the same period, 61 positions were open, only 39 of which were filled (64 percent), with an applicant pool of 38 candidates with earned degrees and 13 who completed the doctoral course-work but did not complete the dissertation research (Boyce and Rikard, 2011b). Clearly there is a shortage of physical education teacher educators in higher education institutions. Because of a lack of national tracking data on physical education graduates, the extent to which the teacher educator shortage has impacted and will impact the need to supply quality physical education teachers to the nation is unclear.

2.16.4 Professional development

In all educational settings, professional development for teachers and administrators is a continuous process of acquiring new knowledge and skills that relate to an educator's profession or academic subject area, job responsibilities, or work environment. Professional development is essential for improving classroom instruction and student achievement (Ball and Cohen, 1999; Cohen and Hill, 2000). Through a variety of delivery methods, professional development activities may include credit or noncredit courses, classroom or online venues, workshops, seminars, teleconferences, and webinars, with the ultimate goal of improving the delivery of instruction to enhance student achievement.

The most impactful statement of government policy on the preparation and professional development of teachers was the 2002 reauthorization of the Elementary and Secondary

Education Act (Whitehurst, 2002), known as the No Child Left Behind Act. While Title I of the act places highly qualified teachers in the classroom, Title II addresses the same goal by funding professional development for teachers. The importance of quality professional development is well documented in the act.

2.17 Policies that affect the quality of Physical Education

Instructional opportunities for physical activity and physical education are mandated by most states. In comparison with data prior to 2006, more states have developed mandates for physical education at both the elementary and secondary school levels. However, most mandates lack a specified time allocation that ensures meeting the NASPE recommendation of 150 and 225 minutes per week for elementary and secondary schools, respectively (McCullick et al., 2012), despite the fact that physical education has been considered a cornerstone for developing school wide multi component interventions to address the issue of physical inactivity in schools. The obstacles to implementation of quality Physical Education and class periods dedicated to physical education are declining at all school levels

2.17. 2 Policies that support Physical Education

In addition to policies that directly require offering physical education in schools, other policies support physical education opportunities in schools. In 2004 the U.S. government issued a mandate, under the Child Nutrition and WIC Reauthorization Act of 2004, requiring school districts that receive funds under this act to establish local school wellness policies. These policies were to include provisions for physical activity and healthy eating, thus expanding schools' responsibility for providing physical activity to school-age children. The enactment of this mandates made schools “the central element in a community system that ensures that students participate in enough physical activity to develop healthy lifestyles” (Pate et al., 2006, p. 1215). Several government agencies and organizations have recommended embedding a specific number of days and minutes of physical education into each school's or district's wellness policy. Although school districts are required to include goals for physical activity in their local school wellness policies, they are not required to address physical education specifically.

Chapter three

Methodology

3.1 The study area

The study was conducted in Alge, Sachi and Suphe Secondary Schools of Alge district in Ilu Abba Bora zone Oromia Regional State

3.2 Materials and method

3.2.1Materials

Materials are validated instruments used by referring to the experts in the field of physical Education and sports for vetting so as to determine its relevance and clarity to the study .The materials of the study were observation, questionnaire and interview questions designed by the researcher in line with the independent variables.

3.2.2Methods

3.2.2.1Data evaluation methods

In order to achieve the objectives of the study, the data obtained from different sources through different data gathering instruments were evaluated based on the nature of the data. Therefore, both quantitative and qualitative techniques were used to evaluate and interpret the obtained data. However, quantitative data evaluation method was employed as the major technique for final work. Due to the time and the resource that the researchers have, from the descriptive statistics, percentage, frequency counts, had been evaluated.

The qualitative data evaluation method was also employed as a supplementary data evaluation technique for tabulation and justification purpose to complement the insight drawn from quantitative analysis. As a result, the data collected through questionnaires, interview and observation were narrated qualitatively under quantitative data. It is concerned with the conditions or relationships that exist; opinions that are held, processes that are going on, the effects that are evident, or trends that are developing.

The stated purpose/objective of the evaluation drives the expectations and sets boundaries for what the evaluation is to deliver. The data that are collected should provide the information participants need or hope to gain from the evaluation.

Examples: Produce evidence that the program is meeting its intended outcomes and understand how to operate the program more efficiently or identify barriers to implementation

3.3 Data collection tools

Three main instruments of data collection namely:

1. Questionnaire
2. Observation and
3. Interviews are used in the study

3.3.1 Questionnaires

Best and Kahn (2003), questionnaire is a highly appropriate data collection tool, to get wider information from widely dispersed sample population and make possible an economy of time and expense and provides a high proportion of usable responses.

Questionnaires were developed in English to obtain information from respondents during physical education lesson. The questionnaire was developed based on the research questions. The questionnaires in this study was included issues that the researcher tried to assess in related to the actual practices in the schools and items that inquire the implementation of practical exercise of Physical Education practical session in Alge, Sachi and Suphe secondary schools of Alge district. The total of 27 questionnaires distributed to the respondents 25 (93%) questionnaires were filed properly and returned accordingly. Part one of the questionnaire 7(35%) was developed to ask the background information of the respondents, while the rest 20(65%) parts had the intention to investigate the actual implementation of Physical Education practical sessions.

3.3.2 Observation

Best and Kahn (2003: 141), the information obtained through observation is more accurate, more valid, and more reliable than any information gathered through other means.

Observation was the data gathering tool employed in this study, to check the availability of Alge, Sachi and Suphe secondary schools facilities and teaching and learning materials in the schools.

In this regard, the implementation of the Physical Education practical session with respect to students' learning environments were observed and registered by using observation checklist. It helped to see the availability of essential materials and facilities in the schools and to check the extent to which the school environment is the best places for students and students' learning. Thus, the employment of this data gathering instrument helped the researcher to obtain information about the context within which teaching and learning activities were taking place.

The total of 12 check list observation questions were used to gathering the information of the study.

3.3.3 Interview

The reason for using interview is that they could permit the exploration of issues, which might be too complex to investigate through questionnaires and also justified as it allows better chance to explain more explicitly what he or she knows on the issue (Best and Kahn, 2003).

In this study, interview questions was set and employed accordingly. Interview questions were used to collect data so as to get pertinent information from the total of 6 Physical Education teachers and from 3 school administrations to assure the comparability of the data obtained from the questionnaires. The total of 10 interview questions was used to collect data from both side participants of the study.

Leedy and Ormrod (2005) described that interview is the major tool in which a qualitative evaluator seeks to understand the perceptions, feeling and knowledge of people in programs through in-depth, intensive interviewing.

3.4 Methods of data collection

In order to achieve the objectives of the study the data obtained from different sources through different data gathering instruments were collected based on questionnaires, observations and interviews. Therefore, both quantitative and qualitative techniques were used to collect data. Using mixed research method could neutralize or cancel the biases of any single method, and it is used as a means for seeking convergence and integrating qualitative and quantitative data (Creswell, 2009).

In addition, in order to collect comprehensive data that would help to get valid findings, qualitative data gathering method was also used to complete the data to be obtained through quantitative data gathering method. Quantitative data: Numerical information that can be counted, quantified, and mathematically analyzed. Quantitative data are systematically collected, and analyzed.

Qualitative data: Narrative information that describes the study subject(s) and context (e.g., transcripts of interviews and focus groups, field notes from observation of certain activities) – Qualitative data are systematically collected, and analyzed.

3.5 Data sampling techniques

The researcher adapted purposive sampling strategies to collect required data. The sampling method was employed for selecting students, teachers and school administration.

The population of the study consisted of all the prospective who are admitted to subject of physical education program in public sector institutions in Alge, Sachi and Suphe secondary school of Alge district and among 1500 prospective students, 60% (900 students) were considered as the sampled population for the research.

The population for this study comprises students, Physical Education teachers, school administration of respective 3 Secondary Schools. The total numbers of the students in the Alge, Sachi and Suphe Secondary Schools of Alge district were 1500 and the total numbers of Physical Education teachers were 6. This study focused on the perspectives and experiences of 6 Physical Education teachers (2 teachers from each school), 3 administrative staffs (1 administrative staffs from each school) and 900 (60%) students (300 students from each school). Among 300 students from each school 150 male students and 150 female students were the participants of the study.

Chapter Four

Data analysis and Interpretation

4.1 Data display

The data display will initially provide a brief overview of the teachers' perspectives on the key challenges affecting practical exercise of Physical Education in Alge, Sachi and Suphe secondary schools of Alge district. Next it will describe the teaching strategies of using to address practical exercise of students and teachers' participation in their classes and show how these teachers' accounts of their practices were shaped by their perspectives on this issue.

This study presents analysis and interprets of the data obtained by using data gathering tools like questionnaires, observations and interviews, to search for appropriate answers to the basic questions listed in the study. The questionnaires of the study were developed based on the Search questions and after review of available related literature

4.2 Questionnaire data display on secondary school of Alge district

Table1: What are successes that implementation of physical education practical session brought

School	Number of items or responses	Frequency	Percentage
Alge	Good	51	17%
	Poor	219	73%
	Medium	30	10%
	Total	300	100%
Sachi	Good	63	21%
	Poor	225	75%
	Medium	15	4%
	Total	300	100%
Suphe	Good	45	15%
	Poor	255	85%
	Medium	-	-
	Total	300	100%

From the above table 1: Majority 219 (73%) of Alge school respondents replied implementation of physical education practical session brought to secondary school is poor. Few 51 (17%) and 30(10%) of Alge school students response were good and medium respectively. And also, majority 225 (75%) of Sachi respondents replied were poor implementation physical education

practical session. The rest 63 (21%) and 15(4%) of Sachi respondents response implementation is good and medium respectively. Majority 255 (85%) of Suphe students response implementation of physical education practical session were poor. Few 45 (15%) of Suphe students responded that there is successful implementation of physical education practical class. Results indicated that, from secondary schools of Alge district most of respondents replied implementation of physical education practical session brought to secondary school were poor. Physical Education is a systematic instruction in sports, training, practice, gymnastics, exercises, and hygiene given as part of a school or college program. Physical Education is the study, practice, and appreciation of the art and science of human movement (Hardman, 2002b). Physical Education is course in the curricula that utilizes the learning in the cognitive, affective, and psychomotor domains in a play or movement exploration setting (Kirui, 2007)

Table2: The role of school administrations to improve the problem of practical teaching of Physical Education

School	Number of items or responses	Frequency	Percentage
Alge	Good participation	15	5%
	No participation	216	72%
	Sometimes	69	23%
	Total	300	100%
Sachi	Good participation	25	8%
	No participation	211	70%
	Sometimes	64	22%
	Total	300	100%
Suphe	Good participation	27	9%
	No participation	268	89%
	Sometimes	5	2%
	Total	300	100%

From the above table 2: Majority 216 (72%) of Alge school respondents replied no participation of school administrations to improve the problem of teaching practical class of Physical Education. Few 69 (23%) and 15(5%) of Alge school students response were sometimes and

good participation respectively. And also, majority 211 (70%) of Sachi respondents replied were no participation of school administrations. The rest 64 (22%) and 25(8%) of Sachi respondents response were sometimes and good participation respectively. Majority 268 (89%),5 (2%) and 27(9%) of Suphe students response were no participation, sometimes and good participation respectively. Results indicated that, from secondary schools of Alge district most of respondents replied no participation of school administrations to improve the problem of practical teaching of Physical Education.

Schools are in the business of education and consequently, Physical Activity as an educative process, (as with any other curriculum learning) needs to be distinguished from physical activity outside of the educative process. The need for an improved understanding of the purpose and potential of Physical Education, sport and other forms of movement, and their relationship to Physical Activity and what Physical Activity might be in a school setting is critical (Gillespie,

Table3:-The performance of teachers to implement practical activity in school

School	Number of items or responses	Frequency	Percentage
Alge	High performance	24	8%
	Medium performance	51	17%
	Low performance	225	75%
	Total	300	100%
Sachi	High performance	20	7%
	Medium performance	60	20%
	Low performance	220	73%
	Total	300	100%
Suphe	High performance	14	5%
	Medium performance	43	14%
	Low performance	243	81%
	Total	300	100%

From the above table 3: Show that the majority 225 (75%) of Alge secondary school respondents replied that the performance of Physical Education teachers were low. While, 51

(17%) and 24 (8%) of Alge secondary school students responded were medium and high performance of Physical Education teachers respectively. The majority 220 (73%) of Sachi secondary school respondents responded were performance of Physical Education teachers to implement practical activity of Physical Education is low. While 60 (20%) and 20 (7%) of Sachi secondary school respondents replied were medium and high performance of Physical Education teachers to implement practical activity. The majority 243 (81%) of Suphe secondary school respondents responded were performance of Physical Education teachers to implement practical activity is low. Whereas, 43(14%) and 14(5%) of Suphe secondary school respondents responses medium and high performance of Physical Education teachers to implement practical activity. Therefore, results indicated that from secondary school of Alge district most of respondents replied were low performance of teachers to implement practical activity in school compound. Teaching profession always face many difficulties that affect the performance of teachers negatively and this in turn affects the achievement of students, most of those difficulties are behavior and educational ones.

The related literature asserts that new teachers face many problems, those problems differ according to the performance of the teacher, background as well as their life experiences. It is known that the transition from life to education puts many pressures and obstacles on low performance teachers especially in adapting the educational system, communication, classroom management, dealing with students, evaluation, paper work burden and other educational problems (Brock & Grady, 1998). In the classroom, teachers face different kinds of educational and technical problems related to their daily work (Howard, 2002).

Physical education teachers face the same problems especially in their effort to deliver lessons that fit the physiological characters as well as coping with the needs of students (Al-tamari, 2008: 42).

Table 4: The role of stakeholders to the implementation of practical teaching of Physical Education in school

School	Number of items or responses	Frequency	Percentage
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Alge	Good participation	39	13%
	No participation	246	82%
	High participation	15	5%
	Total	300	100%
Sachi	Good participation	31	11%
	No participation	241	80%
	High participation	28	9%
	Total	300	100%
Suphe	Good participation	25	8%
	No participation	245	82%
	High participation	30	10%
	Total	300	100%

From the above table 4: Most of the students of Alge secondary school 246 (82%) respondents responded, there is no stakeholder's participation for the implementation of practical teaching of Physical Education. Few students of Alge secondary school 39 (13%) and 15 (5%) respondents replied that there is a good and high participation of the stakeholders to implement the practical teaching of Physical Education. Most of the students of Sachi secondary school 241 (80%) of respondents responses, there is no stakeholder's participation for the implementation of practical teaching of Physical Education. Few students of Sachi secondary school 31 (11%) and 28 (9%) of respondents replied that there is a good and high participation. Most of the students of Suphe secondary school 245 (82%), 25(8%) and 30(10%) of respondents responses, there is no ,good and high participation stakeholder's participation for the implementation of practical teaching of Physical Education. Results shows that from secondary school of Alge district most of respondents replied were no participation of stakeholders to the implementation of practical teaching of Physical Education in school

Stakeholders 'money-making' enterprises taking advantage of the societal concern with (physical) health, are playing a big part in shaping Physical Education program. Stothard (2004) highlights this point well when he refers to the army of people and organizations offering quick fix program, who are waiting for approval at the school gates! The problem here is that there source becomes the physical education program and there is often no consideration or match to

the Physical Education curriculum, or student needs. Consequently, the aims and values (or the lack of such) that underpin the ‘packaged’ program are taken as read, at the expense of meeting the learning needs of students and students’ understandings about physical activity.

Table5: The Lack of Physical Education teachers in school

School	Number of items or responses	Frequency	Percentage
Alge	6 teachers	-	-
	2 teachers	300	100%
	5 teachers	-	-
	Total	300	100%
Sachi	6 teachers	-	-
	2 teachers	300	100%
	5 teachers	-	-
	Total	300	100%
Suphe	10 teachers	-	-
	2 teachers	300	100%
	5 teachers	-	-
	Total	300	100%

From the above table5: All 300(100%) of respondents’ responses that 2 Physical Education teachers lack in secondary school of Alge district. Results indicated that all respondents agree to lack of Physical Education teachers in school.

Comparatively, the secondary school sector suffers an acute shortage of Physical Education teachers. Most Physical Education teachers in secondary schools are overburdened, as it is often the case that they single-handedly teach all Physical Education lessons in their schools. This is compounded by the poor quality of some Physical Education teachers, which negatively affects the quality of learning in schools. However, Bogonko (1992) decries the fact that the teaching course in universities has become a dumping ground for students who failed to get admission into courses of their choice. Therefore, some teachers are of low academic quality while many lack commitment because they teach while actively seeking better-paying jobs outside teaching in what Eshiwani (1990) describes as “teacher wastage.” This exacerbates an acute shortage of

specialist PE teachers in secondary schools (Wamukoya& Hardman), which means that many secondary schools do not have a Physical Education teacher.

4.3. Interview data displays of Alge, Sachi and Suphe Secondary school

In this study, interview is the major tool in which a qualitative evaluation seeks to understand the perceptions, feeling and knowledge of respondent in programs through in-depth, intensive interviewing. The interview was used in collecting data from Physical Education teachers in Alge, Sachi and Suphe secondary school of Alge district.

4.3.1 Materials or equipment used for practical field

What is condition of practical field materials or equipment provided for Physical Education in school?

The respondents' response indicated that the condition of the materials or equipment is not available for Physical Education in Alge, Sachi and Suphe secondary school.

In a study on the state and status of Physical Education worldwide (Hardman & Marshall, 2006) observed that the quality of facilities for Physical Education in most countries were below average and were limited in quantity. This was particularly the case in economically underdeveloped countries. This indicates that Physical Education facilities need to improve. This can be done by increasing the schools. Efficient performance of physical education and sports programs in secondary schools encompass the determination, allocation and development of funds for the achievement of the school sports programs. Sport program requires a stable finance from time to time, simply because facilities such as courts and pitches are constructed and maintained for the use of the students.

Equipment such as balls, nets, javelin, rackets, hockey sticks, bats, gymnastic and athletic (track and field) materials require either purchasing, replacement or repairs. Bucher and Krotee (2002) opined that facilities should be planned and constructed with an eye to the future. Too often, facilities are constructed and out-grown their use within a very short time. Most facilities constructed in our secondary schools are very difficult to expand or exchange. I gbanugo (2004) ascertained that athletes have been known to dropout of skip training because things (facilities and equipment) are either non-exist or inadequate.

4.3.2 The activities of Physical Education teacher in school

What the teacher's activity to teach practical activity of Physical Education in school

All respondents replied that practical activity of Physical Education in Alge, Sachi and Suphe secondary school were poor.

Physical Education should be relevant to children and inclusive, so that all children enjoy it (Salter, 1999; Australian Broadcasting Commission, 2001). Changes in the meaning and practice of education challenges teachers to develop and implement practices that are educationally valued and relevant to the needs and interests of students (Light, 2003). The Health and Physical Education curriculum recognizes that this is important. A needs-based curriculum means selecting Physical Activity contexts that are both relevant and interesting for students. Far too often the interests and expressed desires of children have been ignored or silenced in favors of the teachers own convictions that they know what is best for children (Burrows , 2000). That is, 'children's needs' become what adults think children need.

4.3.3 The Attitude of Teachers and Students towards the practical class

What is the Attitude of teachers and students towards the practical implementation of Physical Education in school?

All of the respondents responses that the attitude of teachers and students toward the practical implementation of Physical Education in Alge ,Sachi and Suphe secondary school were low.

The study probed the attitude of Physical Education teachers towards the lesson, the provision of more time by the Ministry of Education for Physical Education, extent to which Physical Education teachers show support for the lesson, importance of having a positive attitude towards Physical Education and the determinants of the attitude towards Physical Education. Positive attitude motivates students to engage in physical activities which contribute to their development, not only physically but also emotionally, socially, mentally while negative attitudes on the other hand tend to hinder such development (Shamshoum, 2003). This indicates that the teachers need motivation and awareness of the importance of Physical Education curriculum in schools.

Attitude contributes to the well-being of individuals and society. Through learning in physical education, students will develop a positive and responsible attitude to their well-being, respect and rights of other people, care and concern for other people in the community and for the environment and a sense of social justice (Ministry of Education, 1999:34). Students who are involved in Physical Activity will be taught how to participate positively and will be encouraged to meet competition and challenge constructively and strive for their personal best.

4.3.4 Schedule of Physical Education in school

What is the distribution of schedule for Physical Education in school?

All respondents responded that the distribution of schedule of Physical Education in Alge, Sachi and Suphe secondary schools is 1st, 6th and 7th. i. e first period, sixth period and seventh period.

Successful curriculum change requires supportive scheduling (Kramer and Keller, 2008, for an example of curriculum reform in mathematics). More research is needed on the effects of scheduling of physical education. In one such attempt designed to examine the impact of content and lesson length on calorie expenditure in middle school physical education, Chen and colleagues (2012) found that a lesson lasting 45-60 minutes with sport skills or fitness exercises as the major content would enable middle school students to expend more calories than either shorter (30–40 minutes) or longer (65–90 minutes) lessons. The evidence from such research can be used to guide allocation of the recommended weekly amount of physical education (150 minutes for elementary schools, 225 minutes for secondary schools) to achieve optimal health benefits for youth.

4.4. Observation data display of Alge, Sachi and Suphe secondary school

In this study, the implementation of the Physical Education practical session with respect to students' learning environments were observed and registered by using observation checklist. It helped to see the availability of essential materials and facilities in the Alge, Sachi and Suphe secondary schools of Alge district and to check the extent to which the school environment is the best places for students and students' learning. Thus, the employment of this data gathering instrument helped the researcher to obtain information about the context within which teaching and learning activities were taking place

Table.....CHECK LIST OF MATERIALS, FIELD AND PRINCIPALS ROLE

Check Lists	Alge			Sachi		Suphe			
	V.good	Good	Poor	V.good	Good	Poor	V.good	Good	Poor
Availability of teaching materials		✓				✓			✓
Availability of practical field		✓				✓		✓	

Teaching and learning environment		✓				✓		✓	
Function of the school administration		✓			✓			✓	
The way of teaching practical session		✓				✓		✓	
Performance of teachers and students		✓				✓			✓
The roles of stakeholders		✓				✓		✓	
Attitude of teachers and students			✓			✓		✓	
Availability of teaching materials			✓			✓			✓
The independency of Physical Education Department			✓			✓			✓
The schedule of Physical Education			✓			✓			✓
The time taken for Physical Education			✓			✓			✓

4.4.1The time taken for Physical Education subject in school

The observation check lists indicated that, the time provided for physical education is insufficient to implement practical exercises in all classes. Due to receives only forty (40) minutes of Physical Education instruction per week. Taking an example of United States in the implementation of Physical Education in secondary schools, it is found that Despite well-publicized efforts by the United States government to promote Physical Education in schools, the actual time students spend in Physical Education has gone down in recent years (Luke, 2000)

4.4.2The Performance of students on practical activity

The observation check lists indicated that, the performance of students in practical activity is poor. Regarding to these, (Locke, 2002) related that regarded the pursuit of Physical Education and sports as an integral part of the educational process, it made strong an individual physically, mentally and morally. This education supports in learning discipline and develop the habit of team work. Physical Education is necessary for healthy mind and healthy body. This indicates that the students who participate in Physical Education are active and therefore influence their performance.

4.4.3The methods of teaching practical class

The observation check lists indicated that, the method of teaching practical class is not structured with theoretical class of Physical Education in Alge secondary school. Teacher is only depending on class room.

The Curriculum in Action: Moving in Context, resource, (Ministry of Education, 2002) provides a useful example to show teachers how they can reframe a traditional Physical Education topic such as gymnastics to include other physical activity experiences which encompass some of the same skills, knowledge and understanding. The resource outlines a variety of learning opportunities, placed in a range of contexts (decided upon by the teacher and students) that allow students to explore, develop and think critically about these movement skills and to analyse the role of physical activity in the wider world as they experience a broad range of interesting and physically challenging activities.

4.4.4 The Physical Education department in school

The observation check lists show that, Physical Education department is not independently work to facilitate for the implementation of practical teaching session in the school.

This indicates that Physical Education curriculum in schools should be encouraged in order to improve its implementation in secondary schools. Physical Education is an important part of the secondary school curriculum as an integral component of the total education of students; it contributes to the overall goals of education. Additionally, physical education department makes a unique contribution to the education of the student, it is the only subject area in the school devoted to the study of human movement, the acquisition of motor skill, and the promotion of fitness. It is concerned with the total development of the individual, encompassing development in the psychomotor, cognitive, and affective domains. The development of motor skills, fitness, knowledge, and attitude conducive to a lifetime of participation is a commonly acknowledged goal of the secondary school physical education program West and Lombardo (2000).

Chapter five

Summary, conclusion and recommendations

5.1 Summary

This chapter indicates the summary of the major findings, the conclusions and the recommendations that are considered to improve the challenges of implementation of Physical Education practical teaching of secondary schools of Alge district. The main purpose of this study was to assess the challenges of implementation of Physical Education practical teaching in

secondary schools of Alge district. The study also attempted to assess the level of implementation, investigate the major challenges and suggest ways for the effective implementation of Physical Education practical teaching. In order to attain these objectives, the following basic research questions were raised and answered in the course of the study.

1. What are the most severe challenges that physical education teachers face in implementing physical education exercises in Alge, Sachi and Suphe Secondary Schools of Alge district?
2. Are there statistically significant differences in obstacles due to experience, education qualification, education type and school's location variables?
3. In what way the actual administration and teacher is practice?
4. What methods are used to teach practical exercises program in Alge, Sachi and Suphe secondary schools?

To deal with these questions, descriptive survey design was employed. In providing relevant data from secondary schools teachers, student and schools administration offices respondents were involved.

The finding of this research is: the lack of practical field of physical education, the inadequacy of the materials or equipment provided for physical education, insufficient of time taken for Physical Education, the poor preference of teachers in spending time of Physical Education in the schools, the roles of stakeholders and the roles of schools administration of teachers to implement practical activity of Physical Education, the poor attitude of teachers and students towards the practical implementation of Physical Education, low performance of students practical activity of Physical Education, the poor methods of teaching practical exercise of Physical Education, dependency of the Physical Education department (under Biology, Chemistry and Math's department) and the only 1st, 6th and 7th or (first, sixth and last period) distribution schedule of Physical Education subject in the secondary schools of Alge district.

In addition to this, the outcome or the finding of the challenges of implementing practical teaching of Physical Education in Alge, Sachi and Suphe secondary schools of Alge district revealed that a majority of the student respondents indicated that they hold physical education once in a week. This affects the practical implementation of the physical education in Alge, Sachi and Suphe secondary schools of Alge district. Majority of the student respondents

indicated that their schools do not have enough Physical Education teachers in the Physical Education department.

Concerning the importance of the Physical Education practical teaching, all of the respondents had the same attitude about the importance of Physical Education practical exercises. The class schedules of physical education practical session and the time taken were not convenient to make practice. Because the distribution schedules of Physical Education and the time taken in the three schools were not favorable to the practical implementation of Physical Education. The distribution schedule of Physical Education is 1st period, 6th period and 7th period (i.e. 1st period is below 2:40 hour and 6th - 7th period is above 5-7 hours) and the time taken is only one period per week or only 40 minutes per week. So, it is difficult to implement practical teaching of Physical Education in Alge, Sachi and Suphe secondary schools.

With regard to the practical field of Physical Education, the respondents of the study were agree to the lack of practical field in the three secondary schools of Alge district. Though, the respondents of the study indicated the equipment or practical materials for teaching Physical Education of Alge district are insufficient. Moreover, the majority of respondents were not satisfied with the participation of students in physical education practical session. Because teaching learning process of Physical Education in the school is only through theories session. There are no facilities in school for the implementation practical teaching of Physical Education. The condition of the availability of Physical Education facilities in the school is poor. It can be concluded that the attitude of Physical Education teachers towards the Physical Education time distribution is negative.

Finally, among the solutions for the challenging factors and unsuccessful activities, as suggested by the respondent teachers and students, it should be better to equip Alge, Sachi and Suphe secondary schools with the needed Physical Education materials and sport fields even at Ministry of Education, Regional Bureau of Education, Woreda level and school administration. In addition to special efforts must be made to ensure that everyone is included in physical activity, regardless of age, ability or any other characteristics. Furthermore, attitude change for Physical Education, and each concerned body must carry out its responsibility were suggested by the respondents.

5.2 Conclusions

The study is concluded under this topic. As the study is concluded, the time provided for physical education is not enough to implement practical teaching of Physical Education in the school.

There is no attitude of teachers and students towards the practical implementation of physical education in Alge, Sachi and Suphe secondary schools of Alge district. The teachers prefer spending time on Physical Education is low. It can be concluded that there is the lack of practical field of Physical Education in the school. This affects the implementation of the physical education subject in Alge, Sachi and Suphe secondary schools of Alge district.

The schools do not have independent department and no enough teachers. The Physical Education department is guided by Biology and Chemistry Department. So, the dependency of Physical Education department under the Biology and Chemistry department is the great challenges to implement the practical teaching of Physical Education subject in secondary schools of Alge district.

There are no facilities in school for Physical Education. The condition of the available facilities is poor. It can be concluded that the attitude of the majority of Physical Education teachers and students towards the Physical Education schedules and the time provided is negative in Alge, Sachi and Suphe secondary schools of Alge district.

5.3 Recommendations

Based on the major findings of the study and conclusions drawn, the following recommendations are forwarded to improve the implementation of Physical Education practical sessions in Alge, Sachi and Suphe secondary schools of Alge district and to minimize or alleviate the major challenges.

1. Administration of Alge, Sachi and Suphe secondary schools should be better to have fulfilled the needed materials of Physical Education and school renewal project in which they can expand their compound and fulfill every ground facility that helps to Physical Education practical session.
2. The provision of a range of extracurricular sports needs to remain strong in the schools. Therefore, the school community should be better to strengthen and to make active the existing sport clubs in order to give support for students who have special needs, gifted and talented.
3. The provision of single-period lessons and the distribution of time table of Physical

Education was identified as having a negative impact on some students' attitudes towards the subject, which may also adversely affect their participation levels; hence, a single period is not sufficient for in-depth engagement within the practical exploration of the key concepts of the lessons. Therefore, the period should be better to be maximized and arranged in the way that is convenient to make practical exercise.

4. It is recommended that the Physical Education Department will be independent from Biology and Chemistry department include the independent department plan to make a risk audit of the various facilities, including its procedures and practices that ensure the health and welfare of participants in the physical education program.
5. The educational bureau office of Alge district should create conducive situation and need to contribute their part and try to find different mechanisms to make the practical sessions attractive and flexible for students. Additionally, the school administration and supervisors should take their responsibility in supporting and supervising the practical sessions of Physical Education. Moreover, those officials could be better to suffer for the motivation of teachers, which are the main actors of teaching and learning equipment for the Physical Education practical exercises in Alge, Sachi and Suphe secondary schools. Therefore, schools need to be encouraged to work with community, which are working in relation to education to fulfill those stated resources. Moreover, principals also need to encourage teachers to use the already available resources.

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Appendix A

Addis Ababa University

School of Graduate Studies

College of Education and Behavioral Studies

Department of Science and Mathematics Education

Questionnaire to be field by secondary schools of Alge, Sachi and Suphe students

Dear respondents! This questionnaire is designed to collect relevant information on: “The Implementation of Physical Education Practical Session in Alge, Sachi and Suphe secondary Schools of Alge district”. The information collected through this questionnaire will be treated confidentially and be used only for academic purpose. Your genuine contribution will be greatly essential for the success of the study. Thus, you are kindly requested to fill the questionnaire carefully and honestly.

General direction: - Dear respondents, please note that:

1. No need of writing your name on any page of the questionnaire.
2. To those questions with alternatives, show your response by putting “√” in the space provided or circles it.
3. Write your opinion of the open ended questions in the space provided.

Thank you in advance for your cooperation!!

1. Background information

1.1. Sex male _____ female _____

1.2. Age _____ years old

1.3. Your grade level: - _____ (Only for Students)

1.4. 9th _____, 10th _____, 11th _____ 12th _____

1.5. Qualification: - (Only for Teachers) Diploma _____ BA/BEd/ BSc _____
MA/MEd/MSc _____ Any other _____

1.6. Experience _____ years (Only for Teachers)

1.7. Area of your specialization (Only for Teachers)

A. Physical education _____ B. Language _____

C. Natural Science _____ D. Social Science _____ E. Others _____

2. Please show your response to the questions based on your observation and opinion by circling on the given chose that represents your view.

1. Is there the practical field of physical education in your school?

A, Yes B, No C, No answer

2. Are the class schedules of physical education practical session convenient to make

Practice exercise in the field?

A, Yes B, No C, I don't have any idea

3. What kind adequacy of the practical field materials or equipment provided for Physical Education in your school?

A, Good B, Very good C, Poor

4. How many teachers are not preferred to spending the time of Physical Education in your school?

A, 2 teachers B, 4 teachers C, 6 teachers

5. What are the roles of schools administrations to improve the problem of practical teaching of Physical Education in your school?

A, Good participation B, No participation C, Sometimes

6. What is the performance of teachers to implement practical activity of Physical Education?

A, High performance B, Medium performance C, Low performance

7. What are the roles and participation of stakeholders to the implementation of practical teaching of Physical Education?

A, Good participation B, No participation C, High participation

Thank you!

Appendix B

Direction: 2 Please show the level of your agreement or disagreement and the extent to which the mentioned activities were implemented in your school based on your observation and

opinion. Indicate the level of your agreement by putting “√” in the space provided under the rating scales that represent your opinion.

1=Strongly Disagree 2= Disagree 3= Moderately Agree 4= Agree 5= Strongly Agree

No. of items					
	Scales				
	1	2	3	4	5
1. Physical education teachers can use all equipment for practical sessions.					
2. Physical education students can wear sport clothes when they are in the practical session.					
3. Physical education teachers can motivate students to participate in the practical session.					
4. Physical education teachers use teaching aid that helps to teach the practical session.					
5. The availability of teaching materials to teach physical education is sufficient.					
6 Physical education teachers can make discussion with parents to increase the participation of students in physical education with practical sessions.					
7. Physical education teachers are flexible in wearing of sport clothes to increase the participation of all students					
8. Most students are participating in the physical education practical session.					

Thank you!

Appendix C

Direction: 3.1. Please write in your opinion freely in the blank spaces below from among rates represent to indicate the extent to which problem hinders the implementation of health and physical education practical session

1. What are the additional basic problems of physical education practical session in your school? Please list some of them.-----

2. What is the solution to improve the participation of students in physical education practical session?-----

3. What are the best practices with regard to the implementation of health and physical education practical session in your school or your area? Please list a few of them.

4. What success that the implementation of physical education practical session brought to secondary schools? Please list a few of them.

5. What is the distribution schedule of Physical Education in your school?

Thank you!

Appendix D

Interview Questions for Alge, Sachi and Suphe Secondary Schools' teachers

Dear interviewee! The purpose of this interview is to collect data about "The Implementation of Physical education Practical Session in Alge, Sachi and Suphe Secondary Schools of Alge

district ” The type of information that you will provide determines the quality of the study. So that; please be sure that the information you will forward is used only the afore mentioned academic purpose. You are, kindly requested to be genuine and honest in providing the factual information in the course of the interview.

Thank You in advance for your cooperation!!

1. Are the class schedules of physical education practical session convenient to make practice activities?
2. How do you express the participation of students and teachers in Physical Education practical session?
3. Why do you think some students are not participating in Physical Education practical sessions?
4. What is the attitude of students and other subject teacher for Physical Education practical sessions on your point of view?
5. How do you express the availability of Physical Education teaching materials in secondary schools?
6. Do teachers encourage their students to participate in the Physical Education practice session?
7. That are the best practices that you are observed in the implementation of Physical Education practical sessions?
9. What are the major problems for implementation of Physical Education practical session in the secondary schools?
10. What is the solution to improve the implementation of the Physical Education practical session

Appendix E

Observation checklist

By putting “√” and “x” mark in the box in the table below from among rates represented by a number scales to indicate the extent to which problem hinders the implementation of an health and physical education practical session.

This tool is designed to scrutinize the availability of certain physical setting, behaviors, and actions in relation to the teaching learning domain of school improvement program.

Check Lists	No. of Items		
	Very good	Good	Poor
1. Availability of teaching materials			
2. Availability of practical field			
3 Teaching and learning environment			
4. Function of the school administration			
5 .The way of teaching practical session			
6. Performance of teachers and students			
7. The roles of stakeholders			
8. Attitude of teachers and students			
9. Availability of teaching materials			
10.The independency of Physical Education Department			
11.The schedule of Physical Education			
12.The time taken for Physical Education			

Thank you!

This thesis is my original work and has not been presented for a degree in any university, and that all sources of materials used in this thesis have been duly acknowledged.

Name: **Shewenesh Waktola**

Signature: _____

Date: August, 2016

Approval

This thesis has been submitted for examination with my approval as university advisor.

Name: **Sutuma Edessa (PhD)**

Signature: _____

Date: August, 2016