

**TEACHING OUTDOOR PRACTICAL SKILL ACQUISITION
PROBLEMS IN PHYSICAL EDUCATION IN SECONDARY
SCHOOL OF GIDA AYANA WOREDA,
OROMIYA REGIONAL STATE**

By:

Kefyalew Olika

A THESIS

**Submitted to: Addis Ababa University College of Education and
Behavioural Studies Department of Science and Mathematics Education**

Advisor: Mulgeta Hagos (Msc)

August, 2019

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ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES
DEPARTMENT OF SCIENCE AND MATHEMATICS EDUCATION
This is to certify that the Thesis is prepared by Kefyalew Olika entitled:
Teaching Outdoor Practical Skill Acquisition Problems in Physical Education
Presented in Partial Fulfilment of the Requirement for the Degree of Masters
of Education (in Physical Education)

Approval Sheet

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Acronyms and Abbreviations

MOE:	Ministry of Education
NGO-	Non Governmental Organization
OT:	Out Door Teaching
PA:	Physical Activity
PE:	Physical Education
PES:	Physical Education and Sport.
PETE:	Physical Education Teacher Education
SKA:	Skill Acquisition
SPSS:	Statistical Package for Social Scientists.
TLP:	Teaching learning process

Abstract

Teaching outdoor practical skill acquisition problems in physical education in secondary school of Gida Ayana woreda, Oromia regional state.

Kefyalew olik

Addis Ababa University, Ethiopia, August, 2019

The main objectives of the study were to investigate the teaching outdoor practical skill acquisition problems in physical education in selected secondary school of Gida Ayana woreda, oromia regional state. To meet the research objectives, mixed approach was appropriate to both the context and nature of the problem under the study and it was employed by the researcher. To make the research successful, it had to go through scientific sample selection and arrangement of appropriate instruments. To select the sample school among four secondary schools in Gida Ayana woreda, the researcher used simple random sample, and purposive sampling method was used to select participant teachers and school principals. Among the sixteen sections of the selected school, four sections were selected using systematic random sampling. Based on progression with as, $a \dots F \dots K \dots$ (25%) and for students, based from list of alphabetical order take every 5th of the member of students by using the formula N/n^{th} where ($N=200$, $n=40$) of four (4) section, (20% 143 male 57 female). The participants of the study included selected students, teachers and school principals. The major instrument in the study was questionnaires, interviews and observation. To analyse this mixed research study, the researcher used a descriptive statistics analysis method using SPSS software version 21. The findings of the study revealed that limitation of outdoor skills and knowledge, less or no support by the directors and super visors to fill full the teachers' demands, Shortage of facilities, shortage of budget and large class size students' level of participation is low, recommendation was made to minimize the existing problem. According to this, physical education teachers, school principals, supervisor, should encourage students creating awareness to participate school and community together about outdoor practical skills in physical education.

Key word: Education, Physical education, outdoor practical skill, acquisition of skill, teaching skill.

CHAPTER ONE: INTRODUCTION

Physical education is an education given through physical activities to develop all aspects of personality as physical, mental and social wellbeing, Wuest Bucher, (1999). That means physical education is concerned with the development of an individual's potential with physical, social, emotional and intellectual changes that occur as the result of movement experience then, It is an important aspects of the total education process Teaching must be effective if children are acquire the outdoor practical skills that lead them to a physical active life style.

1.1. Background of the Study

Outdoor teaching (OT) and skill acquisition (SKA) in physical education is practice program that take outside the class room. Effective administrative procedures that can help teachers to be more efficient and accomplish required tasks in timelier manner. The main importance /role of physical education in school is to help the individuals to acquire the knowledge, attitudes, skills leading to exercise including recreation through physical activity and to ensure that these become on integrate part of one's life pattern. Outdoor PE is the only area of the school curriculum that promotes the development of motor skills and fitness.

Education is a widely used word and has many definitions. Among many definitions, as indicated by USAID, (2011), education is essential for human development and critical to lay basic ground for economic growth for every nation.

Education remains the key for solving the individual's intellectual and creative potential through increasing individual income, improving health outcomes and reasonable resource allocation. According to Allana (1987), Education is a vital important aspect of life. It is the way in which life attempts to realize the noblest form of existence and a flourishing humanity. It is the process through which individuals, groups and nations' endeavour to achieve their ideals and aspirations. Education does not operate in isolation, and rather it must be integrated with research, practice and development that contribute towards an all rounded development often society (MOE: 1994).

Education plays a role in the promotion of respect for human right and democratic values, creating the condition for legality, mutual understanding and cooperation among people. Education enables individuals and societies to make all round participation in development

process by acquainting them with knowledge, ability, skills and attitudes. Also the main aim of education is to strengthen the individuals and societies problem solving capacity, the ability to create new ideas and culture starting from us basic to in all level. Education does not operate in isolation, and rather it must be integrated with research, practice and development that contribute towards an all rounded development often society (MOE: 1994). As Posner (1992), also stated that teachers play crucial role in determining the success or failure of curriculum implementation. Thus the teachers with his/her attitude, skill and experience are the most importance of all in determining the success or failure of teaching learning.

Physical education-is the study, practice, and appreciation of the art and science of human movement which concerned with motoric activity. It has so many definitions. Among many definitions given by scholar's freeman, (1972), defines physical education as Physical education is the sum of man's physical activities selected as to kind and conducted as to outcomes. Freeman's definition sets on consideration of the fundamental question whether educating only the physical aspect of the body is sufficient to define the field in view of the fundamental concept which puts body and mind to be two sides of the coin, physical education for physical wellbeing of the human organism as the union of the mind and the body where healthy physical status is intimately linked to bright mind setting. As cited in Wuest and Lumbardo (1994), Physical education is an integral part of the total educational curriculum. It is the area of school curriculum that teaches motor skills and understanding human movement and provides opportunities to facilitate their development. Furthermore, physical education when properly planned and thought, can support learning across the curriculum; for example physical education can integrate information about anatomy and physiology as well as nutrition which is science and health cases. Designed and sequenced KG-12 grade physical education programs helps students to develop the skills and attitudes conducive to lifelong learning, an important educational goal. Quality physical education instruction can enhance physical activity opportunities and benefit students to improve their health conditions we need to insure that children and youth develop the skills, knowledge, and attitudes necessary for participating in active and healthy life style. This is the role of physical education, in other words, our children and youth need to be physically educated; so they will be physically active through their life. Physical education plays a vital role in the development and growth of all students. In physical education, student learn critical concept and develop attitudes, skills and behaviours that lead to lifelong physical, mental and

social wellness. In terms of skill acquisition, learners is “conceptualized as a dynamical movement system searching for stable and functional states of co-ordination ‘attractors’) during goal-directed activity” (Araujo et al., 2004, p.410). Nonlinear dynamics is therefore concerned with the self-organization of the internal systems that strive to form stable coordinated and dynamical movement patterns. According to Bailey (2006), Physical Education and Sport (PES) have numerous advantages linked with active participation.

Physical Education (PE) develops the skills, knowledge, values and attitudes needed for establishing and enjoying an active and healthy lifestyle, as well as building student confidence and competence in facing challenges as individuals and in groups or teams, through how derange of learning activities. PE is offered as an elective examination subject at senior secondary education level. It emphasises the connection between theory and practical skills and is designed to develop the interest and potential of students in the areas of PE and sports.

One of the objectives of physical education is to help students attain motor skills with teachers giving frequent feedback to students about their skill performance. Based on the findings of motor-learning research, it is widely accepted by researchers and teacher educators that feedback is an essential element in motor skill learning. As a result, guidelines forgiving feedback in skill teaching have been established. Feedback is referred to as “all of the response-produced (sensory) information that is received during or after movement” (Schmidt, 1988, p.424) feedback is referred to as information provided about the task which supplements or augments intrinsic feedback (Schmidt, 1988), and is provided to learners by some external source such as the teacher, coach, videotape or computer (Lee, Keh, & Magill, 1993). To improve teaching and learning of outdoor practice skills, it was decided to introduce teaching methods which focussed on intensive peer and teacher feedback. The research focused on major factors that hinder the acquisition of outdoor fundamental skill in physical education class, how teachers do and students perceive the practical class skill learning in physical education and the introduction of intensive and structure out door skill learning and teaching process, as well as on the delivery of teacher-feedback to detect and correct errors. Thus, physical education aims at developing the human with a combination of a healthy mind and body as indivisible through physical activities. With this view operative physical education has concern for emotional responses, personal

relationships, group behaviour's, mental learning and other intellectual, social and aesthetic outcomes. The goal of physical education is to influence all areas of educational development, including mental and social growth of the students, while the body is being improved physically, the mind should be learning and expanding and there should be some social development such as learning to work with others.

Teaching is a profession that has to do with equipping young people with knowledge to lead better life and influence change in a society (Lock heed, et al, 1996). Teaching is Complex and teachers must command a wide range of instructional strategies for teaching specific subjects and managing the class room (Lock heed, et al, 1996). In this regard, teacher education has to do a lot to help the young students in their preparation for future duties and responsibilities which they will have in the society. Teaching is considered by modern pedagogues as “a process of facilitating individual's learning through motivation, coordination, guiding or directing the activities she or she performs and controlling or evaluating the learning results” Bandura, A. (1986). Teaching is also defined as “a process of directing the interaction between the learner and the material to be learned”, etc.

Teaching can be defined as a set of processes and procedures used by the teacher for the purpose of making learning happen. According Bucher, (1999), the teaching-learning process implies a duality of effort between the student and the teacher .In order to achieve the purpose and objective of physical education in Ethiopia, in general and particularly in secondary school, since it is the foundation for the child in particular, it is imperative to look thoroughly its implementation by physical education teachers. Understanding the process by which individual learn fundamental skill, teacher guidance in the selection of teaching style and strategies, teacher's interactions with students, the class climate, motivation, discipline etc. Furthermore, teachers must thought fully to consider how they should meet the needs of all students within the

Evaluation should be an integral part of the program that teachers can determine the extent of achievement of outdoor skill teaching learning goals of physical education teacher (Wuest and Lumbardo 1994). The outdoor practice education in physical education has been used quite broadly to refer to range of organized activity which takes place in predominantly out door environments for variety purposes. Outdoor education involves regular activities outside the classroom. This way Outdoor education is has variety definitions and explanations preserve.

Outdoor practice education in physical education is of working provides new opportunities for academic activities, spontaneous display and perform different practical exercise, experiences and social activities. (Jordet, 1998, pa24, my translation).

Outdoor teaching skill in physical education can be described as teaching and/or learning and/or experiencing in an outside of the class room. An all-encompassing definition of outdoor education is scarcely possible due to different meanings, understandings and practices within various research areas, countries and cultures Common terms include: learning outside the classroom, outdoor education in school.

In general, outdoor education teaching (OT) skill can be described as teaching and/or learning and/or experiencing in an outdoor and/or out-of-school environment. The content of learning and teaching is therefore different and depends on the general aim of the programme, the target group and the outdoor setting, e.g., the gaining of knowledge in natural sciences; increased PA(physical activity), leadership skills, personal and social development; survival skills; and improve skills in relation to nature-oriented outdoor skills.

Evidently, the context of skill acquisition provides crucial constraints on how skills are performed. Motor learning has been able to explain motor skill acquisition. In outdoor motor skills learning are clearly expressed through bodily movements and its clear expression makes a direct investigative approach to skills learning possible (West & bucher, 1999). The emphasis on bodily skills in outdoor is also highly needed in western tradition that has valued intellectual skills far higher than the skills of the body. It is about time we start to appreciate bodily skills just as much as we tend to recognize intellectual skills, and sport, in the extreme cases, crowns excellent bodily skills with Olympic gold medals. In addition, sport has also, both as practical and a scientific endeavour, presented several examples and conceptual models of how skilled behaviour is performed and how athletes acquire and learn new skills. This perspective has provided a general idea of how motor skills are learned B. Knapp(2001) , “Although habits and abilities are basic and relatively stable capacities underlying skills, skills develop with practice”(471). Consequently, skill is a success-word in the sense that something one did not know how to do or something one did very poorly in the start is known and performed more successfully after some practice Guthrie, (1952), stated that, “skill consists in the ability to bring about some end result with maximum certainty and minimum outlay of energy, or time, or

of time and energy” (p. 136). Skills refer, in other words, to actions performed with desired environmental goal in mind.

Outdoor practical skill teaching in physical education is the most important discipline apart of (PE). Outdoor education in physical education is usually refers to organized learning that takes place in the outdoors (Cook, 1999). Since this area is my original place, from previous experience, when I was student and now, I am a teacher in woreda, teaching outdoor practice skill in physical education in this school not take place smoothly for students due to many problems, (i.e. Lack of facilities & equipment, Inadequacy of time allotment, Lack of in-service training, Lack supplementary materials, Class size, Lack of support from school principals & supervisors, Attitudinal problems of students, teachers....etc.) therefore the study should try to investigate major factor that hinder student in learning out door practical class to acquire fundamental skill, the most effective condition for practicing motor skill use of reinforcement to enhance learning and how to use information from the environment to modify the performance of the students was searched and process of understanding how skill practice is developed and factor that facilitate or inhibit this development of the practical skill, how teachers and students perceive the practical class and skill learning, how is the efficacy of teachers in teaching practical skills in physical education with reference in selected secondary school of Gida Ayana woreda. Moreover, it was intended to find ways of overcoming the problem of investigate in the school for the outdoor practical skill acquisition.

1.2. Statement of the Problem

The major objective of every school system regardless of the level of the learners is to provide high quality of education for learners. Physical Education (PE), according to Bailey (2006), is an integral subject in the psychomotor and cognitive development of the learner. It contributes to students’ academic and intellectual growth as it provides knowledge, skill and understanding about their bodies and how they function with exercise and without exercise.

Having the subject knowledge and practical skill for secondary schools are a base for all their remaining grade level. Skill acquisition is research by Knapp. Knapp, (1963), stated that, skill performers must be able to interpret environmental cause and the requirements of a situation to enable them to make the right decisions and carry out the necessary movements. Knapp believed skill learner should be encouraged to develop an understanding

of the needs of a situation by more precise interpretation of the sense of impressions received rather than focusing on the development of patterns of movement. Students learn how to achieve fundamental motor skill practice 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 non-competitive that brings them enjoyment and supports those academic experiences that are critical to understanding the activity. Motor skill learning is asset of process associated with practice or experience leading to relatively permanent change in capability for movement,(scmidt &lee,2005).Motor learning has been a key concepts in field of physical education and sport science. In recent year motor learning has formed the foundation for treating children with developmental coordination disorder

Outdoor physical activity in physical education give contribution that physical activity prevent the disease, develop social relationship and academic performance. Children and adolescent are becoming less physically active, less skilled and less fit (Dollaman, old, Norton and stewort, 1999), so due to this, the study is very important at this age level of school students. To make the Teaching outdoor practical skill acquisition effective in the sample school of Gida Ayana worda, there are factors which affect. Since outdoor practical skill teaching in physical education is the most important discipline apart of (PE), the study should try to investigate major problems that hinder students in teaching learning process of outdoor practical class to acquire fundamental motor skill in physical education, to identify most effective condition for practicing motor skills use of reinforcement to enhance learning and how to use information from the environment to modify the performance of the students was searched and process of understanding how skills practice is developed and factor that facilitate or inhabit this development of the practical skill, how teachers and students perceive the practical class skill learning, in physical education with reference in selected secondary school of Gida Ayana. Thus the study attempts to investigate and seek answer to the following basic research questions.

1.3. Basic Research Questions.

The study was assessing the following basic research questions.

1. How do teachers and students perceive the practical skill teaching learning in physical education?

2. How is the efficacy of teachers in teaching outdoor practical skill in physical education class?
3. What are major factors that hinder the acquisition of outdoor fundamental skill in physical education class?

1.4 Objectives of the Study

1.4.1 General Objectives

The general objective of this study was to assess the effective teaching outdoor practical skill acquisition problems in physical education in selected secondary school of Gida Ayana woreda Oromia regional state.

1.4.2 Specific Objectives

The specific objectives of this study were as under:

- To explore the perception of teachers and students to ward skill learning in outdoor practical in physical education.
- to assess the effectiveness of teacher in teaching the fundamental skill in physical education practical classes
- To investigate major factor that hinder students to learn outdoor skill in physical education practical class.

1.5. Delimitation of the Study

The researcher decided to conduct this research was delimited to east Wollega zone only Gida Ayana high school grade nine governmental school to make the study more manageable, timely, and feasible and effective.

1.6 Limitation of the Study

The study has the following limitation;

- time constrain
- lack of materials'
- In sufficient budgets and shortage of reference book such as journals etc.
- Unavailability of internet access.
- The on and off of electric power.
- Shortage of money to conduct properly the research.

Though, due to these the researcher went up and down as wave to accomplish the study via reading deferent literature.

The above constraints may limit the qualities of this research .However; the researcher tried to show how to overcome these difficulties by using different mechanisms.

1.7. Significance of the Study

The effectiveness and efficacy of any educational problems depends on thorough understanding of the problem that hider its successful accomplishment. Therefore the problems that was discuss in this study have the following main significance/important.

- Secondary teacher may use it as are source reference.
- Novice researcher may use it as additional reference materials
- Help to awareness what benefits do students and the surrounding society gain from quality of teaching out door practical skill.
- It may also serve as a good indicator for further researches relating to problem issues of PE in outdoor practice skill educational process.
- To enhancement of students to learn fundamental skill through practice.
- To determine the effectiveness of providing intensive peer learning and peer feedback in the acquisition of skills
- To help teachers improve feedback to correct errors in outdoor practice skill teaching.
- Understanding and trying to reduce or if it is possible avoiding challenges faced.

1.8. Definition of Terms

- ❖ **Outdoor practice:** refer to range of organized activity which takes place in predominantly out door environments for skill learning (cook. l, 1999).
- ❖ **Skill Acquisition:** is the science that underpins movement learning and execution and is more commonly skill learning and control (cf. Dreyfus & Dreyfus, 1986).
- ❖ **Motor skill:** skill which contains movements that are all ways repetitive.
- ❖ **Education:** is essential for human development and critical to lay basic ground for economic growth for every nation USAID, (2011).
- ❖ **Physical education:** is an integral subject in the holistic development of a learner. (PE), according to Bailey, (2006).

- ❖ **Teaching:** that is a potential development in a predetermined set of tasks and towards a personified learning outcome (Hargreaves, 1993).
- ❖ **Skill:** is capability to bring out an end result with maximum certainty, minimum energy, or minimum time. Guthrie, (1952).
- ❖ **Role model:** is a person whose behaviour and attitude conforms with that which society or other social groups expects of a person in his or her position, and who has become an example for others to copy.
- ❖ **Tactics:** the ability of solving the given challenge/problem/
- ❖ **Technic:** the ability of the player or movement of the player with and without a ball.
- ❖ **Motivation:** can be defined as the direction and intensity of one's effort and the will to perform a given task. Hargreaves (1993)
- ❖ **Perception:** way you perceive and feel about someone or something or our recognition and interpretation of sensory information. (Jermy Binns, 2010).

1.9. Organization of the Study

This study is organized in five chapters, chapter one is about. Background of the problem, statement of the problem, objective of the study, significance of the study, limitation of the study, delimitation of the study and definition of key terms, organization of the study, Chapter two is about review of related literature, chapter three the study design and methodology used with state, chapter four Chapter Four is about data analysis and interpretation, chapter five deal with summary of findings, conclusion, and recommendations.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

Introduction

Literature review is the part which deals with the review of related literature from different perspectives. Hence, in this study, the researcher tries to review different kinds of literature written by prominent scholars on the issue challenges and practices out door practice in physical education. Additionally, different authoritative secondary sources including different journals and research working papers have been discussed. Accordingly, the review was mainly concerned with the issues of outdoor problems skill acquisition in physical education to achieve the objectives. The attempt to increase the reliability of this study, different source was discussed. Finally, the literature review tries to explore the empirical literature that related with the study topic; specifically the basic research questions and finalized with a summery, conclusion and recommendation of the discussed literature and the knowledge gap identified.

2.1. The Concepts of Physical Education

When we raise the origin of physical education, it is connected with the necessity of the primitive person to have good fitness to make his living good. From the age of the first man, the way he has viewed and used his body and mind by then has had an impact on society. Prehistoric man unconsciously left some reminders of lost clues considering his life. From this, a partial view of his society and physical education can be reconstructed. From the very beginning of life in this universe, animal and human life has undergone a great change in biological and sociological direction. Concerning this, physical education exercise used for passing one's experience was really effective. The other is, connected with the ability of man to think and reasonably tore preparation for and the consequences of hunting.

Physical education is a science of movement. According to Bailey (2006), is an integral subject in the holistic development of a learner. Holistic learning is more than remembering facts. It involves very thing we learn in a more or less holistic way, as well as how we approach the learning process. It is complete learning that utilizes the whole body, as we have the ability to learn with more senses than just sight and sound. Holistic learning also means learning about ourselves and other people, and how we connect together, as well as learning academic topics in depth and seeing how they relate to each other The impact of PE to the empower of learners can

be attested by the physical, social, affective and cognitive development of the learners (Bailey, 2006).The correlation between PE and examinable academic subjects is great, in that learners become active participants in the process of learning.

Physical education is an education given through physical activities to develop all aspects of personality as physical, mental and social wellbeing. That means physical education is concerned with the development of an individual's potential with physical, social, emotional and intellectual changes that occur as the result of movement experience then, It is an important aspects of the total education process. In many nations throughout the world most public schools, colleges and universities recognized the importance of physical education by making it part of the required curriculum. Moreover, physical education is important for all ages and abilities of people in the form of physical activity to lead quality of life. Wuest Bucher, (1999), suggests “that traditionally, physical education and sport program focused on providing services to school aged populations in the school setting” (p 4-6). Today, physical education and sport has expanded to include persons of all aged and abilities, Involvement in carefully designed programs can enhance the health and quality of life for participants. School physical education programs focus on promotion of lifespan involvement in physical activity. Students learn the skills, understandings, and attitudes that will enable them to participant in various physical activities throughout their lives.

2.2. Objectives of Physical Education

Physical education to day plays a vital role in the education program because it makes to develop the whole personality of students in order to produce citizens who are physically, mentally and socially competent. This can be accomplished through the medium of physical activities which contributes to the achievement of the prime objectives of physical education. Regarding to this Teshome, (1981), noted that “All teachers should be sensitive to the developmental needs of boys and girls while the mathematics teacher is especially sensitive to the needs of the students to be able to think quantitatively and to solve certain problems” (p12-13). The physical education teachers should be especially sensitive to the achievement of the following goals which we might call specific objectives of physical education. These are:

- Development of organic power
- Development of neuromuscular skill
- Development of desirable personal and social attitude.
- Development of intellectual awareness
- Social development

Physical education has its own primary objectives as the improvement of the well-being and quality of life of individuals who participate in the program. Butcher, (1999), viewed physical education's contribution to the educational process as encompassing organic education, psychomotor education, intellectual education and character education. Charles Bucher, (1964); identified some developmental objectives for physical education. These objectives were physical (organic) development, motor and movement development, mental development, and social development. Achievement of the outcomes associated with each of these objectives contributes to the development of well-rounded individuals who will become worthy members of society. Generally according to Wuest & Bucher, (1999) "physical education can contribute to the goals of education in many significant ways" (p43). First, physical education makes a unique contribution to the development of the total person. It is the only area of the school curriculum that promotes the development of motor skills and fitness. No other curricular area contributes to development in the psychomotor domain. Second; a quality physical education program enhances the health and wellbeing of its students. Students who are healthy can learn more effectively, have more energy to expend on educational tasks, and possess a greater vigour and vitality not only for learning but also for daily living. Since one primary goal of education is to prepare students to be productive members of society, attention must be given to the health and welfare of the individual. Participation in regular physical activity enhances one's overall health. The physical education program can give students the skills, knowledge, and attitudes that will result in a lifetime of participation in physical activity, thus contributing to good health in adulthood and increased productivity. Third, physical education can contribute to learning readiness. Movement experiences are critical to learning readiness. Movement is the means by which infants and adults explore their environment, develop their senses, and lay the foundation for future learning in all domains. Then through movement and play, young children become independent as they explore, gain confidence as they accomplish new tasks, and acquire social skills as they interact with others. Additionally, movement stimulates growth and development

and enhances the health status. This makes the children to lead quality of life throughout the school time and even at adult stage.

Fourth, physical education can be an important part of an integrated educational curriculum. Today, we see a greater emphasis on multidisciplinary learning, with the integration of subject content across the curriculum. Integration provides opportunities for students to see new relationships, to transfer what they have learned from one setting to the next, and to reinforce learning in various ways.

Generally, quality physical education programs contribute to students' physical, intellectual, social and emotional development. However, whether the potential of physical education to contribute to educational outcomes is fulfilled depends heavily on teachers' commitment to conducting quality programs, and the support they receive for their work from within the institution and from their community. Neilson, Hagen and Comer (1966), state that "the teacher should keep in mind the generalized, specific, immediate and remote objectives of physical education and should use them as a guide to his method of teaching" (p 10). Boys and girls have objectives also which the teacher must understand and with which the teachers deal. Frequently the objectives held by different persons are in conflict. The objectives held by the principal, the teachers, the parent and the students may be different. When the objectives held are in conflict, they should be discussed and if possible be harmonized. Then it is the responsibility of the teacher to analyse the results of the activities used and to help students adopt and achieve desirable objectives. A clear statement of objectives in physical education is important from several points of view. Objectives should be clearly stated, attainable, and socially desirable. Favourable public attitude depends up on such a statement, sound school administration depends on it, and teachers cannot teach intelligently and effectively without it.

2.3. Importance of Physical Education

The importance of physical education and physical activity in our society are discussed below.

1. Promotes a way of life in which physical activity is valued, enjoyed, and integrated into daily life.
2. Promotes the principle of individual choice by responding to learners' individual needs, interests, and circumstances.
3. Provides a unique contribution to lifelong development of all learners, enhancing their physical, cognitive, social, emotional, and spiritual well-being.
4. Facilitates learning processes, which encourage critical thinking, thereby affect the learners 'personal wellness and the well-being of society.
5. Nurtures individual self-reflection and consciousness, which preserves human rights and the development of supportive and sustainable environments.

Physical education on a daily basis establishes the foundations for active living by providing experiences, which enhance the learner's knowledge, attitudes, and skills towards a wellness lifestyle. Thus, gradually motive activities were separated from the real work and turned into physical exercise for hunting carried out independently from the working process. The man has realized that the necessity of training himself to improve the outcomes of his everyday activities. They used to use materials for throwing to capture animals, Thus they started to practice shooting or throwing to develop the quality of the activity or hunting. Their training exercise like shooting, throwing, aiming at, running (sprinting) etc. Got more and made conducive to interaction. The interactive situation is established by the function of each act of the teacher. In other word, the acts of the teacher have strong impact on interaction for better understanding of teaching as interaction; it is advantageous to examine some acts of the teacher made conducive to interaction. The interactive situation is established by the function of each act of the teacher. In other word, the acts of the teacher have strong impact on interaction for better understanding of teaching as interaction; it is advantageous to examine some acts of the teacher.

In relation to the above points, Abinet cited (20 04), also points out that physical education should be concerned with improving one's fitness and health. Students indicate that they want to learn new skills and many sport activities students at these age level also indicate that physical education should be more than just developing body. Yet, it should also develop the mind and

prepare students to their future work. To strengthen the scholar's idea, the main importance /role of physical education in school is to help the individuals to acquire the knowledge, attitudes, skills leading to exercise including recreation through physical activity and to ensure that these become an integrated part of one's life pattern. Shortly, the importance /role of physical education in higher institutions help us to produce a good citizens and shaping the youth physically and mentally as well. According Bucher (1999), the teaching-learning process implies a duality of effort between the student and the teacher. The student learns for all the factors in his environment but it is the school that is primarily responsible for formal learning through the educative process.

Teaching and learning are synchronized in to a process that is on-going, developmental and dynamic in nature. Then to enhance this process a teacher strives to provide the students with a favourable class room environment that is conducive to learning. If physical education is to assist students to understand this complex world and to better adapt themselves to it and prepare themselves for an intelligent and constructive citizenship we must provide well-defined programs of physical education at all stages of education. Bucher, (1999), describes physical education as an integral part of the total education process and has it aims; the development of physically, mentally emotionally and socially fit citizens through the medium of physical activities, which have been selected with a view to realizing their outcomes. Physical education and sport as a field of study have its own curriculum for all educational levels. To this end, the researcher will find it worthy to describing outdoor physical education as an integral part of the secondary school curriculum, which can contribute a lot significant to educational goals, including the development of each individual to his or her fullest potential and enhancement of each person's quality of life.

2.4. Benefits of Physical Education for Youth.

Physical education (PE) is an effective strategy to increase physical activity among young people. Physical activity is important to the health and wellbeing of everyone and is vital for very young children in developing the basic movement skills to support physical activity in later life. Knapp. C, (1968), states that "the physical education is two-headed coin on one side represents development and maintenance of physical characteristics including strength, endurance, good posture, flexibility, balance and neuromuscular skills"(75). School physical education (PE)

provides a context for regular and structured physical activity participation. We know that there is a positive relation between physical activity and mental wellbeing and that physical activity has the capacity to reduce the risk of mental disorders, and improve quality of life and psychological wellbeing in both adults and children. People who are active feel better and are able to deal with life's stresses and strains and have a better sense of wellbeing.

Physical education highly provides responsibilities to contribute to the molar development of the learners. In addition to this Bucher (1999), describes physical education as an integral part of the total education process and has it aims; the development of physically, mentally emotionally and socially fit citizens through the medium of physical activities, which have been selected with a view to realizing their outcomes.

2.5. Synonymous Terms in Physical Education

Physical activity, physical education and school sport are similar in that they all include physical movement, but there are important differences between them, as outlined below.

Physical Activity: is a broad term referring to all bodily movement that uses energy. It therefore includes physical education and sport.

However, it is wider than this, as it also includes active play, playground games and routine, habitual activities such as walking and cycling, as well as housework and gardening and school sport.

Physical Education: is planned, progressive learning that takes place in school curriculum timetabled time and which is delivered to all pupils. This involves both “learning to move” (ie becoming more physically competent) and “moving to learn” (learning through movement, a range of skills and understandings beyond the physical activity, such as co-operating with others). The context for learning is physical activity, with children experiencing a broad range of activities, including sport and dance.

School Sport: is the structured learning that takes place beyond the school curriculum (i.e. in the extended curriculum), sometimes referred to as out-of-hours learning. Again the context for learning is physical activity. The “school sport” programme has the potential to develop and broaden the foundation learning that takes place in the physical education. It also forms a vital

link with “community sport and activity”. All pupils are encourage being involved in school sport, not all choose or are able to do so. For some young people physical education remains their only structured or organised, regular physical activity. It is therefore crucial that pupils receive their entitlement of at least 2 hours of quality physical education per week.

2.6. The Concept of Teaching Practical Class in Physical Education

Teaching in school still has to rely on formal teaching. We have a detailed curriculum (2005), which demands formal teaching and direct learning if we are supposed to reach all the specified goals. This format can, however, increase the gap between the children’s experiences at school and in real life (Dewey, 1966). Outdoor education in physical education might be an idealistic way of teaching, but it is time consuming. In a study from USA, the authors found that teachers found it difficult to use outdoor education as a supplement to their classroom teaching because they felt constrained by the school curriculum, heavy testing of the academic content, and lack of competence in outdoor education teaching methods.

Teaching is carried out towards the attainment of mastery learning, that is, to enable students acquire certain knowledge and skills. Furthermore, teaching is based on the principle that if each student is allowed the learning time he needed, and is given the instruction required; he could achieve whatever level he wished to. The adherents of the social efficiency ideology, then, believe that each child can acquire a given learning task efficiently if he is given sufficient learning time (and allowed to learn in his own pace). And teaching is directed, here towards the accomplishment of this purpose; that it try to stimulate each child to learn a given material according to his ability and pace. Teaching is aimed at the potential development of each child. That is a potential development in a predetermined set of tasks and towards a personified learning outcome (Hargreaves 1993).

The basic task of teaching is to help students learn and grow; to design educational experience through which students will grow in skill, understanding, and attitude and to do so in a way that enables students to enjoy both the learning experience and the activity or subject being studied. The most meaningful way to understand teaching is by looking at what happens to the students being taught. It is increasingly difficult to assert that a teacher taught, but the students did not learn. Teaching can be defined generally as the professional behaviours exhibited by teachers as they engage in their work. Teachers do things such as plan, explain, lecture, question, manage,

and provide feedback. Hopefully, these are all done with the purpose of helping students to learn and grow. These are skills and strategies that can be practiced and improve. It also noted that many persons other than certified teachers use these behaviours such as mother, father, employers, and friends (Hargreaves 1993).

2.7 . Teacher Effectiveness and Outdoor Teaching Methods

Effective teaching is characterized by predictable set of strategies that have little to do with “method”. Effective teachers use these strategies; teachers who are less than effective usually do not. A strategy typically consists of several discrete teaching skills. For example, the strategy of active supervision consists of the teacher’s moving in unpredictable patterns around the teaching space, frequently checking on students not in close proximity, promoting on task behaviour desisting in appropriate behaviour quickly and accurately, and providing academic feedback. It seems to us that teaching skills are very much like sport skills. Example you can fairly quickly master the basic skill of tennis football athletics etc. You can fairly learn how to serve, how to learn when each of these should be used. However, to be a good tennis player, you have to put the skills to use at the right time, in the right order, and in the right way. Learning to be an effective teacher is like that too. We will present the effective teaching skills as separate skills. They can be practiced separately, and this kind of practice is important.

Gradually, however, you must bring the skills together. Doing this requires some serious practice under good conditions. People do not become good tennis players without lots of practice, some good help along the way, and the right conditions. And they have to want to be good players. The same holds true for learning to be an effective teacher. There are four parts to teaching a new skill:

Instructing - instructions must be given for them to complete the task or skill. These may be written or verbal. The teacher must ensure the student knows what is required of them

Demonstrating - The teacher may provide a demonstration of the skill or may get a peer to perform it. It is key that this is a good demonstration to allow the student to form a model in their memory and mentally rehearse the skill to be performed.

Applying - The student then practices the skill in a planned situation to help them transfer the learning from practice to a competitive situation

Confirming - This is all about feedback and providing information for the student about how successful they have been. Testing or assessing the skill allows the teacher and the student to evaluate performance.

2.8 Types of outdoor Practice Practices in Physical Education

There are four types of practice which can all be used in different situations and dependant on the skill being learned:

Fixed practice - This are sometimes also known as drills and involves repeatedly practicing a whole skill in order to strengthen the motor program. This type of practice is best with discrete, closed skills.

Variable practice - This is used best for skills and involves repeating a skill in varying situations. For example shooting practice in football, where the coach may set up drills and alter the starting position and involvement of defenders. This helps to build up schema to use in game situations.

Distributed practice - Attempts at the skill are divided up with intervals in between to allow for rest and mental rehearsal. This is best used in difficult, dangerous or fatiguing skills and with young or lowly motivated individuals

2.9. Methods of outdoor Practice in Physical Education

Certain skills are best taught in different ways depending on the learner and the skill in question
Commonwealth of Australia (1992)

i. Whole method

The skill is first demonstrated and then practiced as a whole, from start to finish. It helps the learner to get a feel for the skill, timings and end product. It is best used for fast skills which cannot easily be separated into sub-parts, such as a javelin throw. It is unsuitable for people with low attention spans, complex or dangerous skills.

ii. Part method

The parts of the skill are practiced in isolation which is useful for complicated and serial skills and is good for maintaining motivation and focusing on specific elements of the skill. It is possible; however, that the transfer of the skills from parts, to a whole may not be effective and it may also reduce the kinaesthetic awareness (feel) for the full skill.

iii. Whole-part-whole method

The whole skill is first demonstrated and practiced, before being broken down into the constituent parts to practice the individual elements and improve on these, before putting the whole skill back together. This can be very effective in skills which have easily distinguished parts, where the whole skill together is complex. A good example comes in swimming, where the learner would practice the whole stroke, then isolate a weak component, such as the kick and use a float in the hands to ensure using only the legs, before putting the whole stroke back together. This gives the performer a sense of the whole skill before they break it down and improve on the weak aspects of the performance. As with the part method this may affect the transfer of the skill from parts to the whole.

iv. Progressive part method

This is sometimes also known as the chaining method, as the parts of a skill are practiced individually, in order, before being linked together and expanded. For example in the triple jump, the hop will be practiced and learnt, before the skip is then practiced and learnt.

The two are then linked together. Finally the jump will be learnt individually and then tagged on the end of the skip. This is slow process but allows weaknesses to be targeted and for the performer to understand the relationship of the sub-routines Common wealth of Australia (1992).

2.10 Effective Teaching Strategies in outdoor Practice

Effective teachers the back bone of education. Effective teaching is characterized by a predictable set of strategies that have little to do with “method”. Effective teachers use these strategies; teachers, who are less than effective, usually do not. A strategy consists of several discrete teaching skills. For example, the strategy of active supervision consists of the teacher’s moving in unpredictable patterns around the teaching space, frequently checking on students not in close proximity, promoting on task behaviour, desisting inappropriate behaviour quickly and accurately, and providing academic feedback

Ways of minimizing the Challenges/Problems/ that Hinder Teaching Learning Process of Outdoor Practice in PE Include the following

A. Creating an Effective Environment for outdoor practice.

Every teacher knows that a safe, clean, comfortable and attractive classroom can stimulate learning and help build a classroom community. But for many teachers, setting up the physical environment of their classrooms can be quite daunting, especially when faced with older buildings, crowded classrooms and insufficient storage space. You can make the most of your classroom environment by carefully considering your needs and the needs of your students (Brookfield, et al. 1999).

B. Classroom and Field Conditions.

Class size, refers to the number of pupils regularly scheduled to meet in the administrative and instructional unit, known as class or section, usually under the direct guidance of a single teacher (Monre, 1956). Class size concerns educators for various reasons because learning can only occur positively when lessons are under appropriate conditions both for the student and the teachers. The classroom size has its own impact in facilitating or hindering activities of teaching and learning.

The central problems of class size relates to the effects up on administrative efficiency, pupils achievement, teacher health and moral in addition to this as Monroe, he further noted that there are significant correlations between class size and student achievement There are arguments, which support the idea that class size by itself has nothing to affect teaching and learning, if the teacher selects appropriate methods of teaching. But on the other side there are scholars who strongly favour the need for appropriate number of students in a class. The idea of class size is becoming a concern and an essential point of discussion among scholars because it is assumed as the class size increase, students face any or the entire following problem. As Gibbs cited in Barneit (1995).

1. Lack of clarity of purpose
2. Lack of knowledge about progress
3. Lack of advice on improvement
4. Inability support wide reading

5. Inability to support independent study
6. Lack of opportunity to discussion
7. Inability to motivate students, another author known as Smith (1961), has also mentioned the following disadvantages that come as the result of large class.
8. Individualization of instruction is limited
9. Instruction tend to be the lecture, without group participation
10. Oral communication with in the classroom from students to students to teachers are minimized
11. Written work is assigned less frequently and when assigned receive less teachers attention
12. Pupils are less well known to teachers as individuals.

The large number of students requires more resource materials to use for practical activities, and makes difficult for the teacher to select and apply which method for whom? Because as the number of students in a classroom increases the complexity of the students personality is also demanding series attention.

The field is the most important place for practical learning in PE. It is a special environment which needs to be more than a long with a teacher at one end and the pupil at other. Emphasizing the importance of equipping the field for demonstration, it needs the available space, material; equip teacher and motivated students for the activity.

C. Provide instruction

Teacher introduces skills, explain games, explain practices drills, and provide feedback to a group about their performance. Each of these situations requires the teacher to provide verbal instruction.

- Carefully plan what you want to say, make notes, and use them.
- Limit the information. Do not over load students with technical details, but the specific in what you say.
- Use language appropriate to the skill and the students' previous experience with it.
- Make sure that you use language properly. Do not embarrass yourself and the profession by having a student correct your grammar.
- Talk solely and emphasize crucial point clearly.
- Try as often as possible to provide a demonstration (visual information along with the verbal description).
- Make sure that the students are paying attention. Check their understanding by asking questions intermittently.
- Speak up, be assertive, and show enthusiasm and leadership in the way you talk

D. Provide demonstration

- Students need to see how a skill looks, what a drill involves, and how a strategy is used. Each of these situations will require some demonstration. Done well, demonstrations can contribute strongly to more efficient learning done poorly, they probably related learning.(seidentop1986)
- Be sure the demonstrator is an adequate model, that is, able to do properly what is being shown.
- If equipment or materials are necessary set them up beforehand rather than waste time
- While students wait.
- Show the entire skill /organization/ strategy first. Give an overall understating before focusing in details or parts.
- Do the demonstration at the place where the skill or strategy will be used.
- Emphasize safety points if relevant
- Organize the students in such a way that they can at least partially use the skill or strategy as you show it to them. This involves the students and directs their attention to the demonstration.
- Do not get too technical limit information be crisp and do not over dwell.
- Check for understanding before you disperse the students.

E. Supervise Student practice

Active Supervision is one of the most important teaching skills. It is important for keeping students on task and also for your being in a position to see their performance and to provide them useful feedback. (Seidentop 1986).

- At the outset tries to stay on the perimeter of the space so as to keep all the students in view.
- Do not get so caught up in watching one student that you do not glance often to see what the other students are doing.
- Try to avoid moving in predictable patterns.
- Do not hesitate to use your voice across the space to let students know you are supervising. This does not mean stopping misbehaviour; it also means providing supportive comments and positive prompts. The key point is that students have to learn that you are aware of what is going on.
- Stop students unsafe or disruptive immediately.

F. Provide behavioural feedback

- Teachers need to provide students with feedback about their social and organizational behaviour in class. This feedback of course should not always be in the form of critical corrective or punitive statements. Good behaviour needs to be supported too.(Seidentop1986).
- Make sure that your feedback is specific to the class rules and expectations.
- Try to avoid giving feedback only when you see some miss behaviour.
- Provide frequent feedback early in the school year or term.
- Support appropriate behaviour with compliments.
- Provide personal feedback to individual and also comments to the group as a whole.
- Along with feedback statements try to provide the reasons why the good behaviour is important. This helps to develop standards among the students.

G. Provide skills feedback

Most physical educators agree that the right skill feedback at the right moment can greatly enhance learning. This is not doubt true for individual skills as well as group efforts. (Seidentop 1986).

- Try to be in a good position to see the performance so that you get information.
- Make feedback statement specific to what the instructional cue or prompt has been; i.e., do not tell a student to focus on one aspect of a skill and then provide feedback on another aspect.
- Try to give specific information with most feedback statements. “ nice giving” and “ well done” are positive comments, but feedback needs to have greater specificity.
- Try to provide as many positive feedbacks as corrective. Although corrective feedback is use full and necessary, it is also important that students learn what they have done correctly and well.
- When possible, tell students why a correction is necessary (bend more at the knees so that can generate more power).
- Try to show as well as tell. Visual feedback information can be given more quickly and is more relevant to the learner than long, involved descriptions.
- Do not hesitate to use positive models to provide group feedback. Singling out a student who is doing something well not only provides recognition for that student but is a good service of feedback for other students.
- Try to stay with a student or group long enough to see if your feedback is used. It is important that students try to employment your suggestion.

H. Use questions

Teachers often ask questions of students as an instructional strategy or as a means for checking student understanding. Questioning is a skill that teachers do not often well.(Seidentop1986).

- Make Questions brief and clear. Do not ask multiple Questions in one statement.

- Try to distinguish between Question that have specific answers (convergent) and these that are many answers (divergent/, and make sure that you use the type that is relevant to your purpose.
- Ask the question and then call for volunteers or name a student to respond. Avoid calling on a student and then asking the question.
- Allow time for student to respond. Do not answer for them if they are a bit slow.
- If you are concerned with facts and understanding ask simple, direct questions that have simple, direct answer. Do not make a quiz show out of your questions unless that is your purpose.
- If you wish to involve more students, redirect your questions to elicit answer from several students. However, if you use the redirect technique, wait until several students have responded before you provide confirmation and feedback.

I. Provide accountability.

Formal accountability is provided by a grading system or some form of contingency management. If formal accountability is primarily provide by teacher interaction and basic teaching strategies students are not fools-they find to adjust their performance and behaviour to the expectations and accountability of learning environment. In other words, teachers are likely to get just what their system requires. (Seidentop 1986).

- Make sure the accountability system is clear to students early in the experience.
- Be consistent in your application of accountability. Avoid charging the system for individual students, students view in consistency as a major defect.
- Keep the group alert to your expectations by frequent promoting that involves information relevant to the accountability system.
- Make sure you communicate realistic positive expectations about student performance. If you do not communicate that you believe students can do something, then, do not expect to believe they can do it.
- Give public recognition to achieve mint and progress, show students that you value both. And do not hesitate to praise good performance.

- If the accountability system involves recording results of student performance, make sure that the recording is done accurately. This is particularly relevant when students are recording one another's performance results or when they are recording their own results.
- See that formal and informal accountability systems reward consistent improvement in small increments. Do not arrange a system that requires months of improvement before recognition is provided.
- Be fair. Do not demand too much performance for too little reward; conversely, do not give too much reward for only minor improvement or performance.
- Preserve standards; otherwise the educational environment will quickly deteriorate.

J. Allocate a large percentage of time to correct teaching out door practice.

Time (period) allotment is one of the most important factors that influence the implementation of PE. Regarding this Knap (1968), noted that, physical educators are almost unanimous in the belief that a daily period is required in both elementary and secondary schools if the developmental, recreational, and skill needs of young people are to be met with reasonable adequacy. Not all the physical activity needed for health growth and development can be provided during one school period daily. However, a daily period of liberal length does allow time for considerable health full activity. Further it permits the teaching of variety of physical activities that develop skills, abilities and interests that form a base for further participation in worthwhile activities Knap .How long should the daily period be? It is suggested that since five minutes at the start and ten minutes at the end are needed for dressing and showering, the longer the period the higher the percentage of time available for physical activity. A sixty minute period allows 75% of the total time for activity other than dressing, whereas a forty minute class permits 62.5%. Relatively long periods are an advantage for PE class. When schedules are divided into short periods, the desirability and possibility of double periods for PE should be considered. In addition to this some schools for PE classes favour a period near the middle of the morning or near the middle of the afternoon. Among reasons given for favouring these mid-half day times are:

1. A break from and variation of sedentary class room activity is needed.
2. Before – school and after-school physical activity makes PE classes near the beginning or the end of a session unnecessary.

3. Early morning hours should be reserved for more difficult subjects and
4. Rigorous physical activity should be avoided after meal. Generally according to the some writers as much as possible considering a long period of time and making a period near the morning or near the afternoon may favoured to facilitate teaching PE effective as one aspect of factors influencing the implementation of outdoor practice in PE.

Under appropriate conditions, students will learn more if they have more time to learn.

There are several ways to examine the use of time in physical education classes.

First how much time the teachers allocate for student learning? We can usually answer this question by examining daily lesson plans. Second, for how much of that allocated time are students actually engaged?

Engaged time is a better measure of student opportunity to learn than is allocated time. The learning task must match the student's skills and abilities, the students must have a fair chance at being successful. Academic learning time is a unit of time in which a student is engaged with a task which he or she can be successful academic learning time is quality learning time.

K. Follow Instructional principles of outdoor physical education

Principles are guide lines that teachers follow in the process of teaching learning process. The process of teaching physical education and sport follows more than ten principles of teaching set by professionals in the area from this principle we will try to see about principle of motivation and principles of recognizing individual difference.

Principles of motivation

According to Harackiewicz (1993). Motivation is defined as a force that energizes, sustains, and directs behaviour towards a goal. Just as a force moves an object, motivation moves a person. When students pay attention, turn in their work, and study for tests, we say they are motivated. If they do not do these things, we say they are not. This notion is not technically true, however. More accurately, they are not motivated to perform the tasks we set out for them; simply, their goals are not the same as our goals our job as teachers is to try to increase their inclination to perform meaning full learning tasks, Student motivation is critical for learning. Teachers make a difference in student learning and it is certainly true for motivation. Teachers create learning environments, implement instruction, and establish learning oriented or performance oriented

class rooms. None of other components of the model are effective if the teacher characteristics – Modeling enthusiasm, caring and positive expectations are lacking. Motivation is related with interest of learner in the lesson indicates whether the child is cooperating in the instructional process or not. Thus the job of teacher is to create learning situation for the pupil and make them interested in the activity once the children get interest in the lesson, the process of teaching learning proceeds smoothly, so motivation is the process of creating interest in learning situation. To create interest in learning situation the teacher should follow different mechanisms for example the subject can be presented in the form of play and the class may be motivated by introducing the spirit of competition between different groups in the class.

The principles of recognizing individual difference

As psychologists agree it is recognized on the psychological investigation that all the individuals are not alike in the intelligence aptitude temperament and home conditions. While teaching a teacher should recognize individual differences in capacity for learning a given subject they should never expect the same standard of achievement from all pupils. In case disabled and slow learning children, the teacher should know about the potentials and limitations of each student after doing this, the teacher to help them in adjusting themselves to their physical as well as mental environment.

2.11. Problem of Out Door Practice in PE

2.12. Problem Related with the Teachers

As far as teachers are concerned the, international bureau of education (1993) remarked; “no one is in any doubt that the chief agent in the process of educational reform is the teacher.” Posner (1992) also stated that teachers play crucial role in determining the success or failure of outdoor curriculum implementation thus the teacher with his (her) attitude, skill and experience is the most important of all in determining the success or failure of teaching learning. Let’s have a look at each dimension turn by turn,

Teacher’s attitude: Teacher attitude is the basic ground to act in a positive negative way towards persons, ideas or events happening in the environment. And most educators are convinced that teacher attitudes are very important dimension in the teaching process. A successful innovation depends substantially on teachers’ attitude toward

proposed curriculum alterations. Students with teachers of positive attitude towards teaching and the curriculum are found to be high level achievers in learning (Keynes, 1986, Cooper 1986 consider the teacher's attitude as very important aspects in teaching process. The more effective teacher were rated higher on every attitude measured by any inventory, they were seen as more real as having higher level of regard for their students, showed more empathic understanding, no matter how good the written curriculum is and the extent of back resource supplied, no matter how much incentive (through stick or carrot) is applied through the accountability of a national assessment scheme, no matter how much politicians exhort unless teachers are with a good enthusiasm for the subject and methods with their students teaching will never become better than adequate (Wool, 1994).

Therefore possession of a college degree not in any way ensure that teachers will be effective in their teaching unless and otherwise they have positive attitudes to the subjects and approaches of teaching. Negative attitude may harm or injure the whole process of teaching, a teacher with positive attitude and the necessary practical and technical knowhow is the one who can demonstrate his / her ability to bring about the intended learning outcome.

Teacher's knowledge: The other important factor related to teacher is the knowledge they have. In relation to this Mawer, et, al (1995) mentioned that teachers will teach best in areas which they are knowledgeable, have effective material and techniques. Walter (1981) Posner (1992) Bennet and Carre (1995) also claimed that teacher's knowledge and understanding of the subject matter is a major factor that affects implementation off course it is an obvious fact that teachers would not success fully implement a curriculum if they don't have the knowledge and understanding about the curriculum. This initials a clear message for curriculum developers, that is, the need to consider the status of teachers in curriculum planning. Regarding this Swans and Brown write "past records of curriculum initiatives extra ordinarily modest pedagogical implementation, impart because curriculum innovators have failed to start where teachers are." In sum; for effective implementation, curriculum developers should take into consideration teachers existing knowledge and understanding of a subject matter before implementing a curriculum in a large scale. If teachers, lack this ingredient, the necessary orientation /trained is pen sable.

Teacher's skill: One of the skills required by the teachers to implement the curriculum effectively is his/her pedagogical belief in relation to pedagogical belief /skill (O'Neil 1995) writes Given that a syllabus statement is text from which readers must construct meanings' on which to plan actions, teachers interpret syllabus statements on the basis of their pre constructed, conceptualization of the subject and their pedagogical theory of what it means to teach and learn.

Teacher's characteristics: Teacher characteristics have remained to be relevant issue in research on teaching for the lesson that they are directly or indirectly related to teacher behaviour that does influence class room performance (Gage 1960). Teacher characteristics encompass several variables such as age, personality, intellectual ability, social attitude, professional expectations, experience, qualification, and attitude toward curriculum. etc (Makau, 1986).

Teaching mastery: Employing active direct instruction including teacher controlled coverage of extensive content through structures learning activities and appropriate pacing, monitoring of pupil performance, immediate academically oriented feedback, and a task oriented yet relaxed environment. In addition to this Knapp (1968) noted effective teachers must know their subjects have clearly in mind what they wish their students to learn, and be able to lead them in activity which will result in learning. They must understand how the teaching methods used affect student learning.

Class management: On top of the above skills class management is the most important aspect of instruction for successful applying outdoor which help to avoid challenges that affect teachers. It is also a skill that all effective teachers must master. This is because without the skill to manage a class room even well planned can fail. Therefore effective class room management is of crucial importance.

Moore (1992) remarked little or no learning could take place in an environment that is not well managed. The quality of class room management behaviour of the teacher contributes to creating a quite learning situation in which pupil can learn. This actually, results in bringing about good behaviour and disciplines in class rooms which are essential to successful teaching and learning. On the other hand; misbehaviour in the

class room prevents pupils learning from effectively (Crèmers, 1992, Capel et al, 1995, Doyle 1986). Effective teacher is therefore who is skilled in analysing class room interaction and particularly sensitive and alert to what is happening on his or her class room.

Teacher's experience: Teacher experience is another important factor that contributes to effective implementation of the outdoor In this case usually; teachers experience is expected to have positive relationship with teaching effectiveness. Longitudinal study conducted for five years with one group of teachers showed that there is a significant quality increase in teaching behaviours, such as making instruction systematic and stimulating (Adams 1982 Adams and others (1980), Adams Mar tray (1981) have also found that teachers self-concern decreased in magnitude from the time of student teaching while task pattern related to instruction in creased a long with more years of practice through five years teaching, while task pattern related to instruction increased along with more years of service.

- Good teachers: are purpose full and control of themselves;
- Know what they want to teach and check that the pupils are learning;
- Take positive action when they discover and respond by changing role smoothly and appropriately;
- Try to understand the point of view of learners;
- Show respect for others

Are concerned for all the pupils; In other words, according to pupils, good teachers represent a combination of purposefulness and sensitively.

2.13. Problem Related with the School Principals.

School principals are one of the human factors that influence implementation understanding the crucial role of school.

The organizational factors

1. Instructional falsities and material
2. Class size
3. Time management skill
4. Effects of school context on teacher student relation
5. Time allotment

2.14. Outdoor Practical Class in Physical Education.

This resource introduces practitioners who are not familiar with outdoor learning to exploring ways of taking children outside. It provides a route into continuing professional development and suggestions for embedding outdoor learning as a whole-school approach. It serves to illustrate the potential of outdoor learning as an effective approach to learning and teaching within the context of Curriculum for Excellence. Outdoor practice learning is to augment motor, spiritual, cultural, moral, cognitive, social, emotional development validly area of learning skills in young people, they can be consistent with maximum participation in health enhancement of physical activity.

Learning outdoors is about engaging children and young people in many different ways. Practitioners frequently act as facilitators, using multi-sensory and experiential approaches. This encourages children and young people to become involved in emotional, physical, aesthetic, spiritual and cognitive experiences as part of their learning. It should be noted that this resource is not a definitive guide to outdoor learning in Scotland and that there are many ways of taking learning outdoors that was not be covered in detail. Further support and guidance are available on the Education Scotland website and through Glow. There are also many partner organisations and individuals throughout Scotland who produce materials and provide first-hand support to enable practitioners to facilitate quality learning outdoors for children and young people. Outdoor places provide a diversity of resources and spaces that is hard to replicate in an indoor environment education Scotland. School outdoor physical education programs focus on helping students attain competency in the fundamental motor skills (e.g. throwing, catching, running...) and movement concepts (e.g. balance) that form the foundation for later development of specialized games, sports and fitness activities. As students' progress through school, skill and fitness development is accompanied by an increased knowledge and understanding of physical activities. In relation to this, Bucher (1999), described physical education as an integral part of the total education process and has its aim; the development of physically, mentally, emotionally and socially fit citizens through the medium of physical activities, which have been selected with a view to realizing their outcomes.

Teaching out door practical class must start from simple activities to complex activities. Outdoor education in physical education is as a way for students and teachers to be fully engaged in all

practical lessons. When teaching practical classes tumbling activity should be given priority because it provides the basic for learning practicing more advanced skill and performance with practice and special concentration should be given to the establishment of good safety habits. Teaching practices is a real challenge and very interesting. It is a rugged, demanding and exiting sport that develops the physical and mental qualities that we admire in our youth. Regarding M. Dale. Et al (1999:103), pointed out. “Sporting is such an important safety and teaching skill that it deserves special attention”. It involves the supporting adjusting of the performer to in the completion of a stunk to prevent possible injury from landing in correctly” and teachers should be concerned with the general condition, safe maintained of the teaching practical classes. In teaching learning process of practical classes the understanding of movement and movement observation are most important aspects.

2.15. The Impact of Outdoor Teaching Learning on Children and Young Peoples.

Health and wellbeing, wider achievements, attainment and personal development is often recognised by practitioners. There are some general benefits from taking learning outside within and across curriculum areas:

- Connections are made experientially with the real world outside the classroom, helping to develop skills, knowledge and understanding in a meaningful context.
- Outdoor environments and surroundings act as a rich stimulus for creative thinking and learning. This affords opportunities for challenge, enquiry, critical thinking and reflection children and young people find that not everything outside matches the models or the textbooks. This does not mean that what they have found is ‘wrong’. Instead, it develops awareness of the complexities of the real world and can help to develop critical thinking skills.
- Children and young people are able to understand the relevance of a subject taught in school to everyday life. Children and young people can sometimes behave differently outdoors. Quiet pupils may speak more, others become calmer and more focused when outside, especially in a natural space.
- The multi-sensory experience outdoors helps children and young people to retain knowledge more effectively. There are opportunities for pupils to learn with their whole bodies on a large scale.

- Learning in a less structured environment can provide a different learning experience from that of the classroom.
- Being outdoors practice can be a more relaxing learning experience for many learners

2.16. Fundamental Motor Skill in Physical Education

First, motor skills are learned B. Knapp, (2001). This term simply refers to the relationship between cognitive functions and physical development. It is demonstrated by physical skills such as movement, co-ordination, manipulation, dexterity, grace, stamina, strength and speed. Although habits and abilities are basic and relatively stable capacities underlying skills, skills develop with practice. Skill is, the ability, coming from one's knowledge, practice, aptitude, etc., to do something well. Consequently, skill is a success-word in the sense that something one did not know how to do or something one did very poorly in the start is known and performed more successfully after some practice. Guthrie, (1952) classical work, skill "can be defined only in terms of success, of achievement, of a goal" (p. 136). Guthrie stated that, "skill consists in the ability to bring about some end result with maximum certainty and minimum outlay of energy, or time, or of time and energy" (p. 136). Skills refer; in other words, to actions performed with desire environmental goal in mind. Thus, holding hand stand in gymnastics is a skill. Skill is capability to bring out an end result with maximum certainty, minimum energy, or minimum time. A skill is a type of work or activity which requires special training and knowledge. Most of us know someone who is always learning new skills, or studying new fields. Uncountable noun. Skill is the knowledge and ability that enables you to do something well.

- The development of proficient skills and confidence in youth has shown to be essential for fostering lifelong commitment to physical activity (Lounsbery & Coker, 2008; Lounsbery, & Coker, (2008). Developing skill-analysis competency in physical education teacher. Teaching youth appropriate ways to exercise by utilizing specific technique use and skills increases their levels of interest and persistence in physical activity as well as their fitness later in life. While knowing that skill acquisition can be an essential part for student fitness, finding professionals to teach and model these skills may be equally important. When youth develop relationships with adults who can model appropriate behaviours and fitness skills, they gain higher perceptions of competence and intrinsic motivation for

physical fitness Bhalla, (2010). This suggests that physical educators, those responsible for teaching these skills.

- Within a school setting, are an important contributor to a child's environment and influence whether or not they will be physically active later in life.
- Physical education in schools serves as an orientation for youth to be introduced to a skill-based, physically active lifestyle. Physical education teacher education (PETE) programs are responsible for training professionals who can effectively teach, implement, and model proper technique and skills for physical exercise.
- In an ideal world, physical education teacher education (PETE) programs would provide prospective teachers with subject-matter knowledge related to the physiology, anatomy, and neuromuscular structures of the body and an understanding of how these systems respond and adapt to physical activity. Quality programs would also develop skills and dispositions essential to the acquisition of patterns needed to perform a variety of physical activities successfully.
- Further, research indicates that motor skill acquisition is greatly increased when an observation of a skill occurs before practicing it versus only explaining the skill verbally prior to practice (Ashford, Bennett, & Davids, 2006). These findings highlight why physical educators need to be able to correctly demonstrate and assess the use of proper skill technique in their students.

2.17. Fundamental Motor Skill Learning in Physical Education

Learning motor skill is a process that occurs due to a result of hard work, practice and a participant level of experience B. Knapp, (2001). There is a variety of views about how learning actually occurs. Basically, we learn in three main ways:

- **Cognitive learning:** learning by receiving and evaluating knowledge and information.
- **Affective learning:** learning on a social level.
- **Psychomotor learning:** learning by acquiring physical.

Fitts's (1964; Fitts & Posner, 1973) three-phase model is most influential conceptualization of the skill learning process emanating from the information processing perspective (Summers, 1999, p. 86). The three-phase model incorporates an early cognitive phase, an intermediate associative phase, autonomous phase, and it accounts for both motor and cognitive skills. Teaching

life skills through physical education, such as, respect of self and others, team building skills, and critical and creative thinking, can create a more inclusive and respectful learning environment in physical education thereby engaging more students in the learning process. Examples of Motor Skills are walking, running, stretching, bending, catching, throwing, jumping, rolling are all motor skills. Enhancing the quality of students' motor skills can enhance the quality of the activities in a physical education program and the daily lives of students.

2.18. Practical Skill Acquisitions in Physical Education

Skill Acquisition: - is the science that underpins movement learning and execution and is more commonly skill learning and control (cf. Dreyfus & Dreyfus, 1986).

Each stage embodies unique characteristics relative to student level of performance of a skill or activity. Evidently, the context of skill acquisition provides crucial constraints on how skills are performed. In sport, skills are clearly expressed through bodily movements and its clear expression makes a direct investigative approach to skills possible. The emphasis on bodily skills in sport is also highly needed in western tradition that has valued intellectual skills far higher than the skills of the body. It is about time we start to appreciate bodily skills just as much as we tend to recognize intellectual skills, and sport, in the extreme cases, crowns excellent bodily skills with Olympic gold medals. In addition, sport has also, both as practical and a scientific endeavour, presented several examples and conceptual models of how skilled behaviour is performed and how athletes acquire and learn new skills. It is the traditional conceptualization of skills in sport I want to elaborate and evaluate in this article, and, of course, in accordance with the purpose of this special issue, I want to see how it stands in relation to Hubert and Stuart Dreyfus's (1986) , seminal skill acquisition story. This perspective has provided a general idea of how skill full motor behaviour is to be understood and explained.

2.19. The Stages of Skill Acquisition in Physical Education

It is generally agreed that learning involves practice and time. Over time, and with practice, someone who is a beginner in terms of his or her cognitive, affective and motor skills will progress through various stages to become a skilled performer. Fitts and posner (1967) describe three stage of motor learning: cognitive, associative, and autonomous. During cognitive stage, an individual have general idea of movement required for a task but might not be sure how to execute that movement .Performance during this stage is likely to be highly variables with a

large number of errors. The second, in terminate stage of motor learning is associative stge. Skill become more refined with practice, resulting in greater consistence of performance and few errors. Learning from error is thought to promote generalization to similar motor tasks .The third stage of motor learning is the autonomous stage, at this stage the motor skill has been learned and little cognitive effort is required to execute it. Skill practice learning is a continuous and dynamic process without distinct and definite stages. For convenience, however, certain general changes can be described in skill learning. For example, over time, improvements in accuracy and rate are observed, as are greater

2.20. Theoretical Framework

This research study was guided by Piaget's Theory of Human Intellectual Development. According to Piaget's theory, physical development precedes cognitive development. Theoretical knowledge is constructed from experience gained through physical aspects of the human being adapting to the environment. The child or adult does not receive information passively and thoughts are not simply the products of direct teaching by or imitation of others. Neither is cognitive progress seen as primarily a product of maturation of the brain. Knowledge is acquired through active interaction with the environment and thinking processes become more complex and efficient as a consequence of the maturing child's interactions with the world. Human beings seek contact and interpret events. Piaget's work emphasizes the skills, processes or logical structure thought to describe children's intellectual operation .He claims that in all development, experience and maturation are necessary components. Thus, like any other process, or skill, the development of the skill of prediction and hypothesizing depend on experience and maturation level of an individual. In tandem with Piaget's Theory of Human Intellectual Development, physical education has many benefits to both the teacher and the learner.

Apart from learning new skills, acquisition of knowledge and development of positive attitude through movement, through P.E, learners use movement as a medium of expression, mentally co-ordinate, appreciate and enjoy movement for its own sake with and without apparatus. As well, learners appreciate, participate in and other cultures, develop inter- personal and social skill through physical activities, establish self-discipline through the understanding and application of rules and regulations and sport and explore and appreciate the environment. In all these PE activities, the learners develop all the three (3) domains of learning which are cognitive,

psychomotor and affective dimension as advocated by Jean Piaget's Theory of the Human intellectual Development.

Piaget's theory of cognitive development is a comprehensive theory about the nature and development of human intelligence. It was first created by the Swiss developmental psychologist Jean Piaget (1896–1980). The theory deals with the nature of knowledge itself and how humans gradually come to acquire, construct, and use it. Piaget's theory is mainly known as a developmental stage theory.

To Piaget, cognitive development was a progressive reorganization of mental processes resulting from biological maturation and environmental experience. He believed that children construct an understanding of the world around them; experience discrepancies between what they already know and what they discover in their environment then, adjust their ideas accordingly. Moreover, Piaget claimed that cognitive development is at the centre of the human organism, and language is contingent on knowledge and understanding acquired through cognitive development. Piaget's earlier work received the greatest attention.

Child-centered classrooms and "open education" are direct applications of Piaget's views. Despite its huge success, Piaget's theory has some limitations that Piaget recognized himself: for example, the theory supports sharp stages rather than continuous development horizontal and vertical decal age.

2.21. Conceptual Frame Work.

The significance and relationship of outdoor practice in physical education can be illustrated thus in diagram below, figure 1

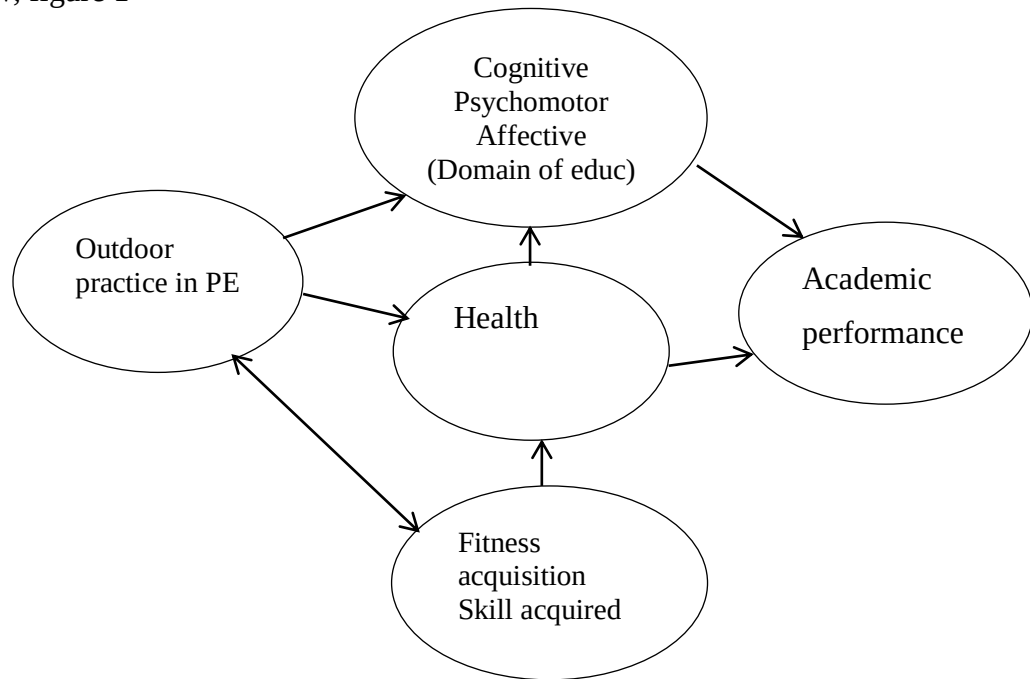


Figure 2.1. Conceptual Frame Work (adapted by Kefyalew Olika

Benefits of outdoor physical education include psychomotor development, cognitive development and affective development. Psychomotor development involves fitness acquisition, efficient movement, body growth and development of varied skills. Cognitive development involves logical reasoning, knowledge in various disciplines, improved mental health and coordination, and problem solving skills. Affective development involves appreciation for movement, self-confidence, positive leisure time and self-esteem.

CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

This chapter begins with methodology explanation (an overview of the most widely used mixed research studies), research site, research design, Research Methodology, population and sampling of the study, data collection instrument, procedures of the study, validity and reliability and methods of data analysis state under here. (Murray and Haggis, 2009).

3.1 Description of the study Area.

The study was conducted in the Gida Ayana woreda, which is located in the East Wollega Zone of the Oromia National Regional State in Western Ethiopia and 442 km away from Addis Ababa, 112 km away from the Zonal town of Nekemte.

3.2 Research Design

A research design is the “structure that guides the execution of research methodology and analysis of the subsequent data” (Bryman 2012). It is the glue that holds all the elements of the research together. It shows how all the major elements of the research work together in order to address research questions (Kombo & Tromp, 2006). The research design was Sequential Explanatory Design/descriptive/ which basically seeks to describe detail, in context and holistically using both. Its value for educational research just recently began to be discussed in the literature (Ponce, 2014; Scott & Sutton, 2009; Ellis, 2005). The study attempted to describe the teaching outdoor practical skill acquisition problem in teaching learning process (ILP) of physical Education in Gida Ayana high school.

3.3 Research Methodology

This study was applied with mixed research approach (qualitative and quantitative research methods) (Creswell, 2011). A mixed methods research study means the use of quantitative and qualitative methods as components of a research design (Caruth, 2013; Ponce, 2011; Creswell, 2009; Greene, 2007) or a research program (Phillips, 2009). Most of the literature on mixed methods research could be considered generic (Creswell, 2009). Mixed methodology rests on the premise that the weakness in each single method was compensated by the counter-balancing strengths of another; which is very powerful for gaining insights and results, and assisting in making inferences and drawing conclusions (Blackwell, 1994). For instance qualitative methods offer an accessible and theoretically flexible approach to analysing qualitative data (Braun &

Clarke, 2006). The use of qualitative methods for data collection is sensitive to the unique personal experiences, perceptions, beliefs and meanings related to individuals (Sims, 1998).

Mixed method research approach helps to explain educational phenomena in terms often condition or relationships that are held by the teachers, high school administrators and students and it is a means through which opinions, attitudes and suggestions for educational practice can be obtained.(Caruth, 2013; Creswell, 2011; Ponce, 2011; Teddlie & Tashakkori, 2009; Greene, 2007). In addition, this method was enables the researcher to examine the teaching learning process and factors hindering the application of teaching outdoor practical skill in physical education in the selected high school.

The data generated to undertake this study was both qualitative and quantitative in nature particularly to describe it, because, mixed method research approach had helped to explain the educational phenomena in terms often condition or relationships that are held by the teachers, high school administrators and students and it was a means through which opinions, attitudes and suggestions for educational practice obtained. In addition, this method was enabled the researcher to examine the teaching learning process and factors hindering the application of teaching outdoor practical skill in physical education in selected secondary school.

3.4 Population and Sampling Techniques.

A population is a group of individuals, objects or items from which samples are taken for measurements (Kasonde- Ng and 2013). The idea was to arrive at a holistic and comprehensive data for the study. The target population of the study involve three sets of subject namely, physical education teachers, the school principals and students. There is Multi stage sampling technique in order to get sample population. To select the sample school among the four existing secondary schools, the researcher used simple random sample techniques and select one high school. (C.R .Kothari, 2004).Bless (1995), said a sample size refers to the number of participants select from a selected school to constitute a desired sample (Kasonde- Ngandu, 2013).The sample size selection both for sections and students was used by systematic random sampling techniques. The selection for sections was 25% of section from the total sections of sixteen (16) based on progression with (as, section,

A...F...K...etc),Because the school sections was too large for the study and selection for students was based from list of alphabetical order to determine the number to be included in the

sample size. Therefore, from list of alphabetical order the researcher had taken was take every 5th of the member of students by using the formula N/n^{th} , where an equal number of four (4) sections .The Total number of the population was 200 (143, male &57 female) students, 20% sample were selected from students and, 5 PE teachers, 5 school principals. Purposive ample technique was used to select school principals and teacher school since, the number of PE teachers and school principals were few in numbers and they are experienced one to be selected. Totally, 2008 population. Therefore, 50 participant used in the study was assigned as a target population of the sample size in research study to give the response. Due to this available sampling was taken for the study. (Patton, 2002; Nolan Jr. & Meister, 2000).

3.5. Source of the Data

The major sources of data for this study was both primary and secondary sources data was collected.

3.5.1 Primary source of data

Primary data was collected from Physical Education teachers, school director, principals and students. In addition to this, observations regarding the school playground, library or total facilities of the department of physical education and web service.

3.5.2 Secondary source of data

Secondary data were collected from relevant books, journals relevant documents prepared by MOE(2010).

3.6. Data Collection Instrument

In order to gather information, the researcher used three main instruments of data collection namely; questionnaire, interview and observation check list that are related to the study.

Closed- ended Questionnaire: were focused on that mainly in relation to problem of outdoor practice in physical education. There for what knowledge the students gain from their major courses interest towards their subject matter and other related factors were assessed.

The aim of this questionnaire was to collect appropriate data from teachers, school principals and students. Questionnaire is a highly appropriate data collection tool, to get wider information from sample population and make possible to be save an economy of time and financial expense providing a high proportion of usable responses. Besides, a questionnaire is finding to be more advantageous in the sense that participants can respond to questions with assurance that their response is anonymous, so they may be more truthful than they were in interviews. The

questionnaires were close-ended items that are used to gather quantitative data from sample respondents of physical education teachers and students. Thus, the research questionnaire consisted of only closed-ended items. The Items were translated in to afan Oromo. Doing so, it was very important that it enable the respondents to easily understand the questions and express their idea comfortably.

Observation: To obtain more information, observation is very important. Hancock (1998) noted that, because of the richness and credibility of information, it can provide, observation being a desirable part of data gathering instrument, therefore, to obtain more information, observation of the actual teaching and learning process of the outdoor practical classes was used as a data gathering researcher checklist. Observation was conducted within an educational setting to gather further information for the study concerning the problem of practice of teachers in practical sessions. Each problem was observed multiple times to observe teachers interacting with their students.(3days per week). An observation instrument was developed by the researcher and observation checklist was employed to record how the teachers and student perceive teaching learning process are instructing and interacting with them. Thus, the employment of this data gathering instrument was helped the researcher to obtain information about the context within which teaching and learning activities were taking place.

Interviews: Interview is the major tool to understand the perceptions, feeling of people in a program through in-depth questioning by preparing semi structured interview and interviewing which are related to the school hindering factors.

The interview was used in collecting data from school director and physical education teacher (only for department head of PE). Interview questions were used to collect data so as to get pertinent information and to assure the comparability of the data obtained from the interview. The reason for using semi structure interview was that it can permit the exploration of issues, which might be too complex to investigate through questionnaires and also justified as it allowed better chance to explain more explicitly. Semi-structured interview means that the researcher may stimulate the informant's insight into deeper experiences and thus may explore issues that were not anticipated.

This is because semi-structured interviews allow for deviation from arranged text and changing the wording of questions or the order in which they asked (Opie, 2004) or In order to substantiate

and crosscheck the responses made by the target students and teachers through questionnaires. Opie (2004) supports the use of semi-structured interviews because they have an overall shape, which helps to avoid aimless ramblings.

3.7. Pilot Test / study/

In some research, study should be pilot-tested with a small group of person similar to those who were being in the final sample. The purpose of the pilot was to detect shortcomings in the face validity in terms of structured questions in relation to their level of understanding from other high school grade 9 students were randomly selected for piloting the questionnaire. A pilot school was not including in the study. According to Wiersma (1985), it is necessary that the researcher instrument be piloted way finalizing them. The purpose of piloting to FrankelandWallen (2000) is to detect any problem for remedial before the actual study. The researcher used the feedback obtained from the pilot test participants to make correction or modification to the final study. The purpose of the pilot study is to:

- Eliminate poor wording;
- Check the clarity of the questionnaire items and instruction;
- Check the readability of the questionnaire;
- Gain feedback on the time required to complete the questionnaire;
- Gain feedback from the respondent son the suitability of the questionnaire item; and
- Gain feedback regarding the appropriate time to conduct the data collection.
- to make correction or modification to the final study.

In line with the pilot study, vague or unclear items were modified to be clear for the respondents. Regarding the data collection, it was decided, based on the comments from the student's respondents, that the data would be collect effectively in the school.

3.8.1 Validity of the instrument

Validity refers to what the questionnaires or measurement strategy measures and how well it does so triangulation (O'Neill, D. (2000). The questionnaires, interview guides and the observation schedules were based the conceptual framework of the study (objectives of the study). The instruments were content validated to determine whether the instruments were adequately reflecting the concerns of the study. The content validity of each item in the instrument was approved by professionals. Validity determines the appropriateness of the questions in relation to coverage and full representation.

3.8.2 Reliability of instrument

Reliability refers(Marczyk, G.,De Matteo, D., Festinger, D.,2005). to the consistency or dependability of a measurement technique, and it is concerned with the consistency or stability of the score obtained from a measure or assessment over time and across settings or conditions. If the measurement is reliable, then there is less chance that the obtained score is due to random factors and measurement error (Marczyk, G.,De Matteo, D., Festinger, D.,2005). The researcher analyses the relationship between independently derived sets of scores, such as the scores on an assessment instrument a separate occasions of pilot samples which is small group of person similar to those who was in the final sample. Adequate reliability exists when the correlation coefficient is 0.80 or higher. Moreover in order to determine the validity and reliability of the instrument was pilot tested on student randomly selected other than study participant. They were given the questionnaire to answer and after period of one week the same instrument was given to the students again to answer, after scoring the instrument the reliability index was determined using person correlation coefficient .A 0.81 correlation coefficient was obtained which is within the reliable bench mark of 0 to 1.00. The closer the coefficient is to 1, the greater the internal consistency of the scale item. Therefore, linker-type item study instrument were accepted as reliable and analysis was done

Triangulation

Triangulation is means, using more than one data gathering tool to collect data on the same topic. This is a way of assuring the validity of research through the use of a variety of methods to collect data on the same topic, which involves different types of samples as well as methods of data collection. It assesses the sufficiency of the data according to coverage of multiple data

sources or multiple data collection procedures. Rowley (2002, p.23) explained that triangulation is one of the great strengths of qualitative studies as compared with other methods is that evidence can be collected from multiple sources. Triangulation uses evidence from different sources to corroborate the same fact or finding. In this study, after the researcher got the data from the students, teachers and principals through questionnaire, interview and observation. The researcher needs clarifications and confirmations about teaching outdoor practical skill acquisition problems in physical education in selected secondary school of Gida Ayana woreda, Oromia regional state. Triangulation is an attempt to map out, or explain more fully, the richness and complexity of human behaviour by studying it from more than one stand point.

Triangulation is a process by which the researcher collects evidence about students, teachers' school principals in the study. This evidence is collected through three different sources. These sources are questionnaires, interviews, observations. Triangulation is considered to be one of the criteria that mark out high quality studies ..” (Taber, 2008: 70). Each of these techniques can be incredibly useful for giving insight into a particular aspect of what you’re studying, but relying solely on one is a big mistake. Triangulation is a process of qualitative cross-validation (Wiersma 2000). Preferably, each method would measure the same construct while having a different error type inherent in that method. Triangulation involves the careful reviewing of data collected through different methods in order to achieve a more accurate and valid estimate of qualitative and quantitative results. Her the researcher triangulate the finding got in the study about Teaching outdoor practical skill acquisition problems in physical education in selected secondary school of Gida Ayana woreda, Oromia regional state.

Triangulation is an attempt to map out, or explain more fully, the richness and complexity of human behaviour by studying it from more than one stand point.

The following diagram clearly shows the triangulation of instruments of data collection.

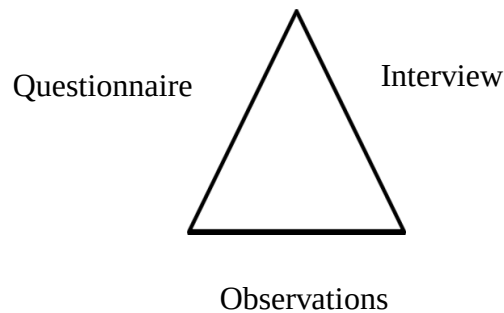


Figure. 3.1. Validity check diagram to show the relationship between questionnaire, interview and observation.(source, Kefyalew oliko)

Use of triangulation is:-

- ✓ Different techniques that balance each other out: quantitative vs. qualitative.
- ✓ Is to minimize bias.

A method of validating the information collected through various methods on the same topic as well as methods of data collection.

3.9 Methods and Procedures of data Analysis.

The process of data collection must be collected to analysis according to the following order and procedure consequently; a brief orientation about the whole purpose of the study was given for the respondents. Questionnaires, interview, and observation respectively the questionnaires were administered in normal class conditions and were completed during Physical Education class. The data obtained were organized in the form of Frequency, percentage, tables, charts, graphs, and figures and then analysed by using simple mathematical tools and the results were discussed accordingly.

Both the questionnaires and interviews that were included in the study were prepared based on the basic questions and review of related literatures, conceptual framework. To investigate the whole results of the study; the following procedures were used:

- First the researcher assessed the schools and carried out observation of the physical education class listing observation check list.
- Second, data gathering tools was developed (observation ,questionnaire and interview) respectively
- Third, the researcher collect, classify and analyse all the data.
- Finally, summary, conclusions and recommendations was made based on the findings.

Data analysis refers to the method by which the collected data through one or more of data collecting instruments are edited and organized. Quantitative and qualitative data was analysed based on the nature of the data collected. The data obtained from school principals, PE teachers and students through questionnaires, observation, and interviews were analysed. The researcher also used descriptive statistics analysis method using Statistical Package for Social Sciences (SPSS) software version 21 at $p < 0.05$. The data that obtained through Questionnaire were interpreted and analysed in a quantitative manner in tabulation, frequency/percentage/ , table, graphs, charts, table and each table contains the item, the number and present response of respondents for each question had been used to analysed whereas interviews, observation had been treated in a qualitative manner in words .At the end all the questionnaires, interviews that prepared for the teachers, school principals and students as well as the observation have been attached at the end of the paper as an appendix. Finally the data collected quantitatively and qualitatively were triangulated to reach on more reliable conclusion. By using frequency, percentages, table, bar graphs, pie charts each table contains the item, the number and present response of respondents for each question. Orodho (2009) proposed that” data analysis is the life line of a research and the method of analysis is the back bone and conduit wire”. Both quantitative and qualitative finding was report based on the objectives of the study and the summery, conclusions and recommendations was based on the study findings.

3.10. Ethical Consideration

All participants/respondents were asking for their consent before they are interviewed or have a questionnaire administer to them. Mason (2001), Ethical concerns must be apriority on the research agenda of any researcher.

In any study, ethical consideration like informed consent, deception of subjects or respondents and violation of privacy are taken in to consideration respondent’s willingness is accepted and confidentiality is assured. The researcher was ensuring freedom of expression, and that nothing is said or written other than what they knew and believe in .At a school as much as permission is granted. The respondent is briefed about the procedures to be use, and the value of the research. To maintain confidentiality, participants are assuring that no names would be used on the interview schedules and questionnaires; serial numbers were used, instead. In that manner, all

participants' details were treated anonymous. They were also assured that data to be collected cannot be disclosed to other persons and that the data would only be used for academic purpose.

Moreover in order to determine the validity and reliability of the instrument was pilot tested on student randomly selected other than study participant. They were given the questionnaire to answer and after period of one week the same instrument was given to the students again to answer, after scoring the instrument the reliability index was determined using person correlation coefficient. A 0.81 correlation coefficient was obtained which is within the reliable bench mark of 0 to 1.00. The closer the coefficient is to 1, the greater the internal consistency of the scale item. Therefore, linker-type item study instrument were accepted as reliable and analysis was done.

CHAPTER FOUR: DATA ANALYSIS AND PRESENTATION

This chapter deals with the presentation and analysis of the data obtained from study findings on *“Teaching outdoor practical skill acquisition problems in Physical education Practical Session in Government Secondary Schools of Oromia regional zone Gida Ayana Woreda”*

All the study findings are clustered around the three research question in which the study was anchored, namely

1. How do teachers and students perceive the practical class skill teaching learning in physical education?
2. How is the efficacy of teachers in teaching outdoor practical skill in physical education class?
3. What are major factors that hinder the acquisition of outdoor practice fundamental skill in physical education class and how these might be overcome?

This chapter then concluded as mentioned above, with the presentation of findings that addressed basic research questions: perceptions, problems and effectiveness of teacher implementation of outdoor practice in Physical Education through, questionnaire, observation, interview was tabulated and analysed by using frequency, percentages, in table, a bar graphs and pie charts, each table contains the item, the number and percentages of responses for each question.

4.1. Characteristics of the Respondents

This sections, tries to present analyse and interpret the collected data from, east Wollega zone Gida Ayana, one (1) government school. The whole subjects of respondents were students; teachers and school principals were included in the study. The questionnaire is repaired for all subjects of the study and PE department head teacher and the school principals were interviewed by researcher. Similarly observation was involved in the study.

Table 4.1 General background of the whole respondents.

No	General background of the students		Frequency	Per cent
1	Grade of Student Respondents	9	40	100.0
2	Gender of Student Respondents	Male	25	62.5
		Female	15	37.5
		Total	40	100.0
3	Age of Student Respondents	15-16	15	37.5
		17-18	16	40.0
		19-20	7	17.5
		Above 20	2	5.0
		Total	40	100.0
No	General background of PE teachers		Frequency	Per cent
1	Gender of Teacher respondents	male	5	100.0
2	Age of Teacher Respondents	25-30	2	40
		31-35	2	40
		40-45	1	20
		Total	5	100.0
3	Qualification of Teacher Respondents	Bed/BSc	5	100.0
4	Years of Teacher service	6-10	3	60
		11-15	2	40
		Total	5	100.0
	General background of the school principals		Frequency	Per cent
1	Gender of School Principals respondents	male	5	100.0
2	Age of School Principals Respondent	40-45	5	100.0
4	Years of School Principals service	2	2	66.7
		Total	5	100.0

As we mentioned earlier the participants were from Gida Ayana secondary schools of four sections was selected .And table 4. 1 shows us the students, teachers, school principals back

ground .As indicated in table 4.1, regarding to the back ground of students, all 40(100%) of responds were grade 9students, 25(62.5%) of respondents were male while15 (37.5%) of respondents were female students. Concerning to age of respondents, 15(37.5%), 16(40%), 7(17.5%) and 2(5%) of respondents' age were 15-16, 17-18, 19-20 and above 20 years age respectively. Generally, this shows that, majority of respondents were male. And regarding their age, the majority were 17-18 years age, followed by 15-16 years age. As researcher mentioned above table 4.1 shows us the General back ground of Teachers participants were from Gida Ayana secondary schools. Five (5) teachers was selected .As indicated in regarding the back ground of teachers respondent, all participants were male. Concerning to teachers' age of respondents, 1(33.3 %), 1(33.3 %), and 1(33.3 %), of respondents' age were 25-30,31-35,40-45 years age respectively. Generally, this shows that, all of respondents were male. The above table 4.1. Shows us the General back ground of school principal participant participants were from Gida Ayana secondary schools. Five (5) school principal was selected .As indicated in table 4.1 and regarding the back ground of school principal respondent, all participants were male. Concerning to age of respondents, 3(100.0%) all of the respondents' age were 40-45 years age. Generally, this shows that, all of respondents were male and all of their age is between 40-45 years intervals.

4.2. Data Presentation, Analysis and, Interpretations.

This is the section where the collected data were presented, analysed and interpreted as it is stated in the methodology of this study and data were collected by observation, questionnaire and interview, and presented, analysed and summarized on the findings under the issue rose to answer the research question.

The data collected through the questionnaire were tabulated and analysed in the form of tables, with this respect 13 Tables were constructed based on the different items of the questionnaires. The data obtained through observation and interviews were presented as supplement in the text where needed accordingly. The data collected and analysed were presented as follows:

Table 4.2. Perception of Student Respondents.

No.	Item		Frequency	Per cent
1	Engaging in outdoor practice is an interesting activity	Strongly Agree	19	47.5
		Agree	19	47.5
		Moderate	2	5.0
		Total	40	100.0
2	Students like practical class rather than theoretical class in physical education lesson	Strongly Agree	17	42.5
		Agree	10	25.0
		Moderate	11	27.5
		Dis agree	2	5.0
		Total	40	100.0
3	Outdoor practices in PE is an integral part of learning program	Strongly Agree	20	50.0
4	Increasing out door physical activity in physical education class improves academic performance	Strongly Agree	27	67.5
		Agree	8	20.0
		Moderately	4	10.0
		Dis agree	1	2.5
		Total	40	100.0

The table 4. 2. revealed that, perception of students' respondent, Q No1 Regarding to Engaging in outdoor practice is an interesting activity, 19(47.5%) of responds said that strongly agree (SA), 19(47.5%) also said that agree (A) And 2(5.0%) of respondents were said moderately (M). No one respondent said that dis agree .This shows that the majority of the respondents have interest to participate in outdoor physical activity. Concerning to table. 4.2 Q 2, Students like practical class rather than theoretical class in physical education lesson, 17 (42.5%) of respondents said that strongly agree (SA), 10(25.0%) of respondents said that agree (A), 11(27.5%) of respondents' said that moderate (M), while 2(5.0%) of respondent said that dis agree (DA). This shows that most students liked practical class rather than theoretical class in

PE. As indicated above table 4.2, Q3 Outdoor practices in PE is an integral part of learning program, 20(50.0%) of respondent they Strongly Agreed (SA), 9(22.5%) of respondent agreed (A), 10(25.0%) of respondent were moderate, and 2(5.0%) of the respondent dis agreed (DA). This implies that most students have this much hint how Outdoor practices in PE are an integral part of learning program. As shown above table 4.2, Q4 Increasing out door physical activity in physical education class improves academic performance, 27(67.5%) of respondent strongly Agreed (SA), 8(20.0%), of respondent agreed (A), 4(10.0%) of respondent moderate (M), 1(2.5%) of respondent dis agreed (DA). This shows that the participating in physical activity improve academic performance.

Table 4.3 The efficacy of the Teachers implementing syllabus in classes.

No	Item		Frequency	Present
1	The teaching method of your teacher in teaching out door practice is good.	Strongly Agree	4	10.0
		Agree	12	30.0
		Moderately Agree	17	42.5
		Dis agree	4	10.0
		strongly Disagree	3	7.5
		Total	40	100.0
2	The efficacy/effective/ training method of your teacher to teach you outdoor tasks is related to the point of your age level or your text book contents are good	Strongly Agree	2	5.0
		Agree	11	27.5
		Moderately	18	45.0
		Dis agree	6	15.0
		strongly Disagree	3	7.5
		Total	40	100.0
3	Your teacher motivates you to learn out door practice.	Strongly Agree	1	2.5
		Agree	12	30.0
		Moderately Agree	22	55.0
		Dis agree	3	7.5
		strongly Disagree	2	5.0
		Total	40	100.0
4	Teachers' use teaching aids that help to teach out door practice in physical education.	Strongly Agree	2	5.0
		Agree	1	2.5
		Moderately	12	30.0
		Dis agree	12	30.0
		strongly Disagree	13	32.5
		Total	40	100.0

As shown in table 4.3, Q1, The teaching method of your teacher in teaching out door practice is good, 4 (10.0%) of the respondent Strongly Agreed (SA), 12(30.0%) of the respondent said that

Agree, 17(42.5%) of the respondent Moderately, 4(10.0%) of the respondent Dis agreed, and 3(7.5%), of the respondent strongly Disagreed. This implies that the majority of the students respondent on the teaching method of the teacher is moderate .On the table 4.3, Q2 above , The efficacy/effective/ training method of your teacher to teach you outdoor tasks is related to the point of your age level or your text book contents are good, 2(5.0%),of the respondent said that Strongly Agree(SA), 11(27.5%) of the respondents said that Agree(A), 18(45.0%) of the respondents said that Moderately(M), 6(15%) of the respondent said that Agree(A), while 3(7.5 %) strongly Disagree(SD). This shows that the majority of the respondents on the effective training method of the teacher to teach outdoor tasks were not this much related to the point of students age level or text book contents. As indicated on table 4. 3 Q No3 to the question, Your teacher motivates you to learn out door practice, 1(2.5%) of the respondent Strongly Agreed (SA), 12(30.0%) of the respondent agree, 22(55.0%) of the respondent were moderately, 3(7.5%) of the respondent said that Dis agree, 2 (5.0%) of the respondent strongly dis agreed. As mention on table 4.3,Q 4, Teachers' use teaching aids that help to teach out door practice in physical education, 2(5.0%) of the respondent Strongly Agreed, 1(2.5%) of the respondent said that Agreed (A), 12(30.0%) of the respondent were Moderately (M), 13(32.5%) of the respondent Dis agreed (D) and 13(32.5%) of the respondent strongly Disagreed (SD). This shows that teacher never use teaching aids properly in the school for outdoor practice.

Table 4 .4 The problems Faced to Students respondents

No	Item	Frequency	per cent	
1	The number of periods given in a week for teaching out door practices in physical education is enough	Agree	1	2.5
		Moderate	8	20.0
		Dis agree	15	37.5
		strongly Disagree	16	40.0
		Total	40	100.0
2	Large class size affect students' performance in outdoor practices	Strongly Agree	21	52.5
		Agree	15	37.5
		Moderately	4	10.0
		Total	40	100.0
3	The school has enough space and training field for practical class in your school	Agree	8	20.0
		Moderately	13	32.5
		Dis agree	11	27.5
		strongly Disagree	8	20.0
		Total	40	100.0
4	Lack of facilities and equipment are the one of the problems that hinders the teaching out door practice in your school.	Strongly Agree	24	60.0
		Agree	10	25.0
		Moderately	5	12.5
		Dis agree	1	2.5
		Total	40	100.0
5	The training field for outdoor practice in our school is near to the class room.	Strongly Agree	1	2.5
		Agree	5	12.5
		Moderately	17	42.5
		Dis agree	14	35.0
		strongly Disagree	3	7.5
		Total	40	100.0

As mentioned on table 4.4, item1, The number of periods given in a week for teaching out door practices in physical education is enough, 1, 12.5%) of the respondent responded agreed (A), 8(20.0%) of the respondent were moderately (M), 15(37.5%) of the respondent dis agreed (DA), 16 (40.0%) of the respondent strongly dis agreed (SD). This implies, the number of periods given in a week for teaching out door practices in physical education is not enough. Concerning to table 4.4 Q No2, Large class size affect students' performance in outdoor practices, 21(52.5%) of respondents said that strongly agree (SA), of respondents said that agree, 4(10.0 %) of respondents' said that moderate. This shows that Large class size the most factor that affect students' performance in outdoor practices in PE .As indicated above table NO 4.4,Q NO

3 The school has enough space and training field for practical class in your school, 8(20.0 %)of respondent Agreed (A), 13(32.5%) of respondent were moderate(m), 11(27.5%)of respondent dis agreed, and 8(20.0 %) of the respondent said that strongly dis agreed (SD). This shows that the school has no enough space for outdoor practice. As shown above table 4.4 Q4, Lack of facilities and equipment are the major problems that hinder the teaching out door practice in your school, 24(60.0%)of respondent Strongly Agreed (SA), 10(25.0%)of respondent agreed (A), 5(12.5%) of resident were moderate, 1(2.5 %)of respondent dis agreed. This shows that, Lack of facilities and equipment are the one of the problems that hinders the teaching out door practice in the school. As shown above table 4.4, Q5 ,The training field for outdoor practice in our school is near to the class room, 1(2.5%) of the respondent Strongly Agreed(SA) , 5(12.5%) of the respondent agree d(A),17(42.5%)of the respondent were moderately (M)14(35.0%) of the respondent dis disagreed(DA) , while 3(7.5%) of the respondent strongly dis agreed. This implies that, the training field for outdoor practice in our school is far from the class room.

Table 4.5. the problems that faced by teachers' respondent.

No.	Item		Frequency	Percept
1	There is much challenge that affects you to teach out door practice in physical education in the school.	Strongly Agree	3	100.0
2	You have to get good support or attention from school administration during your training in outdoor practice	Dis agree		33.3
		strongly Disagree	2	66.7
		Total	5	100.0
3	No availability of teaching aid for outdoor practice in the school.	Strongly Agree	3	33.3
		Agree	2	33.3
		Total	5	66.7
	Missing	System	1	33.3
	Total	3	100.0	

As shown above table 4.5, Q1 There is many challenge that affect you to teach out door practice in physical education in the school, 3 (100.0) of the respondent Strongly Agreed (SA), This indicate that There is many challenge that affect to teach out door practice in physical education in the school. Also Q2 you have to get good support or attention from school administration during your training in outdoor practice 1(33.3% of the respondents dis Agreed, 2(66.7) of the

respondent strongly Disagreed (SD), this indicate that have no support or attention from school administration during training in outdoor practice. Q3Table 4. 5 No availability of teaching aid for outdoor practice in the school, 1(33.3%) of the respondent responded that strongly agree (SA), 1(33.3% of the respondent said that agree. This implies that no availability of teaching aid for outdoor practice in the school the school.

Table 4.6.The Efficacy of the Teacher respondents

		Frequency	Percent
The Regular schedule you have to check out door practice in your PE class program is properly scheduled	Moderately	2	66.7
	Dis agree	3	33.3
	Total	5	100.0

As shown above table 4.6, item 1 The Regular schedule you have to check out door practice in your PE class program is properly scheduled,2(66.7%) of the respondent Moderately(M) , 1(33.3%) of the respondent responded that Dis agreed(DA). This table 4.6 and The Regular schedule you have to check out door practice in PE class program are not properly scheduled.

Table 4. 7. The perception of Teachers respondent.

No	Item		Frequency	Present
1	The school society have good attitude toward outdoor physical education.	Moderately	2	33.3
		Dis agree	2	33.3
		strongly Disagree	1	33.3
		Total	5	100.0
2	Students are actively participating during out door practice in PE class.	Agree	3	33.3
		Moderately	2	66.7
		Total	5	100.0
3	you are interested in teaching out door practices profession in physical education.	Strongly Agree	3	100.0

As shown above table 4.7 Q1The school society have good attitude toward outdoor physical education, 1(33.3%) of the respondent were moderately (M), 1(33.3%) of the teacher Dis agreed (DA), 1(33.3%) of the respondent responded Strongly Disagreed (SD). This implies that the school society have not good attitude toward outdoor physical education. In addition as indicated on the table 4.7 Q No2 Students are actively participating during out door practice in PE class, 1(33.3%) of the respondent Agreed(A), while 2(66.7%) of the respondent responded that moderate(M). This indicates that participation of the students in outdoor practice is less. Also on

the table 4.7 Q3 you are interested in teaching out door practices profession in physical education, 3(100.0%) of the teacher have interested in teaching out door practices profession in physical education if the condition is not smoothly arranged for outdoor practice.

Table 4.8. The Efficacy of the Teacher respondents.

Item		Frequency	Percent
The Regular schedule you have to check out door practice in your PE class program is properly scheduled	Moderately	2	66.7
	Dis agree	3	33.3
	Total	5	100.0

As shown above table 4.,8 item 1 The Regular schedule you have to check out door practice in your PE class program is properly scheduled,2(66.7%) of the respondent were Moderately (M), 1(33.3%) of the respondent responded Dis agreed(DA). This table9 and fig 3 shows that, The Regular schedule you have to check out door practice in PE class program is not properly scheduled

Table4. 9. The Problem of School principals' respondent.

NO	Item		Frequency	Percent
1	Teaching learning process of outdoor practice in PE is done effectively in the school.	Agree	3	33.3
		Moderately	2	66.7
		Total	5	100.0
2	The budget for purchasing out door practice in PE resource is enough	Agree	2	66.7
		Moderately	3	33.3
		Total	5	100.0
3	The school facilitate the condition to develop out door practice in physical education	Agree	3	33.3
		Moderately	2	66.7
		Total	5	100.0

As above table 4.10 item 1 deals with Teaching learning process of outdoor practice in PE is done effectively in the school, 1(33.3%) of the respondent Agreed, 2(66.7%) of the school principals were Moderately. This implies that, teaching learning process of outdoor practice in PE is not done effectively in the school. Item 2, the budget for purchasing out door practice in PE resource is enough, 2(66.7 %) of the respondent agreed, 1 (33.3%) of the respondent were

moderate .This indicate that, the budget for purchasing out door practice in PE resource is not properly planed.

Item 3, the school facilitate the condition to develop out door practice in physical education, 1(33.3%) of the respondent responded that agree while 2(66.7%) of them were moderately. This shows that the school was not facilitate the condition to develop out door practice in physical education.

Table 4. 10. The perception of School principals respondents

		Frequency	Present
The school encourage teachers to teach out door practices in physical education	Moderately	5	100.0
Outdoor practice has an acceptance with the society like other subject	Moderately	5	100.0

Above table 4.10 item 1, the school facilitate the condition to develop out door practice in physical education, all 3(100.0%) of the respondent responded t moderate (M), this implies that, the school not encourage teachers to teach out door practices in physical education. Also item 2, Outdoor practice has an acceptance with the society like other subject, 3(100.0%) of the respondent responded that moderately. This indicates that, the school society has poor attitude toward Outdoor practice.

4.3. Analyses, Interpretation and Discussion of the Data Obtained Through Semi Structure Interview.

4.3.1 Interviews (semi Structure) for PE Department Head Teacher.

1. What is the major problem that hinders the acquisition of fundamental skill in physical education class in outdoor practice in the school?

“ there were many problems that affect to practices out door in physical education to acquire fundamental skill, from those lack of interest, lack of specific knowledge of about outdoor technique and tactic , cultural barriers, religious barriers, specially Muslim religious lack of confidence, Lack of motivation, Disparities in reward Sex ,lack of time to practice, biological nature(for female), economy, sport policies of the countries(example, no police for disable students, etc.) lack of previous role model.”, Shortage of school facilities such as equipment and play grounds ,luck of teaching aid, Lack of attention to the subject(no support.) ,in appropriate

period allotment/distribution., Large class size, Shortage of budget as described by school administrators, absence of physical education subject in the national exam.

2. Is there encouragement from the school for teachers to teach out door practices in physical education? All most moderately.
3. What is your opinion to improve outdoor practical skill? `
 - School administration education office in collaboration with school stake holders, other concerned bodies and non-governmental organization (NGO) have to solve the school problems, i.e. play grounds, sport materials and other facilities.
 - School directors would give due attention and emphasis in scheduling physical education period, budget allotments,
 - The school stake holders should strive to fulfil sport materials, motivate and improve interest of PE teachers.
 - School director and other concerned stake holders would prepare additional classes to school in a problem. This will minimize the challenges of physical education teachers with large class size.
 - Make awareness to school community and administrative bodies about the healthy, mental and economy benefit of outdoor practice in physical education sport and the sport profession to prevent cultural, social and religious barriers, etc.

4.3.2. Semi Structure Interviews for School Director (concerning to problems)

1. Does teaching learning process of outdoor practice in PE is done effectively in the school?
No, B/c as I mentioned earlier many problems is obstacle to be teaching learning process does not take place smoothly in the school. Some of them are:-
 - Most teachers of health and physical education do not appropriately develop interest towards their subject. Due to this lack many teachers less likely fulfil their professional duties and responsibilities.
 - A teachers are poor at teaching the subject, where they do not use various method, equipment appropriately, rather the use reputation lesson that are tedious and that do not provide students the opportunity to participial in the teaching learning process.
 - In many school's the schools' environment is not appropriate for the instruction of health and physical education. This is because most schools lack an appropriate training field...etc.

- The period allotment as well as the school program (Schedule) of health and physical education in many respects has serious problems. For one thing it is not enough; secondly, it is not properly arranged in the school program. That is it mostly concludes with the time of the highest solar Isolation, sometimes just arranged after meal, and before tough subject.
 - Most teachers in some school are not fulfilling their duties such as in teaching: where as they give their period for another subject. They are mostly careless this because of lack of support, lack of appreciation etc...As this result they were responds to question about curriculum is “in our school there is no physical education curriculum “truly it likes.
 - The school community and administrative bodies have no awareness about the healthy, mental and economy benefit of outdoor practice in physical education and the sport profession to prevent cultural, social and religious barriers,
2. Did Students actively participated during out door practice in PE class?(concerning to student perception)

No !B/c of many problems that are mention in the above interview Q1 and also teachers raise in this study students have no this much interest in outdoor practice, lack of, awareness confidence, decision making, and motivation is the factors that affect to be students are not actively participate.

3. Did you believe lack of interest, cultural barriers, religious barriers, lack of confidence, Lack of motivation, Disparities in reward Sex, factors that hinder teaching out door practical skill in physical education? Yes
4. What is your opinion to improve teaching outdoor practical skill acquisitions? (perception)
- School administration education office in collaboration with school stake holders, other concerned bodies and non-governmental organization have to solve the school problems, i.e. play grounds, sport materials and other facilities.
 - School directors would give due attention and emphasis in scheduling physical education period, budget allotments,
 - The school stake holders should strive to fulfil sport materials, motivate and improve interest of PE teachers.

- School director and other concerned stake holders would prepare additional classes to school in a problem. This will minimize the challenges of physical education teachers with large class size.
- Make awareness to school community and administrative bodies about the healthy, mental and economic benefit of outdoor practice in physical education sport and the sport profession to prevent cultural, social and religious barriers.
- Organize resources and materials.

4.3.4. Analysis and Interpretation of Observation of the Study

Table4.11. Showing the Summarized Observation of Check list for the outdoor practical classes.

No.	Item	V. good	Good	moderate	Poor	Not at all
1	The efficacy of teachers in training methods to teach out door practice.			✓		
2	Active participation of students in practical class.			✓		
3	Availability of equipment(football, valley ball, athletics equipment ,playground)				✓	
4	class size and field condition				✓	
5	The interest and motivation of teachers to wards out door practical skill.			✓		
6	The perception of teachers and students towards out door practice.				✓	
7	Conducive environment				✓	
8	Time Tabled of P.E Periods				✓	
9	Use of Teaching aids				✓	
10	Schedule of the teacher to teach out door practice.				✓	
11	Budget allocation for outdoor practice				✓	
12	Teachers ability of using different practical skill technique				✓	

As it was mentioned in the methodology section, practical training observation was conducted for 3 days. The observation checklist involved more of the teachers' duty and obeyed of students to the teacher Methodology of training (efficacy of the teacher), application of principles of training, application of psychological training(perception), application of age related training in outdoor practice and observe major factor that hinder out door practice . However, as indicated

in Table 4.11 observed, teachers and students are raised in the questionnaire, school director and PE head in interviews, there are many problems that hinder out door practice in the school. Thus, class size, shortage of time, methodology of the teacher use to teach out door practice was not satisfactory, no, enough teaching aid, no Conducive environment (playground, Budget allocation for outdoor practice, Availability of equipment, etc.), was not correct. The perception of teachers and students towards out door practice is poor. Some students were not obedient for their teacher since before or after training, there is opportunity for exchange of ideas between students and teacher, finally, outdoor practice requires various attributes to be successful.

4.4. MAJOR RESULTS OF THE STUDY

This section has presented and discuss how revealed that, the most reliable for the three constructs, giving results that were inconsistent with those obtained from interviews questionnaire and observation. Teaching must be effective, if children are to acquire the outdoor practical skills that lead them to a physical active life style.so, major aspects of this investigation was to assess the effectiveness teaching outdoor practical skills and finding the acquisition problems and Understanding and trying to reduce or if it is possible avoiding challenges faced in outdoor practical skill in physical education in Gida Ayana selected secondary school and to provide information regarding to (1) 1. How do teachers and students perceive the practical class skill teaching learning in physical education? (2) How is the efficacy of teachers in teaching outdoor practical skill in physical education class? (3) What are major factors that hinder the acquisition of outdoor practice fundamental skill in physical education class and how these might be overcome in physical education selected government secondary schools of Gida Ayana Woreda was discussed as follows.

It is important to note that the responses obtained from interview, questionnaire and observation formulated with no bias for the study. The study was conducted on the responses of 40 students, 3 PE teacher, 3 school principals through the three data gathering tool were triangulated or similar response. Therefore, the number of responses from the data tool was comparable.

The Researcher interviewed here is the result discussed in the qualitative data was obtained from the selected school principals in the study area. The data was explained in a thematic (words) way. Therefor the major problems obtained from the findings are listed as follows:-

There were many problems that affect to practices out door in physical education to acquire fundamental skill Thus , lack of interest ,lack of awareness, lack of specific knowledge about outdoor skills technique and tactic ,class management , lack of confidence, Lack of motivation, teachers knowledge, teachers skill, lack of time to practice, Shortage of school facilities such as equipment and play grounds ,luck of teaching aid, Lack of attention to the subject, inappropriate period allotment/ Large class size, poor attitude of the teacher ,students school principals, Shortage of budget, absence of physical education subject in the national exam.

Generally the following finding was obtained from the objectives of how do teachers and students perceive the practical class skill teaching learning in physical education?

Thus:-

- The efficacy of the teacher in teaching out door practice was poor.
- Students have no clue how out door physical activity in physical education class improves academic performance
- No motivation of the teacher and school principals to learn out door practice.
- The school society has no good attitude toward outdoor physical education.
- Teachers have no this much interest to teach out door practical class, B/c of so many factors mentioned above the study.
- The perception of teachers and students to wards out door practice is poor.

To obtain more information, observation is very important. Because of the richness and credibility of information, it can provide, observation being a desirable part of data gathering instrument, therefore, to obtain more information, observation of the actual teaching and learning process of the outdoor practical classes was uses as a data gathering researcher checklist. The observation cheek list was, The efficacy of teachers in training methods to teach out door practice, Active participation of students in practical class ,Availability of equipment(football, valley ball, athletics equipment ,playground), class size and field condition, The interest and motivation of teachers to wards out door practical skill, The perception of teachers and students towards out door practice, Conducive environment, Time Tabled of P.E Periods, Use of Teaching aids, Schedule of the teacher to teach out door practice, Budget allocation for outdoor practice, Teachers ability of using different practical skill technique.

Observation was conducted within an educational setting to gather further information for the study concerning the problem of practice of teachers in practical sessions. Each problem was

observed multiple times to observe teachers interacting with their students (3days per week). An observation instrument was developed by the researcher and observation checklist was employed to record how the teachers and student perceive teaching learning process are instructing and interacting with them. Thus, the employment of this data gathering instrument was helped the researcher to obtain information about the context within which teaching and learning activities were taking place.

The observation checklist involved more of the teachers' duty and obeyed of students to the teacher Methodology of training (efficacy of the teacher), application principles of training, application of psychological training(perception), application of age related training in outdoor practice and observe major factor that hinder out door practice . However, the finding indicated, there are many problems that hinder out door practice in the school. Thus, class size, shortage of time, methodology of the teacher use to teach out door practice was not satisfactory, no, enough teaching aid, no Conducive environment (playground, Budget allocation for outdoor practice, Availability of equipment, etc.), was not correct. The perception of teachers and students towards out door practice is poor. Some students were not obedient for their teacher since before or after training, there is opportunity for exchange of ideas between students and teacher, finally, outdoor practice requires various attributes to be successful.

Here the researcher discussed the quantitative data that was obtained through closed ended questionnaire were focused on that mainly in relation to problem of outdoor practical skills, how did students and teachers perceive out door practical class and How was the efficacy of teachers in teaching outdoor practical skill in physical education. Therefore, following results was obtained. And other related factors were discussed. Therefore the following results were obtained.

- Outdoor practice does not get support (from the school principals), School principals are one of the human factors that influence implementation understanding the crucial role of school.
- Time allotment is often insufficient to achieve fitness and other instructional goals.

- Large class size, sex difference of the students in class make more difficult to teach secondary school physical education.
- The schools lack of, proper budget allocation, Materials like text books, teachers guide and syllabus and references.
- Facilities (play grounds , athletics track and field's and sport buildings for secondary school physical education are often inadequate, which can hamper out door skill program development.
- Equipment like gymnastic apparatus, high jump poles, athletics equipment and etc. are not properly present.
- No motivation of the teacher and school principals to learn out door practice.
- Lack of in-service training and different workshops for physical education teachers in the schools minimize the interest of the subject teachers.
- As respondents' responded physical education has not yet been accepted as the subject of basic importance in the school curriculum.
- This research also indicates that cultural barriers, social barriers and religious barriers are the factors that affect students to participate in outdoor practical skill.
- The training field for outdoor practice in the selected school is far from t the class room.
- The efficacy/effective/ training method of the school teacher to teach outdoor skill was not related to the point age level of student or text book contents.
- Teachers were never used teaching aids properly in the school for outdoor practice
- The Regular schedule the teachers have to check out door practice in PE class program was not properly scheduled.

Hence, in this study, the researcher tries to review different kinds of literature written by prominent scholars on the issue challenges and practices of outdoor practice in physical education. Additionally, different authoritative secondary sources including different journals and research working papers have been discussed. Accordingly, the review was mainly concerned with the issues of outdoor problems skill acquisition in physical education to achieve the objectives. The attempt to increase the reliability of this study, different source was discussed. Finally, the literature review tries to explore the empirical literature that related with the study topic; specifically the basic research questions and finalized with a summery, conclusion and recommendation of the discussed literature and the knowledge gap identified.

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATION

This chapter presents the summary, conclusion and recommendation of the study.

5.1. Summary

The main purpose of school physical education is to provide opportunity for school pupils to develop physically, mentally and emotionally so as to make them successful in their learning. Teaching must be effective, if children are to acquire the outdoor practical skills that lead them to a physical active life style. so, major aspects of this investigation was to assess the effectiveness teaching outdoor practical skills and finding the acquisition problems and Understanding and trying to reduce or if it is possible avoiding challenges faced in outdoor practical skill in physical education in Gida Ayana selected secondary school and to provide information regarding the factors that affect students to acquisition of fundamental skill in physical education selected government secondary schools of Gida Ayana Woreda summarized as follows.

Education is the process through which students acquire knowledge, develop skill, change in behaviour and formulate personality .In the formal education; the most important aspect is giving solution for the challenge to implement the existing problem. Outdoor practice learning is to augment motor, spiritual, cultural, moral, cognitive, social, emotional development validly area of learning skills in young people, they can be consistent with maximum participation in health enhancement of physical activity.

Learning outdoor fundamental skill is about engaging children and young people in many different ways Practitioners frequently act as facilitators, using different technique. This encourages children and young people to become involved in emotional, physical, aesthetic, spiritual and cognitive experiences as part of their learning.

All the study findings are clustered around the three research question in which the study was anchored, namely

1. How do teachers and students perceive the practical class skill teaching learning in physical education?
2. How is the efficacy of teachers in teaching outdoor practical skill in physical education class?

3. What are major factors that hinder the acquisition of outdoor practice fundamental skill in physical education class and how these might be overcome?

The research methodology employed in the study was with mixed research approach (Sequential Explanatory Design), which basically seeks to describe detail, in context and holistically using both qualitative and quantitative research methods, and value for educational research. Data gathering instruments were questionnaire, interview and observation. The participants were students, teachers, & school principals. To collect data from selected governmental school of Gida Ayana random sampling technique was used. The major instrument in the study is questionnaires, interviews and observation. The data collected were quantitatively analysed using Statistical Package for Social Sciences (SPSS) software 21 versions at $p \text{ value} < 0.05$ and frequency, percentage, chart, graph was the major statistical method used to analyse the data. Therefore the major findings are summarized and presented as follows.

1. Concerning to problems Faced by all respondents:-

- Physical education as a learning discipline in a school,
 - does not get support (from the school principals), School principals are one of the human factors that influence implementation understanding the crucial role of school Time allotment is often insufficient to achieve fitness and other instructional goals.
 - Large class size, sex difference of the students in class make more difficult to teach secondary school physical education.
 - Effects of school context on teacher's student relation was low
 - The schools lack of, proper budget allocation, Materials like text books, teachers guide and syllabus and references.
 - Facilities (play grounds , athletics track and field's and sport buildings for secondary school physical education are often inadequate, which can hamper out door skill program development
 - Equipment like gymnastic apparatus, high jump poles, athletics equipment and etc. are not properly present.

- No motivation of the teacher and school principals to learn outdoor practice.
- Lack of in-service training and different workshops for physical education teachers in the schools minimize the interest of the subject teachers.
- As respondents' responded physical education has not yet been accepted as the subject of basic importance in the school curriculum.
- This research also indicates that cultural barriers, social barriers and religious barriers are the factors that affect students to participate in outdoor practical skill.
- The training field for outdoor practice in the selected school is far from the class room.

2. Concerning to the efficacy of the teachers responded by students:-

- ✓ The efficacy method of the teacher in teaching outdoor practice was poor.
- ✓ The efficacy/effective/ training method of the school teacher to teach outdoor skill was not related to the point age level of student or text book contents.
- ✓ Teachers were never used teaching aids properly in the school for outdoor practice.
- ✓ No motivation of the teacher and school principals to learn outdoor practice.
- ✓ The Regular schedule the teachers have to check outdoor practice in PE class program was not properly scheduled.

3. Concerning to Perception of students and teachers:

- ✓ The same of the respondents have known how Engaging in outdoor practice was an interesting activity but most of them like or take as an entertainment).
- ✓ Most Students like practical class rather than theoretical class in physical education lesson.
- ✓ Most students have no this much hint how Outdoor practices in PE is an integral part of learning program.
- ✓ Students have few hint how outdoor physical activity in physical education class improves academic performance.
- ✓ The school society has no good attitude toward outdoor physical education.
- ✓ Teachers have no this much interest to teach outdoor practical class, B/c of so many factors mentioned above the study.
- ✓ The perception of teachers and students towards outdoor practice is poor.

5.2. Conclusions

From the finding we can make the following conclusions on the problem of teaching outdoor practical skill acquisition in physical education in selected Gida Ayana high school. Thus limitation of outdoor skills and knowledge, less or no support by the directors and super visors to full fill the teachers' demands, Shortage of facilities, shortage of budget and large class size students level of participation is low, the school society poor attitude toward out door practice . Teachers are important for implementation of fundamental skill development in the school. In order to make teachers perform tasks effectively; the concerning body should be trained on the contents of the subject, utilization of different teaching out door skills, the application of techniques and tactics in outdoor physical education program. In this regard the findings indicate that the students in government schools of Gida Ayana did not get in-service training in outdoor practice to facilitate physical education teaching learning process.

- ❖ Even though same of the teachers and the students have positive attitude towards physical education, most of the teachers and students have lack of interest and motivation. This lack of interest and motivation for the subject by the students and teachers has negative impact on implementation of outdoor practice in regular physical education program in Gida Ayana selected high school.
- ❖ This study also found that disparities of reward of women to participate in outdoor practice.
- ❖ This research also indicates that cultural barriers, social barriers and religious barriers are the factors that affect students to participate in outdoor practical skill.
- ❖ The finding of this study result indicates that the, students in Gida high school have the lower level of outdoor practical skills.
- ❖ Lack of the role model in their own area from the students and coverage of media also the other barrier to be active participation in outdoor physical activity.

Generally, Concerning to Factors considered as problems for learning out door practice skill in physical education in a secondary school are:-

- ✓ Lack of facilities & equipment
- ✓ Inadequacy of time allotment
- ✓ Lack of in-service training

- ✓ Lack of supplementary materials
- ✓ Class size
- ✓ Lack of support from school principals & supervisors
- ✓ Attitudinal problems of students, communities and even some of subject teachers.
- ✓ Absence of physical education subject in the national exam. But the teachers' efforts to overcome these challenges of teaching physical education program in the school are appreciable.

5.3. Recommendation

From the finding we can make the following recommendation on the challenges to implement teaching out door practical skill acquisition in physical education in Gida Ayana selected high school.

The teachers, the school principals, PE department, are important for outdoor practical skills developments in physical education .So that the following recommendation was takes place.

I. The teachers (to be teaching effective)

- Should get additional training to enhance their content knowledge, utilization of teaching aids to implementation teaching method of the teacher in teaching out door practice for students of all type (inclusive) apply active outdoor learning in the class and use correct strategies in their outdoor class instruction.
- Should be given opportunities to participate out door practice for both sexes without disparities in reward.
- The training method of the teachers teach outdoor practical skill should be related to the point age level of student or text book contents how outdoor practice takes place smoothly.
- The regular schedule teachers have to check out door practice in PE class program must be properly scheduled.
- Participate in community service specially related to their subject with age level and refereeing.
- Have to give awareness about the goal and objectives of outdoor skill acquisition in physical education to the Gida Ayana selected high school and other stockholders in the form of workshops and seminars.
- Provide effective and enjoyable instructional programs to give awareness.

II. The school principals, PE department, teachers and student should work in collaboration to solve for the raised problem in the study are:-

- Facilities (play grounds , athletics track and field's and sport buildings for secondary school physical education are often inadequate, which can hamper out door skill program should be developed.
- Enough Time allotment should be prepared.
- Make the students aware of the objective of outdoor practical skills. In addition to that the school has to:-
- Provide teachers with in-service training to enhance their knowledge, subject methodology and skill.
- Mobilize the selected school and other concerned bodies for sport budget to solve the problems of facilities and equipment that hindered the implementation of outdoor practical skill in physical education in the selected school.
- Create the school environment that supports physical activity as a part of a coordinated school program (creating conducive atmosphere to execute co-curricular activities in the school setting).
- The school principals and supervisors should give strong and necessary support to physical education department.
- Families and communities make sure that the physical education program includes adequate students participations in practices and contests with no discrimination based on gender and race
- Finally, the researcher recommends that all the selected school community and other volunteers in the Gida Ayana selected high school have to work together to solve the teaching outdoor practical skill acquisition problems in physical education in Gida Ayana secondary school. It means school principals, the school community were important for implementation of fundamental skill development in the school.

Also the researcher recommended from the study: teachers, students, school principals raised in the questionnaire, school director and PE head in interviews, responded that there are many problems that hinder to teach out door practice in Gida Ayana high school. Thus, class size, shortage of time, methodology of the teacher use to teach out door practice was not satisfactory,

no, enough teaching aid, no Conducive environment (playground, Budget allocation for outdoor practice, Availability of equipment, etc.), was not correct. The perception of teachers and students towards out door practice is poor. Some students were not obedient for their teacher since before or after training, there is opportunity for exchange of ideas between students and teacher, finally, outdoor practice requires various attributes to be successful.

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Appendix-I
Addis Ababa University
School Of Graduate Studies
College Of Education and Behavioral Studies
Department of Science and Mathematics Education
Questionnaire to Be Filled by Secondary Schools Students, PE Teachers and School Principals

Questionnaire Filled BY Students'

Introduction:

Dear respondent! This questionnaire is designed to collect relevant information on ***“Teaching outdoor practical skill acquisition problems in Physical education Practical Session in Government Secondary Schools of or Omiya regional zone Gida Ayana woreda ”*** 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 this study. Thus, you are kindly requested to fill the questionnaire carefully and honestly.

I- General Profile for the Students'

Grade: 9th ☐ 10th ☐ 11th ☐ 12th ☐
Sex: Male ☐ female ☐
Age: 15-16 ☐ 17- 18 ☐ 19 -20 ☐ above 20 ☐

INSTRUCTIONS:

Dear respondents, please note that:

No need of writing your name on any page of the questionnaire.

Please show the level of your agreement or disagreement and the extent to which the mentioned activities represent your view or your correct idea and indicate the level of your agreement by putting “✓”symbol in the space provided under the rating scale that represent your opinion.

Thank you in advance for your opinion!

Key= 5=strongly Disagree 4=Dis agree 3= moderately =2= Agree 1=Strongly Agree

NO	Items	Scales				
		1	2	3	4	5
1	Engaging in outdoor practice is an interesting activity.					
2	Students like practical class rather than theoretical class in physical education lesson.					
3	Outdoor practices in PE are an integral part of learning program.					
4	Increasing out door physical activity in physical education class improves academic performance.					
5	Teachers' use teaching aids that help to teach out door practice in physical education.					
6	The number of periods given in a week for teaching out door practices in physical education is enough.					
7	Large class size affects students' performance in outdoor practices.					
8	The school has enough space and training field for practical class in your school.					
9	The teaching methods of your teacher in teaching out door practice are good.					
10	Lack of facilities and equipment are one of the problems that hinder the teaching out door practice in your school.					
11	The school has many problems to teach out door practice in physical education activities.					
12	The training field for outdoor practice in our school is near to the class room.					
13	The efficacy/effective/ training method of your teacher to teach you outdoor tasks is related to the point of your age level or your text book contents are good.					
14	Your teacher motivates you to learn out door practice.					

Appendix-II
Addis Ababa University
School Of Graduate Studies
College Of Education and Behavioral Studies
Department of Science and Mathematics Education.

Questionnaire Filled By Teachers'

Introduction:

Dear respondents! This questionnaire is designed to collect relevant information on ***“Teaching outdoor practical skill acquisition problems in Physical education Practical Session in Government Secondary Schools of Or Omiya regional zone Gida Ayana woreda ”***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 this study. Thus, you are kindly requested to fill the questionnaire carefully and honestly.

Dear respondents, please note that:

No need of writing your name on any page of the questionnaire.

Please show the level of your agreement or dis agreement and extent to which the mentioned activities were represents your view or your correct idea .Indicate the level of your agreement by *your correct idea*.

Thank you in advancing your opinion.

II- General Information for teachers

Sex: Male ☐ female ☐

Age: 25-30 ☐ 31-35 ☐ 40-45 ☐ 46-50 ☐

Qualification: Diploma ☐ BA /BEd/BSc MA/MEd/MSc ☐ Any other ☐

Years of service: 1-5, ☐ 5-10, ☐ 10-15, ☐ 15-20, ☐ 20-30, ☐ 30-40, ☐ above 40

Key=5= strong Disagree, 4=Disagree 3= moderately 2= Agree 1= Strongly Agree

NO	Items	Scale				
		1	2	3	4	5
1	There is much challenge that affects you to teach out door practice in physical education in the school.					
2	You have to get good support or attention from school administration during your training in outdoor practice.					
3	The school society have good attitude toward outdoor physical education.					
4	Students are actively participating during out door practice in PE class.					
5	The Regular schedule you have to check out door practice in your PE class program is properly scheduled.					
6	You are interested in teaching out door practices profession in physical education.					
7	No Availability of teaching aid for outdoor practice in the school.					

Appendix-III
Addis Ababa University
School Of Graduate Studies
College Of Education and Behavioral Studies’
Department of Science and Mathematics Education.

Questionnaire Field by School Principals’

Introduction:

Dear respondents!

This questionnaire is designed to collect relevant information on *“Teaching outdoor practical skill acquisition problems in Physical education Practical Session in Government Secondary Schools of Or Omiya regional zone Gida Ayana woreda ”* 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 this study. Thus, you are kindly requested to fill the questionnaire carefully and honestly.

INSTRUCTIONS:

Please honest and truthful response as possible. The information given will be treated with at most confidentiality and will be used for no other reason than for the purpose of this research only.

The mentioned activities represent your view or your correct idea and indicate the level of your agreement by putting “√” in the space provided under the rating scales that rating scales that represent your opinion.

Than you in advancing for your cooperation!!

III- General Profile for school principals.

Sex: Male ☐ female ☐

Age: 25-30 ☐ 31-35 ☐ 36 -40 ☐ 41-45 ☐ 46-50 ☐

Qualification: Diploma ☐ BA/BEd/BSc ☐ MA/MEd/MSc ☐ Any other ☐

Years of service :1-5, ☐ 5-10, ☐ 10-15, ☐ 15-20, ☐ 20-30, ☐ 30-40, ☐ above 40

Key=5= strong Disagree 4=Disagree 3= moderately 2= Agree 1= Strongly Agree

No	Items	Scale				
		1	2	3	4	5
1	Teaching learning process of outdoor practice in PE is done effectively in the school.					
2	The school encourage teachers to teach out door practices in physical education					
3	The budget for purchasing out door practice in PE resource is enough.					
4	The school facilitate the condition to develop out door practice in physical education.					
5	Outdoor practice has an acceptance with the society like other subject.					

Appendix -IV
Addis Ababa University
School Of Graduate Studies
College Of Education and Behavioral Studies
Department Of Science and Mathematics Education

Observation Check List for the Outdoor Practical Classes

Instructions: Put check mark (✓) in the column which tells your idea.

Key: V .good, Good, Moderate, poor, not at all

No.	Item	V. good	Good	Moderately	Poor	Not at all
1	The efficacy of teachers in training methods to teach out door practice.			✓		
2	Active participation of students in practical class.			✓		
3	Availability of equipment(football, valley ball, athletics equipment, playground)					
4	class size and field condition				✓	
5	The interest and motivation of teachers to wards out door practical skill.			✓		
6	The perception of teachers and students towards out door practice.				✓	
7	Conducive environment.				✓	
8	Time Tabled of P.E Periods				✓	
9	Use of Teaching aids					
10	Schedule of the teacher to teach out door practice.					
11	Budget allocation for outdoor practice					
12	Teachers ability of using different practical skill technique					

Appendix-V
Addis Ababa University
School Of Graduate Studies
College Of Education and Behavioral Studies'
Department Of Science and Mathematics Education.

Interviews (semi structure) for PE department head teacher.

Introduction:

Dear respondent! This semi structure inter vies is designed to understand the perceptions, feeling and knowledge of people in program through in-depth by collect relevant information on ***“Teaching outdoor practical skill acquisition problems in Physical education Practical Session in Government Secondary Schools of or Omiya regional zone Gida Ayana woreda ”*** The information collected through this interview was treated confidentially and be used only for academic purpose. Your genuine contribution was greatly essential for the success of this study. Thus, you are kindly requested to explain your idea carefully and honestly.

Than you in advancing for your cooperation!!

General Profile

Sex: Male ☐ female ☐

Age: 25-30 ☐ 31-35 ☐ 36 -40 ☐ 41-45 ☐ 46-50 ☐

Qualification: Diploma ☐ BA/BEd/BSc ☐ MA/MEd/MSc ☐ Any other ☐

Years of service :1-5, ☐ 6-10, ☐ 11-15, ☐ 16-20, ☐ 21-35, ☐ 35-40, ☐ above 40

1. What do you think the main problems that hinder you to teach out door practice in physical education in the school?
2. Is there encouragement from the school for teachers to teach out door practices in physical education?
3. Do you have Regular schedule to check out door practice in your PE class program
4. What is your opinion to improve outdoor practical skill?

Appendix-VI
Addis Ababa University
School Of Graduate Studies
College Of Education and Behavioral Studies'
Department of Science and Mathematics Education.

Interviews for School Director.

Introduction:

Dear respondent! This semi structure inter vies is designed to understand the perceptions, feeling and knowledge of people in program through in-depth by relevant information on ***“Teaching outdoor practical skill acquisition problems in Physical education Practical Session in Government Secondary Schools of or Omiya regional zone Gida Ayana woreda ”*** The information collected through this interviews was treated confidentially and be used only for academic purpose. Your genuine contribution was greatly essential for the success of this study. Thus, you are kindly requested to explain your idea carefully and honestly.

Thank you in advancing your opinion.

General Information

Sex: Male ☐ female ☐

Age: 25-30 ☐ 31-35 ☐ 40-45 ☐ 46-50 ☐

Qualification: Diploma ☐ BA /BEd/BSc MA/MEd/MSc ☐ Any other ☐

Years of service: 1-5, ☐ 5-10, ☐ 10-15, ☐ 15-20, ☐ 20-30, ☐ 30-40, ☐ above 40

1. Does teaching learning process of outdoor practice in PE is done effectively in the school?
2. Does Students are actively participating during out door practice in PE class?
3. What is your opinion to improve teaching outdoor practical skill acquisitions?
4. Do you believe lack of interest, cultural barriers, religious barriers, lack of confidence, Lack of motivation, Disparities in reward, Sex, factors that hinder teaching out door practical skill in physical education?

Dabalee-A
Afaan Oromoo.

Yunvarsitii Finfinnee

Kolleejjibarnootaa Fi Qo‘Annnoo Amalaa.

Muummee Saayinsii Fi Herregaa.

Gaafannoo Barattootaaf

Seensa:-Yaa kabajamoo yaada kennitoota! kaayyoon bargaaффii kana Rakkoowwan shaakala Barsiisuu Barnoota GJQ Argannaa Ogummaa Dareen Alaa Dirree irratti qabu kan mana Baruumssa Sadarkaa 2^{ffa} Gidda Ayyanaa kutaa 9^{ffaa} keessaa Xiinxaluudha.Yaadni keessan bu ‘a qabeessummaa qorannoo kanaatiif bay’ee murteessaadha,kanaaf sirriitti akka bargaaффii kana guuttan kabajaan sin gafanna.Yeroo dee bii keessan kennitan gabatee kenname keessatti mallattoo “ ✓” barreessun deebisaa !

Arjooma keessaniif guddaa galatoomaa !

Ajaja I: Odeeffannoo dhuunfaa

1.Saala : dhi dha

2. umurii : 15_17 18—20, 20 ol

Hub. Fuula waraaqa bargaaffii kam irratti Maqaa kee barreessuun hin barbaachisu

Ibsa: 1. Bay’ee waliigaala 2. itti waliigaala 3. giddugaleessa 4. Itti walii hin galu 5. baay’ee itti walii hin galu

T/lak.	Himoota	Sadarkaa yaada				
		1	2	3	4	5
1	Mana barumsaa kee keessaatti barnoota GJQ shaakala dirree irraa keessaatti qooda fudhachuun hojii jallaatamadha.					
2	Baraattootni, gosa barnootaa GJQ barnoota daree keessa irraa shaakala dirree irraa filatu.					
3	BGJQ keessatti shaakalli dirree irraatti(dareen alaa) kutaa sagaanta barnootaa bayyee barbaachisuudha.					
4	Sagantaa barnoota GJQ keessatti shaakala dirree irra cimsachuun dandeettii ga’umsa ofi caalatti cimsachuu ta’a.					
5	Gosa barnoota GJQ keessatti, barsiisoonni meeshaa deggersa barnootaa shaakala dirree irraaf nifayyadamuu.					
6	Wayitiin barnoota torbaniif kenname shaakala dirree irraatiif ga’aa dha.					
7	Daree keessaatti baayyachuun baraattoota danddeettii shaakalli dirree isaani ni hirrisa.					
8	Manni barumasa kee dirree shakaaalaf ta’u ga’aa qaba.					
9	Mala baruu fi barsiisu shaakala barnoota dirree irraattif barsiisaan kee fayyaadaman gariidha.					
10	Barnoota GJQ dirree irraatti shakalsiisuuf rakkowwaan ijoo ta’an hanqiinni meshaalee, waan toota barbaachisoo ta’anidha.					
11	Mana barumsaa kana keessatti barnoota GJQ shaakala dirree irraa shaakalsiisuuf rakkoo heddu danga ta’antu jira.					
12	Bakki shaakalli dirree BGJQ mana barnoota keeti daree barnootatti dhiyoodha(walbira).					
13	Ga’umsi tooftaan barsiisaan kee barnoota GJQ shaakala dirree barsiisuuf si leenjisu kan umurikee fi qabiyyee kitaaba waliin walgita.					
14	Barsiisaan keessan shaakala barnootaa dareen alaa irraatti fedhii akka qabaattan isin kakaasa.					

Galatoomaa !!

Dabalee-B
Yunvarsitii Finfinnee
Kolleejjibarnootaa Fi Qo‘Annnoo Amalaa.
Muummee Saayinsii Fi Herregaa

Gaafannoo Barsiisootaa.
Af-gaaffi

Seensa:-Yaa kabajamoo yaada kennitootaa ! kaayyoon bargaaftii kanaa Rakoowwan shaakala Barsiisuu Barnoota GJQ Argannaa Ogummaa Dareen Alaa Dirree irratti qabu kan mana Baruumssaa Giddaa Ayaanaa Sadarkka 2^{ffaa} kutaa 9^{ffaa} keessaa Xiinxaluudha.Yaadni keessan bu ‘a qabeessummaa qorannoo kanaatiif bay’ee murteessaadha. Kanaaf sirriitti akka afgaaffii kana guuttan kabajaan isin gaafanna.Yeroo deebii keessan kennitan jechoota ifoo ta’anin deebisaa !

Arjooma keessaaniif guddaa galatoomaa !

Ajaja II: Odeeffannoo dhuunfaa

1. saala: dhi Dha
2. umuri: 25-30 31-35 40-45 46-50
- 3.Sadarkaa barnootaa: dippiloomaa digirii digirii 2^{ffaa} isa ol
4. Tajaajila wagga-----

Hubachisa:-Fuula waraqaa af-gaffii kam irratti Maqaa keessan barreessuun hin barbaachisu.

1. Bay'ee waliigaala
2. itti waliigaala
3. giddugaleessa
4. Itti walii hin galu.
5. baay'ee itti walii hin galu

T/Lak.	Himoota	Sadarkaa yaadaa				
		1	2	3	4	5
1	Mana barumsaa kana keessatti dirree irraatti barsiisuudhaaf wanttootni danqaa ta'an hedduutu jiru.					
2	Dirree mana barumsaa kana keessatti wayita shaakala gootu bulchinsi mana barumsaa irraa deggersa ykn xiyyeeffannoo ga'a ni argata.					
3	Hawaasni mana barumsaa kanaa barnoota GJQ f ilaalcha gaarii qaba.					
4	Baratootni barnoota GJQ keessatti wayita shaakala dirree si'aayinaan ni hirmaatu.					
5	Barnoota GJQ keessatti shaakala Dirree mirkaneeffachuuf sagantaa idileeke qabda.					
6	Barnoota GJQ dirree irratti shaakala dandeettii ogummaa barsiisuudhaaf fedhii qabda.					
7	Barnoota GJQ dirree irratti shaakalsiisuuf meeshaaleen deggersa barnootaa mijatadha.					

Galatoomaa!!

Dabalee ---C
Yunvarsitii Finfinnee
Kolleejjibarnootaa Fi Qo'Annnoo Amalaa.
Muummee Saayinsii Fi Herregaa
Gaafannoo Dura Bu'ootaaf.
 Af-gaaffii.

Seensa: Yaa kabajamoo yaada kennitootaa ! kaayyoon Af-gaaffii kanaa Rakkoowwan shaakala Barsiisuu Barnoota GJQ Arganna Ogummaa Dareen Ala Dirree irratti qabu kan mana Baruumssaa Giddaa Ayyaana Sadarka 2^{ffaa} kutaa 9^{ffaa} keessaa Xiinxaluudha. Yaadni keessan bu 'a qabeessummaa qorannoo kanaatiif bay'ee murteessaadha. Kanaf sirriitti akka bargaaaffii kana guuttan kabaajan sin gafaanna. Yeroo dee bii keessan kennitan jechoota ifoo ta'anin deebisaa !

Arjooma keessaaniif guddaa galatoomaa !

Ajaja III: Odeeffannoo dhuunfaa

1. saala: dhi Dha
2. umuri: 25-30 31-35 40-45 46-50
3. sadarkaa barnootaa: Diploma digiirii digiirii 2ffaa isa ol
4. Tajaajila wagga _____

Hubaachisa :-Fuula waraaqa bargaffii kam irratti Maqaa kee barreessuun hin barbaachisu.

- Ibsa: 1. Bay'ee waliigaala 2. itti waliigaala 3. giddugaleessa 4. Itti walii hin galu.
 5. baaye'e itti walii hin galu.

l/lakk .	Himoota	Sadarkaa yaadaa				
1	Adeemsi baruufi barsiisuu shaakaalli dandeetti barnoota GJQ mana barumsaa kanaa haala gariin geggeeffama.					
2	Manni barumsichaa shaakallin dandeettii BGJQ akka geggeeffamu barsiisota ni kakaasa.					
3	Meeshaan baajata bittaa shakallii barnoota GJQf godhamu ni argama/ni kennama/					
4	Barsiisoonni BGJQ dandetti shaakallii dirree BGJQ barsiisu akka jaallatan nikakaasu.					
5	Shaakali dareen alaa BGJQ akkumaa barnoota kan biroo hummata biraattii fudhatama qaba.					

Galatoomaa!!

Declaration

The following declare that this thesis is my original work and all relevant sources used for thesis are duly acknowledged.

Name _____

Signature _____

Date of Submission _____

The thesis has been submitted for examination by approval as a university advisor.

Name _____

Signature _____

Date of submission _____