

**PRACTICES AND CHALLENGES OF PHYSICAL EDUCATION
TEACHERS IN TEACHING-LEARNING PROCESS
IN CASE OF SOME SELECTED HIGH
SCHOOL OF ADISS ABEBA**

**BY
Ejigayehu Kebede**

**A THESIS SUBMITTED TO THE SCHOOL OF GRADUATE STUDIES OF
ADDIS ABABA UNIVERSITY IN PARTIAL FULFILMENT OF THE
REQUIREMENTS FOR THE DEGREE OF MASTERS OF SCINCE IN
SPORT SCIENCE.**

June 2013

Addis Ababa, Ethiopia

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Approved by Board of Examiners

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Acronyms

CAHPER:- Canadian association for health, physical education and recreation.

CDC: Disease control and prevention

HE: Higher education

HEIs: Higher education institutions

HPE: health and physical education

MOE:-Minister of education.

NASBE: National association of state boards of education.

NBA: National basket ball association

NFHS: National federation of state high school association.

PDO: Professional development opportunity.

PE: - physical education

TLP: Teaching learning process.

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ABSTRACT

The study aimed at identifying the challenges of teacher and suggests potential solutions to the challenges. Three basic questions were raised to achieve the objectives of the study. To answer those basic research questions, descriptive survey research method was employed. Teachers, internal and external supervisors, school administrators, education experts and students are participants of this study. The school and the participant were selected by purposive and random sampling method. All the remaining samples are all are selected because their numbers are small so there are purposes full for the relevancy to get important information about study. The study found the challenge related with teacher (personal) and related with the administrator. Those factors are large class size, time management, lack of material, lack of skill attitude, experience etc. for further improvement of teaching effectiveness those challenges must avoid and suggested as potential solutions to the proper implementation of effective teaching of Physical education.

Key words: physical education, Effective teaching-learning process, administration, curriculum implementation, challenges....

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

Education plays a paramount role for the development of one country. No countries have achieved its development stage without education. Education is one of the main instruments of development for any country. It is an interpersonal transaction that takes place among human being in exchange of knowledge, skill, and attitude. Educational experiences are accumulated and transmitted from generation to generation as well as among country. The importance of education has been exhibited in improving the quality of human lives through various scientific and technological developments in the world. Because of this fact education is included in the documentation of human right that entitles everyone to the right to basic education. But it is challenging to provide education for all citizens.

The evolution of physical education, along with other educational professions, reflected contemporary changes in society. Throughout the early twentieth century, into the 1950s, there was a steady growth of physical education in the public schools. During the early 1920s many states passed legislation requiring physical education. However, shifts in curricular emphasis were evident when wars occurred and when the results of national reports were published. For example, as a result of the bombing of Pearl Harbor and the United States' entrance into World War II, the emphasis in physical education shifted from games and sport to physical conditioning. (Hasenkrüger, H. 1969).

Similar curricular shifts were noted in 1953 when the Kraus-Weber study found that American children were far less fit than their European counterparts. As a result of this report, the President's Council on Physical Fitness was established to help combat the falling fitness levels of America's youth.

During the 1950s and the 1960s, physical education at the elementary level experienced tremendous growth. Today, many physical education programs emphasize overall fitness, referred to as *wellness*, as well as skill development. However, since the 1970s the number of schools offering daily physical education has drastically decreased—1995 statistics from the Centers for Disease Control and Prevention (CDC) show a drop from 43 percent in 1991 to 25 percent in 1995.

The study sought to gain the teachers' experiences on issues regarding curriculum, pedagogy and administration of PE challenges facing PE are similar across countries programmers in high schools. From these experiences the study identified best practice in school PE, the challenges faced by teachers and how these challenges are overcome.

1.2. Statement of the problem

The high school PE teachers face a lot of challenges concerning curriculum time allocation, class sizes, teachers' professional affiliation, examination and assessment, school sport, and use of technology, among others. However, while the importance of PE is widely acknowledged, competition from other academic subjects has forced many schools to reduce or cancel some PE programmers'. Therefore, there is great need for teachers to collaborate and to share information on how to improve and to strengthen the delivery of PE programmers in secondary schools. The researcher believes that this problem should have to be investigated and controlled to achieve the objective of high school quality of physical education teaching learning process.

Generally, the purpose of this study will to assess the practice and challenges of physical education teachers in teaching learning process in case of select high school of Addis Ababa region. Region, by considering the following questions:-

- How does teaching learning process going on PE class?
- How do students understand the benefits obtain from learning physical education?
- What problems do PE teachers faces during teaching learning process in class room and practical session?

1.3. Objectives of the Study

General objectives

The objective of this study will to assess the practice and challenges of physical education teachers in teaching learning process in case of select high school of Addis Ababa region.

The specific objectives of the study

- To find out the Challenges that affects physical education theoretical and practical class.
- To investigate the environment of teaching learning physical education and sport.
- To evaluate the current Curriculum of physical Education.
- To assess the attitude of school administration towards teaching - learning of physical Education and sport.
- To provide basic solution and suggestions.

1.4 Significance of the study

This study has the following significance.

- It may help to investigate the solution for change on attitude of school community those has miss understanding about PE.
- It may assess the problem that affects educational process of PE for concerned body.
- It helps to create awareness of the factors affecting teachers among school administrators and those who are directly or indirectly concerned with physical education.

- It may help as a facilitator for solution maker for problem that challenge of PE teachers in PE process.
- It may also serve as a good indicator for further researches relating to issues of PE teachers challenge in educational process.

1.5 Delimitation of the study

The study will not incorporate all students, PE teachers and administration of school that found within, the school students of grade 9 & 10, school administrators and teachers of physical education. The research is conducted to the problems participating and performing of the teaching learning of PE both theoretical and practical. Even though high schools in Addis Ababa are too, my research illustrates in the case of Arada (Ats Naod), Gullelie (Entoto Amba) and Yeka (Kokebe Tsibah) k/ketma.

1.6 Limitation of the study

This study has some limitation such as:

- Time constrain
- Lack of materials
- Insufficient budgets and shortage of reference book.

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

1.7. Basic Research Questions

This research will try to answer the following research questions,

- What are the major problems that PE teachers faces while teaching learning process in class room and practical session?
- How the attitude of school administration can affect educational process of PE and sport
- Efficiency of available material can enhance teaching learning process of PE?

1.8. Definition Of the terms

- **Challenges:**-difficulty in a job or understanding that is stimulating to one engaged in it.
- **Curriculum:**-All things which are planned and guided by the school whether it is carried on in group and individual inside or outside the school.
- **Disciplinary problems-** are deeds which are performed by students against the university's legislation.
- **Education:-** is planned, organized, designed, directed &evaluated process to be Bering a desired change on physical, mental, moral and emotional.
- **Learning environment:** - is palace in which teaching-learning process takes place.
- **Motivation:** - Defined as a drive to do something.
- **Physical education:-** The term refers to a process of learning through physical activities designed to improve physical fitness, develop motor skills, knowledge and behavior of healthy and active living, sportsmanship, and emotional intelligence.
- **Pedagogy:-** the practice that a teacher, together with a particular group of learners creates, enacts and experiences.
- **Practice:-**regular acting in the teaching-learning of physical education.
- **Recreational facilities:** - are facilities or equipments which are useful for the purpose of recreation in utilizing recreational activates.
- **Sport:** - is kind of competitive event because of the inherent risk of failure.
- **Tradition:-**Refers to the cultural continuity in social attitudes, customs, and institutions.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 The concept of Education and Teacher

Education is a process of learning, which is aimed at improving moral, cultural, social and intellectual attributes of the student individually as well as member of social group. The process of learning is looked at as training in the filled of morals for individuals through which their potentialities are developed, the traits of the creator are inculcated in them and the culture of the people is transmitted to the coming generations. It is an instrument to change the social, cultural, economic and political set up of the society. It is considered a key to development. (James, Q. (1989).

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 endeavor to achieve their ideals and aspirations. In education, the ultimate purpose of teacher is to help student to learn, often in a school. The aim is a course of study, planning of lesson, including learning and thinking skills.

All these skills referred to pedagogical skills of a teacher. The teaching profession demands full devotion towards continues learning. Teacher's importance in modern era has acquired new dimension. They not only have to impart subject matter to the pupil but also help him in use of knowledge for developing the abilities and talents with which he is born.

If we wish to bring a productive change, to raise the standard of education, it is imperative to recruit teachers who not only have proficiency in their subject, but also have required a positive attitude towards education and children.

The success of any educational system depends on good teachers. We cannot replace the teachers with any other type of instructional material. It has been well said that teachers are the best educational system. So, in an educational system, teacher is the basic factor for its success. A teacher is more than what is commonly talked about. His duties of profession have many other dimensions on quality of teaching which requires individuals who are academically able and who care about the well being of children and youth. (Highland Council Education, Culture and Sport Service year).

2.1.1 Importance of Teacher

Teacher's importance in modern era has acquired new dimensions. They not only have to impart subject matter to the pupil but also help him in use of knowledge for developing the abilities and talents with which he is born. If we are committed to bring about really a productive change, to raise the standards of education, it is imperative to recruit teachers who not only have the subject matter proficiency, but also have required a positive attitude towards education and children (Faucette, N. (1987).

Teachers are the builders of our new generation. Unless we have the most dedicated, hard working and trained teachers in our educational institution, we cannot educate good citizens for tomorrow. This in turn depends on the effectiveness with which they have been taught by their own teachers in the classrooms .The success of any educational system depends upon good teachers.

We cannot replace the teachers with any other type of instructional material. It has been well said that the teacher of a school are always batter than the system of education, teacher is the basic factor for its success. A teacher is more than what is commonly talked about him. His duties of profession have many dimensions. He helps students to learn things. The teaching importance is vital element in enhancing acquisition of knowledge in the school.

2.1.2. Professional Characteristics of PE Teacher

The under point indicates number of professional characteristic which are basic requirement for a good PE teacher. Following professional characteristics are basic component of his personality (Foster, R. (1999)):

1. Honors of child
2. Introduction with students by giving attention
3. Participation of students in school activities
4. Addressing the individual differences; of the students
5. Importance to theory as well as practice Source of assessment in the classroom

2.1.3. The Need for Specialist Physical Education Teachers

Physical education teachers deal with everyday. That is, how to deliver a quality physical education program with both skilled and unskilled students in the same class. Within the community, the considerable high school P.E. program that they are from some schools in the division have specialized physical education teachers and some do not.

While trying to solve this dilemma, I will examine the possible weaknesses of a non-specialized physical education teacher and the effect they have on their elementary students. In relation to this, I will discuss the effect that the issue has on future physical education teachers and how it relates to planning and administration. Lastly, I will propose a possible solution to the problem (Sherman, A. (1989)).

2.2 Physical Education indifferent country

Providing physical education both inside and outside of schools is crucial in helping young people to learn and develop life skills. The perspectives of physical education in Europe and in the USA (Frömel, 2001 & Marshall, 2000; etc.), it is not difficult to notice that the future of the subject and the discipline is being challenged. A careful study and understanding of the

history and the development of our subject is a prerequisite to a full understanding of the overall situation. Germany and the USA have been undergoing educational reforms for a longer time than the Czech Republic, so we can gain some valuable information from them, which might help to reform Czech physical education.

However, a clear process of European exchange of all previous concepts and currently renewed major vectors of development is visible. This process sits alongside an intention to balance the educational purpose of former core concepts of physical education and this has led to new minor vectors of curriculum development ("in-between approaches") in some other countries. If this process of diffusion is termed as a total "harmonization" of physical education concepts in Europe (see Laporte, 1998), it may be the case that if this process is called "diversification" of former national physical education concepts, it represents a European spectrum of vectors of physical education development in this new millennium. The curriculum and concepts of teaching of physical education in Germany, Budget cuts, higher unemployment rates of physical education teachers, and reductions of curriculum time allocation were three major phenomena to occur in many European countries. They were accompanied by sociologically termed post-modernist societal values, which were reflected in modern lifestyles, new types of child-parent relationships and inclusive 'education for all' policies. "Teachers, leave your kids alone" became not only a refrain of a 'pop' song, it also characterized the change to de-schooling, de-education, de-sporting activities, de-moralization in physical education and devaluation of former Standards in physical education and sport. Disagreement about former common shared concepts of 'good practice' in physical education teaching occurred in many countries, thus mirroring the Situation in Germany. It clearly demonstrated an important shift in physical education concepts from a former "performance orientated mission" to a new "participation orientated mission"

The four main vectors of European physical education can be explained as: the vector of cultural heritage of physical education, the Sport education vector, the movement education vector, and the health education vector. However, all four dimensions became more evenly balanced in the 1990s in countries, where only a single concept had been dominant earlier. In Germany, for example, the former Sport education concept became more equally balanced by certain "movement" approaches in teaching physical education (Naul, 2002), which assisted in new physical education curricular developments in the year 2000. This represents a minor vector 'in-between' the former Sports education and movement education concepts.

In England and Wales, however, the former physical education concept shifted to a more "Sport education concept" after the National Curriculum. One of the strongest developments in the health education direction in Europe was visible in Finland in the 1990s. The health vector became much more focused than it had been previously in Finnish physical education curricula (see Heikinaro-Johanson, 1998). Currently, the Finnish physical education curriculum has been divided into physical and health education both as separately taught subjects.

2.2.1 Physical education in the school system

A number of crucial components to the delivery of quality education have been identified by NASPE. These include sport and opportunities for play, consistent with the rights of the child to optimum development. Despite recognition of the positive impact sport has on education and child development, physical education is being increasingly challenged within education systems across the world. According to Naul, R.(2002) Challenges include a decrease in:

- The amount of time allocated to physical education,
- The number of trained staff,

- The amount of training provided for physical education teachers, and spending on resources required delivering physical education in schools.

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

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

2.2.2 Problems with Planning and their Effects on the Quality of Physical Education Programs

Physical education is such a unique field in schools, because it has many different aspects that need to be taken into consideration when running a physical education class. Students are not simply taught material from the curriculum and required to understand it, but physical education maintains a more interactive atmosphere with Students collaboratively learning, trying, creating, improvising, leading and following.

The students are expected to achieve outcomes such as understanding the knowledge presented in the curriculum, becoming competent in activities presented, and being able to apply those concepts to incorporate more physical activity and healthier lifestyle practices as they age. However, not all physical education programs in as planning, facilities and equipment, student populations, etc. Teacher at a school, you are entrusted with

responsibility of planning appropriate programs and activities that gives students the opportunities to develop and grow.

However, these responsibilities bring many problems that we as physical educators must overcome so that our students receive the most benefit from our classes. This paper will examine some of the problems associated with planning a physical education program in schools, identifying the effects of inadequate space and improvisation in class planning, as well as the amount of planning time on lessons and its effect on the quality of the physical education program.

2.3 Challenges for teacher education in the twenty first century

Research on educational issues has brought forward many matters in various domains of education. As Zeichner, K. (1986), Major challenges for teacher education in the twenty- first century are summarized below:

1. The raising of the status of the teaching profession to a level at which it attracts the best qualified applicants.
2. Harnessing rapidly developing technology to provide maximum learning opportunities for student teachers, especially those in remote areas and those in developing countries, where conventional resources such as libraries are impossible to resource adequately.
3. Discovering the optimum balance between theory and practice in the curriculum of teacher education in the many and varying contexts in which it is provided.
4. Developing teacher education structures and curricula that provide optimal balances among the academic, humanitarian, aesthetic and moral domains of human experience.
5. Designing research that takes account of the many complex factors that impinge upon the process of teacher education, so that a greater understanding may be gained of the ways in which students learn to teach in the myriad of contexts in which they live.

2.4. Challenges those influences PE teaching learning process

It is believed that there are many challenges that affect the teaching learning processes. Those factors can be discussed while being divided under to major categories.

2.5. The Human Challenges

The human are one of the major challenges that influence the process of physical education associate with teacher, student's administration, supervisor and other stakeholders. But at this point emphasis is given to together tare related with the teachers and the administrators.

2.5.1. Challenges Related with the Teacher

As far as teachers are concerned the international of education remarked, "no one is in any doubt that the chief agent in the process of educational reform is the teacher." Posner (1992) also stated the teachers' plays crucial role in determining the success failure of curriculum implementation and teaching effectiveness. Thus the teacher with his/her altitude, skill, and experience is the most important of all in determining the success or failure the process of curriculum implementation let's have a look at each dimension turn by turn.

A. Teachers Attitude

Is the basic ground to act in a positive or negative way towards persons, ideas or events happening in the environment? And most educators are convinced those teacher attitudes are very important dimensions. Those teacher attitudes are very important dimensions in the teaching process. A successful innovation depends substantially on teacher's attitude towards proposed curriculum alterations. Students with teachers of positive attitude towards teaching and the curriculum are found to be high-level achieves in learning (Keynes 1986, cooper 1986 and Calhan 1988), consider the

teacher's attitude as very important aspects in the teaching learning process.

The trust is the important ingredient, which the facilitator provides. The more effective teacher were related 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 empathies 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 goods enthusiasm for the subject and method with their students, teaching will never become better than adequate (Wool 1994).

Teacher attitude and performance are correspondence according to Cooper (1986) teacher's attitudes are very important and have the direct effect on our behavior, they determine how we view ourselves and interact with the environment.

Therefore, without the positive attitudes to the subject and approaches of teaching, not teachers to be effective in any way negative attitude may harm or injure the whole process of teaching, a teacher with positive attitude and the necessary theoretical and technical knowhow is the one who can demonstrate his/her ability to bring about the intended learning our comes.

B. Teacher's Skill

One of the skill required by the teachers to resolve challenges effectively to promote effective teaching learning environment of physical education is his/her pedagogical belief. In relation to pedagogical belief (skill) O. Neil (1995) writes:

"Given that s syllabus statement is text from which readers must construct meanings on which to plan actions, teachers interpret syllabus statements on the bases of their pre-constructed conceptualizations of the subject and their pedagogical theory of what it means to teach and learn."

The other challenges related to teachers is the knowledge they have in relation to this, McCormick, et al, (1995) mentioned that teachers will teach best in areas which they are knowledgeable, have effective materials and techniques, Waltey (1981), Posner (1992), Bennet and carre (1995) also claimed that teacher's knowledge and understanding of the subject matter is a major challenges that influence teaching learning process of physical education an effective teacher has a quality to engaged different activities in education. Harrison (1989) regarding the quality of effective teacher writes.

- Aspiring high expectations for students
- Managing classes in ways that increase academic learning time and opportunities to learn
- Creating a supportive learning environment in which students are treated as individuals and in which they know that help is available.
- Selecting material at an appropriate level of difficulty for students moves then trough at a rapid face and accomplishes this is small.
- Teaching to mastery
- Employing active, direct instruction, including teacher controlled coverage of extensive content through structured learning activities and appropriate pacing monitoring of pupil performance immediate academically oriented feedback and a task oriented get relaxed environment.

According to Wuest and Lombarido (1994) beyond the pedagogical responsibilities teachers are expected to participate in instructional responsibilities.

“Health and physical education teacher must assume other responsibilities in addition to their pedagogical responsibilities some of these responsibilities are explicitly stated in teacher contacts, while others are unwritten expectations for teachers. These institutional responsibilities are wide ranging encompassing such tasks as supervision, advisement, counseling, parent conferencing, and participating on school wide committees, and professional responsibilities.”

In addition to this health and physical education teachers must be minded full of their professional obligation another important skill required by the teacher is the skill of lesson presentation this means the ability to transfer knowledge effectively to the learner a good questioner, demonstrator, good skill full to class room management etc are important skills.

C. Teacher experience

Is another important challenge that contributes to the effective teaching learning process of P.E in this case usually, teachers experience is expected to have positive relationship with teaching effectiveness. A longitudinal study concocted for five years with one group of teachers showed that there is a significant quality increase in teaching behavior. Such as, making instruction systematic and stimulating (Adams, 1982). Adams and others (1980), Adams and Martray (1981) have also found out that teachers' self-concern decreased in magnitude from the time of student teaching practice through five year teaching, while task pattern related to instruction increased along with more years of service in underlining the importance of experience.

Feiman-Nasmer and Buchmann (1985) stated that firsthand experience is particularly evident in contributing to learn to teach. Similarly, Vare (1994) reorganized the positive side of experience arguing experienced school teachers work with college professors as partners to prepare perspective teacher and to facilitate the continual professional development of teachers furthermore, Borko and Butcher (1984) have indicated that lower level of teaching performance would be obtained with less experienced teachers (below 6 years of teaching) than those with more experience (minimum of 6 years).

Gage and others (1960) also found that teaches with less than 5 years of service tend to be rated lower than teachers with more than 8 years of service. Erkyhun and other (1991) have spotted positive correlation between experience and performance of teaching there by including the higher the

service year's teachers have the better performance they could have a teaching and lesson planning.

Other than experience and attitude, teachers' qualification, as indicator of the quality and quality of training received, has remained to have a telling effect on effective instructional performance. In line with this, UNESCO (1966) has stressed,

"Advance in education depends largely on the qualification and ability of the staff..." and the major challenges is limiting teaches' awareness was found to be deficiency in training programs.

2.5.2 Challenges related with the administrator

The organizational factor:-

- Instructional Facilities and Material
- Class Size
- Time Management Skill
- Effects of the school context on teacher- student relation

A. Instructional Facilities and Material

According to Mitzal (in Azeb, 1998) any discussion of class room organization must begin with some attention to resources and facilities that the specific setup demands or effectiveness of PE teaching learning process. Mitzel further describes that, when there is no lack of equipment and materials that appear geographically to the understanding of the pupil, teaching cannot be challenged indeed. In light of this statement Tirusew (1998) also describes that for effective teaching learning to take place, class room must be adequately organized and conductive enough.

The crux of educational quality among others heavily relies up on the environmental (both internal and external) conditions and materials of the class room whenever theoretical issues are presented in classrooms for students, it is practically proved that students get the most out of them

when they are supported by teaching materials (Houlok, 1990). The writer further maintained that classroom should have furniture that are comfortable and easy to move from one point to another and can be arranged for different purposes. The same writer argued that a class room should encompass teaching materials like text books. Guides maps charts pin boards, play grounds etc.

There for, teaching materials and other classroom situations are pare amount importance in the process of teaching and learning where tack of appropriate materials appropriate material result in hampering effective transmission of knowledge.

B. Class Size

It refers to the no of pupils require scheduled to meet in the administrative and instructional unit, known as class or section, usually under the direct guidance of a single teacher (Manre, 1956) class size concerns educators for various reasons because learning can only occur positively when lessons are under appropriate conditions both for the students and teachers. The classroom size has its own impact in facilitating or hindering activities of teaching and learning.

According to Tirusew (1998), since teaching learning process depends almost entirely on communication between teachers and students, the no of students in a class determines the amount and quality of knowledge imparted to and gained by the students. Thus, the large the size of the students' number in a class, the more difficult communication between the teacher and students becomes, the more the effectiveness of teaching will be hindered, and the lower the quality of education will be.

There are arguments, which support the idea, that class size by itself has methods of teaching. But on the other side there are scholars who strongly favor the need for appropriate no of students in one class. The idea of class size is becoming a concern and an essential point of discussion among scholars.

Because it is assumed that as the class size increase, students face any or all of the following problems any Gibbs cited in Barneit (1995):

- Lack of clarity of purpose
- Lack of knowledge about progress
- Lack of advise on improvement
- In ability to support independent study
- Inability to support wide reading
- Lack of opportunity to discussions
- An ability to scope with variety of studies
- An ability to motivate students. In the same token smith (1961) has also mentioned the following disadvantages that come as the result of large class
- Individualization of instruction in limited
- Instruction tends to be lecture with out-group participation
- Oral communications with in the classroom from pupil to pupil and to teachers and minimized.
- Written work is assigned less frequently and when assigned, receives less teacher attention
- Pupils are less well known to teachers as individuals.

A universal complaint, even among teachers with usual success large section, was inability in such classes to find adequate time to treat individual difference in pupils (Monere, 1956), a study made in the united states of America as in the policy of 1960's indicated that 35 in the maximum limit for effective school classes. Harries (1960) also mentioned that the clan size in school as teacher taught 30 to 34 students each in 27% of the states; while in the other 18% of states fewer than 25% students, in

11% of them 40 or more students to be taught the average was 31 students in one class.

Smith (1961) supports the idea of having limited class size. He asserted that class room contains exceeding 25 pupils is becoming large and when the class size is increased to 30 or more, educator believe instruction suffers at the same time, it tended to encourage closer and more personnel staff, student relationship.

As to how many students to have in secondary school classrooms there is a general consensus among educators in the field that the number of students is to be, relatively smaller. Knapp (1968) noted that.

“Generally speaking, classes should be limited to 30 students and 40 should be regarded as a maximum it is true, of course, that type of program, teaching method and available facilities affect the number that can adequately be provided for in one class. An undesirable lock-step program, which pays little or no attention for individualization of instruction, can accommodate large numbers in small spaces. Command response teaching, in which all members of a group respond with a definite movement to a teacher command, puts little premium on small classes.”

Beside, Knapp (1968) in trying to answer the question, how class size affect effective teaching? He replied a teacher who approaches individual instruction by insisting upon guiding every detail of every student's movement can provide individual instruction for only a very small group.

Therefore, instruction in limited class size requires more preparation before class begin. Space equipment and activities must be clearly determined to efficiently organize at least two groups working simultaneously with in the same area. Provision must be made for providing information to the group clearly, quickly, and efficiently to avoid student's dependence on the teacher (as in the command style lesson) for direction, visual information, modeling, and explanations.

C. Time Management Skill

The learning in a class is an important teaching variable and is a consequence of teaching methodology. It varies significantly from teacher to teacher for the same subject and within similar internal and external environments. The academic learning is a consequence of effective time management in the class room. The various tasks performed in the class room are of important consequence such as, time taken to put the class to order and get started, the lesson plan, and the discussion on issues or questions raised by students. All these have an impact on student learning and, therefore, require proper attention.

Time wasters have an adverse effect on student learning in classroom. Those students who spend more time on pursuing the course contents are able to learn more and resultantly achieve better results. Teachers do make class room time schedules but it is not enough, what matters are as to how effectively the allocated time used. An effective use of class room time and schedule will have a positive effect on scholastic achievement of students. The positive results of effective time use have prompted researchers to study it in more detail and various terminologies have emerged as under;

- Allocated time
- Engaged time
- Academic learning time

A teacher who believes in effective class room time management will always make a proper plan for the time to be spent in the class. He will avoid late coming as this gives the student time to build noise level which takes time to subside and is thus a time waster. A good time management teacher would always tell the rules and regulations to the students to be followed in the class room along with the expected behavior (Sadker and Sadker, 1986).

2.5.3. Effects of the school context on teacher- student relation

Teacher-student relations, as one aspect of school climate, can be expected to depend not only on the individual characteristics of the different actors within a school and on the school processes, but also on the external

context. Therefore, this section examines the effects of different aspects of the school context on school climate at the school level.

The following context variables were considered: private versus public management of the school; whether the school is located in a city or in a town, hamlet, village or rural area; the social background of the students (the school average of teachers' estimation of the percentage of students whose parents have complete [upper secondary education] or higher in the target classes in a school); and teachers' estimation of the average ability of students compared with students of the same age at the school level. All effects were examined at the school level. At the same time teacher characteristics (gender, years of experience as a teacher, level of education and subject taught in the target class) were controlled for at the individual level.

A. Classroom Management

When a teacher starts off on their first teaching job, there are going to be many situations that they feel they were not prepared to address. Whether it is dealing with misbehavior, establishing an effective classroom environment or keeping control of their students, researchers feel that classroom management is one of the most significant challenges experienced by first year teachers when it comes to planning and organizing within physical education. Simply stated, effective classroom management is one of the most difficult but important practices when teaching physical education (Sadkar & sadkar, 1986).

B. Issues When Dealing With Classroom Management

With constant changes to the curriculum, the number of students per class, the type of activities, the amount of students with disabilities, the availability of resources, etc., developing strategies to run a successful class and/or program will always be a challenge for teachers. Specifically, I chose to focus on three key aspects of classroom management: safety issues, effective lesson planning and delivery, and motivational and behavioral problems among students. All of the aforementioned issues require the

teacher to adjust plans to fit the specific circumstances of each class in order to maintain a level of organization that satisfies the learning environment.

C. Improvement of Student Attitudes

Sadker and Sadker (1986) explain that changes in student's behavior take

Place in the following ways:

1. Dramatic increase in student response.
2. Statements supported by evidences.
3. Enhanced thinking process.
4. Taking inattentive in discussion.
5. Problems regarding discipline minimized to measure complexity.
6. Enhanced achievements on written tests to measures complexity in thinking.

D. Development of Self-confidence in Students

Teaching is one of the most challenging professions. Working with young people as they develop their personality is a rewarding experience. Teachers help to develop the minds of young people to the end that they can cope with problems affecting our country's future (Gilchrist *et al.*, 1985).

To teach successfully, one must plan successfully. Successful planning means knowing how to facilitate a positive learning experience for all students. The teacher uses his/her best professional judgment to decide which method; strategy and technique will work best for a particular situation.

Teacher training is focused on methods, courses and areas of content specialty. It is as if we assume that once a person knows many facts about a particular subject, he or she can teach it to others; or in the case of elementary and secondary education, if teacher studies a subject in depth and learns methods of instruction, he or she will then be a good teacher.

2.6 Program objectives of curriculum design

According to (Jessica L. Fraser-Thomas,(2002), Program objectives of curriculum design included under listed points.

1. Articulate basic physical education knowledge, central physical education concepts, and pedagogical practices within the field of physical education. Articulate basic health knowledge, central health concepts, health tools of inquiry, and pedagogical practices within the field of health education.
2. Develop a professional philosophy consistent with current National Association for Sport and Physical Education (NASPE) and state physical education standards, developmentally appropriate curriculum and instructional design, assessment, and professional development. Develop a professional philosophy consistent with current research findings and best practices in health education, curriculum and instructional design, assessment and professional development.
3. Identify the role, function, and responsibility of a physical education teacher and physical education program coordinator as part of the grade physical education program. Identify the role, function, and responsibility of a health education teacher and health education program coordinator as part of the comprehensive school health program.
4. Assess informally student physical education and health education needs based on a student's prior physical education experiences, physical fitness level, interests and needs in order to implement quality physical education instruction. Assess informally student health needs based on a student's prior knowledge, interests and needs in order to implement quality health instruction.
5. Identify and articulate the concepts and skills contained in the current state and NASPE physical education standards in the development of curriculum and instruction. Identify and articulate

current state and national health standards in the development of curriculum and instruction. Identify and articulate the concepts and skills contained in the current state and national health standards in the development of curriculum and instruction.

6. Design and deliver developmentally appropriate instructional programs based on stated goals and objectives contained in the current state and NASPE standards. Design and deliver developmentally appropriate instructional programs based on stated goals and objectives contained in the current state and national health standards, assessment data, utilizing the CDC guidelines for effective school health programs as the major health content organizer.
7. Analyze and articulate the social, cultural, economic and political factors that affect physical education engagement, home-school relations, and classroom strategies in physical and health education.
8. Evaluate commercial physical education programs as well as state, national, and international resources utilizing research-based principles in physical education curriculum, instruction and assessment. Critically evaluate developmentally appropriate commercial health education programs as well as state, national, and international resources utilizing research-based and best practices principles in health education curriculum, instruction, and assessment.
9. Implement effective developmentally appropriate instructional approaches including the use of media and technology, multiple intelligences, differentiated instruction and brain based learning that will create learning experiences that will meet the diverse needs of pupils, the community and curricular goals.
10. Apply formal and informal assessment strategies to evaluate and ensure continuous intellectual, social, and physical development of the pupil.
11. Reflect and evaluate the impact of his or her instructional capacity on others (e.g. learners, parents/guardians, and other professionals)

as well as his/her class room management skills and seek opportunities to grow professionally (i.e. Wisconsin Family and Consumer Educators, and Wisconsin Association for Health, Physical Education, Recreation, and Dance).

2.6.1 Functional Curriculum

Learning via a functional curriculum encompasses the student's life choices, his or her community, school, work and family; it is a process whereby the team engages, with the individual, in supported decision making and the selection of experiences to enhance independence.

Generally, students who access a functional curriculum are identified as having moderate, severe or profound impairments in cognition and severe deficits in adaptive functioning as evaluated through the comprehensive assessment process. These students have significant challenges learning, maintaining and generalizing new skills, and have not kept pace with same age peers in the acquisition of skills. Direct instruction is needed, at all levels of schooling, to address skill development in functional academics, decision making, problem solving and the facilitation, initiation or contribution of new or related ideas to new learning environments (Using Our Strengths, 1992).

A functional curriculum focuses on functional skill development necessary for enhanced participation in society as adults. It is a curriculum that starts early in the student's schooling, focuses on skills that are demanded in everyday life and incorporates the student's present and future strengths and needs.

2.6.2 Implementing a physical education curriculum

The presage variable, the traits and characteristics of teachers and students as they interact in classes, guides teachers in their lesson preparations. The context variable, the school environment, includes the school's physical

structure, equipment, and other resources. The program variable refers to the specific content and subject matter of the curriculum. The day-to-day routines and delivery systems are the process variable (the interacting processes). Finally, the product variable refers to students' learning and appreciation in classes, often considered the evaluation variable (Al-Afandi. M. A. and N. A. Baloch. (1980).

Because the Model of Intervention identifies the many variables that observers must consider when studying the teaching process in a PE setting, and also outlines the complex interplay among these variables, the model allowed examining in a structured manner the wide of factors that challenges on implementation. In sum, those cases obstacles to identify, understand, and organize school attitude about the implementation process.

2.7 Inclusive Physical Education

Physical education is an integral part of our education system, one that is all too often overlooked or viewed as inconsequential. However, in an increasingly sedentary society, physical education should be valued more now than ever. A major difficulty in present day physical education is the unwillingness of our teachers to adopt progressive teaching practices that relate to their students, and make physical education appealing and inclusive to all (Kasser, Susan L., (1995).

Teacher's instruction is focused on the needs and interests of the majority of students, but fails to account for those of all students. In classes where a majority of the students like to compete, how does a physical education teacher construct a lesson plan that addresses the needs of everyone? Some of students don't like to compete". What effect might a lesson plan that includes a great deal of competition have on the students who dislike competition? "Students like physical education when the curriculum has relevancy to their lives, reflects variety and choice". Due to the inability of the physical education instructor to adapt their lesson plan in a way that

would appeal to all students, those students may have a negative view of physical education and be reluctant to adopt a life-long, physically active lifestyle. Due to the inability of this instructor to be creative and alter their program to include non-traditional activities. Generally the system must include adapted physical education.

2.7.1 Planning for Inclusion in Physical Education

Every Physical Educator will be faced with the issue of inclusion and diversity in their classroom. These issues may include resolving gender differences and stereotypes, integrating students with physical and mental disabilities into activities and successfully including students of various skill levels in a physical education program. A physical education teacher must be prepared for the unexpected, and ready for the challenges that may arise frequently throughout the day.

There are many obstacles that a physical education teacher has to overcome on a regular basis. The first is the time constraint, trying to find the time each day to plan out the next, making sure to fit everything into the curriculum. Furthermore, the teacher is faced with the challenge of making sure the planning is inclusive of all students, including those students who may have disabilities (Auxter, David,(1996)).

The physical education teacher is also faced with the challenge of ensuring the lesson is adaptable to the situation for which the lesson is being taught in. This may be a change in location, or a difference in the number of students. The final issue is whether a physical education teacher feels prepared coming out of university.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

This chapter discusses the method employed, research design, procedures of data collection, the instruments used to collect data, the sampling procedure applied and the method of data analysis were dealt as subtopics according to the sequence presented here. The reliability and validity of research process depends on the strength of well designed methodology.

A scientific and systematic designed methodology is composed of an explanation about sampling design, data collection design, tools of data collection and analysis, presentations and interpretations, etc. Thus, the researcher of this study strongly attempted to reflect all these issues while conducting this expected project.

Based on the conditions of the study, the researcher raised a question. If what method is applied the study has got truthful and come to an end or reach the intended goal? And he decided to conduct the project through descriptive research method to explore the practice and challenges of physical education teachers during teaching-learning processes. Descriptive research involves a collection of techniques used to specify, eliminate or describe occurring phenomena without experimental manipulation. It shares characteristics with both qualitative and quantitative research designs.

In addition, descriptive research is often quantitative. Thus, it is used to establish the existence of phenomena by explicitly describing them. Therefore, the methods used to collect data can be categorized in terms of the relative degrees of explicitness which the data collection instruments require in the response of the subjects. Descriptive research method can be used for different studies in different ways to investigate things accordingly. I.e. administrating interview, survey and questionnaires self reports and interviews as wells observations are the major bridge tools in conducting an intended study.

3.1 The Research Design

The study attempts to describe the physical education teacher practice and challenges during teaching learning processes in selected high schools of Addis Ababa region. Thus descriptive survey was chosen as it enables the researcher to describe the current status of an area of study.

3.2. The Research Method

As stated in chapter one, the objectives of this study is to assess the practice and challenges of physical education teachers in teaching learning process in case of select high school of Addis Ababa region.

In order to achieve the intended objective, qualitative and quantitative method is chosen. The data from the open ended type of the questionnaire and interview is analyzed qualitatively by using words and quantitatively, In this case the questionnaire from students and teachers are express in statistical way. In this way there is percentage, table and table contains the item, the number and percent of respondents for question. The data collected through questionnaire analyzed and interpreted.

3.3. The Source of Data and Sampling Technique

3.3.1. The Source of Data

Any research needs source to collect data, analysis, present and interpret it to make the expected findings being fruitful. So, the researcher purposely made his target population on selected students, their subject teachers and school administrator since they can provide the relevant and necessary information.

Therefore, the subject of the study is grade 9th and 10th students, fourteen physical education teachers and three school administrator of kokebtsiba, Ats Naod and Entotoamba high school. Besides these issues, indexes, computer searches, bolographs, underground press, journal articles, edited collections, reviews, books etc and others are the main sources of review of literature of this study too.

3.3.2 The Techniques and Process of sampling

There can be no absolute rule regarding the optimum size of the subject population in an analytic-deductive study, but the problem can be controlled to a large extent by increasing the size of the sample population so that it is more representative of the population as a whole. The greater the size, the smaller the effect of individual variability or any other population related variable on the outcome. In other word, the small populations in a study tend to magnify the effects of individual variability, thus presenting a possible distortion.

So, due to different constraints such as time, large size of target population and up to date materials and others the researcher enforced to take representatives of the population to use. Since the target population is heterogeneous, the stratified judgment sampling technique has been used to select the sample and to make the population more homogenous stratum. Thus, the researcher categorized the population according to their group strata.

As mentioned before, the total population of the research study was students; teachers and School Administrator are 4522 of kokebtsiba, Ats Naod and Entotoamba high school. Among a total of 4505 from grade level of 9 and 10 students, 14 PE teachers and 3 School Administrator were selected. Accordingly, 901 or 20% of the students, 14 or 100% of the teachers and 3 or 100% of the School Administrator were included in the study. All together 918 people were included in the study.

The school were sampled using proportional stratified random and to some extent purposive sampling techniques because each grade level has to be represented by providing equivalence chance depending on their ratio in the total or population. This is done to bring about equivalent representation and increase the probability of peculiar characteristic in the number of the population to be embodied.

3.4. Instruments and Procedures of Data Collection

Three main instruments of data collection namely:

1. questionnaire
2. classroom observation and
3. Interviews are used in the study.

Questionnaire

The questionnaires were prepared and completed by the researcher. The questionnaire has two parts. Which are both open and close ended. The need for both questionnaires and interview is that research requires not only factual information but also opinion, attitudes another views of respondents. In order to collect better, relevant information, the questionnaire will include both close ended and open ended while the oppinionnaire includes attitude scales.

The researcher validated the instruments that were developed as follows: before the actual data collection was started; the instruments were given to colleagues so as to get valuable comments and criticisms on the strengths and weaknesses of the items. Based on the comments obtained, necessary modifications were made and given to the thesis advisor for further comments, criticisms and evaluation.

And the questionnaires prepared in the international language of the respondents the questionnaire of students include eleven closed ended and four open ended questions and of physical education teachers include thirteen closed ended and three open ended questions in addition to this interview and observations are a part of my data collecting instruments.

School Observation

The researcher has also made use of observation for gather information relevant to the study. The school and classroom has been observed to get the relevant information that observation is useful to indicate how the school organized and prepared for PE according to variety of activities such

as: foot ball, volley ball, basket ball, gymnastic, teaching room, material store, teacher office, and others case. Hancock (1998:89) also says,

"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 in the actual school compound and learning process was used as data gathering instrument. For the purpose of observation, checklist is employed. Accordingly, the three selected school were observe three times each. Hence, a total of nine observations were marked using the check list developed for the purpose. The observations were focusing on the school have full facilities that are important to physical education learning.

Interview

As indicated in Wilkinson and Bhandarkar (1999:288), *"interviewing is necessary to get deep feeling, perceptions, values or how people interpret the world around them, and past events that are impossible to replicate".*

In the light of this, to supplement the data obtained through questionnaire the researcher conducted interviews with Administrator using open- ended questions, which are related to the challenges and practice of physical education teacher during teaching learning processes.

3.5. Procedure of data collection

The researcher adopted three steps in collecting the data for the study. First, relevant literature was reviewed to get adequate information on the topic. Second, objectives and research question were formulated to show the direction of the study. Third, data gathering tools were developed and piloted. After the questionnaire was distributed and collected, classroom observations have taken place. Finally the interview with instructors and students was conducted.

So as to have a valuable and reliable data for research purpose there is a need to follow predetermined procedures. In doing so, the researcher

arrange the desire tools for the sake of gathering the information from the respondents. The researcher endeavored to create conducive environment with the school community. As a result, a permission to access the required information was earned from the students and instructors.

As a preliminary step of data collection, the student researcher contacted with the head masters and instructors in the school and explained the purpose of the study. As it was dealt in the sampling techniques subsection, the process of selecting participants of the study, which was one of the most difficult steps to conduct descriptive survey research, was conducted with the very willingness of the record officer and permission of the headmaster and the school administrator.

3.6 Method of Data organization and Analysis

The researcher tries to find out the alternative solution for this problem and the implementation. The closed ended and open ended questionnaire employed for both teachers and students are percentage in table and each table contains the item, the number and percent of respondents for each question. The data collected through questionnaire, interview and observation analyzed and interpreted.

3.7 Ethical considerations

Regarding ethical consideration, the researcher was governed by the research code of ethics in maintaining privacy and confidentiality and or other related values. The researcher promised to the participants of the study that the information which was collected from the respondents shall not be transferred to third party in candid or it will not be exploited for undertaking other than the purpose of the research study.

Besides this, the process of data collection was done anonymously without writing their name, identification number, telephone number, so that the threat of being disclosed was very much minimized.

CHAPTER FOUR

FINDING, RESULT ANALYSIS AND INTERPRETATION

This chapter deals with presentation and analyzing of the data collected through questionnaire, observation and interview. The data are presented in tables, analyzed using percentage and textual description. In this process the first section deals with the general background information of the total population can be presented. The second section deals with the sample representatives; those are as a subject or respondents. And the third section was in light of the basic questions of the research data collected have been analyzed and interpreted.

4.1. Background information of respondent

Response obtained from Teachers

As shown in table 1 below, the population of the study included fourteen physical education teachers of selected high school of Addis Ababa. The researcher decided to take about hundred percent of the population as a participant of the study, to make the sampling more representatives and the study more valuable.

Table 1 Background information of physical education teachers by age

No.	Total Teachers			Age							
				20-30		31-40		41-50		51-60	
	Sex	No	%	No	%	No	%	No	%	No	%
1	F	2	14%	2	29%	-	-	-	-	-	-
2	M	12	86%	5	71%	6	100%	1	100%	-	-
3	T	14	100%	7	100%	6	100%	1	100%	-	-
	%	14	100%	7	50%	6	43%	1	7%	-	-

As table 1, shows the age composition 50% of all teachers' are between 20-30 years, 43% of them are between 31-40 years and the remain 7% of the respondents are between 41-50 years.

Table 2. Education Background of physical education teachers

Education Background									
No.	Sex	Certificate	%	Diploma	%	Degree	%	Masters	%
1	F	-	0%	-	0%	2	15.4%	-	0%
2	M	-	0%	-	0%	11	84.6%	1	100%
3	T	-	0%	-	0%	13	100%	1	100%
G.TOTAL		-	0%	-	0%	13	93%	1	7%

When we see the above table, which shows educational back ground of teachers. From the total numbers of respondents 93 % are degree holders, out of those 15.4% are female and 84.6% are male, whereas 1(7%) of the respondent have MA Degree, who is Male.

Table.3 Distribution of sampled teachers' respondents by years of eservice

Year of service											
No.	Sex	1-5		6 -10		11-15		16-20		21>	
		No	%	No	%	No	%	No	%	No	%
1	F	2	28.57%	-	0%	-	0%	-	0%	-	0%
2	M	5	71.43%	5	100%	1	100%	1	100%	-	0%
3	T	7	100%	5	100%	1	100%	1	100%	-	0%

As the above table shows From the total numbers of teachers, (2) 28.57% Female and (5) 71.43% Male respondent have between 1-5 year service. Whereas 5 male teachers and no female have between 6-10 years services. The remain 1 male respondent have between 11-15, 1 male have between16-20 years service.

4.2 Discussion on delivered Questionnaire

The discussion on response of the questionnaire on 30 close and open ended types of written questions guide prepared for school teachers and students of indicated high schools. The written questions try to raise questions and

discussion were assesses overall teaching learning process and mechanism of physical education. This process is important to find out challenges and problems of physical education teachers during teaching learning process in those sample high school of Addis Ababa.

Based on presented questionnaires to teachers, I have made an indication on each question responses. As it can be seen from the tables below, we have seen that the written close ended question analyzed and put on four major parts. Whereas the data obtained from open ended question, observation and interview presents as supplements in the text where needed.

1. Responds by teachers

Table 4. Responds by teacher's about below question.

No	List of Questionnaire	High		Medium		Low		Very low	
		No	%	No	%	No	%	No	%
1	How is your interest in teaching physical education?	11	79%	1	7%	2	14%	-	0%
2	How much you participate in sport activities to enhance or make solution for efficiency of material?	1	7%	6	43%	6	43%	1	7%
3	How much the PE curriculum is appropriate?	3	21.4%	8	57.2%	-	0%	3	21.4%

table 4, indicates teachers response on their interest towards teaching physical education (79%) of the respondents has showed high interest on teaching physical education, (7%) of those are Medium and (14%) are also is indicated Low. Based on the answer in open ended question as explained why their interest is low, the reason in most school there is no good condition for teaching physical education, such as there is no appropriate

play ground, available material, shower, store house. Similarly, the researcher observed those conditions.

In the interview with the school administration, most of the school teachers not have an interest to do their work properly, and they can't be model for their student. The interview made regarding above case with the directors & department head revealed that the actual situation did reflect this reality. But, Thus can be concluded that the teacher, department heads& directors are not properly accomplishing their duties &responsibly.

As observed on the table the response on participate in sport activities to enhance efficiency of materials 1(7%) of teachers response is High, 6(43%) are medium, 6(43%) are low and remain 1(7%) of respondents are no or very low.

In addition, the response on appropriateness' of curriculum on PE (Physical Education) shows that 21.4% of teachers responds are High, 57.2% are Medium and 21.3% is very low.

Really it is very difficult, if not, impossible to achieve the educational objectives with such situation. In relation this point teachers were asked about their perception of the designed syllabus in terms of the period allotted. The researcher join with (open ended) question to teacher that is about the PE curriculum effectiveness, the response of the teacher is, there is no curriculum in our school and regarding to health and physical education.

Accordingly most of the teachers believe that the designed syllabus with its versatile method of teaching learning process. But what is very problematic for them to implement the syllabus is that the number of periods allotted is very small. That is, let alone one period even two periods per week are not enough to implement the syllabus as designed. Due to this fact the teacher are not interested even to think of the practical sessions, let alone properly covering it. Being reluctant and allowing students to play ball games could be taken as problems emerged from period allotment.

In addition it is believed that the period distribution (be it one or two per week) must be conducive for practical lessons. That is, it should be before break and it should not coincide with the time of the greatest solar isolation of the day. It is found that in most of the schools, the period distribution is not good for health & physical education.

Table 5. responds by teachers about below question.

No	List of Questionnaire	Yes		No	
		No.	%	No.	%
1	Are there any challenges that affect you to teach physical education, especially practical parts in the field?	9	64%	5	36%
2	Do you think that the society's culture affects PE participation in learning and practicing sports activities, especially in the field?	9	64%	5	36%
3	Do your schools have enough teaching material?	-	0%	14	100%
4	Do you motivate students?	14	100%	-	0%
5	Do you think students actively participate during PE class?	10	71%	4	29%
6	Is the credit is appropriate to finish PE text book?	11	79%	3	21%
7	Do your relationship with the school administrator is good?	11	79%	3	21%

As table 5, teacher's response on any challenges that affect to teach physical education, especially practical parts in the field? Shows that 64% of them answered yes and the rest 36% say no.

Last but not least, is the availability of materials is the main challenges to hinder practical class? With this respect the teacher had observed that there are little or no materials for practical activities especially gymnastic and athletics and handball in most school. The reasons why there is a great shortage of those materials are:

- There is a great shortage of many as described by the directors of the school.
- There is lack of suitable training fields or there is no playground is the reason.
- Lastly there is a bad condition that is not expected, this problem is school administrator and HPE teachers are careless for the subject condition and their responsibilities.

Largely it can be concluded that the implementation of the physical education effectiveness is challenged with many problems such as:

- Shortage of materials (teaching aid)
- Shortage of play ground.
- In appropriateness of period allotment.
- Absence of baht room, dressing room etc.
- Large class size.

As indicated on the above table the question about societies attitude/culture is affected practicing Physical Education activities in the field. The respondent also similar answer, for this question 64% agreed and the remain 36% said no, On Luck of enough teaching material for teaching and learning process of physical education and at the same time all teachers said yes on the response.

The question that asked about teachers is motivating their students in teaching class. Moreover, 71% the response on the participation of the student on Physical education class show that positive and the rest 29% negative.

The response on the assigned credit hour of appropriateness to finish PE text book, shows that 79% of the response said appropriate and the rest 21% is said no. In addition, while 79% of the response shows that and said they have good relationship with school administrator; the rest of 21% response is not.

Table 6 Responds by teachers about class size question.

No	List of Questionnaire	Below 20		21-40		41-60		61 and above	
		No.	%	No	%	No	%	No.	%
1	How is the class size during teaching physical education?	-	0%	2	13.3%	10	71.4%	2	14.3%

Table 7 Responds by teachers about how many period they have in a week question.

No	List of Questionnaire	<15 Period		16-20 Period		21-30 Period		>31 Period	
		No.	%	No.	%	No.	%	No.	%
1	How many periods do you have in a week?	11	79%	3	21%	-	0%	-	0%

As the above Table 6 presents the response on the class size of teaching physical education and it shows 13.3% response indicate number of student is between 21-40, the majority and (71.4%) response indicate between 41-60 and 14.3% is 61 and above learners. And on table 7 the response indicate that 79% of teachers have <15 period per week and 21% have between 16-20 periods per week.

As the same time questionnaires on Physical Education presented and deliver for their response to sample students from respected selected sample schools, I also have made an indication on each question responses below.

- Response obtained from students

Table-8 background information of students' respondent by their age

Grade	sample of F and M students				Total		Age					
	F	%	M	%	No	%	13-16	%	17-20	%	21>	%
9 th	246	55%	228	51%	474	53%	214	68%	222	40%	24	67%
10 th	205	45%	222	49%	427	47%	100	32%	328	60%	12	33%
Total	451	100%	450	100%	901	100%	314	100%	551	100%	36	100%
Grand%	451	50.1%	450	49.9%	901	100%	314	35%	551	61%	36	4%

As indicated in the first part of this chapter, a total of 901 students were involved in the study. As shown in above table those respondents are from three selected high school of Addis Ababa. As shown in table 1: concerning the respondents 451 of them are female and 450 are male students.

The researcher decided to take about 20 percent of the population as a participant of the study from grade 9th, 474 which is 53% and from grade 10th, 427(47%) were participated as representatives students in this study.

As the above table also indicates the information of Student age; from the total respondents (61%) are between 17-21 years,(35%)of the respondents are between 13-17(4%)and the remaining are 21 years. There for, we can understand from the above table that the majority of students are young.

Table 9 responds of students about below question.

No	List of Questionnaire	Yes		No	
		No	%	No	%
1	Are you interested to learning physical education?	803	89%	98	11%
2	Is there any challenge that hinders you to participate in PE class?	545	60%	356	40%
3	Do you think your PE teacher motivate you?	686	76%	215	24%
4	Do your schools have enough teaching material?	110	12%	791	88%
5	Do you think that the societies culture affect learning practical activities of PE class?	400	44.4%	501	55.6%
6	Is the period per week enough?	435	48%	466	52%

As it can be seen from the table 9, 803 students which is 89% of students are interested to learning physical education and 98(11%) are not interested. Additionally, information obtained from open ended question the reason why those students respond no is Lack of awareness(it likes simple subject),There is reputation of lesson, it indicate to say the subject is invalid or only for refreshment, the subject is not include in interance exam, Lack of model qualified professionals according to their income and their work.

The above Table also shows 60% of students said yes means there are challenges and hinder to participate in PE and 40% are said No there is no. as this shows the majority of response indicates factors those affect participation of students. As open ended question those challenges are, naturally lack of student's interest, sport wears and health, in every grade there is reputation of lesson with this reason the subject is to be unchangeable and boring, Lack of available material, lack of teacher that should be model for students and lack of available play ground.

However, about teachers motivate students, the majority and 76% the respondents said yes, and 24% of the respondents on the other hand said no. The Response of 12% of the student is yes and said their respective schools have enough teaching materials and the majority of the students which is 88% are disagree and said there is Lack of enough teaching material for teaching and learning process of physical education class.

Generally, as it can be seen from the table 9 above out of 901 respondent students 400 of them are said yes and 501 of them said No. on the question about their societies attitude/culture is affected practicing PE (Physical Education) activities in the field. On the other hand, 42% of the student said that there are enough periods per week for the subject and 58% are disagree and said no there is no enough periods for the subject.

Table 10 responds of students about below question.

No	List of Questionnaire	High		Medium		Low		Very low	
		No	%	No	%	No	%	No	%
1	Do you give equal participation for physical education like other subject, in learning and practicing the discipline both in class and in field?	243	27%	474	53%	137	15%	47	5%
2	What is the societies or communities Attitude towards Practicing physical education?	118	13%	376	42%	329	37%	78	9%
3	How much do you like to engage physical education field activities?	368	41%	454	50%	47	5%	31	3%
4	What do you say the method of teaching of your PE teacher?	259	29%	451	50%	129	14%	63	7%

Table 10 indicated that 27% of the students give high attention & equally participated on Physical education class as other subject, 53% of them have medium attention, On the other hand 15% give low attention and 5% of them participated very low for Physical education.

In addition, data obtained from open ended question students responds about the reason why their attention is low for this subject, it is because of lack awareness and available play ground, naturally lack of student's interest, In every grade there is reputation of lesson with this reason the subject to be unchangeable, shortages of available material and awareness of teacher that should be model for students.

Additionally information that obtained from interview and observation implied the same answer like those listed above. The student's response on the society attitude on physical education, 13% of the respond is high, 42% is medium, the remain 37% is low and very low by 9% of the student.

In addition, the respond based on The interests of students on the engagement of field activities in physical education 41% of participant answered are high, 50% is medium, 14% is low and 7% is very low. Whereas, the respond on methodology on teachings appropriateness of PE teachers is, 29% is high, medium by 50%, low by 14% students and very low by 7%.

Table 11 responds of students about below question.

No	List of Questionnaire	Practical class		Theoretical class		Both	
		No.	%	No.	%	No.	%
1	Which one do you like?	55	6%	353	39%	494	55%

Table 11 above shows that the student response on what they like to be the PE class is, indicate that 6% of the students want only practical class ,

39% are want the class to be theoretical and 55% are want the class to be both.

4.3 Discussion on classroom and field observation

The discussion on classroom and field observation focused on what we observed in classroom and field in the selected sample high school physical education classes.

Based on the observation table, I have made an indication on each table indicated points. The observation focused on four major and basic observation points and based on those point we gave a parameter for the observation.

As the observer seen facility of all sample school compound observation presented as follow. In the first place all school of teaching rooms' facilities in each are observed as very good .when we see playing ground of (Entotoamba) which is elementary school two years ago, But it changed to high school know. And (Kokobetseba) is the older school when we compare with other selected school; it's started time to be secondary and preparatory school. As the observer observed it has sufficient play ground.

Whereas, the playing ground of (Atse Naod) is poor which means there is no practical filed. Because it builds for the purpose of public school this means, According to the researcher information which gained from her observation and reading research books, most of private and public school had no play ground and physical education teaching learning material. But know it changed to governmental school. When we say why this problem is happened mostly in public and private school?, As the researcher interview made with the school director, why it happens? Because that school organized to baseness oriented aim they don't worry about physical education.

On the observation to see whether there are adequate seats and toilet in the school compound. We have observed that all schools have sufficient adequate seats and good toilet conditions. Whereas, when we see except

Atse Naod the school's library facilities we have observed that the facility of the library of all schools are medium, on the other hand Atse Naod we can say it is insufficient.

Accordingly when we see the conditions of the schools observation, we have learned that Entotoamba and Kokobetseba school compound constructed as very good and attracted. Whereas, when we see the construction of Atse Naod School we have seen it as poor and it is boring. In addition, we put Entotoamba and Kokobetseba on very good place and Atse Naod on poor place when we consider the safety of the schools. Moreover, point 3 indicate observations on teaching materials and when we see basic teaching aid of the schools ,we ranked Entoto Amba as sufficient, Atse Naod as poor and Kokebe Tsebah as very good.

As the same time we have observed Learner books of the school, in all school the student gain text book by each numbers, it is sufficient. In addition, when we consider teaching materials of the school we have observed whether there is facilitator manuals in the schools or not, in all school there is not.

At last, point 4 on the school teachers need observation presented as follow and in the first place all facilities material store on each school are ranked Entoto Amba as medium, they use store together with department office, Atse Naod as poor, because there is no store and material. And Kokebe Tsebah as sufficient. When we go to Cafeteria (lounge) of the Entoto Amba School is observed as sufficient. Whereas, Kokobe tsebah school as very good. Atse Naod as insufficient.

On the observation to see whether there is staff in the school compound. We have observed that Entotoamba and Kokobetseba School had sufficient, and Atse Naod school poor. When we come to Dressing rooms in the school compound .we have observed all schools have no they used their staff. Whereas school's locker facilities in the Entoto amba School is observed as sufficient, the locker of Atse Naod and Kokobe tseba school are medium.

CHAPTER FIVE

SUMMARY CONCLUSION AND RECOMMENDATION

5.1 Summary

This chapter has three parts: summary, conclusion, recommendation. The part of summary is intended to recapitulate the major ideas discussed in the previous chapters. It is believed that practice and challenges of Physical education teachers is one of the obstacle of teaching learning process and educational system without good condition of fulfill of proper availability it is doubtful to achieve the objectives. To assesses Various challenges that affects the teaching learning process of Physical education is paramount important to determine what teaching learning processed as satisfactory, who good the school system is, how good the individual teaches and administrations are that changes are brought, etc.

To answer the research question students, teachers, school administrators of high school in Addis Ababa city administration are taken as the population size 4522. From the total population 4505 are students, 14 teachers and 3 administrators. Out of the total target population 901 students and 14 teachers and 3 administrators corrected. In order to achieve the intended objective, qualitative and quantitative research method is chosen. There is great need for teachers to collaborate and to share information on how to improve and to strengthen the delivery of PE programs in secondary schools.

5.2 Conclusion

Through questioner, interview and observation the researcher has some up with following major Conclusion

1. Most teachers of health and physical education do not appropriately develop interest towards their subject. Due to this lack many teachers less likely fulfill their professional duties and responsibilities.
2. Many 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.
3. 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, bathroom, dressing room, shower, and store etc.
4. 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.
5. 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.

5.3 Recommendation

Based on the above findings of the study the following recommendations are forwarded:

1. Directors and or owners of the schools, particularly those school has problem, in collaboration with Addis Ababa administration should arrange successive training and consultative workshops to the health and physical education teachers; so that the teachers will develop the necessary conviction, attitude and skill and expertise in using various methods, educational training etc.
2. Based on the nature and the contribution of the subject the concerned bodies particularly minister of education should look for additional periods so that an effective of teaching will be realized in the fact the allotment of period should be made on the basis of serious study.
3. The Addis Ababa city administration education office in collaboration with the investment office. The city council and other concerned peoples and organizations have to solve the school problems, i.e. which the availability of scares play grounds, and the lack of materials, etc facilities.
4. The director of high school should give due emphasis to the evaluation and appreciation of teacher and period of health and physical education arrangement schedule. This could mitigate or overcome the problem, overlapping the periods, with the highest solar isolation of the day and not to arrange it just before tough subjects and just after meal.
5. Concerned officials should arrange means by which the allotted two periods of the subject can allotted on the curriculum will be properly maintained ;So that problem of lack of enough period allotment in school will be lessened.
6. The school and the city administration education office should pay due attention to budget allotment of the government school, so that necessary material will be bought in sufficient quantity.

7. Lastly but not least, concerned body of the Addis Ababa administration office or owner of the school should prepare additional classes in the school because of minimize the challenges and factors comes with large number of students in a class.

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APPENDIX I

ADDIS ABABA UNIVERSITY POST GRADUATE PROGRAM

DEPARTMENT OF SPORT SCIENCE STUDIES

1. Questionnaire filled by teachers

A. Introduction

These questions are prepared to gather teacher's opinions about the practice and challenges of physical education teachers in teaching-learning process and to undertake survey study. The opinions you provide are very important to forward constructive suggestions in the improvement of teacher's participation in PE class and to encourage student's attitude to physical education profession. It is not necessary to write your name on question paper. Thank you for your co-operation. Indicate your response by making circle in one of the box provided.

B. Basic information

- Sex: Male ____ Female _____
- Age: 20-30____ 31-40 ____ 41-50 ____ 51-60 ____
- Qualification :Certificate: ____ Diploma ____ Degree ____
Masters ____
- Year of service in teaching: 1-5____ 6-10____ 11-15____ 16-20____ 21>____
- Your major subject:_____
- Subject you are teaching: _____

C. Notice

- ★ No need of writing your name
- ★ Circle letter of your choice
- ★ Use only the provided blank space

Questions

1. How is your interest in teaching physical education?

- | | |
|---------|-------------|
| A. High | B. Medium |
| C. Low | D. Very low |

2. If your answer for question 1 above is 'c' or 'd' give your own opinion.

3. How much you participate in sport activities to enhance or make solution for efficiency of material?

- | | |
|---------|-------------|
| A. High | B. Medium |
| C. Low | D. Very low |

4. How much the PE curriculum is appropriate?

- | | |
|---------|-------------|
| A. High | B. Medium |
| C. Low | D. Very low |

5. If your answer for question 4 above is 'c' or 'd' give your own opinion.

6. Are there any challenges that affect you to teach physical education, especially practical parts in the field?

- | | |
|--------|-------|
| A. Yes | B. No |
|--------|-------|

APPENDIX II

ADDIS ABABA UNIVERSITY POST GRADUATE PROGRAM DEPARTMENT OF SPORT SCIENCE STUDIES

2. Questionnaire filled by students

A. Introduction

These questions are prepared to gather information from student's about practice and challenges of physical education teachers during teaching-learning processes and to undertake survey study. The opinions you provide are very important to forward constructive suggestions to researcher data. It is not necessary to write your name on question paper. Thank you for your co-operation. Indicate your response by making circle in one of the box provided.

B. Basic information

- Sex-Male -----Female-----
- Age: 13-16 ____ 17-20 ____ 21above-----

B. Notice

- ★ No need of writing your name
- ★ Circle letter of your choice
- ★ Use only the provided blank space

Questions

1. Are you interested to learning physical education?

A. Yes

B. No

2. If your answer for question 1 above is 'b' give your own reason.

3. Is there any challenge that hinders you to participate in PE class?

A. Yes

B. No

4. If your answer for question 3 above, is 'yes' explain briefly as much as possible.

5. Do you think your PE teacher motivate you?

A. Yes

B. No

6. Do your school have enough teaching material?

A. Yes

B. No

7. Do you think that the societies culture affect learning practical activities of PE class?

A. Yes

B. No

8. Do you give equal participation for physical education like other subject, in learning and practicing the discipline both in class and in field?

A. Higher

B. Medium

C.Low

D. Very low

9. If your answer for question 8 above, is 'd' give your own reasons.-

10. What is the societies or communities attitude towards practicing physical education?

B. Higher

B. Medium

C.Low

D. Very low

11. Give your own idea if your answer is 'c' and or 'd' for Question ten

12. How much do you like to engage physical education field activities?

A. Higher

B. Medium

C. Low

D. Very low

13. Is the period per week enough?

A. Yes

B. No

14. Which one do you like?

A. Practical class

B. Theoretical class

C. Both

15. What do you say the method of teaching of your PE teacher?

A.Higher

B. Medium

B. Low

D. Very low

APPENDIX III

ADDIS ABABA UNIVERSITY POST GRADUATE PROGRAM

DEPARTMENT OF SPORT SCIENCE STUDIES

3. Interview questions for school administrators

These interviews are prepared to gather school administrator's opinions about the practice and challenges of physical education teachers in teaching-learning process and to undertake survey study.

1. What is your attitude about physical education subject?
2. Do you participate in sport activities?
3. How much do you facilitate the condition to develop physical education?
4. What do you say about the curriculum of PE?
5. How much do you cooperate to solve educational and personal Problems?
6. How much the school appraise (appreciate) teachers?
7. Are school administrators evaluating the academic qualification to improve teacher's job effectiveness?
8. How much schools contribute for teachers upgrade their qualification through further education?
9. Can you say PE has an acceptance with the society like other subject?
10. Do your schools have enough teaching material?
11. What are the factors you think can affect the teaching learning of PE?
12. What are the solutions for those factors that affect teaching learning of PE?

APPENDIX IV

ADDIS ABABA UNIVERSITY POST GRADUATE PROGRAM DEPARTMENT OF SPORT SCIENCE STUDIES

4. CLASSROOM /FIELD OBSERVATION SHEET

A. Introduction

For selected school of Addis Ababa grade high school. These observations are prepared to gather information from schools about practice and challenges of physical education teachers during teaching-learning processes and to undertake survey study. The observations provide very important to forward constructive information to researcher data.

1. School Name _____

2. Subject _____

3. Duration of Time for visit _____

4. Date of visit _____

5. No of class for each grade 9th _____ 10th _____

6. No of teachers teaching each grade level 9th _____ 10th _____

Classroom field observation check list

1. Highly sufficient 2. Sufficient 3. Medium 4. Poor

Table 11

No	Variable to observed	School			
		High	sufficient	Medium	poor
1	Facility of the compound				
	Teaching room				
	Play ground(teaching field)				
	Adequate seats				
	Toilet				
	Library				
2	Condition of the school				
	Well constructed				
	Attracted				
	Safety				
3	Material for teaching				
	Basic teaching Aid				
	Learner book				
	Facilitator manual				
4	Teachers need				
	Material store				
	Cafeteria (lounge)				
	Shower				
	Staff				
	Dressing room				
	Locker				

DECLARATION

This thesis is my original work, has met been presented for degree in any other university and that all sources of material used for the thesis have been duly Acknowledged.

Name Ejigayehu kebede
Signatur _____

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

Name Dr. Tesfay Asegdom
Signature _____

Date of submission
June, 2013