

**SECONDARY SCHOOL PHYSICAL EDUCATION CURRICULUM
IMPLEMENTATION AND ITS CHALLENGES: A FOCUS ON DEBREMARKOS
CITY ADMINISTRATION**

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Acronyms and Abbreviations

ANRS	Amhara National Regional State
BOE	Bureau of Education
CPD	Continuous Professional Development
FGD	Focus Group Discussion
IOC	International Olympic Committee
MDG	Millennium Development Goals
MLC	Minimum Learning Competency
MoE	Ministry of Education
NOE	National Organization for Examination
P.E	Physical Education
PA	Physical Activity
QPE	Quality Physical Education
UN	United Nations
UNESCO	United Nations Educational Scientific and Cultural Organization

Abstract

The purpose of this study was to find out P.E curriculum implementation and its challenges in Debremarkos secondary schools. Accordingly four research questions were formulated to guide the study. The participants of this study were 5 P.E teachers, 3 directors, 370 secondary school students and 3 curriculum coordinators in Debremarkos education office. All the 3 secondary schools in Debremarkos were selected. Data from the selected respondents were gathered using open and close-ended questionnaire, focus group discussion and observation. Data were presented using tables and interpreted using both quantitative and qualitative analysis method. The result revealed that, there was inadequate PE resource and environment, P.E has been taught by using traditional method of teaching. These predetermined objectives have not been achieved by the learners. There were no supervisory activities and academic support for PE and different sport programs. There was no equal opportunity for students with disabilities to participate in PE practical classes and there was a serious problem to get the syllabus. The basic and common challenges in PE curriculum implementation were lack of sport equipment and facilities, less academic competency, less commitment and fitness of some PE teachers. Schools did not plan intramural and extramural activities regularly to support PE curriculum implementation. The evidence from this study indicated that conducive teaching learning environment should be fulfilled to enable students achieve the predetermined education objectives. Fulfilling sport equipment and facilities and conducting regular inter-school competitions need to be mandatory. Providing all curriculum materials, provision of (CPD) programs for PE teachers and regular supervision support for quality physical education and designing a system to assess the attainment of lesson objectives and MLC, developing ties and cooperation with different sectors were some of the suggestions forward for action by different bodies.

Key words: Supervision, Disability, Academic competency, Challenges

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

The main objective of any educational system is to develop the individuals' capacity of problem solving, adaptability to his/her environment by developing the necessary knowledge, ability, skills and attitudes.

Therefore, educating citizens are important for the economic, social, cultural and the political development of any society. From this, one can understand that for a country's development the people must be educated.

In line with this, P.E program may consist of two basic activities or programs: curriculum and extra curriculum programs. The curriculum program meant the actual teaching-learning process & the extra curriculum program denoted the opportunities for participation in selected sport activities on more competitive level (Steam and et al, 1992: 22). PE is an education given through physical as well as mental engagement in activities to develop all aspects of personality. The UNESCO Charter of PE and Sport established in 1978 argues for the engagement of youth in regular Physical Activity (PA) which is one of the pre-requisites for achieving optimum health and quality of life in the society.

PE is vital to all aspects of normal growth and development of children and youth.

It is not only about the physical development of students but also for their social and emotional growth as well. In line with this, Bucher and Krotee (1998) stated that a study of humankind reveals four general directions (or phases), in which growth and development take place: physical fitness development, motor skill development, cognitive development, and social-emotional-affective development. They further explained that well-managed, safe, systematic, progressive, purposeful, and informative PE can significantly contribute to each of these phase or directions.

According to Bucher and Krotee (1998), the instructional program in PE is the place to teach skills, strategies, concepts, and essential knowledge concerning the relationship of physical activity to physical fitness, motor skill, cognitive, and social- emotional-affective development. It is a place to challenge, build competence, encourage creativity, promote lifelong activity,

advance critical action skills, instill commitment to personal wellness, and foster respect for others. It is also a place to introduce an awareness of the development and maintenance of optimal levels of physical fitness.

These authors further explained that the PE program presented throughout the school years should be sequential in development and progressive in application. Moreover, the program should be developmental and progressive in nature, starting with the individual's present state of mental and physical fitness and gradually moving to higher levels. Performance objectives should be established and targeted for individual student achievement.

Furthermore, PE is aimed at promoting lifelong participation in wholesome recreational activities. Stress should be given to skills, team sports, strategies and concepts. Therefore, to realize all these, the three domains of educational objectives must be considered during the teaching and learning process. According to MoE (1988), PE enables students to have the skills and knowledge in assessing and developing their own personal physical activity.

Implementing and achieving goals of PE curriculum in every education system is not only local or national duty, but also it has its own root, attention as well as agreement at international levels. The Final Report for International year of sport and PE, UN (2005) entitled "Sport as a means to promote education, health, development and peace", recognized the positive values of sport and PE and proclaimed the year 2005 as the International Year of Sport and PE.

As PE plays an important role in developing all-rounded personality, schools are responsible institutions for the growth and development of children. Learning enhancement, better concentration, self-control improvement and self confidence, as well as promotion of healthy, positive, and lifelong attitudes toward PA are the benefits of quality PE in schools. In addition, school PE establishes the foundation of skills for a lifetime participation while at the same time building a natural immunizing effect against many sedentary lifestyle diseases (Bucher and Krotee, 1998).

While many children and youth, particularly those with concerned parents, learn physical skills and participate in community settings, only the schools can reach and influence all children. But this can be true in a school that is why (Ibid: 456) stated that:

“Despite widespread public acceptance of the need for PA, quality PE is not seen as a priority for many policymakers in most school systems. Where PE

exists today it is under strong attack. It occupies a tenuous place in the school curriculum, and in some cases it is being replaced and moved out of the curriculum. Budget cutbacks, inadequate and aging facilities, the absence (and continued attrition) of PE specialists, insufficient allocations of time within the school timetable, as well as societal factors, such as impact of a technology-based economy, are contributing to its perilous status. There is a misconception among the general public that existing school programs have the capacity to meet the PA requirements of our children and youth.

The need to promote active and healthy lifestyles among children and youth is very crucial. In cognizant to this, MoE (1996) stated that PE is designed in such a way that students can achieve basic skills, concepts and experiences that can enhance their cognitive, motor and social development.

However, in practice, it can be seen that increasing numbers of children and youth are exposed to a wide variety of social ills and behaviors which put their health and lifestyles at risk. This is evidenced by growing reports of poor self image, inadequate nutrition, family problems, stress, higher drop-out rates, youth violence, early sexual activity, increases in smoking, declining activity levels, and alcohol and drug abuse within our young population (UNESCO, 2008).

According to De Vries, cited in UNESCO (2008), 60% of PE programs in Asia schools suffer from low resources and deprived conditions because:

- PE and sports are not seen as economically important subject,
- There is no a strong sport culture, &
- PE and sports are commonly considered as "play" rather than subjects that develop the "thinking" capacity.

He further stated that similar to other theoretical and practical subjects, PE require basic facilities and equipment. However, the Ministry of Education or school administrators responsible for providing such necessities have not done so adequately.

UNESCO stated that, in a case study on PE in Malaysia concerning PE teachers, Hoe (2008) find out that in secondary schools due to the small number of trained PE teachers the subject is taught mainly by the non-specialist and semi-specialist teachers. This situation together with unsupportive school environment, has affected the effective implementation of PE programs in secondary schools. Under such conditions quality PE implementation cannot be expected. The non specialist teachers are generally not interested in the subject, and therefore they do not have

positive attitude towards the teaching of PE.

Different school contests. that should be held within the school level and between schools which can support the regular PE instruction should be conducted continuously and properly. Concerning these sport events, Japan MoE (1974), stated that if inter-school contests are properly organized and operated with educational consideration, they serve to promote the development of sound minds and bodies and the cultivation of healthy social attitude and are considered to have good educational effects.

One of the objectives of education is to develop all rounded personality- physical, mental as well as socially developed citizen (MoE, 1994). To achieve this educational goal, the physical and psychosocial environments are to be fulfilled in schools. But this is not true in Ethiopia in general and in Amhara Region as well as in Debre Markos in particular. The teaching learning process of PE is conducted by passing through various challenges. Education goals to be achieved are missed due to different highly rooted problems that challenge PE curriculum implementation. Currently it is uncertain to say that through PE we are producing students who are physically, mentally, emotionally and socially competent. This is because the teaching learning process of PE is encountered with different challenges.

Therefore by appreciating these problems and to discuss on the challenges and to improve this serious condition, the Amhara Regional State Education Bureau has called regional PE teachers meeting in the year 2008. According to the document prepared for the meeting, PE curriculum is in a great problem to implement. Therefore, it needs regional discussion to overcome these challenges. The objectives of the meeting were:

- To discuss about the teaching learning process of PE and to identify those different instructional problems and identify possible solutions.

- To improve the quality of the teaching learning process of PE.

- To discuss about the current status of inter-school competition and to put direction to conduct student's athletics competitions at every level in the year.

In the meeting:

- PE department head teachers which are selected from all educational level from 150 woredas of the region (180 in number)

Zone education department experts who are concerned with PE and inter-school sport competition (11 in number)

PE department heads from the 4 College of Teachers Education in the region (Gondar, Debre Berhan, Dessie and Debremarkos). A total of 345 participants expected to attend the meeting.

Different and continuous educational supervision and school practices had revealed that especially PE is encountered with different challenges. As a result of this, through PE we are not developing students with all rounded personality. Due to this, student in every educational level can't perform fundamental sport skills and team sports, designed for that educational level (ANRS BoE, 2008).

In addition to the existing educational quality problems that all other subjects face, the instructional process of PE is encountered with its own special and various problems, because of this planned and properly organized inter-school competitions and contests (intramural and extramural activities) that have positive impact for the teaching learning process of PE are completely stopped in Ethiopia in general and in Amhara region in particular starting before 7 years. Because of these and other different reasons, the teaching learning process of PE is in serious problems (ANRS BoE, 2008).

As stated above, all these challenges may be rooted in different situations. Even though the challenges of PE, curriculum implementation are sensitive issues, there are no adequate research works that are conducted to identify these challenges. Finding solutions to overcome the challenges of secondary school PE curriculum implementation and improving its quality are valuable tasks. Therefore, this study would assess the secondary schools PE curriculum implementation and its challenges in Debre Markos city administration.

1.2. Statement of the Problem

PE is an education through physical movements and then facilitating mental thought of an individual. It is conducted in all levels of schools, colleges and universities. PE played very important role in developing all-rounded personality of the learner.

In the last part of the period (1908-1946) for the development of modern education in Ethiopian, some schools include science, mathematics, history and sports and PE in their

curricula (Marew Zewde, 2000), but tied with different challenges.

The teaching learning process in PE means joint activities of the teacher and the learners with conscious participation of both partners. The teaching learning process can be effectively realized when teachers use variety of alternatives and when learners learn the content with active participation. Therefore, the teaching learning process of PE has to be presented in such a way that it can transfer basic concepts, theories, principles, knowledge and different practical skills to the students (Teshome, 1981).

Many research studies as summarized by UNESCO (2008) raised number of issues. For example, Bucher (1979) stated that PE is an integral part of the school curriculum throughout the world. He further stressed that PE helps young people to develop skills for leisure and activities conducive for healthful living, contributing to their physical, social and mental health. Magnota (1983) also noted that one important factor for effective PE is the quality of teaching; and Sadman (2004) highlights the teacher's role as an essential player in promoting quality education. All these observations reinforce the world Confederation of Organization of Teaching Professions to call for teachers to be given adequate training to discharge these teaching responsibilities.

UNESCO (2008) also stressed that, despite its importance, PE is often among the first on the list of subjects which are considered to be expendable. This sentiment reflects that PE is given little regard in the scheme of things in an exam-oriented school culture. Often, its periods are used to teach subjects which are of more academic value. School administrators and teachers influence their students' attitudes towards PE. In fact, teacher and curriculum are ranked as the top two factors determining both positive and negative attitudes of the learners. The decisions of the administrator, namely the principal and the senior assistant, teacher who are not interested or trained in PE to teach the subject could lead to in difference, discontent and tension among the staff This in turn results in poor quality of instruction and lessons.

Even though different efforts and attentions has been made to develop PE in every level of the education system of Ethiopia. According to Bucher and Krotte (1998), the main goals that PE program should strive and accomplish must be mainly of the following.'

PE should:-

- Develop health-related and motor performance-related fitness.
- Develop skill in a wide range of physical activities.
- Develop an understanding and appreciation of physical activity and sport, and
- Provide a meaningful psychosocial experience.

All these educational goals are not achieved especially in secondary education because of different challenges. According to Wuest and Bucher (1996), daily participation in PE by high school students decreased from 42% in 1991 to 25% in 1995. PE programs in the schools have been criticized for declining student fitness levels, for failure to teach sport skills for lifetime participation and for poor quality. These criticisms are serious and must be addressed by professionals.

The general objectives of PE program for the second cycle of secondary schools in Ethiopia are;

- Develop an awareness of the relationship of the body movement to the maintenance of physical health and wellbeing.
- Obtain the functional personal fitness level and maintain an optimum degree of physical fitness.
- Develop physical skills, coordination and abilities useful in work and play, including team sports.
- Develop ethical behaviors and the responsibility of citizenship, self discipline and the quality of leadership and followership,
- Acquire knowledge how to lead active lifestyles.
- Have skills, knowledge and abilities necessary to continue tertiary level. (MoE, 2001:1).

So at the end of the year and grade level, all secondary school students are expected to achieve the above educational objectives. But as stated above because of different curriculum implementation problems these educational goals are not achieved by the students. Concerning this ANRS BoE (2008), stated that, local as well as national sport developments are declining in Ethiopia. Educational goals to be achieved through PE are missed. There is a great deficient

in the teaching learning process of secondary schools PE in which practical activities are dominant.

This study, therefore, would examine the present implementation process and then would find out the challenges that faced the practice of PE.

There are various challenges seen in implementing PE curriculum in most educational institutions of Amhara Region. The teaching learning process in PE has encountered different challenges in most schools. Its quality is under question that needs quick improvement, and so (ANRS BoE, 2008) we are unable to achieve different educational objectives designed for the subject, if the teaching learning process continues in this condition.

In the researcher's long years of teaching experiences, as well as an expert in Regional Education Bureau, the researcher have also observed that in every educational level, the teaching learning process of PE has encountered with various challenges. As one special zone of Amhara region, PE curriculum implementation of Debre Markos secondary schools are also affected by different challenges. In light of this fact, the researcher became interested to conduct this study.

So the study tried to investigate the challenges of PE curriculum implementation in Debre Markos city secondary schools. In light with it attempts to answer the following basic questions:

1. Does the ongoing PE curriculum implementation process have conducive ground to achieve the objectives of PE curriculum and the education policy?
2. Are students motivated and interested in the subject?
3. Are teachers well qualified, motivated, interested and use appropriate method to teach PE?
4. What are the major challenges that encountered the implementation of secondary school PE curriculum?

1.3. Purpose of the Study

The main purpose of this study was to investigate challenges of PE curriculum implementation in secondary schools of Debre Markos.

Therefore the study would try:

1. To assess the current status in which PE curriculum is implemented towards achieving

- the goals related to PE which are stated in the policy or (curriculum).
2. To investigate the degree of preparation (qualification), motivation and interest of teachers and students to the subject.
 3. To find out the major challenges of PE.

1.4. Significance of the Study

As it is clearly indicated in this paper, PE is valuable for the physical social as well as psychological development of the learners. To this end the present study attempts to examine the implementation process and tries to identify some major challenges of secondary schools PE curriculum. In relation to this aspect the study may have produce the following specific benefits.

1. It will serve as a source of information for physical educators, curriculum designers, implementers and students to attain quality education in PE .
2. It will help to achieve educational policy goals and to make PE participatory for all learners.
3. It will help schools, PE departments, teachers, students and other concerned bodies to recognize and find solutions for the challenges which faced in the implementation of PE.
4. It will benefit schools and students in achieving objectives and obtaining the expected outcomes of PE.
5. It will initiate physical educators and other researchers to conduct further research in the area.

1.5 Delimitation of the Study

The study was aimed at assessing PE curriculum implementation challenges in secondary schools. Hence, to make the study comprehensive & manageable, the scope was delimited to 3 secondary school in D/Markos city namely, Tekle Haymanot, Jica, & Menkoror.

The study was carried out by considering the following factors as study variables.

- Availability & usage of curriculum materials,
- Adequacy of resources (facilities, equipment, teaching personnel),
- The PE environment
- The current practice of PE curriculum Implementation (methodology), & issues &

concerns & problems related to secondary schools PE curriculum implementation.

1.6. Limitation of the Study

In conducting this study the researcher used all secondary schools of D/Markos & both grade 9&10. It would have been better if it studied thoroughly focused only on 2 government and 1 private owned schools & on two grades.

In addition to this the researcher had faced/difficult in getting related references and books to the study.

1.7. Operational Definitions

PE an education given through physical as well as mental engagement activities to develop all aspects of personalities.

Intra - mural activities- all supervised play & training periods after school like sport competitions among sections or grades within a school.

Extra - mural activities - all activities & organized programs like competition between two or more schools, different trainings, educational visiting, excursion etc.

Extra class activities:- describes all activities which are the extension of regular P.E instructional program that can provide an enrichment service for all students.

Secondary school - school which have levels from 9-10.

P.E curriculum:- are student text book, teacher guide and the syllabus designed & organized for each grade level.

Implementation of student text book, teachers guide and the syllabus with designed learning areas, skills and assessment procedures organized for each grade level to achieve the predetermined aims and objectives.

Challenges of implementation of P.E - includes different problems faced in the implementation of P.E curriculum towards achieving objectives set for the grade level.

1.8 Organization of the Study

This study consists of five chapters. Chapter one deals with background of the study, statement of the problem, purpose of the study, significance of the study, delimitation of the study, limitation of the study, operational definitions and organization of the study. chapter two presents the review of related literature: under this philosophy of P.E, concepts of P.E, objectives of P.E, the scope of P.E program, the role of P.E, management of P.E, P.E and its

current status, sport facilities and equipment, instructional program in P.E, distinctive physical educators, P.E implementation and students with disability, effective teaching strategies in P.E, characteristics of effective P.E teaching, teachers motivation, interest and ability.

Chapter three deals with methodology of the study: the research design, the research setting, participants and sampling techniques, data collection instrument, sources of data, procedures of data collection. Chapter deals with presentation, analysis and discussion. Chapter five consists of summery, conclusions and recommendations.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1. Philosophy of PE

Philosophy is very important in the curriculum implementation of PE. Horine (1995) stated that, without philosophy, coaches and physical educators are "unguided missiles". Therefore, the sport administrator must develop a sound philosophy for guidance in making difficult decisions. Philosophy can answer for a question about the primary goal of PE in schools. Education through the physical approach reflects unity of the mind and the body.

According to Siedentop, Mand and Taggart (1986), philosophy stimulates discussion and thought about what PE means and how it ought to be taught in school. To accomplish this we present our own philosophy of PE, its role in school, and its potential impact on society. Belief statements are generated for each of these areas as a means to provoke thought and discussion. It is also one of the most dominant forces in contemporary PE. From this philosophical view point, physical activity is seen as the medium for the development of the total person.

Participation in PE not only develops the body but contributes to the attainment of the intellectual and social goals of education. PE's contribution to the development of the total individual and the goals of education helped solidify PE's position to the educational curriculum (Wuest and Bucher, 1996).

PE teachers as well as students should have their own philosophy of life and about the subject. Horine (1995) stated that students should gain an understanding of the various traditional philosophies in general education course as well as "major" courses in philosophy of PE and sport. He also stated that the administrator's actions spring from values that are established by philosophy.

2.2. Concept of PE

PE is an education which is given mainly through physical activities to develop and maintain all aspects of personality physical, mental and social well being (MOE, 2005). PE is the combination of two words, which are "physical" and "education".

According to MOE (2005), physical refers to the body in reference to the various bodily characteristics such as physical strength, physical development, physical health and physical

appearance. Education is the total process of human learning by which knowledge or skill is imparted.

MOE further elaborate that when the word "education" is used with the word physical, we get physical education aimed at activities geared towards the development and maintenance of the human body. PE is the academic discipline and profession which focuses on the art and science of human movement with an emphasis given to sports, fitness and outdoor recreation (UNESCO, 2008). Wuest and Bucher (1996) conceptualize PE as an educational process that uses physical activity as a means to help individuals acquire skills, fitness, knowledge, and attitudes that contribute to their optimal development and wellbeing. Wuest and Bucher further explained that PE use physical activity to enhance the development of the whole person that includes the acquisition and refinement of motor skills, the development and maintenance of fitness for optimal health and wellbeing, the attainment of knowledge about physical activities and exercise, and the fostering of positive attitudes conducive to lifelong learning and life span participation. Kodze (1966) also stated that, PE is the part of education which covers the whole field of physical activity, all sports in and out of doors, of competitive or recreational character involving either team co-operation or individual effort.

2.3. Objectives of PE

PE as a school subject should have its own objectives that are derived from the National educational aim and objectives. So, PE as an education and school subject should have standardized curriculum that can define the objective of the lesson and can match with the need of national development.

According to MOE (1994), one of the general objectives of education and training is to develop the physical and mental potential and the problem-solving capacity of individuals.

It is crucial to realize that the overall objectives of PE across the totality of the physical activity continuum have traditionally been embodied in the goals of education (Bucher and Krotee, 1998). There are four main objectives of PE: physical development, motors and skill development, mental development, and social development objectives (MOE, 2005). Also Siedentop (2007) suggested four categories of PE

1. Physical development objectives - which deal with the program of activities that build

physical power in an individual through the development of the various organic systems of the body.

2. Motor development objectives - concerned with making physical movement useful with as little expenditure of energy as possible and being proficient, graceful, and aesthetic in this movement.
3. Mental development objectives - which deal with the accumulation of a body knowledge and the ability to think and to interpret this knowledge.
4. Social development objectives - concerned with helping an individual in making personal adjustments, group adjustments and adjustments as a member of society.

Schools PE programs are the primary avenue for achieving an active lifestyle by reaching millions of children and youth by helping them develop skills, understandings, and habits for a healthy lifestyle and to achieve objectives of PE.

Students are not meeting the aims and goals of the curriculum. Although the aim and goal of PE curriculum is to "enable all learners to enhance their quality of life through active learning", all evidence indicates that this goal is not being met. The curriculum supports this aim, but the desired outcome is not being reached. Research shows the British Columbia children and youth continue to suffer a declining quality of life due to inactivity (British Columbia MOE, 2001).

2.4. The Scope of PE Program

To achieve the pre-determined policy and subject objective, the scope of P.E program should have its own effect which can be strong, positive and long lasting. Physical educators needed to think seriously about what kind of effects their programs have on students and how they could ensure that those effects were achieved with as many students as possible. So, PE teachers have to extend the scope of PE beyond the regular instructional periods by using co-curricular activities.

According to MoE of Ethiopia (2001), extra class activities which are extension of PE program are the vital part of PE curriculum, and must serve various purposes and needs of students. Extra class activity provides an enrichment services for all students because students need more activity than the two/one forty minute of the scheduled class period provides.

MoE stresses that the teacher must plan extra class program carefully, by using different systems and forms. Extra-class activities should take several forms: Intramural and extra-mural activities. Students of all skill levels should have the opportunity to pursue special interests in activities that are not offered in the instructional program. Hence, extra-class activities should not be considered as an extracurricular as was before. It serves as supporter to the class period which is primary instructional in nature. Therefore, the scope of a total program in PE includes different activities and PE teachers must prepare well for their classes and out of class activities by using good administrative skills, proper planning, and careful attention.

According to Siedentop, Mand and Taggart (1986), there is a tendency to think only of the regular class structure as the total PE program. Our notion of a program goes well beyond this important but limited component. A program consists of all of the opportunities for participation in sports and fitness activities that a school provides its students. Instructional classes may occupy a central position in the program.

Researchers have suggested that physical activity at school can enhance academic performance by increasing the flow of blood to the brain, enhancing mood, increasing mental alertness, and improving self esteem. More recent studies have found improvements for many children in academic performance when time for sport and physical activity is increased in their school day. PE cannot long survive as a school subject unless it can demonstrate tangible outcomes. Tangible outcomes are that student will be more fit, be able to shoot more arrows into a target, be able to rappel down a cliff, be able to lift more weight, be able to play soccer better, know more about football strategy, understand team play in basketball better, and be more eager to participate in activities as a result of the program. Somehow the experience in PE has to change the students. We assume, of course, that the changes are positive (Siedentop, Mand and Taggart, 1986).

Without after school sports, the chance of youth falling prey to the many social ills are much greater. Governments have to take a lead in addressing this issue. Besides proving the commitment and provision of resource, government should influence and mobilize the private sector and society at large to collaborate in organizing affordable after-school sports public facilities, such as stadiums, swimming pools, sport grounds, sport complexes and open spaces are urgently needed not only for elite sports competitions, but also for the general public to take

up sports-related activities (UNESCO, 2005).

Interscholastic, intercollegiate, and other organized sport programs represent an integral part of the total spectrum of human movement experience. In some cases, involvement in competitive sport program evolves from active participation in school PE and recreational sports as well as the myriad sport program. Competitive sport, with their appeal to all age groups, should play an integral role in the movement experience and help achieve the goals of PE. They should also aid individual growth and development, and all participants realize their full potential (Bucher and Krotee, 1998).

2.5. The Role of PE

According to MOE (2005), PE can play five big roles in every aspect of student's daily life.

1. Role in the academic achievement of the learner-is the quality of PE program organized and carried out to improve the physical and social fitness and health of students which are necessary components to students education and quality of their academic performance.
2. The role of P.E in the development of useful skills as a participant and spectator in sport. This is to mean that in order to enjoy by participating or appreciating as a spectator, students should have to have knowledge, skills, rules, techniques and tactics of different games.
3. The role in the use of leisure time wisely- if students know how to perform different exercise, skills to participate in games and sports, they will not face a problem where to spend their free time wisely.
4. The role of PE in the improvement of work efficiency- by participating in PE activities, students can promote their physical and mental health, human relation, and other social assets that contribute to their general wellbeing as well as to better work performance.
5. The role of PE in vocational placement - Each profession or career requires the

development of mental and physical ability in which PE can play a role especially for some professions like pilot, in which physical fitness, appearance and health are criteria to join. So, PE is important in the development of physical abilities, health, appearance and fitness.

2.6. Management of PE

PE programs should be managed on the basis of team spirit in which all PE teachers in the school should work with equal effort towards the same goal to meet policy and lesson objectives. According to Siedentop, Mand and Taggart (1996), PE program will not be successful if only part of the teaching staff makes the necessary effort. In this sense, one non specialist teacher can spoil the effort of others; can give the program a bad name among students, other faculty, and parents.

On the other hand, these authors stated that, if all of the PE teachers made an effort, the program can be successful. At least it could achieve a limited success that comes from each member's doing at least a minimally competent job, if they all pulled in the same direction not only do, they each made an effort, but their separate efforts are directed toward similar goals, In that way, the sum of their individual efforts is greater than it otherwise would be. A successful program is not accomplished by having individuals work at their own goals; even though they may do that well the consistency and support generated among a group of professionals working toward similar goals with similar methods yield results that go far beyond those that any one of them could achieved separately. Building and maintaining a successful PE program in a school is a team game.

2.7. PE and its Current Status

PE which is academic discipline that focuses on the art and science of human movement has its own status in different countries based on values, importance and resources provided by respective countries. Hardman finds a worrying trend towards decreasing curriculum time allocation from year 2000 to 2005, and this despite international advocacy supported by research for more time for PE (UNESCO, Bangkok, 2005). UNESCO also note that priority subjects that will lead to job, and therefore economic growth, are allocated a longer teaching time, and subjects like PE struggle to retain timeslots of forty to eighty minutes per week in the school time table. This is also true in Ethiopia in which teaching time allocation of PE is

reduced from 2 to 1 from 2008 to 2009 especially in the secondary education:

According to ANRS, BOE starting from December 2009 the period allotted for PE should be only 1 period per week for grades **9-12** and school are responsible to implement accordingly (ANRS, **BoE, Ref No, ት.ቢ./ሰ.ት** 2/132/ደ-01/02, Date 16/03/2002 EC).

The general conference of the United Nations Educational, Scientific and Cultural Organization, meeting in Paris at its twentieth session (1972), suggested that one of the essential conditions for the effective exercise of human rights is that everyone should be free to develop and preserve his or her physical, intellectual and moral powers, and that access to PE and sport should consequently be assured and guaranteed for all human beings (Bucher and Krotee, 1998). This international charter of PE and sport has 11 articles that espouse the benefits of regular activity as one of the prerequisite for achieving optimum health and quality of life for children and youth.

UN on The Final Report of International Year of Sport and PE (2005) stated that, the United Nations has proved it has the ability to help government and communities harness the positive aspects of sport and channel them in a coordinated way. The year illustrated the role of sport and PE for a quality education with mandatory PE recognized in a number of Countries as a universal pillar to foster education, health and personal development. The Final Report further stated that sport and PE have been recognized for the important role they play improving public health and sport; and sport as a Universal language has been found to bridge social, religious, and racial and gender divides.

The report indicates that the international year has clearly affirmed that sport and PE are fundamental vehicles for promoting education, health, development and peace, as part of the overall effort to achieve the Millennium Development goals (MDG). Member states are invited to provide voluntary contribution to ensure adequate execution and follow up to the activities being implemented by the Office of sport for Development and peace and that government and international sport bodies assist developing countries, in particular the least developed countries and small island developing states, in their capacity- building efforts in sport and PE, by providing financial, technical and logistic resources for the development of sports programs.

The outcome of the International Conference on Sport and Education which was attended by 600 delegates, from 65 countries formulated the Bangkok Agenda for Action on PE and Sport

in Schools.

Among the important items on the Agenda for implementation by all member countries of the United Nations are the following:

- PE and sport should be recognized as an integral part of quality education and should be a national priority.
- It should be mandatory for every school to provide all students with at least 120 minutes of curriculum of PE and sport time each week, and in the longer terms, 180 minutes or more.
- The Bangkok Conference invites all countries to establish a 10 -year strategy starting in 2006 to enhance quality PE and sport, comprising 5- year medium-term plan.
- National strategies should be implemented by sport fitness scholars and professionals, ministerial, official charged with responsibility for PE and sports, as well as network a professional association at local, national and international levels.
- The scope of the national strategy should include pre-school, primary and secondary school PE and sports programs, including in school and out-school programs, professional preparation programs, and PE and sports career paths for young people.
- The contribution of PE and sports towards achieving the needs, especially those addressing poverty, primary education, gender equality and health care, should be an important item on the national strategy.
- Professional preparation of PE and sport teachers should be an important topic of the national strategy. The focus should place greater emphasis on the body of knowledge of the discipline, school-based professional preparation and inclusion issues, e.g. Gender, disability and ethnicity (UNESCO Bangkok, 2008,).

2.8. Sport Facilities and Equipment

Prof, Jopien (2004) stated that, we all have an idea what sports facilities might be, but this idea will differ from continent to continent, from human being to human being. In Europe, at least, we have this picture of a stadium since antiquity and generally since the first modern Olympic Games in Athens in 1896. Remember the Harrar Mountains in Ethiopia 2000m over sea level Now, is this another sports facility? Obviously not. But the Ethiopian runners whom we all know as gold, silver and bronze medal winners have apparently used these mountains as a

training facility. So, climatic and geological situations are just as important as static architectural manifestations. We like to run in the sand or on the grass, we like the game and the competition in whatever space we find. Why then do we talk so seriously about functional requirements? Apparently we do this in relation to the complexity of our cultural developments. These force us to invent stadiums, arenas, gyms, fields, courts, sports halls.

Apparatus

Lenl (1969) stated that, generally speaking, the more apparatus a school possesses the better it should be kept in one central stock and each teacher should have equal access. One teacher needs to be in charge to see that balls are regularly blown up, braids stitched, stores kept tidy, and that some equipment is kept in reserve, some schools divide up all games equipment and each teacher is charge of his allocation. This means, invariably, that each class has less effective teaching. Great care and co-operation among staff is vital even in the best equipped schools. If sufficient care is taken, then all equipment need not be replaced each year and new types of apparatus can be bought.

One reason why many PE athletic facilities are inadequate has been the lack of an in depth study of campus needs in the planning stage, based on current conditions and future expectation. It is less troublesome merely to copy existing facilities than to make a survey of local needs and construction techniques and then evaluate the result according to a sound educational philosophy before breaking ground (Schmottlach and MC Manama, 2002).

Some schools have facilities and equipment problems to make the implementation of the curriculum difficult. Unlike many areas of curriculum, the facilities and equipment at a school's disposal dramatically dictates the activities of the PE program school facilities were a hindrance to the quality of PE instruction. "Equipment availability" was the greatest determinant of teaching content. This indicated that it reduces the student's accessibility to physical activity and limits the teacher's ability to offer activities which require a lot of equipment (British Columbia MOE, 2001).

At the outset, two principles relating to facility management should be uppermost in the minds of physical educators:

1. Facilities are built as a result of program needs, and

2. Cooperative planning is essential to design and construct quality facilities.

PE and sport personnel should play important roles in planning, administering, operating, marketing, and promoting new and renovated facilities (Bucher and Krotee, 1988).

According to Siedentop, Mand and Taggart (1986), the most significant fact about facilities for PE and sport is that they are always in short supply and overcrowded during specific periods of the year or the day. This is true for schools with old, run-down facilities as well as those with bright, new fields and gymnasiums. In part, it is true because games are seasonal. Over view of PE is broad elements of a total program which may overlap, but each deserves a share of the available facilities. These authors gave emphasis for the need to establish a facilities council composed of those responsible for various elements of the program to set up priorities for use, and the most important consideration is the elimination of proprietary interest.

According to the curriculum of secondary school PE of Ethiopia, students have to learn basic and complex skills of ball games /Basket ball, soccer, volley ball, hand ball etc/. Ethics and self-defense, and athletics /running, throwing and jumping/ and Gymnastics with different types with respect to their educational level. To enable students to achieve/meet/ those education objectives determined for each educational level, facilities and equipment which are necessary for the content should be fulfilled (MoE 2005).

2.9. Instructional Program in PE

The instructional program in PE is the place to teach skills, strategies, concepts, and essential knowledge concerning the relationship of physical activity to physical fitness, motor skill, cognitive, and social-emotional-affective development. It is a place to challenge, build competence encourage creativity, promote lifelong activity, advance critical action skills, instill commitment to personal wellness, and foster respect for others (Bucher and Krotee, 1998). The instructional program in PE should consist of a variety of activities that are designed in the curriculum which is more of motor activities. Underwood and Williams (1992) stated that, the input of PE knowledge would depend on the skills being taught and the stage of development, but in general terms, the application of technique /strategy/ should be predominant.

One of the management procedures to follow in PE instructional management is time allotment for PE classes. Concerning this British Columbia MOE, 2001, stated that, the aim of the

curriculum is to enable all achieve through the prescribed learning outcomes, PE is compulsory for all students and is recommended that schools allocate 10% of instructional time to PE.

The secondary school PE program should consist of a variety of activities and teach a variety of skills progressively, eliminate excessive repetition of activities, and ensure the inclusion of lifetime sports and health related fitness concepts.

Bucher and Krotee further explained that, in addition to the above instructional management guidelines, stress should be given for the following points.

The PE class provides the students with a safe and wholesome environment in which to learn the skills, strategy, appreciation, understanding, knowledge, rules, regulations, and others material information that are part of the program. The PE class is not a place for free play, intramurals, or varsity practices. It should be a place for proactive and dynamic instruction. Every minute of the class period should be devoted to teaching students the skills and subject matter of PE.

Instruction should be fundamental and interesting skills should be broken down into basic components and presented so that each individual may understand clearly what is expected to the accomplishment and how it is to be done.

Instruction should be progressive; definite progression from basic to complex skills, techniques and strategies.

Instruction should involve definite standards — students should be expected to reach individualized standards of achievement in the class program.

Instruction should involve more than physical activity that can take on a new meaning and perhaps play a significant role throughout the life span of each individual.

There should be records. The instructor should keep accurate records to provide tangible evidence concerning the degree to which student objectives are being met.

There should be home work. Teachers who require their students to work on various skills (physical and mental), endurance activities, and knowledge acquisition outside of class will find more for meaningful and targeted instruction during class.

Each student should have a thorough medical examination before participating in the PE program.

2.10. Distinctive Physical Educators

Since PE focuses more on human movement and practical activity, PE teachers should be a graduate from PE colleges or Universities. Bucher and Krotee (1998) stated that the teacher/coach/ should be graduate of an accredited institution that prepares professional for a career in PE and sport, because PE and sport is grounded in the sciences of anatomy, exercise physiology, biomechanics, sport sociology, psychology, and sport management. Also they should be well versed in these disciplines as well as in research methods.

The teacher of PE has a great advantage over those teaching academic subject, and the reason is not hard to find. Children are by nature prone to play, and PE is play -play in which enjoyment and satisfaction come only when skills and rules are properly learned and applied. The specialist PE teacher, is simply that directs this natural impulse (Kodze, 1966)

One important factor to effective PE is the quality of teaching. Teachers play a significant role in promoting quality education. Apart from teacher qualifications, the attitudes of school administrators and PE teachers also have an impact on the quality of teaching. School administrator and teachers influence their students' attitude towards PE. In fact, teacher and curriculum are ranked at the top two factors determining both positive and negative attitudes. The decisions of the administrators and the senior assistant, in assigning teachers who are not interested or trained in PE to teach the subject can lead to indifference, discontent and tension among the staff. This in turn, results in poor quality of instruction and lessons (Hoe, in UNESCO, 2008).

The trend today is towards performance or outcome based teacher education. Under this plan, the prospective PE teacher is evaluated not in terms of courses taken but in terms of certain competencies (skills, knowledge, abilities) that have been determined essential to satisfactory teaching. The prospective teacher is evaluated by scientific assessment techniques that are performance based. A major consideration is whether the individual possesses or can develop the skills requisite to changing student athlete behavior as well as performance through his or her teaching and coaching. The main concern of all physical educators and coaches, wherever they are employed, is to do the best job possible, that is one should be enthusiastic, develop as much experience as possible about the position and responsibilities one has, and provide the best experience possible to all persons being served (Bucher and Krotee, 1998).

Building and maintaining a successful PE program in a school is a team game. Most PE programs include many activities, and inevitably teachers must plan for activities in which they have less interest. While this chore may be harder, it still needs to be done well. It is a narrow PE program when choice of units reflects one teachers interest. The PE staff cannot afford to lose sight of the program philosophy, when choosing what content to teach.

The ability of a teacher to perform the skills being taught also needs to be rationalized when content is being adopted for the curriculum. Teachers of PE cannot be masters of all activities. However, they do have a responsibility to keep up-to-date and continue to develop professionally by attending in-service programs and conferences. Teaching and planning competencies are skills that can provide the necessary support mechanisms for teachers to introduce activities in which they are not experts (Siedentop, Mandand Taggart, 1986, p. 311).

In secondary schools due to the small number of trained PE teachers, the subject is taught mainly by the non-specialist teachers. This situation together with the unsupportive school environment, has affected the effective implementation of PE programs in secondary schools. Under such conditions, quality PE programs cannot be expected. The non-specialist teachers are generally not interested in the subject, and therefore do not have positive attitude towards the teaching PE (Hoe, in UNESCO Bangkok, 2008).

He further stressed that teachers selected to teach PE must fulfill the following criteria:

- They must agree voluntarily to teach PE;
- They must have sports background;
- They must possess an acceptable standard of motor and skill Level; and
- They must undergo an orientation program conducted by the school or education department.

In addition to this, a monitoring system should also be established to enable senior teachers to advise and support junior teachers, also more workshop and seminars should be conducted for teachers, especially for non-PE major teachers, to upgrade their teaching skills.

2.11. PE Curriculum Implementation and Students with Disability

Sydientop, Mand and Taggart (1986) indicated that, approximately 10 percent of the school-age population has some kind of disabling condition. According to them, disabling conditions can

be categorized as follows:

- Mental retardation
- Emotional disorders
- Hearing and visual impairment
- Neurological and muscular disorders
- Cardiac and respiratory disorders
- Multiple handicaps

They also stated that the categories must be examined with regard to characteristics and acceptable activities. An important point to remember, however, is that students with special needs are individuals and do not fit neatly into categories. The categories of disabling conditions provide only a general starting point for program directions. It is also important to believe and act in a manner that assists students with special needs to achieve in areas such as strength, development, stamina improvement, and self-directed leisure and sports skills.

PE as a school subject must address or ensure the participation of all learners in all matters regardless of gender, religion and disability. The Ethiopian Education and training policy, MoE (1994) stated that one of the objectives of education and training policy is to enable both the handicapped and the gifted learner in accordance with their potentials and needs. Based on this policy objective, PE must be given for all learners. According to MoE, (2001) to meet the education policy objectives as well as objectives of PE, teachers should give special attention in modifying physical activities.

Concerning PE for handicapped students, MoE stated that:

Handicapped pupils are capable of participating and succeeding in different PE activities. In the past, the physically, mentally and emotionally impaired students have been unfairly subjected to inactivity and bystander role in all our schools. In PE programs, common practice in the past has been to excuse even students with simple problems of physical handicap. PE plays a great role in preparing handicapped students for socialization with their peers and contributes to higher academic and social achievements.

Handicapped students should not be ignored in the PE program for their physical, mental and social impairments. They benefit a lot from physical activity by acquiring knowledge and skill in a variety of games and activities. They need to develop physical fitness, and maintain their health and further more; they must develop a positive and realistic attitude toward his/her

capabilities, limitations and potentialities in physical activities. Therefore, every handicapped student must be exposed to get the chance to participate in the regular PE program available to non-handicapped students. Teachers of PE should give special attention and help for handicapped students and modify physical activities based on the type and degree of their disabilities. (MoE, 2001: p-111).

But in the classroom of PE, majority or all teachers teach without considering the disabled students and their needs. According to Johansson in Williams, Almond and Sparker (1992), one third of teachers thought that the presence of disabled boys and girls made teaching more difficult. The presence of disabled pupils in regular classes gives the teachers more work, for example in planning and in implementing the lessons. H. Johansson further argued that every PE teacher has to teach disabled and should know enough about pupil's physical condition and special needs to enable him or her to plan and implement the teaching which best suits a given individual. But without considering this at present, PE lessons are carried out too much in the same form for everyone.

As stated by MOE of Ethiopia (2001), teachers of PE should give special attention and help for handicapped students and modify physical activities based on the type and the degree of their disabilities. Teachers should also be better instructed in how to stream their pupils and train on different methods of teaching handicapped students (Johansson in Williams, Alomond and Sparker, 1992).

As cited in Siedentop, Mand and Taggart (1986), Janssama and Wyatt suggested that to involve handicapped and non handicapped students in combined activity, PE teachers can use the following tactics:

1. Give different roles to the special student. Examples: a blind person paddles a canoe in the bow, and the person in the stern steers; a person with one leg plays first base in soft ball.
2. Assign different tasks to the special student. Examples: a cardiopathic student bats but does not run the bases; a paraplegic performs on the parallel bars and horse, but not the vault.
3. Provide equipment & facilitate the task or role of the special student, Examples: provide larger bats, smaller balls, lighter weights, ramps for bowling.
4. Make the activity easier for the special students. Examples: increase the size of the

serving area in tennis; permit returns to double boundaries rather than single boundaries.

5. Ensure the safety of the special student. Examples: employ a partner system, use extra mats

Thus PE program should equalize opportunities between able students and disabled, males and females and so on. The positive impact of PE and sport on child education and as an integral component of quality education are important elements. Using PE and sports to promote gender equality, girls are given opportunities to be leaders, to improve their confidence and self-esteem, and to interact with their peers outside the home and beyond family networks (UNESCO BANGKOK, 2008).

2.12. Effective Teaching Strategies in PE

The research on teaching effectiveness attempts to identify the relationship between variables observable during the process of teaching and student achievement (product). In a similar approach researchers are seeking an answer to the question "what does make a difference between more and less effective teachers?" According to this approach, behaviors of teachers and pupils are compared in classes where the pupils' learning gain is the highest or the lowest. (Williams, Almond and Sparker 1992). According to them, highest learning gains in a PE class seemed to be the result of three convergent factors.

- A. **The management of class time**- which is concerned with the effective utilization of the PE time /period/ to practice physical activities/ spending higher amount for practicing the content.
- B. **Pupils behavior**- pupils achieving higher learning gains have a higher specific motor engagement time, and paying more attention to the teacher's intervention and to the activities of their classmates.
- C. **Teacher's intervention**- presentation of content, specificity, correctness and appropriateness of feedback.

Williams, Almond and Sparker (1992) conclude that, a sound knowledge of the subject matter taught is a warrant of these interventions when completed by adequate communication skills.

Traditionally, PE teachers have spent most of their curriculum time on topics associated with

"skill development for play and sport", "physical fitness", movement skills and physical recreation", in both primary and secondary schools, (Hunter, 2003). Therefore, if PE is to create learning experiences for students with the contemporary curriculum, there needs to be a shift in pedagogy from teacher- directed to student centered including an emphasis on "teaching for understanding", personal investment, group decision making and problem solving to give students a sense of ownership and control of their learning experience (Clennette and Broojker, 2005).

2.13. Observable Indicators of Effective Teaching

According to Elizabeth Perrott (1982), there are three factors associated with effective teaching which have positive and negative poles and can be defined by:

1. Warm and understanding versus cold and aloof
2. Organized and businesslike versus unplanned and slipshod.
3. Stimulating and imaginative versus dull and routine.

Teachers rated nearer the positive poles of each factor are considered more 'effective' than teachers rated nearer the negative poles.

Perrott also stated another set of research studies on teacher effectiveness which was carried out by Flanders (1970) and his associates. Flanders' studies observe two contrasting styles of teaching: direct and indirect. Direct teaching is characterized by teacher reliance on lecture, criticism, justification of authority and the giving of directions. Indirect teaching is characterized by teacher reliance on asking questions, accepting pupils' feelings, acknowledging pupils' ideas and giving praise and encouragement. A substantial number of students have found that pupils of 'indirect' teachers learn more and have better attitudes toward learning than pupils of 'direct' teachers. But Flanders suggests that both direct and indirect behaviors are necessary in good teaching. E.g. a teacher can promote learning by a direct teaching strategy such as lecture -explanation to clarify a difficult topic, but the lecture-explanation can be made more indirect by the occasional asking of questions to determine whether pupils understand the presentation.

2.14. Characteristics of Effective PE Teaching

Hickson and Fishburn (2005) stated that, in a review of PE teaching research, they suggested

the following characteristics for the effective teaching of motor skills: the planning for class management and student learning, the anticipation of situations and contingency plans; the awareness of individual student skill differences and use of such information in planning and monitoring; the acquisition to plan; the knowledge of, and when to use, a repertoire of teaching styles; the accuracy and focus of explanation and demonstration; the provision for adequate student practice time; the maximization of appropriate student practice and engagement; the minimization of inappropriate student practice and engagement; and engagement; and the minimizing of pupil waiting.

As cited in Hickson and Fishburn (1982), Rink (1993) also reviewed the research on effective teaching and identified seven distinct teacher characteristics associated with effective instruction in the PE realm. She identified the following teacher characteristics: the identification of intended outcomes for learning; the planning experiences to accomplish these outcomes, the presentation of tasks in a clear manner; the organization and management of the learning environment; the monitoring of the environment; the development of the lesson content based on student responses; and the evaluation of the effectiveness of instruction/curricular process.

2.15. Teachers Motivation, Interest, and Ability

Does the motivation of a teacher affect teaching performance? Do teachers do a better job when they have a personal interest in the activity? Siedentop, Mand and Andrew (1986) suggested that, obviously, the answer is often yes to both questions. Good planning is often the result of high motivation and interest. When planning and assignments are made within a department, it makes sense to consider the interests of various teachers.

Nevertheless, most PE programs include many activities, and inevitably teachers must plan for activities in which they have less interest. While this chore or duty may be harder, it still needs to be done well. It is a narrow PE program when choice of units is reflected by one teacher's interest. The PE staff cannot afford to sight of the program philosophy when choosing what content to teach. The ability of a teacher to perform the skills being taught also needs to be rationalized when content is being adopted for the curriculum.

CHAPTER THREE

METHODOLOGY OF THE STUDY

3.1. Research Design

In this study, a descriptive survey method was used. In order to exhaust the process of implementation and some challenges, making a survey is recommended. The research involved a mixed research design. So both quantitative and qualitative method of data analysis employed.

3.2. The Research Setting, Participants and Sampling Techniques

The study was done in 2 secondary government schools and 1 private owned school in Debre Markos city administration. In the city Administration there are 2 government and 1 private owned schools. All the schools are selected for the study.

In the selection of the research participants, both purposive sampling and systematic random sampling were used. Therefore data gathered from all secondary school directors, all PE teachers, and curriculum coordinators from Debre Markos city administration education office. Even though schools are under government and private, they are under different conditions, background and characteristics. Stratified random sampling was applied in which ownership was the stratifying variable. By using proportional allocation method each school and home room contributed to the sample a number of student participants that is proportional to the size in the population.

With regard to the sample size, all the 3 secondary school directors, and all 5 PE teachers taken as participant of the study. By using stratified random sampling method from the 3 secondary schools, from grade 9 (184) and grade 10 (186) from the total population of 1851 secondary school students 20% of students, that is a total of 370 students taken as participant for the study.

All 3 curriculum coordinators of Debre Markos city Administration education Office also taken as participant for the study.

Table 1: List of schools and number of participants

No	School	Total population	Directors	PE	Students	Total
1	Tekle Hymanot Secondary school (9-10)	980	1	2	196	1179
2	Jica secondary school (9-10)	231	1	1	46	279
3	Menkorer secondary school (9-10)	640	1	2	128	771
4	Curriculum coordinators	3	-	-	-	3
Total		1851	3	5	370	2232

3.3 Data Collection Instruments

Three instruments were used in the collection of data for this study, namely; questionnaire, observation and focus group discussion.

3.3.1 Questionnaire

Since it is the most appropriate and useful tool to gather factual information for this study, two types of questionnaire prepared and administered to PE teachers, and students. For directors and curriculum coordinators, the same type of questionnaire. For PE teachers' one type of questionnaire and another type of questionnaire was prepared and distributed for students.

The questionnaire contains two parts. The first part of questionnaire contains data about the respondents' age, sex, experience, educational background /level/.

The second part of the questionnaire contains (ratings, closed ended items and open ended items).

Questionnaire administered for students was prepared in Amharic to enable students to give clear and factual information for the study by avoiding language barriers. PE teachers' Questionnaire for PE teachers has 3 items and questionnaire for students has 3 items.

3.3.2. Observation

Observation is one of the methods to observe the real instructional process and challenges in a face to face manner. So, observation was conducted at practical session of the lesson and the implementation of PE as well as the physical environment of the school.

To make the observation biases free the observation was process conducted an outsider using by an observation check-list. The observers were selected from preparatory schools of PE teachers and they were training how to conduct observation and organize data. And in each school from each grade level one practical PE class a total of 5 class observation conducted. By doing so, data about what the actual curriculum implementation and its challenges were collected.

The Observation check-list have two parts. The first part of the check-list deals with general information like the grade, topic of lesson, number of students in the class, teachers' sex, age, date play grounds, school physical plant (green area).

The second and the main part of the observation check-list contained lists used to get information about the curriculum implementation process as well as physical environment used to conduct PE.

3.3.3. Focus Group Discussion /FGD/

As one of the most powerful instrument to gather information in qualitative research, focus group discussion with school directors and curriculum coordinators carried out to find out what is in their mind about PE, and to express their wish and intention in their own words.

The FGD questions were semi-structured to allow participants to express their feelings and thought, freely. The facilitators were selected from preparatory school teachers and oriented how to approach the interview as well as how to handle the discussion.

3.4. Source of Data

In order to achieve the objectives of the study primary and secondary sources of data were employed. The primary data was gathered mainly by the tools such as questionnaire, observation and focus group discussion where as the secondary source of data were different articles, internet, magazine, published and unpublished materials, books and journals

3.5 Data Collection Procedures

Questionnaires for PE teachers were prepared in English while questionnaire for students was translated in to Amharic to ease language problems for the students in during responding to the questions.

Once data were gathered through questionnaire, PE practical class instruction was observed. This is helpful to cross-check the reliability of data gathered through questionnaire and to make the data versatile.

Observation of 5 practical PE class was conducted by assistant data collectors assigned for the research to avoid bias. Focus group discussion was conducted with school directors and D/Markos city administration education office curriculum coordinators. FGD was used as a tool to collect data and to triangulate the results obtained through other data collection instruments.

To avoid bias and make respondents free in their behaviors, the observation and the FGD was conducted by 3 secondary of two-preparatory PE teachers and finally the consistency of results that might be seen from these different data collectors checked.

3.5.1 Data Analysis Procedures

The research involved a mixed research design. So both quantitative and qualitative method of data analysis employed concurrently.

Data collected through FGD and observation were analyzed through narration and word explanation (qualitatively). And data collected through questionnaire were analyzed through quantitative techniques like percentage.

CHAPTER FOUR

Presentation, Analysis and Discussion

As already mentioned, the purpose of this study is to identify P.E. curriculum implementation and challenges in secondary schools of D.M. town. Data gathered by using questionnaire, focus group discussion and observation from P.E teachers, school directors, curriculum coordinators and students were organized and presented.

In this part, the relevant data obtained from respondents were presented in qualitative & quantitative analysis followed by discussion. The quantitative data were presented in table under 5 categories or key areas. Based on the purpose of the study, the presentation & discussion of the paper followed four key areas.

- i. Availability & usage of curriculum materials
- ii. Adequacy of resources
- iii. The P.E environment &
- iv. Issues concerns and challenges related to secondary schools PE curriculum implementation

4.1 The Current Practice of P.E

4.1.1 Curriculum Content Areas, Thematic Aims and Objectives

These different activity areas had their own thematic aims which are primarily concerned with mental, physical & social development of students in general & motor skills development, sport specific skills development, health related fitness development, active life style & moral development in particular. Regarding this respondent's response on the curriculum activity areas, thematic aims & objectives are presented as follows.

A. Curriculum Content Areas

Table 2: Curriculum Content Areas

No	Curriculum Content Areas	Teachers responses			
		Yes		No	
		No	%	No	%
1	Individual & team sports coverage 10 th	5	100	-	-
2	Gymnastics coverage 9 th	5	100	-	-
3	Athletics coverage 9 th	5	100	-	-
4	Concepts of P.E coverage 10 th	5	100	-	-

As it could be seen in table 2 above, all (100%) of teachers respondents replied that all the activity areas of the curriculum are taught in their schools. Under each curriculum activity areas different sport specific games like foot ball, volley ball, gymnastically and athletic disciplines are practiced.

B. Curriculum Thematic Aims and Objectives

The secondary school curriculum contains different aims and objectives to be achieved by the learners focusing on motor skills development, sport specific skills development health related fitness development, leadership & social programs. According to PE objectives, secondary school students are expected to perform all basic skills of all ball games, athletically & gymnastic skills they learned in the previous & current education level. Respondents were asked whether or not students have achieved the different curriculum thematic objectives, and the response were analyzed as indicated below.

Table 3: Level of students' achievement of objectives of P.E designed for the education level

Respondents	Responses					
	High		Average		low	
	No	%	No	%	No	%
P.E teachers	1	20	2	40	2	40
Directors	-	-	1	33.33	2	66.66
Students	26	7	90	27	244	66
Curriculum coordinators	-	-	1	33.33	2	66.66

As it could be seen from table 3 above, 2 (40%) of P.E teachers respondents, 2(66.66%) of director respondents 2(66.66%) of curriculum implement & development implementers 244(66%) of students respondents said that students have low P.E objectives achievement, 34% (7% high and 27% average) of the respondents said that those predetermined objectives set for P.E are achieved by students at average & high level respectively.

Also it was triangulated by asking students to state what sport activities they can perform currently. According to their response, 51(28%) of the respondents can perform only foot ball specific skills, 29(16%) of respondents can perform only volley ball specific skills, 13(7.3%) of respondents can perform only B.B specific skills, 21(11.3%) of the respondents can perform only hand ball specific skills, 15(8%) of respondents can perform gymnastic specific skills and only 10(4.6%) of the respondents can perform all sport specific skills to be achieved in the education level. But significant number of student respondents, 46(24.6%) cannot perform any of the sport skills that should be achieved by them.

The findings from the response on the level of achievement of P.E objectives show that P.E objectives are not achieved by the students. So, by giving Attention, directors curriculum implementers teachers and students are required to make more effort in assessing the curriculum implementation process according to, the direction achieving lesson objectives.

P.E curriculum implementation should be in accordance with the achievement of those pre determined educational objectives, because these objectives should be achieved by the learners. Based on this fact P.E teacher respondents, curriculum implementers & directors were asked how much P.E curriculum implementation is arranged in order to achieve P.E objectives & the data was analyzed as shown below.

Table 4 The consistency of PE implementation with lesson objectives

Respondents	Responses					
	Yes		No		I don't know	
	Number	%	Number	%	Number	%
P.E teachers	2	40	3	60	-	-
Directors	1	33.33	2	66.66	-	-
Curriculum coordinators	1	33.33	2	66.66	-	-

According to the data in table 4 above, 3(60%) of teacher respondents, 2(66.66%) of director respondents and 2 (66.66%) of curriculum coordinators responded that P.E curriculum implementation was not in accordance with achieving lesson objectives & 1(33.33%) of directors, 1(33.33%) of curriculum coordinators & 2(40%) of P.E teachers respondents replied that the curriculum implementation process accorded /harmonized/ with achieving the lesson objectives.

In addition to the above rating questions, respondents were also asked in the interview to respond why they answer "No" & they said, P.E curriculum implementation was not in accordance with achieving its objectives, because:-

- In most of our schools, there were no sport fields, materials and equipment, with in this scarce condition, curriculum implementation could not be in accordance with achieving lesson objectives.
- There were no workshops, short term trainings & other opportunities to update P.E teachers.
- Some P.E teachers were less motivated & less competent to their subject. So curriculum implementation could not be in accordance with the predetermined, lesson objectives.
- The assessment system of P.E was performance related rather than objective related. So, curriculum implementation could not be in accordance with the objectives designed to the subject.

4.1.2 Curriculum Content Coverage

Since contents are integrated vertically & horizontally, content of one grade level is a stepping block for the next grade as well as for another academic subject. This fact revealed that contents designed for each grade level should be covered as far as possible. Omitting some content areas make P.E curriculum implementation incomplete. Data about content coverage was collected from students & the results are summarized below.

Table 8: Are P.E Curriculum Contents Covered?

Respondents	Responses			
	Fully covered		Some contents omitted	
	No	%	No	%
Students	93	25.33	277	74.67

As it depicted in table 8 above, 277 (74.67%) of students respondents said that some contents are always omitted by the teacher & 93 (25.33%) of student respondents mentioned that, contents are fully covered.

Students were also asked to indicate major reasons why contents were omitted & those who were interested gave reasons which have been listed below.

- Some P.E teachers omitted those contents which are challenging for them to teach or demonstrate.
- Some teachers are careless in covering contents. These careless teachers mostly lose periods.
- Some P.E teachers taught by selecting those contents that are easy & good for them.
- Some teachers know mostly the theoretical part of the curriculum, so they mostly jumped the practical part of the lesson.
- Lack of equipment and facilities in the school make impossible to teach some contents.

4.1.3 Enquiry in to P.E Curriculum Implementation in Relation to Inclusion of Diversity

According to UNESCO international charter of P.E & sport (1978), article 3.1 intimates clearly that P.E & sport programs should give priority to the requirements of disadvantaged groups in society. P.E as a school subject should address or ensure the participation of all learners in all matters regardless of gender, religion & disability.

As indicated in the Ethiopian education & training policy, to enable both the handicapped & the gifted learners to participate in P.E classes in accordance with their potentials & needs in a matter of giving equality of opportunity in the education system.

Gender

The table below presented the equality of opportunity for boys & girls in P.E

Table 6: opportunity for boys & girls to participate in P.E practical classes?

Respondent	Responses			
	Yes		No	
	No	%	No	%
P.E Teachers	5	100	-	-

As it could be seen from table 5, all the 5(100%) teacher respondents mentioned that there is equal opportunity for boys & girls in P.E practical classes. In addition to the data gathered through questionnaire data gathered through observation revealed that girls & boys participate equally in P.E practical classes with the exception of some girls that have biological causes & get permission for rest in that practical period.

Disability

The issue of inclusion is an ongoing cross curriculum challenge for which P.E can play an important part. P.E teachers should give special attention in modifying physical activities based on the degree of impairments & help handicapped students to participate in P.E program for their physical, mental & social impairments. P.E teacher respondents were asked to indicate opportunities they gave for disabled students to participate in PE classes. The results are shown in the table below.

Table 7: Opportunity for students with disabilities to participate in P.E practical classes

Respondents	Responses			
	Yes		No	
	No	%	No	%
P.E Teachers	1	20	4	80
Directors	-	-	3	100
Curriculum coordinators	-	-	3	100

Opportunities given for students with disabilities, was rated by 41(20.9) of P.E teacher respondents and No, by 4(80%) of P.E teacher respondents.

In addition to this, data gathered through class observation revealed that students with different disabilities such as auditory, visual, hand & leg impairments or walking' difficulties & different health related problems did not participate in the practical classes. They were simply sitting & looking as spectators while their classmates were performing different activities.

Teachers respondents were also asked why they did not give equal opportunity for disabled students and they listed the following reasons; -

- They could not see, so how could I teach them?
- They were not ready to do, so how could I help them to participate?
- It is impossible to teach them physical activities.
- I don't know & have no training how to teach handicapped students.

4.1.4 Supervisory Activities and Academic Support

The supervisory role of directors, department members, zone education department implementers, regional education bureau coordinators & others are very important. P.E. curriculum implementation needs frequent supervisory support services & follow up from different educators. Problems seen in curriculum implementation of P.E have to be resolved as soon as they are observed. With this in mind respondents were asked if P.E curriculum implementation is supported by supervisors are presented below.

Table 5: supervisory activities & academic support for P.E curriculum implementation.

Respondents	Responses			
	Yes		No	
	No	%	No	%
P.E Teachers	1	20	4	80
Directors	1	33.33	2	66.66
Curriculum coordinator	1	33.33	2	66.66

As it observed in table 5 above 2 (66.66%) of curriculum implementers, most of teachers respondents, that is 4(80%) & the majority of directors 2(66.66%) responded that P.E curriculum implementation was not supported by different supervisory activities from different bodies.

From this, it could be understood that P.E curriculum implementation was not supported by supervision by different responsible bodies.

4.2 Availability and Utilization of Resource Materials

Teaching learning resource materials are very important educational inputs without which it would be difficult to implement the curriculum properly, with this in view attempts have been made to examine the availability of basic curriculum materials; syllabus student text, teachers guide, sport facilities and equipment.

4.2.1 Curriculum Materials

For effective curriculum implementation, all teachers should be supplied with the necessary curriculum materials. Student text books, teachers guide and the syllabus are most important that teachers should have at hand at all times. P.E teachers in the sample schools were asked about the availability of these curriculum materials.

Table 9: Availability of P.E curriculum materials:

Respondents	Curriculum materials	Responses					
		Sufficient		In sufficient		No any	
		No	%	No	%	No	%
Teachers	Syllabus	-	-	1	20	4	80
	Students text book	3	60	2	20	-	-
	Teachers guide	-	-	-	-	5	100

As it could be seen in table 9 above, curriculum which are the most important materials necessary for curriculum implementation are not fulfilled in most of the schools. Most of the teachers 4(80%) didn't have the syllabus. On the other hand, student textbooks are available in all schools except one school. Concerning teachers guide, 5(100%) of the teachers have no guides.

On the whole, curriculum implementation of secondary schools, P.E is affected by the scarcity of syllabus and teacher's guide. Thus, all the stakeholders who are concerned should make, these teaching resource materials (syllabus and teachers guide) available for teachers & be sure that all teachers are using all the curriculum materials.

4.2.2 Sport Facilities and Equipment

Similar to other theoretical and practical subjects, P.E requires basic sport facilities and equipments. So, for proper P.E curriculum implementation, governments & administrators must fund the most basic facilities & equipments. According to the secondary school P.E curriculum

of Ethiopia, students have to learn basic & complex skills of ball games, gymnastics, Athletics as well as ethics & self defense. So for proper curriculum implementation, all the necessary sport facilities and equipment should be available in schools.

In this respect, P.E teachers' response on the availability & quality of sport facilities & equipment in their school is presented in the table below.

Table 10: Availability & Quality of Sport Facilities

No.	Facilities	Response (quality)								Response (quality)							
		Excellent		Good		Adequate		Poor		Extensive		Above average		Sufficient		In sufficient	
		No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%
1	Soccer field							5	100	-	-	1	20	-	-	4	80
2	Volley ball court	-	-	1	20	1	20	3	60	-	-	1	20	-	-	4	80
3	B.B court							5	100	-	-	-	-	-	-	5	100
4	Hand ball court							5	100	-	-	-	-	-	-	5	100
5	Running track							5	100	-	-	-	-	-	-	5	100
6	Jumping facilities	-	-	-	-	1	20	4	80	-	-	-	-	1	20	4	80

According to table 10, data collected about the quality of facilities indicated that, 5-8 (57%-88.89%) of teacher respondents responded that the quality of all school sport facilities were poor, & 6-8(66.67 -88.89%) of teacher respondents responded that even the existing facilities are with insufficient quality.

Table 11: Availability & Quality of Sport Equipment

B. Equipment																	
1	Soccer balls	1	20	-	-	1	20	3	60	-	-	2	40	1	20	2	40
2	Volley balls	1	20	-	-	1	20	3	60	-	-	2	40	1	20	2	40
3	Basket balls	-	-	1	20	1	20	3	60	-	-	-	-	1	20	4	80
4	Handballs	-	-	-	-	1	20	4	80	-	-	-	-	1	20	4	80
5	Net (in size)	1	20	-	-	1	20	3	60	-	-	-	-	4	80	1	20
6	Hurdle inset	-	-	-	-	-	-	5	100	-	-	-	-	-	-	5	100
7	Starting blocks	-	-	-	-	-	-	5	100	-	-	-	-	-	-	5	100
8	Skipping rope	-	-	-	-	1	20	4	80	-	-	-	-	1	20	4	80
9	Discus in size	-	-	-	-	1	20	4	80	-	-	-	-	1	20	4	80
10	Jardin in size	-	-	1	20	-	-	4	80	-	-	-	-	1	20	4	80
11	Gymnastic mat	-	-	-	-	1	20	4	80	-	-	-	-	1	20	4	80
12	Horse	-	-	-	-	-	-	5	100	-	-	-	-	-	-	5	100
13	Vaulting box	-	-	-	-	-	-	5	100	-	-	-	-	-	-	5	100
14	Spring board	-	-	-	-	-	-	5	100	-	-	-	-	-	-	5	100
15	Shot put in size	-	-	-	-	1	20	4	80	-	-	-	-	1	20	4	80
16	Parallel bars	-	-	-	-	1	20	4	80	-	-	-	-	1	20	4	80
17	Horizontal	-	-	-	-	1	20	4	80	-	-	-	-	1	20	4	80
18	Uneven bars	-	-	-	-	-	-	5	100	-	-	-	-	1	20	4	80
19	Medicine balls	-	-	-	-	-	-	5	100							5	100

According to the data gathered and analyzed in table 11, 3-5(66.67-100%) of teachers respondents responded that schools use poor sport equipment, and also 4-5 (66.67%-100%) of teacher respondents approved that in all schools sport equipment are within insufficient quality.

Data collected from observation from schools, Debre Markos schools have no any /or have only limited & in sufficient sport fields in their school compounds.

- Debre Markos secondary school had only volley ball & one basket ball court (serve 9-10 grade students)
- Menkorer had one mini foot ball field, 1 volley ball course only (this school give service for students from 9-10)
- Jica had no foot ball field, volley ball court (it gives service for students (9&11).

Thus the collected data about the quality of facilities indicated that the amount of facilities that should be fulfilled in all the schools were inadequate & poor.

From this, it could be understood that lack of facilities and equipment in quality & quantity was one of the obstacles for P.E curriculum implementation. Schools that have facilities and equipment challenge make P.E curriculum implementation very difficult. Unlike many areas of curriculum, the facilities & equipment at schools disposal dramatically dictates the activities of the P.E program. School facilities were a hindrance to the quality of P.E instruction. "Equipment availability" was the greatest determinant of teaching content. This indicated that it reduced the student's accessibility to physical activity and limited the teacher's ability to offer activities which require a lot of equipment, (British Columbia MoE, 2001).

4.2.3 Teaching Personnel

A. Educational Background of P.E Teachers

According to the new Ethiopian Education and Training Policy & its implementation strategy, to teach in secondary schools, teachers academic level & professional training must be first degree & above in the area.

Concerning this, the level of academic & professional training of P.E teachers was assessed and the results are presented below.

Table 12: Academic & Professional Training of P.E Teachers

Qualification	Number	%
Diploma	-	-
First degree	5	100
Second degree	-	-
Total	5	100%

As indicated in table 12, 5(100%) of P.E teachers in D/Markos Secondary schools have first degree in P.E. So, it is in line with the standard of the education policy of Ethiopia.

B. Teachers Academic Competency

Personnel professionally responsible for P.E & sport should be appropriately qualified having adequate levels of specialization. The acquisition & development of the necessary relevant skills are acquired in teacher training programs & must be updated throughout a teacher's career through in service training or continuing professional development (CPD) programs.

In addition to their specialization, P.E teachers should be academically competent & physically fit for fruitful implementation. Commonly P.E teaching competencies sought embrace, subject knowledge & understanding, teaching ability including application of range of inspirational & inclusion related. Teaching interventions, based on the premise that the individual is at the centre of all teaching & learning. Bucher and krotee (1998) stated that the teacher/coach/ should be graduate of an accredited institution that Prepares professionals for a career in P.E & sport, because P.E & sport is grounded in the science of anatomy, exercise physiology, bio-mechanics, sport sociology, psychology & sport management. Also they should be well versed in these disciplines as well as in research methods. Based on this fact academic competency& physical fitness of P.E teachers was assessed & the results were shown in the table below.

Table 13: Academic Competency & Physical Fitness of P.E Teachers

Respondents	Responses					
	High		Average		Low	
	No	%	No	%	No	%
Students	18	4.86	148	40	204	55.13
Directors	-		1	33.33	2	66.67
Curriculum coordinators	-	-	1	33.33	2	66.67

As it could be seen in table 13, 204 (55.33%) of student respondents, 2(66.67) of directors 2(66.67) of curriculum implementer answered that P.E teachers are with low academic competency & with low fitness level for P.E 148 (40%) of student respondents, 1(33.33%) of directors & 1(33.33) of Curriculum implementer responded that P.E teachers competency & fitness is at an average level.

The rest 18(4.67%) respondents no directors & no curriculum coordinators responded that P.E teachers competences and fitness level is high.

The data gathered during class observation show that P.E teachers directly order/command/students to perform activities rather than first demonstrate of activities step by step & then support students to perform & all P.E teachers teach by using Amharic language as media of instruction instead of English language, which was the proper language of instruction for secondary P.E.

This is because of lack of subject knowledge & understanding with its proper instructional language which is one of the symptoms to be academically incompetent.

From this, it can be understood that P.E teachers competencies & fitness to difference exercise which are the centre of the teaching learning process of P.E is less.

4.3 School Environment

The whole school environment, P.E teachers, students and parents' readiness & awareness is very crucial for P.E curriculum implementation. Within the P.E environment, different net work activities should also exist in school; net works with sport clubs, links with different organizations to conduct intra-mural & extra-mural activities. The school environment should be encouraging to create different links between school PE programs & the community to enable out of school activities beyond school opportunities.

4.3.1 P.E Subject Status

P.E is accorded equivalent status to that of other subjects as part of a balanced curriculum in Ethiopia education system. One of the major factors for effective curriculum implementation is student's perception about the status of P.E when compared to other subjects.

So the legal & perceived actual statuses of P.E in relation to other subjects were assessed by asking-PE teachers & student respondents to indicate with rated scale. The results are presented in the table below.

Table 14: The Actual Status of P.E Compared with Other School Subjects

Respondents	Responses					
	High status		Same status		Lower status	
	No	%	No	%	No	%
P.E teachers	-	-	1	20	4	80
Students	58	12.98	136	39.46	176	47.56
Total	58	12.98	137	59.46	180	63.28

As it could be observed from table 13 above, 176 (47.56%) of students respondents & 4(80%) of teacher respondents give lower status to P.E, 58 (12.98%) of student respondents gave higher status for P.E compared to other academic subjects, 1(20%) teachers & 136 (39.46%) of students replied that they gave same status as other subjects.

They were also asked why they gave lower status for P.E. Their answers included the following:

- P.E was not an examinable subject like others in national exams
- There was public misconception about the subject
- It was not as important as other subjects. If it was as important as other subjects, the different facilities and equipment problems would be solved by the school.
- The school community & other community members gave very less status for PE.
- Some P.E teachers are less ethical & academically less competent when compared with other subject teachers
- It has no significant importance for future life (career)
- Families did not understand the importance of P.E for students. From this, it could be understood that, in practice P.E is considered by students, to have lower status than other subjects. Even some teachers also perceived P.E to have lower status. As Hardman (2008) indicated, subject status may be equal in law but this is not actually matched in the reality of practice,

4.3.2 Intra Mural and Extra Mural Activities

Co-curricular activities that contain intramural & extramural activities were extensions of P.E program which were the vital part of P.E curriculum implementation & must serve various purposes & needs of students. Intramural & extramural activities provided an enrichment services for all students because, students needed to perform more activities than the two or one forty minutes scheduled class period provided for curriculum implementation process. Schools effort in planning & executing these activities was assessed indicated in the table below.

Table 15: Planning & Performing Intramural & Extramural Activities

Respondents	Responses					
	Yes		No		Only when ordered	
	No	%	No	%	No	%
P.E teachers	2	40	1	20	2	40
Students	94	25.40	190	51.35	86	23.24
Directors	1	33.33	2	66.66	-	-
Curriculum coordinators	1	33.33	2	66.66	-	-

As it is shown in table 14 above, 2(40%) of teacher respondents, 94(25.40%) of student respondents, 1(33.33%) director respondents responded that they plan & implement extra & intramural activities every year. According to the data gathered from focus group discussion with school directors, & curriculum implementer especially in D/markose secondary school inter school sport competitions are executed in every academic year, & they take it as a mandatory activity of the school. However, a considerable number, 2(66.66%) of director respondents, 2(66.66%) of curriculum implementer & 1(33.33%) of P.E teacher respondents & 190(51.35%) of student respondents answered that school sport competitions were not planned & executed, in their school. The rest 2(40%) of P.E teacher respondents & 86(23.24%) of student respondents respond that school sport competitions were held when ordered to do so by education office & the bureau.

Respondents were also asked why schools ignore school competitions & they gave the following reasons

- Lack of facilities & equipment to conduct school sport competitions,
- In the presence of some facilities, some teachers were not interested & committed to conduct school sport competitions,
- Lack of time to conduct the inter school competition
- Lack of budget to conduct competitions.

As Bucher and Krotee (1998) stated, providing sound educational programs in competitive or varsity inter scholastic sports was one of the challenges that all P.E professional should recognized.

It could be concluded that schools sport competition which could play a significant role in P.E curriculum implementation were ignored in most of the schools.

4.3.3 Motivation and Readiness

A. Teacher's Readiness

One of the factors that affect P.E curriculum implementation was teacher's readiness. Teachers' readiness & commitment was assessed in terms of teachers attitude towards teaching P.E, their academic knowledge as well as their physical fitness ability in performing different physical activities, and demonstrate for their students to enable them achieve the objectives. Wearing

proper sport dress at the time of P.E practical classes was also readiness of P.E teachers. The data gathered on teachers readiness was presented in the table below.

Table 16: Teachers Readiness to Teach P.E

Respondents	Responses					
	High		Average		Lower	
	No	%	No	%	No	%
Students	97	26.51	124	33.51	149	40.27
Directors	-	-	1	33.33	2	66.66
Curriculum coordinators	-	-	1	33.33	2	66.66

According to table 16 above, 149(40.27%) of student respondents & 2(66.66%) of directors & 2(66.66%) of curriculum implementer in the focus group evaluated teachers readiness /commitment to teach P.E (in wearing sport wear, using P.E periods properly, application of different teaching materials, maintenance of sport fields, motivating students), is low. Where as 124(33.57%) of students evaluated that teachers readiness was average, & 97(26.51%) of student respondents replied that teacher readiness was high. In addition to this, data gathered during observation showed that, from the observed 5 P.E practical class teachers, 3(60%) of P.E teachers did not wear, sport dresses.

B. Students Interest and Readiness to Learn P.E

In PE curriculum implementation process the readiness of students to learn participate and practice in different physical activities is very important without readiness of students to learn PE effective curriculum implementation was impossible. With regard to the readiness of students data collected from students are shown below.

Table 17: Students Interest in Learning PE

Respondents	Responses					
	High		Average		Low	
	No	%	No	%	No	%
Students	170	46	110	30	90	24

As it depicted in the table 17, 170(46%) of students respondents answered that students participation in PE classes was high, while 110(30%) & 90(24%) of respondents respond that level of students interest was average & low respectively. Students were asked why their

interest in PE classes become low & why they gave the following answers;-

- Its future contribution for my life is insignificant we learnt it only to pass the examination.
- Starting from childhood, we had fewer, motives for PE,
- I always felt it is tiresome rather than its educational advantage.
- The subject was not so challenging like physics, maths & others,
- Teachers did not evaluate students correctly. So I was not interested in learning it.
- Some P.E teachers had less academic competencies that is why I gave less value to the subject.

C. Attitudes of Parents Towards P.E

In the teaching learning process, participation, support & positive attitudes of parents towards P.E was very decisive. Their attitude towards the subject had its own contribution in curriculum implementation especially in fulfilling different sport wears & motivating students to participate intra-mural & extra mural activities. Attitudes of parents towards P.E were assessed & the results were summarized in the table below.

Table 18: Parents Attitude towards P.E

Respondents	Responses							
	Equal with other subjects		Consider it simply as a play		Consider it as it reduces academic achievement		Consider it as it increases academic achievement	
	No	%	No	%	No	%	No,	%
Students	64	17.29	232	62.70	40	10.81	34	9.19
Teachers	1	20	4	80	-	-	-	-

As it could be seen in table 18 above 232 (62.70%) of student respondents & 4(80%) of teacher respondents answered that parents considered P.E simply as a play that had no contribution to physical, mental & social development of the learner. 64 (17.29) of students & 1(20%) of teachers responded that parents gave equal status for P.E like other subjects. The rest that is 40(10.87%) and 34(9.19%) of student respondents answered that, parents consider P.E as it reduced academic achievement & as if increased academic achievement respectively

4.4 Issues, Concerns and Challenges Related to Secondary Schools P.E Curriculum Implementation

At the end respondents were asked to suggest specific issues, concerns or challenges related to secondary P.E curriculum implementation in D/Markos city administration. And they have suggested the following.

- Unavailability of sport facilities, equipment and curriculum materials.
- Some P.E teachers were not professionally ethical & use P.E periods.
- Some P.E teachers were not academically fit & competent & well able incapable to demonstrate physical activities & different drills.
- Some teachers & students relationship was not positive, because of this rather than motivating students, some teachers used marks to teach students, teachers did not consider individual differences, specially problems of girls,
- Wrong way /injustice/ assessment & evaluation system was applied in practical examinations.
- Both teacher & student did not use proper sport dress,
- Subject status given for P.E was less than other subjects,
- Less capacity of some teachers to use different teaching methods & motivated students to participate and
- Absence of supervisory support for P.E by supervisors & education experts.

CHAPTER FIVE

5. SUMMARY, CONCLUSION AND RECOMMENDATION

This chapter deals with summary, conclusions and recommendations made on the study.

5.1 Summary

Hence, the purpose of this study was to assess/ examine/ P.E curriculum implementation & challenges faced in secondary schools of D/Markos city administration. In order to meet these purposes four leading questions were set.

1. Does the ongoing P.E curriculum implementation process had conducive ground to achieve the objective of P.E curriculum?
2. Are students motivated & interested in the subject?
3. Are teachers properly (well) qualified, motivated, interested and use appropriate method to each P.E?
4. What are the major challenges that encountered the implementation of secondary school P.E?

To answer these basic questions, data from 2 government and 1 private owned secondary schools in D/Markos administration were collected.

The data were collected from 5 P.E teachers, 3 directors, 3 curriculum development & implementation process implementers, and 370 randomly selected secondary school students.

Employing survey method, questionnaire, focus group discussion & observation were used to collect data in line with the research questions. Questionnaire was used to gather information from P.E teachers & students. Focus group discussion was also employed to collect data from. School directors & curriculum coordinators of D/Markos city administration education office. Observation was also used to gather relevant data from P.E classes.

The data collected through questionnaire were organized & analyzed quantitatively using percentage, data gathered through open ended questionnaire, focus group discussion & class observations were analyzed qualitatively.

Based on the analysis, the following major findings were obtained:

1. As one of the subjects in the Ethiopian school curriculum, P.E is delivered in all secondary schools of D/Markos but the predetermined curricular objectives designed for 9&10 grade level were not achieved by the learners because of lack of P.E resources, in adequate school environment & social awkward of students.
2. In all government and private owned schools, P.E curriculum implementation was not given in accordance with achieving lesson objectives. Even though grade 11 & 12 are the finishing years of the Ethiopian secondary schools, development of fundamental motor skills & different sport specific activities were not achieved by most of the students. (The majority of the students were not meeting the aims & goal of the curriculum)
3. In all schools there was no supervisory activities & academic support for P.E & different sport programs, to provide guidance & improve the quality of teaching & proper curriculum implementation.
4. There was no equal opportunity for students with disabilities to participate in P.E Classes
5. It was found out that some contents were not covered in the academic year.
6. The findings of the study disclosed that because of scarcity teachers (in all schools) could not use the three curriculum materials especially there were no teachers that able to use the syllabi.
7. It was found out that the basic & common obstacles or barriers in P.E curriculum implementation were lack of sport equipment & facilities.
8. With regard to academic competency, some P.E teachers were found to have less academic competence & less fit /unable to demonstrate different motorical & sport specific activities).
9. It was found out that the actual status of P.E was lower when compared to other academic subjects.
10. Most schools did not planned & conducted inter-school competition to reinforce the regular P.E curriculum implementation.
11. P.E teachers were less committed, motivated & lack readiness to teach P.E.
12. Some students did not participate in P.E classes with full interest & motivation.

5.2 Conclusion

Based on the findings of the study the following conclusions were made.

This study had several findings which showed that even though all teachers in the schools were found to have the qualification required for teaching at that level. P.E curriculum implementation process was being conducted by using traditional teaching method in D/Markos secondary schools. Most of the students did not achieve the pre- determined curricular objective set for the education level. Scarcity of the syllabus which is one of the curriculum materials for teaching P.E was found to be challenge & all schools were highly affected in this respect.

Inclusiveness of P.E in the selected schools was in a big question mark. Contents that should be covered in the academic year were not covered properly & there was great deficient in the availability of sport facilities & equipment in all schools. With exception of some schools, planned & implemented different intramural & extramural activities to support the curriculum implementation process.

With the exception of some teachers, most teachers had problems regarding their academic competency, readiness to teach P.E, commitment & motor ability to demonstrate sport specific skills & employing in direct method of teaching, & all these made students to lack interest in learning P.E.

5.3 Recommendations

The challenges faced the P.E curriculum implementation of secondary schools could be tackled with the involvement of different stakeholders. The following recommendations were forwarded for action by different bodies.

A. At School Level

1. Conducive teaching learning environment & conditions should be fulfilled to enable students achieve the predetermined P.E objectives.
 - Schools should prepare & maintained different sport facilities, Equipment & different sport materials by mobilizing all local & school environment resources.
 - Schools should motivate & improve interests of P.E teachers & students by designing a

system to supervise & support the teaching learning process.

- Develop cooperation & collaboration between different physical activities & sport programs of the schools & different sectors, groups & associations (especially with health centers, different sport offices, sport clubs, sport federations & sport organizations like circus groups, YMCA, & Martial & art clubs.
- P.E teachers should modify different physical activities in each grade based on the type & degree of disability for all participation of students with disabilities in PE practical classes & make it guaranteed in all schools.
- Under take CPD programs & P.E workshop series for P.E teachers at school level for pedagogical skills upgrading & to be able to create & design activities themselves which would concentrate on developing a successful & a self confident personality.
- Give attention to plan & implement the intra-mural & extra mural activities every year.
- Initiate, organize & support multidisciplinary work in the field of P.E & implemented to solve various education problems.

2. At the beginning of every academic year, schools need to provide school- wide awareness creation forums to motivate students & create positive attitude towards P.E & make clear what is expected from them. (This could be done by using school mini-media, flag ceremony & by conducting schools sport forums).

- Provide annual schools sport days or sport festivals & facilitate different sport shows & play. Also different school community meetings, school festivals, & celebrations, provide different shows & motivate the community & students in order to create positive attitude towards P.E.

B. D/Markos Administration Education Office

- Develop school sport partnership in the city & raise standards of achievement in P.E. for all students across the ability range leading to whole school improvement.
- Plan & conduct annual inter school competitions& annual schools sport days (sport festivals & evaluate its performance).
- Provide & supervise special continuous professional development CPD programs for P.E teachers which have a key role in raising & enhancing their educational practices & standards that can enable students achieve those pre determined educational objectives.

This program can make P.E teachers competently knowledgeable, analytically reflective, critically thinking and professionally effective & motivated.

- Conduct regular (biannual) supervision for quality P.E (QPE) & assess the attainment of objectives.
- Teachers should have the three curricular materials at hand in all the schools. Especially it is necessary to solve the scarcity of the syllables which is more serious & assure that all the necessary sport facilities (sport fields), and equipment are sufficiently available & used.

C. Amhara Regional State Education Bureau

- Develop regional cooperation & collaboration between different sectors like D/Markos University, Bahirdar University, youth & sport, health, social affairs, town development etc, to develop common initiatives to promote P.E.
- In collaboration with D/Markos University provide (CPD) implementing strategy & set a standard for proper curriculum implementation & quality assurance for P.E teachers with developed quality benchmark standards with up-to-date course contents which are relevant to practice.
- Create conducive environment to constitute regional professional association (association of P.E teachers) with responsibilities for provision of CPD.
- Employee P.E teachers by using performance based pre employment selection practical examination & evaluate fundamental & complex skills, knowledge & motor abilities that are essential to satisfactory physical activity teaching in secondary schools. (A major consideration is whether the individual possesses motor skills essential to change student's athletic behavior).

D. D/Markos University

As a junior university in the region, D/Markos University has to give support for the effective curriculum implementation process of P.E in the region in general & D/Markos city administration in particular. So the following are expected from it.

- Under the auspices of department of sport science, constitute P.E research center (PERC) for the provision of quality P.E in D/markos city in particular & in all schools of the region in general.
- Prepare a standard to motor ability & skills that P.E teachers must possess to teach in

secondary schools in particular & for every education level in general.

- Develop (CPD) manual for P.E teachers.
- The concerned stakeholders should strive to tackle these P.E curriculum implementation challenges, so that the curriculum implementation process would be in the right way with less or no problems.
- Finally, further research need to be conducted on secondary school P.E curriculum implementation in the region.

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APPENDIX I

**Addis Ababa University
Faculty of Natural Science
Department of Sport Science**

Questionnaire for PE teachers

The purpose of this questionnaire is to assess secondary school PE curriculum Implementation challenges in Debre Markos city administration. The data will be used for research purpose. The usefulness of the research depends on how genuinely you respond to the items indicated in the questionnaire. Hence you are cordially requested to do so.

Thank you in advance for your cooperation!

Part One: Background Information

1. Sex:- Male----- Female -----
2. Year of experience in teaching PE-----
3. Grade level that you teach-----
4. Educational qualification: Major----- Minor-----

Part Two

Direction: - Please choose the correct answer for the questions with alternatives, and write your opinion for open ended questions.

1. How much curriculum materials are available in your school? (Put “✓”)

	Sufficient	Insufficient	There is no any
Syllabus	-----	-----
Student text	-----	-----
Teacher guide	-----	-----

2. If your answer for question No 1 is insufficient and any,
 - What is the reason?

- How can you conduct PE classes without curriculum materials? -----
3. If curriculum materials are sufficient in your school, do you use them?
- A. Yes B. No
- If your answer for question No 3 is No, why do not you use?
 - How can you conduct PE Classes?
4. As a compulsory school program, is PE implemented /delivered / inaccordance with the achievement of the objectives of the education policy? A. Yes B. No C. I don't know
- If your answer for question Number 4 is No, What is to be fulfilled?
 - If your answer for question No 4 is yes please indicate some facts.
5. How would you evaluate PE since 2000 E.C in relation to the following?
- i. Time allocation A. Increased B. The same C. decreased
- ii. Subject status A. Higher status B. Same status C. Lower status
6. Please list up 6 main curriculum objectives of PE for secondary school students.
7. Do you think that students have achieved the upper stated objectives of PE? A. Yes
B. No C. I don't know
8. If your answer for question No 7 is yes, how do you know / how do you assess it?
9. If your answer for question No 8 is No, why is it?
10. Please indicate which of the following are taught in PE Class in your school?
- A. Team games Please specific which games
- B. Gymnastics Please specific which activities.....
- C. Track and field athletics please specific which activities-----
- D. Others please specific which activities -----
11. How many of the students have developed fitness, motor skills, and sport specific skills they learn in PE class?
- A. All students B. majority students C. Half D. few

12. Are PE and sport programs supervised for implementation and quality by educational implementers / experts?

A. Yes B. No

13. If your answer for question No 12 is yes,

- How often does the supervision of PE take place? (e.g. Every 3 month , every 6 month, etc) - -
- Who carries out the supervision of PE and sport programs (e.g. school teachers, cluster supervisors, woreda experts, zone experts, region experts)
- What is addressed in the supervision of PE and sport programs (e.g., curriculum implementation, Quality issues in teaching sport facilities, equipment etc)
- The supervision is for:-
 - A. Quality control
 - B. Advisory and guidance
 - C. Both
 - D. If there is any other, please specify-----

14. Is there equal opportunity for boys and girls to participate in PE Classes?

A. Yes B. No C. I don't know

15. If your answer for question No 14 is yes, the degree of participation of girls when compared to boys,

A. greater B. equal C. lower

16. Are there opportunities for students with disabilities to participate in PE classes?

A. Yes B. No

17. If your answer for question No, 16 is yes, what mechanisms are used by the school to ensure equality of opportunity? _____

18. If your answer for question No 16 is No, please list any problems faced to ensure PE access to students with disabilities _____

19. Please rate the quality and quantity of provision of facilities and equipment for PE in Your school. _____

19.1 Quality

FACILITIES	Excellent	Good	Adequate	Inadequate /Poor
Soccer field				
Volleyball court				
Basketball court				
Handball court				
Running track				
Jumping equipment				

EQUIPMENT	Excellent	V.Good	Good	Inadequate /Poor
Soccer - balls				
Volleyball balls				
Handball balls				
Net/different types				
Hurdle- set				
Starting blocks				
Skipping ropes				
Discus (in size)				
Shot-put (in size)				
Javelin (in size)				
Gymnastic mat				
Horse				
Vaulting box				
Spring board				
Parallel bars				
Uneven bar				
Horizontal bar				
Medicine Balls				

19.2 Quantity

FACILITIES	Extensive	Above average	Sufficient	Insufficient
Soccer field				
Volleyball court				
Basketball court				
Handball court				
Running track				
Jumping equipment				

EQUIPMENT	Extensive	Above average	Sufficient	Insufficient
Soccer-balls				
Volleyball balls				
Basketball balls				
Handball balls				
Net (different types)				
Hurdle –set				
Starting block				
Skipping ropes				
Discus (in size)				
Shot-put (in size)				
Javelin (in size)				
Gymnastic mats				
Horse				
Vaulting box				
Spring board				
Parallel bars				
Horizontal bars				
Uneven bar				
Medicine ball				
Medicine balls				

20. Is PE faced with challenges of insufficient facilities and equipment in your school?

- A. Yes B. No

21. How much is the interest and motivation of students and parents towards PE?

22. What is the status of PE teachers in relation to other subject teachers in your school?

- A. Higher status B. same status C. lower status

23. Did you plan the inter class and inter-school competition and conduct it every year in your school

- A. Yes B. No C. Only when order to do so

If No please indicate why? _____

24. Please indicate the major challenges and specific issues, concerns or problems related to PE curriculum implementation in your school?

25. Please list any solution to improve the quality and instructional process of PE.

APPENDIX II
Addis Ababa University
Faculty of Natural Science
Department of Sport Science

Observation Checklist

Part 1: General Information

1. Name of the school _____
2. Grade /section observed _____
3. Topic of lesson _____
4. No of students in the class male _____ female _____ total _____

Part 2. About the Teacher

1. Sex _____ Age _____ Date _____ Time _____

No	Activities of the teacher	Yes	No	Remark
1	Using appropriate lesson plan			
2	Using the three curriculum materials			
3	Is class organization appropriate to class size			
4	Introducing lesson and its objective			
5	Demonstrate activities /step by step			
6	Help students to perform activities			
7	Use democratic interaction with student			
8	Evaluate and correct students performance on time			
9	Support especially girls and less performs			
10	Highly motivated to transmit his knowledge and skills as well as drills			
11	Use proper instructional media clearly			
12	Teach skills and drills from simple to complex			
Student activities				
13	All participate regardless of sex and disability			
14	All are motivated for performing every activity			
15	Participate actively to achieve the objectives of the lesson			
16	Need their teachers support to perform well			
17	Interact with their teacher freely and democratically			
Equipment and facilities				
18	Appropriate equipments are available and used			
19	Sufficient equipment are available and used			
20	Appropriate facilities are available			
Dressing				
21	The teacher dress proper sport wear			
22	Students dress appropriate cloth to do exercise			

23. Observe and register what facilities (sport fields) and equipment are fulfilled in the school

24. Any other issue _____

APPENDIX III

አዲስ አበባ ዩኒቨርሲቲ

የተፈጥሮ ሳይንስ ኮሌጅ

የስፖርት ሳይንስ ትምህርት ክፍል

ለ2ኛ ደረጃ ት/ቤት ተማሪዎች የተዘጋጀ መጠይቅ

የዚህ መጠይቅ ዋና አላማ በደብረ ማርቆስ ከተማ አስተዳደር በሚገኙ 2ኛ ደረጃ ት/ቤቶች የሰውነት ማሳልመሻ ትምህርት የመማር ማስተማር ሂደት ላይ የሚታዩ ችግሮችን ለማውጣትና መፍትሄ ለመስጠት የሚያስችል ጥናት ለማካሄድ ነው። ስለዚህ ለጥያቄዎች ትክክለኛውን መልስ መስጠት የጥናት ውጤቱን ትክክል ያያደርገዋል። በመሆኑም በምርጫ ለቀረቡት ጥያቄዎች ትክክለኛውን መልስ በመምረጥ የጽሁፍ ምላሽ ለሚጠየቁት ደግሞ ትክክለኛ ምላሽ በመስጠት እንዲተባበሩን እጠይቃለሁ።

ክፍል አንድ:- አጠቃላይ ሁኔታዎች

- 1. ጾታ _____ 2. እድሜ _____ 3. የክፍል ደረጃ _____

ክፍል ሁለት:- አማራጭ ለተሰጣቸው ጥያቄዎች ትክክለኛውን መልስ በመስጠት መልሽ (መልስ)

- 1. የሰውነት ማሳልመሻ ትምህርት ዓላማ ምንድን ነው?
- 2. የሰውነት ማሳልመሻ ትምህርትን ለመማር ያለሽ(ህ) ፍላጎት ምን ያህል ነው?
ሀ. ከፍተኛ ለ. መካከለኛ ሐ. ዝቅተኛ
- 3. ለጥያቄ ቁጥር 2 ለተሰጠው መልስ ምክንያቱ ምንድን ነው?
- 4. የሰውነት ማሳልመሻ ትምህርትን ከሌሎች የትምህርት ዓይነቶች ለምሳሌ ሂሳብ፣ ፊዚክስ፣ ባዮሎጂ፣ ጂኦግራፊ ወዘተ አንጻር እንዴት ታይዋለሽ(ህ)?
ሀ. ከፍ አድርጌ ለ. ከሌሎች ጋር አኩል ሐ. ዝቅ አድርጌ
- 5. ለጥያቄ ቁጥር 4 ለተሰጠው መልስ ምክንያትሽ(ህ) ምንድን ነው?

6. የሰውነት ማሳልመሻ ትምህርት በአካላዊ እንቅስቃሴ በመታገዝ በአካል ለአእምሮና ለግላዊ ግንኙነት የዳበረ ተማሪ የመፍጠር አላማን ት/ቤታችሁ ምን ያህል አሳክቷል?

ሀ. በሚገባ አሳክቷል ለ. በተወሰነ ደረጃ አሳክቷል ሐ. አላሳካም

ለጥያቄ ቁጥር 6 ለተሰጠው መልስ ማረጋገጫ የሚሆኑ ጉዳዮች ቢገለጹ?

7. በሰውነት ማሳልመሻ ክፍለ ጊዜ ተማሪዎች የሚሳተፉት

ሀ. ሙሉ ፍላጎታቸው ለ. በመምህሩ ተጽእኖ ሐ. በት/ቤቱ ደንብ

8. ለጥያቄ ቁጥር 7 ለተሰጠው መልስ ምክንያትሽ(ሀ) ምንድን ነው?

9. የሰውነት ማሳልመሻ ትምህርት መምህር ትምህርቱን ለማስተማር ያለው ዝግጁነት ለምሳሌ የስፖርት ልብስ፣ የተግባር ትምህርቱን ዘወትር ለብሶ መገኘት፣ ለክፍለ ጊዜው አስፈላጊ ቁሳቁሶችን መጠቀም፣ ሜዳዎችን ማደስ፣ ተማሪዎችን ማበረታታት ወዘተ ምን ያህል ነው?

ሀ. ከፍተኛ ለ. መካከለኛ ሐ. ዝቅተኛ

10. መደበኛውን የሰውነት ማሳልመሻ ትምህርት እና የአካባቢውን የስፖርት ዕድገት ለማገዝ ተማሪዎች ልዩ ልዩ ተሰጥቶአቸውን እንዲያወጡ ለማድረግ ት/ቤታችሁ የተማሪዎችን ልዩ ልዩ ስፖርት ውድድሮች ለምሳሌ ሴክሽን ከሴክሽን፣ ክፍል ከክፍል፣ ት/ቤት ከት/ቤት፣ በእግር ኳስ፣ በፖሊሶል፣ በአትሌቲክስ ወዘተ ለምን ያህል ጊዜ ያካሂዳል?

ሀ. በየ አመቱ ለ. በየ2 አመቱ ሐ. ተካሂዶ አያውቅም

11. አንቺ/አንተ ለክፍልሽ/ሀ በምን የስፖርት ዓይነት ተሰልፈሻል(ሃል)?

12. በሰውነት ማሳልመሻ ትምህርት ለየክፍል ደረጃው የተዘጋጀ ልዩ ልዩ ስፖርታዊ እንቅስቃሴዎችን የሰውነት ማሳልመሻ ትምህርት መምህራን በሚገባ ሰርተው በማሳየት ረገድ ያላቸው ብቃትና ችሎታ ምን ያህል ነው?

ሀ. የተሟላ ብቃት እና ችሎታ አላቸው

ለ. መጠነኛ ብቃትና ችሎታ አላቸው

ሐ. ብቃትና ችሎታ የላቸውም

13. ለየክፍል ደረጃው የተመደቡ የትምህርት ይዘቶችንና ልዩ ልዩ እንቅስቃሴዎችን የማስተማር ብቃት ምን ይመስላል?

ሀ. ሁሉንም ይዘቶችንና እንቅስቃሴ ተግባራትን ያለመዝለል እንማራለን

ለ. አንድ አንድ የት/ይዘቶችና የእንቅስቃሴ ተግባራት ይታለፋሉ

14. ለጥያቄ ቁጥር 13 ለተሰጠው መልስ ምክንያቱ ምን ይመስልሻል(ሃል)?

15. ለሰውነት ማሳልመሻ ትምህርት ወላጆች ያላቸው አመለካከት ምን ይመስላል?

ሀ. ትምህርቱን እንደሌሎች የትምህርት ዓይነቶች ይመለከቱታል

ለ. ትምህርት ሳይሆን ጨዋታ ይመስላቸዋል

ሐ. ትምህርት አቀባበል ይቀንሳል ይላሉ

መ. የትምህርት አቀባበልን ይጨምራል ይላሉ

16. ለጥያቄ ቁጥር 15 በተሰጠው መልስ መሰረት ለወላጆች አመለካከት ምክንያቱ ምንድን ነው ትላላችሁ?

17. በሰውነት ማሳልመሻ ትምህርት ሂደት የሚታዩ ዋና ዋና ችግሮች ምን ምን ናቸው?

18. በሰውነት ማሳልመሻ ትምህርት የተነደፈለትን ዓላማ ለማሳካት እና ጥራቱን ለማስጠበቅ ምን ምን ተግባራት መከናወን ይገባቸዋል?

APPENDIX IV
Addis Ababa University
Faculty of Natural Science
Department of Sport Science

Questionnaire for Secondary School Students

The purpose of this questionnaire is to assess secondary school PE curriculum implementation challenge in D/Markos city administration. The data will be used only for research purpose.

The usefulness of the research depends on how genuinely you respond to the items indicated in the questionnaire. Hence you are cordially requested to do so.

Thank you in advance for your cooperation!

Part one: Background information

1. Sex: Male _____ Female _____ 2. Grade _____

Part Two

Direction: Please choose the correct answer for the questions with alternatives and write your opinion for open ended questions.

1. What are the objectives of physical education?

2. How much are you motivated to learn physical education?

A. Highly motivated B. Medium C. Less motivated

3. What are your reasons to your answer for question number 2?

4. How do you see the actual status of PE compared with other subjects such as Maths, Physics, Biology, Geography, etc?

5. What are your reasons for your answer for question No.4?

6. PE is a subject through physical activities and its main objectives is to develop a student with all rounded personality (that is mental physical and socially develop citizens). How much did your school achieved this educational goal?

A. Full achieved B. Partially achieved C. Not achieved

Can you state some facts for your answer for question No. 6?

7. How do students participate in PE classes?
 - A. With full desire
 - B. under teacher pressure
 - C. only by the rules of the school
8. How can you rate the commitment of PE teachers to teach the subject?
 - A. Highly committed
 - B. Medium
 - C. less committed
9. Can you give some reasons for your answer for question No.8
10. How often are intra-mural and extramural activities conducted in your school, to support the regular PE classes?
 - A. Annually
 - B. Biannually
 - C. Never conducted
11. In what type of competitive sports have you participated for your class?
12. How fit and competent are teachers to demonstrate all physical activities designed for each grade?
 - A. Well fit and qualified
 - B. To some extent fit
 - C. Less fit and unqualified to perform some activities
13. How much theoretical lessons and practical activities were covered designed for the grade level for the year.
 - A. All are covered
 - B. some parts are omitted
14. What is the reason for your answer for question No.11?
15. What is the assumption of parents to PE?
 - A. They consider it as subject like others
 - B. They consider it simply as a play
 - C. They assume that it reduces academic achievement
 - D. They assume that it improves academic achievement
16. Based on your answer for question 14, what do you think is the reason for parents to think about PE like this?
17. What are the major challenges in the teaching learning process of physical education?
18. What should be done to maintain education quality in physical education and to achieve goals designed for the subject?

APPENDIX V

Addis Ababa University

Faculty of Natural Science

Department of Sport Science

Guiding questions for focus group discussion (for secondary school directors and curriculum coordinators)

1. How much are PE curriculum materials, sport facilities and equipment fulfilled in schools?
2. Do you plan to perform intramural and extramural activities in regular basis to support the implementation of PE curriculum? How about different sport show in different school occasions?
3. Do you supervise PE classes regularly?
4. Are PE teachers academically fit, motivated and willing to teach PE?
What about students?
5. Nowadays PE is criticized as follows: Most schools are unable to achieve objectives of PE as well as education policy objectives. Also the subject can not support the local regional and national sport development what is your stand on this issue?
6. What are the major challenges that encountered the implementation of physical education curriculum? What measure should be taken to alleviate these challenges?

APPENDIX VI

የአዲስ አበባ ዩኒቨርሲቲ

የተፈጥሮ ሳይንስ ፋካሊቲ

የስፖርት ሳይንስ ትምህርት ክፍል

በሁለተኛ ደረጃ ት/ቤቶች የሰውነት ማሳልመሻ ትምህርት ስርአት ትምህርት አተገባበር ችግሮች ላይ ለሚደረግ ጥናት ከርዕስ መምህራንና ከስርዓተ ትምህርት ፈጻሚዎች ጋር ለሚካሄድ ውይይት የተዘጋጀ የውይይት መሪ ጥያቄዎች

- 1) በት/ቤቱ ለሰውነት ማሳልመሻ ትምህርት አስፈላጊ የሆኑ ልዩ ልዩ የማስተማሪያ ማቴሪያሎች ሜዳዎች የሰውነት ማሳልመሻ ትምህርት የስርዓተ ትምህርት ማቴሪያሎች ምን ያህል የተሟሉ ናቸው? (መርህ ትምህርት፣ የተማሪው መጽሀፍ) በነዚህ መጽሀፍትስ መምህራን ምን ያህል ይጠቀሙባቸዋል?
- 2) የሰውነት ማሳልመሻ ትምህርት ስርአት ትምህርቱን ለማገዝ እንዲቻል የተማሪዎችን ስፖርት ውድድር እቅድ በተከታታይ በመተግበር ረገድ ልዩ ልዩ የስፖርት ትርጉሞችን ለወላጆች በማቅረብ ወዘተ በትምህርት ቤቱ ምን ያህል ስራ እየተሰራ ነው?
- 3) ለሌሎች ትምህርት አይነቶች የሚደረገውን ያህል ለሰውነት ማሳልመሻ ትምህርት በቂ መቃወም ድጋፍ በማድረግ ረገድ ምን ጥረት እየተደረገ ነው?
- 4) የሰውነት ማሳልመሻ ትምህርት መምህራን ትምህርቱን ለማስተማር ያላቸው አካዳሚያዊ ብቃት ፍላጎትና ተነሳሽነት ምን ያህል ነው? (አብነት ቢጠቀስ) ተማሪዎችስ ትምህርቱን ለመማር ያላቸው ፍላጎትና ተነሳሽነት ምን ያህል ነው? ለምን?
- 5) በአሁኑ ጊዜ በብዙ ት/ቤቶች የሰውነት ማሳልመሻ ትምህርት የተነደፈለትን የትምህርት አላማዎች እያሳካ አይደለም፡፡ ትምህርቱ ለአካባቢያችንም ሆነ ለሀገራችን ስፖርት እድገት ማበርከት የሚጠበቅበትን ድርሻ እያበረከተ አይደለም

ድጋፍም እያደረገ አይደለም እየተባለ ይወቀሳል ይህን አባባል እናንተ እንዴት ታዩታላችሁ?

6) ዋና ዋና የሚሏቸው የሰውነት ማሳልመሻ ትምህርት ስርዓተ ትምህርት አተገባበር ችግሮች ምን ምን ናቸው? መፍትሄውስ?

DECLARATION

I declared that this thesis is my own original work and has not been presented for any degree and that all sources of materials used for the study have been duly acknowledged.

Name: _____

Signature: _____

Date: _____

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

Name: _____

Signature: _____

Date: _____