

**THE PRACTICES, CHALLENGES AND PROSPECTIVE OF
PRIMARY SCHOOL PHYSICAL EDUCATION
TEACHERS IN SELECTED SCHOOLS
OF DEBRE BERHAN**

BY

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ADDIS ABABA UNIVERSITY SCHOOL

OF GRADUATE STUDIES

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ACRONYMS AND ABRIVATIONS

K.G:- Kindergarten

TL:- Teaching Learning

PE:- Physical Education

NASPE: - National Association of Sport and Physical Education

HPE: - Health and Physical Education

UNESCO: - United Nation Education, Science and Culture Organization

MOE:- Ministry Of Education

CPD: - Continuous Professional Development

PE :- Physical education

Abstract

*The purpose of primary school physical education is to provide opportunity for primary school pupils to develop physically, mentally and emotionally so as to make them successful in their learning. Teaching must be effective, if children are to acquire the skills that lead them to a physically active life style. Therefore, based on the above statement, the study was conducted in Amhara region, North Shoa zone, in some selected primary schools in Debre Berhan. The main purpose of the study was to investigate the practice, challenges and prospective of primary school physical education teachers. The subjects of the study include **18** male and **9** female teachers, **177** male and **258** female students, **14** school directors and **5** cluster school supervisors. The participants were selected based on descriptive survey method probability and non probability simple random sampling and stratified sampling techniques. Moreover, purposive sampling technique was employed to select some subjects of the study. The major instruments in the study were questionnaire, interview and class room and field observation. The questionnaires were administrated to both teachers and students to consolidate the information obtained from the questionnaire, unstructured interview was conducted with the school directors and cluster schools supervisors. The information gathered through class room and field observation was used to supplement the data obtained through different instruments. The findings of the study related to the practice, challenges and prospective of physical education teachers, the respondents reported main unique challenges that significantly shaped their thinking about their careers and students along with strategies they used to overcome or manage these challenges. The findings of the study revealed the fact that some of the major findings are limitation of skills and knowledge, less or no support by the directors and super visors to full fill the teachers' demands, Shortage of facilities, shortage of budget and large class size. Implication centered on the nature of elementary school physical education teaching, developing an informed and realistic vision of the subject and the role of teacher preparation and professional development for their future perspective on the profession.*

Key words

Physical Education, Profession, Elementary PE, Administrators.

CHAPTER ONE

1. INTRODUCTION

Education is a process of learning which is aimed at improving moral, cultural and intellectual attributes of students individually as well as member of social group. The process of learning is looked at as training in the field of morals for individuals through which their potentialities are developed; the traits of the cultures are inculcated in them and the culture of the people is transmitted to the coming generations. It is an instrument to change the social, cultural, economic and political set up of the society. It is considered as a key to development. According to Allana (1987) Education is a vital important aspect of life. It is the way in which life attempts to realize the noblest form of existence and a flourishing humanity. It is the process through which individuals, groups and nations' endeavor to achieve their ideals and aspirations. In Education, the ultimate purpose of the teacher is to help student to learn, often in a school. The aim is course of study, planning of lesson, including learning and their thinking skills.

All these skills referred to pedagogical skills of a teacher. The teaching profession demands full devotion towards Continuous learning. Teacher's importance in modern era has acquired new dimension. They not only have to important subject matter to the pupil but also help him in use of knowledge for developing the abilities and talents with which he/she is born. If we wish to bring a productive change, to raise the standard of education, it is imperative to recruit teachers who not only have proficiency in their subject, but also have a positive attitude towards education and the children. All the facts equally affect physical education, because it is part of the general educational system. Therefore, Debre Berhan is 130 k.m. far from Addis Ababa. and established nearly in 1464 Eth. C. during Atse zeriakob governing era. It is the capital city of North shoa zone which is located North East of Amhara region. In the town there are 14 governmental and 7 nongovernmental primary schools, one preparatory school, three high schools, one university, one teacher training Education College and one poly Technique College. Particularly the education college train in addition to academic subject, linear physical education teachers. Where as the trainers of PE were not well equipped. For evidence the researcher was assigned for invigilating c.o.c. exam for 2014 graduate candidates. As a result all 36 candidate students were achieved less than 50% from 100% in the subject area which requires further

investigation. Therefore, this study considers the practice, challenges and prospective of primary school physical education teachers.

1.1 BACK GROUND OF THE STUD

Among many definitions given by scholars, freemanS (1972) defines physical education as “Physical education is the sum of man’s physical activities selected as to kind; and conducted as to outcomes.” Free man’s definition sets on consideration of the fundamental question whether educating only the physical aspect of the body is sufficient to define the field. In view of the fundamental concept which puts body and mind to be two sides of the coin, physical education for physical wellbeing of the human organism as the union of the mind and the body where a healthy physical status is intimately linked to bright mind setting. Thus, physical education aims at developing the human with a combination of a healthy mind and body as indivisible while through physical activities. With this view operative physical education has concern for emotional responses, personal relationships, group behaviors, mental learning and other intellectual, social and aesthetic out comes. FreemanS (6) is stressing the point that even though physical education seeks to educate people through physical means by working with physical activities; it is also concerned with educational results which are not entirely physical. The goal of physical education is to influence all areas of educational development, including mental and social growth of the students, while the body is being improved physically, the mind should be learning and expanding and there should be some social development such as learning to work with others.

As cited in Wuest and lumbardo(1994). Physical education is an integral part of the total educational curriculum. It is the area of school curriculum that teaches motor skills and understanding human movement and provides opportunities to facilitate their development. Furthermore, physical education when properly planned and thought, can support learning across the curriculum; for example physical education can integrate information about anatomy and physiology as well as nutrition which is science and health cases. Designed and sequenced KG-12 grades physical education program helps students develop the skills and attitudes conducive to lifelong learning, an important educational goal. Quality physical education instruction can enhance physical activity opportunities and benefit students; health conditions we need to insure that children and youth develop the skills, knowledge, and attitudes necessary for participating in

active and healthy life style. This is the role of physical education, in other words, our children and youth need to be physically educated; so they will be physically active through their life. Physical education plays a vital role in the development and growth of all students.

In physical education, student learn critical concept and develop attitudes, skills and behaviors that lead to lifelong physical, mental and social wellness. As far as teachers are concerned the International Bureau of Education (1993) remarked, “no one is in any doubt that the chief agent in the process of educational reform is the teacher.” Posner (1992) also stated that teachers play crucial role in determining the success or failure of curriculum implementation. Thus the teacher with his/her attitude, skill and experience is the most importance of all in determining the success or failure of teaching learning.

The Ethiopian education policy incorporates the structure of education in relation to the development of student profile, educational measurement and evaluation, media of instruction and language teaching at various levels, the recruitment training, methodology, organization, professional ethics and career development of teachers. The general objective of the policy is bring up citizens who can take care of and utilize resources wisely, who are trained in various skills, by raising the private and social benefits of education and the specific objective in educational structure primary education will be of eight years duration, offering basic and general primary education to prepare students for further general education and training. Teacher education and training components will emphasize basic knowledge professional code of ethics methodology and practical training. Teachers will be certified before assigned to teach at any level of education. Teachers starting from kindergarten to higher education will be required to have the necessary teaching qualification and competency in the media of instruction, through pre- service and in-service training.(FDRGE 1994).

In order to achieve the purpose and objective of physical education in Ethiopia, in general and particularly in primary school, since it is the foundation for the child in particular, it is imperative to look thoroughly its implementation by physical education teachers. An implementation of physical education program requires the consideration of many different facts to teaching. Understanding the process by which individual learn skill, teacher guidance in the selection of teaching style and strategies, teacher’s interactions with students, the class climate, motivation, discipline etc. Furthermore, teachers must thought fully consider how they will meet the needs of

all students within the program, including these with special needs. Effective administrative procedures can help teachers to be more efficient and accomplish required tasks in more timely manner. Evaluation should be an integral part of the program that teachers can determine the extent of achievement of teaching learning goals. Teachers who are determined to improve their teaching will benefit from employing a diversity of techniques to evaluate their own performances, promotion of health and physical education program through the various public relations, strategies is an important responsibility of each physical education teacher (Wuest and Lombardo 1994).

Therefore, this study focused on the challenges that primary school physical education teachers faced; and their future perspectives. Moreover, it was intended to find ways of overcoming the challenges investigated to equip teachers with the skills required for their future life on the profession.

1.2 STATEMENT OF THE PROBLEM

Teaching is a profession that has to do with equipping young people with knowledge to lead better life and influence change in the society. In this regard, teacher education has to do a lot to help the young in their preparation for future duties' and responsibilities in the society. At college, students must be trained to form habits that will make them capable to shoulder responsibility and initiative, assists those in needs and lives which offer example to others. Supporting these issues (Aggarwal 1995:414) States that all formal and informal experiences that help to qualify a person to shoulder responsibility as a member of educational profession or to discharge his responsibility. The challenge of teaching is well expressed by Lockheed, et, al (1996:3) when he stated "Teaching is complex and Teachers must command a wide range of instructional strategies for teaching specific subjects and managing the classroom." Effective teachings involves presenting materials in a rational and orderly fashion, pacing the learning of the student's levels taking into account individual differences, allowing students to practices and apply what they have learned, particularly in relation to their own experience, letting students know what is expected of them, and monitoring and evaluating their performances. So that students learn from their mistakes. Effective teaching strategies may differ by age and appropriate teaching guides would enhance teaching effectiveness. Teaching is seen as ambiguous and complex work requiring judgment, action and the capacity to reflect and revise

decisions on the basis of one's observation and in sights. Sound teacher judgment, therefore must be rooted in deep understanding of teaching learning, learners and subject matter and how these factors inter relate in teaching learning process. Many teachers were not found using techniques and activities suggested in the syllabus .The reason identified in most of the studies are shortage of curriculum materials ,lack of qualified teachers , lack of competence to teach, lack of administrative support and in adequate refreshment training for teachers . In addition to the above idea the researcher had his own experience of teaching in primary school for about 20 years. And also there had been informal discussion with teachers and observations while teachers were teaching PE during practical session. The teaching learning of physical education is countered with different challenges in schools. Mazengia (2011). found that low quality and insufficient quantity of equipments and facilities, problem of getting syllabus, less commitment and low physical fitness level of PE teachers as the major challenges for the implementation of PE. He added that PE is practiced by traditional method of teaching and extra class activities which are the essential of PE curriculum were not provided for students. Further Mazengia noted that as the result of these implementation challenges the predetermined objectives are not achieved. Therefore, the researcher believes that the problem should have to be investigated to achieve the objective of primary school physical education teaching learning process. Due to this effect the study was tried to investigate the practice, challenges and prospective of physical education teachers with reference to selected primary school in DebrBirhan.

1.3 OBJECTIVE OF THE STUDY

1.3.1 General objectives

The general objective of the study is to identify **the practice, challenges and prospective of physical education teachers** in the teaching- learning process and to suggest possible ways of overcoming the problems.

1.3.2 Specific objectives

The specific objective the study are to

- Identify major challenges that affect physical education teachers in teaching theoretical concepts in the classroom and practical skills outside the classroom.
- Investigate the environment for teaching and learning physical education.

- Come up with possible suggestions and solutions to overcome the challenges to lay the foundation for future perspectives of physical education teachers in primary schools.

1.4 BASIC RESEARCH QUESTIONS

This study tries to answer the following basic research questions

1. What are the challenges that physical education teachers in the primary schools of Debre Berhan have encountered during teaching learning process in the class room theoretical and practical session in teaching PE?
2. How conducive is the teaching learning environment in the primary schools for the implementation of the PE syllabus?
3. What are the mechanisms used by primary schools physical education teachers to solve problems that challenges teaching PE as a subject?
4. What does the prospect of teaching PE in the primary schools look like and what will be the teachers' future perspective towards teaching the subject?

1.5 SIGNIFICANCE OF THE STUDY

This study would be providing certain necessary information and directions for the professionals in proceeding physical education instruction. Generally the findings of this study may have the following importance.

1. It may identify factors that affect the educational process of physical education in the selected primary schools. This will be used as input to take appropriate measures by the concerned bodies.
2. It may contribute to the development of positive attitude of school community towards physical education.
3. It may create awareness for the teachers to face their challenges and to devise appropriate means to avoid the challenges and prepare themselves for their future teaching improvement.
4. It may create awareness to identify the areas of the challenges that affect teachers among school administrations and who are directly or indirectly concerned with physical education.

5. It may help as a facilitator for curriculum designers informing the practices, Challenges and prospective of physical education teachers in teaching learning process.
6. It may contribute to maintain professional attitudes among physical education teachers in teaching learning process.
7. The Debre Birhan city administrative education office can benefit from the findings of the study particularly in improving and facilitating the quality of teachers on the profession.
8. It may help as a stepping point for other researcher who want to conduct a comprehensive study related to the practices, challenges and prospective of physical education teachers in education process.

1.6 DELIMITATION OF THE STUDY

The study was confined to some (five) selected schools of Debre Birhan in North Shoa zone, Amhara region because of time and money constraints. The total population of the study were twenty seven physical education teachers, fourteen schools directors and five cluster schools supervisors and four hundred thirty five students from the town five selected schools.

1.7 LIMITATION OF THE STUDY

The researcher doesn't believe that the study is totally free from any type of limitations. As a result, factors like unavailability of review of literature, time and financial constraints, the **on** and **off** of electric power were some of the limitations of this study.

1.8 Operational definition of key terms

- ✚ **Anatomy**- is the study of internal and external structure and physical relationships between body parts.
- ✚ **Challenges** difficulty on a job or understanding that is stimulating to one engaged in it.
- ✚ **Curriculum** is defined as the sum total of planned experience of education level that both offered inside and outside the educational institute and is asset of courses for students.
- ✚ **Directors** –refers to the head of the school who guide the instructional and Administrative program in school.

- ✦ **Education** is planned, organized, designed, directed and evaluated process to bring a desired change on physical, mental, moral and emotional.
- ✦ **Future perspectives-** the upcoming achievement and success of primary school physical education teachers on their profession.
- ✦ **Health** refers to such qualities as physical, mental, emotional and social health.
- ✦ **Individual difference** the difference between learners in the rate of learning, amount of learning method of learning and response to external motivation and /or stress/.
- ✦ **Learning environment** is a place in which teaching process carried out.
- ✦ **Learning** is a change in behavior that is the result of experience rather than genetic development.
- ✦ **Motivation-** can be defined as the direction and intensity of one's effort and the will to perform a given task.
- ✦ **Pedagogy** can be defined as the skillful arrangement of an environment in such a way that students acquire specifically intended learning.
- ✦ **Physical education** is an education which is mainly given through activities to develop and maintain all aspects of personality as physical, mental and social.
- ✦ **Physiology** is the function of the whole body parts
- ✦ **Professional characteristics-** refer to basic requirements for physical education teachers.
- ✦ **School supervisors-** leaders and supervisors in Ethiopia the small groups within a school or cluster of schools provide general leadership and supervision of all activities.
- ✦ **Teaching** can be defined generally as the professional behaviors of teachers as they engage in their work.

1.9 ORGANIZATION OF THE STUDY

This study consists of five chapters. Chapter one is an introduction part, chapter two contains the review of related literature, chapter three explains the research design and methodology, chapter four deals with presentation and analysis of findings. Finally chapter five provides a brief summary of findings, conclusions and recommendation.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

The topics included in the literature review are teaching, teacher education, training of physical education, physical education, aims and purpose of physical education, instructional principles of physical education, method of instruction, factors related to the teachers, professional characteristics of physical education teacher, physical education in the school system, challenges related with the teacher, motivation, teacher motivation, planning and evaluation, Teacher effectiveness and Teaching methods, Teaching tips, are discussed below.

2.1 The concept of teaching

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

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

many persons other than certified teachers use these behaviors such as mother, father, employers, and friends (Hargreaves 1993).

2.2 Teacher education

Teaching is a profession that has to do with equipping young people with knowledge to lead better life and influence change in a society. In this regard, teacher education has to do a lot to help the young in their preparation for future duties and responsibilities they will have in the society. At college student must be trained to form habits that will make them capable to shoulder responsibility and initiatives, assist those in needs and lives. Which offer example to others, supporting these issue (Aggarwal 1995, 414 states that all formal and informal experiences that help to qualify a person to shoulder responsibility as a member of educational profession or to discharge his responsibilities, must effectively should be there in training Accordingly, teacher education as to do more in framing the youth with basic knowledge, skills and methodology essential for preparing them to handle the challenge facing in their life as well as making a useful contribution for the society they live in.

Teacher education also strives to prepare a qualified teacher who will be capable to take part in the teaching profession of education system. The main objective of teacher training, of course, is to prepare a qualified teacher who will go to take part in teaching profession of the education system (Hargreaves1993: 7). The challenge of teaching is well expressed by LOCK HEAD, et.al, (1996:3) when he stated “Teaching is Complex, and teachers must command a wide range of instructional strategies for teaching specific subjects and managing the class room.

At a bare minimum, effective teaching involves presenting materials in a rational and orderly fashion, pacing the learning of the student’s levels taking into account individual difference, allowing students to practice and apply what they have learned. Particularly in relation to their own experience letting students know what is expected of them and monitoring and evaluating performance. So that students learn from mistakes.

Effective teaching strategies may differ by age and appropriate teaching guides would enhance teaching effectiveness. Further more in describing the process of teaching, Barnes in Reynolds (1990:13) Stated “It is no longer reasonable to regard successful completion of an aggregate of courses as sufficient evidence of teachers understanding.” Teaching is seen as ambiguous and

complex work requiring judgment, action, and the capacity to reflect and revise decisions on the basis of one's observation and insights.

Sound teacher Judgment, therefore, must be rooted in deep understanding of teaching learning, learners and subject matter and how these factors interrelate in the teaching learning process.” As cited in (Lock heed, et al, 1996, P90). The National Board for professional teaching Standards stated that teaching is largely determined by teacher motivation, for which the fundamental pre requisites for proficient teaching are:“ A broad grounding in the liberal arts and sciences Knowledge of the subjects to be thought, of skills to be developed and of the curricular arrangements and materials that organize and embody that contact, Knowledge of general and subject specific methods, for teaching and evaluating students learning and knowledge of students and human development.”To achieve this end, teachers have to be well trained for the levels they teach, be oriented about any curricular changes, and motivated stressing the importance of teachers in the instruction process; Hargreaves (ibid) stated “whatever we use, we have come to realize in recent years that the teacher is ultimate key to educational change and school improvement.

The restricting of schools, the composition of national and provincial curriculum, and the development of bench mark assessments are all of little value if they do not take the teacher into account, It is what teachers think, what teachers believe and what teachers do at school level of the class room that ultimately shape the kinds of learning that young people get.”

In Ethiopia, much effort and thought has been made to reform the teacher education system and to address the serious problems faceting the education system. The government had under taken a complete teacher education system overall (TESO) in which the program presents a “paradigm shift”. This requires what value change in a society and what knowledge society thinks should learned in schools. Thus the paradigm shift has been made in the context of Ethiopian teacher education as explained in MOE (2003:2) include: Teaching which makes changes in idea and directly people's lives taking the real world into the class room and taking the real world and democratizing teacher education giving teacher students and citizen's confidence to make decisions and take initiatives, to take control of their world.

To address the objectives of education systems designed in teacher education a relevant curriculum is pre-requisite. In connection with this Agrawal (ibid: 432) argues, curriculum is the foundation in which has enter system of education involves. Explaining the motivation academic and pedagogical training of teachers, Locked (ibid, 90) and Rajput (1996:108) stated. “Several significant changes in policies and programs have taken place in recent past resulting in new demands on the teachers in terms of curriculum, textual material and teaching strategies. It has rarely been the case when the teachers were a adequately prepared to appreciate the changes in the policy to eternalize the basic objective of these changes and to transact the same into the teaching learning process, and also to use media and educational technology as an integral part of the teaching learning process in school In order to overcome the above stated problem Schott (1989:48) stated that “ teachers should know more subject matter, go through sensitively training learn verbal and verbal teaching strategies, diagnose, prescribe, and evaluate learning, consume and conduct research, create, select and evaluate media and materials.”

2.3 Education and teacher

Education is a process of learning, which is aimed at improving moral, cultural, social and intellectual attributes of the student individually as well as member of social group. The process of learning is looked at as training in the field of morals of individuals through which their potentialities are developed, the traits of the creator are inculcated in them and the culture of the people is transmitted to the coming generations. It is an instrument to change the social, cultural, economic and political setup of the society. It is considered a key to development. According to (Allana 1987). Education is a vital important aspect of life. it is way in which life attempts to realize the noblest form of existence and flourishing humanity it is the process which individuals groups

and nations endeavor to achieve their ideals and aspirations in education. The ultimate purpose of teacher is to help student to learn, and often in a school. The aim is a course of study, planning of lesson, including learning and thinking skills. All these skills referred to pedagogical skills of a teacher the teaching profession demands full devotion to wards continues learning. Teachers importance in modern era has acquired new dimension they are not only have to impart subject matter to the pupil but also help him /her/ in use of knowledge for developing the abilities and talents with which he/she is born.

If we wish to bring productive change, to raise the standard of education, it is imperative to recruit teachers who not only have proficiency in their subject, but also have required a positive attitude towards education and children. The success of any educational system depends and good teachers we neither can nor replace the teachers with any other type of instructional material. It has been well said that teachers are the best educational system. So, in an educational system; teacher is the basic factor for its success.

A teacher is more than what is commonly talked about his duties of profession have many other dimensions (Deen,2000,pp24-25) on quality of teaching which is requires individuals who are academically able and who care about the well being of children and youth, /high land/ council education, culture and sport service. Teachers are the builders of our new generation. Unless we have the most dedicated, hard working and trained teachers in our educational instruction, we cannot educate good citizens for tomorrow. This intern depends on the effectiveness with which they have been taught by their own teachers in class room. Physical education teachers deal with everyday that is how to deliver equality physical education program with both skilled and unskilled students in the same class.

2.4 Teacher effectiveness and teaching methods

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

Learning to be an effective teacher is like that too. We will present the effective teaching skills as separate skills. They can be practiced separately, and this kind of practice is important. Gradually, however, you must bring the skills together. Doing this requires some serious practice

under good conditions. People do not become good tennis players without lots of practice, some good help along the way, and the right conditions. And they have to want to be good players. The same holds true for learning to be an effective teacher.

➤ **Effective teaching strategies**

Effective teachers the back bone of education. They are not magicians; they are skilled professionals and they work hard at what they do. Thus effectiveness lies in their careful and skill full application of teaching strategies to ever-changing and complex situations. We believes that physical education, in order to survive as a school subject, must be able to demonstrate tangible out-comes and students must show recognizable achievement gains. Students must know more. Must be better players. They must be more committed to an active, healthy, playful life style. Although there are legitimately different ways to conceptualize and implement physical education programs for youth to be successful, the programs must accomplish something. In other words, we believe that main business of physical education is for students to learn and that learning should be the central goal for physical education everywhere. We have reason to believe that this assumption about learning and performance is not widely shared in physical education.

Survey of grading practice indicates that student subject matter performance is not among the items that contribute to evaluation of students. If those data are correct, and experiences tell us that they are, then the right uniform, a good attendance record, and a good behavior are all that one needs to get top grade in physical education. Many physical educators feel that it is un fair to hold students accountable for performance. Other feel that physical education should be fun (we agree) and that any kind of grading on performance negates that possibility (we disagree). The purpose of raising this issue here is to underscore the idea that effective teaching can be judged only in terms of the goals of the teacher. If student learning is not a teacher main goal, then strategies that are specifically related to learning are not important .Our assumption is that learning is the main agenda of physical education and that “effectiveness” for teachers is related to student performance.

Effective teaching is characterized by a predictable set of strategies that have little to do with “method”. Effective teachers use these strategies; teachers, who are less than effective, usually do not. A strategy consists of several discrete teaching skills. For example, the strategy of active supervision consists of the teacher’s moving in unpredictable patterns around the teaching space,

frequently checking on students not in close proximity, promoting on task behavior, desisting in appropriate behavior quickly and accurately, and providing academic feedback.

➤ **Allocate a large percentage of time to correct**

Under appropriate conditions, students will learn more if they have more time to learn. There are several ways to examine the use of time in physical education classes. First how much time the teachers allocate for student learning? We can usually answer this question by examining daily lesson plans. Second, for how much of that allocated time are students actually engaged? Engaged time is a better measure of student opportunity to learn than is allocated time. The learning task must match the student's skills and abilities, the students must have a fair chance at being successful. This is exactly the notion that led to the development of the concept of academic learning time (Siedentop Ibid). Academic learning time is a unit of time in which a student is engaged with a task which he or she can be successful academic learning time is quality learning time. Research indicates that ALT in physical education class is typically quite low, often no more than 3 to 5 minutes per student per 30 minute class in the secondary school. The concept of ALT-PE provides a simple convenient criterion by which to judge teaching effectiveness in physical education. Effective teaching means structuring the lesson so as to maximize the amount of time in direct practice by each individual at a level which insures a continuing development of the skill, The ALT-PE system supplies the missing element, or indeed major component, needed to evaluate effective teaching in physical education. Time on task, academic learning time opportunities to learn –call it what you will, and measure if you can-this is the vital component of an effective lesson.

➤ ***Ways of minimizing the challenges that hinder teaching PE include the following***

1. Teachers actively supervise students. Physical education typically through in a large space. During practice sessions students are often dispersed throughout that large space. A teacher cannot be in all places at the same time. But by means of active supervision strategies, the teacher can make it seem as if he or she is everywhere .active supervision means that a teacher moves about the space often and somewhat un predictable routes. In active supervision, teachers also regularly scan the space to make sure they know what is going on. As soon as students realize that the teacher knows what is going on, they will tend to remain on-task. In the early

stages of school year, active supervision is best accomplished if the teacher stays near the perimeter of the space so that most of the students are in sight at all time.

2. Teachers quickly respond to off-task students. Students who off-task need to be directed backward toward the task. Teachers can do this in a number of ways. They can issue a verbal desist. They can simply move closer to the students. They can provide an on-task prompt that re-directs the students will learn that the teacher is aware of what is going on in the space and will be less inclined to get off- task.

3. Teachers support on- task students. A kind word is important to students who are really trying to be on-task. Teachers can direct positive feedback to an individual or to group. Teachers should do this frequently at the beginning of the year so that students realize that their efforts are appreciated. Teachers should try to provide to supporting, positive feed-backs for every one desist they need to give. Gradually, teachers who do this will discover that they need to desist less often and the ratio of positive feed-backs to desist will become much larger. It is important to understand that good behavior needs to be supported by teachers! Teachers should not hesitate to compliment students-genuinely and often.

4. Teachers have high expectation for on-task behavior. Most teachers do expect to stay on-task, but they seldom communicate that the expectation to the students. It is important that students understand clearly that teachers expect them to on-task and to make an effort to learn. Teachers can communicate these expectations in a number of ways. The most direct way is simply to tell students periodically that these are the expectation. A second way is to prompt often during lesson, especially at the beginning of the school year. Verbal prompts that keep students on-task and generally energize students have been called “hustles (Siedentop Ibid).statements such as” Let’s make an effort today, “keep at it, keep at it, “work hard now “, and “Lets hustle on this drill” are example of verbal prompts that keep students on-task. Teachers can also communicate on-task expectations when they are provide skill feedback.

2.5 Teaching tips

Teaching skills can be learned, practiced, and perfected. Just as in sport, where the development and refinement of separate skills does not necessarily add up to a competent player, the acquisition of separate teaching skills does not automatically add up to a competent teacher. The

successful application of a large number of skills in the right combination at the right time tends to define both the competent player and the competent teacher. This section is devoted to tips on using important teaching skills (Seidentop, 1986).

➤ **Provide instruction**

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

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

➤ **Provide demonstration**

Students need to see how a skill looks, what a drill involves, and how a strategy is used. Each of these situations will require some demonstration. Done well, demonstrations can contribute strongly to more efficient learning done poorly, they probably related learning.(seidentop1986)

- Be sure the demonstrator is an adequate model, that is, able to do properly what is being shown.
- If equipment or materials are necessary set them up before hand rather than waste time while students wait.
- Show the entire skill /organization/ strategy first. Give an overall understating before focusing in details or parts.

- Do the demonstration at the place where the skill or strategy will be used.
- Emphasize safety points if relevant
- Organize the students in such a way that they can at least partially use the skill or strategy as you show it to them. This involves the students and directs their attention to the demonstration.
- Do not get too technical limit information be crisp and do not over dwell.
- Check for understanding before you disperse the students(ibid).

➤ **Supervise Student practice**

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

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

➤ **Provide behavioral feedback**

Teachers need to provide students with feedback about their social and organizational behavior in class. This feedback of course should not always be in the form of critical corrective or punitive statements. Good behavior needs to be supported too.(Seidentop1986).

- Make sure that your feedback is specific to the class rules and expectations.
- Try to avoid giving feedback only when you see some miss behavior.
- Provide frequent feedback early in the school year or term.
- Support appropriate behavior with compliments.

- Provide personal feedback to individual and also comments to the group as a whole.
- Along with feedback statements try to provide the reasons why the good behavior is important. This helps to develop standards among the students.

➤ **Provide skills feedback**

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

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

➤ **Use questions**

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

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

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

➤ **Provide accountability**

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

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

recording one another's performance results or when they are recording their own results.

- See that formal and informal accountability systems reward consistent improvement in small increments. Do not arrange a system that requires months of improvement before recognition is provided.
- Be fair. Do not demand too much performance for too little reward; conversely, do not give too much reward for only minor important or performance.
- Preserve standards, otherwise the educational environment will quickly deteriorate.

2.6 Physical education

Among many definitions given by scholars (FreemanS 1972) defines physical education is the sum of man's physical activities selects as to kind and conducted as to outcome.

FreemanS definition sets on consideration of the fundamental question whether educating only the physical aspect of the body is sufficient to define the field. In view of the fundamental concept which puts body and mind to be two sides of the coin, Physical education. For physical well being of the human organism as the union of the mind and the body- where healthy physical status is intimately linked to bright mind setting thus, physical education aims at developing the human person with a combination of a healthy mind and body as indivisible whole through physical activities. With this view operative, physical education has concern for and with emotional responses, personal relationships, group behaviors, mental learning and other intellectual, social and aesthetic out comes (Ibid 6) is stressing the point that even though physical education seeks to educate people through physical means by working with physical activities, it is also concerned with educational results which are not entirely physical.

The goal of physical education is to influence all areas of educational development including the mental and social growth of the students while the body is being improved physically the mind should be learning and expanding and there should be some social development such as learning to work with others. As cited in wuest and lombarolo physical education, is an integral part of the total educational curriculum it is the area of school curriculum that teaches motor skills and an understanding of human movement and provide opportunities to facilitate their development. Furthermore, physical education when properly planned and taught can support leaning across

the curriculum, for example physical education can integrate information about anatomy and physiology as well as nutrition which is science and health cases. In fact some teachers happen to be cognizant of this knowledge and offer their students a course in applied exercise physiology.

Designed and sequenced KG -12 grades PE program helps students develop the skills and attitudes conducive to lifelong learning, an important educational goal. Physical education is an essential component of any curriculum designed to educate the whole person. Other authors have sought to underscore this broad definition of the goal of physical education. (Ibid FreemanS 1977:3), for example, pin points the idea that “education through the physical” the unique contribution that Physical education has to make to general education is that of general body development through physical activity. When this physical activity is guided by component teachers so that the other general outcomes of education accompany the physical activity, then, and only then, does the physical education become more than physical culture or physical training.

As we can see from various definitions of physical education, the basic points that define the field are brought forth consistently by different scholars. First, physical education is conducted through physical means that is there is some sort of physical activity involved. This physical activity is usually, though not always, moderately vigorous, it is concerned with gross motor movements and the skills involved do not have to be very finely developed or high quality for the benefits to be gained by student. Finally although the means of educational methods that is, the process by which the student gains benefits is physical, the benefits for the students include improvements or changes in such non physical areas within the spectrum of educational development as intellectual, social and aesthetic growth.

Physical education is an important of elementary and secondary school curriculum as an integral component of the total education. Physical education makes a unique contribution to the education of student. It is only the subject area in school devoted to the study of human movement, the acquisition of motor skills and the promotion of fitness. It is also concerned with the total development of the individual encompassing development in the psycho motor, cognitive and affective domains, the development of motor skills, fitness, knowledge and attitudes conducive to a life time of participation is a commonly acknowledged goal of

elementary and secondary school physical education program (Wuest and Lombardo,(ibid); Robert and walter(1976).

An implementation physical program requires consideration of many different facts of teaching .Understanding the process by which individual learn skills , teacher guidance in the selection of teaching style and strategies, teacher's interaction with students, the class room climate, motivation, discipline etc. Furthermore,teacher's must thought fully consider how they will meet the needs of all students .

Effective administrative procedures can help teacher's be more efficient and accomplish required tasks in more timely manner. Evaluation should be an integral part of the program that teacher's can determine the extent of achievement of teaching learning goals. Teachers who are determined to improve their teaching will benefit from employing a diversity of techniques to evaluate their own performance promotion of Health and Physical Education program through the use of various public relations, strategy is an important responsibility of each Health and physical education teachers (wuest and Lombardo)ibid.

physical education teachers need to be effective teachers, students will not develop life time habits of fitness and sport participation if they get "turned off" to physical education during their school years. Moving a good time is not enough. Students have to learn skills, gain knowledge and grow in their appreciations of the joys of participating in sports and the importance of life time personal fitness (siedentop).There are many numbers of challenges that affect teaching learning process such as teaching methodology, teacher's quality, equipment, student back ground, school environment, motivation and teacher-student interaction. Teachers are effective when students reach important learning goals and do so in a way that enhances their development as productive human being.

2.6.1 Aims and purpose of physical education

The physical education teacher, to day, has to address and prioritize a host of aims, including aims deriving from state regulation (like the National curriculum) and from school policy. The teacher as a professional also needs to reflect on his or her own views of the subject, and the aims they express. Numerous authors have offered their own views on the aims of physical education. Talbot (1999) for example climes that the subject aims to develop physical literacy

and integrated development of the whole person. Whilst Almond (2000:12) propose among other things. Moving beyond play into disciplined forms of physical activity such as sport and dance and parry (1998:64) talks of the development of certain human excellence of a valued kind. The national curriculum for England and Wales also has its list of aims and purposes, which are outlined below.

Physical education offers opportunities for children to

- Become skillfull and intelligent performers.
- A acquire and develop skills, performing with increasing physical competence and confidence, in arrange of physical activities and context.
- Learn how to select and apply skills tactics and compositional ideas to suit activities that need different approaches and ways of thinking.
- Develop their ideas in creative way.
- Set targets for themselves and compete against others, individually and as team members.
- Understand what it takes to preserve, succeed and a knowledge others' success.
- Respond to a Varsity of challenges in arrange of physical contexts and environments.
- Take the initiative, lead activity and focus on improving aspects of their own performance.
- Discover their own aptitudes and preference for different activities.
- Make informed decisions about the importance of exercises in their lives.
- Develop positive attitudes to participation in physical activity.

2.6.2 The training of physical education

The college training of physical education has been traditionally referred to as professional preparation according to the belief that teaching is indeed a profession such formal training approach is relatively recent development in educational history, particularly in the broad areas that constitute physical education, for organized college programs designed to train physical educators, particularly for teaching are little more a century old (FreemanS 221). further stated that there are areas of professional preparation essential for future physical educators.

1. The first of these areas is academic courses as required by the institution the student attends. This portion of the college program is often called “general education” for it is designed to provide every college and university student with academic training of broad spectrum. It provides some concept of the breadth of human knowledge. This part of the preparation is commonly done during the first two years of college education.
2. The second area of professional preparation time is the foundation sciences, or these areas of science that must be a part of the physical educators basic knowledge for a good grasp of the major field is to be attained. The basic emphasis has been towards the biological science, especially anatomy and physiology, nonetheless, increasing emphasis need also be directed toward an understanding of chemistry, which under lines biology /particularly in the area of exercise physiology / and forward more exposure to physics which is necessary in studying aspect of movement such as mechanics of human movement and the outside forces that affect.

2.7 Physical education in elementary school trends and challenges

Physical education is a primarily concerned with the manipulation of the most perfectly developed, complex and interesting of known organisms-the human body. Marvels of the body have been copied by engineers for centuries in the construction of buildings, bridges and machines. The complexity and infinite potential of this human machine can be immensely frightening to teachers. Elementary teachers confronted with 35 squirming children may shy at their responsibility for teaching a subject involving physical skill. Unfortunately, most elementary schoolteachers have had very few physical education experiences in their professional preparation. Contemplate in their plight; they are faced with the realization that, to teach physical education, a back ground of physical skills plus a knowledge of the whys and how's of teaching these skills is essential. Since accidents are invited by the un skilled and since skirts and nylons are not conducive to vigorous activity, many elementary teachers tend to shun the instructional aspects of physical education. There fore, the teaching of skills is spotty.

Experience indicates again and that the example is the best teacher, and the teacher may be the only book some of the students ever read. Frightened, ill prepared, poorly coordinated and in appropriately dressed, the class room teacher is presented a frustrating task, conducive to criticism and failure. Ideally, specialists in each building could solve most of the elementary physical education problems. Since this is a moot question at present, conscientious class room

teacher must find resources at their disposal to assist them in their preparation for physical education. City, district, country or state coordinators of physical education have a wealth of teaching materials including grade level guides, card files, books, records and list of other resource people. Coordinators should also be available to conduct periodic in-service classes or workshops. Physical education plays a vital role in the development and growth of all students. In PE, students learn behaviors that lead to lifelong physical, mental and social wellness.

2.7 What big challenges do new teachers face?

The biggest challenge new teacher faces are in three key areas; **support, discipline and classroom management**. These questions will help you focus your effort to overcome the challenges.

A. Support

- Is there a new teacher orientation program?
- Are school policies and procedures in writing for new teacher?
- Does a new teacher have an assigned mentor teacher? Do they meet weekly?
- Does a new teacher administrator check in with his/her frequently?
- Are colleagues available weekly for team or grade level meetings?
- Do teachers plan together or assist a new teacher with planning?

B. Discipline

- Are a new teacher's students respectful toward one another and their teacher?
- Does she/he have rules in place that she reinforces?
- Are there logical consequences for students who do not follow the rules?
- Does a new teacher class move around the building in an orderly way?
- Does she know how to handle difficult students and situations?
- Does she know when to ask for support?

C. Classroom management

- Is a teacher well organized? Does he follow a schedule?
- Are systems in place that make the school day run smoothly?
- Is time used effectively? Is pacing appropriate for a given class?

- Is a new teacher sensitive to diverse learners?
- Are all students treated fairly with out regard for race, gender, socio economic status, and so on?
- Is a new teacher able to multi task?

2.8 Instructional principles of physical education

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

➤ **Principles of motivation**

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

Teachers create learning environments, implement instruction, and establish learning oriented or performance oriented class rooms. None of other components of the model are effective if the teacher characteristics – Modeling enthusiasm, caring and positive expectations are lacking. Motivation is related with interest of learner in the lesson indicates whether the child is cooperating in the instructional process or not. Thus the job of teacher Is to create learning situation for the pupil and make them interested in the activity once the children get interest in the lesson, the process of teaching learning proceeds smoothly, so motivation is the process of creating interest in learning situation.

To create interest in learning situation the teacher should follow different mechanisms for example the subject can be presented in the form of play and the class may be motivated by introducing the spirit of competition between different groups in the class.

➤ **The principles of recognizing individual difference**

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

2.9. Professional characteristics of physical education teacher

Literature reviewed indicates number of professional characteristics which are basic requirements for a good physical education teacher. Following professional characteristics are basic components of his personality;

1. Honors of child
2. Introduction with students by giving attention
3. Participation of students in school activities
4. Addressing the individual differences of the students
5. Importance to theory as well as practice source of assessment in the classroom
6. Source of assessment in the class room(Walter James E1981).

2.10 Physical education in the school system

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

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

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

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

2.11. Challenges for teacher education in the twenty first century

Research on educational issues has brought forward many matters in various domains of education. Major challenges for teacher education in the twenty-first century are:

1. The raising of the status of teaching profession to a level at which attracts the best qualified applicants.
- 2 .Harnessing rapidly developing teaching to provide maximum learning opportunities for students-teachers, especially those in remote areas and those in developing countries, where conventional resources such as libraries are impossible to resource adequately.
3. Discovering the optimum balance between theory and practice in the curriculum of teacher education in the many and varying contexts in which it is provided.
4. Developing teacher education structures and curricula that provide optimal balances among the academic, humanitarian, aesthetic and moral domains of human experience.
5. Designing research that takes account of many complex factors that impinge upon the process of teacher education, so that a greater understanding may be gained of the ways in which students learn to teach in the myriad of contexts in which they live.(Hargreves 1993)

2.12. Factors related with the teachers

As far as teachers are concerned the, international bureau of education (1993) remarked;“no one is in any doubt that the chief agent in the process of educational reform is the teacher.” posner (1992) also stated that teachers play crucial role in determining the success or failure of curriculum implementation thus the teacher with his (her) altitude, skill and experience is the

most important of all in determining the success or failure of teaching learning. Let's have a look at each dimension turn by turn

- **Teacher's attitude:** Teacher attitude is the basic ground to act in a positive negative way towards persons, ideas or events happening in the environment. And most educators are convinced that teacher attitudes are very important dimension in the teaching process. A successful innovation depends substantially on teachers' attitude toward proposed curriculum alterations. Students with teachers of positive attitude towards teaching and the curriculum are found to be high level achievers in learning (Keynes, 1986, cooper 1986 and Calhan, 1988), consider the teacher's attitude as very important aspects in teaching process. Noel (1993), asserted that trust is important in gradient, which the facilitator provides. The more effective teacher were rated higher on every attitude measured by any inventory, they were seen as more real as having higher level of regard for their students, showed more empathic understanding, no matter how good the written curriculum is and the extent of back resource supplied, no matter how much incentive (through stick or carrot) is applied through the accountability of a national assessment scheme, no matter how much politicians exhort unless teachers are with a good enthusiasm for the subject and methods with their students teaching will never become better than adequate (wool,1994).

Many prominent writers focus on the importance of teachers' attitude to the real achievement of educational results. Selection and training provide qualified Personal to do each job. But to get the job done the individual must also want to work, what individuals actually accomplish may vary widely as a function of their attitudes towards the work, and towards other aspects of the job. Low moral can make brilliant person to well-high incredible feats (Annastisic 1979, Walberg, 1986, Jackson, 1986) in Calhan (1988).

Educationalists have common agreements on the correspondence between attitude and teachers performance in the classroom. According to cooper (1986), teacher's attitudes are very important and have the direct effect on our behavior, they determine how we view ourselves and interact with the environment.

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

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

According to O'Neil (1995) teachers marginalize are avoid parts of the syllabus which are not in agreement with their theoretical position. This is termed as "a filleting process" by Genkins and Shipman (1976) a process by which teachers use the parts of the syllabus which are in congruent with the ways they teach and avoid those parts which are not in harmony, with their principles. This virtually leads to "drastic mutation rather than straight forward adoption of syllabus" (O'Neil, Ibid).

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

subject matter before implementing a curriculum in a large scale. If teachers, lack this ingredient, the necessary orientation / training is in dispensable.

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

In the case of Health and PE, it should be noted that health and PE is learning process designed to assist each individual to develop the skills, attain the knowledge, and acquire the attitude that will result in a life time of participation in physical activity. Thus teaching health and PE is more than instructing students helping them attain the desired educational outcomes of skill proficiency, physical fitness, knowledge and appreciation for the value of physical activity (Wuest and Lombardo, 1994). Based on the fact health and physical education teachers must fulfill a number of responsibilities incumbent upon them as members in the school. These obligations are categorized into pedagogical institutional and professional responsibilities.

In board sense, pedagogical responsibilities are those activities that are related, either directly or indirectly, to teaching health and physical education. These responsibilities include teaching, planning, administration, coaching, directing, curriculum development and program promotion. Though these terms seen different they are inter related one another. For instance in teaching teachers engage in many different activities and perform a diversity of functions when teaching. Harrison (1987) regarding the quality of effective teacher writes.

- A spring high expectation for students
- Managing classes in ways that increase academic learning time and opportunities to learn
- Creating supportive learning environment in which students are treated as individuals in which they know that help is available.
- Selecting materials at an appropriate level of difficulty for students, moves them through it at a repaid pace, and accomplishes this in small steps with high lives of success

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

- **Teaching methods** : Teaching methods may be defined as that phase of the work of the teacher concerned with organizing and conducting learning activities. Selection of methods is takes as the heart of the instructional plan or teaching strategy. As analysis of research reveals that there is no best method validity of a method is specific to time, place, the nature of the learning the teacher, and the learner.

- **The personality of the teacher:** is a major determinant factor in the kinds of methods he can use most effectively. Similarly students react differently to both the type of methods used and the teachers' personality (ibid) Furthermore, for effective teaching, when viewed from the perspective of safety and legal liability, planning is cortical. In this regard Wuest and Lombardo (1994) noted creation of a safe learning environment is of paramount concern, the potential problems and inherent in various physical activities should be carefully assessed. Therefore, utilizing appropriate progressions for activities and considering individual differences. In abilities are important planning concepts from the safety and legal liability stand point. In sum, teacher's pedagogical responsibilities could extend to administration (maintain student record, Attendance and the like); coaching, directing and curriculum development (continues revision of curriculum to meet students needs). According to Wuest and Lombardo (1994) beyond the pedagogical responsibilities teachers are expected to participate in institutional responsibilities. Health and physical education teachers must assume other responsibilities in addition to their pedagogical responsibility. Some of these responsibilities are explicitly stated in teacher contract, while others are unwritten expectation for teachers. These institutional responsibilities are wide ranging, encompassing such tasks as supervision, advisement, counseling, parent conferencing,

and participating on school wide Comments, and professional responsibilities. In addition to full filling their pedagogical and instructional responsibilities Health and Physical education teachers must also be mind full of their professional obligations. This obligation in compass activities pertaining to one's professional growth and development as well as involvement in professional organizations.

- **Skill of lesson presentation:** Another important skill requires by teachers is skill to lesson presentation. This construct relates to the teacher's ability to transmit the essence of the lesson to the learners, this can be accomplished in a variety of ways, but it is a necessary component of quality lessons. Unfortunately, some educators either avoid this important element or execute in a poor manner, thereby often confusing learners, or at the least causing students to struggle to identify what is important in the lesson and where they should expend their energies often, resulting in misdirected and inappropriate efforts and; unfortunately a high degree of frustration. To minimize this frustration Wuest and Lombardo (1994) described that presentation task should include the introduction and explanation of the skill or content, including obtaining the student's attention and arranging for all students to see and hear the important aspect of the lesson, emphasizing main points, interjecting main points to check for understanding, proceeding in small steps at a fairly quick pace, using sufficient and appropriate examples and employing clear models and demonstrations.
- **Teacher's questioning skill:** In addition to lesson presentation, teacher questioning skill is a crucial point in teaching process. The crucial role that questions play in educational process has been stated by a number of educators. Of these, Cole and Chan (1994), Kochher (1981), and Sadker (1986) have all reported the immense value of questioning technique for effective teaching. Questioning promotes involvement of student, enhance learning requires little effort and motivates students. Thus it can be said that questioning promotes a student centered learning environment while maintaining teacher led activity. In general questioning is essential to effective teaching strategies in most school context, because it plays a very important part to avoid challenges in learning, teaching, testing. However, it is worthy to note that the power to questions well is one of the fine arts of teaching. Regarding this matter, Sadker and Sadker (Ibid) who work a research on questioning skill, give a comprehensive explanation about the

questioning behavior of the teacher. They pointed out that: “to question well is to teach well.’ They under lined. The importance of teachers questing behavior to the extent that the teacher who never questioning never teaches. According to these scholars, in order to be an effective teacher one must be an effective behavior. Good questing behavior, as Sadker and Sadker (Ibid) requires handling in correct responses and initiating none voluntaries. To this effect, reinforcement techniques such as nice, good, excellent, right etc. must be used to stimulate student’s responses and this is also an important motive for increasing student desire to participate student class room discussion. Besides students should encouraged to ask questions and all sincere questions should be handled with appropriate consideration no matter how silly they may be. In short, the teacher has to maintain a class room atmosphere that encourages student to contribute and speak out without fear and rejection. If this is so students will not be made to feet afraid to ask or to answer questions.

- **Class room management:** On top of the above skills class room management is the most important aspect of instruction for successful curriculum implementation which help to avid challenges that affect teachers. It is also a skill that all effective teachers must master. This is because without the skill to manage a class room even a well planned can fail. Therefore effective class room management is of crucial importance. Moore (1992) remarked little or no learning could take place in an environment that is not well managed. The quality of class room management behavior of the teacher contributes to creating a quite learning situation in which pupil can learn. This actually, results in bringing about good behavior and disciplines in class rooms which are essential to successful teaching and learning. On the other hand; misbehavior in the class room prevents pupils learning from effectively (Crèmers, 1992, Capel et al, 1995, Doyle 1986).Effective teacher is therefore who is skilled in analyzing class room interaction and particularly sensitive and alert to what is happening on his or her class room.

The teacher must be able to get student cooperation and maintain their involvement in learning tasks. His /Her treatment of topics should be interesting and lively; with plenty of opportunities for the students to be actively involved in the learning process. On the other hand, rigid teaching method provides boredom in the pupils largely because they are rarely called upon, or expected

to be actively evolved in what is going on (Brown et al, 1982, Moor, 1992; South worth and loft house, 1990; weber, 1986) on the whole it can be deduced from the forgoing discussion that good class room managers are always good instructors. A teacher who has good class room management skills will find it easier to establish and maintain class disciplines. On the other hand; poor class room management is often associated with demonstration of in effective teaching. In the case of health and physical education teachers ability to effect change in student behavior (learning) will depend more on their ability to communicate. In this case, note that the difference between exciting, stimulating and facilitative Health and Physical education teachers and dull, boring, or discouraging teachers is often directly related to communication and interactive skills. Based on this fact some teacher's are perceived as confusing and sleep – inducing while other are Cleary understood and interesting more often than not differences can be traced not so much, to subject matter competency but to the teacher's communication of such knowledge. Effective presentations, an essential teaching activity make, the subject an interesting, and easy to learn, while the teacher with deficient communication skills often makes lessons confusing and can currently exerts a determination effect on learning.

Demonstrations play a significant role in achieving the objectives of health and Physical education as to Wuest and Lombardo (1994), if demonstration employed wisely they can increase the effectiveness of the lesson by maximizing the students' conceptualization of the expected performance and by providing a broad over view of the nature of the skill, thereby enhancing student learning. In addition to shorting how movement is performed, demonstration can be used to generate interest in a particular skill or activity and certainly can assist in minimizing misconceptions. The effectiveness of presentations health and PE can be heightened if teachers employ some of the following stretches Wuest and Lombardo (1994).

- Provide the lamer with specific information about the task at hand, many times stating the objectives of the lesson clearly will enhance student understanding. For example, if the teacher states to the class, "Today we will learn to score a complete bowling game," students immediately become aware of the teacher intent and can then apply their energies appropriately. Much research in dictates that more effective teachers introduce and explain material more clearly than do less effective teachers

- Teachers also need to adjust the amount of information provided for learners based on the students developmental level for example, beginners require minimal amount of information (that is enough to get started), or else teachers run the risk of over loading them. Beginners in such circumstances will be unable to discriminate or prioritize the more critical aspect from the secondary less important aspects of skill under study when this latter situation occurs beginners often become paralyzed by wealth of information and the choices set before them. However, the advanced performers who come to the class with some prior knowledge and experience are better able to deal with and comprehend more material, and thus they are able to filter out less relevant information from the more relevant material presented.
- Present material in a logical order, employ the principles of progression to sequence material that will insure comprehension by the students
- Provide copious examples, examples provide learners with concrete images of and visuals of often abstract terms or concept. Examples also bring to life the concepts that may be hard to relate to, difficult to envision or foreign to the students. Experience.
- Personalize the instruction; personalizing the material assists the learner in identifying with it. Often seemingly irrelevant information or material can become immediately interesting because of the teacher's efforts to relate it to the students' personal realm of experience.
- Relate the presentation to the previous learning's and background of the students by demonstration that the material being presented intersects with students previous learning is, teachers can tie the content in to the students' experience.
- Check on the student understanding by asking questions often. Feedback obtained in this manner will prevent teachers from proceeding with the presentation unless the group gives evidence of comprehension. It also serves as a check in the teacher's clarity. Often students remain timid and silent in the face of a confusing or difficult presentation; fearful of asking what they interpret to be stupid or embarrassing questions. Students will not ask questions because they are fearful of losing face with their peers and teacher. Questions should be posed throughout the presentation, not only at the end of the session. Hunter (1982) refers to this practice as dip sticking and suggests that such teacher behavior will contribute to the teachers knowledge of what has been learned, and what needs to be rethought.

- Present material dynamically modulation and variation in volume, voice inflections and timing can do much to enhance communication. Effective use of pauses, wait time after posing questions and non verbal gestures can help the teacher avoid desultory and in effective presentations. Generally, teacher dynamism, teacher enthusiasm, and teacher delivery are almost universally viewed as desirable teachers' behaviors and are supported by considerable body of research evidence.
- **Teacher's experience:** Teacher experience is another important factor that contributes to effective implementation of the curriculum In this case usually; teachers experience is expected to have positive relationship with teaching effectiveness. Longitudinal study conducted for five years with one group of teachers showed that there is a significant quality increase in teaching behaviors, such as making instruction systematic and stimulating (Adams 1982 Adams and others (1980), Adams Mar tray (1981) have also found that teachers self concern decreased in magnitude from the time of student teaching while task pattern related to instruction in creased a long with more years of practice through five years teaching, while task pattern related to instruction increased along with more years of service. In understanding the importance of experience, Feiman-Nasmer and Buchman (1985) stated that firsthand experience is particularly evident in contributing to learn to teach. Similarly, Vare (1994) recognized the positive side of experience arguing experienced school teachers work with college professors as partners to prepare perspective teachers and to facilitate the continual provisional development of teachers. After reviewing many research findings, Heinemann (1980) also has come up with conclusion that teachers' experience and pupils' progress have positive relationship.
- Farther more, Borkon and Buteher (1984) have indicated that lower level of teaching performance would be obtained with less experienced teachers (below 6 years).
- Erkhum and other (1960) also found that teachers with less than 5 years service tend to be rated lower than teachers more than 8 years service. Confirming mentioned above, Erkyhum and others (1991) have spotted positive correlation between experience and teaching performance there by concluding the higher the service years teachers have the better the performance they could have in teaching and lesson planning. In general from the foregoing literatures, it appears that assumption regarding experience in teaching will bring

about effectiveness and avoid challenges in instructional performance is equivocal. However, it is undeniable that experience encountered through years of services, provided that the experiences are actively processed and internalized by teachers, could contribute to improve class room performance. This may also hold true regarding the relationship between experience in teaching and teaching material utilization as well as use of SPCs (school pedagogical centers) because they are part of class room performance.

- Other than experience and attitude teacher qualifications, as indicator of quality and quantity of training received has remained to have a telling effect on effective instructional performance. In line with this, UNESCO (1966) has stressed, “advance in education depends largely on the qualification and ability of teaching staff.” similarly Far rant (1980) has stated that teachers with little or no training (not quilted) often tends to use authoritarian and insufficient methods.
- Furthermore, a study by Good and Brophy (1987) has traced teachers often engaging in insufficient instructional behavior either without awareness of the behavior or its effect; and one of the major factors limiting teachers’ awareness was found to be deficiency in training programs.

2.13. Factors related with the administrators

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

➤ The organizational factors

- Instructional falsities and material
- Class size
- Time management skill
- Effects of school context on teacher student relation
- Time allotment

➤ Instructional facilities and material

According to Mitzal (in Azeb, 1998) any discussion of class room organization must begin with some attention to resource and facilities that the specific step up demands or effectiveness of physical education teaching learning process. Mitzal farther describes that, when there is no lack of equipment and materials that appear geographically to the

understanding of the pupil, teaching cannot be challenged indeed. In light of this statement Tirusew (1998) also describes that for effective teaching learning to take place, class room must be adequately organized and conducive enough.

The crux or educational quality among others heavily relies up on the environmental (both internal and external) conditions and materials of the class room when ever theoretical issues are presented in class room for students, it is practically proved that the most out of them when they are supported by teaching materials (Houlak, 1990). The writer farther mentioned that class room should have furniture that are comfortable and easy to move from one point to another and can be arranged for different purposes. The same writer argued that a class room should encompass teaching materials like text book Guides map, charts, pin boards, play grounds etc. Therefore teaching materials and other class room situation are very importance in the process of teaching and learning. Where lack of appropriate teaching materials result in hampering effective transmission of knowledge.

➤ **Class size**

Usually under the direct guidance of a single teacher (Manre, 1956) class size concerns educators for various reasons because learning can only occur positively when lessons are under appropriate conditions both for the students and teachers. The class room size has its own impact in facilitation or hindering activities of teaching learning.

According to Tirusew (1998), since teaching learning process depends almost entirely on communication between teachers and students, the number of students in a class determines the amount and the quality of knowledge imparted to and gained by the students. Thus, the large the size of students' number in a class, the more difficult communication between the teacher and students becomes, the more effectiveness of teaching will be hindered, and the lower the quality of education will be.

There are arguments, which support the idea, that class size by itself has methods of teaching. But on the other side there are scholars who strongly favor the need for appropriate number of students in one class. The idea of class size is becoming a concern and an essential point of discussion among scholars. Because it is assumed that as the class size increase, students pace any or all of the following problems Gibbs cited in Barneit (1995):

- ✓ Lack of clarity of purpose
- ✓ Lack of knowledge about the progress
- ✓ Lack of advise on improvement
- ✓ In ability to support independent study
- ✓ In ability to support wide reading
- ✓ Lack of opportunity to discussion
- ✓ An ability to scope with variety of studies
- ✓ An ability to motivate students

In the same token Smith (1961) has also mentioned the following disadvantages that comes as a result of large class size

- ❖ Individualization of instruction is limited.
- ❖ Instruction tends to be lecture without group participation
- ❖ Oral communications with in the class room from pupil to pupil and to teacher and minimized.
- ❖ Written work is assigned less frequently and when assigned, receives less teacher attention.
- ❖ Pupils are less well known to teachers as individuals

Instruction in limited class size requires more preparation before class begin space, equipment and activities must be clearly determined to efficiently organize at least two groups working simultaneously with in the same area.

Provision must be made for providing information to the group clearly, quickly, and efficiently to avoid student dependence on the teacher (as in the command style lesson) for direction, visual information, modeling, and explanations. Generally speaking, classes should be limited to 30-40, regarded as a maximum. It is true, of course, that type of program, teaching methods, and available facilities affect the number that can adequately be provided for in one class.

➤ **Time management skill:-**

The learning in a class is an important teaching variable and is a consequence of teaching methodology. It varies significantly from teacher to teacher for the same subject and within

similar internal and external environments. The academic learning is a consequence of effective time management in the class room. The various tasks performed in the class room are of important consequence such as, time taken to put the class to order and get started, the lesson plan, and the discussion on issues or questions raised by students. All these have an impact student learning and therefore require proper attention. Time wasters have an adverse effect on student learning in class room. Those students who spend more time on pursuing the course content are able to learn more and resultantly achieve better results. Teachers do make class room time and schedule will have a positive effect on scholastic achievement of students. The positive results of effective time use have promoted researchers to study if in more detail and various terminologies have emerged as under

- ☞ Allocated time
- ☞ Engaged time
- ☞ Academic learning time.

A teacher who believes in effective class room time management will always make a proper plan for the time to be spent in the class. He will avoid late coming as this gives student time to build noise level which takes time to subside and is thus a time waster. A good time management teacher would always tell the rules and regulations to the students to be followed in the class room along with expected behavior (Sadker and Sadker, 1997).

➤ **Effects of the school context on teacher- student relation**

Teacher-student relation, as one aspect of school climate, can be expected to depend not only on the individual characteristics of the different factors within a school and on the school process, but also on the external context. Therefore, this examines the effects of different aspects of the school climate at the school level. The following context variables were considered: private versus public management of the school; whether the school is located in a city or in a town, hamlet, village or rural area; the social background of the students (the school average of teachers' [estimation of the percentage of students whose parents have complete [primary education] or higher in the target classes in a school); and teachers' estimation of the average ability of students compared with students of the same age at the school level. All effects were examined at the school level. At the same time teacher characteristics (gender, years of

experience as a teacher, level of education and subject taught in the target class) were controlled for at the individual level.

➤ **Time allotment**

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

1. A break from and variation of sedentary class room activity is needed.
2. Before – school and after-school physical activity makes PE classes near the beginning or the end of a session unnecessary.
3. Early morning hours should be reserved for more difficult subjects and
4. Rigorous physical activity should be avoided after meal. Generally according to the some writers as much as possible considering a long period of time and making a period near the morning or near the afternoon may favored to facilitate teaching PE effective as one aspect of factors influencing the implementation of PE curriculum.

2.14 Planning

The purpose of planning

Research and simple common sense indicate that effective planning is one of the most significant factors affecting teaching performance. Of course, through planning, alone does not guarantee good teaching and learning, but without it, teaching and learning are severely restricted. Mawer (1995) identifies a host of attributes resulting from appropriate planning by trainee teachers, including;

- Greater use of equipment and facilities;
- More directions;
- More careful and precise organization of lessons;
- Clear presentation;
- More specific feed back;
- Greater Variety and better progression of activities, better timing of lesson;
- Greater ability to analyze pupils' needs;
- Higher levels of activity and time 'on task' among pupils;

Each of these attributes can make contribution to the success of a lesson and the quality of pupils learning. The process of planning a lesson or a series of lesson allows teachers to articulate their thinking (William, 1996 a): to think thing through carefully and systematically.

- **Lesson plans**

Effective teachers plan no matter, what method they use to teach or how independent they. A guiding principal is that the less experienced the teacher, the more detailed the plans should be. More experienced colleagues have a great deal of knowledge and skill related to class organization and presentation, and many of their practices have become automatic and need not be written down.

2.15 Promoting a positive climate for learning

- **Positive climate**

The climate of the lesson is its general atmosphere or tone. A climate that is positive and supportive can have a great influence on the motivation of pupils and their attitude to learning. Kyriacov (1991:60) characterizes a successful class room climate as being purposeful, task- oriented, warm, supportive and [with a] sense of order. Some teachers are very good in creating a strong sense of purpose in their lessons; some promote a supportive and caring environment. Good teachers do both. Research certainly suggests that this is the view of pupils. For example; Saunders (1979) reviewed the findings of studies of pupils' descriptions of good teachers and constructed the following picture. Good teachers:are purpose full and control of themselves:

- Know what they want to teach and check that the pupils are learning;
- Take positive action when they discover and respond by changing role smoothly and appropriately;
- Try to understand the point of view of learners;
- Show respect for others
- Are concerned for all the pupils; In other words, according to pupils, good teachers represent a combination of purposefulness and sensitively.

CHAPTER THREE

3. RESEARCH DESIGN AND METHODOLOGY

3.1. Research design

A scientific and systematic designed methodology is composed of an explanation about sampling design, procedures of data collection, tools of data collection, presentation, analysis and interpretations etc. Based on the conditions of the study the researcher employed a descriptive survey design method to explore the practice, challenges and prospective of primary school physical education during teaching learning process. The use of this method is well supported by Kerlinger (1990), Best and Khan (1996) and Baker (1988) when the study aims at examining of samples taken out of a large population. Similarly Cohen and Minion (1994) contend that descriptive survey in query gather data at a particular point with the

intention of describing the entire nature of existing conditions in generalize ability. Therefore the methods used to collect data can be categorized interims of the relative degrees of explicitness which the data collection instruments require in the response of the subject. Since the main objectives of this study was investigating the practices, challenges and prospective of primary school physical education teachers in DebreBerhan, it is helpful to identify present conditions & point to present needs, immediate status of phenomena & facts of the findings. Moreover, it is economical & rapid turnaround in data collection& identifying attribute of a large population from a small group of individuals.

3.2 The Research Setting

The Location of the study was Amhara Region North Shoa Zone selected primary school in Debre Berhan.

3.3 Sources of data

The primary sources of data for this study were physical education teachers, School directors, cluster school supervisors & students from selected primary school in Debere Berhan.

3.4 Sample size

Participants of the study were physical education teachers, school directors and cluster school supervisors of all primary school and 2900 Two thousand nine hundred student's grade **6-8** from Atsezeryakob, BeruhTesfa, Baso, Andenet, Tebase were involved which are randomly selected (Lottery method) from Fourteen primary schools. The total number of population was Two thousand nine hundred forty six. Among this or 100% physical education teachers Fourteen or 100% school directors, Five or 100% school cluster supervisors which are selected using purposive and availability sampling techniques and Four hundred thirty five or 15% students included in the study. Therefore, the questionnaires were distributed for all four hundred eighty one respondents (481).

3.5 Sampling Techniques

In the process of conducting this research work both probability & non probability which is simple random sampling and stratified sampling (purposive sampling) and availability sampling respectively were employed to get the sample population from the total population.

3.6 Method of data collection

3.6.1 Prerequisites to data collection

To have a valuable data for research purpose, there is a need to follow predetermined procedures. In doing the study, the researcher arranged the desired tools for the sake of gathering

information. The researcher with the schools community, as a result; a permission to access the required information were earned from the teacher, the school directors and, cluster supervisors, physical education teachers and students as preliminary step of data collection the researcher was contact with directors and unit leaders of school and explain the purpose of the study. As it was dealt in sampling techniques subsection, the process of selecting participants of the study was one of the most difficult steps to conduct descriptive survey research conduct with the very willingness of teachers and permission of the directors.

3.6.2 Ethical consideration

Ethical consideration was governed by the research code of ethics in maintaining privacy and confidentiality and other related values. The researcher promised to the participants of the study that the information which were collected from the respondent should not be transferred to the third person in candid or it was not exploited for under taking other than the purpose of research study and no one was forced to take part in this research.

3.6.3 Instrument for data collection

A. Questionnaire

The questionnaire that employed as a major instrument to collect data were prepared by the researcher. Because, it is a popular means of collecting all kinds of data in research and it is appropriate instrument to obtain information about the conditions, practice and problems for relatively large sample studies. Both open and closed ended questionnaire were prepared and used to collect relevant data from respondents. The need for both questionnaires and interview that the research requires not only factual information, but also opinion, attitudes and their views of respondents. The researcher validated the instrument that were developed before the actual data collection was started; the instrument were given to research professionals in Debre Berhan teacher education college so as to get valuable comments on the strengthen of the items. The questionnaires were prepared in **local language/Amharic** because the respondents are primary schools grade 6, 7, and 8 students and also the teachers. For the directors and cluster schools supervisors, I have used Amharic language to give their opinion openly using interviews. Questionnaire for physical education teachers include 18 closed ended and 16 open ended questions and of students 18 closed ended and 16 open ended questions. In addition to this

interview and observations is a part of my data collecting instruments as it has mentioned above. The questioners were consisting of two sections; the general background and opinion scales questions.

B. Interview

In addition to the questionnaire information was obtained in interview with randomly selected directors and cluster schools supervisors were made. Because as indicated in Wilkenson and Bhandarker (1999:288). “Interviewing is necessary to get deep feeling, perceptions values or how people interpreted the world around them, which is the direct voice of the respondents and past events that are impossible to replace”. In light of this interview question have unstructured items. Some questions are similar to those raised on the questionnaire. Since it used for the purpose of checking what is said by the teachers is similar to what is said by the directors and supervisors.

C .Observation

The class room and field observation was made by the researcher to gather information relevant to the study. Because observation is useful to indicate how the school is organized for physical education teaching learning process according to the varieties of activities such as play grounds and teaching materials as well as how teachers uses the lesson plan in the field effectively. Therefore, the researcher also used observation for gathering information to the study inside the class and outside the class rooms during practical session were observed to get relevant information.

3.6.4 Procedures for data collection

The researcher was adopted the steps in collecting the data for the study. First, relevant literature was reviewed to get adequate information on the topic. Second, objectives and research questions were formulated to show the direction of the study. Third, data gathering tools were developed and piloted. After the questionnaire was distributed and collected, interview with open ended question were delivered to the directors and cluster schools supervisors to identify their opinions, views regarding the challenges and future perspectives of physical education teachers. Finally, class room and field observation have taken place to determine the teaching learning situation and suitability of the school environment in general.

3.7 Methods of data analysis

A/ Qualitative analysis

The researcher tried to find out the alternative solution for the problem and the implementation, the closed ended and open ended questionnaire employed for both teachers and students were analyzed qualitatively using words.

B/ Quantitative analysis

The responses obtained from the survey questionnaires was analyzed using descriptive statistically analysis were percentage in table and each table contains the item, the number and percent of respondents for each question. The data through questionnaire and observation were analyzed and interpreted.

CHAPTER FOUR

4. DATA ANALYSIS AND PRESENTATION

This chapter deals with the presentation and analysis of the data obtained through questionnaire, tabulated and analyzed in the form of tables using percentage and textual description. The data obtained through interview and observation were presented as supplements in the text where needed. Based on this process the first section deals with the general background information of the total population can be presented. The second section deals with the sample representative; those are as a subject or respondents. The third section was the basic questions of the research data collected , analyzed and interpreted.

4.1 BACKGROUND INFORMATION OF RESPONDENT'S

As shown in table below, the population of the study included twenty seven physical education teachers of Debre Berhan primary schools. The researcher decided to take hundred percent of the population as a participant of the study to make the sampling more representatives and the study more valuable.

Table 1 : Background information about physical education teachers by sex and age.

No	Total Teachers			Age									
				20-25		26-30		31-35		36-40		41 and above	
	Sex	No	%	No	%	No	%	No	%	No	%	No	%
1	M	18	66.67	-	-	2	7.41	4	14.81	1	3.70	13	48.15
2	F	9	33.33	2	7.41	-	-	-	-	1	3.70	4	14.81
3	T	27	100%	2	7.41	2	7.41	4	14.81	2	7.41	17	62.96

Table 2: Educational background of physical education teachers

Educational background							
No	Sex	Certificate	%	Diploma	%	Degree	%
1	M	1	3.70	17	62.97	-	-
2	F	-	-	9	33.33	-	-
3	T	1	3.70	26	96.30	-	-

Table 3: Distribution of teachers' respondents by years of service

No	Sex	Years of service							
		1-4	%	5-8	%	9-12	%	Above	
1	M			2	7.41	1	3.70	13	48.15
2	F	2	7.41	1	3.70	2	7.41	5	18.52
	Total	2	7.41	3	11.11	4	14.81	18	66.67

4.2 DISCUSSION ON DELIVERED QUESTIONNAIRE

The discussion on the response of the questionnaire 33 closed and open ended types of written questions prepared for 27 primary school teachers and 34 closed and open ended types of written question prepared for five selected primary schools students.

The written questions tried to raise questions and discussion were assess over all teaching learning process and mechanism of physical education. This process is important to find out the challenges and future perspectives of primary schools physical education teachers during teaching learning process in those sample and other primary schools of Debre Berhan.

Based on presented questionnaires to teachers the researcher made indication on each question responses. Accordingly, the data collected and analyzed were presented in tables below as follows.

Response obtained from teachers

Table 4: PE as a profession

No	Item	High		Medium		Low	
		No	%	No	%	No	%
1	Did you preplan /have objective to be physical education teacher?	11	40.74	4	14.81	12	44.45
2	During teaching the subject, do you feel happy?	8	29.63	10	37.04	9	33.13

As shown in table 4Q. No 1 teacher response on his intended preplan and objective to be a physical education teacher 11(40.74%) of the respondent indicate high intension 4(14.81%) are medium and 12(44.45%) are law. According to their Reponses in the open ended question as explained that they are unable to join a job in which they are pre-planned and objectives. The reason they become to be a physical education teachers, because of they did not have alternative and used for transition to other jobs. In addition as indicated on the table 4above Q No 2 the

response on the feeling of happiness in teaching physical education 8(29.63%) of the respondent teachers response high, 10(37.04%) are medium and 9(33.33%) respondents are low. Based on the interview for 19 (100%) made with the directors and cluster school supervisors explained why physical education teachers not happy in their teaching physical education, 9(47.37%) respondents response that some teachers are too old to teach practical activities, because of their physical appearance not suitable to perform physical exercise. In addition, based on the open ended question, teachers are not happy to teach (responses from respondents). Most of the schools do not provide adequate/necessary teaching materials to teach the subject. Teachers' characteristics encompass several variables such as age, personality, intellectual ability etc. (Milton, 1986).

Table 5: Teaching PE and school support

No	Item	High		Medium		Low	
		No	%	No	%	No	%
1	How do you rate the availability of teaching materials such as teachers guide, text book and syllabus?	6	22.22	19	70.37	2	7.41
2	The challenges to teach physical education	10	37.04	9	33.33	8	29.63
3	The extent to which you use physical education period properly?	25	92.60	1	3.70	1	3.70
4	The availability of school support to the teachers	10	37.04	-	-	17	92.96

As shown above table 5 QNo1 the teachers response in having enough teaching materials such as teacher's guide, textbook and syllabus in the school 6(22.22%) of the respondents are high,

19(70.37%) are medium and 2(7.41%) are low. Based on the open ended question, teachers explained medium and low, there is high shortage of student text books, teachers guide and syllabus. It is impossible to achieve the educational objectives without teaching materials in the school. In addition, there is no clear and well organized syllabus for grade 5-8 separately. Furthermore, the solution for the limitation of student text book as the respondent explained, teachers used as 1 to 5 group organization and borrowing from other schools. Therefore, due to these facts the teachers are not happy in their teaching without adequate teaching materials as mentioned above. Therefore, for effective teaching- learning, all teachers should be supplied with the necessary curriculum materials, because student text books, teachers guide and the syllabus are most important that teachers have at hand at all times. Thus all the stakeholders who are concerned should supply the materials as much as possible. As indicated above in the table 5 Q. No 2 teachers response on the negative impact that challenges teachers during teaching learning shows that 10(37.04%) of respondents response high, 9(33.33%) response medium and 8(29.63%) are low. Based on the open ended response of teachers under lined the shortage of sport materials are the main challenge which hindered the practical class. And also some teachers assigned to teach physical education are not well certified. In addition, grade 8 students do not give due attention to the subject. The reason is the subject is not given in national exam like other subjects. Generally, it can be concluded that on the implementation of physical education the teachers are challenged with many problems such as shortage of instructional media, teaching materials and lack of interest, knowledge and skill in teaching the subject. As shown above in table 5 Q No3 proper use of physical education periods 25(92.60%) are high, 1(3.70%) is medium and 1(3.70%) is low. Based on open ended question most teachers' response shows that they use properly, but a few of them do not use properly because the teachers are engaged themselves in different sport competitions and private work. The question that table 5 No 4 asked how much the school support the teachers and supply materials 10(37.04%) respond high and 17(72.96%) are low. As it indicated in the above in most schools there is no administrative support and supply materials for physical education lessons. This shows that there is ignorance of the subjects by concerned bodies.

Table 6: students Participation in PE

No	Item	Yes		No	
1	Do students actively participate in the theoretical and practical session?	16	59.26	11	40.74

As indicated in table 6 Q No 1, teachers' response to the active participation of students in the theoretical and practical session 16(59.28%) are 'yes' and 11(40.74%) are 'no'. The problem is inadequate teaching materials/ instructional medias. In addition as a researcher (I) observed in the field, really students do not actively participated during practical session. To support the above reason in the interview with the school directors about support for 11(78,57%) respondents response the physical education lesson, there is limited budget. Also the interview made with 4(80%) Cluster school supervisors respond that still the support to physical education has great limitation. However, as the researcher observed 2(40%) cluster supervisors who had been physical education teachers tried to support PE teachers in fulfilling the materials as much as possible by their effort.

Table 7: period allotment for PE

No	Item	12 period	%	15 period	%	18 period	%	24 period	%
1	How many periods do you teach in a week	3	11.11	-	-	7	25.93	17	62.96

As the above table 7 Q No1 indicated, concerning period allotment 17(62.96%) of teacher respondents teaches, twenty four and above period in a week. Time (period) allotment is one of the most important factors that influence the implementation of PE. Regarding this Knap (1968), noted that, physical educators are almost unanimous in the belief that a daily period is required in both elementary and secondary schools if the developmental, recreational, and skill needs of young people are to be met with reasonable adequacy.

Table 8: Class size of teaching PE

No	Item	Below 40	%	40-45	%	46-50	%	50 and	%
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								above	
1	How is the class size when you teach physical education?	1	3.70	16	59.26	8	29.63	2	7.41

As the above table 8 Q N₀1 presents the response in the class size of teaching physical education, it shows 1(3.70%) respondent indicate number of students are 40, the majority of the respondents 16(59.26%) are between 40-45 and 8(29.63%) are 46-50 learners. Even though 2(7.44%) of respondents teaches 50 and above learners. As the researcher's opinion and the literature tells us the class size more than 40 is not faire because the teacher unable to control students while teaching practical activities. In addition, it is difficult to manage and transfer the intended lesson properly. Because all students are unable to perform exercises without teaching aids (medias), the teacher is unable to round up, supervise and take corrective measure.

Table 9: Adequacy of period allotment to cover PE content

No	Item	Below 40	%	40-45	%
1	Are the periods allotted to physical education in a week adequate to cover the content?	25	92.59	2	7.41

As indicated on the above table 9 Q N₀1 the period allotted to physical education in a week adequate to cover the contents 25(92.59%) are respond adequate and 2(7.41%) are not adequate. Based on the open ended question, explained by the teachers there are two periods in a week. Therefore, it is not difficult to cover the content. During the observation in some schools, teachers are presenting two and above topics in a week. So this is difficult for those children who are less than 17 years old.

Table 10: Teaching aids

No	Item	Yes	No
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		No	%	No	%
1	Do you use teaching aids adequately during teaching learning?	10	37.04	17	62.96

As shown above in table 10 Q No1 to the question using teaching aids adequately during teaching learning 10(37.04%) yes, and 17(62.96%) of respondents respond no. The respondent indicates in the open-ended question response most of their verified answers are:

- The main teaching aids in physical education is sport materials, still scarcity of these materials is the main reason.
- The materials that are used as teaching aids which are locally made cannot be similar with the standard material.
- Sport materials like balls and the like equipment are not proportional to the class size because of this we can't say we use teaching aids. As the researcher observed, in the field not only unequal sport materials with learners. Again, the play ground is unable to accommodate all class students. Even in some schools, more than one section is found in the crowded play grounds.

Table: 11 Teachers effort to achieve the desirable objectives of PE and response to the student questions

No	Item	High		Medium		Low	
		No	%	No	%	No	%
1	The condition you are using all effort to achieve a desirable objectives of physical education	12	44.44	2	7.41	13	48.15
2	During teaching learning do you respond adequately to the student question?	11	40.74	7	25.93	9	33.33

As indicated in the above table 11 Q No 1, to the question teachers using all effort to achieve a desirable objectives of physical education 12(44.44%) are respond high 2(7.41%) medium and 13(48.15%) are low. Based on the open ended question why they are not unable to use all means to achieve the objective of the lesson, almost all school teachers responded not enough sport materials and encouragement by school directors are the underlined constraints. As it indicated in the above table 11Q No 2, for teachers respond for adequate answer to the students questions during TL. 11(40.74%) of respondents response is high, 7(25.93%) is medium and 9(33.33%) is low. Based on the open ended question that explained why they are medium or low in responding to the student questions, the reason in most schools, there is no good condition to teach physical education because there are no enough teaching materials in the school. The interview made with 9(33.33%) school directors, the unavailability of materials is one factor, but on the contrary of the above reason, some teachers have no interest and willingness to teach the subject. The same reality was reflected by 5(100%) cluster school supervisors, as the result the school leaders and teachers did not perform their duties properly for the profession. (Kocher, 1981 and Sadker, 1986). Both under lined the value of questioning technique for effective teaching, questioning promotes involvement of student, enhance learning requires little effort and motivates students. In general questioning is essential and plays a very important part to avoid challenges in learning, teaching and testing.

Table: 12 knowledge/skills of the teachers

No	Item	Yes		No	
		No	%	No	%
1	In your stay in college training do you believe that you have got enough knowledge and skill?	9	33.33	18	66.67

As it indicated in the above table 12Q No 1 shows educational background of teachers in their stay in college, how much they believe to acquire enough knowledge and skill from the total number of the respondents 9(33.33%) are ‘yes’ and 18 (66.67%) of the respondent response no. Majority of the respondents are not well equipped in the subject matter. It is very surprising how

such teachers are teaching the subject appropriately without gaining of enough knowledge and skills. Based on the open ended questions to the teachers as they explained the reason why they failed to get enough knowledge and skill in their college, the instructors of the college is not interested to teach and most of the time they lose the period and did not focus on practical activity to imparting knowledge and skill for the trainees. Accordingly, teacher education as to do more in framing the youth with basic knowledge, skills and methodology are essential for preparing them to handle the challenge facing in their life as well as making a useful contribution for the society they live in. (Aggarwal 1995,414)

Table 13 sport facilities

No	Item	yes	%	No	%
1	Does the school provide you sport facilities?	7	25.93	20	74.07

On the above table 13 Q No 1, As data obtained from teachers how much the school furnished sport wears for physical education teachers 7(25.93%) ‘yes’ where as 20(74.07%) responded no. In the open ended question most of the teachers’ response is scarcity, low budget to physical education and the schools are giving low attention for the department. In my observation (the researcher), most of physical education teachers were teaching without sport wears. During my interview to 12(85.71%) the school administrators about how much they furnished sport wears to physical education teachers, they replied by saying “when the time and condition allows” we will. When they replied to my question “please explain it taking 2006 E.C as an example” most school directors unable to provide sport wears because the school lacks enough budget.

Table 14 Teachers utilizations of continuous assessment and attitude of cluster schools supervisors for PE

No	Item	High		Medium		Low	
		No	%	No	%	No	%
1	The condition of giving enough continuous assessment to the student	10	37.04	4	14.81	13	48.15
2	The attitude and support of cluster school supervisors	3	11.11	7	25.93	17	62.96

As it shown above on table 14 Q No 1 to the question on a conditions of evaluating the students using continuous assessment.10(37.04%) respondents are high, 4(14.81%) are medium and 13(48.15%) are low. Based on the open ended question, the respondent's reason for their failure to give continuous assessment is mainly shortage of time. In addition the large number of class size hindered them to evaluate the students. As the researcher observed, PE teachers at the end of each class usually are taking attendance. In addition because of shortage of sport materials large number of students unable to learn using sport materials in the field by few materials. In this case teachers are unable to evaluate learners using sport materials.

As indicated in table 14 above Q No 2 to the question the attitude and support of cluster supervisors for the subject 3(11.11%) are high, 7(25.93%) are medium and 17(62.96%) respondents are low. Based on the open ended question teachers response out that the most cluster supervisors visit physical education class when a data or any similar information is needed by wereda /city administrative authorities. Otherwise cluster school supervisors never support and give solution to the problem face physical education teachers. Based on the interview made with5 (100%) cluster supervisors they believed and accept in the condition of supporting the profession has limitations. However supervisors explained that there is low motivation of physical education teachers to teach the subject.

Table 15 Teachers interest to stay in the profession

No	Item	High		Medium		Low	
		No	%	No	%	No	%
1	Are you interested to stay and continue in the profession	14	51.85	3	11.11	10	37.04

According to the above table 15 Q No 1 the respondents 14(51.85%) are ready to continue in the profession, 3(11.11%) are medium and 10(37.04%) are not willing to continue. Based on the open ended questions the respondent's reasons. Were (1st) they are not interested to join sport department from the beginning as physical education teacher because as it mentioned in the earlier they don't have any other alternative. As the researcher opinion, if they do have other option they never join to physical education. If so, are they teaching physical education or not? Must underline, where the problem lies; the researcher sounded! The interview made with 5 school directors and 5 cluster school supervisors, and from the researcher observation, most (55.56%) physical education teachers in general, are not willing to work together. According to their response some aged teachers remained three or four years to be pension or retire. Therefore this is one of main challenges for teacher's future perspectives on the profession. Educationalists have common agreement and correspondence between at attitude and teachers performance in the classroom (Wool, 1994)

4.3 student's views concerning physical education in the school

Table 16 Background information of student's respondent by their sex and grade level

Grade	Sample male and female				Total	
	M	%	F	%	No	%
6 th	39	38.61	62	61.39	101	23.22
7 th	60	38.96	94	61.04	154	35.40
8 th	78	43.33	102	56.67	180	41.38
Total	177	40.69	258	59.31	435	100

As indicated in the first part of this chapter, a total of 435 students were involved in the study. As shown in the above table 16 those respondents from five selected elementary school of DebreBerhan in 6th, 7th and 8th grade level, concerning the respondents. 177(40.69%) are male and 258(59.31%) of them are female respondents. The researcher decided to take about 15 percent of the total population grade 6th, 101 which is 23.22%, grade 7th, 154 which is 35.40% and grade 8th, 180 which is 41.38% were participated as representative in the study.

Table 17 Teachers interest in PE and provide answer for students questions

No	Item	Yes		No	
		No	%	No	%
1	Does your teacher interested to teach physical education?	210	48.28	225	51.72
2	Does your teacher present (show) the exercises in a simple way?	163	37.47	272	62.53
3	Does your teacher provide adequate answer for question raised by you?	194	44.60	241	55.40
4	Does the teacher demonstrate physical activities during practical session?	209	46.44	233	53.56
5	Does the teacher invite you to show physical exercise to the class?	180	41.38	255	58.62

6	Does the teacher encourage you to perform exercise individually?	206	47.36	229	52.64
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As indicated in above table 17 Q N₀1 to the question about interest of the teacher to teach physical education 210(48.28%) are ‘yes’ and 225(51.72%) are ‘no’. Based on the open ended question the response of student responded ‘no’, the reason is low attention to the subject, weak in their explanation, usually absenteeism, fed up and not well trained for knowledge, absenteeism because of pretext, low preparation and allows students to play. For the witness the teacher has used his observation 2 times in 3 schools different days such as Atse Zeryakob, Andenet and Tebase. Therefore most teachers do not fulfill their professional duties.

As it shows in the table 17 Q. N₀ 2, to the question the teacher presentation of exercise in a simple way, 163(37.47%) are ‘yes’ and 272(62.53%) are ‘no’. based on the open ended question why the teachers do not present exercises in a simple way, the reason they respond are teachers failure to demonstrate because of their physical appearance and some of them are not well qualified on the skill provided to the students. In addition as indicated in the above table 17 Q N₀ 3 the teacher usually gives adequate answer which raised by students 194(44.60%) are ‘yes’ and 241(55.40%) ‘no’. On the basis of open ended question why the teacher failed to respond appropriate answer to the question, because the teacher do not have enough time and allowed the students to practice at home. So, this indicates less willingness of teacher to teach. Or no preparation on the lesson before the class. All in all, the teachers do not assess or evaluate their students properly. However, (copper (1986). suggest that the teacher with his/her attitude skill and experience is the most important. As indicated on the above table 17 Q. N₀4 to the question teachers demonstration of exercises during practical session 209(46.44%) are ‘yes’ and 233(53.56%) respondents are respond ‘no’. based on the open ended question the respondent students explained that the physical condition of the teacher does not allow them to show exercises and some teachers have shortage of skill for the activities. In my observation in most schools teachers are usually presented the lesson in words than practice during practical session. So that students need to see how a skill looks, what a drill involves, and how a strategy is used. Well-done, demonstration can contribute strongly more efficient learning. Unfortunately, most

primary school teachers have had very few physical education experiences in their professional preparation Unfortunately, most primary school teachers have had very few physical education experiences in their professional preparation. They are faced with the realization that, to teach physical education, a back ground of physical skills plus a knowledge of the whys and how's of teaching these skills is essential.

As it shows in table 17 Q. No5 to the question teachers invited students to show exercise/demonstrate for the class 180(41.38%) are 'yes', but 255(58.62%) are 'no', on the open ended question the reason why the teacher did not invite students to show or demonstrate physical exercise to the class is the respondents simply answer that many teachers give the ball and go somewhere. In addition as it mentioned previously some teachers are not well knowledgeable in the subject area. Teachers expected to participate in institutional responsibilities, supervision, advisement, counseling, parent conferencing, etc. (Wuest and Lombardo, 1994)

As shown on the above table 17 Q. No 6 to the question teacher's encouraging students to perform exercises in group and individually. The verified responses are.

- Shortage of time
- In adequate of teaching materials (sport materials)
- The teacher do not give due attention to the subject
- The teacher not used 1 to 5 group organization.
- The teacher do not come on time
- Teachers do not encourage students to participate in the instructional process. From the researcher observation, most teachers of physical education after taking the class to the field, which is too small to perform physical exercise and the teacher depart leaving students in the field. Teachers expected to participate in institutional responsibilities . . . supervision, advisement, counseling, parent conferencing etc. (Wuest and Lombardo, 1994).

Table 18 Utilization of teaching aids by teachers and availability of teaching materials

No	Item	Yes		No	
		No	%	No	%
1	During teaching learning, does the teacher use instructional medias/ teaching aids?	201	46.21	234	53.79

2	Does your teacher tell you to dress sport wears during practical session regularly?	151	34.71	284	65.29
3	Are the period distributions to physical education suitable for physical exercise?	105	24.14	330	75.86
4	How is availability of teaching material such as text books, balls, and others for gymnastics and athletics activities?	153	35.17	282	64.83
5	Are the periods allotted to the subject in a week are enough?	280	64.37	155	35.63
6	Does your physical education teacher always come to class?	226	51.95	209	48.05
7	Do you have sport wears for physical education?	167	38.39	268	61.61

As indicated on the above table 18 Q. No 1 to the question, does your teacher use instructional media? /teaching aids/ 201(46.21%) students respond 'yes' and 234(53.79%) students respond 'no'. Based on the opened ended question that the teacher did not use utilization of teaching aids because of:

- Many teachers do not use teaching aids frequently because there are no enough teaching medias found in our school.
- Sport materials like balls, gymnastics equipments etc are not proportional with the number of students.
- Some physical education teachers claimed that the school administration is unable to provide sport materials. During my observation (the researcher) in 4(80%) schools there are no enough standard sport materials and large majority of the students are unable to practice using sport materials.

As indicated in the above table 18 Q No 2 during practical session. Do you teachers tell you to dress sport wear 151(37.71%) students respond 'yes' and 284(65.29%) are' no'., in the open ended question the students explained most teachers do not give care for sport wear and

the teachers only check the attendance. According to the nature and ethics of the subject having sport wear is very essential and must be fulfilled by students. The teacher is expected to check whether the students dress their sport wears and strictly check and control students for the type and appropriateness of clothes they wear during practical sessions. Because the primary school good behavior of dressing is helpful as initial point for high and primary schools.

As it indicated on table 18 Q No3 above the period distribution to physical education are suitable for physical education 105(24.14%) of the respondent respond 'yes' and 330(75.86%) are 'no'. based on the open ended question what makes the period distribution not suitable to practical activities, the response of the respondents students are:

- Most periods of physical education are early at the morning (1st period and other near to lunch time and after lunch. This will expose students for highest solar in solution and after lunch at the first period the food that they ate not properly digested and this leads to smooth muscle injuries.
- In some schools the periods are allotted at last period. Because of these, students are in hurry to move to their home. Even in the school where the period is conducive, some teachers spent the time in non sport issues. As shown on the above table 18 Q No 4 to the question on the availabilities of sport materials in their school 153(35.17%) respondents respond 'yes' and 282(64.83%) are 'no'. Based on the open ended question in most schools there is no enough sport materials. Therefore without sport materials there is no adequate teaching learning process for physical education.

As shown on the above table 18 Q No 5 questions about adequate period allotment in a week 280(64.37%) responds 'yes' it is enough and 155(35.63%) respondents respond 'no'. Generally, these two allotted periods in a week are enough. As the researcher's opinion, if it will be three periods in a week for each grade level, it is very important for those who teach the subject properly. As indicated on table 18 Q No 6 to the question how much the teacher teaches them without on and off/any absenteeism. 226(51.95%) respondents respond 'yes'. And 209(48.05%) are 'no'. Based on the open ended question why the teacher is absent, because of:-

- Many sport competitions

- Sport of workshop and training
- Their private work. E.g. Tebase school
- Some teachers who are not absent from the school, gave their period for other subject teachers and others forget their periods.

During my observation 4 schools (Tebase, andnet. Atse zeryakob, Bruh Tesfa), I came across/have seen absent teachers because of woreda and zonal sport competitions for their private work.

As indicated on the above table 18 Q No7 to the question do your parents fulfill sport wears to you? 167(38.39%) respondent, respond ‘yes’ and 288(61.61%) ‘no’. Based on the open ended question the students response are our parents are poor (economic problem) and other students suggest that if we ask our parents they will by but our physical education teachers does not wear sport wears and does not force us to wear. As the researcher believes some teachers don’t give emphasis to the profession.

Table 19 Teacher’s support students and suitability of school environment

No	Item	Yes		No	
		No	%	No	%
1	Does your teacher encourage students to participate in sport outside regular class?	139	31.95	296	68.05
2	How is teacher student relation during teaching learning?	227	52.18	208	47.82
3	Is the school environment conducive to physical? education	234	53.79	201	46.21

As indicated on the above table 19 Q No 1 to the question teacher encouraging of students to involve in sport outside of regular class 139(31.95%) respondent students respond ‘yes’, they encourage us. Whereas 296(68.05%) respondents respond ‘no’. Based on the open ended question why teachers not encouraged students to participate in sport activities outside of regular class to verified that explained by student respondents some teachers are old enough and not care

about student participation and other young teachers ignore us and ran for their private work. In addition as indicated on table 19 Q N_o 2 question about teacher student relation 227(52.18%) respondents respond ‘high’ there is positive motherhood and fatherhood relation but 208(47.82%) respondents respond ‘low’. Based on the open ended question the respondent explained that because of no good relation. Even some teachers insulting students by using unnecessary words and create stress full situation when students fail to answer question. Regarding the conduciveness of school environment for teaching physical education as indicated on the above table 19 Q N_o3. 254(53.79%) student respond ‘yes’ we have available play grounds for all ball games and sport activities where as 20(46.21%) respondents respond ‘no’. Based on the open ended question the reason that mentioned and as the researcher observed in many schools during observation time the play grounds constructed as very good and attracted. Whereas in some schools such us Andnet school, the play ground is not conducive for the child to learn and play.

Table 20 Teachers’ provision of students with different activities and give opportunities for students with special needs

No	Item	Yes		No	
		No	%	No	%
1	Does your teacher teach ball games, gymnastics and athletics equally?	199	45.75	236	54.75
2	Does the teacher try to support students with the special needs?	164	37.70	271	62.30

As indicated on table 20 Q N_o1 to the question teacher teaches ball games and athletics equally 199(45.75%) respondents respond ‘yes’ and 236(54.75%) of the respondents are ‘no’. Based on the open ended the reason for why teachers do not teach equally:

- Some teachers are not well skilled in some sport, so they escape the topic.

- Some teaches leaving or jumping the content which are difficult for them allowed the students to play ball games.

As indicated on table 20 Q No 2 to question, does the teacher try to support students who are with special needs. 164(37.70%) respondents students respond ‘yes’ and 271(62.30%) respondents response ‘no’. Based on the open ended question, the teacher does not give due attention to teach students. In addition to the student response the researcher believed that the teacher is not well equipped in different educational methods. By and large it can be concluded that the challenges of physical education teachers entangled with many problems that are:

- Limitation of knowledge and skill that gained from college or lack of interest to teach the subject.
- Shortage of budget as described by school administrators.
- In appropriate period allotment/distribution.
- Less or no support by the directors and cluster school supervisors and other stake holders to fulfill the teachers demand.
- Shortage of school facilities such as equipments and play grounds
- Large class size.

CHAPTER FIVE

5. SUMMARY, CONCLUSION AND RECOMMENDATION

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

5.1 Summary

The physical education teacher, to day, has to address and prioritize a host of aims, including aims deriving from state regulation (like the National curriculum) and from school policy. The teacher as a professional also needs to reflect on his or her own views of the subject, and the aims they express. Numerous authors have offered their own views on the aims of physical education. Talbot (1999) for example claims that the subject aims to develop physical literacy and integrated development of the whole person.

Hence the concern of the study is to investigate the challenges and future perspectives of elementary school physical education teachers in some selected elementary schools of Debre Berhan.

To answer the basic questions which are mentioned in chapter one, teachers, students, school Directors administrators, and cluster school supervisors from Debre Berhan elementary schools were taken as the population size, 481 from the total population, 27 are PE teachers, 435 are students of five elementary school, randomly selected by using purposive sampling techniques and from fourteen elementary schools, 14 are directors and 5 are cluster school supervisors. All of the population is corrected. Different issues are raised and have been further discussed. From data analysis the major findings are summarized as follows:

- With regard to academic competency, the study revealed that there is limitation of knowledge and skill of some (58.62%) physical education teachers that gained from their respective colleges.
- The study indicated that lack of interest on some (33, 13%) teachers to teach the subject.
- The study revealed that most of the teachers (53.79%) are not use teaching learning materials.
- The study revealed that most (52.64%) teachers are not ready to encourage and motivate students for teaching learning process.
- The study indicated that lack of refreshment course/in service work shop which update teachers with current conditions related to the profession.
- The study revealed that in appropriate period allotment and distribution.
- The study indicated that less or no support by the directors, cluster supervisors and other concerned stake holders to fulfill the teachers demand.

- The study revealed that shortage of school facilities such as sport equipments and play grounds in few (0.1%) schools...
- Class size problem in few schools (0.1%).

5.2 Conclusions

In this study, an attempt has been made to investigate the challenges and future perspectives of elementary school physical education teachers in some selected school of Debre Berhan. Based on the findings of the investigation, the following conclusions are made.

1. As indicated in the findings of the study, most teachers seemed poor in teaching the subject where they do not well equipped by knowledge and skill on the subject
2. Based on the findings of the study, with the exception of few some teachers, most teachers are not evaluating their students on continuous basis owing to extraneous factors.
3. According to the findings of the study, many teachers do not use teaching aids/instructional inputs sufficient quantity where needed.
4. As shown in the findings of the study, in most schools the school environment is not appropriate for teaching learning of physical education. Because in some school the play grounds are not well constructed and it looks like farm
5. As revealed in the findings of the study, period allotment or period distribution for physical education is not properly arranged in school program, that is coincides with time of highest solar in solution. Especially in some schools it arranged after lunch and at the last period.
6. According to the findings of the study, school administration, cluster super visors and other concerned stake holders lack support for physical education teachers in fulfilling of teaching materials including sport wears.
7. As indicated in the findings of the study, most teachers of physical education do not develop interest and attitude for the subject. Because when they join to the profession, they have used as alternative way for transition to the other jobs.

5.3 Recommendations

Based on the finding of the challenges and future perspectives of elementary school physical education teachers in Debre Birhan, the following recommendations are suggested in hoping that the problem would be resolved.

1. School stake holders such as, Debre Birhan city administration educational office, student's families, Directors, the school PE teachers, and etc. would be better to arrange successive refreshing training course and consultative workshops and provide continuous professional development (CPD) program for physical education teachers. So that the teachers will develop the necessary knowledge, skill and attitude using various teaching methods and continuous assessment and evaluating techniques.
2. Debre Birhan city administration education office in collaboration with school stake holders, other concerned bodies and non-governmental organization have to solve the school problems, i.e. play grounds sport materials and other facilities.
3. School directors would give due attention and emphasis in scheduling physical education period allotments. This would solve the problem of over lapping physical education periods at highest solar isolation and not to arrange just after meal.
4. Debre Birhan city educational office and other concerned bodies should pay due attention to budget allotment to school, so the necessary sport material including sport wears will be provided in sufficient quantity.
5. The school stake holders should strive to fulfill sport materials, motivate and improve interest of PE teachers. In addition school leaders and school cluster supervisors must support, supervise and appreciate teachers in teaching learning process.
6. Debre Berhan educational office and other concerned stake holders would be better to prepare practical examination for the candidate PE teachers before joining to teacher Education College at the beginning year of selection time.
7. Finally, Debre Birhan city administration and other concerned stake holders would prepare additional classes to school in a problem. This will minimize the challenges of physical education teachers with large class size.

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Appendix I

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Appendix - III

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Appendix - IV

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Appendix - V

Addis Ababa University
School of Graduate studies
College of Natural Science
Sport Department

Class room and field observation

I. General information

1. Name of School _____ date of observation _____
2. Number of class for each grade level: Grade 6th _____ 7th _____ 8th _____

3. Number of physical education teachers at each grade level:

Grade 6th _____ 7th _____ 8th _____

➤ Bio data of teachers being observed

- Sex _____ Teachers qualification _____ years of experience on teaching _____

II. Put check mark “√” in the column which tells “Yes” or “No”

NO	Variables to be observed	Yes	No
1	Using a daily lesson plan		
2	A availability of suitable play grounds in school		
3	Supply of school facilities, equipments and appropriateness for physical education.		
4	Attractive of physical and environmental conditions.		
5	Availability of basic teaching aids, Text books and teachers guide.		
6	Availability of teachers need such as store, dressing room and locker.		
7	Teacher’s willingness of helping students during practical session.		

Addis ababa university school of graduat studies

Declaration of originality

This thesis does not contain material that has been accepted for any other degree of masters in any university. To the best of my knowledge and belief, this thesis contains no material previously published or written by any other person, except where due reference is given in the text

Name

Tadesse Abera

Signature _____

Approved by

Dr Bezabh Wolde _____

Advisor

Signature

Addis Ababa university school of Graduate studies

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

Name Bezabh Wolde (Dr)

Signature _____

Date of submission August2014