

**THE CONTRIBUTION OF PHYSICAL EDUCATION TO
STUDENTS PHYSICAL FITNESS, HEALTH AND
ACADEMIC ACHIEVEMENT IN SOME SELECTED
SECONDARY SCHOOL IN NORTH
SHOA ZONE.**

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**A THESIS SUBMITTED TO THE SCHOOL OF GRADUATE
STUDIES OF ADDISABABA UNIVERSITY IN PARTIAL
FULLFILMENT OF THE REQUIORMENTS FOR THE
DEGREE OF MASTERS OF EDUCATION IN TEACHING**

ADDIS ABABA, ETHIOPIA 2012

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ACKNOWLEDGEMENT

I would like to present my heartfelt gratitude to my Advisor Dr. Solomon Teka for his valuable comments and advice in attempt made to finish the study paper and give their genuine response to the questions they were asked.

Thanks are due to Yalew,Ehite, Wondiye, Rieta, Tadios,Cheru, Elenie, all my family and all those who helped me in typing process and idea sharing.

Above all I thank the almighty God who helped me in giving health and vigor to do what he wanted me to do.

Andualem G/silassie

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ABSTRACT

Physical Education is the basis of healthy living conditions, social, physical and mental wellbeingness to citizens. This study is made in searching for the major problems that affect the implementation of the subject in some selected secondary school in North Shoa zone under Amhara Region and to recommend the possible solutions to be taken to avoid the problems. The primary sources of data were students, Health and Physical Education teachers, and school leaders in some selected secondary schools. The secondary sources were relevant books and manuals. Data from primary source were collected using questionnaire, interview and observation as data collecting instrument from respondents. The descriptive data collected were processed organized, and tabulated in percentile for analysis.

The result shows that most of the teachers of Health and Physical Education teachers and students do not develop interests towards the subject. Teachers ability of teaching the subject was poor, hence they do not use various methods of teaching, appropriate teaching aid with sufficient quantity where needed.

In addition to these, in most schools the environment was not suitable for the instruction of Health and Physical Education subject, and also the period distribution (schedule) of Health and Physical Education is not suitable for the subject (particularly for practical lesson).

The findings further indicate that some factors such as inadequacy of period allotment shortage of facilities (equipment's), lack of appropriate training fields, less attention of the concerned bodies and poor environmental condition appear to have to the ineffectiveness of the subject.

Based on the findings the researcher put the following possible recommendation. The concerned bodies should give proper attention to the subject, initiate and motivate Physical education teachers, add additional periods or contact hour, fulfill school facility and sport equipment's so as to bring tang able and sustainable changes on the contribution of physical education.

Key Words: Physical fitness, Health, academic achievement, contribution, physical education.

The above idea clearly shows that health and physical education is the base stone to produce citizens who are equipped with cognitive, affective, and psychomotor domains that make them fittest in physical, mental and social well beings. This intern means that physical education is the key for production of healthy and productive societies which can lead quality lives.

Again as can be seen from the above idea, health and physical education besides to the classroom instructions includes physical exercise or activities that comprise the various games performed outside the class in the field, in the community and national wise. These physical exercises build up the anatomical physiological and social well beings of the individual in the other corner.

To this end (MOE, 2001) adds up the following general objectives of health and physical education.

To begin with physical education develops awareness about body movement to maintain physical health and wellbeing, develops optimum degree of physical fitness with skill, co ordinations and abilities in work and play including team sport, develops ethical behavior and self-discipline to take responsibilities to the quality of leadership and also develops knowledge about how to lead active and health life style.

From this we clearly understand that citizens inherit civic mindedness, knowledge, skill and attitude about how someone leads his or her quality life, social life etc and also aware them to be ready to take responsibility in the society in which they are living in. Even though health and physical education plays crucial role in developing cognitive, affective and psychomotor skill to individuals like the one mentioned above.

However, secondary schools have several problems or difficulties to implement physical education subject in order to achieve its objectives. Hence, this research paper has aimed at finding out problems or factors that limit or hinder from achieving the contribution of physical education in Amhara Region, North Shoa Zone schools particularly Shewarobit secondary school, Debresina secondary school, Mezezo secondary school, Baso secondary school and Debrebirehan secondary school. And searching for possible solutions for the identified problems is also its second objective.

1.2 Statement of the problem

Physical education is a learning process designed to foster the development of motor skill, health related fitness, knowledge and attitudes relative to physical activity through a series of carefully planned and conducted experiences. The learning environment is thoughtfully structured to enhance the overall development of each student within the three learning domains- psychomotor, cognitive and affective. These learning experience help students understand how human move and how to execute movements safely, efficiently, and effectively. These experience are conducted in such a way as to promote positive feelings toward oneself as mover and an appreciation for the contribution that physical activity can make to ones quality of life.

Physical education is an integral part of the total educational curriculum. It is the only area of the school curriculum that teaches motor skill and an understanding of human movement and provides opportunities to facilitate their development. Furthermore, physical education, when thoughtfully planned and taught, can support learning across the curriculum. For example Physical education can integrate information about anatomy and physiology as well as nutrition that is taught in science and health classes. Some teachers have further built on this knowledge by offering their students a course in applied exercise physiology.

Physical education is a two headed coin; one side represents development and maintenance of physical characteristics including strength, endurance, good posture, flexibility balance and neuromuscular skills. The other side represents what is happening to the total person as he develops these physical attributes, and that is a growth in regard to self-perception, attitudes, interest aspirations social and emotional qualities and agencies feeling of wellbeing or self-realization. It may be emphasized that the most important purpose of physical education for a high school student are to help him learn how exercise can contribute to his wellbeing for the rest of his or her life and to help him acquire the attitude and skills which will most likely ensure his determination to incorporate the teaching of physical education in to his or her everyday living in both the present and the future. This living in physical education requires that one incorporate physically and mentally healthful exercise in to daily and weekly schedule.

However, this is not true in our schools. We couldn't see that physical education plays the above stated objectives. Of course, it is believed that there are problems or factors that hinder the

contribution of physical education in producing healthy, creative, and disciplined and problem solving generations in the targeted community.

Hence, this research paper has aimed at finding out problems or factors that limit or hinder from achieving the contribution of physical education in Amhara Region, North Shoa Zone schools particularly Shewarobit secondary school, Debresina secondary school, Mezezo secondary school, Baso secondary school and Debrebirehan secondary school. And searching for possible solutions for the identified problems is also its second objective.

Research Question

1. What are factors that affect the contribution of physical education to student's physical fitness, health and academic achievement?
2. Are facilities and equipment's available in the schools to implement physical education?
3. What are the teacher related factors that affect the contribution of physical education to students?
4. Does the school administration contribute to the implementation of physical education?
5. What are the possible solutions to be taken to solve the problem?
6. Who should involve solving the problem?

1.3 Objectives of the study

1.3.1 General objectives

The general objectives of the study is to identify problems that hinder the contribution of physical education to students physical fitness, health and academic achievement in Amahara region particularly North Shoa zone in some selected secondary school.

1.3.2 Specific objectives

The researcher had formulated the following specific objectives is to:

- Identify the problems that hinder implementation of physical education lesson.

- To find out the problems that affects the contribution of physical education to student's physical fitness, health, and academic achievement.
- To find out the teacher related problems during physical education lesson.
- Forward possible suggestions to improve the contribution of physical education to students.
- To provide information for further study.

1.4 Significance of the study

- It is expected that this research paper will investigate problems that limit the contributions and implementation of physical education to the development of students' physical fitness, health and academic achievement.
- It is believed that this study paper will come with possible solutions for the identified problems.
- It is also expected that this paper will initiate other researcher to conduct further and detailed study, and use as a base survey.
- Give valuable feedback about the problems for concerned bodies.
- It is believed that the research paper will be used by teachers, schools and others as a reference.

1.5 Delimitation of the study

- This study was delimited to identify problems that hinder the contribution of physical education to students particularly focusing on high school students in Amahara Region, North Shoa secondary schools (Shewarobit secondary school, Debresina secondary school, Mezezo secondary school, Baso secondary school and Debrebirehan secondary school).

1.6 Limitation of the study

The main problems encountered in doing this research paper was:-

- ✓ Lack of sufficient review related literature materials in the working site of the researcher.
- ✓ Time constraints
- ✓ Financial problems.

1.7 Organization of the study

The final research paper was organized in to five chapters. The first chapter deals with introduction, the second chapter reviews the review of literature, the third chapter covered the research design and methodology, the fourth chapter deals on research results and discussion and finally the fifth chapter deals with summary, conclusion and recommendation.

CHAPTER TWO

2. Review of Related Literature

2.1 Physical Education

Physical education is a learning process designed to foster the development of motor skill, health related fitness, knowledge and attitudes relative to physical activity through a series of carefully planned and conducted experiences. The learning environment is thoughtfully structured to enhance the overall development of each student within the three learning domains- psychomotor, cognitive and affective. These learning experience help students understand how human move and how to execute movements safely, efficiently, and effectively. These experiences are conducted in such away as to promote positive feelings toward oneself as mover and an appreciation for the contribution that physical activity can make to ones quality of life.

Physical education is an integral part of the total educational curriculum. It is the only area of the school curriculum that teaches motor skill and an understanding of human movement and provides opportunities to facilitate their development. Furthermore, physical education, when thoughtfully planned and taught, can support learning across the curriculum. For example Physical education can integrate information about anatomy and physiology as well as nutrition that is taught in science and health classes. Some teachers have further built on this knowledge by offering their students a course in applied exercise physiology. It can also provide an opportunity for students to apply their mathematical skills, for example in calculating caloric cost of various physical activity and of the amount of energy expended. A well designed and sequenced physical education program help students develop skill and attitudes conducive to lifelong learning, and important educational goal. Physical education is an essential component of any curriculum designed to educate the whole person. Broadly defined, the physical education program encompasses the instructional program and other related programs, intramurals, sport club, recreational program interscholastic programs. (wuest&lebrdo, 1994)

Physical education is also an all-encompassing term, including fitness, skill, movement, dance, recreation, health, games and sport plus the appropriate values and knowledge of each. Physical education makes valuable contribution to students at all grade level primarily in the psychomotor

domain, but also in the cognitive and affective areas. It is becoming more apparent with each passing year that school programs must help students develop a vigorous healthy life style, which include appropriate activities and attitudes for all stages of life.

Physical activity provides numerous health benefits from learner bodies and lower blood pressure to improved mental health and cognitive functioning. We believe that the school physical education and sports program should promote physical activity, should teach skills as well as form or change behavior and should be able to influence health and well being across the life span. Also that a quality program of physical education must be a core requirement in all school and a central component in a comprehensive schools health program. ([http://www.caricom.org/isp/communityorgans /phisedopolicy](http://www.caricom.org/isp/communityorgans/phisedopolicy))

2.2 Basic Purpose of Physical Education.

Physical education is a two headed coin; one side represents development and maintenance of physical characteristics including strength, endurance, good posture, flexibility balance and neuromuscular skills. The other side represents what is happening to the total person as he develops these physical attributes, and that is a growth in regard to self-perception, attitudes, interest aspirations social and emotional qualities and agencies feeling of wellbeing or self-realization. It may be emphasized that the most important purpose of physical education for a high school student are to help him learn how exercise can contribute to his wellbeing for the rest of his or her life and to help him acquire the attitude and skills which will most likely ensure his determination to incorporate the teaching of physical education in to his or her everyday living in both the present and the future. This living in physical education requires that one incorporate physically and mentally healthful exercise in to daily and weekly schedule. (Knapp 1968)

2.3 Physical education Objectives to be achieved

The objectives of physical education discussed here pertain, in general, to all educational levels elementary, junior high or middle school, secondary, college and university although there could be further delineation of goals for each level. In addition, the objectives also relates to most other agency and institutional programs.

A study of human kind reveals four general directions, or phase, in which growth and development take place, physical fitness development, motor skill development, cognitive development and social- emotional- affective development. Well managed, safe, systematic,

progressive, purposeful and informative physical education can significantly contribute to each of these phases.

2.3.1 Physical fitness Development Objective.

The physical fitness development objectives deal with the program of activities that builds and maintains power in an individual through the development of the various organic systems of the body. It results in the ability to sustain adaptive effort, to recover and to resist fatigue. The value of this objective is based on the fact that an individual will be more active, perform better and be healthier if the organic systems of the body are adequately developed and functioning properly.

Muscular activity plays a major role in the development of the organic systems of the body including the digestive, circulatory, excretory, heat regulatory, respiratory and other body systems.

Participating in activities such as hanging, climbing, and running, throwing, leaping, striking, kicking and lifting helps these systems function more efficiently. Health is also intimately related to muscular activity.

Vigorous muscular activity also produces several other beneficial results. Krotee and Hatfield (1979) point out that the various aspects of health related fitness, cardiovascular and cardio respiratory efficiency and endurance, appropriate body composition, muscular strength, endurance, flexibility and relaxation represent basic elements essential to proper functioning. Research supports the fact that these components, when developed can improve quality of life. The trained heart provides better nourishment to the entire body. It beats more slowly and pumps more blood per stroke, delivering more food to the cells and more efficiently removing waste products. During exercise, the trained hearts speed increases more slowly and has a longer rest period between beats, and after exercise, it returns to normal much more rapidly.

The end result of this state is that the physically fit or trained individual can perform work for a longer period of time, expend less energy, and operate more efficiently than can the untrained or unfit individual. The physically fit individual also decreases his or her risk for cardiovascular heart disease as well as other illness related to a sedentary life style. Whether participating in physical education class, performing routine tasks, or responding to emergencies, this trained or fit condition facilitates a vigorous and active quality of life. Therefore, physical education should

aid in the development of the physically fit individual so that he or she will be able to live a healthful, happy, and productive life.

2.3.2 Motor skill Development objectives

The motor skill development objectives (Sage1984) is concerned with developing body awareness, making purposeful physical movement with as little expenditure of energy as possible, and being proficient, graceful and aesthetic in this movement. This objective has implications for work, play and other activities that require physical movement.

Effective motor behavior results aesthetic qualities of movement sense, which in essence is the development of motor skill together with appropriate knowledge and understanding about the skill and a positive attitude towards its development and use. In other words, proper control of movement during life patterns and routines takes place in the movement educated person.

Effective movement depends on a harmonious working relationship of the muscular and nervous systems. Effective movement results in greater distance between fatigue and peak performance, it is found in activities involving running, hanging, jumping, jogging, leaping, lifting, kicking, striking, bending, twisting, carrying and throwing , and it will enable one to perform daily work efficiently without reaching the point of exhaustion too quickly.

In physical education activities, the function of efficient body movement or motor skill is to provide the individual with the ability to perform with a degree of proficiency, which results in greater enjoyment of participation. Most individual enjoy doing those particular things in which they have acquired some degree of mastery or skill. For example if a person has mastered the ability to throw a ball consistently at a designated target and has developed bating and fielding prowess, he or she will be likely to choose to play baseball or soft ball.

If the person can kick and trap a ball with some degree of effectiveness, then soccer might provide the challenge. Few individual enjoy participating in activities in which they have little skill.

Therefore, the objective of physical education is to develop in all individual as many physical skills as possible so that the participant interest will be wide and varied. This development will not only result in more enjoyment for the participant, but at the same time will allow for better adjustment to the group situation. Other values of motor skill are that it reduces expenditure of

energy, contribute to confidence, promote affiliation and recognition, enhances physical and mental health makes participation safer, and contributes to the aesthetic sense.

The motor skill development objectives also have implication for the health and recreational outcomes of the program. Young people who are in school should obtain fundamental skill that will afford them maximal satisfaction and happiness throughout life. To achieve these skills, a balance should exist in any physical education program between team, individual, and life time sports.

Physical education can and should be proud of the contribution they make to human kind. It is within their power to help many individual learn physical skills and thus help them to lead healthier, happier, and more meaningful and productive lives.

2.3.3 Cognitive Development Objectives

The cognitive development objectives (Barrow and Brown 1988) involve the accumulation of knowledge and the ability to think and interpret this knowledge.

Physical education is about human movement. Physical education's body of knowledge has its roots in the science, humanities and other sources that interpret the nature of human movement and the impact of movement on the growth and development of the individual and on his or her culture. The study of human movement should be part of the education of each individual who comes in contact with a physical education program.

Physical activities must be learned hence the necessity of thinking by the intellectual mechanism. The techniques and coordination involved in various movements must be mastered and adopted to the environment in which the individual lives, whether it be walking, running, driving an automobile, in line skating, playing arachnophobia, or stroking a cross court fore hand with topspin in tennis. These movements require the participant to think, analyze, synthesize, and coordinate the muscular and nervous systems. Furthermore, this type of knowledge is acquired through trial and error, practice, cooperative effort, affordable, and opportunity and then, as a result of this experience, meaning and sophistication in the movement situation (for example pattern or performance outcome) changes.

The individual should not only learn to move, but should also acquire a knowledge of rules, techniques, safety and strategies involved in physical activities. Physical educators can and should intellectualize their activities more. Physical activities are not performed in a vacuum.

Physical educator should continually provide appropriate knowledge and information for participant and encourage them to ask why? Why is it important to participate in this activity? Why should an hour be devoted to physical education each day? Why is exercise important? Why is it important to play by the rules? Why do I warm up? Why should I cooperate? Physical educator should also provide participant more opportunities to think, that is, allow participants to make choices, plan strategies and select appropriate activities instead of usurping all this responsibility them selves

2.3.4 Socio- Emotional - Affective Development Objective

The Social emotional affective development objective is concerned with assisting an individual in making personal and group adjustment as well as adjustment as a member of society. Physical education activities can offer valuable opportunities for making these adjustments if proper management is provided. The rule of the game often reflects the standard of the democratic way of life. In games one see democracy in action and an individual is evaluated on the basis of ability and performance.

Ethnicity, economic status, cultural back ground, race, gender, or other characteristics should not play a role, but differences should recognize and appreciated. Performance and participation are the criteria of success.

Another aspect of the social objective of physical education is the need for each individual to develop an appropriate self-concept. Participant need to develop whole some attitudes toward themselves as maturing person.

Each individual has certain basic social needs that must be met. These include a feeling of belonging, recognition, self-respect and love. When these need are met the individual becomes well-adjusted socially. When they are not meet, antisocial characteristics and negative behavior may develop.

Students today need more support more success and more positive experience than at any time in history. Physical education must contribute its fair share.

All human beings should experience success. This factor can be realized through physical education. Through successful encounters in physical activities, people develop a positive self-concept and satisfaction in their achievements. Physical education can provide for this successful

experience by offering a variety of challenges and invigorating activities as well as developing the skill necessary for successful participation in these activities. (Bucher and Krotee 1998)

2.4 Contribution of Physical education to academic achievement

Research findings indicate that physical education programs can contribute to academic achievement by providing daily movement experiences and instruction in selected basic motor activities consistent with the developmental level of the student, by promoting physical fitness, by providing knowledge and modifying behavior in regard to good health practices, and by aiding in the process of social and emotional development which leads to a more positive self-concept. Research findings also indicate that intellectual, physical and emotional developments are closely associated. Endocrinology has shown that mentality changes as body chemistry changes. Biology has linked the cell to the learning experience. Psychology points to the fact that the child's earliest learning are factual and kinesthetic. Just as its important to teach English so that student can communicate effectively with one another, history so that they have an understanding of their cultural heritage and mathematics so they can understand the technology of our society, it is also important to educate students regarding their physical so they can function most efficiently as human beings. (Bucher 1975)

2.5 Physical Education Instructional Programs.

By tradition, the basic instructional physical education program was generally represented at the base of an isosceles triangle. The part immediately above the instructional base was the recreational sport program, and at the apex of the triangle was the varsity athletic program. What the isosceles triangle symbolized in the past is still true to the effect that a sound physical education program should serve as a firm and solid base for all other school and community physical activity and sport programs. The instructional program in physical education is the place to teach skill, strategies, concepts and essential knowledge concerning the relationship of physical activities to physical fitness, motor cognitive and social emotional affective development.

It is a place to challenge, build competence, encourage creativity, promote lifelong activity, advance critical action skill, instill commitment to personal wellness, and foster respect for others.

It is also a place to introduce an awareness of the development and maintenance of optimal levels of physical fitness.

Skill should be taught from a scientific, theoretical and progressive approach so that the various mediator and human factor that affect human movement are clearly understood by the participant. Demonstration, films videotapes and video disks, computers, posters and other audiovisual aids and materials enhance instruction and are required for optimal learning.

The physical education program presented throughout the school years should be sequential in development and progressive.

A physical fitness program should also be developmental and progressive in nature, starting with the individual's present state of mental and physical fitness and gradually moving to higher levels. Performance objectives should be established and targeted for individual student achievement. When boys and girls advance from one grade to another, they should have achieved certain objectives in various physical education activities, just as they achieve various levels of skills, knowledge and competencies in other school subjects.

Physical education should involve more than physical activity. As the participant understands more fully the importance of human movement, what happen to the human body's during exercise and stress, the relationship of physical activity to one's biological, psychological and socio cultural development, the history of various activities, and role of physical activity in the interdependent global community physical education will take on a new meaning, grow in intellectual respectability and contribute to building a more healthy and productive society.

Just as text books, handouts and resource materials are employed within other courses in the educational systems, so should they be used in the physical education program. Text books should not only contain material of pertaining to physical skill, but should also explore the totality of the subject matter of physical education that is fitness, nutrition, stress control etc.

Grading and developmental records that follow a student from grade to grade should be maintained throughout his or her school life.

These records will indicate the degree to which the objectives of the program have been achieved by the student. The level and degree of physical skill and fitness achievement, involvement in outside activity, health status and social conduct may all serve to interpret what role physical

education has played for the students as they meet the challenge of an over growing and complex society.

2.6 Management Matters Related To Physical Education Instructional Programs.

- **Scheduling**

The status and role that physical education plays in the educational curriculum reflect the physical education leadership and its relationship with central administration. Physical education is more meaningful for participants when they schedule reflect their interest rather than administrative convenience. Physical education instruction is usually scheduled in a six or seven period structure, block, flexible or modular fashion. Scheduling should be done according to a well-conceived plan. Physical education should not be inserted in the overall master scheduling plan whenever there is time left over after all the other subjects have been scheduled. This important responsibility cannot be handled on a hit or miss basis because that basis disregards the interest and needs of the student. Instead physical education should be scheduled first on the master plan along with other crucial subjects that are required of all students. This allows for progression and for grouping according to the interest and needs of the individual participant. The three important items to consider in scheduling classes are:-

1. The number of teachers available
2. The number of teaching station available and
3. The number of students who must be scheduled.

Physical educators should make a point of presenting to central administration their plans for scheduling physical education classes. Facility availability, equipment supplies, weather and student interest and attention span should be taken in to consideration when preparing a master scheduling plan.

The need for equitable consideration should also be discussed with the principal and the scheduling committee. Through persistent action, progress will be made. The logical and reasoning behind the formula of scheduling classes according to the number of teachers and teaching stations available and the number of students who must be scheduled should not be defined. The program should be planned according to these guidelines to ensure progression and safe, meaningful instruction.

- **Dress**

Dress does not have to be elaborate, but it should be comfortable, safe and appropriate. An important concern is that the clothing ensures safety when students are engaged in physical activity. For both male and female simple washable shorts and T-shirts or sweatshirts are suitable and most comfortable. Many schools still require uniforms, especially where laundry services is provided. Of course appropriate foot wear should be worn. It is important to keep the uniform clean. The instructor or physical education department should establish a policy concerning safe, clean and appropriate attire and work diligently to see that hygienic standards are met by all students who do not dress for class should not be permitted to participate in activities.

2.7 Secondary School Physical Education Program.

The junior high and senior high schools of the nation should build on the physical education foundation provided at the elementary school level. Here are some management guidelines that represent important consideration in secondary school physical education programs. Most of the guidelines set for the elementary school also have merit in developing program for secondary school. The secondary program should be based on the developmental tasks of secondary school students. The program should consist of a variety of activities, including gymnastic, self testing activities, rhythm and dance, movement skill, aquatics, physical fitness activities, outdoor education and individual and team sports. The program should provide a thorough understanding of the human body and the impact of physical activity on its various organic systems.

The program should teach a variety of skills progressively eliminate excessive repetition of activities, and health related fitness concepts. The program should be open to all students, including those with varying disabilities, who should be provided an opportunity to function in the least restrictive environment. The program should encourage vigorous physical activity in and outside of class, including individual fitness and participation in community recreational, and varsity sport.

The physical education class provides the student with a safe and wholesome environment in which to learn the skills, strategy, appreciation, understanding, knowledge, rules, regulation and other material and information that are part of program. It is not a place for free play, intramurals, or varsity practice. It is a place for proactive and dynamic instruction. Every minute of the class period should be devoted to teaching students the skill and subject matter of physical education. Instruction should be fundamental and interesting. Skills should be broken down in to basic

components and presented so that each individual may understand clearly what is expected to be accomplished and how its to be done. Use of demonstration, computer simulation, video tapes and other audiovisual aids and materials can help make the instruction more meaningful and interesting.

Instruction should be progressive. These should be a definite progression from basic to complex skills. The physical education student should progress from basic to skills and materials to more complex and involved skills, techniques and strategies.

Instruction should involve definite standards. Students should be expected to reach individualized standards of achievement (assurance of mastery) in the class program. A reasonable amount of skill whether it is in swimming, tennis, dance or another activity should be mastered, keeping in mind individual differences. Up on graduation from high school, students should have to meet definite assurance of mastery standards and goals that indicate that they are physically educated.

Instruction should involve more than physical activity. All physical education classes do not have to be conducted in the gymnasium, where physical activity predominates. A reasonable proportion of class time, perhaps as much as 10 percent to 20 percent, can be devoted to class interaction and discussion, guest lectures, independent study, cooperative projects, field trips.

Physical activity should not be conducted in a vacuum, if it is, it has no meaning and will not be applied when the student leaves the class and school setting. As the student understands more fully the importance of physical activity and sport, what happens to the body during exercise, how to cooperate to succeed, and the roots of the various activities across cultures, physical education will take on a new meaning and perhaps play a significant role throughout the life span of each individual. (Bucher and Krotee 1998)

2.8 General Procedures for teaching Motor skill.

To learn motor skill the learner must have a concept of the movement or movements. In almost all cases there must be analysis of the performance unless the learner happens to hit up on an entirely satisfactory performance immediately. In teaching any motor skill, then the tasks center on helping the learner to create concepts, on arranging for practice and on analyzing the learner's movement and or encouraging him to do so. Teaching motor skill can be largely a process demonstration, explanation, and providing for practice. It also can be guiding students toward discovering concepts by asking questions which lead the student toward his or her discovery.

Teachers can present problems for students to solve. They also can encourage creativity by permitting students to experiment. An analysis of the movement made during practice provides information showing the need for more demonstration, more explanation or more practice.

In helping the learner to create a concept, the teacher may provide a model by demonstrating, by arranging for others to demonstrate, by explaining by using pictures, diagrams etc. Practice should be introduced very early. The teacher should not attempt to have a learner conceive a perfect pattern before engaging in practice. Rather practice should follow perceptions of the big idea. Demonstration games, movies talk by experienced performers, reading assignments guiding students toward discovering or problem solving and the like frequently are worthwhile for introducing new or complicated activities. (Knapp 1968)

2.9 Physical Education Teacher Duties

The activities and tasks we will do as a teacher of physical education are planning duties teaching duties , evaluative duties , administrative duties , and various unclassified duties.

2.9.1 Planning and consultation duties: - we have already discussed in some detail the best example of the sort of planning that physical education have to do. The physical education program is continuously being evaluated and regularly replanned. Much of the teacher efforts go in to planning the daily schedule of activity. As physical education teacher, you must plan the activity of the regular classes in some detail to be able to calculate the time needed for each portion of the lesson and to determine what facilities and equipment will be required. Moreover, you also must consider several concurrent problem , what changes will be necessary in case of inclement weather what will be necessary if some of the student in a class are highly skilled and others in the same class are have very poor skills? How will the teaching plan be affected? Are there any classes of adapted of Activities? If so their program must be planned very carefully. If possible their program of activities should be as class to the regular programs as possible

If you are a coach as well as a teacher, you will have to plan the team practice session and take in to account the same problems or questions of objectives, available facilitate, weather condition and characteristics of the participants.

You also may be responsible at times for assisting with the planning of activities, whether in school building or parts of building (such as the gymnasium) or in the facility needs of the school or the community.

The Physical educator is expected to be the resident expert in matters of recreational and physical activity needs, including constructional needs at all level. If a new facility that has any bearing on physical education or athletics is in the planning stages, you should be an active participant in the planning.

2.9.2 Teaching duties: - although the teaching duties may not seem to be a large portion of the total duties of the physical education teacher at times, teaching is the essence of physical education to most physical educators. As a physical educator you will find many different types of work or duties in the daily teaching activities. The teacher must firmly control the teaching methods used in the class.

The teacher must be seen by the students as a leader. To many students the physical education teacher is an example of conduct or a way of life. While the teacher is not expected to be perfect, he or she is expected to be fair to be just in the treatment of the students and logical in all dealings with them. While the teacher should not be lax or lose in class discipline, there is no place for the bully or autocrat who wants to own and manipulate the class. Students should be show as much fairness and respect as the teacher hopes to received for them.

The physical education teacher is having involved in skill work and instruction. You will frequently have to demonstrate the skill to the class, which is why you should have a broad selection of basic physical skills. A class is going to have little respect for a teacher who expects the typical student to be able to do what the teacher cannot do.

As a teacher you also will have to use teaching skill to helps the students learn the required physical activities.

The teacher cannot simply give a skill assignment, show how it is performed and then leave the students to perform it for themselves. You will have to be able to show the students how to learn something rather than simply what they have to learn.

You will spend much class time observing and analyzing student's performance of skills. You will need to able to watch a skill performed, analyze it to determine what its problems are and then suggest possible ways of correcting the unwanted action or possible approaches to correcting

the problem. To be able to teach physical activities, you will have to be able to evaluate the skill with which they are performed and know how to react to a given problem.

You also will be involved in safety practice and accident prevention, for there is a great potential for accidents in physical education activities. You must teach the students how to perform activities safely and make them conscious of good safety habits. Accident prevention is an important aspect of planning in the school physical education program.

The physical education teacher is also frequently involved in counseling students. This may be career counseling but more frequently counseling involves other matters. The most common type of counseling involves students with problems, for students often want to talk to an adult other than a parent or the school guidance counselor. Many students will feel closer to you as their physical education teacher than to other teachers in the school, thus when problems appear, your students may talk first with you. When this happens, you need to try to give the students the attention that the problem deserves. Often a student may just need a friendly ear more than any particular advice; providing that ear can be very beneficial to the students and very much appreciated.

2.9.3 Evaluative duties: - the physical education teacher performs many evaluative duties that involve evaluating or judging things to assess their value or success. This is particularly true in the area of skill analysis, for in essence you will be evaluating a student's skill performance, deciding how well the student performs and perhaps assigning a grade to that performance.

We generally think of evaluation as taking place in three particular areas: students, self, and program. You should evaluate students constantly by using a regular series of tests of some nature (not necessarily objective tests). The evaluative process is designed to assess the progress of the individual students towards the goals that you set for the programs at the start of the year. You should determine whether the students are meeting the program objectives at a reasonable rate and decide whether any changes need to be made in the program. You may discover that a teaching method is not succeeding or that a unit does not seem to be helping the students achieve a desired objective. In this case, the task is to discover shortcomings (or notable progress) in the students.

We also must include evaluation of the physical education teacher. Although evaluating ourselves in comparison to an ideal is not popular or much fun .it is necessary to if we are to insure that we are continuing to do a good job. The teacher should be making a major contribution to the success of the physical educations or programs so the teacher is one place to look if the students are not meeting the objectives of the programs.

You must evaluate the quality your own performance: has the job been done well? Are the students responsive? Are there any particular problems evident? How can the quality of your teaching be improved? You can get some idea, though biased, of how your teaching jobs is going by having the students make anonymous evaluations. While this proactive has its handicaps, it can give you some good answer as to where problems exist.

The third area of evaluation is the evaluation of the program itself .Has the program been successful? Did the students meet their objectives? If they did not meet their objectives what was the reason? You must evaluate your program for its strong and weak point for what it includes and what it fails to includes .Your programs should be evaluated constantly and at the close of each school year it should undergo an in-depth analysis on the basis of input from yourself and from your students. This step is critical in revising the program to make it better

Your evaluation duties will includes testing the students in many different areas while you most commonly think of testing only the student's physical fitness and motor skill in the program, you may also test and evaluate them in nutrition areas, social area and other areas of concern physical, mental , social and physiological to total development of the student. This broad program of evaluation can help show you which way to go in order to more successfully full fill the needs of the students.

2.9.4 Administrative Duties: - A physical educator performs many administrative duties, more perhaps than most people realize. As a teacher, you will be running the program of Physical education, usually with little or no direction from the higher up to the administrative leader. In addition, you may be required to organize and administer an intramural program in the school, these duties involve finding convenient timer when the students can participate, encouraging the formation of teams, arranging facility schedules, officiating services, and gathering equipment and supplies

Because of the extensive facilities often needed for physical Education and because of the extent and bulk of equipment and supplies required, physical educators generally perform more administrative duties than teachers in most other areas of the school program. The physical education teacher is usually responsible for seeing that it is supervised and maintained. You also may encounter this type of duty if you perform coaching duties, for there are administrative duties connected with organizing the training and competitions and with the purchase and maintenance of equipment.

The Physical Education teacher also may have to develop budgets in areas such as the physical education program, the intramural program, and athletics. You will be responsible for keeping the expenses of the program in line with the approved budget, which requires care in the purchase, use, and care of equipment and supplies. Developing a budget is a difficult but necessary task if you as a teacher or coach, hope to get the best use from the available money.

Much paper work is also involved in teaching Physical Education while written test generate paperwork that threatens to drown teachers in other areas, the paper work of the Physical Education vector tends more heavily to inventories of equipment, purchase and budgeting matters, and reports. Every teacher is required to keep records of matters such attendance and illness, grades, accident reports, and numerous other matters that vary from state to state.

As a teacher you must be well. Organized in thought and able to write a coherent, easy to understand report whenever necessary.

You may be responsible to other people who are higher in administrative leader, and there also may be people below you in the administrative order. You may become a department chairman responsible for several other teachers; you will be working constantly with other people in various administrative functions, which require the ability to take and to give directions well.

If you are to be successful in administrative duties of the teacher, you will find that one particular ability is as necessary as the ability to organize, the ability to delegate. Delegating authority means to give the responsibility for a task to another person who then has the obligation to get has the obligation to get the work done as well as the power necessary to carry out the obligation. Many administrators are limited in their skills because they are either unable or unwilling to delegate. You must learn the limits of person's ability to perform activities and then develop the

ability to delegate tasks that might push the person beyond the point. Because the successful Physical Education teacher and coach frequently ends up in administrative abilities as much as possible.

2.9.5 Unclassified duties: - The category of unclassified duties might also be called miscellaneous duties, for it involves any duties that do not fit in to the previously discussed categories. We will mention only three areas in this discussion, though others can be found

A common example of other duties you might have to perform is teaching subjects that are not Physical Education activities. Physical Education teachers often teach such subjects as health education and driver and safety education in schools where they are not taught by specialists. Moreover, physical education teachers frequently teach subjects unrelated, to their field. Although almost every field is represented, the most common other teaching areas of Physical Education teachers are in the science, especially biology in social studies area. And although many schools continue to hire people to teach double subjects such as these, the teaching of Physical Education would be much stronger if this practice were needed.

You may also be involved in working with athletic training and injuries, or with the connected programs of athletic rehabilitation. In many schools the coach is also the trainer, team doctor, and chief ankle wrapper. For this reason a good course in athletic training and injuries is vital to a well-balanced physical Education major.

The athletic injury can happen as easily in the physical Education class as on the playing field, and you need to be ready and able to treat almost any injury that might occur or at least know what to do until the doctor comes. Medical emergencies are a part of physical education, for vigorous activity always produces some risk.

Another unclassified and often unwritten duty that you may assume is involvement in community in affairs. Often teachers are expected to be active in civic concerns, to work with community betterment groups. The teacher is considered a vital number of communities, and members of the community frequently expect the teacher show a maximum involvement in things that are important to the community. Many teachers work in areas such as charity drives, community improvement projects scouting, and church activities. (Freeman, 1998)

2.10 Basic equalities of the successful Teachers

2.10.1 Teaching personality and Interests: – successful teaching requires a good combination of personal qualities and interest. A good personality is necessary; the teacher should enjoy people, work well with them, and have a good sense of humor. The teacher must be interested in the educational process and in the student.

A concern for the needs and interests of the students is an important part of successful teaching. Even if a prospective teacher possesses the other qualities already mentioned, a poor personality can severely hamper the chance of teaching success. A teacher must want to teach and must enjoy teaching.

2.10.2 Strong Educational Back ground – In addition to having intellectual ability, the successful teacher need a good, broad educational background, which means more than having a good preparation in the major field. Teaching calls for a broadly based high school and college program of study in the liberal arts and sciences. The teacher needs to have some exposure to and understanding of the breadth of human experience and knowledge. The teacher's educational background and intellect are closely allied to the next quality.

2.10.3 Communication Skills – Teachers need to be skilled in both verbal and written communication. They must be able to express themselves clearly to be able to explain their taught and ideas to other people. Teaching also involves many written reports. In fact much of what teachers learn comes from information written by other teachers. Without communication skills, successful teaching is almost impossible.

2.10.4 Health and physical skill – The successful teacher needs to be healthy, simply because the unhealthy person is physically less able to do a thorough job of teaching. This is particularly true in an area involving physical skills such as physical education. In physical education the teacher must have good motor ability a good combination of coordination, flexibility, strength and speed. The teacher needs to be skilled in performing the activities that are going to be taught for two reasons.

- The teacher will have to demonstrate the skills in many cases and

- The teacher will have a far better understanding of the components of the skills and the problem that may be encountered by the student in learning the skills.

2.10.5 Intellectual Ability: - If one single quality of the teacher is to be considered the most important, perhaps intellectual ability would be that quality. While person deals not have to be genuine to teach successfully, a person poor or even average intellectual ability is at a distinct disadvantage. Good teachers must be able to understand what they are teaching at higher levels than those at which they may present the material to the students. Also, the teacher should be able to serve as an example of to the student, which is difficult if the students consider the teacher an intellectual inferior. All education has an intellectual base, and a prospective teacher need the intellectual ability and intelligence to work at a reasonable level of accomplishment. The teacher needs to be intelligent & have a strong interest in learning. A person with little respect for learning can hardly be expected to be a very dedicated teacher. (Freeman 1998)

2.11 Responsibilities of Secondary School Physical Education Teachers

Teaching Physical education is more than instructing students and helping them attain the desired educational outcomes of skill proficiency, physical fitness, knowledge, and appreciation for the value of physical activity. Physical Education teachers must also fulfill a number of responsibilities incumbent upon them as faculty members in the school. These obligations may be categorized into pedagogical and institutional responsibility.

2.11.1 Pedagogical Responsibilities

In a broad sense, pedagogical responsibilities are those activities that are related, either directly or indirectly, to teaching physical education classes and the Physical Education program. These responsibilities include teaching, planning, administration, coaching, directing, curriculum development & program promotion.

Teaching -: Secondary school Physical Education teachers typically teach four to six classes a day. The length of each class, class size and frequency of class meeting varies from school to school. Teachers engage in many different activities and perform a diversity of functions when teaching their students. It categorizes these teachers' functions into content & management behaviors.

Content behaviors are those tasks performed by the teacher that directly contribute to the development of Physical Education content and the intended outcomes of the lesson. These instructional activities include such tasks as explaining and demonstrating a skill, using questions to check student's comprehension and engaging students productively in activity. Teachers must also actively monitor student's effort and provide them with feedback to facilitate improvement. They must be alert to modify learning tasks to meet individual needs and to accommodate a wide variety of individual differences. Provision must be made to assess students' progress and evaluate learning. Teachers must seek to maximize the amount of class time they spend engaged in instructional activities.

Management behaviors facilitate learning of Physical Education content indirectly by exerting an influence on the learning environment. These behaviors focus on two areas, student conduct and organizational arrangements.

Teachers who reinforce appropriate student behavior or who act to intervene to prevent a discipline problem are managing the learning environment to make it conducive for learning. Teachers who direct the students on how to get equipment for practice or how to move from one activity to the next are also engaging in managerial behaviors. Efficient performance of these tasks ensures that the time available for instruction is maximized.

Planning- Teaching is a goal oriented activity in which specific outcomes are actively sought. Planning can contribute to the attainment of desired instructional outcomes by helping teachers focus on objectives & identify strategies to achieve them. Planning gives direction to one's effort & contributes to the wise use of instructional time.

When viewed from the perspectives of safety and legal liability planning is critical. Creation of a safe learning environment is of paramount concern. The potential problems and risks inherent in various physical activities should be carefully assessed. Utilizing appropriate progression for activities and considering individual differences in abilities are important planning concepts from the safety & legal liability standpoint.

Schools generally provide their teachers with one daily planning period. Often, this period is not used for planning but to accomplish other tasks such as repairing equipment or talking to students.

Teachers who coach may use this time to prepare the afternoon's practice schedule contest or contact officials.

Beginning teachers should be aware that some school systems require that teacher have a certain number of preplanned lesson ready for use by substitute teachers. In other schools, weekly lesson plans are subjected to being checked by the department chair person or the principal.

Administration – The administrative functions that physical education teachers perform are numerous. Maintaining student record is one administrative responsibility that may involve considerable time. Information on student's achievement on fitness and skill tests and anecdotal records of behavior, attendance and test grades need to be recorded. Teachers must also prepare and submit grades for students at the end of each marking period. Other administrative functions may include ordering equipment, conducting equipment inventories and overseeing the department budget.

Directing – Directing intramurals, sports club and drop in recreational programs are responsibilities also under taken by physical Education teachers. An important part of the total Physical education curriculum.

Program Promotion – Physical education teachers must assume the responsibility for actively promoting their programs. Program promotion starts with a quality program.

Scenting a newsletter to parents, making a videotape for a local television station about the instructional program, conducting Physical education demonstration, and offering fitness assessment to community residents are some example of program promotion.

A variety of different approach will be effective in informing student parents and community members about the merits of a quality physical education program.

As part of their promotion efforts physical education teachers should discuss with administrator and other teacher the significance of physical education and its contribution to the education and health of students.

Another way to demonstrate the positive contribution of physical education to individual lives is to help set up an onsite wellness program for school personnel. More schools are offering health

promotion program for their employees. Teachers who take an active part in this endeavor will find it an excellent means to communicate to school personnel the value of physical education

2.11.2 Institutional Responsibilities

As faculty members in an educational institution, physical education teacher must assume other responsibilities in addition to their pedagogical responsibilities. Some of these responsibilities are explicitly stated in teacher contracts while others are unwritten expectations for teachers. These instructional responsibilities are supervision, advisement counseling, parent conferencing and participating on school wide committees.

Supervision – For many teachers, part of the school day is take up performing supervisory functions. Some teachers are assigned to home rooms, where they take attendance and inform students about school events.

Advisement – Many teachers act as advisor to extracurricular student activities such as student dramas year book. In other school serving as an advisor is voluntary, Depending on the school and the activity teachers may receive a small remuneration for their services. For many physical education teachers the directing of intramurals or the coaching of a sport fulfills their extracurricular obligations.

Counseling – As part of the physical education teacher’s often council individual students as to their activity choices or improvement of their fitness level. Often this counseling process extends to a variety of other issues. An adolescent is a difficult developmental stage for some students. Students may find themselves facing numerous problems pertaining to their physical development emotional state, relationships with other, educational plans, and future careers. (Wuest and Lombardo 1994)

2.12 Effective teacher - student relationship

The establishment of effective teacher student relationships is dependent directly on the individual involved in the educative process. The teacher must enjoy teaching, be patient and firm know the subject matter, and know the growth and developmental characteristics of the students, as well as their needs and interests. A survey of secondary school students revealed that the outstanding characteristic a teacher should pass understands.

Effective teacher – student relations are frequently a direct outgrowth of the style of teaching or type of classroom control utilized by the teacher.

There are three major categories of classroom control that relate to the effectiveness of the teaching situation. To have been briefly described in the preceding paragraph.

1.**Autocratic control:** – The teacher dominates the classroom and the students, gives commands, and expects high standards to be met in regard to discipline.

2.**Laissez-faire control:** - The students are given almost complete freedom with in the classroom while the teacher simply observes or monitors the situation. Little is required in the way of discipline, and the class is frequently out of control.

3.**Democratic control** – The students share in all of the class room processes and are expected to be able to exert some self-discipline.

The type physical education teacher who fits each of these descriptions is familiar to most observers. The autocrat is the domineering, drill – sergeant type. The laissez-faire physical educator is the one who merely throws out the ball to let the students play as they will. The democratic teacher tends to listen to the students share the planning for the class with them. Although learning does take place in all three situations , the democratic physical educator would be the one most likely to have developed the warmest rapport with the students and would be the most understanding of the students and their individual needs (Bucher 1974)

2.13 Class Room Management

Effective class management is essential in every phase of teaching. It is perhaps even more important in physical education because of the nature of the equipment, facilities, and records involved and the larger class size that often exist. Because of the partial loss of class time needed for dressing and showering procedures, the remaining minute must be put to the very best use if an effective teaching program is to result. This can be done only through efficient class management.

Class management, then, is synonymous with creating a teaching situation that is capable of achieving desired educational goal. From the point of view of the teacher, it means providing a

climate and setting that will result in effective teaching and learning, and for the student it means self-management and self-responsibility.

Class management includes attention to all the necessary procedures and routines that are a part of the daily instructional program.

Class management should not be confused with teaching method. The preparation of the setting and the organization of the class so that instruction takes place most effectively is the major concern.

The main purposes of good class management are as follows:-

- ❖ To make the most effective & efficient use of class time
- ❖ To ensure the safety of the group through class routines and procedure.
- ❖ To provide a controlled class room atmosphere in which instruction may take place.
- ❖ To promote self-discipline and self-motivation on the part of each individual in the class.
- ❖ To develop within student a sense of responsibility toward themselves and toward each other.
- ❖ To enhance support between teacher and student that will promote learning.
- ❖ To create a group spirit in which each individual feels good within himself and feels comfortable with his group
- ❖ To recognize and provide for the needs and interests of each individual within the group.
- ❖ To make the most effective use of the teachers time and energy.
- ❖ To provide the most effective organization and arrangement of the class in order that instruction may be given and learning will take place. .(Bucher 1974)

Communication

A major target of educational reformers has been the united states high school. Various study groups have criticized secondary education and educators for accomplishing so little with so many students, for failing to reduce the dropout rate, for attempting to implement curricula that are all inclusive while at the same time superficially addressing subject matter, for causing standards to decline drastically, and for failing to generate an interest in learning. Some of the more enlightened reformers have gone beyond mere criticism and negativism and have offered

suggestions that can address the concerns indicated and would promote more effective secondary education.

Many of the proposals for change focus on teacher student interaction and communication coalition of essential school has as one of its main tenets "less is more", that is reduction in class size and teaching loads and the simplifications of class schedules so students can spend more time on fewer subjects. In much the same way, recommended and significant reduction in the work load of teachers to stimulate the quality and quantity of student teacher interactions. The intent of these and similar report is to maximize that vital part of the instructional endeavor teaching working and interacting with students, preferably at an individual level.

The point here is that the critical outcomes of the secondary program are dependent on numerous, timely, facilitative exchanges between students and teachers. Problems of many types (for example. confusion, lack clarity, behavioral disruptions, and motivational problems)arise when such communication are restricted because of large classes, infrequent contact or meetings, flexible time, and limited access to teacher assistance.

Discipline Problems

Physical education teachers face several problems that often contribute to frustration of students and that evolve from the unique nature of the physical education program itself. In most other subject, the learning environment is an ordinary class room. In physical education problems often are magnified because of the excitement aroused by competition and the use of apparatus or large classes. Such condition requires special handling well beyond normal circumstances because of the potential problems relates to students who try to avoid participation in class activities by employing various deceptions.

Feigned illnesses or injuries, loss of work out clothing, reluctance to work up a sweat, and unwillingness to dress out for class are among the common strategies employed by students to avoid interacting in the physical education setting. These student behaviors, if not responded to effectively by teachers, can lead to a variety of student response ranging from extreme passivity to active involvement or violent out bursts. Teachers must be prepared to react to such situations. Better yet, teachers need to be proactive in preparation to contain and respond to disruptions.

In physical education poorly skilled, physically weak and uncoordinated students often receive minimal validation.

Attempts at creating and employing positive classroom, management techniques and proactive disciplinary plan must take into account this complex situation that is unique to physical education.

Other factors that have the potential to fuel disciplinary situation are large classes characteristic of secondary physical education the over emphasis on competition , the predominant position of a sports orientation within the curriculum, and instruction too often organized from the athletic coaching model concurrent with a diminished conceptual focus on the study of human movement.

Facilities

Responsibility for safe facilities extends to all areas that students use. In addition to the gymnasium, locker room, and shower area, these facilities include for example, the playing field track, swimming pool, and auxiliary rooms such as for weight training.

Inspect facilities regularly and thoroughly for safety hazards a written checklist is helpful in making sure that all areas are periodically and closely checked. By recording the date of the inspection on the checklist, documentation that these safety checks were completed on a regular basis is provided.

Where hazards exist that require corrective action, the teacher should correct them immediately if able to do so. If this is not possible, the hazards should be reported immediately in writing to the proper administration for prompt remediation.

Get in the habit of checking facilities on a daily basis before teaching to make sure that no unforeseen hazards are present. Rules for the use of each facility must be provided to the students and these rules must be reinforced consistently. When students use a facility for the first time such as the pool when starting to a swimming unit or the weight room for a fitness unit, review the safety rules for the facility with the students. (Wuest and Lombard 1994)

2.14 Definition of Skill

Skill is the learned ability to bring about predetermined results with maximum certainty often with the minimum outlay of time or energy or both. (Knapp)

while the task can be physical or mental one generally thinks as some type of manipulative efficiency. A skilled movement is one in which a predetermined objective is accomplished with a maximum efficiency with a minimum outlay of energy. A skillful movement does not just happen. There must be conscious effort on the part of the performer in order to execute a skill.(Robb)

An organized coordinated activity in relation to an object or a situation which involves a whole chain of sensory control and motor mechanism. (Welford)

Phases of skill Learning

According to Fitts and posner, there are three main phases through which an individual progress in learning a skill.

Cognitive phase (plan formation)

Associative phase (practice)

Autonomous phased (automatic execution)

Phase 1 Cognitive Stage

During this phase, the individual learns what is to be done. In other words, you find out what is expected in order to perform a skill. During this phase, you must identify the subroutines involved and their correct sequence. You need to see and experience the feel of the movement required.

The exploratory nature of the cognitive phase leads to a large number of errors, and a great deal of very specific feedback is needed in order to recognize and correct these errors.

The best way to achieve phase 1 is through demonstration your teacher or coach can show you what is required, either by carrying out the action personally, asking another person to show what is required, or by showing videos or films. On the other hand, you could achieve this phase by reading information or listening to a description of the skill. Phase 1 is usually completed in a short time.

Phase 2 Associative Stage

After you, as the learner, have received and understood information about what is required in performing a given skill, you must practice in order to become familiar with the sequence of subroutines and the timing required,

The amount of practice needed will depend on the complexity of the activity, your abilities and past experience, and how ambitious you are.

Demonstration and coaching can be very useful for correcting cross during phase 2. As you refine your skill, you make fewer and smaller errors, and your ability to recognize errors and make the necessary adjustments improves.

Phase 2 usually takes place over along period of time. Some performers remain within the associative stage for many years and never reach the autonomous stage.

Phase 3 Autonomous stage

During the autonomous stage, the skill becomes much easier to accomplish, and your level of anxiety is reduced. Practice has enabled you to reach a stage where you can organize the required movements in to the correct sequence, and time your movements without thinking. The skill can be relegated to a lower level, leaving the central nervous system to deal with skills that have not yet reached Phase 3.

Having reached the autonomous stage:-

The temporal and sequential patterning of subroutines becomes automatic.

The likelihood of being distracted by interference from the environment is

Reduced

Less cognitive control is required

Your speed and efficiency is increased.

In order to maintain a skill at phage 3 level, you must bring phase 2 repeatedly in to operation, and it might even be necessary to go back to phage 1 to cheek that you are performing a skill correctly. (Davis 1986).

2.15 Teaching

Learning is generally defined as an observable change in behavior. Teachers attempt to bring about positive behavior change through their classroom involvement though with the student. To enhance learning a teacher strives to provide the student with a favorable classroom environment that is conducive to learning. Teaching carries with it a twofold responsibility, the structuring of the learning material and the provision of a desirable learning atmosphere.

Nature of a favorable environment

If the teaching process is to be enhanced, several environmental factor need careful considerations. Each factor stems from basic individual need and many be categorized according to four major areas of concern.

1. Physical need

- A) Heat – temperature should be maintained with a comfortable range so that students do not become drowsy from too much heat or over stimulated from too much cold.
- B) Light – proper lighting in all classrooms are as protects and aids Student's vision.
- C) Ventilation – proper circulation of fresh air is important to the health and comfort of everyone in the Classroom.

D) Equipment should be in safe condition, adequate to the number of students, in the class, and of the proper size and weight for the particular age level.

E) Facilities – Adequate and safe facilities are a necessity for proper conduct of classes.

2. Emotional need – a positive approach should be maintained in the handling of students and their problems. The national association for mental health list several factor essential to good mental health that have significance in the school situation are acceptance, security, protection, control, independence, and guidance.

3. Social need – democratic group processes recognize both the large group and the individual within the group

4. Intellectual need – Not all students intellectual needs can be met in the same way, and not all students function best in a rather rigidity teacher dominated situation because they are not as yet ready to help guide their own learning. (Bucher, 1974)

2.16 Method of Teaching

The term “method” therefore, refers to the structuring of an educational setting in order that learning may take place. Methods include a variety of educational presentations, such as the lecture and the demonstration each one appropriate for a specific teaching purpose. Selection of the appropriate method by the teacher during the preliminary planning stages of a unit is an important aspect of effective teaching.

The terms “method” and “techniques” of teaching are frequently confused. Methods of teaching are ways of presenting material to students, while the techniques of teaching have reference to the tools or devices employed by the teacher to carryout successfully the method already selected. For example, if a demonstration of a skill has been planned as an introductory method, on appropriate technique might be a particular seating arrangement or lighting effect to be used during the demonstration.

The techniques make the method more effective and enhances, learning. Whereas methods are generalized approaches the presentation of material, techniques are specific to circumstances in the particular class session and are developed through experience by a teacher over a period of time.

Factors affecting the selection of methods

The proper selection of appropriate teaching method involves consideration of several factors. While class size, equipment, and facilities merit some thought, these factor are more often, considered in connection with organization of the class.

Methods of teaching are determined by the following factor

Nature of the activity

The particular purpose or goals to be achieved and

The age level and ability of the group.

Content	Methods	Purpose	Goals
Method of introducing unit	Lecture demonstration verbal explanation	To introduce activity to entire class	To understand game as whole
Method of Improving physical. skill	Demonstration performance drill, assignment, problem solving	To improve physical skill physical fitness	To improve skill relate to game
Method of achieving social objectives	problem solving Discussion supplementary team organization verbal explanation	To promote safety, consequence, teamwork, cooperation good sport man ship	To develop team sprit winning effort.
Method of promoting Intellectual learning	Lecture, verbal explanation, Evaluation, written assignment problem solving, discussion	To teach history rules, strategy tactics etiquette, related facts of sport	To understand rules of game and offensive and defensive strategy
Method of closing unit	Supplementary special events tournament b/n squads or classes, Evaluation skills, knowledge	To provide special opportunity for game play for everyone, to measure progress of class.	Strategy to have exciting tournament, to measure progress

Factors Influencing Selection of an appropriate Teaching Style

Student Factors	Teacher Factors	Subject Factor	Environmental Factor
Skill level Beginner Advanced	Instructional philosophy Personal disposition	Prerequisite knowledge Students view of subject matter	Resources (facility, equip, space) Time
Physical maturity	Skill in various style	Individual or team	Class size
Cognitive level	Objectives of lesson	Open or closed skills	Noise level
Motivation	Teacher flexibility	Risk factor	Public or private
Activity level	Class management abilities	Complexity of content	venue
Difficulty of specific Learning tasks	Personal preferences		Location of teaching station
Learning style			

Analysis of Teaching Style

Style	Teacher Decisions	Student Decisions	Special features	Advantage	Disadvantage
Command	All decisions with one exceptions are the domain of the teacher.	Student choose to respond & participate or not	Teacher-centered teacher dominated teacher serve as continual model, entire class group moves as unit	Uniformity conformity efficient use of time, maximum potential for physiological changes, minimal preimpact planning	Not sensitive to individual needs differences minimal cognitive growth.
Practice	Almost exclusively some impact decision are ceded to the	Student has some decisions to make about rate, start	Students are some what independent of teacher, free to move among	Individualization private feed back, better utilization of space and equipment	Student can avoid interaction with the teacher, in

	student	stop times, posture location	groups to respond to immediate student needs, several groups involved in different learning activities	opportunities for student socializing	creased need for preimpact planting and preparation
Reciprocal	All precession, some impact decisions, teachers still develops content and lesson objectives.	Students maintain same decision as in practice style, but add same evaluation feedback decisions, students have opportunity to assess student partner.	Students act as assistant teachers and provide feedback to other students, teacher respond to the assistant teachers effort to help their partners, students work in pairs.	One to one teacher students ratio, increased and immediate feedback develops understanding and observation skills, students share responsibility for learning.	Potential for physical, social, emotions antagonism among students, takes time to develop guideline for students as source of Feedback dependent on students perceptions.
Guided Discovery (convergent)	Determined objectives of lesson individual stops, content, many decisions	Students decide responses (cognitive and motor) as they	Many teacher question employed to shape or “funnel” student response to a	Involves higher level of cognition, develops understanding of efficient movement	Takes time requires some difficulties with variability in skill and

	modified dependent on specific students responses, teacher provides feedback to all responses.	attempt to answer questions they participate in post impact assessment and decisions.	single learning endpoint, high level students cognitive involvement.	opportunities for improved self concept.	groups.
Conceptual	Similar to guided discovery, but the content or subject matter is broad with more integrative concepts that relate and can be applied to many activities and life situations	Students make many decisions as they respond to question and analyze activities for identification and application of concepts.	Conceptual development emphasized, indirect teaching approach, emphasis on students application of concepts learned to broader life activities.	Indirect approach involves high-order cognitive involvement, promotes broader long term understanding of concept foundational to movement study, chance affection for physical activity	Time consuming requirement specific and exact preimpact planning teaching affective and other more complex concept requires the employment of a large number of relevant examples
Problem solving (divergent)	Teachers make preimpact decisions, set limits of	Determines how to move and think with in	Multiple and varied responses elicited for the	Enhanced conceptual development great cognitive	Generalized approach , specific skill are

problems & challenges, raises open ended, broad questions to stimulate a variety of possible responses or solutions.	boundaries of the problem, makes impact and post impact decisions about varied and multiple divergent solutions	various problems posed by the instructor, reverse, “funnel” effect, creative thinking emphasized.	involvement creativity and individuality enhanced, skill of problem solving developed.	secondary , very diverse performance result
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2.17 Teaching Styles & Strategies

Effective Teaching

The AAHPERD has identified the components of a quality physical education program as one which:

1. Helps improve student’s mental alertness, academic performance, readiness to learn, and enthusiasm for learning.
2. Improves students’ self-esteem, inter personal relationships, responsible behavior, and independence.
3. Provides sequential planned objectives
 - Motor skill (psychomotor)
 - Knowledge and understanding (cognitive)
 - Attitude and appreciation (affective)
4. Is thought by a qualified physical education teacher.

Effective quality programs require effective, well prepared professional educators. There is little question that the teacher is a critical actor in the instructional endeavor, and much of the success of secondary movement program is dependent up on the competency of instructor.

NASPE, with the support of the national association of secondary school, principals, outlined guidelines for secondary school physical education. In these comprehensive guidelines, rather

specific directives were included addressing the required minimum skill, competencies and knowledge of secondary school physical education teacher. Several of these recommendations centered about the teacher's ability to radiate and repertoire of teaching methods, strategies and styles in an effort to enhance instruction and to personalize the physical education program.

Effective teachers are interactive beings and masterful decision makers, competent and introspective reflectors, who also must develop a variety of knowledge, skill and abilities. Teachers must than choose, select, combine order and organize the learning activities in to sensible and clearly perceivable to students, logical presentation and production to accomplish the learning objectives as planned. All of this must be achieved while concurrently considering the previous experience of the teacher and the student, prior student learning and abilities (long and short term), curricular, professional and personal (student and teacher) goals and objectives (for example student individual and group learning style and preferred teacher instructional style.

To be effective, then, implies the teacher's execution of carefully organized and planned learning experiences, the teacher's skill in bringing the lesson to successful completion and the students learning in one or more of the many dimensions of human development. Included in this process are the following specific steps.

- The determination of the needs of the student

- The selection of appropriate learning activities

- The design of logical and sequential order of instruction.

- The efficient use of time

- The relation of activities to the student's world.

- The achievement of the planned objectives

- The selection of a specific teaching strategy or instructional style to accomplish the lesson objectives.

Student Motivation

Student motivation is a critical component of the instructional process, one that is influenced greatly by both the teacher's style and specific behavior. However, most styles do not address this factor directly, although teaching style may certainly affect future student motivation. Moreover teachers who plan lessons that do not include efforts to address student's motivation run the risk of destroying the motivation brought to such settings. In effect, these teachers rely upon the student perception, understanding, comprehension and ability to filter out or ascertain the motivating aspects of the lesson

Student motivation is a critical issue in physical education and one that appears, at times, to be secondary to the immediacy of the instructional endeavor at hand. Teachers often assume and take for granted that the activities and lesson objectives themselves will be attractive to all students. However failure to focus on motivation can result in an overdependence on and assumptions of the potency of student intrinsic motives, the overreliance inappropriate extrinsic motives (peer pressure) and rein forcers, and the creation of possible negative, long term effects (that is, the failure to develop strong effective ties to physical activity).

Presentation of the lesson

This construct relates to the teachers ability to relay the essence of the lesson to the learners. This can be accomplished in a variety of ways, but its necessary component of quality lessons. Unfortunately some educators either avoid this important element or execute it 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 especially with beginners, students commit gross errors, resulting in misdirected and inappropriate effort and unfortunately, a high degree of frustration.

Presentation task include the introduction and explanation of the skill or content, including obtaining the students attention and arranging for all students to see and hear the important aspects of the lesson, emphasizing main points, interjecting questions to check for understanding proceeding in small steps at a fairly quick pace, using sufficient and appropriate examples and employing clear model and demonstration.

Prevision for feedback

Motor learning research has validated and supported the critical role that feed back in various forms play in the learning process. Literally, without feed back of a minimal level, learning will be greatly inhibited if not curtailed entirely. Effects on motivation and information about performance are directly influenced by the regular appearance and provision for feedback. (Wuest and Lombardo 1994)

2.18 TEACHING FOR SUCCESS IN HIGH SCHOOL PHYSICAL EDUCATION

Variety of Content

Teachers provide a variety of activities ranging from non-competitive to highly competitive activities and across a variety of categories. Curriculum is designed to address the diverse needs of all students and is presented in a format that will promote success, challenge, and enjoyment for all students. Teachers facilitate structured student choices. Teachers also promote opportunities and resources in the community where students can participate in activities learned in class.

Learning Activities

When deciding on activities to be included in the curriculum, the teacher will also consider student interests, age, physical characteristics, knowledge, and abilities. Teachers will modify content for students of varied skill levels. Teachers use various forms of pre-assessment to find out student skill levels and to help plan. Lessons are designed to develop and challenge a wide range of student abilities, beginning with simple skills and progressing to complex skills. The teacher helps students understand and apply the knowledge, skills, strategies, and tactics that are common across many sports. Selected activities provide opportunities to demonstrate the parallel between the “game setting” and the similarity found in “real life”. Teachers include activities which are considered “lifetime sports” and can be engaged in throughout life in both non-competitive and competitive context.

Practical Knowledge

Teachers present the unique knowledge of the disciplines of exercise science and physical education and stress co-curricular, inter-disciplinary applications in their instruction. Teachers emphasize acquiring the knowledge to support critical thinking and problem solving. This knowledge includes the scientific bases found in movement skills, the application of exercise physiology and biomechanics, learning about movement patterns and execution of everyday activities. Teachers provide information about safety as a key aspect of all instruction.

Fitness Instruction

Teachers facilitate development and maintenance of physical fitness. They provide instruction about the techniques of training for fitness, setting personal goals, adjusting programs for age change, injury, or disability. Teachers use assessment and are knowledgeable of standardized fitness testing procedure. Teacher's help students interpret and utilize assessment data for achieving desired fitness levels. Teachers convey to students the fact that physical fitness is not just a high school experience but provides a lifetime of benefit that can be maintained by well-planned and well-executed physical activity participation.

2.19 LEARNING ENVIRONMENT

Classroom Setting

A positive classroom environment is established and reinforced constantly by both teacher and students. Teacher's model appropriate behavior at all times. Teachers take responsibility for preparing, maintaining and providing equipment and instructional space, both on and off campus. Teachers make facilities and equipment available to maximize practice and learning based on individual needs and class size.

Climate

Teachers establish a positive learning environment to support student learning. The climate includes acknowledging success of all students who are moving toward personal goals and who are making individual improvements in skills, understanding, and fitness. Teachers seek to promote enjoyment in physical activity, class participation, and interest in motor skills and personal fitness. Teachers acknowledge effort, treat students with respect, and recognize individual accomplishments. Teachers maintain high expectations for student achievement,

challenging all students to perform to their full potential. Monitoring of the students will be fair, respectful and safe, with open communication both verbally and through journal writing.

2.20 INSTRUCTIONAL STRATEGIES

Teaching/Learning Styles

Teachers use a variety of teaching styles including command, peer, guided discovery, problem solving and practice, and plan learning experiences accordingly. Choice of teaching style is determined by instructional goals, the needs and attributes of the students, class size, and safety. Teachers monitor learning styles of students and design lessons to support the full range of learning styles.

Learning Time

Teachers plan adequate instructional time for all students to acquire the concept or skill being taught. Meaningful practice is progressive in scope and sequence to facilitate learning. Conceptual instruction transfers from one activity to another. The District limits class size so activity produces maximum contact with equipment, learning, and participation.

Maximizing Participation

Teachers plan, monitor, and evaluate class activity to maximize participation. They provide sufficient equipment for effective practice. Teachers design modified games providing for full and meaningful participation of all students.

Warm-up Activities

Warm-up activities reinforce/practice skills from previous lessons as well as to lead into the day's lesson. Warm-up activities are safe, appropriate exercises that accommodate different fitness levels. Teachers monitor execution of warm-ups and stretching to be sure all students benefit and that the activity achieves its purpose.

Feedback to Students

The teacher consistently supports student effort and successes of all students. Daily lessons are debriefed by the teacher, who provides the link between student experience, curriculum goals, and fitness for life. Teachers provide positive, descriptive feedback for all participants including feedback on student work, assignments, and skill progress. They use a variety of assessment methods so as to develop a clear picture of student progress and achievement. Grading systems reflect the degree to which students achieve the educational instructional goals set for them. Teachers provide regular reports of student progress to students and parents using report cards, Progress reports, phone calls, and email. (<http://WWW.bend.k12.or.us/education/components/scrapbook>).

2.21 Didactical principles in Teaching of P.E

1. **Consciousness and activeness** – This principle is connected purposeful and active perception of the content, analyzation creative reproduction and application of them in the daily activity of man.

This principle suggests the following.

- Understanding the general aims of physical education and the concentrate tasks of every lesson through which will be reached to the ultimate aim.

- Conscious and active participation in the learning activity.
- Self-control and evaluation of one's own motorical activity and the achieved results.

2. **Systematicity and continuity.** This principle is the leading principle in designing the curriculum. The content of the teaching material in the curriculum is put in method logical sequence in classes and units between which the logical connection is kept.

There should also systematicity and continuity in planning the work of physical education for certain periods of time.

The teaching material must be planned and presented with the necessary methodological sequence in order to establish the connection between the different units of the content. The learners must know that the acquired knowledge. Motorical capacities and habits are elements of the unified and integral system of physical education

3. **Simplicity and Individual approach** – this principle demands physical education to be conducted in considering the age differences of the learners. That means, in order to conduct the teaching process in physical education. The teacher must know anatomy, physiological and psychological difference of the learners, phase of the development of motorical habits and physical fitness's. It is also necessary to consider the sex and individual difference. This requires limiting the functional load and knowledge to be based on the technique – tactical capacity of the learners.

This principle demands the following rules

- The lesson must be conducted in considering the age and individual differences of the learners.
 - Keep the rule of presenting from simple to complex, from easy to difficult, from known to unknown, from concrete to abstract.
4. **Visualization or Demonstration.** – In keeping this principle during the teaching of physical education requires including a complex of perception, seeing, hearing, touching etc for a complete perception of the motorical activity.

For effective realization of this principle, it is necessary to consider the age of the learners, the capacity of general and special knowledge, level of physical preparation.

Figurative word is one of the very useful means which guarantees' the consciousness during demonstration.

The signal system of man functions only in a particular optimal level of excitement in cortex of the main brain.

In using demonstration in the process of teaching physical education, the following requirements should be taken in to consideration.

- During demonstration, it is necessary to identify the basic elements of the exercise and to diverse the attention of the learners.
- Demonstration will contribute for logical thinking if it is supported by description and explanation.
- Using the visual aid should never be the only goal. But it must always be considered with the aim and tasks of the lesson.(Method of Teaching physical education ,TeshomeAlemayehu,Unpublished)
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2.22 Contemporary understanding of fitness

Research in exercise science, medical sciences, and health has led toward a changing concept of physical fitness, one that is not only more meaningful but also more useful in providing directions for sport fitness and physical education professionals as they implement programs designed to help children, youth and adults of all ages improve their fitness.

The first step in this contemporary understanding was to recognize that fitness is not a single concept; indeed there are different types of physical fitness. Fitness is currently viewed as a series of components each of which is specific in terms of its development and maintenance. Typically, fitness components are divided in to two basic categories those essentially related to health and those related to motor skill performance.

The importance of recognizing the distinction between these two categories of fitness is that the health components have their foundation in the prevention and remediation of disease and illness, where as the motor performance components are related to areas such as improved sport performance. The most common way to refer to fitness currently is to use the phrase health fitness and motor performance fitness. Health fitness is not, in its most important sense, related to shooting baskets more accurately or to jumping farther. It is related to living better, to being more resistant to disease and even, perhaps, to living longer. (Sidentop 1998)

2.23 Physical Fitness

Physical fitness is a level of health or a condition of the body to withstand the stress of daily life. Or physical fitness is a level of health in which you have muscular endurance, muscular strength, flexibility, cardiovascular endurance and a lean body composition. Physical fitness is achieved by the regular movement of muscles through a variety of exercise. Maintaining physical fitness is a lifelong process and should always be part of your life style. People with disabilities can also reach a measure of physical fitness by doing exercise appropriate for their condition

2.23.1 Benefits of Physical Fitness.

- Are more likely to be at their ideal weight.
- Have more energy and work without fatigue.
- Are better able to cope with stress.
- Are less likely to be depressed and anxious.

- Are less likely to have psychosomatic disease and disorder.
- Are less likely to have chronic disease such as high blood pressure, coronary heart disease and obesity- related diabetes.
- Will develop muscle tone.
- Have strong bones.
- Are better able to relax and sleep well.
- Have better digestion and less constipation.
- Have increased lung capacity.
- Have a strong heart muscle.
- Are more appropriate to be socially active.
- Feel better about yourself and your appearance.
- Are more likely to decelerate the aging process.
- Are less likely to have accident and injuries. (meeks and Heit 1991)

2.23.2 Fitness

Fitness is the ability to cope with effectively with the stress of everyday life. Fitness cannot be stored so it should be considered as a continuum of fluctuating levels. As everyone life style (and therefore the stress that they have to cope with) differs, so do their levels of fitness. If you lead a very sedentary life then two or three walks a week will probably be enough exercise to maintain your level of required fitness but if you play regular competitive sport you will need to train quire hard to maintain the level of fitness needed to perform well.

Fitness should not be confused with health, although the two are commonly interchanged. To be healthy means to be in a state of wellbeing and free from disease in other words, you are physically, mentally and emotionally in a good shape. Being fit can add to your feeling of wellbeing and make you less likely to suffer from ill health, but fitness only contributes to an overall healthy life style.(Bourne, Hill and Moors 1996).

2.23.3 Components of health related physical fitness

Muscular strength

Muscular strength is the amount of force that your muscles can exert against a resistance. When you use your muscle regularly, that becomes strong. They help you lift, push, pull, jump, twist, turn and bend. Having muscular strength can keep you from being easily fatigued. It can keep your muscles from becoming sore or injured. Strong muscles also help you stand, sit and walk easily. When you have strong abdominal and back muscles, you are less likely to have lower back pain. You are more likely to have correct posture.

Muscular Endurance

Muscular endurance is the ability to continue using muscular strength. When you have muscular endurance, your muscles are able to perform repeated movement for long periods of time without becoming tired. Many daily activities as well as many sport activities require muscular endurance.

Flexibility

Flexibility is the ability to move the body through a full range of possible motion. When you are flexible, your body does not get stiff easily. You are less likely to injure your muscles or to have lower back pain. Inactive persons are less flexible than persons who enjoy a variety of activities in which movement is required. Active persons stretch their muscles more than inactive persons. If you spend most of your day sitting, muscles connected to your knee, hip and elbow joints begin to shorten. To remain flexible, the muscle must be stretched. Many fitness experts claim that stretching for 20 minutes a day helps prevent the stiffness that accompanies aging.

Cardiovascular Endurance.

Cardiovascular endurance is the ability to sustain vigorous activity that requires increased oxygen intake for an extended period of time. For example, you might take a long bike trip or swim several laps in a pool. You might help someone move to a new home with cardiovascular endurance; you are able to walk up and down stairs for an extended length of time.

The ability to gain cardiovascular endurance depends on the frequency, intensity and length of time spent in training. It also depends on the condition of your body and on your heredity.

Cardiovascular endurance has many health benefits. Cardiovascular endurance keeps the heart muscle, blood vessels, blood, and lungs in excellent condition.

Body Composition

Our body is made up of two types of tissue – fat tissue and lean tissue. Our body composition is the percentage of fat tissue and lean tissue in your body. As we become physically fit, the ratio changes. The percentage of fat tissue decrease and the percentage of lean tissue increases.

The body uses fat tissue every day. Fat is used as the body stores and uses nutrients. Everyone has stored fat beneath the skin and around the internal organs. Females have more stored fat in their bodies than males. The total percentage of body weight that is fat is usually 16 to 19 percent for male and 22 to 25 percent for females.

Muscles, bone, cartilage, connective tissue, nerves, skin and internal organs are lean tissue. The percentage of your body weight that is lean tissue varies. The amount muscles and size of your bones are the factors that most greatly influence the percentage of your body that is lean tissue. As many people age, their level of physical activity decreases. (Meeks and Heit 1991)

2.24 The Principles of Training

The principles of training help ensure that sensible, realistic and safe training programs are developed.

1. The principle of overload

The whole point of training is to improve your level of fitness but will only improve your level of fitness if you “overload” your body. In other words, you make your body work harder than normal by increasing the amount of work it has to perform. The body will then gradually adapt to the new level of work and your level of fitness will improve.

Overload can be achieved by:-

- A. Increasing the number of times (the frequency F) that you train.
- B. Increasing the intensity (I) of the activity you are doing, for example running fast or lifting more weight.

- C. Increasing the duration or time (T) of each individual session, for example goes for a 40 minute run rather than 30 minute runs.

2. The principles of progression

Your body will only improve if it is put under stresses, but the principles of progression underlines the fact that the amount of overload attempted should be progressively made more difficult. The work load should be increased only once some adaptations have occurred, therefore it is important to monitor your performance closely to so that you don't put too much stress on the body too soon.

3. The principle of Specificity

Every activity requires specific mix of fitness components and the training you under take needs to reflect the contribution made by each component. However, before you attempt any specific training you must have developed a general level of fitness.

The individual training should be specific to the individual. It is important to assess your initial state of fitness so that the work load can be accurately estimated.

The activities first identify the mix of fitness components required and then identify the major joints and muscles that are used. Make sure that your training uses these joints and muscle groups and try to reproduce the movement patterns that you would use in competition

4. The principle of Reversibility

Fitness cannot be stored for future use and your level of fitness is constantly changing. Any adaptations that take place as a consequence of training will be reversed when you stop training.

5. The principle of Variance

Variety is the spice of life! If you do the same things week after week it becomes monotonous and boring. The principle of variance is very simple it suggests that attaining program should include a variety of training methods. This will help to maintain interest and motivation and makes sure that the loads you work against are varied.

6. The Warm up

The warm up helps to prepare the body for the physical exertion to come. By gently raising your pulse you are beginning to increase your cardiac output and your rate of ventilation. Your vasomotor center is making sure that more blood is being distributed to the working muscle. The combined effect is to increase the amount of oxygen being delivered to the muscle cells, which will help to reduce the oxygen deficit when you start your activity for real.

7. The Cool Down

A cool down allows the muscle to return to their normal temperature slowly because a sudden drop in temperature could cause muscle damage. The cool down is also a good time to perform flexibility exercise as the muscle are still warm and at their most pliable. In conclusion a cool down allows you to physically and mentally relax. It aids to recovery and helps to prevent muscle soreness and injury. (Bourne, Hill and Moors 1996)

2.25 Principles for Developing Physical fitness

In designing personal exercise programs, students should be familiar with the exercise variables of frequency, intensity and time and be able to apply these factors to different modes of exercise. Additionally several principles must be followed if desired changes in fitness are to occur. These include the principles of overload, progression and specificity. Exercise program should also provide for individual differences in the initial level of fitness and opportunities to warm up and cool down. Students should also be aware of the consequences of failing to exercise on a regular basis

Exercise Variables

When one is designing an exercise program or writing an exercise prescription, attention must be given to the frequency, intensity and time of exercise. The acronym FIT may be used to help remembers these variables. These variables are used to express the specific training requirements that must be meeting for the individual to realize the benefit of exercise.

Frequency (F) refers to how often the individual should exercise and is often expressed in days per week. For example to develop cardio respiratory endurance, an individual must participate in vigorous exercise for a minimum of 3 days per week. It is important that exercise occur with regularly for benefits to be realized.

Intensity (I) refers to the degree of effort expended during exercise. How intensity is measured varies according to the component of fitness being developed. When one is developing muscular strength and endurance intensity is measured in terms of the amount of weight lifted, in flexibility, it is the distance beyond normal stretching, in cardio respiratory exercise it is often measured by heart rate.

Time (T) refers to the duration or amount of the exercise performed, For example, to develop cardio respiratory endurance the individual must exercise for at least 20-30 minutes.

The FIT variables influence the total energy cost of the exercise program or the amount of work expended this may be represented by the following formula.

$$\text{Energy cost} = \text{frequency} \times \text{Intensity} \times \text{time}$$

These factors are interrelated and can be manipulated to produce an exercise program appropriate to the needs of the individual and the desired objectives.(Wuest and Lombardo 1994)

2.26 Facts about Physical Fitness

Physical fitness is the body's ability to function efficiently and effectively. It is a state of being that consists of at least five health related and six skill related, physical fitness component, each of which contribute to total quality of life. Physical fitness is associated with a person's ability to work effectively, enjoy leisure time, be healthy, resist hypo kinetic and meet emergency situations. It is related to, but different from health and wellness. Although the development of physical fitness is the result of many things, optimal physical fitness is not possible without regular physical activity.

The health related components of physical fitness are directly associated with good health The five component of health related fitness are body composition, cardiovascular fitness, flexibility muscular endurance and strength. Each health related fitness characteristics has a direct relationship to good health and reduced risk of hypo kinetic disease.

2.27 The Facts about Physical Activity, Fitness and Disease prevention Or Treatment.

There are three major ways in which regular physical activity and good fitness contribute to optimal health and wellness. The method by which physical activity and fitness contribute to optimal health and wellness are

First they can aid in disease or illness prevention. There is considerable evidence that the risk of hypo kinetic conditions can be greatly reduced among people who do regular physical activity and achieve good physical fitness.

Virtually all chronic disease that plague society are considered to be hypo kinetic, through some relate more to in activity than others. Nearly three quarters of all deaths among those 18 and older are a result of chronic disease. Leading public health officials have suggested that physical activity is related to the health of all Americans. It directly reduces the risk for several major chronic diseases.

Physical activity also stimulates positive changes with respect to other risk factor for these diseases. Physical activity may produce the short cut for the control of chronic disease, much like immunization controlled infectious disease.

Second physical activity and fitness can be a significant contributor to disease treatment. Even with the best disease prevention practices, some people will become ill.

Regular exercise and good fitness have been shown to be effective in alleviating symptoms and aiding rehabilitation after illness for such hypo kinetic condition as diabetes, heart attack, back pain and others.

Finally, physical activity and fitness are methods of health and wellness promotion. They contribute to component of good health. (Corbin 1997)

2.28 Health

The world health organization (WHO) has defined health as a state of complete physical mental and social wellbeing, and not merely the absence of disease or infirmity. Many people tend to associate poor health with being sick or ill and good health with being well. However health also involves mental and social wellbeing. Some people may not have any particular illness but their quality of life may not be very good.

Physical Health – involves being free from illness and being fit enough to be able to the things you want to do.

Mental Health – involves feeling good about yourself, having a positive attitude to life and being able to cope with every day stresses and strains.

Social Health – involves being able to interact with people around you in a positive way.

Your health is affected by many factors. Some of them are individual things such as fitness level, but others relate to your surroundings. (Mullan 1997)

2.29 Health Related Fitness

With its objectives of cardio respiratory efficiency, flexibility, appropriate body composition and muscular strength and endurance should receive strong emphasis in the secondary school physical education curriculum because of its significant impact on the health of individuals and their quality of life. A progressive systematic approach to fitness should be used, with the program adapted to the needs of the individual student. It may be helpful to expose student to a wide range of physical activities and explain their potential to contribute to the development of fitness. Following exposure, students can select activities in which to develop proficiency. By allowing students to have a choice of activities, student can select those that are best suited to their abilities and needs of as well as being personally meaningful and enjoyable. (Wuest and Lombardo 1994)

2.30 Exercise and Health

Exercise is good for your health because of the physical changes that it brings about in your body, but being active can also be beneficial for your mental and social wellbeing. Exercise can make you feel good and can help reduce stress levels. It can also be a great social activity. For many people, this kind of physical activity is a way of going out and meeting other people and it enhances the quality of their lives.

Sometimes exercise can actually help prevent a disease or reduce the effect it has on your health. Coronary heart disease, obesity, osteoporosis and back problems are all common health concerns. They can all be helped by regular exercise.

- **Coronary Heart Disease**

The heart is a working muscle and just like any other muscle, it needs a good supply of oxygen. The heart is surrounded by a network of blood vessels, called arteries that carry oxygenated blood to all the parts of the heart muscle. Arteries also carry oxygenated blood around the rest of the body. In some people fat gathers on the walls of the arteries and this can restrict blood flow. The medical name for this buildup of fat is atherosclerosis.

- **Obesity**

This is a medical term applied when people are carrying excess levels of body fat obesity can cause you problems because your heart has to work harder to get oxygen around your body and to move your body weight around. The extra weight that you are carrying also puts an added strain on the joint of your body. Obese people have a higher chance of getting cancer, heart disease, diabetes and other health problems. Exercise and diet are the main ways to control or reduce body fat.

- **Osteoporosis**

This condition which affects the bones and causes them to break more easily, it often called brittle bone disease. It is very common in order a woman who gone through the menopause which means that they have stopped having periods. After this their bodies' produce less of a special hormone which helps protect bones, so breakages are more likely.

Many women are now put on hormone replacement by their doctors to prevent osteoporosis but exercise can also help maintain bone strength and limit the effect of osteoporosis.

Back Pain

Every year many working days are lost because people are off work with back problems. Pain in the lower back is a common complaint and is often due to poor posture and weak stomach and back muscles. Exercise can help improve muscle tone, which improves posture and can help increase the strength of the stomach and back muscles. (Mullan, 1997)

CHAPTER THREE

METHOD AND PROCEDURE

3. RESEARCH DESIGN AND METHODOLOGY

3.1. Research methodology

This study is aimed at evaluating the contribution of Health and Physical Education in secondary school students (on physical fitness, health, and academic achievement). To this effect the descriptive survey method was being employed. Because the researcher believe that it help to go through the study (to address the research question in the study), this method is mainly appropriate to gather several kinds of data related to the problem under the study and to identify common elements.

3.2. Source of Data

The primary sources of data used for this study were:-secondary school students, physical education teachers and school principal.

3.3. Sample and sampling technique

3.3.1. Samples

For the specific research the following samples were selected using simple random sampling. A total of five secondary schools are currently in North Shoa of which of them I.eBaso Secondary schools, Debrbirhan secondary School, Debersina Secondary School, Shewarobit and Mezezo secondary school were selected. 25 students from each school, school principals from each school and 3 physical education teachers from each were taken.

3.3.2. Instrument of data collection

Questionnaire, interview and observation were used as instrument for collecting data. Questionnaires were delivered to students and secondary school physical education teachers to examine the overall ideas the contribution of Health and Physical Education from their point of view. Interview with open-ended questions were delivered to the directors and Physical Education teachers to identify their opinions and views regarding the contribution and implementation of Health and Physical Education.

1. Questionnaire

- Open ended
- Close ended

2. Interviews
 - Open ended
3. Observation.

3.3.3 Procedure of data collection

In conducting the study the following relevant procedures in collecting data were used. First relevant data were assessed to get information from what we have been done in relation to the problem.

Second before distributing the prepared questionnaire to respondents it was tested as a pilot at the school with relevant students and teachers. Then the questionnaire was revised depending up on suggestion collected during the try out and administer to the concerned respondents so that they will fill and return them back. In administering the questionnaire research assistants had the necessary orientation on how to distribute and collect questionnaire. A prior contact was made with respondents to ensure willingness to participate in the study and to minimize the return rate of questionnaire.

Interview was held at the respondents' work place.

3.3.4. Method of data analysis

The information obtained from relevant opinion gathered through questionnaire well structure, organized and framed to suit analysis and conclusion. When interpreting the data percentages were used to questions that require quantitative measurements. And descriptions were used to qualitative measurements finally based on the findings and conclusions reached recommendation were proposed as a research output.

CHAPTER FOUR
FINDING AND INTERPRETATION

4.1 FINDING AND INTERPRETATION

Result obtained from secondary school students, health and physical education teachers, and school principals result were tabulated and interpreted as follows.

4.1.1. Quantitative interpretation of data

I. Questionnaire filled by students

Q 1. What is your interest to learn Health and Physical Education?

Table 1 student interest for learning

No	Options	No	%
1	High	23	20.91
2	Medium	34	30.91
3	Low	53	48.18

Table 1 above shows that in item Number 1 about 23(20.91%) and 34 (30.91%) of the student respondents have high and medium interest in learning health and physical education respectively while about 53 (48.18%) of the respondents have low interest to learn in health and physical education classes. Generally, when we compare the students interest towards health and physical education, about 57 (51.82%) of them are interested to the subject while almost half that is 53(48.18%) of the respondents have low or nil interest to attend the subject. Lack of interest to the subject in turn creates big problem to achieve the goals of health and physical education. This is because; achieving intended goals of any discipline in education is mainly the product of interest and ability.

Q 3. How far did the Health and Physical Education instruction given in your school brought physical fitness to students?

Table 2 contribution of physical education to physical fitness

No	Options	No	%
1	Yes	21	19.09
2	No	89	80.91

It is also shown in item number 3 that 21(19.09%) of the student respondents said that the instruction given in schools (class rooms) did help students to improve physical fitness's while about 80.91% (89 respondents) claim that the class room instruction given to students did not help them to improve their physical fitness's. When we see this response superficially, the role of classroom instruction in developing physical fitness in physical education it seems to be very low or insignificant. But scientifically it is the theoretical part given in the class that serves as the ground or base stone for practical activities. In other words, one can acquire knowledge and skill about how to do and when to do practical activities and the benefit of doing them from classroom instructions.

Q. 5. Do you think that Health and Physical education helps you to keep your health?

Table 3 physical education and health

No	Options	No	%
1	Yes	86	78.18
2	No	24	21.82

As Table 3 above indicates, in item number 5, 86(78.18%) of the respondents suggested that the classroom instruction given in health and physical education contributes a lot to the development of mental, physical and social health of students provided that it is implemented in the right way. About 21.82% (24 respondents) in contrast suggested that health and physical education has less value for the student's healthy living condition. Though some respondents lowered the value of Physical Education to the development of healthy living condition, it is more obvious that individuals who regularly perform physical activities have better physical fitness, mental and social well-being than others.

Q. 6. The role of Health and physical education to the rest of academic performance?

Table 4 Role of physical education

No	Options	No	%
1	High	60	54.55
2	Medium	41	37.27
3	Low	9	8.18

Responses obtained from students for item number 6 in Table 4 again ensures that Physical Education plays vital role for the students' academic achievement (about 101 out of 110 respondents) support this idea. It is clear that high academic performance is achieved when individuals have matured mental readiness, well developed social interactions with colleagues as well as good physical fitness to with stand challenges. For this to be achieved, physical education takes the lead.

Q. 7 what is your participation in health and physical education practical classes? Looks like?

Table 5 Student participation

No	Options	No	%
1	High	29	26.36
2	Low	81	73.64

According to the above table in item number 7 about 26.36% (29 respondents) have high participation in practical physical education activities but the rest 73.64 (81 respondents) have low participation. Generally low level of participation in physical education classes creates big problems to achieve the goal of physical education, so the participation level of students must promote by different mechanisms.

Q. 9 Do the theory you have learned in the class related to the practical activity you perform outside class room?

Table 6 Theory and practice

No	Options	No	%
1	Yes	95	86.36
2	No	15	13.64

Majority of 95 (86.36%) of the respondents in item 9 revealed that the classroom instruction has closer integration to the practical activities given in schools but the rest 15 (13.64%) of the respondents revealed that the class room instruction has less integration to the practical activities.

From this one can rated that the theory given in the classroom instruction is the preliminary task or duty to be done and key for practical activities.

Table 7 Sport field, equipment, material and learning problems

Questions	Item	Options	No	%
10	Do your school has a conducive and standard based designed sport field to perform Health and physical education practical activities?	Yes No	7 103	6.36 93.64
11	Are there adequate school facilities with respect to material for health and physical education instruction?	Yes No I don't know	19 83 8	17.27 75.46 7.27
12	Do the materials used in Health and physical education classes conducive?	Yes No I don't know	19 75 16	17.27 68.18 14.55
13	Are there any problems or obstacles that will face you to learn Health and physical education as intended?	Yes No	72 38	65.45 34.55

According to the above table in item number 10,7 (6.36%) of the respondents said that the schools sport field is conducive to do practical activities but majority of 103 (93.64%) of the respondents said that the school's sport field is not conducive to do practical activities. From the above idea we can concluded that lack of school conducive learning environment puts higher pressure in decreasing the student learning interest which inturn causes failure in achieving setup school goals.

In item number 11, 19(17.27%) of the respondents replied that there are adequate equipment's to practice in the school and then 83 (75.46%) of the respondents replied that there are no more adequate equipment to practice in the school but the rest 8 (7.27%) of the respondents replied that they have no information about school equipment.

From the above idea we can concluded that the majority of the schools lack adequate sport equipment to practice, this greatly affect the proper implementation of health and physical education.

In item number 12, 19 (17.27%) of the respondents revealed that the material used in health and physical education is conducive and then 75 (68.18%) of the respondents revealed that the material used in Health and Physical Education classes is not conducive but the rest 16 (14.55%) do not know about the material. From the above idea we can understand that the material used in Health and Physical Education is non- conducive, so this is the issue that needs corrections to overcome the problem.

In item number 13, 72(65.45%) of the respondents revealed that there are a number of obstacles or problems that affect students learning in physical education, while about 38 (34.55%) of the respondent revealed that there are no problems or obstacles that affect student learning in physical education. From this we can concluded that the problems occurred during physical education lesson affects the proper implementation of physical education and are sensitive issues to be corrected in order to improve the achievement of intended goals in physical education.

Table 8 Academic potential, integration of theory with practice and teachers motivation to students.

Questi ons	Item	Options	No	%
15	The skill and knowledge of your Health and Physical Education teacher to teach the subjects is?	High	26	23.64
		Medium	75	68.18
		Low	9	8.18
16	How far your teacher relates the theory with the practical activity while teaching?	High	7	6.36
		Medium	72	65.46
		Low	31	28.18
17	To what extent your teachers encourage you while you are doing practical activities?	High	21	19.09
		Medium	38	34.55
		Low	51	46.36

According to the above table in item 15, 26 (23.64%) of the respondents replied that the teachers academic potential is high and then 75 (68.18%) of them replied that the teachers academic potential is medium and the rest 9 (8.18%) of the respondent replied that the teachers academic potential is low. From the above idea we can generalize that teachers academic problem is not as such a significant or burning issue except for some.

In item 16, about 7 (6.36%) of the respondents said that the teachers integration of the theory with the practical part is high and then 72 (65.46%) of the respondents said that the teachers integration of the theory with practical part is medium and 31 (28.16%) of the respondents responded that the teachers integration of the theory with the practical part is low. We can sum up the above idea as most teachers relates the theory with practical activities.

In item 17, 21 (19.09%) of the respondents replied that teachers highly motivate students during practical class, 38 (34.55%) of the respondents said that the teachers give medium motivation for students while about 51 (46.36%) of the respondents said that the teachers give low motivation for students during practical class. From the above response we can clearly see that most teachers did not motivate their students while doing physical activities. On the other hand motivation is a key for increasing students learning interest. Therefore teachers need to motivate their students while teaching.

Q. 18 Do you think that the period allocated to Health and Physical Education instruction is adequate?

Table 9 Period allocation

No	Options	No	%
1	Yes	15	13.64
2	No	95	86.36

In the above table in item 18, about 15 (13.64%) of the respondents said that period allocated per week to teach both the theoretical and practical activities is high while about 95 (86.36%) of them responded that the period allocated per week to teach both the theoretical classroom instruction and field practical activities is very low. According to the respondents especially, practical activity classes take time to make learners efficient in various practical activities and develop interest towards health and physical education. As can be seen from the above issue, one can deduce that period allocation problem seems need to be revised and adjusted to give relaxed time especially for practical activities to be done.

Q. 19 Do you practice physical exercise out of schools?

Table 10 Physical exercise out of school.

No	Options	No	%
1	Yes	38	34.55
2	No	72	65.45

In item number 19 about 72 (65.45%) of the respondents confirmed that the students did not carry out various physical activities outside the school in the community while about 38 (34.55%) of the respondents replied that they carry out various sport games out of schools. From this we can concluded that schools alone are not enough to develop ones knowledge and skills of health and physical education. Therefore, students need to practice what they have learnt in schools outside the school in their community to improve their health, physical, mental and social wellbeing.

Q.20. Does your physical education teacher utilized suitable method of teaching for you to learn properly.

Table 11 Method of teaching

No	Options	No	%
1	Yes	24	21.82
2	No	86	78.18

As table 10 above, in item number 20, 24 (21.82%) of the student respondents revealed that the teaching method used by physical education teachers are suitable while about 86 (78.18%) of the

students respondents revealed that the teaching method used by the physical education teacher is not suitable for learning physical education. From this we concluded that unsuitable method of teaching affect or impede students understanding of the content and its participation.

II. Questionnaire filled by teachers

Q. 1. Your attitude towards in teaching health and physical education is?

Table1. Teachers attitude

No	Options	No	%
1	High	2	14.29
2	Medium	1	7.14
3	Low	11	78.57

In item number 1, above 2 (14.29%) and 1(7.14%) of them responded as high and medium interest towards teaching Physical education respectively while about 11(78.57%) of the teacher respondents revealed that they have low interest towards teaching health and physical education. For this teachers provide lack of motivation, less attention of school administrations, low level of student interest etc as some of the major factors that make them to have low interest towards the subject.

Q. 3. Are there problems encountered you while teaching health and physical education?

Table 2. Problems during teaching

No	Options	No	%
1	Yes	10	71.43
2	No	4	28.57

In item number 3 above 10 (71.43%) of the teacher respondents replied that there are lots of problems encountered them while teaching physical education in their schools and 4 (28.57%) of the teacher respondents replied that there are no problems occurred during teaching physical education.

Q. 4. What is the extent to which Health and Physical Education given in secondary schools provides the development of health, physical and academic achievement wellbiengnes to students?

Table 3. Development of health, physical and academic achievement

No	Options	No	%
1	High	8	57.14
2	Medium	4	28.57
3	Low	2	14.29

In item number 4 about 57.14% (8 respondents) agreed that Health and Physical Education given in secondary schools helps to develop health, physical and academic achievement of students while about 4 (28.57%) and 2(14.29%) of the respondents agreed that the value of physical education given in schools to develop the students health status, physical fitness and academic achievement is medium and low respectively. From the above idea one cannot deny, that an individual whose mental, physical and social wellbeing is built on a strong Health and Physical Education frame work.

This is because a child who is developed from a variety of good nutrition, require physical exercise and a family and /or a community where there is good social interactions will be happy, hope full civic minded and interested towards work of any type. Education on the other hand, is a game where learners look for problems, developing solutions and resolving the problems at large. Therefore, for a learner to have high academic performance in education, he/she should have well matured physical mental and social wellbeing and a quality living status.

Q. 6. What do you think is the attitude of students to learn in Health and Physical Education classes?

Table 4. Student attitude towards physical education

No	Options	No	%
1	High	2	14.28
2	Medium	3	21.43
3	Low	9	64.29

In item number 6 above 2 (14.28%) of the respondents replied that the student attitude to learn Health and Physical Education classes is high and then 3 (21.43%) of the respondents replied that the student attitude to learn health and physical education classes is medium and the rest 9 (64.29%) of the respondents replied that the student attitude to learn Health and Physical Education classes is low in schools. In line with this, if the students learning interest is lowered by the problems mentioned, the parents, the school community, and all other concerned bodies should do much to overcome the problems.

Table 5 School time table and period allotment

Ques tions	Item	options	No	%
7	The period allocated to Health and Physical Education is?	Fair Low	- 14	- 100
8	Do you think that the time given to teach Health and Physical Education in your school time table program at the right time and is it conducive?	Yes No	2 12	14.29 85.71

According to the above table in item number 7 above all of the teacher respondents that is 14 (100%) of them replied that the period allocated for Health and Physical Education instruction per week is low.

In item number 8, about 2 (14.29%) of the respondents replied that school physical education time table program is adjusted at the right time and conducive but 12(85.71%) of the respondents replied that school physical education time table program is not at the right time and not conducive. From the above idea we can concluded that school time table is not adjusted at the right time, this greatly affect the teaching learning process of physical education and must be adjusted at the right time to make it conducive.

Table 6. Sport facility and field preparation

Questions	Item	options	No	%
10	Are there enough facilities to teach Health and Physical Education in your school?	Yes	3	21.42
		To some extent	9	64.29
		No	2	14.29
11	Do your schools have adequate filed preparation for health and physical education practices?	Yes	3	21.43
		No	11	78.57

In item number 10 about 21.42% of the respondents suggested that their school have the required school facilities. While about 64.29% of the respondents replied that their schools have low level of school facilities and the remaining 14.29% of the respondents support that their schools have no school facilities at all to teach physical education. As can be seen the above item 10 facility problem is the back bone of most secondary schools and needs to improve.

As the respondents ensure in item number 11, about 3 (21.43%) of the respondents replied that their schools have adequate filed preparation but the rest 11 (78.57%) of them replied that their schools lack adequate filed preparation for Health and Physical Education.

Q. 12. The degree to which the school leadership gives attention to Health and Physical Education is?

Table 7. School administrators

No	Options	No	%
1	High	1	7.14
2	Medium	3	21.43
3	Low	10	71.43

In item number 12 above 1 (7.14%) of the respondents said that school leaders give high attention to physical education and then 3 (21.43%) of the respondents give medium attention to physical education and the remaining 10 (71.43%) of them supported that school leaders give low attention to physical education relative to other subjects. From this we can concluded that more

should be done on to school leaders and others to change their perception to make them capable of understanding physical education as a pure science like other subjects and needs to be considered equally with other disciplines.

Q. 14. Do students in your school well dressed with the required sport wears for Health and Physical Education practical classes?

Table 8. Sport wears

No	Options	No	%
1	Yes	6	42.86
2	No	8	57.14

In item number 14 of table 8 above 6 (42.86%) of the respondents revealed that students are well dressed with the required sport wears for Health and Physical Education practical classes while about 8 (57.14%) of the respondents revealed that students do not wear the required sport wears for Health and Physical Education practical classes. From this we concluded that inability of students to be well – dressed with the required sport wears for physical education is one problem that lowers the quality physical education practice.

Q. 16. Do you think that instruction given on Health and Physical Education in schools will meet the intended outcome or aim?

Table 9. Instructional objectives

No	Options	No	%
1	Yes	3	21.43
2	No	11	78.57

According to the above table in item 16 about 3 (21.43%) of the respondents said that the instruction given in schools could meet the intended outcome of physical education and 11 (78.57%) of them said that the instruction given in schools could not meet the intended outcome of physical education. Therefore, we all the concerned bodies should focus on the problems to resolve it raised in different angles in order to meet the intended outcome of physical education.

4.1.2. Qualitative interpretation of data

1. Questionnaire for students

Q. 2. Reasons that students have low interest towards physical education are?

Majority of the respondents said that students have low level of interest towards learning health and physical education due to lack of facility and equipment in the school to practice, fear of sport injuries, difficulty of exercise etc.

Q. 4. What are the factors that hinder the development of student physical fitness?

Majority of the respondents outlined the following points that hinder the development of student's physical fitness:-

- Shortage of period (contact hour)
- Lack of facility and equipment
- Low level of student interest.

Q. 8. Student's participation during physical education class is low due to?

Most of the respondents replied that students have low participation in practical physical education activities are shortage of sport equipment, lack of sport filled, lack of teachers motivation etc.

Q. 14. Problems encountered in schools against the implementation of physical education are?

- Shortage of equipment
- Presence of in available play ground
- Low level of student interest

Q. 20. Some points that respondents added on the general situation of physical education is?

Student respondents raise the following corrective measures to be made in achieving the intended goals and aims in schools in Health and Physical Education are the following

- Increase number of periods per week
- Fulfilling all the necessary facilities and equipment.
- Updating performance of the teachers.
- Arranging centers for first aid services for emergency case
- Motivating students to participate in different sport competition.
- Arrange dressing rooms for both sexes separately.

2. Questionnaire for teachers

Q. 2. The reason that teachers have low attitude towards physical education is?

The teacher respondents list some reasons that lowers the attitude towards physical education is lack of motivation, less attention of school administrations, period allotment is not suitable low level of student interest etc decreases the working motives of teachers.

Q. 5. Reason that physical educations do not develop student's physical fitness, health and academic achievement is?

Those respondents who lessen the impact of physical education on the student health, physical fitness and academic achievement provide shortage of school facilities for all sport activities to practice, low level of living status to meet the required nutrition, health services in case of emergency, lack of sport fields and facilities beyond schools in the community and lack of attention from concerned bodies for the subject as their major reasons.

Q. 9. The reason that Health and Physical Education time table program is not at the right time are?

Majority of the respondents said that the period for non-plasma TV subjects like Health and Physical Education are allocated in last periods of the day I.e. around the 5th and 6th periods in Morning and afternoon shifts respectively, just after meal and mostly coincides with the highest solar insolation. This creates big problem for the effective teaching learning process of physical education.

Q.13. The reasons that school leadership give low attention to physical education is?

The teacher responded for the question by saying many school leaders and concerned woreda education office consider physical education as if it is not a science rather a subject only for recreation or enjoyment. As the respondents add up to this idea, school leaders give more loads to subjects especially science subjects that appear on to national examinations.

Q. 15. Points that respondents list to resolve problems encountered in teaching health and physical education in schools are?

The teacher respondents outlined the following points to resolve the problems occurred during teaching physical education are:-

- Fulfilling the required facility and equipment
- Increase number of periods per week

- School leaders give attention for the subject.
- Working together in smooth manner with different offices and concerned bodies.

Q. 17. Additional points that respondents added on the general situation of physical education is?

- Create awareness for the school leadership
- Allocate budget for the subject.
- Prepare enough sport filed in the community
- Work cooperatively with different NGOs
- Physical education teacher work hard to implement the subject properly
- Motivate physical education teachers by different mechanisms.

4.1.3 Qualitative interpretation of interviews

1. An interview for secondary school Health and Physical Education teachers

Q.1. To what extent Health and Physical Education given in secondary school provides the development of health, physical fitness, and academic achievement to students?

- All Health and Physical Education teachers revealed that physical education provides the development of health, physical fitness and academic achievement to students if it is implemented in the intended way. But currently in schools do not provide such qualities because of lack of equipment, in available playground, less attention of the concerned bodies and low level of interest etc.

Q.2. What do you think about the attention of schools and other concerned bodies towards physical education?

- All Physical Education teachers agree that the attention given by school administrators and other concerned bodies are very low. Time allotment is 40 minute per a week; teachers cannot get the opportunity even to teach core points of the subject and to practice it.

Q.3. How do you see the interest of secondary school students to learn Physical Education?

- Majority of Physical Education teachers revealed that students in secondary school have low level of interest to participate in physical education lesson.

Q.4. Would you list some of the major problems that influence Health and Physical Education instruction?

- The teachers provide various problems that influence the implementation of physical education in their schools. I.e lack of available playground in most school, low level of student interest, lack of sport equipment and less attention of school leaders to the subject etc are the major factors that impede proper implementation.

Q.5. What do you think the solution be to solve the problems encountered?

- The physical education teachers suggested the following as solution to be taken to overcome the problem. Some of these are create awareness to school leaders, fulfill the required facilities, motivate teachers by giving different trainings, create awareness about the benefit of the subject to students in order to increase their interest, work in collaboration with different stake holders, etc.

2. An interview for secondary school principals

Q. 1. Do you think that Health and Physical Education teachers well equipped in skill and knowledge to teach the subject?

- All school principals revealed that their Health and Physical Education teachers are equipped with skill and knowledge to teach physical education but the principals confirmed that the teachers have short comings to implement their knowledge into practice.

Q. 2. Do your has adequate health and physical education teaching facilities in the required level?

- At large the principals also said that their schools are not equipped with all the required physical education facilities. According to the principals, though the schools have shortage in the supply of facilities, they are not as such nil to teach the subject.

Q. 3. Do your school give due emphasis to Health and Physical Education?

- One thing that all principals touch is that their emphasis to physical education is very low and they usually turn their attention to science and Mathematics subjects beyond their administrative activities. They also underline that if physical education teachers create the initiative, the school will give equal attention for its implementation.

Q. 4. Would you list some of the major problems that influence health and physical education instruction?

- The principals provide various problems that influence the implementation of physical education in their schools. To begin with, lack of interest and attention in students, lack of attention to the subject and low level of control by leaders and also teachers, shortage of facilities, lack of awareness about the benefits of the subject, lack of commitment on teachers etc.

Q. 5. What do you think the solutions be to solve the problems encountered?

- The school leaders suggested the following as solutions to be taken. Some of these are fulfill all the required facilities, conduct workshops, seminars, conferences etc to avoid bad attitudinal problems to the teachers, students as well as the community, work in collaboration with the concerned bodies, giving due attention to the subject in schools and provide continuous support etc.

4.1.4 Analysis of the researcher observation

- Majority of the Physical Education teacher do not allow and encourage students to express themselves i.e. to ask or answer question and to participate throughout the period.
- Some Physical Education teachers are not willing to listen their students problem.
- Even if it is not said that schools have sophisticated sport equipment's, teachers are not volunteer or willing to use what is available in the school.
- Most physical education teachers do not use teaching aids during teaching physical education in the school.
- Most physical education teachers do not motivate students while teaching.
- Since students learn from the interaction between the student themselves and student teacher. Some Health and Physical Education teachers do not help students to work in pairs or small groups or individually.
- The teaching method used by Health and Physical education teachers are not appropriate and suitable for the easy understanding of the content by the student and affect its

participation in the lesson. They use lecturing method or explanation when they are expected to use demonstration and practice methods.

- When planning the instructional activities most physical education teachers do not consider the needs, interest, and experiences of their students. There are contents which are not beyond students capacity of learning and the opposite is also true.
- Some teachers design different instructional activities to work in small groups or in pairs but majority of the physical education teachers fail to design the activities well. They want to teach or to address contents once for the whole class and also they do not permit students to learn from themselves. Meaning that there is a problem of thinking the teacher is the source of everything.

Points that I understand from my observations the teachers themselves are part of the problems. They are not doing in such a way that the needs and objectives of Physical Education and the curriculum.

CHAPTER FIVE

SUMMARIES, CONCLUSIONS, AND RECOMMENDATION

In this chapter, major summarizing ideas, conclusions and recommendations to be implemented in to actions are derived based on the research findings obtained from the analyzed data.

5.1. Summaries

5.1.1. Almost half of the students in secondary schools have low interest towards Health and Physical Education for various reasons.

5.1.2. The classroom instruction given in schools plays vital role to develop the students mental, physical and social health on condition that if it is given in the intended program.

5.1.3. The research finding ensures that Health and Physical Education is a key for the student good academic achievement.

5.1.4. In many schools, the school environment is not appropriate for the instruction of Health and Physical Education. This is because most school lack an appropriate training field and sufficient sport facility.

5.1.5. Lack of academic potential and art of teaching in physical education teachers is another problem raised by respondents

5.1.6. The period allotment as well as the school program or schedules of health and physical education in many respect has serious problems. For one thing it is not enough, secondly it is not properly arranged in the school program. That is, it mostly coincides with the highest solar insolation, it is sometimes arranged just after meal or at the end of the school time.

5.1.7 Many teachers do not use teaching aids properly. Most of the time the teachers do not use appropriate teaching aids with sufficient quantity where needed.

5.1.8 Most teachers are not good at using suitable, and participatory method for the different contents of physical education. Due to this fact students do not make contents easily understandable.

5.1.9 Planning and designing of different instructional activities, physical education teachers are not consider the needs, interest, and experience of the secondary school students.

5.1.10. Lack of various youth recreational centers in the community limit the students practice in physical education.

5.1.11. Most health and physical education teachers have less teaching interest.

5.1.12. School leaders and other concerned bodies, have low attention towards physical

education.

5.1.13. Subjects which are given in plasma Television create problems in period allocation to physical education.

5.1.14. For the various reasons raised in the student and teachers respondents imply that the goal of physical education is not achieved.

5.2. CONCLUSION

Health and Physical Education is a science that is the base stone to develop the students mental, physical, social and emotional wellbeing and also increases their academic achievement.

However the results of this finding show that it is not as such the desired objectives due to problems. Some of them are summarized in the following way;

5.2.1. The various problems related to school facilities such as lack of sport field preparation, and the various sport equipment's etc. are the major problems that weaken the activities and progress of physical education.

5.2.2. The period allocated to teach physical education is not enough to address different concepts and practices for students.

5.2.3. School leaders and other bodies attention to physical education is too low and this weakens achievement of goals.

5.2.4. The learning and teaching motives of students and teachers respectively is low due to the various problems such as lack of adequate school facilities, shortage of time etc. to practice physical education.

5.2.5. As it is mentioned in the research findings, most of the communities in which the secondary schools are found have no youth recreational centers outside the schools themselves. Students do not have access to practice physical education activities outside schools This in turn decreases and weakens the students learning interest to physical education.

5.2.6. Many teachers do not use teaching aid properly and in the required level.

5.2.7. The teaching method used by the teachers are not suitable for the subject matter or Physical education.

5.3. Recommendations

On the base of findings of the study, the researcher wants to recommend the following points;

5.3.1. Schools particularly secondary schools are institutions where youths acquire skill and knowledge at large to take responsibilities in the near future. Therefore, to scale up the advantage of physical education on to the academic achievement, mental, physical and Social activities of students, every secondary schools should be equipped with all the necessary facilities such as sport felid, first aid services, and sport equipment's in the required level.

5.3.2. Based on the nature and the contribution of the subject the concerned bodies particularly the Ministry of Education and the region together should look for additional periods, so that an effective implementation of the subject will be realized.

5.3.3. The learning motives of students and the teaching interest of teachers should be improved by providing all the necessary facilities, short training programs and workshops to empower them etc to meet the goal of physical education.

5.3.4. More should be done on to school leaders, and other concerned bodies about the role of physical education in such a way that they give more emphasis to the subject.

5.3.5. Communities, and the region together with the government should have adequate youth recreational centers.

5.3.6. Directors of the secondary school should give due emphasis to the period arrangement of the health and physical education, by consulting teachers while preparing the schedule.

This could overcome the problems overlapping of periods with the highest solar insolation of the day and not just after meal.

5.3.7. School and the government should pay due attention to budget allotment of the school, so that the necessary materials will be bought in sufficient quantity.

5.3.8. Directors of the school, the woreda education office and other concerned bodies should arrange successive training and workshops to the Health and Physical education teachers.

5.3.9. Physical Education teachers must use suitable and appropriate teaching method, and teaching aid for the easy understanding of the content and to encourage students participation.

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Appendix

Observational checklists

1. General information

1. Date of visit _____
2. Grade and section observed _____
3. Topic of the lesson _____
4. Length of the observation _____
5. Number periods allotted per week _____

Instruction I put check mark in the column high, medium, low.

No	Variable to be observed	High	Medium	Low
1	Teachers ability of allowing and encouraging students to express themselves (to ask or answer) questions.			
2	Teachers manner of conduct and willingness to listen students problems.			
3	Teachers ability of conduct motivating learners in the class.			
4	Teachers effective use of sport equipment for practical class.			
5	Teachers ability of using teaching aids.			
6	Teachers ability of helping students to work in pairs or small groups or individually.			
7	Appropriateness of the teaching methods used by the teachers to teach the content of the lesson.			
8	Teachers ability of planning the instructional activities based on the student needs, interest and experiences.			
9	Teachers ability of designing different instructional activities to work in small groups or impairs or individual			

Appendix

Interview questions for Physical Education teachers

1. To what extent Health and physical Education provides the development of health, physical fitness and academic achievement to students?
2. What do you think about the attention of schools and other concerned bodies towards physical education?
3. How do you see the interest of secondary school students to learn Physical Education?
4. Would you list some of the major problems that influence Health and Physical Education?
5. What do you think the solution be to solve the problems encountered?

Appendix B

1. Your attitude towards in teaching health and physical education is?
A) High B) Medium C) Low
3. Are there problems encountered you while teaching health and physical education?
A) Yes B) No
4. What is the extent to which Health and Physical Education given in secondary schools provides the development of health, physical and academic achievementwellbiengnes to students?
A) High B) Medium C) Low
6. What do you think is the attitude of students to learn in Health and Physical Education classes?
A) High B) Medium C) Low
7. The period allocated to Health and Physical Education is?
A) Fair B) Low
8. Do you think that the time given to teach Health and Physical Education in your school time table program at the right time and is it conducive?
A) Yes B) No
10. Are there enough facilities to teach Health and Physical Education in your school?
A) Yes B) To some extent C) No
11. Do your schools have adequate filed preparation for health and physical education practices?
A) Yes B) No
12. The degree to which the school leadership gives attention to Health and Physical Education is?
A) High B) Medium C) Low
14. Do students in your school well dressed with the required sport wears for Health and Physical Education practical classes?
A) Yes B) No
16. Do you think that instruction given on Health and Physical Education in schools will meet the intended outcome or aim?
A) Yes B) No

ABSTRACT

Physical Education is the basis of healthy living conditions, social, physical and mental wellbeingness to citizens. This study is made in searching for the major problems that affect the implementation of the subject in some selected secondary school in North Shoa zone under Amhara Region and to recommend the possible solutions to be taken to avoid the problems. The primary source of data werestudents, Health and Physical Education teachers, and school leaders in some selected secondary schools. The secondary sources were relevant books and manuals. Data from primary source were collected using questionnaire, interview and observation as data collecting instrument from respondents. The descriptive data collected were processed organized, and tabulated in percentile for analysis.

The result shows that most of the teachers of Health and Physical Education teachers and students do not develop interests towards the subject. Teachers ability of teaching the subject was poor, hence they do not use various methods of teaching, appropriate teaching aid with sufficient quantity where needed.

In addition to these, in most schools the environment was not suitable for the instruction of Health and Physical Education subject, and also the period distribution (schedule) of Health and Physical Education is not suitable for the subject (particularly for practical lesson).

The findings further indicate that some factors such as inadequacy of period allotment shortage of facilities (equipment's), lack of appropriate training fields, less attention of the concerned bodies and poor environmental condition appear to have to the ineffectiveness of the subject.

Based on the findings the researcher put the following possible recommendation. The concerned bodies should give proper attention to the subject, initiate and motivate Physical education teachers, add additional periods or contact hour, fulfill school facility and sport equipments so as to bring tang able and sustainable changes on the contribution of physical education.

Key Words: Physical fitness, Health, academic achievement, contribution, physical education.

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Appendix A

Questionnaire for student

A. Remark – No need of writing your name.

Direction For questions intended with choice provides your response by circling the letter of your choice and supply short and precise answer for open ended questionnaires.

Part one

Personal information

1. Sex A) male B) female
2. Age A) 14-17 B) 18-21 C) 22-24 D) above 24
3. Grade level A) 9th B) 10th

1. What is your interest to learn in physical education/

A. High B. Medium C. Low

2. If your answer question number 1 is low, please justify your reason?

3. How far did the Health and Physical education instruction given in your school brought physical fitness to students?

A. High B. Medium C. Low

4. If your answer question number 3 is low, please list the problems?

5. Do you think that health and physical education helps you to keep your health?

A. Yes B. No

6. The role of Health and Physical education to the rest of academic achievement is?
A. High B. Medium C. Low
7. What is your participation in Health and Physical education practical classes? Looks like/
A. High B. Low
8. If your answer question number 7 is low, what is your reason?

9. Do the theory you have learned in the class related to the practical activity you perform outside class room?
A. Yes B. No
10. Do your schools has a conducive and standard based designed sport field to perform Health and physical education practical activities?
A. Yes B. No
11. Are there school adequate facility with respect to material for health and physical education instruction?
A. Yes there are B. no there are not C. I don't know.
12. Do the materials used in Health and physical education classes conducive?
A. Yes B. No Yes B. No
13. Are there any problems or obstacles that will face you to learn Health and Physical education as intended?
A. Yes there are B. no there are not C. I don't know
14. If your answer question number 13 is yes there are please list some of main problems?

15. The skill and knowledge of your Health and Physical education teacher to teach the? subject is?
A. High B. Medium C. Low
16. How far your teacher relates the theory with the practical activity while teaching?
A. High B. Medium C. Low

17. To what extent your teachers encourage you while you are doing practical activities?

- A. High B. Medium C. Low

18. Do you think that the period allocated to Health and Physical education instruction is adequate?

- A. Yes of course B. no it is not

19. Do you practice physical exercise out of school?

- A. Yes B. No

20. Does your physical education teacher utilize suitable method of teaching for you to learn properly?

- A. Yes B. No

21. Write issues that you think need to be improved about Health and Physical education?

አዲስ አበባ ዩኒቨርሲቲ የድህረ ምረቃ ትምህርት ኘርግራም ስነ-ህይወት ፈክልቲ የስፖርት ሳይንስ ትምህርት ክፍል

ለተማሪዎች የተዘጋጀ መጠይቅ

የዚህ መጠይቅ ዋና አላማ በአማራ ክልል በሰሜን ሸዋ ዞን በተመረጡ ሁለተኛ ደረጃ ት/ቤት የሰውነት ማጎልመሻ ትም/ት ለተማሪዎች እያበረከተ ያለውን አስተዋጽኦ በመዳሰስ ያሉትን ችግሮች በተመለከተ መረጃ በመሰብሰብ አስፈላጊ የሆኑ መፍትሄዎችን ለማስቀመጥና ለማመላከት ነው። ስለዚህ በዚህ ጥናት የርስዎ ትክክለኛ መልስ መስጠት ለጥናቱ ከፍተኛ ጠቀሜታ ስላለው ትክክለኛ መረጃ በመስጠት እንዲተባበሩን በትህትና እጠይቃለሁ።

ማሳሰቢያ:- ለጥናቱ ጠቀሜታ ስለሌለው ስም መፃፍ አያስፈልግም።

ለትብብርዎ በቅድሚያ አመሰግናለሁ።

መመሪያ:- ምርጫ ላላቸው ጥያቄዎች መልስዎን በመክበብ እንዲሁም ለባዶ ቦታዎች ደግሞ አጭር መልስ በመፃፍ ይመልሱ።

ክፍል 1:- የተማሪው/ዋ ሁኔታ

1.	ፆታ	ሀ/ ወንድ	ለ/ ሴት
2.	እድሜ	ሀ/ 14 — 17	ሐ/ 21 — 24
		ለ/ 18 — 21	መ/ ከ24 በላይ
3.	የትምህርት ደረጃ		
		ሀ/ 9ኛ	ሐ/ 11ኛ
		ለ/ 10ኛ	መ/ 12ኛ

ክፍል 2:- ለተማሪዎች የተዘጋጁ መጠይቆች

1. የሰውነት ማጎልመሻ ትምህርት ለመማር ማስተማር ያለህ/ሽ/ ፍላጎት ምን ያህል ነው።

ሀ/ ከፍተኛ ለ/ መካከለኛ ሐ/ ዝቅተኛ

2. በተራ ቁጥር “1” ለተመለከተው ጥያቄ መልስ/ሽ/ ዝቅተኛ ከሆነ ምክንያት-ህን/ሽን/ ፃፍ/ፊ/ -----

13. የሰውነት ማጎልመሻ ትም/ት በምትማርበት/ሪበት ወቅት ትምህርቱን በሚገባ ከመማር የሚያግዱ ነገሮች/ችግሮች አሉ?

ሀ/ አዎን አሉ ለ/ የሉም ሐ/ አላውቅም

14. በተራ ቁጥር 13 ለተቀመጠው ጥያቄ መልስህ/ሽ አዎን አሉ ከሆነ ዋና ዋና የምትላቸውን/ያቸውን ጻፍ/ፊ

15. የሰውነት ማጎልመሻ መ/ርህ/ሽ ያለው የማሰተማር ብቃት

ሀ/ ከፍተኛ ለ/ መካከለኛ ሐ/ ዝቅተኛ

16. የሰውነት ማጎልመሻ መምህሩ/ርቷ በሚያስተምርበት ወቅት የንድፈ ሀሳብና የተግባር ትም/ቱን የማቀናጀት ሁኔታ

ሀ/ ከፍተኛ ለ/ መካከለኛ ሐ/ ዝቅተኛ

17. የተማሪዎች ትም/ትን በተግባር በሚሰሩበት ወቅት መ/ሩ/ርቷ የማበረታታት ሁኔታው?

ሀ/ ከፍተኛ ለ/ መካከለኛ ሐ/ ዝቅተኛ

18. ለሰውነት ማጎልመሻ ትም/ት የተሰጠው ክፍለ ጊዜ በቂ ነው።

ሀ/ አዎን ለ/ በቂ አይደለም

19. ከትምህርት ቤት ውጪ አካላዊ እንቅስቃሴ ታደርጋለህ/ሽ?

ሀ/ አዎ አደርጋለሁ ለ/ አላደርግም

20. የሰውነት ማጎልመሻ መ/ሩ/ርቷ በሚያስተምሩበት ወቅት ተስማሚ የሆነ የማስተማሪያ ስነ-ዘዴ ይጠቀማሉ?

ሀ/ አዎ ይጠቀማሉ ለ/ አይጠቀሙም

21. በት/ቤት ውስጥ በሰውነት ማጎልመሻ ትም/ት ዙሪያ እንደስተካከል የምትፈልገው/ገው ነገር ካለ።

Appendix B

Questionnaire for teacher

Remark – No need of writing your name.

Direction For questions intended with choice provides your response by circling the letter of your choice and supply short and precise answer for open ended questionnaires.

Part one

Personal information

1. Sex A) male B) female
2. Age A) 25- 30 B) 31- 35 C) 36- 40 D) above 40
3. Qualification A) BA/ BSC / BED B) MA/ MSC

Part two

1. Your attitude towards in teaching health and physical education is?
A) High B) Medium C) Low
2. If your response for question number 1, above is medium and /or low please list down your reasons here under.

3. Are there problems encountered you while teaching health and physical education?
A) Yes B) No
4. What is the extent to which Health and Physical Education given in secondary schools provides the development of health, physical and academic achievement well biengnes to students?
A) High B) Medium C) Low
5. If your response to questions number '4' above is medium or low, what are the reasons?

6. What do you think is the attitude of students to learn in Health and Physical Education classes?

- A) High B) Medium C) Low

7. The period allocated to Health and Physical Education is?

- A) Fair B) Low

8. Do you think that the time given to teach Health and Physical Education in your school time table program at the right time and is it conducive?

- A) Yes B) No

9. If your answer for question number 8 above is “no”, what do you think is the solution to be taken? -----

10. Are there enough facilities to teach Health and Physical Education in your school?

- A) Yes B) To some extent C) No

11. Do your schools have adequate filed preparation for health and physical education practices?

- A) Yes B) No

12. The degree to which the school leadership gives attention to Health and Physical Education is?

- A) High B) Medium C) Low

13. If your answer for question number 12 above is low, please mention your reasons

14. Do students in your school well dressed with the required sport wears for Health and Physical Education practical classes?

- A) Yes B) No

15. What do you think should be done to resolve problems encountered in teaching Health and physical Education in schools?

16. Do you think that instruction given on Health and Physical Education in schools will meet the intended outcome or aim?

- A) Yes B) No

17. If you have additional ideas to be added, please specify them here under.

Appendix C

Interview questions for Physical Education teachers

1. To what extent Health and physical Education provides the development of health, physical fitness and academic achievement to students?
2. What do you think about the attention of schools and other concerned bodies towards physical education?
3. How do you see the interest of secondary school students to learn Physical Education?
4. Would you list some of the major problems that influence Health and Physical Education?
5. What do you think the solution be to solve the problems encountered?

Appendix D

Interview questions for School Principals.

1. Do you think that Health and Physical Education teachers well equipped in skill and knowledge to teach the subject?
2. Do your has adequate health and physical education teaching facilities in the required level?
3. Do your school give due emphasis to Health and Physical Education?
4. Would you list some of the major problems that influence health and physical education instruction?

Observational checklists

1. General information

1. Date of visit _____
2. Grade and section observed _____
3. Topic of the lesson _____
4. Length of the observation _____
5. Number periods allotted per week _____

Instruction I put check mark in the column high, medium, low.

No	Variable to be observed	High	Medium	Low
1	Teachers ability of allowing and encouraging students to express themselves (to ask or answer) questions.			
2	Teachers manner of conduct and willingness to listen students problems.			
3	Teachers ability of conduct motivating learners in the class.			
4	Teachers effective use of sport equipment for practical class.			
5	Teachers ability of using teaching aids.			
6	Teachers ability of helping students to work in pairs or small groups or individually.			
7	Appropriateness of the teaching methods used by the teachers to teach the content of the lesson.			
8	Teachers ability of planning the instructional activities based on the student needs, interest and experiences.			
9	Teachers ability of designing different instructional activities to work in small groups or impairs or individual			

Declaration

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

Name

ANDUALEM GEBRESILASSIE

Signature

Approved by

Dr. Solomon Teka

Advisor

signature

Addis Ababa university school of graduates

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

Name

Dr. Solomon Teka

Signature

Date of submission

July 2012