

**FACTORS THAT INFLUENCE THE QUALITY OF TEACHING  
LEARNING PHYSICAL EDUCATION IN SOME SELECTED  
GOVERNMENT AND PRIVATE PRIMARY SCHOOLS- DEBRE  
MARKOS TWON, AMHARA REGIONAL STATE**

**MED THESIS**

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**HARAMAYA UNIVERSITY, HARAMAYA**

**Factors that Influence the Quality of Teaching Learning Physical  
Education in Some Selected Government and Privet Primary Schools  
Debre Markos Twon, Amhara Regional State**

**A Thesis Submitted To the Department of Sport Science  
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MASTER OF EDUCATION IN TEACHING PHYSICAL EDUCATION**

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**March 2019  
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We hereby certify that we have read and evaluated this thesis entitled **“Factors that Influence the Quality of teaching Learning Physical Education in Some Selected Government and Privet Primary Schools-Debre Markos Twon, Amhara Regional State”**prepared by workneh Shite Nigussie.We recommend that can be submitted as fulfilling the thesis requirement.

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## **DEDICATION**

The researcher dedicates this research work to all PE teachers and grade 8 students who faced problem in quality of teaching and learning PE class in government and private schools.

## STATEMENT OF THE AUTHOR

By the signature below, the researcher declares and affirms that this thesis is the researcher work. The researcher has followed all ethical and technical principles of scholarship in the preparation, data collection data analysis and compilation of this thesis.

This thesis is submitted in partial fulfillment of the requirements for a master of education in teaching physical education at Haramaya University. The thesis is deposited in the Haramaya University Library and is made available to borrowers under the rules of the library to be read and using by other researcher.

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## **ACRONYMS AND ABBREVIATIONS**

<b>ECCE</b>	Early Childhood Care and Education
<b>EFA</b>	Education for All
<b>HPE</b>	Health and Physical Education
<b>MoE</b>	Ministry of Education
<b>PE</b>	Physical Education
<b>QPE</b>	Quality of Physical Education
<b>SPSS</b>	Statistical Package for Social Sciences

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# **Factors that Influence the Quality of Teaching Learning Physical Education in Some Selected Government and Private Primary Schools- Debre**

**Markos Twon, Amhara Reginal State**

## **ABSTRACT**

*The main objective of this study was to assess factors that influence the quality of teaching learning physical education in some selected Government and private primary schools, Deber markos town Amhara regional state. The participants of this study were 332 students and 14 PE teachers. The study was descriptive survey type. The data analysis method was used both quantitative and qualitative. The schools were selected 8 government primary schools were selected 4 and 4 private primary schools 2 by using lottery method. Sample students from these schools were selected using comprehensive sampling method. The method of data collection instrument used was observation, questionnaire and focus group discussion. The data gathered through observation and focus group discussion were analyzed using qualitatively (narration in statements) where as the data gathered through questionnaire was analyzed quantitatively (description in frequency and percentage). Based on the gathered data the following findings were found. There were scarcity of PE facilities and equipment concerning this idea majority of selected schools had no handball, basket ball and volley ball. More over the school instructional time was not enough. It was found out that PE teachers had skill gap in planning instructional activities based on students need, interest and ability students were not instructed (taught) by their learning style considering their need and interest. The findings of the study indicated that in all selected schools disabled students were not participated in the practical lesson. Hence, the lesson was not inclusive. In all selected schools the practical lesson was not inclusive only healthy students participated in practical classes by using the available teaching materials. Based on the above finding the researcher forwards the following recommendation. To assure the quality of PE the Amhara bureau education office and private school owners should fulfill PE facilitator and PE teachers should be given in-services training. PE teachers should employ inclusive ways of teaching.*

**Keywords:** Investigation, teaching, Quality, Implementation.

# 1. INTRODUCTION

## 1.1. Background to the Study

Education is universally acknowledged in a vast body of literature as an essential element in the process of national development (UNESCO, 2005). Today, with a greater understanding of the function that education has in society and in the nation as a whole, the world is striving to deliver primary education to every child. This goal has been on the international agenda since the Universal Declaration of Human Rights affirmed in 1948 that elementary education was to be made freely available and compulsory for all children in all nations. This call was recently renewed by the Jomtien and Dakar framework for action Education for All (EFA) conferences and declarations. Accordingly, all nations, both developed and developing ones, are to priorities the delivery of universal primary education.

However, improving quality of education is the best way to improve access to education. Similarly, the World Bank confirmed that the best way to improve access is to improve quality, which would make going to school or staying in school a more attractive option from both the parents and children's perspective (Mirza, 2003).

Good quality primary education is increasingly recognized as an important foundation for economic growth and as instrumental in the attainment of other development objectives. Regarding quality of education, contend that the issue of quality has become critical in many countries that are expanding enrolments and in nations with constrained resources. Success in increasing access to basic education has often led to declining quality. However, in searching for the factors that promote quality, national programs and literature have increasingly emphasized teachers, schools, and communities as the engines of quality, with special attention to teacher quality identified as a primary focus (Leu and price-Rom, 2005).

At the World Education Forum held in( Dakar, Senegal 2000) in which quality education was a priority, evidence over the past decade showed that efforts to expand enrolment

must be accompanied by attempts to enhance educational quality if learners are to be attracted to education, stay there and achieve meaningful learning outcomes.

More recent initiatives, such as the World Bank's Fast Track Initiative and USAID's Millennium Challenge Account, make quality a priority while keeping a strong emphasis on the continued rapid growth of enrollments. The UNESCO document above notes that tension between quantity and quality has characterized education in most developing countries over the last two decades where quality has become an issue so severe that it is described not as a choice but as an imperative (UNESCO, 2004).

Similarly, Sub-Saharan African countries are currently confronted with a formidable challenge on how to expand the size of their teaching force while improving its quality education. In other words, quality education as a transformative potential of social or personal change is the vision that drives education. Quality education, in short, is a catalyst for positive changes in individuals and society.

Also adds that quality pertains to the relevance of what is taught and learned and how well it fits the present and future needs of the particular learners in question, given their particular circumstances and prospects (Coombs, 1985). He emphasizes that quality also refers to significant changes in the educational system itself, in the nature of its inputs (students, teachers, facilities, equipment, and supplies); its objectives, curriculum and educational technologies; and its socioeconomic, cultural and political environment.

Quality physical education programs provide defensive benefits for health for the entire lifetime, preparation for the physical cores of daily life and options for the use of leisure time. Physical education supports children in meaningful ways for full participation in the world of work and positive citizenship. It enhances healthy lifestyles and physical competence which are basic to success in all areas of life. (Hennessy, 1996)

UNESCO recognized the importance of physical education and sports, and thus declared already in 1978, in its charter, that every human being has a fundamental right for access to physical education and sport for the development of her or his personality. (UNESCO 1978) It has been addressing issues related to "education for all" and following that

direction, it required all countries on a global level to integrate physical education into their education policies. As a result, several countries including Ethiopia have been making changes to their general education policies to implement physical education as a part of it (UNESCO 2005, 8).

The government of Ethiopia recognized the importance of early childhood care and education (ECCE) as a critical period that require due attention and a great deal of investments (MoE, 2003). With the intention of having intelligent and creative children, the government itself indirectly supports private Primary schools by preparing the curriculum as well as by training teacher's (MoE, 2002). Nevertheless, primary education quality in governmental and private schools is still one of the most serious problems in Ethiopia. That is why the researcher becomes inspired on conducting this study to identify Factors that influence the quality of teaching learning physical education in both Government and Private Second Cycle Primary Schools in the case of Debre Markos town grade 8 PE classes.

## **1.2. Statement of the Problem**

Physical Education (PE) is an integral subject in the holistic development of a learner. Physical education is defined as an educational process that uses physical activity as a means to help an individual acquire skills, fitness, knowledge, and attitudes that contribute to their optimal developments and well being. Conducive atmosphere and resources (material and human resources) are very important to run the teaching learning process in the schools. Curriculum implementation could be affected by many factors. These factors hinder the proper utilization of physical education in the school setting. The followings are among the many challenges for the normal functioning of curriculum in the school.

The impact of PE to the empowerment of learners can be attested by the physical, social, affective and cognitive development of the learners (Bailey, 2006). Among the factors that contribute to decline in quality of school education are school based factors which include inadequacy of physical facilities, instructional material, learning facilities, pupils enrollment and teacher – pupil ratio. Since maintaining the quality is the key to addressing major education challenges (Nekatibeb, 2003).

The need for appropriate methods of teaching and evaluation techniques is crucial element to achieve the physical education objective. “Teachers who are determined to improve their teaching will benefit from employing a diversity of techniques to evaluate their own performance”. Lack of education for students of all types the other motive is inclusive education. (Inclusive):- School lesson has education for the students of all type to satisfy the need of all students. (Lombardo, 1994)

Quality in education is relative and not easy to define and measure. Therefore, many educators agree that an adequate definition of quality of education must be related to students' achievement as its foundation. It also include in defining the nature of the educational experiences that assist the students to produce the basis of different subjects. Surrounded by this, physical education is the one that has been taught throughout schools, colleges and universities of the country. In such situation, a number of curriculum projects have failed because of insufficient attention given to the factors that facilitate change; the absence of relevant contents and method of presentation that can develop student's knowledge, cognitive abilities and behavioral change by level, adequately improve problem-solving ability and attitude, are some of the major problems of teaching physical education .The Conducted a study on the Challenges and the current Prospects of Teaching Physical Education in Arbaminich Secondary Schools. (Tadesse Gizachew, 2012).

The study conducted on Factor that Affects the Quality of Teaching Physical Education in Government Second Cycle Primary Schools of Nekemte Town (Berhanu Tessema, 2012). Berhanu did not see the quality of Teaching Physical Education in private Second Cycle Primary Schools. Birhanu’s study was focused on government primary schools.

Since, the subject has been given in government and private schools, Factors that influence quality of teaching learnig Physical Education in private Second Cycle Primary Schools should be also evaluated. As the researcher observed though the subject is given in government and private schools, students were not efficient in their theoretical and practical classes of PE in the study area. Majority of students in the study area are weak in practicing athletics, gymnastics and poor in their academic achievement. This is related with the quality of PE teaching. That is why the researcher becomes inspired to see Factors

that affect quality of Teaching learning Physical Education in private Second Cycle Primary Schools too. Furthermore, in the span of the researcher teaching experiences and observing problems of teaching physical education in relevance with the contents to be taught factors such that; inadequate facilities and equipment, roles of school director and school based instructional supervision, director and teacher's relationship, schools and parent relationship, large class size, play ground, shortage of books and other teaching materials, insufficient instructional time and unqualified subject teacher hold back the quality of teaching physical education at large in the area where this study positioned. In doing the researcher formulated the following research questions.

1. What are the factors that influence the quality of teaching learning physical education in government second cycle school?
2. What are the factors that influence the quality of teaching learning physical education in private second cycle school?
3. How physical education teachers practice PE lessons in selected government and private school?

### **1.3. Scope of the Study**

This study is delimited on factors that influence quality of teaching learning physical education in both government and private second cycle school in Debre Markos Town. The study was confined on grade 8 PE classes on government and private schools. The purpose of this study was to explore factors that influence the quality of teaching learning physical education.

In Debre Markos town there are 8 governmental and 4 private second cycle primary schools. Owing to problems related to human power, time and other related problems, the study was delimited on 4 governmental and 2private second cycle primary school. In addition, the study basically focused on motives that would influence the quality of teaching physical education in relation to teachers' students' and facilities.

## **1.4. Significance of the Study**

Assessment of factors that influence the quality of teaching learning physical education is important to achieve the desired objective at the beginning of the course. According to this, at the end of this study, the result of this paper would give the following benefits.

Physical education teachers in both government and private second cycle school would be aware of factors that would influence the quality of teaching learning physical education. It would also help physical education teachers to fill their gaps.

For students it would help to improve their physical education result. Teachers can be aware what factors limit the quality of teaching physical education. Students would be aware of factors that influence the quality teaching learning physical education. The study can serve as the source of document for other researchers in relation to this study research issue.

## **1.5. Objectives of the Study**

### **1.5.1. General Objective**

The main objective of this study is to investigate the major factors that influence the quality of teaching learning physical education in Debre Markos town government and private primary schools.

### **1.5.2. The Specific Objective**

The study has the following specific objectives. In relation to the main objective of the research is aimed to:

- Assess the major factors that influence the quality of teaching learning physical education in government second cycle school.
- Identify the major factors that influence the quality of teaching learning physical education in private second cycle primary school.
- Assess physical education teachers practice PE lessons in selected government and private second cycle school.

## **2. REVIEW OF RELATED LITERATURE**

### **2.1. Concept of Quality Education**

Quality education is a contemporary concern. Thus, most literature on the subject appeared in recent years and examines factors that help improve quality education and propose ways to promote better teaching and learning in schools. What prompts this literature study is the issue of quality which has become critical in many countries due to speedy expansions in enrolments to beat a deadline of Education For All program by 2015 (Leu and Price-Rom, 2005). However, the rapid enrolments may compromise quality. Furthermore, Leu and Price-Rom assert that in countries where there are resources constraints, efforts to increase access to basic education have often led to declining quality of education. A research conducted in Namibia on the factors that promote quality emphasized teachers, schools, and communities as the engines of quality, with teacher quality identified as a primary focus (Leu and Price-Rom, 2005).

According to (Cheng, 1997), quality can be defined as exceptional, perfection, fitness for purpose, value for money or transformation. On the other hand, the term quality in management literature has different meanings. It has been variously defined as conformance to specifications, conformance to requirement, defect avoidance and meeting customer expectations. Quality, like beauty, is subjective; it is a matter of personal judgment. All these different definitions seem to have no consensus at all; however, they are correlated. In general, quality education is a rather controversial and vague term.

Furthermore, Cheng contends that quality implies a scale and often denotes standards. An object can be of good or poor quality, or it can meet, or fail to meet, a standard. As a matter of fact, the controversy that arises in defining the quality of education is not really quality itself as such but the perspective and interest that has been put in education. In other words, education has many aspects which can be taken as the focus of attention since education has many purposes and components. In the end, quality becomes a subjective and personal judgment. As such quality remains elusive and subjective (Cheng, 1997).

In spite of the controversy over the definition of quality, defines quality as something that organizations do; a methodology for judging the degree to which the macro aims, objectives and outcomes of organizations have been achieved. In other words, it is a managerial tool, which can make an effective contribution to improving performance at the institutional, subject or departmental level within an institution. (Doherty, 2008).

According to UNESCO, 1990 quality of education includes liberty, numeracy and life skills which are inculcated through teachers, content, methodologies, curriculum, examination systems, policies, management and administration. With these definitions, education is expected to make a contribution to a sustainable human development, quality of life at individual, family, societal and global levels. As stresses that education is a human right. Thus, participation in a high quality of education is an important end in itself. The practice of human rights in education and education as a right facilitates the fulfillment of other rights (UNESCO, 2004).

The primary concern in the quality of education is learning; the teacher is critical. In addition to the inputs, the processes, environment and outputs that surround and foster learning are important as well. They positively affect the quality of education at two levels: the level of the learner in his or her learning environment and the level of the education system that creates and supports the learning experiences. UNESCO (2004) uses a framework for understanding quality of education by identifying five dimensions where different variables contribute to quality of education. These include:

- i) Learners' characteristics that affect quality. These are aptitude, school readiness, and perseverance
- ii) Context, which also significantly affects quality. This refers to socio-economic and cultural conditions, public resources for education, parental support, and time available for schooling and homework.
- iii) Inputs are critical in quality monitoring and improvement. They refer to all types of resources (i.e. personnel, facilities, space, equipments and supplies, information) that support the implementation of a program.
- iv) Teaching and learning approaches which refer to learning time, teaching methods, assessment, feedback, incentives, and class size.

- v) Outcomes which signal overall quality. These entail literacy, numeracy, life skills, creative and emotional skills, values, and social benefits

Therefore, improving all aspects of quality education means ensuring excellence for all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills. The Dakar Framework for Action commits nations to the provision of primary education of a good quality. The Forum emphasizes that improving all aspects of education quality means that everyone can achieve better learning outcomes, especially in literacy, numeracy and essential life skills. However, this would have an effect on quality only when quality educational planning is done both at ministerial and school levels.(Dakar,Sengal,2000).

## **2.2. Quality Physical Education**

It is planned, progressive, inclusive learning experience that forms part of the curriculum in years in primary and secondary education. In this respect, QPE acts as the foundation for a lifelong engagement in physical activity and sport. The learning experience offered to children and young people through physical education lessons should be developmentally appropriate to help them acquire the psychomotor skills, cognitive understanding, and social and emotional skills they need to lead a physically active life QPE includes the learning of a variety of motor skills that are designed to enhance the physical, mental, social and emotional development of every child. On the one hand, participation in physical education should support the development of physical literacy and, on the other hand, contribute to global citizenship, through the promotion of life skills and values. The outcome of QPE is a physically literate young person, who has the skills, confidence, and understanding to continue participation in physical activity throughout their life-course. As such, physical education should be recognized as the basis for an inclusive civic participation continuum over the full life-span.

### **2.3. Importance of Physical Activities and Physical Education**

Physical education (PE) has an important role in the educational processes, enhancing physical fitness and wellbeing, and developing the physical competence and confidence while children learning a variety of motor skills. In school's curriculum, the PE program essentially contributes to the entire school program, combining and relating knowledge from other teaching areas to the physical activities and understanding of motor skills. PE is also a unique contributor to the shared curricular goals of enhanced self-esteem, self-direction, positive social development and cooperative behavior. Furthermore, children who are physically active and fit have higher grade point average than those less fit, since physical activities also improve the mental, emotional, and physical status. (Hennessy 1996, 4)

The importance of conducting research about the PE in developing countries is acknowledged. It is necessary to bear in mind, that whatever the regulations and legal requirements about school PE in particular regions and countries around the world are, the preconditions for delivering PE in primary and secondary schools can and do differ markedly within and between developed, developing and third-world countries. (Green, 2008, 46)

In the field of PE and sport few ideas are as widely accepted as the link between sport and exercise and good health (Green 2008, 96). It is generally acknowledged that PE not only can but should play a central role in the promotion of health among young people. Health promotion has been described as 'the main goal of physical education in many countries' (Green 2008, 96) Policies promoting physical activity in schools are important in combating the supposed obesity/health crisis.

There is overwhelming evidence for the notion that physical activities have a positive impact on health. Physical activities prevent, for example, cardiovascular diseases, type 2 diabetes, different cancers, metabolic syndrome, as well as psychological diseases like anxiety and depression. Physical activities also have a positive impact on the structure of the body, e.g. in the form of the density of the bones. (Dunstan et al, 2007).

Today's major trends and issues related to physical education curriculum have been described through the historical changes and public conceptions concerning physical education. The importance of physical education has not always been well understood by other educators or by public in general. One major issue has been individual's lack of appreciation for her physical education experience. An example is the fact that one may never again use the algebra he/she learnt at the school but might have endless use for hand-eye coordination and the slightly bigger lung capacity. (Hennessy, 1996, 3)

Today, the importance of quality physical education has been approved more broadly. It is acknowledged to provide preventive health benefits for a lifetime, preparation for physical demands of day to day life and options for the use of free-time. It combines the possibility to participate in a variety of health enhancing physical activity situations and the development of motor skills that enables the safe realization of the daily chores. (Hennessy 1996, 3) Sport has also shown examples of being able to include those excluded from society. Social class, gender and disability are key barriers to the development of the physical competences, perceptions and motivation that permit young people to participate in physical activities (Kirk 2004; in Crosby 2009, 32). Therefore, there is evidence of the importance to enhance the quality of physical education in every country. This thesis focuses on the physical education in Ethiopia, as a part of a larger development project, and focusing more specifically on the quality of physical education at the academic tertiary level.

## **2.4. Barriers the Quality of Teaching Physical Education**

### **2.4.1. Institutional and Teacher-Related Barriers**

Barriers within schools that restrict teachers providing quality physical education programs have been classified by as being either institutional (outside the teachers' control) or teacher-related (arising from the teachers' behavior). The simplicity of this classification enables it to be applied to both primary and secondary school settings. (Morgan and Hansen, 2008).

Previous research has highlighted many institutional factors affect the quality of teaching physical education including budget constraints, scarce resources, reductions in time provisions in the curriculum, the absence of professional development, the crowded curriculum itself and the lack of facilities and equipment (Hansen, 2008). Similarly, reported that the lower priority given to physical education, the absence of performance measures for physical education and activity, and insufficient infrastructure were the three major institutional barriers identified by generalist elementary teachers in Canada to the provision of a curriculum that was capable of meeting the health and physical education guidelines. (Dwyer et al. ,2003).

Most teacher-related barriers have been reported in primary school studies. The barriers described include possessing low levels of confidence or interest in teaching physical education, being unable to provide safely planned and structured lessons, having had personal negative experiences in physical education and lack training, knowledge, expertise and qualifications to provide physical education .(Morgan and Hansen, 2008).

#### **2.4.2. Student-Related Barriers to Participation in PE and Physical Activity**

In contrast to the barriers experienced by generalist teachers, a recent study from the United Kingdom investigated heads of physical education and heads of schools' perceptions of barriers to providing physical education and physical activity in secondary school environments (Boyle, Jones and Walters, 2008). The factors are Unwillingness to participate, a dislike of activity, a lack of understanding of the benefits of physical activity and a decline in student interest. (Boyle et al., 2008).

The barriers to student learning and participation may in part be explained by social cognitive theory which highlights the relationship between cognitive, behavioral and environmental factors that influence an individual's choices, including those relating to physical activity behavior. These three factors are not independent, but are mutually dependent and all influence learning and activity choices within a host of contexts (Bandura, 1986).

There is mounting evidence that a suitable learning environment can contribute to quality education. UNESCO, 1990 says a high quality education implies an environment that actively seeks out learners and assists them to learn as well as welcoming learners and assisting them to adapt to learning needs. School policies and their implementation must promote both physical and mental health. Besides, there must be adequate hygiene and sanitation facilities accessible to all; where possible, health and nutrition services should be in the vicinity.

School environment refers, therefore, to social, academic and emotional contexts of a school, the personality of the learning context and how it is perceived by students, staff and community. This environment or climate is influenced by a broad range of factors, from disciplinary policies and instructional quality to student and teacher morale. The (Comprehensive Assessment of School Environments, 1987) asserts that the school environment and school connectedness can be the determining factors in a learner's educational experience. In other words, when students believe that adults in the school care about them, they have high expectations for their education and will provide the support essential to their success and they thrive. (Loukas and robinson,2004).

Similarly, when teachers and staffs are deeply engaged in creating a safe nurturing and challenging school environment, their job satisfaction become increases. Consequently, a positive school environment is a product of collective effort. This review looks at four strategies which can improve school environment. These are:

- i. caring relationships,
- ii. academic environment,
- iii. structure and safety,
- iv. Participatory learning.

The impact of school environment: The empirical study by Cohen, 2006 says that the school environment affects more than just academic performance; it influences students' emotions and health behaviors as well. Cohen adds that a positive school environment enhances motivation, increases educational aspirations and improves attendance and retention. On the other hand, an unhealthy school environment in which rules are unclear or arbitrary, bullying is accepted if not condoned, and teacher attitudes are indifferent,

hostile or unnecessarily punitive is likely to cause high absenteeism, misbehavior and interpersonal aggression. Add that a favorable school environment reduces dropout. (Gondar and Hynes, 1994).

To observe that a good environment in education is a precondition for learning, especially where a school environment is built upon caring relationships among all participants, namely students, teachers, staff, administrators, parents and community members. (Ryan, 1994).

Student-teacher relationships: No factor is more important for positive school outcomes than the children's perception of the teacher's attitude towards them. When students believe that their teachers care about them, see them as competent, respect their views and desire their success, they tend to work toward fulfilling those high expectations.

Teacher-staff-administrator relationships: Positive relationships based on trust, respect and support among school adults are essential to professional fulfillment and school success. An atmosphere of collegiality influences teachers' efficacy, satisfies emotional needs, and leads to personal and professional learning. Teachers and staff need to enjoy their work and be willing to contribute to a positive learning environment.

A study by on developed countries showed that nearly all the teachers in schools with the highest achievement reported strong relationships with the principal; three-quarters reported a strong relational trust with fellow teachers. By contrast, fewer than half of the teachers in schools with the lowest achievement reported a strong relationship with the principal, and only a third reported strong relationships with peers. (Haynes, 1996).

School-parent-community relationships: Parents and community members should feel that their school has a welcoming environment. It should be accessible and open to parents' participation, recognize parents' expertise and provide opportunities for their contributions. Effective communication and collaboration with parents and the community will promote better outcomes for students. (Osterman, 2000). Research demonstrates that parental support and value of education is a consistent predictor of children's academic

achievement. These outcomes are enhanced when the entire community values education and demonstrates support for its schools. (Fehrmann, 1987).

**Safe and structured environment:** In a safe and structured environment, many factors combine to promote a feeling of safety, ranging from the physical environment to discipline policies and perceptions of fairness. It contends that a school's physical structure and appearance sends important messages. When the physical plan is well maintained and the surrounding grounds are well kept, they convey respect for the school community and the educational mission. When teachers have easy access to materials, for example textbooks, teaching and learning aids, classrooms are well lit and arranged for optimum student learning, the focus remains on the core goals. However, the contrary also is true; when the necessary materials for learning are missing and classes are poorly furnished and dimly lit, the message is so clear. (Fantuzzo,1995).

The importance of safety in the educational environment is that when students do not feel safe in school, they are more likely to become truant, carry weapons, get distracted and experience lower achievement. A sense of safety for the entire school community has both physical and emotional aspects. Physical safety comes from a sense of community, which decreases feelings of personal risk. Environments that experience conflict are often those that accept aggressive behavior and bullying. (Siris and Osterman,2004).

In a nationwide school-climate study involving 30,000 students, about three-fourths said they themselves were not bullied at school but half said they saw other students being bullied at least once a month (Slaby, 1994). Says a safe community is built through clear expectations for personal conduct, respect for others, conflict resolution techniques and fair, enforceable and equally applied consequences for violations.(Shouse,1996).

**Rules and regulations:** In order to secure the teaching and learning environment, rules and regulations must be in place to ensure fair treatment of students. Students must feel that treatment is fair and nondiscriminatory. According to a school must declare its high behavioral expectations through consistent classroom management and clear, fair discipline. When discipline problems are addressed according to a thoughtfully

established, well communicated code of conduct, a sense of order and a positive school climate are more likely to prevail.(Schaps,2005).

Academic environment: In order to ensure a conducive academic environment, note creating a sense of belonging is important to student success, but this alone is insufficient to produce desired outcomes. School leaders need to create an environment that is focused on excellence in teaching and learning and communicate this emphasis to students, teachers and parents. Furthermore, they stress that effective teachers, of course, are key to academic success, as they are able to engage all students in the classroom. They design class work that is relevant to students' lives and captures their interests. Using techniques that go beyond pure recall, these teachers employ active, experiential and cooperative learning methods as well as discussion and debate (Lee and Smith, 1999).

Teachers who are given more autonomy and control over their work have higher morale. Likewise, students who are given responsibilities and opportunities to lead and contribute build competencies and self-confidence. Meanwhile, the delegation of responsibility signals to students and teachers that their opinions are valuable; it transmits the expectation that they are capable problem solvers.(Tarter, 1995).

#### **2.4.3. Physical Education Resources**

Resources according to are what can be used to help achieve an aim such as equipment and facilities which provide information for the teachers and students. Proper applications of classroom resources in teaching learning are useful and advantageous on the following grounds. Stimulation of interest: The uses of instructional resources bring life in the process of teaching learning. They provide cognitive 'bridge' between abstraction and reality to the students. Classroom resources create impressions that are so vivid and powerful that learners hardly forget. Their use make the task of teaching quite easy, interesting methodical and scientific as the teacher becomes quite capable of attaining the teaching objectives with greater efficiency and effectiveness. Also noted that instructional materials generate and maintain students' interest and provide the teacher with interest-compelling spring-boards which can launch students into a variety of teaching learning process.(Asogwa,2007).

Making learning highly individual and self-dependent: Educational resources can help the individual learner to proceed on his learning path with his own pace according to his own needs, interests and abilities. Gradually, they make him rely on his abilities and pursue his studies independently with or without the presence of the teacher. Teaching resources are therefore all the facilities, equipment and supplies utilized by the teacher in teaching the subject summarized the following as some of the importance of teaching resources in teaching. Teaching resources help the teacher present concepts in a way that the learners can retain more concepts permanently. They help the teacher to motivate the students, by making the environment more interesting to the students. Teaching resources facilitates proper understanding by the students and discourage the act of cramming; it also makes the classroom or learning environment live and active. (Nikky, 2010).

From this definition PE resource means physical education resources as facilities, equipment, supplies and personnel utilized in teaching physical education in schools. Also defines physical education resources as human, material and finance available in teaching of physical education in schools. They are therefore all those facilities, equipment, supplies, fund as well as personnel used in implementing the physical education program in schools. The place of physical education personnel, facilities, equipment and supplies as well as fund in the effective implementation of the school physical education program is a prominent one.(National teachers Institute,2002).

The asserts that the current trends in education sector makes physical education a compulsory subject for every student in junior secondary schools. There is therefore the need for provision of basic facilities, equipment, supplies for teaching the subject in the schools so that sports skills could be transmitted to younger generations through teaching. Nigeria secondary schools physical education requires a variety of physical education facilities, equipment, supplies as well as fund. Supplies and equipment need to vary according to a wide range of factors, including the level of program or participants, age of the user group, type of activities being offered, number of participants and available finance in the school.(Okonkwo,2011).

The importance of facilities and equipment in the teaching and learning environment for

the attainment of the stated desired objectives cannot be over- emphasized. The author added that facilities and other teaching aids are regarded as resource materials because they provide information and feelings in the teaching and learning processes. Physical education facilities constitute very important factor in a school's physical education program. In his opinion that in order to catch them young, Nigeria secondary school physical education requires a variety of physical education facilities both indoors and outdoors. According to them the relative needs of the students should be recognized in the planning of the facilities and scheduling for their use. (Ugwu, 2008).

According (Ugwu, 2008) noted that other teaching aids in physical education apart from facilities include equipment and supplies, adding that equipment and supplies refer to manipulative and movable articles, instruments or materials for teaching and learning in the subjects. According (Orunaboka and Nwachukwu, 2012) supplies are those materials that are expendable and have to be replaced at frequent intervals such as shuttle cocks, tennis balls, among others. Facilities, equipment and supplies provision are important aspect of physical education programmed management. Excellent program is the key word in physical education and this requires well equipped good play-ground for training.

Standard facilities and equipment are essential prerequisites to good and impressive performance. Lack of adequate and standard facilities and equipment hampers physical education program in many ways. Pointed out that there must be sufficient motivation in the form of attractiveness of facilities, supplies and equipment to captivate athlete's interest to participate in sports or games. He further stated that the facilities and equipment in secondary schools in this country are simply not good enough and are hindrance to physical education and sports development in the schools. (Adedeji, 2000). Commenting on the state of facilities, equipment and supplies in secondary schools in Nigeria noted that in Nigeria today it is well understood that the major cog in secondary schools success in physical education are sub-standard facilities and lack of sophisticated equipment. They added that Nigerians also lack maintenance culture. Effective physical education in schools requires organizational and administrative variables such as personnel, facilities, equipment, supplies and finance. (Orunaboka and Nwachukwu, 2012).

The effective performance of physical education program in secondary schools involves the determination, allocation and development of funds for the achievement of the objectives of the program. The program requires a large amount of money every year. This is because facilities such as courts and pitches are constructed and maintained for the use of the students. Equipment and supplies such as balls, nets, javelin, rackets, hockey sticks, bats, gymnastic and athletic (track and field) materials require either purchasing, replacement or repairs. They added that too often, facilities are constructed and out-grow their use within a very short time. Most facilities constructed in our secondary schools are very difficult to expand or exchange. It is noticed in today's schools, the increased population, rising school enrolments, city life, limited space and skyrocketing labor and material costs, are all altering physical education facilities, equipment and supplies availability and adequacy in schools.(Mgbor,2005).

#### **2.4.3.1. Availability of Physical Education Resources in Schools**

The relevance of the presence of facilities, equipment and supplies to the smooth running of school physical education program has been severally emphasized in the literature. The level of success of most physical education program is greatly dependent on the degree of availability and adequacy of up-to-date equipment and facilities as these form the hub around which such program revolve. Available as something, that is able to be used or can easily be found and used. In other words they are those resources that are committable or usable upon demand to perform their designated or required function. (Mgbor, 2005).

The availability of school facilities is a potent factor to quality of education. According to them the importance of provision of instructional facilities for teaching and learning in the education sector cannot be over-emphasized. The authors added; "teaching is inseparable from learning but learning is not separable from teaching". According to them this means that teachers do the teaching to make the students learn, but students can learn without the teachers. They added that learning can occur through one's interaction with one's environment. Environment here refers to facilities that are available to facilitate students learning outcome.(Owoeye and Olatunde,2011).

According to (Ojoade, 2011) inadequacy of fund to the schools as provided by the government is the main problem of schools in Nigeria. Correspondingly, this situation affects the extent of availability of resources for the Physical Education program in the schools. (National Teachers Institute, 2002) asserts that the issue of facilities and materials as well as equipment for use in teaching of physical education in schools and colleges has for long constituted a problem in Nigerian schools that the number of facilities equipment and materials for physical education respectively has been generally inadequate in our schools and colleges. The learners themselves are resources to a resourceful teacher. The teacher can utilize their innate skills and ingenuity in producing certain local materials to be used as teaching aids. However (Umeoduagu, 2000) asserts that resources should be provided in quality and quantity for effective teaching in schools. (Mapaderum, 2002) emphasized that the availability and adequacy of learning facilities and equipment promote effective teaching and learning activities in schools while their inadequacy affects the academic performance negatively.

According to (Alor, 2006) equally important apart from availability of adequate facilities and equipment is the teacher's experience on the Job. Alor stressed that availability of adequate facilities and equipment is of vital importance in physical education. The author added that funding or financing is equally an important factor affecting the implementation of the school PE program.

#### **2.4.3.2. Utilization of physical education resources in schools**

Asserts that from the National Policy on Education (NPE; 2004) it could be observed that one of the objectives of education is to make learning permanent. According to him the utilization of instructional materials in teaching is a sure way of achieving this objective. When real objects or their representatives are used in teaching, students see, touch and interact with these materials. Interaction with learning materials will help the students not to forget what they learnt easily.(Obi,2006).

They added that in a school, the available resources should be utilized in such a way that enables. One of the reasons why available materials are not used by many teachers in schools and colleges is that they lack the necessary skills to operate them. Usefulness of

resource materials depends on what the teacher makes out of them. Literature reveals that there are physical education teachers who are not interested in physical activities. According to them such situation has worsened the teaching and production of physically educated Nigerians. The authors added that the modern technological age with its accompanying explosion of knowledge calls for teachers who are ready to keep abreast with the constant changing needs of individuals being taught, as well as that of the society.(Olagunju and Abiona,2008).One of the factors contributing to none utilization of physical education facilities, equipment and supplies in schools in Nigeria is lack of maintenance culture of facilities, equipment and supplies.

According to maintenance of most public properties which belong to nobody is less concern of some citizen of Nigeria. They suggested that for such facility, equipment and supplies to be readily available for utilization in teaching, maintenance culture should be established by the school physical education teacher (Orunaboka and Nwachukwu, 2012).

#### **2.4.4. Disability and Perceived Participation in PE**

Participation can be seen as an expression of inclusion (and a prerequisite to gain access to all four sources of self-efficacy (Maxwell, Alves, and Granlund, 2012). Involvement in a life situation' is the definition of participation expressed in the International Classification of Functioning, Disability and Health for Children and Youth, ICF-CY (World Health Organization 2007). In conceptualizing participation, there are two key elements, attendance and involvement. 'Being there' is a prerequisite for participation, but does not guarantee that the individual perceives 'being involved' (Imms et al., 2016). Another crucial aspect of participation is therefore whether involvement in the context is perceived as meaningful (King, 2013). Thus, student voices are needed to involve them in the planning and organization of PE activities.

The structure of PE lessons, both in terms of physical and social adaptations, is important for the participation of students with disabilities in school-based PE. Different adaptations and modifications are required, depending on the type of disability. Meaningful learning experiences for students with disabilities in PE are extensively dependent on teachers' skills to and attitudes toward communicating and structuring their teaching in an inclusive

direction. Participation restriction may be experienced if the activity is not adapted to students in need of special support. Students with physical disabilities describe good days in PE as lessons in which they experience a sense of belonging, their participation as skillful and where you share benefits. Encouragement, reinforcement, help and guidance facilitate positive peer interaction. Patience and social encouragement are examples of caring support (Goodwin and Watkinson 2000).

How teachers work, that is, relate to students, interact with students and structure the school environment is important. Students are diverse learners and by emphasizing teaching strategies, informed by what to teach and to whom, teaching can be effective and inclusive (Florian, 2008). In inclusive practices, the teacher 'owns the problem' to encourage diverse learning and make adjustments that relieve the student from the sole responsibility of adapting his/her learning style (Coates, 2012). To make modifications adequate students need to have their voices heard. Students with disabilities enjoy PE lessons, but have questioned the appropriateness of activities. Modifications and mutual communication of alternative activities (inclusive or segregated) enhance participation. (Bredahl; Haegele and Sutherland 2013).

Long-term planning by teachers is needed to provide adaptations that ensure meaningful participation and learning experiences in PE for students in need of special support. Inclusion in PE is significantly different from other subject areas, since the implementation of the PE syllabus include activity specific facilities and equipment, seasonal activities and safety issues. Teachers' inadequate training and skills to adapt their teaching may account for reasons why students in need of special support are not fully included in mainstream PE (Coates and Vickerman 2008).

Research on the grading of students with disabilities is scarce, but suggests a need to establish adapted standards, implement adaptations and modification of activities, and to formulate grading criteria according to these standards (if grade level standards are altered). Feed-back on product, process and progress must be based on these grading criteria and clearly communicated. (Mong, 2014).

In the present study, teaching skills are used as a term to describe teachers' systematic work with grading according to a criterion-referenced syllabus. According to assessment support for Swedish PE-teachers, teachers who work systematically with grading are characterized by planning assessments and consciously incorporating them into their teaching. Strategies are needed to plan, long-term, what knowledge and skills to assess and how and when to assess. Lessons are planned with intended learning outcomes targeted, rather than specific content areas or activities.

In short, students know what is expected from them, and are offered the opportunity to be actively involved in their learning. Teaching skills are defined by aspects the teacher can influence (The Swedish National Agency for Education 2012). The physical teaching environment may also restrict opportunities for teachers to adapt their lessons and modify the use of equipment. (Jenkinson and Benson, 2010). Lack of support in terms of resourcing and assistants has been reported (Morley et al. 2005). In the present study, teaching prerequisites refer to the physical teaching environment.

Teachers' ratings of the classroom climate refer to social indicators of the learning climate. Given that students in general experience a positive learning environment, research suggests that the physical, social, affective and cognitive benefits of PE can be claimed. A positive PE context is characterized by enjoyment, diversity and engagement, with trained teachers and supportive parents. Equality, safeguarding and meaningful participation are fundamental principles in the guidelines for policy-makers to enhance quality physical education. A major conclusion from research to date is that PE-teachers need further training on how to implement inclusive practices and differentiate their teaching to accommodate students in need of special support. (Bailey et al. 2009)

#### **2.4.5. Factors Related to Content and Curriculum Development**

The curriculum defines the subjects to be taught and furnishes general guidance regarding the regularity and duration of instruction in which syllabus should be closely linked to performance standards and measure of outcome (World Bank 1995). The national goals for education and outcome statements that translate those goals into measurable objectives should provide the starting point for the development and implementation of curriculum.

Then, curriculum should give emphasis to problem solving approach that stresses skill development as well as knowledge acquisition. However, the problem is the curriculum changes are made without assurance teaching materials to implement the changes. This indicates that, as there is little or no monitoring of educational materials and comparison of output on regional basis to teach physical education in primary second cycle schools. Therefore, when changes in curriculum occur, it should be made relevant to the future life of the students (UNICEF, 2000). According to this (Coombs, 1969) argues that, quality of education pertains to the relevance of what has been taught and learned to how well it fits the present and future learning needs of the particular learners in the question given to their particular circumstances and prospects. However, in relation to relevance, appropriateness and level of content of the second cycle primary schools (5-8) of physical education curriculum has some problems to be solved. In relation to this, point out that, one of the major problems of the Ethiopian education system is related to appropriateness and relevance of curriculum, the difficulty and unnecessary burdensome number of subject area also the major problems. (Amare, 1998).

Research on educational practices and projections about future needs in society contribute to current understanding of the structure of school curriculum. Curriculum should emphasize deep rather than broad coverage of important areas of knowledge, authentic and contextualized problems of study and problem-solving that stresses skills development as well as knowledge acquisition. Curriculum should also provide for individual differences, closely coordinate and selectively integrate subject matter and focus on results or standards and targets for student learning. (Glatthorn and Jailall, 2000).

A carefully planned physical education program contributes to the personal, social, cognitive, and physical development of the child in a way that no other program can. Physical education is education through movement and about movement for a lifetime of physical activity. Physical education is a unique and essential part of the education of the child (South Carolina, Department of Education, 2005).

The effective physical education curriculum program has clear expectations for student learning that are specifically defined in writing for each grade level. The effective physical

education curriculum program has high and clear expectations for what students are expected to know and be able to do. Motor skill, cognitive, affective and fitness outcomes are defined specifically for all grade levels. (NASPE, 2004).

#### **2.4.6. Factors Related to Class Size**

Large class size is another factor that affects teaching-learning process. Educators have tried to explain the number of pupils that should be found in a class room for effective learning experience and create conducive relationship among teachers and students. According to this states that, class size is determined by different factors such as the objective of teaching, nature of the subject, ability of the pupils, physical facilities and method of teaching in a particular situation. Teaching in a particular situation, and class room should be arranged particularly based on the nature of subject and the intended out comes to be achieved. When the number of students in a classroom exceeds more than the normal number, all conditions of teaching and learning process becomes beyond the managing capacity of the teacher and school principal. It is also difficult to facilitate and create conducive environment to learn in and outside the classroom. So that, teachers are forced to depend on one method of teaching that is lecture method which probably discourages students' participation in the instructional process. To develop the participation of the student in group work, problem solving, co-operative learning, matching exercise and in co-curricular activities limiting the number of student in the classroom is appreciated.(Kindared,1986).

Most teachers and students prefer small class-size for effective teaching-learning process. A number of students in a class vary from class to class and from one subject to the other. According to classroom should be convenient enough for students to learn happily and there must be sufficient space between students with in class, the typical classroom should not contain more than 35 to 36 students.(Douglas,1954). In supporting the proposition with in broad limits between 25 and 50 pupils change in class size influence pupils achievement modestly or not at all. But since most classrooms are not designed for more than 50 pupil's discipline problems can be occur and may discourage the learners in teaching learning process. In general, for effective teaching-learning process takes place in a relatively small

class-size is better than the large one. Although effort is usually made to measure average class-size, for the most part, greater emphasis has been placed on the ratio of teachers to students (Wade, 1980).

(Citron and Gayle, 1991) suggests that, for students to get education student-teacher ratio is required that require hiring more staff. Then he argues that, academic performance rises quickly and dropout rates fall and pupil-teacher ratio is believed that the less the number of pupils per teacher, the higher the degree of contact between pupil and teacher. Lower number of pupils per teacher is considered as a positive indicator of quality of teaching and the capacity of facilities in the classrooms and outside the class rooms are essential factors of teaching- learning processes. In contrast the shortage of these elements could create trouble condition in the school environment. (Tagegn Nuresu, 1998). In addition to this, asserts that, students in poorly arranged classroom, poor light over heated are likely to become restless, irritable or depressed. In over-crowded class rooms the opportunity of the teacher to manage the situation and to control the students are very low. Students could indicate undesirable behavior due to the unfavorable condition for them. The problems mentioned above were commonly observed in the schools and grade levels at which this study focuses.(Risk,1958).

Many regional states in Ethiopia were significantly expanded access to primary education during the 1994s, but the building of new schools has often not kept pace with the increase in the student population. In these cases, schools have often had to expand class sizes, as well as the ratio of students to teachers, to accommodate large numbers of new students. Do larger class sizes hurt the quality of education? Educators and researchers from diverse philosophical perspectives have debated the relationship between class size and student learning at length. Although many studies have found a relationship as class size has not consistently been linked to student achievement. This may be due to the fact that many schools and classrooms have not yet adopted the more demanding but higher quality student-centered learning should practices. Moreover, quantitative relationships between class sizes and academic achievement rarely take other key quality factors into account, such as teachers' perceptions of working conditions and their sense of efficacy. (Williams, 2000).

#### **2.4.7. Factors Related To Instructional Time**

For the effective applicability of the instructional processes efficient use of school time table has a significant impact on student learning. Regarding this (Becker 1978) states that, experts should have allotted necessary time to be spent in the relation to the content to be taught. This is to mean that the necessary time to the life of students should be selected in the way it balances the depth and breadth of the lesson. But there is a gap in the allocation of time given in the form of syllabus and the school time table mainly where school function in shifting system. Therefore, insufficient time allotted for the subject should tend to restrict the freedom of the subject teacher in his/her selection of content. Moreover, the limited time in the course was an obstacle for the teacher to have expensive coverage of the topics and directly lead the teacher to omission of contents and using of traditional method which has significant impact on student learning.

However ,in case of time allocation for physical education supports the suggestions of Association for Sport & Physical Education as quality physical education requires adequate time (per week, at least 150 minutes for elementary schools and 225 minutes for secondary schools), adequately prepared teachers with opportunities for professional development, adequate facilities, and reasonable class sizes.(Reston.VA, 2004).

### **3. MATERIALS AND METHODS**

The main objective of this study is to investigate factors that influence the quality of teaching learning physical education in government and private primary schools in Debre Markos Town. To achieve this objective, this chapter describes the study area, the research design, the study area background, sample population, samples and sampling technique, data gathering instruments and method of data analysis.

#### **3.1. Description of Study Area**

Debre Markos the capital of East Gojjam Administrative Zone is located in the North West of the capital city of the Federal Democratic Republic of Ethiopia, Addis Ababa at a distance of 300 Kms and 265 kms to the capital of Amhara Nation Regional State Bahir Dar. The geographical location of the study area is located between 10°17'00" to 10°21'30" N Latitudes and 37°42'00" to 37°45'30" E longitudes and its elevation ranges in altitude from 2350- 2500 meters above the sea level. The town has 1380 mm average annual rainfall and minimum and maximum temperatures of 15 C and 22 C respectively (in figure of central statistical agency, 2007).

#### **3.2. Source of Data**

The source of data were used to primary sources data as observation, questionnaire and focus group discussion to obtain from grade eight students and PE teachers from government and private second cycle primary schools.

#### **3.3. Research Design**

The study attempts to investigate factors that influence the quality of teaching learning physical education in both government and private primary schools in Debre Markos town. Descriptive survey design is selected in relation to the above research objective. According to Kumar, 1996 descriptive method attempts to describe systematically a situation, problem or phenomenon. That is why descriptive design is chosen to investigate factors that influence the quality of physical education.

### 3.4. Population of the Study

The population of this study consisted of governmental and private primary schools PE teachers and grade 8 students. Under governmental primary schools there were 480 students and 10 physical education teachers. In private primary schools there were 160 students and 4 physical education teachers. All these were the population of the study.

### 3.5. Sample Size and sampling technique

For this study 14 physical education teachers were selected to be sample using comprehensive sampling technique whereas from 480 government students and 160 private schools grade 8 students 218 and 114 sample students were selected respectively by using the formula was used by (Yemane, 1967).

$$n = \frac{N}{1 + N(e)^2}$$

n Where, N is the total SFPI clients

(e)<sup>2</sup> e is the error or confidence level

n= the selected sample

$$n = \frac{480}{1 + 480(0.05)^2}$$

n= 218 (sample students from government schools)

$$n = \frac{160}{1 + 160(0.05)^2}$$

n= 114 (sample students from private schools)

Hence, the selected samples were 332 students from government and private school students.

### 3.6. Sampling Technique

The study grade level is selected purposively. The main reason to select grade 8 governmental and private schools is to investigate factors that influence the quality of teaching learning Physical Education in private and government Primary Schools. Moreover, grade 8 classes were taken purposively since the grade level is the terminal

grade level of first cycle primary school how students and teachers practice PE and to aware factors that influence the quality of teaching learning PE for teachers and student before they start their grade nine class.

### **3.7. Data Collection Instruments**

The data gathering instrument depend on the nature of the information to be gathered and the objective of the study. Concerning this, observation, questionnaire and Focus group discussion were held to gather data on factors that affect the quality of teaching physical education in governmental and private primary schools.

#### **3.7.1. Observation**

Physical education teachers implement physical education course and how students attend the subject, to what extent physical education facilities and equipment are fulfilled. Checklist was prepared to observe the practical and classroom the first data gathering instrument was observation. This instrument would help to observe how physical education lessons and the fulfillment of facilities and equipment. In other words through observation, the researcher tried to grasp physical education teachers and students and the adequacy of sport facilities

#### **3.7.2. Questionnaire**

The researcher used questionnaire to gather data from sample physical education teachers and students. The main purpose of using questionnaire is to gather information from sample students and teachers on what factors affect the quality of physical education. The type of questionnaire item was closed ended. The closed ended items were 5 stage likert scales items while the rest items were open-ended. Open-ended items would help samples to mention factors that would not be mentioned using closed ended items.

#### **3.7.3. Focus Group Discussion**

Focus group discussion was the third data gathering instrument in this study. It was held with selected physical education teachers. The main purpose of this instrument is to triangulate the information gathered through questionnaire and observation. In conducting

focus group discussion, the main point was investigating factors that influence the quality of teaching learning physical education. To get brief information about the subject, discussion was carried on Amharic.

### **3.8. Procedures Data Analysis**

To gather data for this study, the researcher conducted observation, questionnaire and focus group discussion. To conduct observation, first checklist was designed that enables to gather data on the method of physical education teachers teaching and student's activity in learning the subjects. In addition, the checklist contained the assessment of sport facilities availability. Before questionnaire administered to physical education teachers and students, the items were prepared based on the research questions students questionnaire will be translated in to Amharic language to make the item clear. Finally, focus group discussion was held with teachers. Focus group discussion with s teachers conducted using Amharic language to make discussion easy and get the required data. The data gathered through the above instruments were grouped thematically.

### **3.9. Method of Data Analysis**

The data gathered through observation was analyzed qualitatively (description in statement). The data gathered through closed ended questionnaire was analyzed quantitatively using frequency and percentage while the data gathered through open-ended items were analyzed qualitatively (narration in statement). The last data gathering instrument were focus group discussion. The data gathered through this instrument were analyzed using qualitative method. Generally, method of data analysis was mixed approach (both quantitative and qualitative method).

### **3.10. Pilot Study**

Prior to the collection of data, a pilot study was conducted in order to test the reliability and validity the questionnaire items on Hohiat and Sintayehu academy with 8 PE teachers and 15 grade 8 students. According to White (2002), "It is essential that the newly constructed questionnaires in their semi-final form be thoroughly pilot-tested before being

used in the main investigation. This ensures that errors of whatever nature can be rectified immediately at little cost.

By using the above guide line, questionnaires that were taken from Tadess (2012) were piloted on non-study participant school teachers and students. The pilot-test of student's questionnaire .808 Cronbach's Alpha value and teachers questionnaire Cronbach's Alpha value is .891. Both these alpha value are nearer to one and found at more reliable category.

### **3.11. Ethical Issue and Consideration**

Permission was sought from all participants /respondents before they were asked for focus ground discussion or had a questionnaire administered to them. The researcher wanted to ensure freedom of expression, and that nothing was said or written other than what they knew and believed in. At the schools as much as permission was granted, respondents were agreed about the procedure to be used and the value of the research. To maintain confidentiality, participants were assured that no need of writing their name on the questionnaire item paper and focus group discussion. Finally they were also assured that the data to be collected would not be disclosed to other persons, and that data would only be used for academic purpose.

## **4. RESULTS AND DISCUSSIONS**

### **4.1. Overview**

Under this chapter, data presentation, analysis and interpretations are given according to the research questions formulated by researcher at the beginning of the study. Observation was the first data gathering instrument used by the researcher to collect data from selected government and private primary schools in Debre Markos town. The main purpose of conducting observation was to observe the motives that influence the quality of teaching grade 8<sup>th</sup> physical education. The observation checklist incorporates the role of physical education teachers and the availability of PE facilities and equipment.

### **4.2. Qualitative Analysis of Observation**

By using observation the researcher tries to answer the first and second research questions that were designed at the beginning of the study. Observation was carried on 4 government and 2 private primary schools. Research question one and two were concerned about the factors that influence the quality of teaching learning PE physical education in private and government schools.

As it is clearly seen from the observation checklist, the check list items 1-6 were concerned about the availability of the facilities for effective PE teaching and learning purpose.

**Table 1: Availability of PE Facilities and Equipment**

No	Variables	Government school								Private school			
		Abima		Nigus tekelehay		Dibza		Wuseta		Selam academy		Linger academy	
		Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
	The school has.....												
1	Suitable play ground in the school for foot ball, volley ball, basket ball and hand ball.	√			X		X		X	√			X
2	Availability of Javelin, Discus, Shot put hand ball, foot ball, basket ball and volley ball.	√		√			X		X		X		X
3	Sport equipments (materials) for pupil's of disabilities in the school.		X		X		X		X		X		X
4	Teaching aids like cones, jumping ropes and etc	√			X	√			X	√			X
5	Availability of Gymnastic apparatus and equipments	√			X	√			X	√			X
6	Attractive physical environmental condition	√			X		X		X		X		X

As the researcher can confirmed through observation, Abima from the government primary school and Selam Academy from private primary schools had suitable play ground of PE where as the rest private and government primary schools had not suitable play ground for PE teaching and learning. This shows that all observed private primary school and three fourth of government schools had not suitable play ground for football,

volley ball, hand ball and basket ball. From this one can perceive that the observed school's had problem in play grounds for different PE activities. The second item is designed to assess whether there is Javelin, Discus, Shot put, to practice athletics. The observed data on this item shows that Abima, and Nigus Tekelehaymanot form government had the above mentioned athletics instruments whereas the rest government and all primary schools did not have Javelin, Discuss, Shot-put, to practice athletics. This shows that the observed primary schools were not comfortable in terms of doing athletics. Form this one can conclude that this can have negative effect on the quality of teaching physical education. Standard facilities and equipment are essential prerequisites to good and impressive performance. Lack of adequate and standard facilities and equipment hampers physical education program in many ways. Pointed out that there must be sufficient motivation in the form of attractiveness of facilities, supplies and equipment to captivate athlete's interest to participate in sports or games.(Adedeji,2000).

Item 3 was proposed to see the availability of PE facilities and equipment for disabled students. As it is clearly seen from the observed data in all government and 2 of private schools there were no physical education equipment and facilities designed for disabled students. This shows that PE practical lessons in all observed schools were given only for healthy students. Disabled students were not included in practical lessons. They simply observe what healthy students can do. From this it can be concluded that the practical lesson was not inclusive. As the result of this, the quality of education became in questions if it is only given for one group only.

Checklist item four of part one aimed to see availability of teaching aids, jumping ropes, cone etc. based on the information gathered through this item, Abima and Dibiza primary schools (from government and the Selam Academy from private schools) had teaching aids while the rest observed schools were not adequate teaching aids like cone and rope. This shows that majority of the schools did not have teaching aid. From this one can understood that PE lessons were not supported by teaching aids. So students may lose some important points of the lesson as they were not supported with proper facility.

Item 5 was designed to assess whether gymnastic apparatus were present in the observed schools. In relation to this item Abima and Dibiza government schools and Selam Academy from private school had gymnastic apparatus and equipment the rest observed schools, did not have gymnastic apparatus.

The last item under the availability of facilities and equipment was to assess the attractiveness of the school play ground. As the researcher had observed the study school majority of the schools did not have attractive play ground only Abima from the government primary schools had attractive play ground. Educational places should be attractive and conducive for teaching learning process. Based on the gathered data through item 1-5, the study most of schools lack PE facilities and their play grounds were not attractive. If it does not attract students, they may dislike the school compound and then it results in poor academic achievement. Similarly, Umeoduagu, (2000) asserts that resources should be provided in quality and quantity for effective teaching in schools. Mapaderum (2002) emphasized that the availability and adequacy of learning facilities and equipment promote effective teaching and learning activities in schools while their inadequacy affects the academic performance negatively. Also Alor (2006) stressed that besides having sound instructional program on ground, the number and qualification of the teacher is yet another important factor to be considered in teaching of physical education in secondary schools.

Item 7-14 are concerned PE teachers' role in the classroom. Under this category the researcher tried to assess whether the instructional activities were designed based on students need, interest and ability, teachers motivate students identify individual difference, used suitable teaching method and teaching aide.

**Table 2: PE Teacher's Role in PE Theory Classes**

No	Variables	Government school								Private school			
		Abima		Nigus Tekelehaymanot		Dibza		Wuseta		Selam academy		Linger	
		Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
7	Planned instructional activities based on the student's, need, interest and ability.	✓			X		X		X		X		X
8	Allow and motivating the students to participate actively		X		X		X		X		✓		✓
9	identifying individual differences		X		X		X		X		✓		✓
10	Explain the questions raised by the students which are not clear in the lesson delivery.	✓		✓		✓		✓		✓		✓	
11	clarify the objectives of the lesson	✓		✓			X		X		X		X
12	Used different teaching styles such as students working in pair, small groups and individually.		X	✓			X	✓			X		X
13	effectively used text book, reference materials and teaching aids	✓			X		X		X	✓			X
14	Planned the instructional activities based on the preparatory part, main part & concluding part the lesson	✓			X		X		X	✓		✓	

Item 7 was concerned about PE teachers' role in teaching present planned instructional activities based on students need, interest and ability. Concerning this item 5/five/ of the observed school did not present PE lesson planned instructional activities based on student's interest, ability and need. Abima primary school from the government school PE teacher tries to give planned instructional activities based on students need, interest and ability. As it is seen on part one item 3, most PE teachers did not present the lesson based on students interest. Disabled students were forgotten in practical lesson. According to this, PE teachers did not give planned instructional activities based on students need, interest and ability. This shows that in most primary schools private and government primary schools instructional quality of PE education was not given emphasis. If teachers did not present planned instructional activities based on students need, interest and ability, the quality of education is questionable. Concerning this, meaningful learning experiences for students with disabilities in PE are extensively dependent on teachers' skills and attitudes toward communicating and structuring their teaching in an inclusive direction. Participation restriction may be experienced if the activity is not adapted to students in need of special support. Students with physical disabilities describe good days in PE as lessons in which they experience a sense of belonging, their participation as skillful and where you share benefits. Encouragement, reinforcement, help and guidance facilitate positive peer interaction. Patience and social encouragement are examples of caring support. (Goodwin and Watkinson 2000).

Item 8 was designed to assess whether PE teachers motivates students to participate actively in the PE classroom. According to the gathered data on this item indicated that, in Selam and Linger academy from private primary schools PE teachers encourage students to participate actively where as in all government primary schools PE teachers did not fully encouraged students to participate actively in the lesson. This shows that most PE teachers lack the skill to motivate students.

Item 9 was concerned about PE teacher's ability on identifying individual differences. In line with this item, Selam and Linger academy of the private primary schools tried to identify individual differences. The rest of all government primary schools were not seen in identifying individual differences.

Item 10 was focused on whether PE teachers explain the questions raised by the students in the classrooms. Regarding with this item all government and private schools PE teachers explained the questions raised by the students. This shows that teachers were volunteers in replying answers for student's questions.

Item 11 was proposed to assess whether PE teachers were able to explain the lesson objectives in order to aware students to use their prior knowledge and to motivate them. Regarding this item, Abima and Nigus Tekehaymanot PE teachers from government primary school were able to explain the lesson objectives to acquaint with the daily lesson. On the other hand two of private school and the rest two government PE teachers were not able to clarify the lesson objectives for students. The data collated on this item confirmed that majority of PE teachers were unable to introduce students the lesson objectives.

If students were given clarified objectives, they were unable to associate the lesson with their back ground information and think a head about the topic. This can increase student's motivation and the quality of PE.

On item 12 the researcher was aimed to observe whether PE teachers used different teaching styles such as students working in pairs, small groups and individually. As the collected data indicated that Nigus Tekehaymanot and Wuseta from government school PE teachers arranged students in pairs, small groups and gave individual works on the contrary the rest government and in all observed private primary schools PE teachers did not arrange students in pairs, group and help them to practice different learning strategies. From this one can perceive that PE teachers did not practice different teaching strategies to encourage students, to present the lesson for students to understand easily and to practice student centered method. This could have influence on quality of teaching learning process.

Item 13 was designed to observe if PE teachers were used text book, reference materials and teaching aids in PE classes. As the collected data on this item showed that in Abima from government and Selam academy from private primary schools grad 8 PE teachers used students' text book while most of PE teachers were unable to use extract, reference materials and teaching aids.



Item (15) was proposed on to observe whether grade 8 PE teachers of government and primary teachers were school able to clarify the practical lesson objectives accordingly. Based on the gathered data, on item 15 all government and private teachers introduce the daily lesson. However, most of the time was taken by the teachers. Students did not get chance to use their own prior knowledge.

On item 16, the researcher tried to observe the ability of planning the instructional activities based on the preparation, main and concluding part of the lesson. As the information gathered through item 16, almost all of the observed grade 8 PE teachers in both government and private schools, PE teachers planned the instructional activities based on introduction, presentation and concluding stage. This shows that PE teachers' instructional activities were planned and procedural.

Item 17 was focused on observing grade 8 governments and private PE teacher's ability of identifying individual differences considering special need of students in practical lesson.

Based on the gathered information on this item, in all selected government and private schools, PE teachers did not identify individual difference the practical lessons. Those students who are disabled were not included in the practical lessons. Moreover, the other talented students were not treated based on their learning ability. The same is true for those students who are slow learner students. This shows that the lesson PE teachers delivered was not depend on students learning ability.

Item 18 was concerned about to observe whether PE teachers used effective teaching aids and safety rules. Concerning this item, Abima primary school from government and Linger from private primary schools tried to use teaching aids and safety rules during the practical lesson. The rest government and private school did not use teaching aids and safety rules effectively in their practical lesson. This shows that most grade 8 PE teachers in private and half of government schools did not use effectively teaching aids and safety rules when they teach the practical lessons.

On item 19 the researcher tried to observe the dressing style of the PE teachers if they are being a model for students. Regarding this item in government and private schools, all PE

teachers wore sport wearing. This shows that they tried to be a model by wearing sport clothes for students.

On item20 the researcher tried to observe if grade 8 PE teachers used different practical assessment and evaluation mechanisms for all students. According to the data gathered through this item, all government and private schools PE teachers gave different practical evaluation method for healthy students only. Those students who are blind, handicapped or crippled students were not assessed in practical lessons as they were not participated in the practical classes.

### 4.3. Quantitative Analysis of Teacher's Questionnaire

In the selected school PE teachers were given questionnaire in order to gather information what motives influence the quality of teaching physical education on grade 8 classes of both government and private schools and to investigate the attitude of PE teachers towards motives that influence the quality of teaching physical education.

**Table 4: Background information of respondent teachers**

	Government school	Government school				Private school			
		<u>No</u>				<u>No</u>			
	Sex	M	F	T	%	M	F	T	%
1	Male	9	-	9	90	4	-	4	100
2	Female	-	1	1	10	-	-	-	
	Educational background								
3	Diploma	6	1	7	70	3	-	3	75
4	BA Degree	3	-	3	30	1	-	1	25
5	MED	--	-	-	-	-	-	-	-
	service in teaching PE								
6	1-5 years	4	1	5	50	2	-	2	50
7	6-10 years	3	-	3	30	2	-	2	50
8	11-16	2	-	2	20				
9	17 and above	-	-	-					

As shown on table 4 above, 7(70%) of the respondent teachers from government PE teachers were diploma holders while 3(30%) of them were first degree holders. When we see private school PE teachers, 3(75%) of them graduated in diploma. Based this majority of government PE teachers were qualified in degree than private schools.

Concerning the teaching PE experience of the teachers 5 (50%) of the respondents gave service for 1-5 years, 3(30%) respondents gave serviced for 6-10 years and 2(20%) of the respondents gave service more than 11-16 years in government schools respectively. In the private schools also 2(50%) of respondent teachers and the remaining 2(50%) gave service for 1-5 years and 6-10 respectively. Based on the gathered data most of private PE school teachers were under the requested qualification level. This could affect the quality of teaching.

In order to answer the research question 1 and 2 the researcher formulated the following research questions the researcher gathered data based on the following the designed research questions. 1/ what are the motives that influence the quality of teaching physical education in the selected government schools. 2/ what are the motives that influence the quality of teaching physical education in private schools.

Item 1-8 were concerned about availability of PE facilities and equipment.

**Table 5: PE Teacher's Response on the Availability of PE Facilities**

N o.	Variables PE facilities and equipment availability	PE Teacher response in Gov't schools					PE Teachers response in private schools				
		Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1	The school play ground is suitable	3 30%	5 50%	1 10%	1 10%		1 25%	3 75%			
2	Availability of javelin, discus and shot put	6 60%	4 40%				3 75%	1 25%			
3	Sport equipments (materials) for peoples of disabilities in the school are available.	7 70%	3 30%				2 50%	2 50%			
4	Teaching aids like cones, jumping ropes and are enough etc	1 10%	6 60%		1 10%	2 20%	1 25%	2 50%		1 25%	
5	Balls such as footballs, volley balls, and basket balls, are sufficient etc	1 10%	4 40%		2 20%	3 30%		1 25%		2 50%	1 25%
6	Availability of Gymnastic apparatus and equipments	5 50%	3 30%		2 20%		2 50%	1 25%		1 25%	
7	There is attractive physical environmental condition.	3 30%	4 40%	2 20%	1 10%		3 75%			1 25%	
8	The school, and the woreda education office provides you with any professional development in short, long and advanced in-service training program	5 50%	1 10%	1 10%	2 20%	1 10%	2 50%	1 25%			1 25%

Item 1 was proposed to explore information on the school play ground. Regarding this item 8(80%) and of respondents responded their disagreement on suitability of school play ground of the government PE teachers responded. Similarly, all of private PE teachers also replied their schools had not suitable play ground. This shows that majority of government and all private schools in the study areas had not suitable play ground for teaching and learning process.

As clearly shown from the above table 5 on items 2 all PE teachers from government and private schools responded their disagreement on the availability of javelin, discus and shot put for PE practical lessons. This shows that the schools were not comfortable for teaching PE since they lack javelin, discus and shot put. We made it physical education requires a variety of physical education facilities, equipment, supplies as well as fund. The importance of facilities and equipment in the teaching and learning environment for the attainment of the stated desired objectives cannot be over- emphasized. The author added that facilities and other teaching aids are regarded as resource materials because they provide information and feelings in the teaching and learning processes.(Ugwu,2008).

On item 3 PE teachers were asked whether the schools have PE materials for disabled students in order to practice inclusive teaching approach. However, all government and private school PE teachers replied their disagreement on the availability of PE materials for disabled students. These students did not participate on practical lesson of PE. This shows that only healthy students were participated in practical lesson.

Item 4 was concerned above the availability of teaching aids like cones, jumping ropes. As the gathered data on this item showed that 7(70%) of government PE teachers and 3(75%) of private teachers in dictated cones, and jumping ropes were not available whereas 3(30%) of government while 1(25%) of private school teachers respectively indicated that their schools had jumping ropes and cones. Based on the data gathers through this item shows that majority of government and private schools did not have jumping ropes and cones. As the result of this PE teachers and students become unable to practice exercises using these instruments.

On item 5 PE teachers were asked whether their school had balls like foot ball, volleyball and basket ball sufficiently. Regarding with this item half of the respondent teachers from governmental schools and private schools disagreed on the availability of balls (foot balls, volley balls, and basket ball's in their schools). The remaining half of the respondents from both governmental and private schools agreed that foot balls, volleyballs and basket ball's were available sufficiently. This shows that half the government and private schools did not have sufficient balls. From this one can understand that both government and private schools were not equipped with the necessary amount of different kinds of balls like volley ball, hand ball, foot ball and basket ball.

Item 6 was designed to see whether the study schools had gymnastic apparatus and equipment concerning this item, 8(80%) of the respondents teachers disagreed on the item "the school has gymnastic apparatus and equipments".

Similarly, 3(75%) of teachers from private school also replied that their school had to gymnastic apparatus and equipment. From this one can perceive that both government and private schools did not have the availability of gymnastic apparatus and equipment.

Item 7 was proposed to investigate how far the school environment is attractive and conducive for PE teaching learning process. Based on the gathered data on this item, 7(70%) teachers from government and 3(75%) from private schools disagreed on the ideas of this item respectively. These teachers replied that their schools were not attractive and conducive for PE teaching. Item 8 was proposed to see if PE teachers were given training by woreda, or school administration in order to improve PE teacher's knowledge after graduation. As it is seen from the above table, 6(60%) PE teachers from governmental schools and 3(75%) from private schools replied their disagreement to item 8. A few of respondents from government and private schools agreed that on the idea the schools and woreda education office gave them gave short, long and in service training. From the collected data one can understand that majority of PE teachers in both government and private schools did not get short or advanced in service training after their graduation. This shows that the skill and knowledge gap of PE teachers were not addressed immediately by giving training. Teachers' inadequate training and skills to adapt their teaching may

account for reasons why students in need of special support are not fully included in mainstream PE (Coates and Vickerman, 2008). Also stressed that besides having sound instructional program on ground, the number and qualification of the teacher is yet another important factor to be considered in teaching of physical education in secondary schools.(Alor,2006).

Item 9-11 were concerned about investigating the role of PE teachers in PE classroom. The main objective of these items is to gather data how teachers implement the theory classes of PE and how teachers implementation are becomes motives that influence the quality of teaching physical education.

**Table 6: PE Teacher's Response on Role in PE Classroom**

No	Variables	PE Teacher response in Gov't schools				PE Teachers response in private schools					
		Strongly	Disagree	Undecided	Agree	Strongly	Strongly	Disagree	Undecided	Agree	Strongly
9	Planned instructional activities based on the student's, need, interest and ability.	2 20%	4 40%	2 20%		2 20%	2 20%	1 25%			1 25%
10	Used different teaching styles such as students working in pair, small groups and individually to foster the lesson	4 40%	2 20%	3 30%	1 10%				3 75%		1 25%
11	effectively used of text book, reference materials and teaching aids	3 30%	1 10%		2 20%	4 40%	2 50%	1 25%			1 25%

Item 9, was proposed to investigate PE teacher's role of planning instructional activities based on the students need, interest and ability. As it is seen from the gathered data on item 10, 6(60%) respondent teachers from government and 3(75%) teachers from private schools teachers expressed their disagreement. Based on the gathered information majority of PE teachers from government and private school did not plan instructional activities based on their students need, interest and ability.

PE teachers were asked about the teaching method used by PE teachers such as pair, group and individual works on item 10. Concerning this item 6(60%) government and 3(75%)private PE teachers reprised their disagreement on using pair, group and individual works. This shows that majority of PE teachers did not practiced different teaching styles to foster the teaching learning process.

On item 11 the researcher proposed to assess whether PE teachers used text books, reference materials and teaching aids efficiently. Regarding this item, 4(40%) PE teachers from government schools and 3(75%) respondent teachers from replied their disagreement on using text book, reference materials and teaching aids effectively. As majority of PE teachers from government and private schools indicated that they did not use text book; reference materials and teaching aid effectively. This shows that there was a gap in implementing PE lesson properly since PE teachers did not effectively used text book, reference material and teaching aids.

Item 12-15 are concerned about the role PE teachers in practical lessons. The responses given by teachers are analyzed below.

**Table 7: PE Teachers' Response on their Role in Practical Lesson**

No	Variables	PE Teacher response in Gov't schools					PE Teachers response in private schools				
		Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	Strongly Disagree	Disagree	Undecided	Agree	Strongly Disagree
12	The instructional times given for practical lessons are not enough to cover the course	1 10%	2 20%		5 50%	2 20%		1 25%		1 25%	2 50%
13	Identified individual differences considering special needed students in the practical session of the lesson	5 50%	3 30%	2 20%			3 75%	1 25%			
14	Teachers used teaching aids for special needed students in the practical session of the lesson	3 30%	7 70%				2 50%	2 50%			
15	Teachers used different practical assessment and evaluation	4 40%	2 20%	1 10%	2 20%	1 10%	1 25%	2 50%		2 25%	

The researcher tried to assess if the instructional time given for PE is not enough to practical courses. According to the gathered data on this item 7(70%) of government school PE teachers and 3(75%) of private PE teachers agreed respectively on that the instructional time given for PE is not enough. This shows that majority of teachers become in trouble to cover the PE lessons designed for study grade level owing to lack of instructional time. In case of time allocation for physical education (Reston, VA: 2004)

supports the suggestions of Association for Sport and Physical Education (NASPE, 2001) as quality physical education requires adequate time (per week, at least 150 minutes for elementary schools and 225 minutes for secondary schools), adequately prepared teachers with opportunities for professional development, adequate facilities, and reasonable class sizes. Moreover, the limited time in the course was an obstacle for the teacher to have extensive coverage of the topics and directly lead the teacher to omission of contents and using of traditional method which has significant impact on student learning

Item 13 designed to assess whether PE teachers identified individual differences considering special need students in the practical session of the lessons. In line with this item 8(80%) and 4(100%) respondent teachers from government and private schools respectively schools disagreed on identifying individual differences considering special need students. From this one can perceive that if teachers did not identified individual difference by considering special need students it will become difficult to help students based on their learning gaps.

Item 14 was proposed to investigate whether PE teachers used teaching aid for special need students. In line with this item all government and private school PE teachers expressed their disagreement. According to the information gathered on this item PE teachers did not invite special need students in practical lessons. There are no teaching aids prepared and used for special need students.

On item 15 the researcher asked respondent PE teachers whether they used different practical assessment techniques to evaluate student's achievement. According to the data gathered using item 15, 6(60%) from government schools and 3(75%) from private schools respectively replied their disagreement on majority of PE teachers did not use different practical assessment methods.

#### **4.4. Quantitative Analysis of Students' Questionnaire**

Questionnaire was administered for students to answer the research questions raised at the beginning of the study. The closed ended questionnaires were used to answer the first and the second research questions.

**Table 8: Background information of respondent grade 8 students from government and private schools**

No	Item																	
	Government school									Private school								
				Healthy			Disabled						Healthy			Disabled		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
	103	115	218	89	112	201	14	3	17	46	68	114	40	64	104	6	4	10

As shown in the above table there are about 218 government and 114 private school students were participated in this study. From government schools 14 male and 3 female students were disabled. From private schools 6 males and 4 females were also disabled. In order to crosscheck Physical Education /PE/ teacher's response on the availability of Physical Education /PE/ facilities and equipments on the above schools students were also asked.

**Table 9: Students' Response towards the Availability of PE Facilities and Equipment Availability**

No.	Variables	Students' response in Gov't schools					Students, response in private schools				
		<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Undecided</b>	<b>Agree</b>	<b>Strongly Agree</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Undecided</b>	<b>Agree</b>	<b>Strongly Agree</b>
	(PE facilities and equipment availability) The school has.....										
1	The school play ground is suitable	75(34.40%)	86(39.44%)		36(16.51%)	21(9.63%)	43(37.72%)	52(45.61%)		19(16.67)	
2	Gymnasium, shower, dressing room & etc for practical sessions.	106(48.62%)	82(37.61%)		10 (4.58%)	20 (9.17%)	67(58.77%)	20(17.54%)	7(6.14%)	10 (8.77%)	
3	Sport equipments (materials) for pupil's of disabilities in the school are available.	102(46.78%)	96(44.03%)	9 (4.12%)	10 (4.58%)		75(65.78%)	23 (20.18%)		6 (5.26%)	
4	Balls such as footballs, volley balls, and basket balls, are sufficient etc	11 (5.04%)	82 (37.61%)		73 (34.86%)	52 (23.85%)	29 (25.43%)			43 (37.72%)	
5	The instructional times given for practical lessons are not enough to cover the course	23 (10.55%)	69 (31.65%)		96 (44.03%)	30 (13.76%)	24 (21.05%)		10(8.77%)	4 (3.05%)	
										76 (66.66%)	

Item 1 was proposed to assess student's agreement in relation to the school play ground suitability. Regarding with item 161(73.84%) and 95(83.33%) respondent students from government and private school respectively replied their disagreement on the suitability of

school play ground. This shows that both government and private schools were not comfortable for PE practical activity. Ryan (1994) observes that a good environment in education is a precondition for learning, especially where a school environment is built upon caring relationships among all participants, namely students, teachers, staff, administrators, parents and community members.

Item 2 was proposed to assess the availability of gymnastic apparatus, showers, and dressing rooms for practical lessons. Based on the gathered data on this item 188(86.23%) and 87(76.31%) respondent students from government and private school respectively replied their disagreement on the availability of gymnasium, showers and dressing rooms at sufficient level. From this one can understand that both government and private schools had insufficient gymnasium, dressing room and showers.

Item 3 was designed to assess the availability of sport equipment for disabled students. Regarding with this item 198(90.81%) and 98(85.96%) respondent students from government and private schools respectively expressed their disagreement on the availability of PE materials (equipment) for disabled students. From this one can understand that almost in all government and private schools there were no PE materials for disabled students.

Assessment of the availability of foot ball, volleyballs and basketballs for PE teaching learning process is the main concern of item 4. Concerning this item, 125(57.33%) and 85(74.56%) government and private school students respectively agreed on the availability of footballs, volleyballs, and basketballs in their school where as 93(42.65%) and 29(25.43%) government and private grade 8 students replied their disagreement on the availability of footballs, volleyballs and basketballs in their school. This shows that majority of the schools had not sufficient footballs, volleyballs and basketballs. As it clearly seen from students the response on item 1-4 government and private schools lacks adequate PE facilities. Regarding this the following scholars study indicated that lack of adequate and standard facilities and equipment hampers physical education program in many ways. pointed out that there must be sufficient motivation in the form of attractiveness of facilities, supplies and equipment to captivate athlete's interest to participate in sports or games.(Adedeji,2000).

Item 5 was proposed to gather information from students on the availability of instructional time given for PE instruction. Concerning this 126(57.8%) and 80(69.71%) respondent teachers from government and private schools respectively replied their agreement on the instructional time given for PE is not enough whereas 92(42.2%) and 24(21.05%) respondent students from government and private school respectively replied their disagreement. These teachers responded that the instructional time given for lesson was enough. As it can be seen from the above table, majority of teachers confirmed that the instructional time given for PE lesson was not enough. This shows that the instructional contents could not be covered as there was lack of instructional time. Association for Sport & Physical Education (NASPE, 2001) as quality physical education requires adequate time (per week, at least 150 minutes for elementary schools and 225 minutes for secondary schools), adequately prepared teachers with opportunities for professional development, adequate facilities, and reasonable class sizes. However, the instructional time given for grade 8 PE lesson is 80 minutes or two periods per week. Therefore, insufficient time allotted for the subject should tend to restrict the freedom of the subject teacher in his/her selection of content. Moreover, the limited time in the course was an obstacle for the teacher to have expensive coverage of the topics and directly lead

the teacher to omission of contents and using of traditional method which has significant impact on student learning. This can affect the quality teaching PE negative.

**Table 10: Student Response towards Teacher's Role in PE Classes**

No	Variables	Students' response in Gov't schools					Students' response in private schools				
		Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	Strongly Disagree	Disagree	Undecided	Agree	Strongly Disagree
6	Planned instructional activities based on the student's, need, interest and ability.	82 (37.61%)	73 (33.48%)	–	52(15.66%)	11 (3.31%)	76 (66.66%)	10 (8.77%)	–	24 (21.05%)	4 (3.05%)
7	Used different teaching styles such as students working in pair, small groups and individually to make the lesson student centered	106(48.62%)	52 (15.66%)	–	60(27.52%)	–	78(68.42%)	16 (14.03%)	–	10 (8.77%)	10(8.77%)
8	The teacher effectively used of text book, reference materials and teaching aids	63 (28.89%)	75 (34.40%)	15 (6.9%)	22 (10.09%)	43 (19.72%)	59 (51.75%)	41 (35.96%)	2(1.7%)	10(8.77%)	2 (1.7%)

Item 6 was designed to investigate if PE teachers planned instructional activities based on students' need, interest and ability. Regarding to this item 155(72.47%) and 86(75.43%) respondent students from government and private schools respectively replied their disagreement on teachers' giving planned instructional activities based on students need, interest and ability. On the contrary 63(18.91%) and 28(24.10%) respondent students from government and private schools respectively responded that PE teachers planned instructional activities based on students need, interest and ability based on the gathered data on this item. More than half of the respondent students from government and private schools PE teachers did not plan the instructional activities based on students need and ability. This shows that PE teachers did not present the lesson based on their interest and ability. This could affect the quality of teaching physical education because students may not understand the lesson.

Item 7 was proposed to investigate if PE teachers used different teaching styles such as group pair and individual works to make the lesson student centered. In line with this item 158(64.28%) respondents from government schools and 94(82.75%) respondent students from private schools responded their disagreement. Students are diverse learners and by emphasizing teaching strategies, informed by what to teach and to whom, teaching can be effective and inclusive (Florian 2008). In inclusive practices, the teacher 'owns the problem' to encourage diverse learning and make adjustments that relieve the student from the sole responsibility of adapting his/her learning style. (Coates2012).

As these students indicated that their PE teachers did not use group, pair and individual works to make the lesson student centered on the other hand 60(77.52%) respondent students from government and 20 (17.54%) students from private school confirmed that their teacher gave group, pair and individual works for students to make the lesson student centered. As the gathered data indicated that majority of PE teachers did not implement different teaching styles to give chances for student's participation actively.

On item 8 sample students were asked about the ability PE teachers used text book, reference materials and teaching aids. Concerning with this item 138(36.29%) respondent students from government and 100(87.71%) sample students from private schools

disagreed on teacher's ability of using text book, reference materials and teaching aids in PE classes of grade students. On the other hand 65(87.71%) and 12(10.47%) respondent students from government and private school students responded their agreement for the ability of PE teachers using reference materials, text book and teaching aids. However, as it is seen from the above table majority of PE teachers did not use effectively reference books, text books and teaching aids. If teachers do not use effectively the text book, reference materials and teaching aids, this can affect the quality of teaching.

In part three there are three items (9-11) which were concerned about PE teacher's role in practical classes of PE lesson in understanding students' individual difference.

**Table 11: Students Response towards Teachers Role in PE Practical Lessons**

No	Variables	Students' response in Gov't schools					Students' response in private schools				
		Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
9	Teachers identified individual differences considering special needed students in the practical session of the lesson	10 (4.58%)	102 (46.78%)	1 (0.5%)	96 (44.03%)	9 (4.12%)	24 (21.05%)	76 (66.66%)		10 (8.77%)	4 (3.05%)
10	Teachers used teaching aids for special needed students in the practical session of the lesson	102 (46.78%)	116 (53.21%)	-		-	45 (39.47%)	69 (60.53%)		-	-
11	Teachers used different assessment and evaluation.	43 (19.72%)	50 (22.9%)	-	10 (24.78%)	23 (10.55%)	29 (25.43%)	52 (45.61%)		23 (20.18%)	10 (8.77%)

The last item of part 2 is item 9 and its main point is to assess PE teachers role in identifying individual differences considering special need students. 112(51.36%) and 100 (87.71%) teachers from government and private schools teachers responded their disagreement on PE teachers identifying students based on their individual difference to implement the lesson according to students learning ability.

To the opposite, 105(48.15%) and 14(11.82%) of government and private school grade 8 students agreed on the role that their teacher identified individual differences considering special need students in the practical lesson. The gathered data clearly indicated majority

of teachers were not able to identify students considering special need students. This could have a negative influence especially on students who want special aid from their teachers. As the result of this, it becomes one of the motives that could affect the quality of teaching PE. Meaningful learning experiences for students with disabilities in PE are extensively dependent on teachers' skills and attitudes toward communicating and structuring their teaching in an inclusive direction. Participation restriction may be experienced if the activity is not adapted to students in need of special support. Students with physical disabilities describe good days in PE as lessons in which they experience a sense of belonging, their participation as skillful and where they share benefits.

Item 10 was designed to assess the implementation of teaching aids for special need students. According to the gathered data 218(100%) and 114(100%) respondent students from government and private school students replied their disagreement on PE teachers used teaching aids for special need students in practical sessions of the lesson. As both government and private school students confirmed PE teachers did not use teaching aids for special need students in the practical lesson. This shows that PE teachers did not give attention for special need students. How teachers work, that is, relate to students, interact with students and structure the school environment is important. Students are diverse learners and by emphasizing teaching strategies, informed by what to teach and to whom, teaching can be effective and inclusive (Florian 2008). In inclusive practices, the teacher 'owns the problem' to encourage diverse learning and make adjustments that relieve the student from the sole responsibility of adapting his/her learning style (Coates 2012).

Item 11 was proposed to assess the assessment and evaluation method of PE teachers in practical lessons. Regarding this item 93(42.45%) and 81(71.04%) government and private school grade 8 students respectively responded their disagreement. On the other hand, 125(57.33%) and 33(28.95%) respondent students from government and private school students agreed that PE teachers used different assessment and evaluation methods in teaching PE. As it is clearly seen from the above table 10, majority PE teachers did not use different assessment and evaluation methods.

#### 4.5. Qualitative Analysis of Focus Group Discussion

The third objective was to determine the perception of teachers and students towards Physical Education. The findings indicated that teachers have a positive perception regarding Physical Education lesson. It was understood that almost all the teachers indicated that they support Physical Education. The positive energy that they exude is important motivation for the pupils to participate in Physical Education. However, willingness to participate and positive attitude of teachers towards Physical Education is not enough to guarantee proper implementation of Physical Education.(Giddens,2009). Researchers for example by shown that in general terms, educators’ perception of the importance of Physical Education depends a great deal on their overall understanding of the elementary school curriculum, the degree of social and political pressure for children to succeed on high stakes academic tests, and the available time in the school day for all of the mandated subjects. Some teachers and administrators, view Physical Education as the period in the day that provides needed planning time for classroom teachers. (Coakley and Dunning,2010).

It was important to ask respondents about the benefits of Physical Education because without them discerning value in something, they would not participate in it. PE teachers and pupils alike were asked about the benefits they perceived in the implementation of Physical Education in their schools. Their answers were converging at physical fitness, sporting career development and for entertainment purposes. Physical fitness is seen as contributing to the health and wellbeing of participants:

Physical Education is good because it helps children to grow fit both physically and mentally (Teacher at Abima. Primary) The learner will be physically fit, thereby maintaining good health (Teacher, Wuseta Primary).

The benefit of Physical Education is to make the body fit, strong and building the body to grow healthy (Pupil, Nigus Tekelehaymant. Primary).

Primary school PE teachers were asked to indicate their level of satisfaction on the current mode of implementing Physical Education in schools. It was surprising to note that most

of the responses were skewed towards dissatisfaction. As most teachers indicated that the current implementation mode of Physical Education was bad while few respondents indicated that it was good.

PE teachers were asked about training (workshops, seminars) if they had given to build their capacity. 9 teachers from government schools responded that they did not get short term refreshment training. Specially, private school teachers indicated that they did not get any chance to participate on subject wise training designed.

Yes, training was given for few teachers to upgrade their skill but maybe we should talk in terms of adequacy. The teachers we currently should have got the chance for training (Teacher from Abima Primary school). All these teachers (government and private) you see here are Physical Education teacher. However, we are not treated in training like that of government school teachers (Teacher, form Selam Academy Primary school).

PE facilities for Physical Education are very cardinal in the teaching of Physical Education at all levels of the school system especially in primary schools. Teachers were asked to indicate how they rate the primary school Physical Education infrastructure. There are no adequate infrastructure for the teaching and learning of Physical Education. (teacher from Selam Academy Primary school). Our school had not PE adequate material to practice the subject. Especially, handicapped, or impaired students did not get PE materials. (teacher from Abima Primary school).

Both government and private teachers were asked to enumerate the challenges that the school was facing in implementing PE. Both of the categories indicated that their school faces a number of challenges but most teachers pointed at poor infrastructure and lack of sports equipment. Due to the fact that most primary schools do not have adequate funding, schools have no resources to take care of sporting activities in schools. As a result, there are only few sporting disciplines which are practiced in schools like football, Volley ball and netball which do not require too much funding. That was complemented by the researcher's observation in schools where she discovered that some primary schools in the catchment area used wooden polls for goal posts in netball and football grounds. Some teachers who spoke about poor infrastructure were unanimous in their answers:

The major challenge would be lack of infrastructure to carry out other sporting disciplines because the only available facilities are football, netball and volley ball (Teacher from Wuseta, Dibiza, and Selam Academy Primary)

Poor infrastructure in schools and lack of sports equipment (Teacher, Linger Primary).Lack of Physical Education facilities in almost all government schools is what hinders the development of Physical Education in (Teacher from Abima Primary). The other challenges the respondents pointed out are to do with lack of trained staff in Physical Education and if there are any trained teachers, there is lack of motivation because of the non-examinable nature of the subject. All the teaching staff in primary schools are said not to be trained in Physical Education because there is no specialist training in Physical Education in primary teacher training. That being the case, the teachers do not concentrate on Physical Education because they feel not adequately trained to handle the subject and also lack of motivation due to the subject not being examined.

#### **4.6. Discussion of Findings**

The main aim this study was to assess factors that influence the quality of teaching learning physical education in government and private schools of Debre Markos Town. Specifically the study set out to the following specific objectives.

- Assess the major factors that influence the quality of teaching learning physical education in government second cycle school.
- Identify the major factors that influence the quality of teaching learning physical education in privet second cycle primary school.
- Observe PE teachers attitude towards factors that influence the quality of physical education.

The discussion is a comprehensive analysis which first addresses the research objectives and later on situates the findings within the frame work of existing literature so as to investigate new knowledge. In an attempt to concise the discussion is themed around the research questions to be answered. The research questions were.

1. What are the factors that influence the quality of teaching learning physical education in government second cycle school?

2. What are factors that influence the quality of teaching learning physical education in private second cycle school?
3. What is attitude of physical education teachers towards factors that influence quality of teaching learning physical education in both government and private second cycle school?

Factors that Influence the quality of teaching learning physical education, As it is seen above research question 1 and 2 were concerned to identify factors that influence the quality of teaching learning physical education in government and second research questions PE facilities and equipment availability, PE teachers' role in theory and practical classes were the major issues used to gather data. Regarding the availability of Physical Education facilities and equipment:

- The suitability of school play ground
- Availability of PE materials for disabled students
- The presence of teaching aids
- The presence of foot ball, volley ball and basket ball at sufficient level
- PE teachers refreshment training (seminar, workshop, etc)

The researcher gathered data using observation and questionnaire to investigate whether the study schools had adequate PE facilities and equipment. As the gathered data confirmed

- ✓ Majority of government and private schools had no suitable play ground
- ✓ There were no instructional materials for disabled students
- ✓ There were no effective use of teaching aids and reference materials
- ✓ There were scarcity of balls
- ✓ Majority of PE teachers did not get refreshment training.
- ✓ Concerning the instructional time, both participant PE teachers and students confirmed that the allotted instructional time was not enough to cover the designed lessons.

Similarly, the research findings of Ugwu (2008) also indicated that shortage of PE facilities and equipment largely negatively affects the quality of physical education lesson. Ugwu also indicated that not only PE facilities scarcity teachers refreshment (short in-service training also the decisive factor for PE teaching. Tadesse and Birhanu (2012) also indicated that lack of PE facility, teaching aids teachers' refreshment training absence of conducive

school play ground and allotted time scarcity hampered the quality of teaching physical education in the government primary schools.

The other finding on this paper was practical PE instruction was not inclusive. Only healthy students were participated on the practical lesson. Students who are disabled evaluated on the theoretical lesson. Concerning this, UNESCO (2004) stresses to the quality of education inclusive teaching should be practiced. "Education is a human right" by neglecting special need students we cannot assure the quality of education by educating only one part of the society.

Research question three was focused on to determine the perception of teachers towards physical education. The findings of the study indicated that teachers had positive attitude towards physical education subject. However, majority of teachers had indicated teacher's positive attitude alone did not bring the quality of education. They confirmed that lack of instructional materials, absence of comfortable school play ground training lack of instructional time negatively affect to implement the designed lesson and achieve the intended objectives.

## 5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

### 5.1. Summary

Regarding with the designed general and specific objectives this research tried to answer the following research questions:

1. What are the motives that influence the quality of teaching physical education in government second cycle school?
2. What are motive that influence the quality of teaching physical education in privet second cycle school?
3. What is attitude of physical education teachers towards motives that influence quality of teaching physical education in both government and privet second cycle school?

The design of the study was descriptive. This could help to describe motives that influence the quality of teaching PE. The method of the study were both quantitative and qualitative (mixed approach method was used). To answer the above designed research questions, observation, questionnaire and focus group discussion were used, the main purpose discussion focused group discussion was to triangulate the information and questionnaire.

Observation was conducted to see the actual practice of PE teaching and learning process and to observe the availability PE facilitates. The data gathered through observation were presented qualitatively (narrated in statements).

Questionnaire was administered for PE teachers and students. The questionnaire items were categorized in three parts to make the analysis thematically. The data gathered through questionnaire was analysis using frequency and percentage.

The last data gathering instrument was focus group discussion. It was conducted with 14 PE teachers and from both government and private schools. Like that of observation the data gathered through focus group discussion was analyzed using description in statements. Based on the data gathered through observation, questionnaire and focus group discussion, the following findings were found.

## 5.2. Conclusions

In this study, attempts have been made to find out the motives that influence quality of teaching physical education towards the relevance of second cycle primary schools of physical education textbooks, facilities and equipment, teachers qualification, insufficient instruction time and emphasis was also given to the administrative aspects to address some of the problem teachers and students faced while they are trying to implement teaching physical education.

Even though most of the teachers and the students have positive attitude towards physical education, some of the teachers and students have lack of interest and motivation. This lack of interest and motivation for the subject by the students and teachers has negative impact on implementation of regular physical education program.

Motives that influence the quality of teaching physical education in government and private schools are:-

- Lack of facilities & equipments
- Inadequacy of time allotment
- Lack of in-service training(workshop, panel discussion and seminar) for PE teachers
- Lack of supplementary materials especially for special need students.

But the teachers' efforts to overcome these challenges of teaching physical education program in the school are appreciable.

Even though there is command method on the field and lecture method in the class room teaching learning process of physical education, the participation of the students were good.

The teachers are good in effort to achieve the objective, in class room management and being role model in their teaching learning process. Never the less, they are poor in application of continuous assessment and teaching adapted physical education for students of all type.

### 5.3. Recommendations

From the finding we can make the following recommendation on the challenges to implement teaching physical education.

- ❖ Physical Education infrastructure may provided by the government so as to carter for the various games pupils are interested in. leaving it to respective schools to provide for Physical Education.
- ❖ Teachers may design local materials to fulfill the teaching material requirement for special need students
- ❖ Teachers may employ inclusive way of teaching
- ❖ Teachers may incorporate special need students in their evaluation method.
- ❖ Teachers may encourage to the Physical Education in in-service training. Refresher courses help a great with updates on both government and private schools. In -service training to enhance their content knowledge, utilization of teaching aids, implementation of lesson for students of all type (inclusive) apply active learning in the class and use continuous assessment strategies in their classroom instruction.
- ❖ Create the school environment that supports physical activity as school program (creating conducive atmosphere to execute co curricular activities in school setting).
- ❖ Regional education office and MoE may study the allotted time for PE to have adequate time for PE lessons.

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## **7. APPENDICES**







## Appendix-B

### Questionnaire to be filled by PE teachers'

Dear teacher, the main goal of this questionnaire is to identify motives that influence the quality of teaching physical education in Debre Markos Town second cycle primary schools in government and private schools. Therefore, your genuine responses to all the items is highly beneficial to the quality of the research and thus, for the quality of teaching and learning process of PE. Note that your responses to the questionnaire has no any mission beyond research proposes. There is no need to write your name

Thank you for your cooperation.

1. Background information put a thick (-/ ) on your answer

Sex –Male  Female

Qualification Diploma  MED  BA Degree

School you have been teaching government  private

Service in teaching 1-5  6-10  11-16  17 and above

## Part Two- General information

Strongly Disagree -1

Disagree-----2

Undecided -----3

Agree -----4

Strongly Agree----5

Direction put (√) mark on your answer among the five alternatives

No.	Variables	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
	PE facilities and equipment availability					
1	The school play ground is suitable					
2	Gymnasium, shower, dressing room & etc for practical sessions.					
3	Sport equipments (materials) for peoples of disabilities in the school are available.					
4	Teaching aids like cones, jumping ropes and are enough etc					
5	Balls such as footballs, volley balls, and basket balls, are sufficient etc					
6	Availability of Gymnastic apparatus and equipments					
7	There is attractive physical environmental condition.					
8	The school, and the woreda education office provides you with any professional development in short, long and advanced in-service training program					
9	The instructional times given for practical lessons are not enough to cover the course					

## Part II Items

No	Variables					
	PE teacher.....	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
10	Planned instructional activities based on the student's, need, interest and ability.					
11	Used different teaching styles such as students working in pair, small groups and individually to foster the lesson					
12	effectively used of text book, reference materials and teaching aids					
13	Teachers identified individual differences considering special needed students in the practical session of the lesson					

## Part: III

No	Variables					
	PE teacher	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
14	Teachers used teaching aids for special needed students in the practical session of the lesson					
15	Teachers used different practical assessment and evaluation					

## Appendix-C

### Questionnaire to be filled by students'

Dear students this questionnaire is aimed to investigate motives that influence the quality of teaching physical education. The data gathered through this item are used for this research purpose only. Hence, I asked you to give genuine response

N.B

1. No need of writing your name
2. Put (-/) a tick on your answer
3. I thank for your co-operation

#### Part one: Background Information Researcher

Sex	Male <input type="checkbox"/>	Female <input type="checkbox"/>
School	Government <input type="checkbox"/>	Private <input type="checkbox"/>
Health	Healthy <input type="checkbox"/>	Disabled <input type="checkbox"/>







## Appendix D

Focus group Discussion Items for PE Teachers

1 .Do you like physical education lesson?

A. yes      B. No

1.1 If your answer is ' yes' what are your reasons?

---

---

1.2 If your answer No elaborate your reasons?\_\_\_\_\_

---

2. Do you satisfy the current implementation of PE lesson?

A. yes      B. No

2.1. If your answer is 'yes' what are your reasons?\_\_\_\_\_

---

2.2.If your answer is' No' what are your reasons?\_\_\_\_\_

---

3. Do you get short in service training?

A. Yes      B. No

4. What are the challenges to implement physical education lesson?

---



**ክፍል ሁለት**

ለእያንዳንዱ መጠይቅ ለተሰጡት አምስት አማራጮች መካከል መልስ ይሆናል ብለህ/ሽ በአሰብከው/ሽው አማራጭ ላይ ውስጥ " - / " ምልክት አድርግ/ጊ

በጣም አልስማማም ---1      አልስማማም -----2      አይታወቅም -----3  
 እስማማለሁ -----4      በጣም እስማማለሁ ----5

ተ/ቁ	መጠይቅ	በጣም አልስማማም	አልስማማም	አይታወቅም	እስማማለሁ	በጣም እስማማለሁ
1	በትምህርት ቤትህ/ሽ ውስጥ ስላለው የሰውነት ማኅልመሻ ማስተማሪያ መሳሪያዎች የተግባር መለማመጃ ሜዳዎች እና ስለተመደበው የክ/ጊዜ በቋሚነት በተመለከተ					
2	ተስማሚ የሆነ የሰውነት ማኅልመሻ ትምህርት መማሪያ እና መለማመጃ ሜዳ አለ					
3	የጅምናስቲክ መሳሪያ ከልመምደ በኋላ የሰውነት መታጠቢያ የሚሆኑ ክፍሎች አሉት					
4	ለአካል ጉዳተኞች የተግባር መለማመጃ መሳሪያዎች አሉ					
5	የእግር ፣ የመረብ እና የቅርጫት ኪሶች በበቂ ሁኔታ ይገኛሉ					
6	የተመደበው የሰውነት ማኅልመሻ ክፍለ ጊዜ በቂ ነው					

ክፍል ሶስት

ተ/ቁ	መጠይቅ	በባም	አልስማማም	አልስማማም	አይታወቅም	እስማማለሁ	በባም	እስማማለሁ
7	የሰውነት ማሳሰቢያ መምህር/ሽ በሰውነት ማሳሰቢያ የንድፈ ሃሳብ (theory) ክፍል ጊዜ ሰለሚከናወነው (የምትከወነው) ተግባርን በተመለከተ							
8	የክፍል ትምህርቱ አንደ ተማሪዎች ፍላጎት ፣ ችሎታ እና የክሊኒክ ክፍተት አማካኝነት ተደራጅቶ የቀረበ ነው							
9	ተማሪዎች በጥንድ፣ በቡድን እንዲሁም በተናጥል የሚሰሩበት እድል ተፈጥሯል							
	መምህሩ/ሯ መርጃ መሳሪያ አጋዥ መጽሀፍትን በተገቢው ሁኔታ ይጠቀማል /ትጠቀማለች							

ክፍል አራት የሰውነት ማሳሰቢያ መምህር/ሽ በተግባር (practice) ትምህርት ወቅት ስለሚከናወነው ተግባራት በተመለከተ

ተ/ቁ	መጠይቅ	በባም	አልስማማም	አልስማማም	አይታወቅም	እስማማለሁ	በባም	እስማማለሁ
10	የሰውነት ማሳሰቢያ መምህራ በተግባር ልምምድ (ትምህርት) ክፍል ጊዜያት ለልዩ ፍላጎት ወይም ደግሞ ልዩ እገዛ የሚያስፈልጋቸውን ተማሪዎች በመለየት ድጋፍ ያደርጋል (ታደርጋለች)							
11	ለልዩ ፈላጎት ተማሪዎች የሚያገዙ መርጃ መሳሪያዎችን ይጠቀማል(ትጠቀማለች)							
12	የተማሪዎችን ችሎታ መሰረት በማድረግ የተለያዩ የመገምገሚያ ዘዴዎችን ይጠቀማል(ትጠቀማለች)							

**Appendix- F**

**የመምህራን የቡድን ውይይት መጠይቆች**

1. የሰውነት ማጎልመሻ ትምህርት ለማስተማር ፍላጎት አለሽ/ህ?

ሀ. አለኝ

ለ. የለኝም

1.1. በተራ ቁጥር አንድ ለተሰጠው ጥያቄ መልስህ/ሽ አለኝ ከሆነ ምክንያትሽ/ህ ምን ይሆናል -----  
-----

1.2. በተራ ቁጥር አንድ ለተሰጠው ጥያቄ መልስህ/ሽ የለኝም ከሆነ ምክንያቶትን የዘርዘሩ-----  
-----

2. በትምህርት ቤታችሁ በሚሰጠው የሰውነት ማጎልመሻ ትምህርት አሰጣጥ

ሀ. እርክቶኛል

ለ. አላረካኝም

2.1. በተራ ቁጥር ሁለት ለቀረበው መጠይቅ መልስህ/ መልስሽ አርክቶኛል ከሆነ ምክንያቱ ምንድነው?-----  
-----

2.2. በተራ ቁጥር ሁለት ለቀረበው መጠይቅ መልስህ/ መልስሽ አላረካኝም ከሆነ ምክንያቱን ዝርዝሩ -----  
-----

3. በሰውነት ማጎልመሻ ትምህርት አጫጭር የስራ ላይ ስልጠና

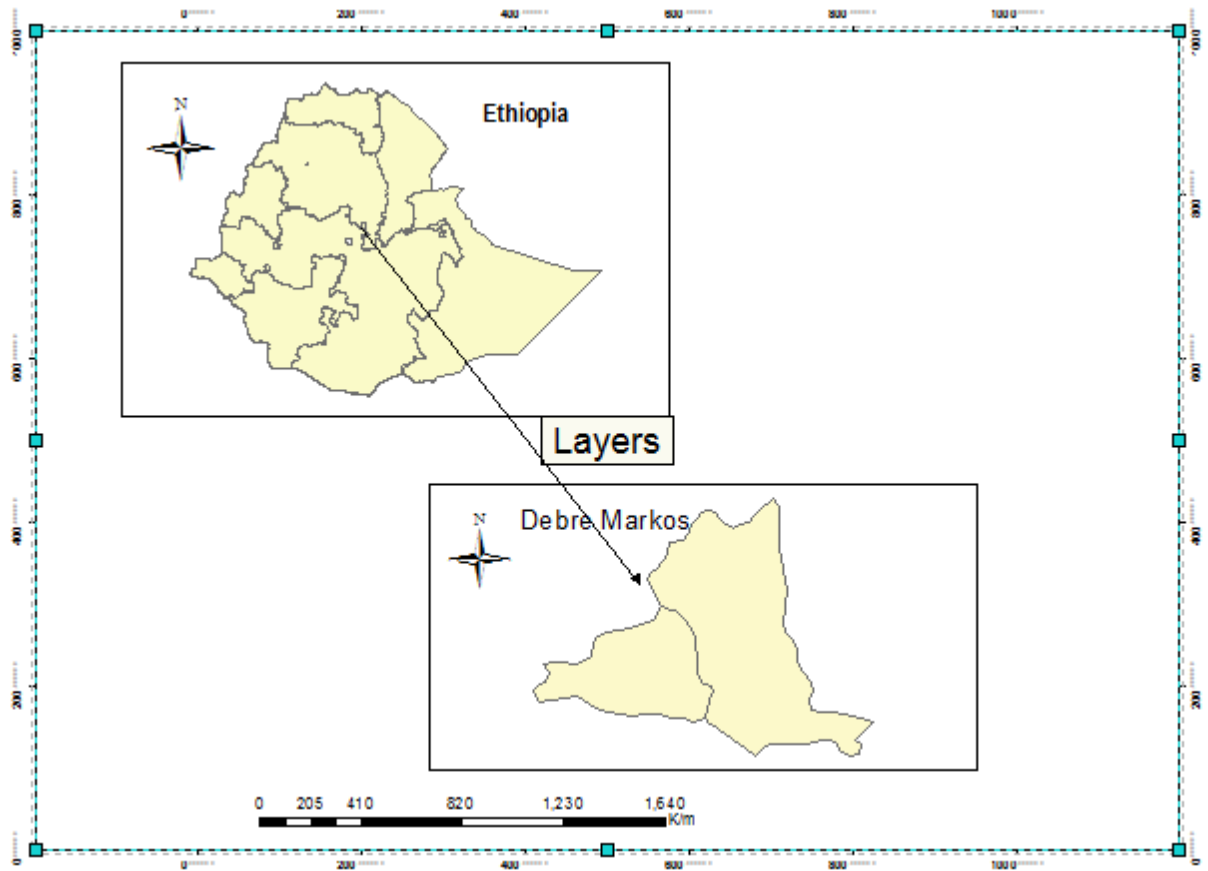
ሀ. አግኝቻለሁ

ለ. አላገኘሁም

4. የሰውነት ማጎልመሻ ትምህርትን ለመተግበር ያሉ ተግዳሮቶችን ዝርዝር/ ዘርዝሪ -----  
-----  
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## Appendix- G

Figure 1. Map of Study Site



Source: <https://www.Viamichelin.com>