COMPATIBILITY OF THEORETICAL KNOWLEDGE AND PRACTICAL SKILL OF PHYSICAL EDUCATION TEACHERS IN CASE OF FINOTESELAM TOWN GENERAL SECONDARY AND PREPARATORY SCHOOL WEST GOJJAM ZONE AMAHARA REGIONAL STATE, ETHIOPIA

MEd THESIS

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Compatibility of Theoretical Knowledge and Practical Skill of Physical of Education Teachers in Case of Finoteselam Town General Secondary and Preparatory School West Gojjam Zone Amhara Regional State, Ethiopia.

A Thesis Submitted To Department of Sport Science Postgraduate Program Directorate

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POSTGRADUATE PROGRAM DIRECTORATE

We hereby certify that we have read and evaluated this Thesis entitled "***Compatibility of Theoretical Knowledge and Practical Skill of Physical of Education Teachers in Case of Finoteselam Town General Secondary and Preparatory School West Gojjam Zone Amahara Regional State, Ethiopia***" prepared by Yilkal Tesfa Desta. We recommend that it can be submitted as fulfilling the thesis requirement.

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DEDICATION

The researcher dedicates this research work to all Physical education teachers and to my families for their support and patience.

STATEMENT OF THE AUTHOR

By the signature below, the researcher declares and affirms that this thesis is researcher's work. The researcher has followed all ethical and technical principles of scholarship in the preparation, data collection, data analysis and compilation of this thesis. Any scholarly matter that is included in the thesis has been given recognition through citation.

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BIOGRAPHICAL SKETCH

The researcher was born at a place called Finoteselam towen in West Gojjam Amhara Region in December 21, 1990 G.C. He learnt his Elementary School from grade 1-8 in Finoteselam elementary school and he learnt his higher secondary school in Damot Finoteselam. He joined his higher education institution in BahirDar University for his higher education in Sport Science program in the year of 2002 G.C and graduates in 2006 G.C.

In July 2016 G.C he joined Haramaya University to pursue his MEd program in Teaching Physical Education. The researcher has six years of teaching experiences.

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ACRONYMS ANDEABBREVIATION

BED	Bachelor of Education
BSC	Bachelor of Science
MA	Master of Art
MOE	Ministry of Education
MSc	Master of Science
NASPE	National Association for Sport Physical Education
PE	Physical Education
UNESCO	United Nations Education Scientific and Cultural Organization

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ABSTRACT

The main purpose of this study was to assess the compatibility of theoretical knowledge and practical skills of physical education teachers in the case of Finoteslam town administration General Secondary Schools. 360 students, 31 physical education teachers and 9 school principals were participated from 4 Finoteselam town administration high schools. Samples were selected by using purposive sampling method. The research methodology employed in the study was a descriptive survey. Adequate amount of data was collected by using multiple data collection tools, predominantly questioner. In order to triangulate the data and to increase the validity of the research, semi-structured interview and observation also used. The data that obtained from data collection tools were analyzed quantitatively and qualitatively. Based on the analyses the findings of the study were PE teachers introducing the daily lesson objective, capable of explaining/presenting their knowledge, summarizing the theoretical lesson, using of variety of teaching methods and answering student's question. But during practical lesson they did not demonstrate the main body of daily practical lesson did not deliver the daily practical lessons by breaking down motor skills in to small parts/movement patterns and did not participate in regular physical exercise. Due to these reason practical skills of PE teachers not compatible with their theoretical knowledge. So to fulfill the gap they better to devote their extra time to develop their practical skill and demonstrate by using different methods, peer to peer assistance between teachers, they have to watch different videos which show the correct performance of different skills.

Key word: Compatibility, Knowledge, Skill, Physical

1. INTRODUCTION

The introduction part of the study reviews back ground of the study, statement of the problem, scopes of the study, significance of the study and objectives of the study.

1.1 Back ground of Study

Education can be described as a planned and programmed process which is applied in order to attain the desired changes in a person's behavior. Education in Ethiopia has been dominated by the Ethiopian Orthodox church for many centuries until secular education was adopted in the early 1900s. The church strongly opposed the establishment and running secular type of school. Modern education was introduced in Ethiopia under the rule of the emperor MinilikII(1889-1913). A school was established and named Mnilikschool which was probably inspired by the missionary schools taking center stages of the world by the mid19th century (Negash, 2006).

It was during the time of Emperor Haile Selassie(1930-1974) that a significant development was registered in the education sector. The development was virtually in all aspects of education: Educational structure, teacher teaching, educational management. During this period physical education is one part of education system in Ethiopia. Physical education is a course taught in school that focuses on developing physical fitness, which could be thought of as having the ability to perform and enjoy day-to-day physical activities with ease.. An effective physical education program should include engaging lessons, trained P.E. teachers, adequate instructional periods, and student evaluation.(Lumpkin,1990)

In the general education, teaching is defined as a thoughtful planed and systematic organization of learning. Physical Education is the subject considered as the cornerstone school-based comprehensive physical activity program. It provides the basis and opportunities for young people to gain the knowledge and skills needed to maintain physical activity.

In relation to the above idea Lumpkin (1990) states that: "physical education is a process through which an individual obtains optimal physical, mental and social skill and fitness through physical activity. Physical education programs should increased every individual's physical, mental and social benefits from physical activity and develop healthy lifestyle skills and attitudes". The main aim of physical education is to familiarize the students with the different types of planned physical exercise (activity),the techniques or means involved behind developing the required skill, correct attitudes and accepted behavior as well as the basic reasons why the student should actively take part in them daily and regularly.

Physical education is the only subject that focuses children's effort and learning on their body and physical development. It further links this to cognitive and social processes there by making real connection between how mind and body develop. Physical education plays a typical role in the lives of the whole community and people. It includes play, recreation, organized and non-organized comparative games, and sport that contribute to physical fitness, mental well-being and social interaction. So to gain physical fitness, mental well-being and social interaction from physical education the contribution of qualified physical education teacher is very much important. Physical education teaching-learning process is effective if and only if the physical education teacher is targeting concept of the topic of the lesson in his/her subject. Besides, the teacher should be theoretical knowledgeable and practical skillful enough and this theoretical knowledge and practical skill have to compatible and must have academic ability to handle the subject actively and confidently. There for, a qualified teacher who masters the subject plays an important role in physical education teaching-learning process. However, Lack of qualified or competent physical education teachers especially who are not theoretically knowledgeable or not practically skillful or whose theoretical knowledge and practical skill are not compatible in general who are not master of their subject hurts the quality of physical education teaching-learning process (Kyriacou, 1986).

1.2 Statement of the Problem

To attain the quality of physical education in a school the school needs to fulfill some requirements like qualified or competent physical education teachers. In general competent (qualified) physical education teachers are very important for the quality of physical education teaching and learning process. However, in case my working place, Finotselam town General Secondary and Preparatory School there is always heard complain from school community that physical education teacher exhibited a gap between their theoretical knowledge and practical skill. Therefore, from this position, the researcher developed an interest to do this proposed study. The problems and questions that to be discussed in this proposed study focused to assess the theoretical knowledge, practical skill and compatibility between theoretical knowledge and practical skill of physical education teachers during physical education lesson in case of Finotselam town General Secondary and preparatory School. Based on the objective of the study, the researcher speculates the following research question.

1. Do physical education teacher clearly present their knowledge during theoretical session of physical education?
2. Do physical education teacher demonstrate each skill for student's during practical session of physical education lesson?
3. Do physical education teacher's theoretical knowledge and practical skill are compatible in physical education lesson?

1.3 Scope the Study

Due to financial ,time and resource constrains the study it is delimited only to Amahara region western Gojjam in Finotselam town one preparatory school and three general secondary schools to assess the compatibility of theoretical knowledge and practical skills of physical education teachers.

1.4 Significance of the Study

The researcher believes that the findings and results of this study will have a contribution for professionals in the physical education teaching learning process. To this end the findings of this research may have the following significances:

- To create awareness to physical education teachers about current status of physical education teachers in theoretical and practical lesson.
- It may help to physical education teachers to improve their performance in theoretical lesson and practical lesson
- Initiate concerned and interested researcher in the area to expand findings and to come up with new ideas and suggestions on similar topics.
- This research paper may be used as an additional source for those who are interested in carrying out research on similar topics.

1.5 Objectives of the Study

1.5.1 General Objective:

The general objective of this study is to assess the theoretical knowledge and practical skill of physical education teachers during physical education lesson in case of Finotselam town General secondary and Preparatory schools.

1.5.2 Specific Objectives:

The specific objectives of this study are:-

- To assess the ability of the teachers to deliver their knowledge to the students during theoretical session of physical education.
- To assess demonstration skill of physical education teachers in physical education lesson.
- To assess the level of compatibility of theoretical knowledge and practical skill of physical education teacher

2. REVIEW OF RELATED LITERATURE

2.1 Concept of Physical Education

Different people understand it in different ways; some see physical education as only education of physical body. Others equate it simply with sport. Still others regard it only as a set of physical activities that does not requires a lot of thinking. Traditionally physical education classes have only focused on the psychomotor, or physical, aspect of learning (Posner,C.J, 1992), But Physical education is an integral part of the educative process which uses physical activity as a primary means to promote psychomotor, cognitive, and socio-affective growth in order to enhance the quality of life.

In related to the above idea SHAPE America, (2014) states that, Physical education addresses the three domains of learning: cognitive or mental skills related to the knowledge of movement; affective, which address growth in feelings or attitudes; and psychomotor, which relates to the manual or physical skills related to movement literacy. Physical education is a subject that makes a unique contribution to the education of student as it is the only subject in the, curriculum devoted to the study of human movement, development of motor skill and promotion of fitness.

Physical education is an education which is given mainly through physical activities to develop and maintain all aspects of personality as: physical mental and social. The term physical education is a combination of two words 'physical' and 'education'. The word physical refers to body. It is often used in reference to the various bodily characteristic such as physical strength, physical development, physical health and physical appearance. So physical education refers to the process of education aimed at activities geared towards the development and maintenance of human body. Therefore, physical education is education through physical activities. Physical education is defined as a process through which an individual obtains optimal physical, mental, and social skills and fitness through physical activity (Lumpkin, 1998).

Physical education seeks to develop each person's whole being by the use of physical means, which is characteristic that physical education share? no other area of education. Since the education results of physical experience are not limited to physical or body improving benefits but also a condition of mind as well as body (zerehun, 2014).

2.2 Education Through the Physical Education

Siedentop (2001) cited, The most important model for physical education was the developmental model, education through the physical; the idea that motor activities might be used as a means of reaching developmental educational goals. The great thought in physical education is not the education of the physical nature, but the relation of physical training to complete education. As the progressive "education movement grew, this basic premise was generally accepted as the cornerstone of physical education theory.

2.3 Objective of Physical Education

Hetherington the father of modern physical education in (1910) described both the scope and the categories of the new physical education in four phases. These four phases were organic education, psychomotor education, character education, and intellectual education; finally they become the four primary objectives of the new physical education. Wherever education through the physical has been promoted and applied, chances are excellent that it has been explained and justified by reference to the four objectives and the goals began to shape the purpose of programs of physical education in schools Bucher's definitions of the four goals were remarkably similar to the original concepts: In relation to the above idea (Lumpkin, 1990) states that. There are four objectives of physical education;

A. Physical development objective

Deal with the programmed activity that builds physical power in an individual through the development of various organic system of the body. Physical activities help to build muscles and develop the human organic system when human

participate in activities such as running, climbing, throwing, carrying, jumping and playing body develop big muscle and organic system is stimulated and become be healthier to function efficiently. This help human to be more active and to be performer.

B. Motor and skill development objective:

All activities require certain body qualities and abilities such as, body balance, neuromuscular coordination. Coordinating work of muscular and nervous system is important to efficiently perform any activities. This coordinating work is developed by continuous physical activities such as; qualities of eye-leg or eye-leg-hand coordination develop by performing different ball game, gymnastic activities. Therefore physical education contributes a lot to the development of motor skills necessary for efficient performance of any physical activity

C. Mental development objective:

Deal with accumulation of knowledge and ability to think and interoperate this knowledge. Physical education as a subject matter concerning with movement. When any physical activities are performed thinking and coordination of nervous and muscular system are required in addition to this acquiring knowledge such as rules, techniques and strategies involved in physical activities. Hence participating in physical activities develops not only physical abilities but also develops intellectual capacity.

D development objective:

This objective is concerning with helping an individual in making personal adjustment, group adjustment and adjustment as a member of society. Activities in physical education program offer one of the best opportunities for making these adjustment provided. Playing a tame game or participating in a group activity requires the ability to interact positively with team mates and respects rules of the game and the entire player. This is social interaction which can be developed by

physical education. Hence, physical education is referred to as a laboratory in which you experience social interaction:

2.4 Physical Education Program in School

Physical education at school provides an excellent opportunity to learn and practice skills likely to enhance lifelong fitness and good health. These activities may include daily running, swimming, cycling and climbing, as well as more structured games and sports. Early mastery of the basic skills crucially helps young people to perform and understand the value of these activities better in their later education or as adults at work or during leisure time. However physical education is not limited to training in physical skills, and has more than just a recreational dimension. With involvement in many physical activities come knowledge and insight centered on principles and concepts such as 'rules of the game', fair play and respect, tactical and bodily awareness, and the social awareness linked to personal interaction and team effort in many sports. Goals that extend beyond physical education and sport such as good health, sound personal development, and social inclusion give further weight to the importance of including this subject in the school curriculum. Physical education should be able to demonstrate clear outcomes and students should be able to show recognizable achievement gains while performing physical tasks. Students must be more skilled more fit, more committed to an active, healthy, playful life style (Siedentop and Mand, 1986).

2.5 Physical Education and Teaching Learning Process

Effective teaching also requires the development of professional judgment in order to be able to adapt the teaching skills to meet the demands of the specific situation to take account of, for example, the needs and abilities of pupils, the space, or the environment in which the lesson is being delivered. Teachers also require broader knowledge and understanding for example, it is important that the aims of PE inform the planning of units of work and lessons. It is also important to have knowledge and understanding of the wider world of education. However, there is no one right way to teach. Different teaching strategies are appropriate for different

learning situations. Further, as we know, teachers have different personalities and characteristics. They therefore refine and adapt basic teaching skills and combine them in different ways to create their own unique teaching style. The process of development as a teacher is exciting and the ability to blend art and science should lead to rewarding experiences as a teacher engaged different activities in education (Harison, 1989).

- ✓ instructional activities (activities associated with imparting subject content to pupils);
- ✓ organizing and managing activities (activities associated with organizing the learning environment and managing the lesson to maintain appropriate behavior in order for subject content to be imparted effectively);
- ✓ Other activities (activities to develop and maintain an effective learning environment).

Appropriate instruction includes practices such as maximizing the number of practice opportunities, working in small groups, limiting competition in class, and ensuring adequate equipment and space so that all students can engage in practice tasks for as much time as possible and become more self-directed. The physical education teacher uses instructional practices and deliberate-practice tasks that support the goals and objectives defined in the school district's/school's physical education curriculum (e.g., differentiated instruction, active engagement, modified activities, self-assessment, self-monitoring) (SHAPE America, 2010).

2.5.1 Learning

Learning is a change in behavior as a result of being engaged in an educational experience. Motor skill learning is an active process, interrelated with cognition. Skill concepts are aspects of cognitive concept learning in physical education that focus on learning the way the body should move while performing motor skills (Gallahue and Cleland, 2003).

2.5.2 Teaching

Teaching as "the profession or practice of being a teacher; the art of giving instruction" Teaching is an art of a teacher in which on the basis of knowledge and experience puts the subject matter before the students in a meaningful and effective manner. Teachers need to teach toward learning, not just organize for participation. Students need to learn important knowledge, movement skills and abilities through proper progressions. Though participation is important, it is a means to accomplish learning outcomes (Gallahue and Cleland, 2003).

2.5.3 Teaching methods

Siedentop, D. &Mand, c, (1986) cited, Teaching method is the methods of delivery of classes consist in the set of methods used by the teachers during the classes in order to make the exercise as clear to the student. The use of one method or the other depends on the skills of the teacher, the content of the teaching classes, the individual features of the students, materials etc. They are not rigid but they are adapted to the topic of the teaching classes very often and referring to the absorption by the student, the methods of the physical education are divided in the two main groups:

1. Demonstration method Demonstration must present the technique of movements in a perfect and dynamic manner. The teacher explains the exercise, demonstrates the exercise and shows it in slow motion indicating in this way the steps to be followed by the student in performing the exercise.

2. Verbal. Method the use of this method depends on the age of the student, because the older they are easier and fruitful this method is. In this case, terminology of the teacher must be laconic, fluent and adapted to the level of the students. In the use of this method, the main issue is the explanation which requires systematic presentation of knowledge of technique of exercises and the manner of performing the exercises. An example is the topic "chest pass". In this case the teacher explains the position of the body, stepping towards your target with one foot, and then

throwing the ball out towards the chest with two hands while turning the hands over, ending with the thumbs pointing down. Etc.

2.6 Physical Education Teacher

Physical education teacher are physically educated individuals with the knowledge and skills necessary to demonstrate competent movement performance and health-enhancing fitness (NASPE P- 12 Standards). Physical education Teachers also require broader knowledge and understanding for example, it is important that the aims of physical education inform the planning of units of work and lessons. It is also important to have knowledge and understanding of the wider world of education (Susan Capel, 2004).

In relation to the above idea (NASPE-USA, 1995) states that The National Association for Sport and Physical Education has developed national standards for physical education that define a physically educated person These standards acknowledge the students' motor, fitness, cognitive, affective/behavioral, and active lifestyle needs, and they focus on the importance of lifetime involvement in physical activity. They provide a sound framework for the design of physical education programs and assessments that help students learn and demonstrate their movement knowledge and skills, their fitness levels, and their habits and values related to physical fitness.

1. Demonstrates competence in many movement forms and proficiency in a few movement forms;
2. Applies movement concepts and principles to the learning and development of motor skills or has learned skills necessary to perform a variety of physical activities
3. Achieves and maintains a health-enhancing level of physical activity or
Participates regularly in physical activity
4. Demonstrates responsible personal and social behavior in physical activity settings;
5. Demonstrates understanding and respect for differences among people in physical activity settings;

6. Understands that physical activity provides opportunities for enjoyment, self-expression, and social interaction

2.6.1 Importance of teacher

Teacher's importance in modern era has acquired new dimensions. They not only have to impart subject matter to the pupil but also help him in use of knowledge for developing the abilities and talents with which he is born. if we are committed to bring about really a productive change, to raise the standards of education, it is imperative to recruit teachers who not only have the subject matter proficiency, but also have required a positive attitude towards education and children. Teachers are the builders of our new generation. Unless we have the most dedicated, hardworking and trained teachers in our educational institution, we cannot educate good citizens for tomorrow. This in turn depends on the effectiveness with which they have been taught by their own teachers in the classrooms .The success of any educational system depends upon good teachers. We cannot replace the teachers with any other type of instructional material. It has been well said that the teacher of a school are always better than the system of education, teacher is the basic factor for its success. A teacher is more than what is commonly talked about him. His duties of profession have many dimensions. He helps students to learn things. The teaching importance is vital element in enhancing acquisition of knowledge in the school (Faucette, N.1887).

2.6.2 Physical education teacher experience

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

Feiman-Nasmer (1990) stated that, firsthand experience is particularly evident in contributing to learn to teach. Similarly, reorganized the positive side of experience arguing experienced school teachers work with college professors as partners to prepare' perspective teacher and. to. Facilitate the continual professional development of teachers furthermore, and that lower level of teaching performance would be obtained with less experienced teachers (below 6 years of teaching) than those with more experience (minimum of 6 years).

2.6.3 Physical education teacher's skill

One of the skill required by the teachers to resolve challenges effectively to promote effective teaching learning environment of physical education is his/her pedagogical belief.

The other challenges related to teachers is the knowledge they have in relation to this, mentioned that teachers will teach best in areas which they are knowledgeable, have effective materials and techniques (Posner,1992) also claimed that teacher's knowledge and understanding of the subject matter is a major challenges that influence teaching learning process of physical education an effective teacher has a quality to:

•Aspiring high expectations for students

•Managing classes in ways that increase academic learning time and opportunities to learn

•Creating a supportive learning environment in which students are treated as individuals and in which they know that help is available.

According to Wuest and Lombarido (1994) beyond the pedagogical responsibilities teachers are expected to participate in instructional responsibilities. "Physical education teacher must assume other responsibilities in addition to their pedagogical responsibilities some of these responsibilities are explicitly stated in teacher contacts, while others are unwritten expectations for teachers. These institutional responsibilities are wide ranging encompassing such tasks as supervision, advisement, counseling, parent conferencing, and participating on school wide committees, and professional responsibilities." In addition to this physical

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

2.6.4 Professional characteristics of PE teacher

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

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

2.7 General Meaning of Knowledge

A distinction is often made between general knowledge, which is essential irrespective of any occupational context or so fundamental as to be considered basic life knowledge, and knowledge that is specific to a sector or particular group of occupations and only likely to be encountered in such context. (Winterton,et al 2006).

Weinert (1999) For example, distinguishes: "general world knowledge (generally measured by vocabulary tests that are part of many intelligence measurements, and overlapping considerably with what is defined as crystallized intelligence), and more arbitrary specialized knowledge. This specialized knowledge is necessary for meeting content specific demands and solving content-specific tasks. In contrast to general intellectual abilities, one can consider arbitrary knowledge as a demand-specific competence ".

2.7.1 Knowledge in the educational context

Oxford Dictionary of Education Wallace (2009) to explore knowledge in terms of education. In this dictionary, knowledge in the educational area has to be at least related to the cognitive, affective and psychomotor domains in Bloom's Taxonomy, because education includes these three domains. However, many educationists asserted that knowledge in education has to be understood in various contexts such as involving moving beyond the 'who', 'what' and 'when' to the 'how' and the 'why'. And this book explained that knowledge in education tended to be constructed culturally, socially, and politically rather than absolute. Following this suggestion, we have to ask wider questions for ourselves. For example, we should ask what legitimate or worthwhile knowledge is because teaching and learning would be understood by implicit knowledge.

2.7.2 Knowledge in Physical Education

Knowledge includes theory and concepts and tacit knowledge gained as a result of the experience of performing certain tasks. Understanding refers to more holistic knowledge of processes and contexts and may be distinguished as know-why, as opposed know-that. Knowledge is sometimes viewed as if it was a concrete manifestation of abstract intelligence, but it is actually the result of an interaction between intelligence (capacity to learn) and situation (opportunity to learn), so is more socially-constructed than intelligence (Winterton, 2006).

Knowledge in physical education can be divided into discipline knowledge and subject matter knowledge. First, knowledge connected to a discipline is, for example, exercise physiology, sport biomechanics and sociology of sport, etc. which are included in the area of kinesiology. Second, knowledge related to the subject matter is contents which students

Learn in school (You. J, 2011) She also mentioned Ryle's knowledge to explain subject matter knowledge in physical education suggesting that the subject matters in physical education include 'knowing that' and 'knowing how'.

It is impossible that the subject matter in physical education is explained just establishing of relationship between knowing that and knowing how. It is applicable to other subject matters in types of classification. The situation which physical activities are carried out is comprised of both propositional knowledge and procedural knowledge. For example, there is the knowledge which knows or understands a football (propositional knowledge) and the knowledge which does or plays a football (procedural knowledge) in football (You, 2011).

2.8 General Meaning of Skill

Usually the term skill is used to refer to a level of performance, in the sense of accuracy and speed in performing particular tasks (skilled performance). Skilled performance has long been a subject of psychological enquiry and is of obvious interest to employers.

Bryan and Harter (1899) who undertook one of the earliest systematic studies of (practical) skills acquired in the work environment. Demonstrated that skill acquisition involves a series of stages associated with reaching plateau of performance and that improvements continue well beyond achieving an adequate level. Motor skill acquisition has continued to occupy the attention of researchers, increasing understanding of the role of perception, feedback and other factors.

•Perceptual skills are concerned with the ability to make distinctions and judgments; more complex situations require intentional control for processing but many tasks that initially require attention become automatized.

•Response selection skills are Skill in selecting the appropriate response can be developed with practice; reaction time is affected by the number of Options s and can be accelerated by providing advance information, thereby reducing the Options s.

•Motor skills are the manual aspects of performance such as speed and accuracy of physical movements or dexterity.

Problem-solving skills, while dependent upon intellect and mental models, can be acquired and developed through practice.

2.8.1 Skill in Physical Education

Skill is the learned ability to bring about pre-determined results with maximum certainty, often with the minimum outlay of time, energy or both. Thus as we develop a sporting skill, we are aiming to combine speed, power, accuracy and economy of movement, while also minimizing the possibility of a catastrophic error. The 'trick' in fulfilling one's potential level of skill is to achieve these ideals simultaneously. Take, for example, the technique of a tennis serve. If a novice or even a moderately skilled player serves with all the speed and power they can muster, the chances are high that they will waste a lot of energy and land the ball outside the target area (Knapp, 1968).

In physical education, skills are sometimes described on a continuum from open skills (those performed under variable conditions) to closed skills (those performed under consistent conditions). For open skills (e.g. a dribble in hockey or basketball), it is important to have competence in the basic skill, but just as important to be able to use the skill appropriately in a game situation. For closed skills (e.g. performing a forward roll or throwing a discus) it is most important to refine the technique and the ability to perform the skill under the pressure of competition (Susan Capel, 2004).

Welford (1968) who defined skill as a combination of factors resulting in 'competent, expert, rapid and accurate performance regarded this as equally applicable to manual operations and mental activities.

Welford's (1968; 1976) work focused on perceptual-motor performance, as has much of skills research since the two are intimately linked in practice (Fuchs, 1962). Welford's work shows how actions are selected and coordinated at different levels of skilled performance and the conditions of practice and training that promote the acquisition and transfer of skill.

2.8.2 Stage Skill Learning

As Welfard (1968) explained that the foundation for motor learning in children and the subsequent development of progressively more complex skills occurs during the early years of life. It is during this time that an individual who is physically more active is more likely to have the opportunity to refine their motor skills. It is through active play that children develop the fundamental movement patterns, such as crawling, standing, walking, running and jumping. Children who have restricted physical activity may jeopardize their skill development and body composition due to a lower level of energy expenditure. As scholars suggests, movement is essential in the exploration of the child's physical capabilities and surrounding environment. Much enjoyment is experienced by children while participating in progressively more vigorous and physically challenging activities.

i. Cognitive phase

The cognitive phase of understanding the nature of the task how it should be performed involves conscious cognitive processes. In the early stages of trying to acquire a new skill we tend to focus on understanding the nature of the task. We use higher mental processes to analyze what we intend to achieve and how to go about this. The aim of the cognitive stage is to develop a motor program, i.e. a mental representation of the skill and how to perform it. We use various mental 'tools' to help us with this. We might discuss the skill with other learners or more experienced performers. We will make use of our visual abilities in several ways at this stage. We watch our limbs closely as we attempt movements. We will probably watch more expert performers. We may also mentally rehearse movements and visualize ourselves performing them correctly. The teacher plays an important role in directing visual techniques, e.g. by giving demonstrations and telling us exactly what to look for when

observing. Once the cognitive stage is complete we have a motor program and we can perform the necessary actions to practice the skill.

ii. Associative phase

The associative phase involves inputs linked more directly to appropriate actions and reduced interference from outside demands. This is the intermediate stage of acquiring a Skill. Once we have developed an effective motor program, our next task is to practice the skill. With practice, we tend to need to think less and less about the skill in order to perform it successfully. During this stage, we rely less on the visual sense and become more dependent on proprioception. Proprioception is the sense by which we feel what is happening to our bodies. In everyday life we use proprioception to be aware of our position and movement. When learning a motor skill, proprioception becomes critical as we learn to feel whether our movements are correct without looking. During the associative stage, practice allows us to reduce the frequency of errors and improve our speed, accuracy and co ns instance.

iii. Autonomous phase

The autonomous phase occurs when actions are automatic requiring no conscious control. This is achieved when we have mastered the skill to the degree our abilities will permit. By now, performing the skill requires little conscious effort. In fact, thinking about the skill and consciously attempting to improve on it generally worsens our performance Based on this approach (Anderson, 1987) developed a framework for acquiring cognitive skill in which the declarative and procedural phases correspond with Fit's cognitive and autonomous phases. In place of an intermediary associative phase, Anderson argued there is a continuous process of 'knowledge compilation' involving the conversion of declarative knowledge into procedural knowledge.

2.8.3 Classifying Skills

A number of systems for classifying motor skills have been developed in psychology (Welford A.T, 1968) briefly examine some of the most influential distinctions as follow:-

I. Gross and fine skills

The fineness of a motor skill is defined as how much precision is required in the movement. Gross skills are those which require large muscular movement. For example, the major skill involved in the high jump is an upward thrust using the leg muscles. Fine skills require tiny muscular movements, such as are required for an elite standard gymnastic performance.

II. Open and closed skills

The degree to which a motor skill is considered closed is defined by how predictable and unchanging the environment in which it is performed. Sports such as shooting, dance and gymnastics involve highly predictable environments. By contrast ball and contact sports tend to be far less predictable, hence they involve open skills. Picture yourself in the boxing ring facing an opponent. One of the major obstacles you will have to overcome is that you don't know what is coming next. Will, for example, your opponent circle or attack, punch high or low, straight or roundhouse? Dealing with this involves responding to your opponent's plan of attack while formulating and implementing your own at the same time. The skills needed to achieve these goals are open.

Training for open skills may involve using open and closed scenarios. Closed training scenarios are particularly useful when very complex motor skills need to be learned they would simply be too difficult to learn in an open situation. The martial arts provide a good example of how closed training techniques can be helpful in preparation for open situations.

Typically training will involve unvarying sequences of moves, called kata or forms according to the style. Kata involve entirely closed skills, because the Karnataka knows precisely what is coming next. However, practitioners of the martial arts involving kata believe that this approach to skill acquisition helps them greatly in open situations.

III. Discrete, continuous and serial skills

This distinction is based on the extent to which there are clear beginning- and end-points to a movement. Whatever your sport or sports, you probably have to use some discrete skills and some continuous skills.

Discrete skills involve brief actions which have a clear beginning and end. Examples of discrete skills include a goalkeeper's dive, a fielder's thro wand a rugby player's drop-kick. Continuous skills are defined as those which do not have discrete beginnings and ends. They may thus be stopped at any point without the movement being left incomplete. Examples of continuous skills include running and cycling. Of course much of the time we need to perform a series of different movements in sequence. These skills do not fall neatly into the categories of either discrete or continuous skills. We classify such skills as a third category, called serial skills. Serial skills in sport include gymnastic routines and combination punches.

2.8.4 Skill Learning Method

Different methods of practice are needed in order to learn and perform effectively skills at different points on the continuum. For an open skill practice is needed in the basic techniques of the skill, but practice is also needed in how to adapt the skill to respond to different situations which arise. On the other hand, for a closed skill it is most appropriate to practice to perfect the techniques of the skill (Susan Capel, 2004).

i. Massed and distributed practice

In massed practice, the skill to be mastered is repeated over an extended period. For example, a set of rugby backs might spend a two-hour session just running the line. The Options to massed practice is distributed practice, where practice of the skill to be mastered is interspersed with other training. Massed practice has the advantage that the athlete will probably forget less between practices, but also the disadvantage of leading to boredom. Too much massed practice with a young or inexperienced athlete runs the risk of demotivating them and potentially losing them to the sport.

ii. Whole and part practice

A second issue concerns whether to practice skills in their complete form (whole skill practice) or whether to break them down into their component parts (part skill practice). With continuous skills, this is not really an issue there is little point in

practicing a single step in running or a single pedal in cycling. However, serial skills can sometimes benefit from separate practice of each part. Take, for example, a boxer's combination punches. The combination will not work unless each punch is correct in technique, aim and pace. It is thus well worth-while to perfect each punch separately. However, if there is too much emphasis on part skill practice there is a risk that the flow of the whole skill may be lost.

iii. Physical and mental practice

It goes without saying that physical skills are enhanced by physical practice. However, an interesting issue concerns the usefulness of mental practice, where the athlete visualizes themselves performing the skill. In a recent study (Susan Capel, 2004) asked participants to imagine performing a finger exercise twenty times a day for four weeks. Finger strength improved by an average of 16%. However, mental practice alone is not equivalent to physical practice. In the Smith et al. study, participants who actually performed the finger exercise increased their strength by 33 %. It's generally believed that a combination of physical and mental practice is most useful to students, but that physical practice is the more important and should make up the bulk of training.

2.9 The Relation of Knowledge and Skill

Each knowledge and learning hierarchy therefore rests on primary mental abilities, with the implicit assumption of a general learning transfer capacity and logic of knowledge acquisition. In all domains there is some logic that acquiring and comprehending new knowledge demands facilitating cognitive prerequisites and specific knowledge and skills. Given this interaction between knowledge and skills, their separation in a typology is not easy. Indeed, for (Susan Capel, 2004) higher competency levels are characterized by the increasing proceduralisation of knowledge, so 'at higher levels, knowledge is converted to skills'.

Physical Education emphasizes the connection between theory and practical skills and is designed to develop the interest and potential of students in the areas of physical education and sports. It will help students gain a deeper understanding of

theories and applications in the fields of human movement and health, and it will promote the well-being of individuals and society. (http://www.emb.gov.hk/cd)

More recently, research into skilled performance has increasingly taken into account broader cognitive skills such as problem solving and decision making.

This demonstrates the difficulty in regarding such cognitive competences as knowledge rather than skill. Indeed, there is substantial evidence that acquiring skill and demonstrating skilled performance involve a combination of underlying perceptual, cognitive and motor skills Also, retaining even relatively simple motor skills appears to depend upon understanding of results and verbalized knowledge (Berry and Broadbent, 1984) or knowledge that is articulated in the course of developing such skills.

3. MATERIALS AND METHODS

This section of the study explained the description of the study area, research design, sources of data, study population and sampling techniques, sampling size, data collection instrument, procedures of data collection, method of data analysis, protocol and ethical consideration as depicted below

3.1 Description of the Study Area

The researcher study was takes place in Finoteselam town General Secondary and Preparatory schools. Finoteselam is a town and separate woreda in western Ethiopia that located in western Gojjam zone of Amahara region about 385km from AdisAbeba and the administration town of western Gojjam zone. This town has a longitude and latitude of 10^{o} 42' 37^{o} 16'E coordinates: 10^{o} 42'N 37^{o}16'E with an elevation of 1917m above sea level. It is surrounded by Jabi Tehnanworeda. Elevation:1917m(6289 ff).

Based on the census conducted by the central statistical Agency of Ethiopia in 2007, Finoteselam town has an estimated total population of 59782, of whom 27892 men and32890 are women. And it is very popular in commercial crops and fruits. (look the map, appendix E)

Source:https://em.wikipedia.org>wiki>Finotselam

The map of the study site indicated on Appendix-E

3.2 Source of Data

To do this study the researcher used primary data sources to get adequate amount of information.

- Primary data sources: To get primary data the researcher was administrated open ended and closed ended types of questionnaires for PE teachers, students and school principals. Beside that to triangulate the data that obtained from the questionnaires structured interview and observation method was employed by a researcher.

Generally physical education teachers, students and school principals are the primary data sources in this study.

3.3 Research Design

The appropriate research design chosen by the researcher for this study was Survey research design. Survey design provides quantitative or numerical description of trends, attitudes or opinions of a population by studying a sample of it. It is also concerned with collecting data about the occurrence or incidence of events or instances in varying situations and circumstances using survey tools such as observations schedules, questionnaires and interviews (Creswell, 2003). In addition to this the researcher analysis the information collected from questionnaires observation and interviews were interpreted quantitatively and qualitatively.

3.4 Population of the Study

The populations of this study was involves three subjects namely PE teachers, students and school principals (directors and vice directors) in three general secondary high schools and one preparatory school in Finoteselam town. Each school has two principals and has different number of PE teachers and students (in Damot general secondary school 11 PE teachers and 3365 Students, in Gojjam general Secondary School 6 PE teachers and 1838 students, in Edigetber General Secondary School 6 PE teachers and 1540 students and In Damot Preparatory School 8 PE teachers and 2400 students).Totally the population of the study were 9143 students, 31 PE teachers and 9 principals.

3 .5 Sampling Techniques and Size

While we conduct research it is obvious that data collected from the whole population makes the accuracy of research findings to be very high. But to do this one has to consider; the characteristics of the population, time, financial and potential to decide whether to collect data from the whole population or select a sample. Therefore, by considering these criteria the researcher took a sample from the population by using sampling procedure.

The selection of sample was by using purposive sampling method. Purposive sampling technique is one of a non-probability sampling technique used deliberately or purposively in order to capture information from a knowledgeable group of respondents. All 31 PE teachers and 9 school principals were selected as samples purposively since they were the only individuals who can provide appropriate data for this research. Student samples were selected on the basis of their academic achievement. Those top two scorer students from each section were selected as sample. Because the researcher believed that those students can provide correct information about the theoretical knowledge and practical skill of their PE teachers.

Table 1 Sample Size of the Study

No	School	PE teachers		Principals		Students	
		Population		Population		Population	
		Total	Sample	Total	Sample	Total	Sample
1	Damot 2nd	11	11	3	3	3365	132
2	Damot Pre	8	8	2	2	2400	96
3	Gojjam2nd	6	6	2	2	1838	72
4	Edigetber 2nd	6	6	2	2	1540	60
Total		31	31	9	9	9143	360

3.6 Data Collection Instrument

In order to achieve the objective of the study the researcher collected valuable and reliable information from the target group of the study by using various data collection tools. Predominantly questionnaires were used as the major data collection instruments. However to check the validity of data triangulation method was employed by using structured interview and observation.

3.6.1 Questionnaire

The researcher provide both open ended and clothe ended questionnaires as the main data gathering tools because Questionnaires allow the researcher to collect a huge amount of information by using a little amount of time and resource (Dornyei, 2007).

To evaluate the clarity, ambiguity of words and the sequential structures of the questionnaires a pilot survey was employed for ten respondents out of the population size. The result of the pilot test was 0.8 by the system of Cronbach alpha coefficient value. This implies the questionnaire were reliable and valid. Beside this it reduce bias in to result and allow respondents to answer a question on their own words. Questionnaires were distributed to PE teachers, students to collect reliable and primary data.

3.6.2 Interview

Interviewing is often associated with the collection of qualitative data, that is the 'why' and 'how' of a phenomenon. Interviews can collect data concerned with concepts that are difficult or inappropriate to measure, and tend to explore questions of 'why'' and 'How'' rather than 'how many?' and 'when? (Graton & Jones 2001).Therefore in order to get rich information and to consolidate the data that obtained from other data collection tools the researcher conducted semi-structured interview for school principals.

3.6.3 Observation

Observation is, arguably, the most neglected research technique in sport, yet it has a number of advantages. Questionnaires and interviews rely on self-reporting by participants in research. This may lead to bias from respondents who may wish to alter information about them, or from those who cannot accurately recall or verbalize events. An option is to observe behavior, rather than to question people about it (Chris Gratton& Ian Jones2004).

Therefore in order to obtain information about theoretical & practical lesson performance of PE teacher's observation in theoretical & practical class conducted by the researcher.

3.7 Procedures of Data Collection

In order to achieve the objective of the study adequate amount of data collected by the researcher by using multiple data collection instruments and easy of understanding questionnaires prepared in English and translated in Amharic then distributed for teachers, students and school principals. In addition to observation and interview, take place at the physical presence of the researcher his self in school.

3.8 Method of Data Analysis

In order to conduct this study reliable and valid information collected using questionnaires, interview, and observation by the researcher. Therefore, the data that obtain from those tools was analyzed by using quantitative and qualitative techniques such as percentage, tables and appropriate statements

3.9 Ethical Issue and Consideration

The researcher kept all personal information of the respondents and not to show to any other organization and person .This informed to the respondents before the distribution of questionnaires and the respondent were not need to write their name on the questionnaires

4. RESULTS AND DISCUSSION

This chapter deals with the presentation, analysis and interpretation of data collected from respondent through questioner, interview observational check list from the sample population of the study. Therefore all the data gathered through the above data gathering tools were organized in tabular form and interpreted using percentages and descriptive statement.

Out of the total number of questionnaires distributed, 375 (96%) were properly filled in and returned. The rest 16(4%) questionnaires (4 questionnaires not returned and 12 questionnaires were incomplete and incorrectly filled in) which were distributed for sample students were discarded.

This Chapter is divided in to six sections. The first section discusses about the personal profile of respondents. The second section discuses about analysis about PE teachers theoretical knowledge. The third part discusses about analysis PE teachers practical skill. The fourth section deals with school principals. The fifth one is about interview responses interpretation and discussion. The last one is about observation report, interpretation and discussion.

4.1 Result and Discussion of the Personal Profile of Respondent

To conduct this study valuable data collected from the target group of this study. The target groups of the study were physical education teachers, students and school principals. And these respondents were asked about their personal profile. Therefore in this section personal profile in the terms of Gender, Age, Marital status, Educational level, Years of experience, Grad level and position of principal were analyzed based on the sample response .The following three consecutive tables summarize the personal information of the respondents.

Table 2 Personal profiles of PE teachers

No	Item	Specification		PE teacher
			No	%
1	Sex	Male	24	77.42
		Female	7	22.58
		Total	31	100
2	Age	20-25 years	-	-
		26-30 years	8	25.81
		31-35 years	14	45.16
		Above 35	9	29.03
		Total	31	100
3	Marital status	Married	21	67.74
		Unmarried	10	32.26
		Divorced	-	
		Total	31	100
4	Educational level	College diploma	-	-
		Degree	31	100
		MSc. / Med. Degree	-	-
		Total	31	100
5	Year of	1-5 years	7	22.58
	experience in	6-10 years	15	48.39
	teaching	11-15 years	9	29.03
		Above 15 years	-	
		Total	31	100

As shown in the above table 2 item 1, concerning about sex 24 (77.42%) of physical education teachers were males, and the remaining 7(22.58%) of physical education teachers were females. From this analysis we can understand that the chance of being

a PE teacher is very low for females and the greater domination of being a PE teacher is observed by the males

Regarding age in the above table 2, item 2 shows that majority of the PE teachers 14 (45.16%) are found between 31-35 years and 9 (29.03%) are of found above 35 years and the rest 8 (25.81%) are found between 26 – 30) years.

Regarding the marital status of PE teachers in the above table 2, item 3 indicates of PE teachers were married and the remaining of PE teachers were unmarried. This indicates that the majority of the PE teachers might have a burden in household responsibilities.

Concerning the educational level of the PE teachers, based on the above table 2 item 4 indicates that from the total numbers of respondents –of them were degree holders and of them was degree holder. These shows, most PE teachers were with suitable qualification for high school level. The remaining should upgrade their educational status for preparatory school standards. The qualification they had based on the ministry of education (MOE) policy.

Teaching experience of PE teachers, item 5 in the above table 2 show that the majority the PE teachers 15 (4839%) have 6-10 service years. Whereas the service year of 9 (29.03%) PE teachers are between 11-15 years. The remaining 7 (22.58%) of PE teachers service is between 1-5 years. From this one can conclude that the majority of PE teachers have adequate amount of experience to teach PE

Table 3 Personal profiles of the students

No	Item	Specification	Students	
			No	%
1	Sex	Male	278	80.81
		Female	66	19.19
		Total	344	100
2	Age	14-17 years	204	59.30
		18-21 years	112	32.56
		Above 21 years	28	8.14
		Total	344	100
3	Grade level	9-10	256	74.42
		11-12	88	25.58
		Total	344	100

As shown in the above table 3, item 1 is concerned about sex of student respondents. Among those 278 (80.81%) were males students, and the remaining 66 (19.19%) of students were female. This indicates that the number of females who were top scorer in each section is very low and the number of top scorer male students is greater.

Regarding the age of the student in the above table 3, item 2 depicts the majority of students 204 (59.30%) were between the range of 14-17 years, 112(32.56) were between the range 18-21 years and the remaining 28(8.14) students were above 21 years.

Regarding the grade level of students, as the above table 3, item 3 shows from the total number of students the majority of respondents students 256 (74.42%) were from grade 9-19 and the remaining 88(25.58%) students were from grade 11-12.

Table 4 Personal profile of the school principal

No	Item	Specification	Principal	
			No	%
1	Sex	Male	9	100
		Female	-	-
		Total	9	100
2	Age	26-30 years	-	-
		31-35 years	1	11.11
		3640 years	6	66.67
		Above 41	2	22.22
		Total	9	100
3	Marital status	Married	6	66.67
		Unmarried	2	22.22
		Divorced	1	11.11
		Total	9	100
4	Educational level	BSc./Bed degree	-	-
		Med./MSc degree	9	100
		Total	9	100
5	Year of experience in school principal	1-4 years	2	22.22
		5-8 years	6	66.67
		Above 9 years	1	11.11
		Total	9	100

Based on the data collection from the respondent in the table 4, item 1, all the respondents 9 (100%) the principals and vice principals were male. This indicates that there is no involvement of females in the administrative sector.

Regarding the age of principals, in the above table 4, item 2 the majority of principals 6 (66.67%) aged from 36-40 year,2 (22.22%) were above 41 years and the remaining 1 (11.11%) principals was aged from 31-35 years . There was no one whose age is between the ranges of 26-30 years

Regarding the marital status of principals indicate in the above table 4, item 3 the majority of principals 6 (66.67%) were married, 2 (22.22%) of principals was unmarried and the remaining 1 (11.11%) of principals was Divorced. This indicates that the majority of the principals for household duties

According to the educational qualification details shown in above table 4, item 4,the entire principal respondents 9 (100%) were Med/MSc. So there was no one the first Degree holder. This shows, based on the MOE policy for high school and preparatory schools needs MA/MSc Degree holders. So all principal qualified the principal position

With regard to the experience of the school principals in table 4, item 5 indicates, 6 (66.67%) of the principals have 5-8 years experience, 2(22.22%) of the principals have 1-4 year experience and the remaining 1 (11.11%) of the principals has more than 9 year experience. From this one can conclude that the majority of principals have adequate amount of experience to administer school.

4.2 Result and Discussion on PE teacher's theoretical knowledge

In this section the data that obtained from PE teachers and student regarding the theoretical knowledge and theoretical lesson performance of PE teachers were analyzed.

4.2.1 Analysis PE teacher's response on their theoretical knowledge

In this section the data that obtained from PE teachers regarding to theoretical knowledge and theoretical lesson performance of them were analyzed by using the following tables.

Table 5 response of PE teacher's interest to theoretical lesson

Item No1: How do you evaluate the level of your interest to teach theoretical part of PE?											
Item No	Options	PE teachers									
		Damot 2nd		Gojjam 2nd		Edegetber 2nd		Damot pre		Total	
		No	%	No	%	No	%	No	%	No	%
1	Great	11	100	6	100	6	100	8	100	31	100
	Medium	-	-	-	-	-	-	-	-	-	-
	Poor	-	-	-	-	-	-	-	-	-	-
	Total	11		6		6		8		31	100

From the above table 5 which shows interest of PE teachers to theoretical class we observe that 11 (100%) of Damot General Secondary School. 6 (100%) Gojjam General Secondary School, 6 (100%) Edegetber Secondary School and 8 (100%) Damot General Preparatory School responded "great". Based on this we can conclude that all PE teachers in the four schools of Finoteselam administration town have interest to teach theoretical session of PE.

Table 6 Response of PE teachers introduces the objective and summarized lesson

Item No-2: Do you introduce the objective of daily lesson clearly? Item No-3: Do you summarize the theoretical lesson by giving main point of the lesson?											
Item No	Option	PE teacher									
		Damot 2nd		Gojjam 2nd		Edgetber		Damot pre		Total	
		No	%	No	%	No	%	No	%	No	%
2	Yes	9	81.81	5	83.33	6	100	8	100	28	90.32
	No	2	18.18	1	16.67	-	-	-	-	3	9.68
	Total	11	100	6	100	6	100	8	100	31	100
3	Yes	11	100	5	83.33	6	100	5	62.5	27	87.10
	No	-	-	1	16.67	-	-	3	37.5	4	12.90
	Total	11	100	6	100	6	100	8	100	31	100

Regarding introducing daily lesson objective to student the above table 6, item 2 shows, in Damot General Secondary School 9 (81.81%) PE teachers responded "yes"; the remaining 1 (18.18%) PE teachers responded"no". In Gojjam General Secondary School, 5 (83.33%) PE teachers responded "yes"; 1 (16.67%) PE teachers responded "no". In Edegetber General Secondary School, 6(100%) respondents responded "yes". In Damot General preparatory School all PE teachers 8 (100%) responded "yes". From a total of 31 PE teachers in Finoteselam administration town 28 (90.32%) PE teachers witnessed that they introduce the objective of the daily lesson. The remaining 3 (9.68%) of PE teachers responded that they do not introduce the objective of the daily lesson. In above table 6, item 3 is concerned about summarizing the theoretical lesson in Damot General Secondary School 11(100%) PE teachers responded ''yes''. In Gojjam General Secondary School, 5(83.33%) PE teachers responded ''yes''; 1(16.67%) of PE teachers responded ''no''. In Edegerber General Secondary School 6(100%) PE teachers responded ''yes''. In Damot General preparatory school 5(62.5%) PE teachers responded ''yes''; 3 (37.5%) PE teachers confirmed that they summarize the theoretical lesson by giving main points of the lesson. The remining 4(12.90%) of physical education teachers responded as they do not summarize the theoretical lesson by giving the main points of the lesson.

Table 7 Response of PE teacher's on their openness in teaching & answering student question

Item No-4:- Do you teach each theoretical lesson openly?

Item No-5:- Do you have the ability to answer students' question during theoretical lesson?

Items No	Options	PE teachers									
		Damot		Gojjam		Edegetber		Damot Prp		Total	
		No	%	No	%	No	%	No	%	No	%
4	Yes	11	100	5	83.33	6	100	7	87.5	29	93.55
	No	-	-	1	16.67	-	-	1	12.5	2	6.45
	Total	11	100	6	100	6	100	8	100	31	100
5	Yes	11	100	5	83.33	6	100	8	100	30	96.78
	No	-	-	1	16.67	-	-	-	-	1	3.22
	Total	11	100	6	100	6	100	8	100	31	100

As shown in the above table 7, item 4 is concerned about teaching theoretical lesson openly. In Damot General Secondary School 11(100% PE teachers and in Edegetber General Secondary School 6(100%) PE teachers responded ‘‘yes’’. In Gojjam General Secondary School 5(83.33%) PE teachers responded ‘‘yes’’; the remaining 1 (16.67%) PE teachers responded ‘‘no’’. in Damot General preparatory school 7(87.5%) PE teachers responded ‘‘yes’’; the remaining 1(12.5%) PE teachers responded ‘‘no’’. In general from 31 PE teachers in finote selam town 29(93.55%) responded as they teach the theoretical lesson openly and the remaining 2(6.45%) of PE teachers responded as they have limitation in delivering the theoretical lesson openly.

In the above Table 7, item 5 deals with PE teachers’ ability to answer the students question during theoretical lesson. 11(100%) PE teachers from Damot General Secondary School. 6(100%) PE teachers from Edegetber General Secondary School and 8 (100%) PE teachers from Damot General preparatory school responded ‘‘yes’’. From the above three schools there is no any PE teacher responded ‘‘no’’. In Gojjam general secondary school, 5(83.33%) PE teachers responded ‘‘yes’’; 1 (16.67%) PE teachers responded ‘‘no’’. From the total PE teachers 30(96.78%) responded that they have ability to answer students question, whereas the rest 1(3.22%) PE teachers responded as he/she had lack of ability to answer students’ question.

Table 8 Response of PE teacher’s using various teaching

Item No-6**:-** Do you teach theoretical lesson by using various teaching methods?

Items No	Options	PE teachers									
		Damot		Gojjam		Edegetber		Damot Prp		Total	
		No	%	No	%	No	%	No	%	No	%
6	Yes	8	72.73	4	66.66	4	66.66	8	100	24	77.42
	No	3	27.27	2	33.33	2	33.33			7	22.58
	Total	11	100	6	100	6	100	8	100	31	100

Based on the above table 8, item 6 in terms of using various teaching method during theoretical lesson, 8(72.73%) Damot General Secondary School PE teachers responded ‘‘yes’’; 3(87.27%) of them responded ‘‘no’’. In Each Gojjam General Secondary School and Edegetber General Secondary School 4(66.66%) PE teachers responded ‘‘yes’’; in each the previous Schools 2(33.33%) PE teachers responded ‘‘no’’. In Damot General Preparatory School 8(100%) PE teachers responded ‘‘yes’’. From the total of 31 PE teachers the majority 24(77.42%) of PE teachers announced that they teach the theoretical lesson by using various teaching methods, whereas the rest 7 (22.58%) PE teachers declared that they do not use various teaching methods to teach theoretical lesson.

Table 9 Response of PE teachers on their explanation or presentation ability

Item No-**7**:- Do you have the ability to explain or present your knowledge to students?

Items No	Options	PE teachers									
		Damot		Gojjam		Edegetber		Damot Prp		Total	
		No	%	No	%	No	%	No	%	No	%
7	Yes	9	81.82	4	66.67	4	66.67	5	62.5	22	70.97
	No	2	18.18	2	33.33	2	33.33	3	37.5	9	29.03
	Total	11	100	6	100	6	100	8	100	31	100

As we can observe from the above table 9, item 7 requests about ability of PE teachers to present or explain his/her knowledge to students. In Damot General Secondary school 9(81.82%) PE teachers responded ‘‘yes’’; the remaining 2(18.18%) PE teacher responded ‘‘no’’. In Each Gojjam General Secondary School and Edegetber General Secondary School 4(66.67%) PE teachers responded ‘‘yes’’; in each the previous schools 2(33.33%) PE teachers respond ‘‘no’’. In Damot General preparatory school 5(62.5%) PE teachers responded ‘‘yes’’; the remaining 32(37.5%) PE teachers responded ‘‘no’’. So out of total PE teachers 22(20.97%) PE teachers responded as they have the ability to present or explain his/her knowledge to students and the rest 9(29.63%) PE teachers responded as they have limitation in presenting or explaining his/her knowledge to students.

Table 10 Response of PE teachers in students' understanding of theoretical lessons

Item No-8**:-** Do students understand each theoretical lesson?

Items No	Options	PE teachers									
		Damot		Gojjam		Edegetber		Damot Prp		Total	
		No	%	No	%	No	%	No	%	No	%
8	Yes	8	72.73	5	83.83	6	100	8	100	27	87.10
	No	3	27.27	1	16.67					4	12.90
	Total	11	100	6	100	6	100	8	100	31	100

In the table shown above 10, item 8 PE teachers are asked their students understanding of theoretical lessons delivered by them. Based on that, In Damot General secondary School 8(72.73%) PE teacher responded ‘‘yes’’; 3(27.27%) PE teachers responded ‘‘no’’. In Gojjam General Secondary School 5(83.83%) PE teachers responded ‘‘yes’’; 1(16.67%) PE teachers responded ‘‘no’’. In Edegetber General Secondary School 6(100%) PE teachers responded ‘‘yes’’. In Damot General Secondary School 8(100%) PE teachers responded ‘‘yes’’. From the total 31 PE teachers 27(87.10%) of PE teachers said that students understand each theoretical lessons delivered by them and the rest 4(12.90%) PE teachers said that students do not understand theoretical lessons delivered by them.

Table 11 Response of PE teachers in students enjoy and giving attention of theoretical lessons

Item No-9**:-** Do your students enjoy in the theoretical class?

Item No-10**:-**Do your students give their attention for the whole period in your theoretical class?

Items No	Options	PE teachers									
		Damot		Gojjam		Edegetber		Damot Prp		Total	
		No	%	No	%	No	%	No	%	No	%
9	Yes	8	72.73	6	100	5	83.33	7	87.5	26	83.87
	No	3	27.27	-	-	1	16.67	1	12.5	5	16.13
	Total	11	100	6	100	6	100	8	100	31	100
10	Yes	9	81.82	4	66.67	5	83.33	8	100	26	83.87
	No	2	18.18	2	33.33	1	16.67	-	-	5	16.13
	Total	11	100	6	100	6	100	8	100	31	100

As shown in the above table 10, item 9 is concerned about teachers, Do your students enjoy in theoretical lesson. In Damot General Secondary School 8(72.73% PE teachers responded “yes”; the remaining 3(27.27%) PE teachers responded “no”. In Edegetber General Secondary School 5(83.33%) PE teachers responded ‘‘yes’’; the remaining 1(16.67%) PE teachers responded “no”. In Damote General preparatory School 7(87.5%) PE teachers responded ‘‘yes’’; the remaining 1 (25.5%) PE teachers responded ‘‘no’’. In Gojjam General secondary school 6(100%) PE teachers responded ‘‘yes’’. In general from 31 PE teachers in finote selam town 26(83.87%) responded as the students enjoy in HP theoretical lesson. and the remaining 5(16.13%) of PE teachers responded as students have limitation in enjoy the theoretical lesson.

In the above Table 10, item 10 In terms of stay with attention in theoretical class 9(81.82%)PE teachers from Damot General Secondary School responded “yes”; 2(18.18%) of them responded “no”. 5(83.33%) PE teachers from Edegetber General Secondary School responded “yes”;1(16.67) of them responded “no”. 466.67%) PE teachers from Gojjam General Secondary school responded ‘‘yes’’;2(33.33%) of them responded “no”. In Damot General Preparatory School 8 (100%) PE teachers

responded “yes”. From the total PE teachers 26(83.87%) responded that students can stay with attention in theoretical lesson, whereas the rest 5(16.13%) PE teachers responded that; students do not stay in attention during theoretical class. These implies the majority of Finoteselam town administration PE teachers can engaging their students during theoretical class

4.2.2 Analysis student’s response on their PE teacher’s theoretical knowledge

In this section the data that obtained from students regarding to the theoretical knowledge and theoretical lesson performance of their PE teachers were analyzed by using the following tables.

Table 12 Response of Students on introduction & summarization

Item No-1:- Does the PE teacher introduce the objective of daily lesson clearly?

Item No-2:- Does the PE teacher summarize the theoretical lesson by giving main points of the lesson?

Items No	Options	Students									
		Damot		Gojjam		Edegetber		Damot Prp		Total	
		No	%	No	%	No	%	No	%	No	%
1	Yes	88	69.84	52	75.36	41	71.93	70	76.09	251	72.97
	No	38	30.16	17	24.64	16	28.07	22	23.91	93	27.03
	Total	126	100	69	100	57	100	92	100	344	100
2	Yes	68	53.97	42	60.87	31	59.39	63	68.48	204	59.30
	No	58	46.03	27	39.13	26	45.61	29	31.52	140	40.70
	Total	126	100	69	100	57	100	92	100	344	100

As we observe in the above table 11, item 1 indicates that in Damot Secondary School 88 (69.84) students responded ‘‘yes’’; the remaining 38(30.16%) student responded ‘‘no’’. In Gojjam General Secondary School 52 (75.36%) students responded ‘‘yes’’; 17 (24.64%) students responded ‘‘no’’. while 41(71.93%) students responded ‘‘yes’’ in Edegetber General secondary School, the rest 16(28.07%) students responded ‘‘no’’. In Damot General preparatory Secondary School 70(76.09%) students responded ‘‘yes’’; the remaining 22(23.91%) students responded ‘‘no’’. So, out of total students 251(72.97%) of the students responded

that their PE teachers introduce the objective of daily lesson clearly and the rest 93(27.03%) respondents their PE teachers do not introduce the objective of daily lesson clearly.

As mentioned in the above table 11, item 2 talks the students' response about their teacher's ability to summarize the lesson. In Damot General Secondary Secondary School 68(53.97%) students responded ''yes''; the remaining 58(46.03%) student responded ''no''. In Gojjam General Secondary School 42(60.87%) students responded ''yes''; 27(39.13%) student responded ''no''. In Edegetber General Secondary School 31(59.39%) students responded ''yes''; the remaining 26(45.61%) Students responded ''no''. Finally in Damot General Preparatory School 63(68.48%) students responded ''yes'; the remaining 29 (31.52%) students responded ''no''. Therefore, out of total student respondent 204(59.30%) students responded that their PE teacher summarized the lesson clearly and the rest 140 (40.70%) respondents answered that their PE teachers do not summarize the lesson clearly.

Table 13 Response of Students in answering student question & using teaching method

Item No-3:- Does the PE teacher have the ability to answer your questions during theoretical lessons?

Item No-4:- Does the PE teacher teach the theoretical lesson by using various teaching methods?

Items No	Options	Students									
		Damot		Gojjam		Edegetber		Damot Prp		Total	
		No	%	No	%	No	%	No	%	No	%
3	Yes	103	81.75	40	57.97	30	52.60	65	70.65	238	69.19
	No	23	18.25	29	42.03	27	37.37	27	29.35	106	30.81
	Total	126	100	69	100	57	100	92	100	344	100
4	Yes	66	52.38	46	66.67	36	63.16	58	63.04	206	59.38
	No	60	47.62	23	33.33	21	36.84	34	36.96	138	40.12
	Total	126	100	69	100	57	100	92	100	344	100

As shown in the above table 12, item 3 discusses about students' response in line with their teacher ability to answer students question during theoretical lessons. In

General Secondary School 103(81.75%) students responded ‘‘yes’’; the remaining 23(18.25%) of student responded ‘‘no’’. In Gojjam General Secondary School while 40(57.97%) student responded ‘‘yes’’, the rest 29(42.03%) of student responded ‘‘no’’. In Edegetber General Secondary School 30(5260%) students responded ‘‘yes’’; the remaining 27(47.37%) student responded ‘‘no’’. Finally in Damot General Preparatory School 65 (70.65%) students responded ‘‘yes’’; the remaining 27(29.35%) students responded ‘‘no’’. Therefore, from the total of 344 students, 238(69.19%) students responded that their PE teacher provides adequate answer to questions raised by them, and the rest 106(30.81%) students answered that their PE teacher does not provide adequate answer to questions raised by them.

As indicated in the above table 12, item 4 explains the students’ response about the use of various teaching method by their PE teacher. In Damot General Secondary School 66 (52.38%) students responded ‘‘yes’’; the remaining 60 (47.62%) students responded ‘‘no’’. In Gojjam General Secondary School, 46 (66.67%) Students responded ‘‘yes’’; 23 (33.33%) students responded ‘‘no’’. In Edegetber General Secondary School 36(63.16%) students responded ‘‘yes’’; the remaining 21(36.84%) students responded ‘‘no’’. Lastly in Damot General Preparatory School 58(63.64%) students responded ‘‘yes’’; the remaining 34(36.96%) students responded ‘‘no’’. Thus, from the total 344 students 206 (59.88%) students responded that their PE teacher uses various teaching methods to deliver theoretical lesson and the rest 138(40.12%) of the respondents answered that their PE teacher does not use various teaching methods.

Table 14 Response of Students on commitment of PE teacher

Item No-5:- Do you think your PE teacher is committed to deliver his/her theoretical knowledge properly to the class?

Items No	Options	Students									
		Damot		Gojjam		Edegetber		Damot Prp		Total	
		No	%	No	%	No	%	No	%	No	%
5	Yes	77	61.11	47	68.12	32	56.14	65	70.65	221	64.24
	No	49	38.89	22	31.88	25	43.86	27	29.35	123	35.76
	Total	126	100	69	100	57	100	92	100	443	100

As shown in the above table 13, item 5 elaborates about the students' response about commitment PE teachers to deliver his/her theoretical knowledge. In Damot General Secondary School 77(61.11%) students responded ''yes''; the remaining 49(38.89%) student responded ''no''. In Gojjam General Secondary School, 47(68.12%) students responded ''yes''; 22(31.88%) students responded ''no''. In Edegetber General Secondary School 32(56.14%) students responded ''yes''; the remaining 25(43.56%) students responded ''no''. At the end in Damot General Preparatory School 65(70.65%) students responded ''yes''; the remaining 27(29.35%) students responded ''no''. To sum up, from the total 344 students 221(64.24%)students responded that PE teachers are committed to deliver theoretical lesson and the rest 123(35.76%) of the respondents answered that PE teacher are not committed to deliver theoretical lesson.

Table 15 Response of Students on explanation or presentation ability

Item No-6:- Does your PE teacher have the ability to explain or present his/her knowledge to you?

Items No	Options	Students									
		Damot		Gojjam		Edegetber		Damot Prp		Total	
		No	%	No	%	No	%	No	%	No	%
6	Yes	107	84.92	50	72.46	40	70.18	79	85.87	276	80.23
	No	19	15.08	19	27.54	17	29.82	13	14.13	68	19.77
	Total	126	100	69	100	57	100	92	100	344	100

As we see from the above table 14, item 6 shows that in Damot General Secondary school 107(84.92%) students responded 'yes''; the remaining 19(15.08%) students responded ''no''. In Gojjam General Secondary School 50(72.46%) students responded ''yes''; 19 (27.54%) student responded ''no''. In Edegetber General Secondary School 40(70.18%) students responded ''yes''; the remaining 17 (29.82%) student responded ''no''. Finally, in Damot General Prepraratory School 79(85.87%) students responded ''yes''; the remaining 13(14.13%) student responded ''no''. Accordingly, our of total student respondent 276(80.23%) of the students responded that physical education teachers have ability to present or explain his/her

knowledge to them and the rest 68(19.77%) of the respondents answer answered teacher physical education teachers have limitation to present or explain his/her knowledge to them.

Table 16 Response of Students understand theoretical lessons

Item No-7:- Do you understand theoretical lessons delivered by your PE teacher?

Items No	Options	Students									
		Damot		Gojjam		Edegetber		Damot Prp		Total	
		No	%	No	%	No	%	No	%	No	%
7	Yes	109	86.51	47	68.12	38	66.67	74	80.43	268	77.91
	No	17	13.49	22	31.88	19	33.33	18	19.57	76	22.09
	Total	126	100	69	100	57	100	92	100	344	100

As observed in the above table 15, item 7 proclaimed that the students' response about understanding of theoretical lessons delivered by their PE teacher. In Damot General Secondary School 109 (86.51%) students responded ''yes''; the remaining 17 (13.49%) student responded ''no''. In Gojjam General Secondary School 47(68.12%) student responded ''yes''; 22 (31.88%) student responded ''no. In Edegetber General Secondary School 38(66.67%) students responded ''yes'', the remaining 19(33.33%) student responded ''no''. Finally, in Damot General Preparatory School 74(80.43%) students responded ''yes'', the remaining 18(19.57%) of the students responded ''no''. So, from the total 344 student respondents 268(77.91%) of the students responded that they understand theoretical lessons delivered by their PE teacher and the rest 76(22.09%) of the respondents students answered that they do not understand theoretical lessons delivered by the PE teacher.

Table 17 Response of students in HP teachers enjoy and give attention of theoretical lessons

Item No-8:- Are you enjoyed with your PE teacher in theoretical session?

Item No-9:- Do HP teachers give attention throughout the theoretical class?

Items No	Options	Students									
		Damot		Gojjam		Edegetber		Damot Prp		Total	
		No	%	No	%	No	%	No	%	No	%
3	Yes	102	80.95	38	55.07	30	52.63	62	67.39	232	67.44
	No	24	19.05	31	44.93	27	47.37	30	32.61	112	32.56
	Total	126	100	69	100	57	100	92	100	344	100
4	Yes	68	53.97	40	59.97	31	54.39	58	63.04	197	57.27
	No	58	46.03	29	42.03	26	45.61	34	36.96	147	42.73
	Total	126	100	69	100	57	100	92	100	344	100

As shown in the above table 12, item 8 discusses about students' response regarding to HP teachers enjoy in during theoretical lessons. In Damote General Secondary School 102(80.95%) students responded ''yes''; the remaining 24(19.05%) of student responded ''no''. In Gojjam General Secondary School while 38(55.07%) student responded ''yes'', the rest 31(44.93%) of student responded ''no''. In Edegetber General Secondary School 30(5260%) students responded ''yes''; the remaining 27(47.37%) student responded ''no''. Finally in Damot General Preparatory School 62(67.39%) students responded ''yes''; the remaining 30(32.61%) students responded ''no''. Therefore, from the total of 344 students, 232(67.44%) students responded that their PE teacher enjoy in theoretical lesson, the rest 112(32.56%) students answered that their PE teacher does not enjoy in theoretical lesson.

As indicated in the above table 12, item 9 explains the students' response about the performance of teachers in stay with attention in theoretical lesson. In Damot General Secondary School 68 (53.97%) students responded ''yes''; the remaining 58 (46.03%) students responded ''no''. In Gojjam General Secondary School, 40 (59.97%) Students responded ''yes''; 29 (42.03%) students responded ''no''. In

Edegetber General Secondary School 31(54.39%) students responded ‘‘yes’’; the remaining 26(45.61%) students responded ‘‘no’’. Lastly in Damot General Preparatory School 58(63.64%) students responded ‘‘yes’’; the remaining 34(36.96%) students responded ‘‘no’’. Thus, from the total 344 students 197 (57.27%) students responded that their PE teacher stay with attention during theoretical lesson and the rest 147(42.73%) of the respondents answered that their PE teacher does not stay attention with theoretical lesson.

4.3 Result and Discussion on PE teachers’ practical skill

In this section the data that obtained from PE teachers and students regarding to the practical skill and practical lesson performance of PE teachers were analyzed.

4.3.1 Analysis PE teachers on their practical skill

In this section the data that obtained from PE teachers about the practical skill and practical lesson performance of them were analyzed by using the following tables.

Table 18 Response of PE teachers towards their interest to practical & dressing of sport clothes

Item No-1:- How do you evaluate the level of your interest to teach practical part of PE?
Item No-2:- Do you wear appropriate clothes (sport wears) in practical lesson of PE?

Items No	Options	PE teachers									
		Damot		Gojjam		Edegetber		Damot Prp		Total	
		No	%	No	%	No	%	No	%	No	%
1	Great	5	45.45	2	83.33	-	-	6	75	13	41.94
	Medium	-	-	-	-	-	-	-	-	-	-
	Poor	6	45.45	4	66.67	6	100	2	25	18	58.06
	Total	11	100	6	100	6	100	8	100	31	100
2	Yes	11	100	6	100	6	100	8	100	31	100
	No	-	-	-	-	-	-	-	-	-	-
	Total	11	100	6	100	6	100	8	100	31	100

As we observed on the above table 16, item 1 discus about PE teachers’ interest to practical lesson. In Damot General Secondary School 5(45.45%) PE teachers responded ‘‘great’’; the remaining 6(54.55%) PE teachers responded that ‘‘poor’’. In

Gojjam General Secondary School 2(33.33%) PE teachers responded that ‘‘great’’; 4(66.67%) PE teachers responded ‘‘poor’’. In edegetber General Secondary School 6(100%) PE teachers responded that ‘‘poor’’. Finally, in Damot General Preparatory School 6(75%) PE teachers responded ‘‘great’’; the remaining 2(25%) PE teachers responded ‘‘poor’’. Therefore, out of the total PE teachers 13(41.94%) of them responded as they have interest to teach practical lesson and the rest 18(68.06%) PE teachers responded as they are not interested to teach practical part of PE.

The above table 16, item 2 shows PE teachers response about wearing sport clothes in practical lesson. Therefore, from the above table one can observe that all PE teachers in four schools responded as they wear appropriate sport clothes to teach practical lesson of PE i.e. 11 (100%) of Damot General Secondary School. 6 (100%) of Gojjam Secondary School. 6 (100%) of edegetber General Secondary School and 3 (100%) of Damot General Preparatory School. Totally, as indicated on the above response, all physical education teachers 31 (100%) in Finoteselam town, wear appropriate sport clothes in practical lesson PE.

Table 19 Response of PE teachers whether they organize students to do warming up

Item No-3:- Do you organize students to engage in warming up exercise?

Items No	Options	PE teachers									
		Damot		Gojjam		Edegetber		Damot Prp		Total	
		No	%	No	%	No	%	No	%	No	%
3	Yes	11	100	6	100	6	100	8	100	31	100
	No	-	-	-	-	-	-	-	-	--	-
	Total	11	100	6	100	6	100	8	100	31	100

The above table 17, item 3 shows PE Teachers response about the ability of teachers to organize students to do warming up exercise. Therefore, from the above table we can see that all PE teachers in the four schools organize students to do warming up exercise i.e. 11 (100%) of Damot General Secondary School, 6 (100%) Gojjam General Secondary School, 6 (100%) Edegetber General Secondary School and 8

(100%) Damot General Preparatory School. In general all PE teachers 31 (100%) in finoteselam town organize students to do warming up exercise.

Table 20 Response of PE teacher's direction towards warming up & cooling down

Item No-4:- Do you let students to execute warming up exercises?
Item No-5:- Do you command students to perform cooling down exercises?

Items No	Options	PE teachers									
		Damot		Gojjam		Edegetber		Damot Prp		Total	
		No	%	No	%	No	%	No	%	No	%
4	Yes	2	18.18	2	33.33	2	33.33	5	62.5	11	35.48
	No	9	85.71	4	66.67	4	66.66	3	37.5	20	64.52
	Total	11	100	5	100	4	100	5	100	31	100
5	Yes	2	18.18	1	16.67	1	16.67	-	-	4	12.90
	No	9	81.82	5	83.33	5	8333	8	100	27	87.10
	Total	11	100	6	100	6	100	8	100	31	100

As we observed on the above table-18, item 4 discuses whether a PE teacher let students to execute warming up exercises or not. In Damot General Secondary School 2 (18.188%) PE teacher responded ‘‘yes’’; the remaining 9 (85.71%) PE teachers responded ‘‘no’’. In Gojjam General Secondary School 2 (33.33%) PE teachers responded ‘‘yes’’; 4 (66.67%) PE teachers responded ‘‘no’’. In Edegetber General Secondary School 2 (33.33%) PE teacher responded ‘‘yes’’; the rest 4 (66.66%) PE teachers responded ‘‘no’’. Lastly, in Damot General Preparatory School 5 (62.5%) PE teachers responded ‘‘yes’’; the remaining 3 (37.5%) PE teachers responded ‘‘no’’. So out of total PE teacher 11(35.48%) PE teachers responded as they let students to execute warming up exercises and the rest 20 (6452%) of PE teachers responded as they did not let students to execute warming up exercises.

As we observed on the above table 18, item 5 speaks whether a PE teacher commands students to perform cooling down exercises or not. In Damot General Secondary School of 2 (18.18%) PE teacher responded ‘‘yes’’; the remaining 9

(81.82%) of PE teachers responded ‘‘no’’. In Gojjam General Secondary School 1 (16.67%) PE teacher responded ‘‘yes’’; 5(83.33%) PE teachers responded ‘‘no’’. In Edegetber General Secondary School 1 (16.67%) PE teacher responded ‘‘yes’’; 5 (83.33%) of PE teachers responded ‘‘no’’. At the end in Damot General Preparatory School 8 (100%) PE teachers responded ‘‘no’’. Therefore, from a total of PE teachers 4 (12.90%) PE teachers responded as they command students to perform cooling down exercises and the rest 27 (87.10%) of PE teachers responded as they did not command students to perform cooling down exercises.

Table 21 Response of PE teachers about their practical skill

Item No-6:- Are you skilled enough to teach practical class to students?

Items No	Options	Students									
		Damot		Gojjam		Edegetber		Damot Prp		Total	
		No	%	No	%	No	%	No	%	No	%
6	Yes	11	100	6	100	6	100	8	100	31	100
	No	-	-	-	-	-	-	-	-	-	-
	Total	11	100	6	100	6	100	8	100	31	100

The above table 19, item 6 shows that the response of PE teachers towards their practical skill to teach students. 11 (100%) PE teachers in Damot General Secondary School, 6 (100%) PE teachers in Gojjam General Secondary School, 6 (100%) PE teachers in Edegetber General Secondary School and 8 (100%) PE teachers in Damot General Preparatory School answered ‘‘yes’’. Therefore, all PE teachers in the four schools responded as they had adequate amount practical skill to teach PE.

Table 22 Response of PE teachers whether they exercise regularly & Breaking down motor skills

Item No-7:- Do you have your own personal regular exercise program?

Item No-8:- Do you teach practical lessons by breaking down motor skills in to small parts (movement patterns) to student?

Items No	Options	PE teachers									
		Damot		Gojjam		Edegetber		Damot Prp		Total	
		No	%	No	%	No	%	No	%	No	%
7	Yes	3	27.27	2	33.33	2	33.33	2	25	9	29.03
	No	8	72.73	4	66.67	4	66.67	6	75	22	70.97
	Total	11	100	6	100	4	100	8	100	31	100
8	Yes	5	45.45	1	16.67	3	50	5	62.5	14	45.16
	No	6	54.55	5	83.33	3	50	3	37.5	17	54.84
	Total	11	100	6	100	6	100	8	100	31	100

The above table 20, item 7 shows whether PE teacher exercise regularly or not. In Damot General Secondary School 3 (27.27%) PE teachers responded ‘‘yes’’; the remaining 8 (72.73%) PE teachers responded ‘‘no’’. In Gojjam General Secondary School 2 (33.33%) PE teachers responded ‘‘yes’’; the remaining 4 (66.67%) PE teachers responded ‘‘no’’. In Edegetber General Secondary School 2 (33.33%) PE teachers responded ‘‘yes’’; the remaining 4 (66.67%) PE teachers responded ‘‘no’’. At the end in Damot General Preparatory School 2 (25%) PE teachers responded ‘‘yes’’; the remaining 22 (75%) PE teachers responded ‘‘no’’. Thus, from the total 31 PE teachers respondents 9 (29.03%) PE teachers responded as they regularly practice physical exercise, the remaining 22 (70.97%) PE teachers responded as they do not practice physical exercise regularly.

As shown in the above table 20 item 8 the talks about whether the PE teachers deliver practical lessons by Breaking down motor skills into small parts (movement patterns). In Damot General Secondary School of 5 (45.45%) PE teachers responded ‘‘yes’’; the remaining 6 (54.55%) PE teachers responded ‘‘no’’. In Gojjam General Secondary School 1 (66.67%) PE teachers responded ‘‘yes’’; the remaining 5 (83.33%) PE teachers responded ‘‘no’’. In Edegetber General Secondary School 3

(50%) PE teachers responded ‘‘yes’’; the remaining 3 (50%) PE teachers responded ‘‘no’’ and in Damot General Preparatory School 5 (62.5%) PE teachers responded ‘’yes’’; the remaining 3 (37.5%) PE teachers responded ‘‘no’’. From the total 31 PE teachers respondents 14 (45.16%) PE teachers responded as they give practical lessons by breaking down motor skills into small parts (movement patterns) to student, the remaining 17(54.84%) PE teachers responded as they give practical lessons without breaking down motor skills into small parts (movement patterns) to students.

Table 23 Response of PE teachers in students enjoy and giving attention of practical lessons

Item No-9:- Do your students enjoy in the practical session?

Item No-10:- Do your student give their attention for the whole period in your practical class?

Items No	Options	PE teachers									
		Damot		Gojjam		Edegetber		Damot Prp		Total	
		No	%	No	%	No	%	No	%	No	%
8	Yes	5	44.45	2	33.33	3	50	3	37.5	13	41.94
	No	6	54.55	4	66.67	3	50	5	62.5	18	58.06
	Total	11	100	6	100	6	100	8	100	31	100
9	Yes	4	36.36	3	50	2	33.33	2	25	11	35.48
	No	7	63.64	3	50	4	66.67	6	75	20	64.5
	Total	11	100	6	100	6	100	8	100	31	100

As shown in the above table 10, item 9 is concerned about response of HP teachers, Do students enjoy in practical lesson. In Damot General Secondary School 5(44.45)% PE teachers responded “yes”; the remaining 6(54.55%) PE teachers responded “no”. In Edegetber General Secondary School 3(50%) PE teachers responded ‘‘yes’’; the remaining 3(50%) PE teachers responded “no”. In Damote General preparatory School 3(37.5%) PE teachers responded ‘‘yes’’; the remaining 5(62.5%) PE teachers responded ‘‘no’’. In Gojjam General secondary school 2(33.33%) PE teachers responded ‘‘yes’’; the remaining 4(66.67) PE teachers

responded “no”. In general from 31 PE teachers 13(41.91%) responded as students enjoy in HP practical lesson; the remaining 18(58.06%) of PE teachers responded as students have limitation in enjoy the practical lesson.

In the above Table 10, item 10 In terms of teachers, students give attention in practical class, 5(45.45%) PE teachers from Damot General Secondary School responded “yes”; 6(54.55%) of them responded “no”. 3(50%) PE teachers from Edegetber General Secondary School responded “yes”; 3(50%) of them responded “no”. 2(33.33%) PE teachers from Gojjam General Secondary school responded ‘‘yes’’; 4(66.67%) of them responded “no”. In Damot General Preparatory School 3 (37.5%) PE teachers responded “yes”; 5(62.5) of them responded “no”. From the total PE teachers 13(41.94%) responded that students can stay with attention in practical lesson, whereas the rest 18(58.06%) PE teachers responded that; students do not stay in attention during practical class. This implies the majority of Finoteselam town administration PE teachers do not engage their student’s attention during practical class.

4.3.2 Analysis student’s response on their PE teacher’s practical skill

In this Section data that obtained from sample students regarding to the practical skill and practical lesson performance of their PE teachers were analyzed by using the following tables.

Table 24 Response of students to sport clothes & organizes warming up exercise

Item No-1:- Does your PE teacher organize the class to engage warming up exercise?
Item No-2:- Does your PE teacher wear appropriate clothes (sport wear) in practical lesson of PE?

Items No	Options	Students									
		Damot		Gojjam		Edegetber		Damot Prp		Total	
		No	%	No	%	No	%	No	%	No	%
1	Yes	108	85.71	21	30.43	12	21.05	92	100	233	67.73
	No	18	14.29	48	69.57	45	78.95	-	-	111	32.27
	Total	126	100	69	100	57	100	92	100	344	100
2	Yes	62	49.21	30	43.48	19	33.33	39	42.39	150	44.00
	No	64	50.79	39	56.5	38	66.67	53	57.61	194	56.00
	Total	126	100	69	100	57	100	92	100	344	100

The above table 21 item, 1 shows student's response about their PE teachers dressing in practical lesson. In Damot General Secondary School 108 (85.71%) students responded ''yes''; the remaining 18 (14.29%) students responded ''no''. In Gojjam General Secondary School 21 (30.43%) Student responded ''yes''; 48 (69.57%) student responded ''no''. In Edegetbar General Secondary School 12 (21.05%) students responded ''yes''; the remaining 45 (78.95%) student responded ''no''. Finally, in Damot General Preparatory school 92 (100%) students responded ''yes''. From the total of 344 students respondents 233 (67.73) of them responded that their PE teachers dresses sort wears to teach the practical lesson, and the rest 111 (32.27%) respondents answered that their PE teacher comes Simply without wearing appropriate clothes (sport wears).

The above table 21, item 2 discusses the student's response about their PE teacher's ability to organize them to engage warming up exercise. In Damot General Secondary School 62 (49.21%) students responded ''yes''; the remaining 64 (50.79%) student responded ''no''. In Gojjam General Secondary school; 30 (43.48%) student responded ''yes''; 39 (56.5%) student responded ''no''. In Edegetber General Secondary School 19 (33.33%) students responded ''yes''; the remaining 38 (66.67%) student responded ''no''. Finally, in Damot General Preparatory School 39 (42.39%) students responded ''yes''; the remaining 53 (57.61%) student responded ''no''. Out of the total students 150 (43.60%) of the students responded that their PE teacher organize them to let them warming up exercise and the rest 194 (56.40%) of these answered that their PE teacher does not organize the student to let them warming up exercise.

Table 25 Response of students demonstrate warming up & cooling down exercise

Item No-3:- Does your PE teacher let you to execute warming up exercise?

Item No-4:- Does your PE teacher let you to perform cooling down exercise?

Items No	Options	Students									
		Damot		Gojjam		Edegetber		Damot Prp		Total	
		No	%	No	%	No	%	No	%	No	%
3	Yes	43	34.13	21	30.43	16	28.07	50	54.35	130	37.79
	No	83	65.87	48	69.57	41	71.93	42	45.65	214	62.21
	Total	126	100	69	100	57	100	92	100	344	100
4	Yes	25	19.84	13	18.84	14	26.56	33	35.87	85	24.71
	No	101	80.16	56	81.16	43	57.44	59	64.13	259	75.29
	Total	126	100	69	100	57	100	92	100	344	100

As we see from the above table 22, item 23 shows student's response whether their PE teacher let them to execute warming up exercises. In Damot General Secondary School 43 (34.13%) students responded ''yes''; the remaining 83 (65.87%) student responded ''no''. In Gojjam General Secondary School 21 (30.43%) student responded ''yes''; 48 (69.57%) student responded ''no''. In Edegetber General Secondary School 16 (28.7%) students responded ''yes''; the remaining 41 (71.93%) students responded ''no''. Finally, in Damot General Preparatory School 50 (54.35%) Students responded ''remaining 42 (45.65%) student responded ''no''. From the total 344 student respondents 130 (37.79%) of the students responded that their PE teacher let them to execute warming up exercises, and the rest 214 (62.21%) respondents answered that their PE teacher does not let them to execute warming up exercises.

As we see again from the above table 22, item 4 speaks about student's response whether their PE teacher let them to perform cooling down exercise. In Damot General Secondary School 25 (19.84%) students responded ''yes''; the remaining 101 (80.16%) student responded ''no''. In Gojjam General Secondary School 13 (18.84) student responded ''yes''; 56 (81.16%) student responded ''no''. In

Edegetber General Secondary School 14 (26.56%) Students responded ‘‘yes’’; the remaining 43 (57.44%) student responded ‘‘no’’. At the end, in Damot General Preparatory School 33 (35.87%) students responded ‘‘yes’’; the remaining 59 (64.13%) student responded ‘‘no’’. From the total of 344 students respondent 85 (24.71%) students responded that their PE teacher let them to perform cooling down exercises, and the rest 259 (75.29%) of the respondents answered that their PE teacher do not let them to perform cooling down exercise.

Table 26 Response of students on their PE teacher practical & demonstration skill

Item No-5:- Is your PE teacher skilled enough of to teach practical class to you?

Item No-6:- Does the teacher properly demonstrate the main body (topic) of each day’s practical lesson?

Items No	Options	Students									
		Damot		Gojjam		Edegetber		Damot Prp		Total	
		No	%	No	%	No	%	No	%	No	%
5	Yes	38	30.48	16	23.19	17	29.82	30	32.61	101	29.36
	No	88	69.52	53	76.81	40	70.18	62	67.39	243	70.64
	Total	126	100	69	100	57	100	92	100	344	100
6	Yes	40	31.43	17	24.64	16	27.27	42	45.65	115	33.43
	No	86	68.26	52	75.36	41	72.73	50	54.35	229	66.57
	Total	126	100	69	100	57	100	76	100	344	100

As we can see from the above table 23, item 5 discuses about students response on their PE teacher’s practical skill to teach them. In Damot General Secondary School 38 (30.16%) students responded ‘‘yes’’; the remaining 88 (69.84%) student responded ‘‘no’’. In Gojjam General Secondary School 16(23.19%) student responded ‘‘yes’’; 53 (76.81%) student responded ‘‘no’’. In Edegetber General Secondary School 17 (29.82%) students responded ‘‘yes’’; the remaining 40 (70.18%) student responded ‘‘no’’. Finally, in Damot General Preparatory School 30 (32.61%) students responded ‘‘yes’’; the remaining 62 (67.39%) student responded ‘‘no’’. Based on this, from the total 344 student respondents 101 (29.36%) of the

students responded that their PE teachers have adequate amount of practical skill to teach them and the rest 243 (70.64%) students answered that teachers have not adequate amount of practical skill to teach the them.

As we again from the above table 23, item 6 explains about students response on their PE teacher demonstration skill usually observed main body (topic) of each day's practical lesson. In Damot General Secondary School 40 (31.75%) students responded ''yes''; the remaining 86(68.26%) student responded ''no''. In Gojjam General Secondary School 17 (24.64%) Student responded ''yes''; 52 (75.36%) student responded ''no''. In Edegetber General Secondary School 12 (27.27%) students responded ''yes''; the remaining 41 (72.73%) student responded ''no''. At the end, in Damot General Preparatory School 42 (45.65%) students responded ''yes''; the remaining 50 (54.35%) student responded ''no''. therefore, out of the total respondents 115(33.43%) students responded that their PE teachers properly demonstrate the main body (topic) of practical lesson, and the rest 229 (66.57%) of the respondents answered that their PE teacher gives the practical lesson without demonstrating its main body (topic).

Table 27 Response of Students on commitment of their PE teacher to practical lesson

Item No-7 Do you think your physical education teacher is committed to deliver practical class properly?

Items No	Options	Students									
		Damot		Gojjam		Edegetber		Damot Prp		Total	
		No	%	No	%	No	%	No	%	No	%
7	Yes	32	25.40	21	30.43	18	31.58	45	48.91	116	33.72
	No	94	74.60	48	69.57	39	68.42	47	51.09	228	66.28
	Total	126	100	69	100	57	100	92	100	344	100

As Shown in the above table 24, item 7 talks about students' response on their PE teacher commitment to deliver practical lesson properly. In Damot General Secondary School 32 (25.40%) students responded ''yes''; the remaining 94

(74.60%) student responded ‘‘no’’. In Gojjam General Secondary School 21 (30.43%) student responded ‘‘yes’’; 48 (69.57) student responded ‘‘no’’. In Edegetber General Secondary School 18 (31.58%) students responded ‘‘yes’’; the remaining 39 (68.42%) student responded ‘‘no’’. Finally, in Damot General Preparatory School 45 (48.91%) students responded ‘‘yes’’; the remaining 37(51.09%) student respond ‘‘no’’. From the total 344 student respondents 116 (33.72%) students responded that their PE teacher was committed to deliver practical lesson, and the rest 228 (66.28%) of the respondents answered that their PE teacher was not committed to deliver practical lesson properly.

Table 28 Response of students in HP teachers enjoy and stay attention of practical class

Item No-8:- Are you enjoyed with your PE teachers in the practical class?

Item No-9:- Are you satisfied by PE teacher during practical class?

Items No	Options	PE teachers									
		Damot		Gojjam		Edegetber		Damot Prp		Total	
		No	%	No	%	No	%	No	%	No	%
8	Yes	51	40.48	30	43.48	25	43.86	36	39.13	142	41.28
	No	75	59.52	39	56.52	32	56.14	56	60.87	202	58.72
	Total	126	100	69	100	57	100	92	100	344	100
9	Yes	49	38.89	27	39.13	21	36.84	33	35.87	130	37.79
	No	77	61.11	42	60.87	36	63.16	59	64.13	214	62.21
	Total	126	100	69	100	57	100	92	100	344	100

As shown in the above table 16, item 8 is concerned about response of students, Do teachers enjoy in practical lesson. In Damot General Secondary School 51(40.48)% PE teachers responded “yes”; the remaining 75(59.52%) PE teachers responded “no”. In Edegetber General Secondary School 25(43.86%) PE teachers responded ‘‘yes’’; the remaining 32(56.14%) PE teachers responded “no”. In Damote General preparatory School 36(39.13%) PE teachers responded ‘‘yes’’; the remaining 56(60.87%) PE teachers responded ‘‘no’’. In Gojjam General secondary school 30(43.48%) PE teachers responded ‘‘yes’’; the remaining 39(56.52%) PE teachers

responded “no”. In general from 344 PE teachers 142(41.28%) responded as students enjoy in HP practical lesson; the remaining 202(58.72%) of PE teachers responded as students have limitation in enjoy the practical lesson.

In the above Table 16, item 9 In terms of stay with attention in practical class, 49(38.89%) students from Damot General Secondary School responded “yes”, 77(61.11%) of them responded “no”. 21(36.84%) students from Edegetber General Secondary School responded “yes”, 36(63.16%) of them responded “no”. 27(39.13%) students from Gojjam General Secondary school responded ‘‘yes’’, 42(60.87%) of them responded “no”. In Damot General Preparatory School 33 (35.87%) PE teachers responded “yes”, 59(64.14%) of them responded “no”. From the total PE teachers 130(37.79%) responded that HP teachers can stay with attention in practical lesson, whereas the rest 214(62.21%) students responded that; teachers do not stay in attention during practical class. This implies the majority of Finoteselam town administration students do not satisfied by PE teachers during practical class.

4. 4 Qualitative Data Analysis Based On teacher Responses for open ended questions

In addition to closed ended questions which are quantitative analyzed by percentage, teachers are also asked open ended questions which are expected to bring information’s that cannot be generated by closed ended questions .The responses are presented as follows.

On item 1, In which part of teaching learning process you are efficient enough, theoretical or practical lesson? Explain the reason? For this question, 21(67.74%) of PE teachers replied that they are effectively enough in theoretically lesson than practical class. For this they mention the reason were, they have access for theoretical lesson to prepare well, they have content and methodology knowledge to teach theoretical class and they are exposed aped ting for their knowledge through teaching learning process in the theory class as well as one to five teacher group discussion.

On item 2, In which physical education session do your students enjoy more, in practical or theoretical lesson? What do you think the reason for this? For this questioner the collected data from teachers showed that 71% of the teachers could enjoyed their students with theoretical lesson whereas 19% of teachers could enjoyed their students with practical lesson the remaining 10% of could enjoyed their students with both theoretical and practical lesson. The majority respondent's reasons are they can prepare very well about contents, teaching methods are related to student day to day life and they can present the content in easily way.

On item 3, Do you think you are competent enough both in theory and practical class? Explain how? The results collected from teachers showed that 60% of them are competent enough in theoretical rather than practical lesson in other hand 30% teachers replied they are competent in practical lesson the remaining 10% were competent enough both theoretical and practical class . They mentioned the reasons as they had lacked of professional interest, background experience, lack of on work training, and not watch deferent video drills.

4.5.2 Interview Responses of School principal

In the first question, the school principal was asked; do you think PE teachers are efficient enough in teaching the theoretical lesson? How do you get the information? In relation to this question almost all school principals replied that majority of PE teachers are sufficient enough in theoretical lesson in case of quality presentation, utility of appropriate teaching methodology and appropriate response for student question. The principals obtained teachers theoretical lesson performance information through supervision, students result and feed back of student and teaches partners.

The second item requested to the school principals concerned about the efficiency of PE teachers in the demonstration of practical class. Concerning this discussion point majority school principals replied that most of PE teachers are not efficient in demonstration the practical class because they don't have practical skill, not physical fit, lack of training procedure in order to perform one event, students un sufficient

skill and un utility full time (period). The principals obtained evidence through supervision, student complains and student result.

The third question to the school principals was that, Do PE teachers have competent enough both in theoretical knowledge and practical skill? How ascertain this? In relation to this discussion point most of the school principals replied that majority of PE teachers are not competent enough in both theoretical practical performance because most of PE teachers are give attention towards theoretical lesson rather practical, however few teachers have both theoretical knowledge and practical skill

4.6 Observation Report, Interpretation and discussion

In order to triangulate data that obtained from questionnaires and interview observation data collection tools was employed by the researcher. In the observational checklist analysis the number of PE teachers exhibited and not exhibited the behavior were counted and placed in the ‘‘yes’’ and ‘‘no’’ categories respectively. The number of PE teachers in the ‘‘yes’’ and ‘‘no’’ categories written in number and percentage. On the basis of this analysis is done. The following two consecutive tables discussed the observation checklist.

Table 29 Observation – 1 concerning about theoretical PE lesson

No	Item	Options			
		Yes		No	
		No	%	No	%
1	The teacher introduces the objective of daily lesson clearly	25	80.67	6	19.35
2	The teacher summarizes the theoretical lesson by giving main point of the lesson	28	90.32	3	9.68
3	The teacher teaches theoretical lesson clearly	31	100	-	-
4	The teacher have ability to answer student question during theoretical lesson	31	100	-	-

5	The teacher teaches the theoretical lesson by using various teaching method	26	83.87	5	16.13
6	The teacher's ability to explain or present his knowledge to student?	30	96.77	1	3.27

As we see from the above table 29, six characteristics, which are expected to be performed by the PE teachers in the theoretical class, were observed.

In the first observation, from a total of 31 (100%) PE teachers 25 (80.65%) of them are observed while they were introducing the daily lesson objective clearly to teach theoretical lesson clearly; 6 (19.35%) of them are observed while they were not introducing the daily lesson objective clearly to teach theoretical lesson clearly. Based on this we can say that the majority of teachers are observed while they were introducing the daily lesson objective clearly theoretical lesson clearly.

In the Second observation, from a total of 31 (100%) PE teachers 28 (90.32%) of them are observed while they were summarizing the theoretical lesson by giving the main points of the lesson; 3 (9.68%) of them are observed while they were not summarizing the theoretical lesson by giving the main points of the lesson. Based on this we can say that the majority of teachers are observed while they were summarizing the theoretical lesson by giving the main point of the lesson.

In the third observation, from a total of 31 (100%) PE teachers all the 21 (100%) of them are observed while they were teaching the theoretical lesson clearly.

In the fourth observation, from a total of 31 (100%) PE teachers all the 31 (100%) of them are observed while they were having the ability to answer student question during theoretical lesson.

In the fifth observation, from a total of 31 (100%) PE teachers 26 (83.87%) of them are observed while they were teaching the theoretical lesson various teaching method; 5 (16.13%) of them are observed while they were not teaching the theoretical lesson by using various teaching method. Based on this we can say that

the majority of teachers are observed while they were teaching the theoretical lesson by using various teaching method.

Finally, in the sixth observation, from a total of 31 (100%) PE teachers 30 (96.77%) of them are observed while they were having the ability to explain or present his/her knowledge to student; 1 (3.23%) of them are observed while they were not having the ability to explain or present his/her knowledge to student. Based on this we can say that the majority of teachers are observed while they were having the ability to explain or present his/her knowledge to student.

Table 30 Observation: 2 concerning about practical PE lesson

No	Item	Options			
		Yes		No	
		No	%	No	%
1	The teacher wear appropriate clothes (sport wears)	21	67.74	10	32.26
2	The teacher organizes the student to do warming up exercise	24	77.42	7	22.58
3	The direction of the teacher to let students warm up exercise	4	12.90	27	87.10
4	The direction of the teacher to let students cool down exercise	-	-	31	100
5	The teacher ability to demonstrate the critical phase of daily practical lesson	6	19.35	25	80.65
6	The teacher breaking down motor skills into small parts (movement patterns)	1	3.23	30	96.77

As we see from the above table-30, six characteristics, which are expected to be performed by the PE teachers in the practical class, were observed.

In the first observation, from a total of 31 (100%) PE teachers 21 (67.74%) of them are observed while they were wearing appropriate clothes (sport wears) while they

were teaching practically on the field. The remaining 10 (32.26%) are observed while they were not wearing sport clothes while they were teaching practically on the field. Based on this we can say that the majority of teachers are observed while they were wearing sport clothes while they were teaching practically on the field.

In the second observation, from a total of 31 (100%) PE teachers 24 (77.42%) of them are observed while they were organizing the students to do warming up exercise; the rest 7 (22.58%) of them are observed while they were not organizing the students to do warming up exercise. Based on this we can say that the majority of teachers are observed while they were organizing the students to do warming up exercise.

In the third observation, from a total of 31 (100%) PE teachers 4 (12.90%) of them are observed while they were directing the students to let them warm up their body; the remaining 27 (87.10%) of them are observed while they were not directing the students to let them warm up their body. Based on this we can say that the majority of teachers are observed while they were not directing the students to let them warm up their body.

In the fourth observation, from a total of 31 (100%) PE teachers no teacher is observed while he/she was directing the students to let them cool down their body.

In the fifth observation, from a total of 31 (100%) PE teachers 6 (19.35%) of them are observed while they were having the ability to demonstrate the critical phases of daily practical lesson; 25 (80.65%) of them are observed while they were not having the ability to demonstrate the critical phases of daily practical lesson. Based on this we can say that the majority of teachers are observed while they were not having the ability to demonstrate the critical phases of daily practical lesson.

In the sixth observation, from a total of 31 (100%) PE teachers 1 (3.23%) of them is observed while he/she was breaking down motor skills into small parts (movement patterns); 30 (96.77%) of them are observed while they were not breaking down motor skills into small parts. Based on this we can say that the majority of teachers are observed while they were not breaking down motor skills into small parts.

5. SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter presents summary of major findings of the study, the conclusions drawn and recommendations given

5.1 SUMMARY

Physical Education develops the skills, knowledge, values and attitudes needed for establishing and enjoying an active and healthy lifestyle, as well as building student. Confidence and competence in facing challenges as individuals and in groups or teams, through a wide range of learning activities. It is the process through which students acquire knowledge, develop skill, change in behavior and formulate personality. Physical education teaching-learning process requires physical education teachers especially who are passionate to teach both the theoretical and practical lesson, theoretically knowledgeable, practically skillful and whose theoretical knowledge and practical skills are compatible.

The main objective of this study was to assess the compatibility of theoretical knowledge and practical skills of Physical education teachers in case of Finoteselam town General Secondary and Preparatory Schools. To meet the objectives the study, the following research question were raised:

1. Do physical education teachers clearly present their knowledge during theoretical session of physical education?
2. Do physical education teachers demonstrate each skill for student's during the practical session of physical education lesson?
3. Do physical education teachers' theoretical knowledge and practical skill are compatible in physical education lesson?

The research methodology employed in the study was a descriptive survey. In this study 344 students, 31 PE teachers and 9 school principals were participated from four Finoteselam town administration schools. The sample sizes of the study were selected by using purposive sampling method. Besides this, adequate amount of data was collected by using multiple data collection tools. Predominantly, questionnaire was used as a major data collection instrument. However in order to assure the

validity of the data that obtained from questionnaire triangulation method was employed by using semi-structured interview and observation. The data that obtained from questionnaire, interview and field observation were analyzed quantitatively and qualitatively.

Based on the date analysis, the major findings of the study are presented as follows:

1. Interest of physical education teachers
    - All physical education teachers were interested to teach physical education theoretical lesson.
    - The majority of physical education teachers had less interest to teach practical lesson.
2. Performance and knowledge of physical education teachers in theoretical lesson
    - The Majority of physical education teachers clearly introduce daily lesson objectives.
    - Most physical education teachers had adequate amount of ability to explain/present their knowledge in theoretical lesson.
    - Majority of physical education teachers have been giving answer properly to the questions raised by the students in theoretical lesson.
    - The majority of physical education teachers have been summarizing daily lesson.
    - In relation with the use of variety of teaching methods, most teachers have been using variety of teaching methods.
3. Performance and skill of physical education teachers in practical lesson:-
    - Majority of physical education teachers organized students to do warming up exercise,
    - Majority of physical education teachers did not let (direct) students to do cooling down exercise practically.
    - Majority of physical education teachers did not demonstrate the main body (topic) of the daily practical lesson.

- Majority of physical education teachers lacked adequate amount of practical skill to teach practical lesson.
- Most of physical education teachers did not deliver daily practical lessons by breaking down motor skills in to small parts/movement patterns.
- Majority of physical education teachers did not engage in their own personal regular exercise program.

5.2 CONCLUSIONS

In order to assess the compatibility of theoretical knowledge and practical skills of physical education teachers in case of Finoteselam town General Secondary and Preparatory schools. Adequate amount of data collected from the sample size of the study. Therefore, based on the finding of the study the following conclusions were made.

- To make physical education teachers compatible in theoretical knowledge and practical skill, the interest of physical education teacher to teach theoretical and practical skill is important but in this study the finding showed that physical education teachers were interested to teach theoretical lesson. In contrary, physical education teachers have less interest to teach practical lesson.
- Based on the finding of the study, the Performance of PE teachers in Finote selam town in theoretical lessons of physical education was supposed to be nice because of the following reasons. They were introducing the daily lesson objective; capable of explaining/presenting their knowledge; summarizing the theoretical lesson by giving main point of the lesson; using of variety of teaching methods and answering the question raised by students. physical education teachers in Finote Selam town perform majority of the activities which are expected to be performed by the teachers during theoretical lesson. While in practical lesson physical education have no interest to teach practical lesson, limitation in practical skill and performance of practical lesson due to this reason practical skill of physical education teachers not compatible with their theoretical knowledge.

- This indicates that physical education teachers in Finote selam town performed a lot of activities which are expected to be done by them during the theoretical lesson of PE.
- Physical education teacher's practical skill and performance in practical is crucial part in teaching physical education as a subject. However the finding of this study revealed physical education teachers in Finote Selam Town had limitation in practical skill and performance of practical lesson. This is concluded because during practical lesson physical education teachers did not let students to warming up and cooling down exercise practically; did not demonstrate the main body (topic) of daily practical lesson; did not deliver the daily practical lessons by breaking down motor skills in to small parts/movement patterns; and did not participate in regular physical exercise. This indicates that physical education teachers did not perform several activities which are expected to be performed by the teachers during practical lesson.
- Generally physical education teacher's in finote Selam town Physical education teachers in the theoretical knowledge and performance in theoretical lesson is good because physical education teachers introduce the daily lesson objective, have adequate amount of knowledge and them abele to explain or present their knowledge, use variety of teaching methods and answer the questions raised by students. This indicates physical education teachers in Finote Selam town perform majority of the activities which are expected to be performed by the teachers during theoretical lesson. While in practical lesson physical education have no interest to teach practical lesson, limitation in practical skill and performance of practical lesson due to this reason practical skill of physical education teachers not compatible with their theoretical knowledge.

5.3 RECOMMENDATIONS

In light of the finding and conclusion of the study, the following recommendations were forwarded as a solution to improve compatibility of theoretical knowledge and practical skill of physical education teacher's.

- Physical education teachers should devoted their extra time to develop their practical skill performance and demonstration ability by using different methods such as training different skills in his/her own personal regular exercise program, peer to peer assistance between teachers in relation with theoretical and practical lessons.
- Physical education teacher must have a system to learn each other; to share experience and to evaluate each other.
- A physical education teacher has to watch different videos and games which show the correct performance of different skills as well as to enhance the interest of practical skill.

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7. APPENDICES

Appendix A

Questionnaires' provided for PE teachers

General direction

Dear respondents, this questionnaire are designed to physical education teachers teaching at Finoteselam town General Secondary and Preparatory Schools. The main purpose of this questionnaire is to obtain information about the compatibility of theoretical knowledge and practical skills of Physical education teachers in case of Finoteselam town General Secondary and Preparatory Schools. Hence, you are kindly requested to provide genuine information for the questions which are paramount importance for the quality of the research, as well as to bring practical solutions to the problem in this area. Thus, I would like to thank you in advance for your cooperation.

Note:

•No need of writing names.

•Your response will only be used for the purpose of the research.

•Confidentiality of your response will be maintained.

•Indicate your answer by putting a "√" mark inside the box provided against each response option

•Thank you once again.

SECTINON ONE: - Personal Profile of Physical Education Teachers

1. Sex: Male ☐ Female ☐

2. Age: 20-25 ☐ 26-30 ☐ 31-35 ☐ Above 35 ☐

3. Marital status: Married ☐ Unmarried ☐ Divorce ☐

4. Educational level: College diploma ☐ BSc./BEd. Degree ☐ MSc. Degree ☐

5. How many years have you been teaching PE?

1-5 ☐ 6-10 ☐ 11-15 ☐ above 15 ☐

SECTINON TWO: - Physical Education Teachers in Theoretical Knowledge

The following items are concerning the physical education teachers' performance in theoretical physical education lesson. Therefore, please indicate your response by putting "√" marking the boxes to indicate your correct response.

1. How do you evaluate the level of your interest to teach the theoretical part of physical education its session?

Great ☐ Medium ☐ Poor ☐

2 .Do you intro duce the objective of daily lesson clearly?

Yes ☐ No ☐

3. Do you summarize the theoretical lesson by giving main point of the lesson?

Yes ☐ No ☐

4. Do you teach each theoretical lesson openly?

Yes ☐ No ☐

5. Do you have the ability to answer students' question during theoretical lesson?

Yes ☐ No ☐

6. Do you teach the theoretical lesson by using various teaching method?

Yes ☐ No ☐

7. Do you have the ability to explain or present your knowledge to students?

Yes ☐ No ☐

8. Do students understand each theoretical lesson?

Yes ☐ No ☐

9. Do your students enjoy in the theoretical class?

Yes ☐ No ☐

10. Do your students give their attention for the whole period in your theoretical class?

Yes ☐ No ☐

SECTINON THREE: - Physical Education Teachers' in Practical Skill

The following items are concerning the PE teachers' performance in practical physical education lesson. Therefore, please indicate your response by putting "v"" mark in the boxes to indicate your correct response.

1. How do you evaluate the level of your interest to teach the practical part of physical education in its session?

Great ☐ Medium ☐ Poor ☐

2. Do you wear appropriate clothes (sport wears) in practical lesson of physical education?

Yes ☐ No ☐

3. Do you organize students to engage in warming up exercise?

Yes ☐ No ☐

4. Do you let students to execute warming up exercises?

Yes ☐ No ☐

5. Do you command students to perform cooling down exercises?

Yes ☐ No ☐

6. Are you skilled enough to teach practical class to students?

Yes ☐ No ☐

7. Do you have your own personal regular exercise program?

Yes ☐ No ☐

8. Do you teach practical lessons by breaking down motor skills into small parts (movement patterns) to student?

Yes ☐ No ☐

9. Do students enjoy the practical session?

Yes ☐ No ☐

10 .Do the student’s attentions stay throughout the practical session?

Yes ☐ No ☐

SECTION FOUR: Open ended question for HP teachers

1 .In which part of teaching learning process you are efficient enough, theoretical or practical lesson? Explain the reason.

_____
_____
_____
_____

2. In which physical education session do your students enjoy more, in practical or theoretical lesson? What do you think the reason for this?

_____
_____
_____
_____

3. Do you think you are competent enough both in theory and practical class? Explain how?

_____
_____
_____
_____

THANK YOU FOR YOUR COOPERATION

Appendix B

Questionnaires' provided for students

General direction

Dear respondents, this questionnaire were designed to gather data about the compatibility of theoretical knowledge and practical skills of Physical education teachers in case of Finoteselam town General Secondary and Preparatory Schools. The success of the study depends upon your willingness to give genuine and accurate information. Therefore you are kindly requested to respond each question by following the instructions. I would like to assure that your answers remain strictly confidential.

Note:

•No need of writing names.

•Your response will only be used for the purpose of the research.

•Indicate your answer by putting a "√"mark inside the box provided against each response option

•Thank you once again

SECTION ONE: - Personal Profile of Students

1. Sex: - Male ☐ Female ☐

2. Age: - 14-17 ☐ 18-21 ☐ Above 21 ☐

3. Grade level: - 9-10 ☐ 11-12 ☐

SECTINON TWO: - Physical Education Teachers' theoretical Skill

The following questions are concerning the PE teachers' performance in theoretical physical education lesson. Therefore, please indicate your response by putting "√" mark in the boxes to indicate your correct response.

1. Does the PE teacher introduce the objective of daily lesson clearly?

Yes☐ No ☐

2. Does the PE teacher summarize the theoretical lesson by giving main points of the lesson?

Yes☐ No ☐

3. Does the PE teacher have the ability to answer your questions during theoretical lessons?

Yes ☐ No ☐

4. Does the PE teacher teach the theoretical lesson by using various teaching methods?

Yes ☐ No ☐

5. Do you think your PE teacher is committed to deliver his/her theoretical knowledge properly to the class?

Yes☐ No ☐

6. Does your PE teacher have ability to explain or present his knowledge to you?

Yes ☐ No ☐

7. Do you understand theoretical lessons delivered by PE teacher?

Yes ☐ No ☐

8. Are you enjoyed with your PE teacher in theoretical class?

Yes ☐ No ☐

9. Are you satisfied by PE teacher during theoretical class?

Yes ☐ No ☐

SECTINON THREE: - Physical Education Teachers' Practical Skill

The following questions are concerning the teacher performance in practical physical education lesson. Therefore please indicate your response by putting "√" mark in the boxes to indicate your correct response.

1. Does the PE teacher wear appropriate clothes (sport wears) in physical education practical lesson?

Yes ☐ No ☐

2. Does your PE teacher organize the class to engage warming up exercise?

Yes ☐ No ☐

3. Does your PE teacher let you to execute warming up exercises?

Yes ☐ No ☐

4. Does your PE teacher let you to perform cooling down exercises?

Yes ☐ No ☐

5. Is your PE teacher skilled enough to teach practical class to you?

Yes ☐ No ☐

6. Does the teacher properly demonstrate the main body (topic) of each day's practical lesson?

Yes ☐ No ☐

7. Does you think physical education teacher is committed to deliver practical class properly?

Yes ☐ No ☐

8. Are you enjoyed with your PE teacher in practical class?

Yes ☐ No ☐

9. Are you satisfied by PE teacher during practical class?

Yes ☐ No ☐

THANK YOU FOR YOUR COOPERATION

Appendix C

Semi structure interview Provided For School Principals

General direction

Dear respondents, this interview are designed to school principals at Finotselam town administration General Secondary and preparatory school principal. The main purpose of this interview is to obtain information about the compatibility of theoretical knowledge and practical skills of physical education teachers in case of Finoteselam town administration General secondary and Preparatory Schools. Hence, you are kindly requested to provide genuine information for each question, because your responses are paramount importance for the quality of the research, as well as to bring practical solution to the problem in the area. Thus, I would like to thank you in advance for your cooperation.

Note:

- No need of writing names.
- Your response will only be used for the purpose of the research.
- Confidentiality of your response will be maintained.
- Thank you once

SECTION ONE; - personal profile of School Principal

1. Sex:- Male ☐ Female ☐
2. Age:- 26-30 ☐ 31-35 ☐ 35-40 ☐ bove 40 ☐
3. Marital status:- Married ☐ Jnmarried ☐ Divorce ☐
4. Educational level:- BSc /BEd ☐ Degree MSc Degree ☐
5. How many years you have been working in school Principal?

   1-4 ☐ 5-10 ☐ 11-15 ☐ above 15 ☐

A semi Structured Interview: provided For School Principal

1 .Do you think PE teachers are efficient enough in teaching the theoretical lesson? How do you get the information?

2 .Do you think PE teachers are efficient enough in demonstration the practical class? How do you get the information?

3 .Do PE teachers have competent enough both in theoretical knowledge and practical skill? How ascertain this?

THANK YOU FOR YOUR COOPERATION

Appendix D

The purpose of this observation is to get necessary data from the research purpose when teachers in practical and theoretical class

Observation Checklist: 1 Theoretical PE lesson Observation check list format

Name of the school _____ Date of observation _____

PE Teacher Code _____ Observation frequency___

No	Items	Options	
		Yes	No
1	The teacher introduces the objective of daily lesson clearly		
2	The teacher summarizes the theoretical lesson by giving main point of the lesson		
3	The teacher teaches theoretical lesson clearly		
4	The teacher have ability to answer student question during theoretical lesson		
5	The teacher teaches the theoretical lesson by using various teaching method		
6	The Teacher's ability to explain or present his knowledge to student?		

Observation Checklist: 2 Practical PE Lesson Observation check list format

Name of the school _____ Date of observation _____

PE Teacher Code _____ Observation frequency _____

No	Items	Options	
		Ye	No
1	The teacher wear appropriate clothes (sport wear)		
2	The teacher organizes the student to do warming up exercise		
3	The direction of the teacher to let students warm up exercise		
4	The direction of the teacher to let students cool down exercise		
5	The teacher ability to demonstrate the critical phase of daily practical lesson		
6	The teacher break down motor skill in to small part(movement patterns		

Appendix E

በተማሪዎች የሚሞላ መጠይቅ

የዚህ መጠይቅ ዋና አላማ ለዩኒቨርሲቲ ምሩቃ ትምህርት የመመረቂያ ጽሁፍ መረጃ ለመሰብሰብ ሲሆን የጥናቱ ርዕስ በፍ ሰላም ከተ አስተዳደር ባሉ የሁለተኛ ደረጃ ት ቤቶች ያሉ የስነዜጋ ትምህርት መምህራን የግብረ ሀብ እሴቶችና የትብር ክህሎት ተመሳሳይ እንዲሁም ለቀርፆ አስፈላጊ የሆኑ ሀሳቦችን ለመለየት የሚያስችል መረጃ ለመሰብሰብ ነው፡፡ የጥናቱ ውጤታማነት የሚወሰነው በሚሰጡት ትክክለኛ ታማኝ በሆኑ ምላሾች ይወሰናል፡፡ ስለዚህም ለጥናቱ ትክክለኛ የሆኑ መረጃ እንድትሰጡኝ እጠይቃለሁ፡፡ ስለዚህ ለሚሰጡኝ መረጃዎች በከፍተኛ ሚስጥር በጥንቃቄ እንደሚያዙ በትህትና እገልፃለሁ፡፡ ማንኛውንም ሚስጥራዊነት የተጠበቀ ነው፡፡ የሚሞሉትም ለዚህ ጥናት ብቻ ነው፡፡

ውድ ጊዜዎን መጠይቁን ለመሙላትና መረጃ በመስጠት በማድረግዎ አመሰግናለሁ፡፡

ትዕዛዝ

- ስምዎን መጻፍ አያስፈልግም፡፡
- የሚሰጡት መልስ ለ ጥናቱ ግብአትነት ብቻ የሚውል ነው፡፡
- ለሚከተሉት ጥያቄዎች ትክክለኛ መልስ የያዘውን ሳጥን የ ‘’√’’ ምልክት ያድርጉ እንዲሁም አስፈላጊ ሆኖ ሲገኝ ባዶ ቦታውን ይሙሉ፡፡
- አመሰግናለሁ

<u>ክፍል አንድ፡</u> **የተሳታፊዎች አጠቃላይ መረጃ**

1. ፆታ ወንድ ☐ ሴት ☐
2. ዕድሜ ከ[illegible] ዓመት ☐ ከ[illegible] ☐ [illegible] ዓመት በላይ ☐
3. የክፍል ደረጃ ከ[illegible] ☐ ከ[illegible] ☐

ክፍል ሁለት፡ የስነዜጋ ትምህርት መምህራን የግብረ ሀብ እሴቶች

የሚከተሉትን ጥያቄዎች የስነዜጋ ትምህርት መምህራን የግብረ ሀብ ትምህርት ክፍል ጊዜ የተመለከቱ ናቸው፡፡ ስለሆነም ለሚከተሉት ጥያቄዎች ትክክለኛ መልስ የያዘውን ሳጥን የ ‘’√’’ ምልክት ያድርጉ፡፡

1. የስነዜጋ ትምህርት መምህራችሁ የዕለቱን ትምህርት አላማ በግልፅ ያስተዋውቃሉ●
   አዎ ☐ አያስተዋውቁም ☐
2. የስነዜጋ ትምህርት መምህራችሁ የዕለቱን ግብረ ሀብ ትምህርት ዋና ዋና ነጥቦች ማጠቃለያ ይሰጣሉ●
   አዎ ☐ አይሰጡም ☐
3. የስነዜጋ ትምህርት መምህራችሁ በግብረ ሀብ ትምህርት ክፍል ጊዜ ወቅት የሚነሱትን ጥያቄዎች በዝርዝር ይመልሳሉ●
   አዎ ☐ አይመልሱም ☐
4. የስነዜጋ ትምህርት መምህራችሁ በግብረ ሀብ ትምህርት ክፍል ጊዜ ወቅት የተለያዩ የማስተማር ዘዴዎችን በመጠቀም ያስተምራሉ●
   አዎ ☐ አያስተምሩም ☐
5. የስነዜጋ ትምህርት መምህራችሁ ያለውን ግብረ ሀብ እሴቶች ለሰዎች ለመስጠት ቁርጠኛ ነው ብለህ ታስባለህ ሽ●

   አዎ ☐ አይደለም ☐
6. የስነዜጋ ትምህርት መምህራችሁ ያለውን ግብረ ሀብ እሴቶች በተግባር ሁኔታ የሚያሳይ ወደ ምሳሌነት የሚተረጉም አለ●
   አዎ ☐ የለም ☐
7. የስነዜጋ ትምህርት መምህራችሁ የሚሰጡት የግብረ ሀብ ትምህርት መረዳት ችለሃል ሽ●
   አዎ ☐ አልረዳም ☐
8. የስነዜጋ ትምህርት መምህራችሁ በግብረ ሀብ ትምህርት አቀራረቡ ደስተኛ ያደርጋሉ ሽ●

   እደሰታለሁ ☐ [illegible]ም ☐

፱. የሰውነት ማጎልመሻ መምህሩ/ሽ በንድፈ ሀሳብ ትምህርት አሰጣጥ ትረካለህ/ሽ?

እረካለሁ ☐ አልረካም ☐

ክፍል ሦስት፡ የሰውነት ማጎልመሻ መምህራን የተግባር ክህሎት

የሚከተሉትን ጥያቄዎች የሰውነት ማጎልመሻ መምህራን የተግባር ትምህርት ክፍለ ጊዜ የተመለከቱ ናቸው፡፡ስለሆነም ለሚከተሉት ጥያቄዎች ትክክለኛ መልስ የያዘውን ሳጥን የ ''√'' ምልክት ያድርጉ፡፡

፩. የሰውነት ማጎልመሻ መምህራችሁ በተግባር ትምህርት ክፍለ ጊዜ ወቅት ተገቢውን የስፖርት ትጥቅ ይለብሳል?
አዎ ☐ አይለብስም ☐

፪. የሰውነት ማጎልመሻ መምህራችሁ ለሰውነት ማሟሟቂያ እንቅስቃሴ ተማሪዎችን ያደራጃል?
አዎ ☐ አያደራጅም ☐

፫. የሰውነት ማጎልመሻ መምህራችሁ ለሰውነት ማሟሟቂያ እንቅስቃሴ እንዲሰሩ ያደርጋል
አዎ ☐ አያደርግም ☐

፬. የሰውነት ማጎልመሻ መምህራችሁ ለሰውነት ማቀዝቀዣ እንቅስቃሴ እንዲሰሩ ያደርጋል?
አዎ ☐ አያደርግም ☐

፭. የሰ ማጎልመሻ መምህራችሁ የተግባር ትምህርት ክፍለ ጊዜ ለማስተማር በቂ ክህሎት አለው?
አዎ ☐ የለውም ☐

፮. የሰውነት ማጎልመሻ መምህራችሁ የተግባር ትምህርት ክፍለ ጊዜ ዋና አላማ ሰርቶ ያሳያል?
አዎ ☐ አያሳይም ☐

፯. የሰውነት ማጎልመሻ መምህራችሁ የተግባር ትምህርት ክፍለ ጊዜ ለማስተማር ቁርጠኛ ነው ብለህ ታስባለህ/ሽ?
አዎ ☐ አላስብም ☐

፲. በሰውነት ማጎልመሻ መምህሩ/ሽ የተግባር ትምህርት አቀራረብ ያስደስትሃል/ሻል?

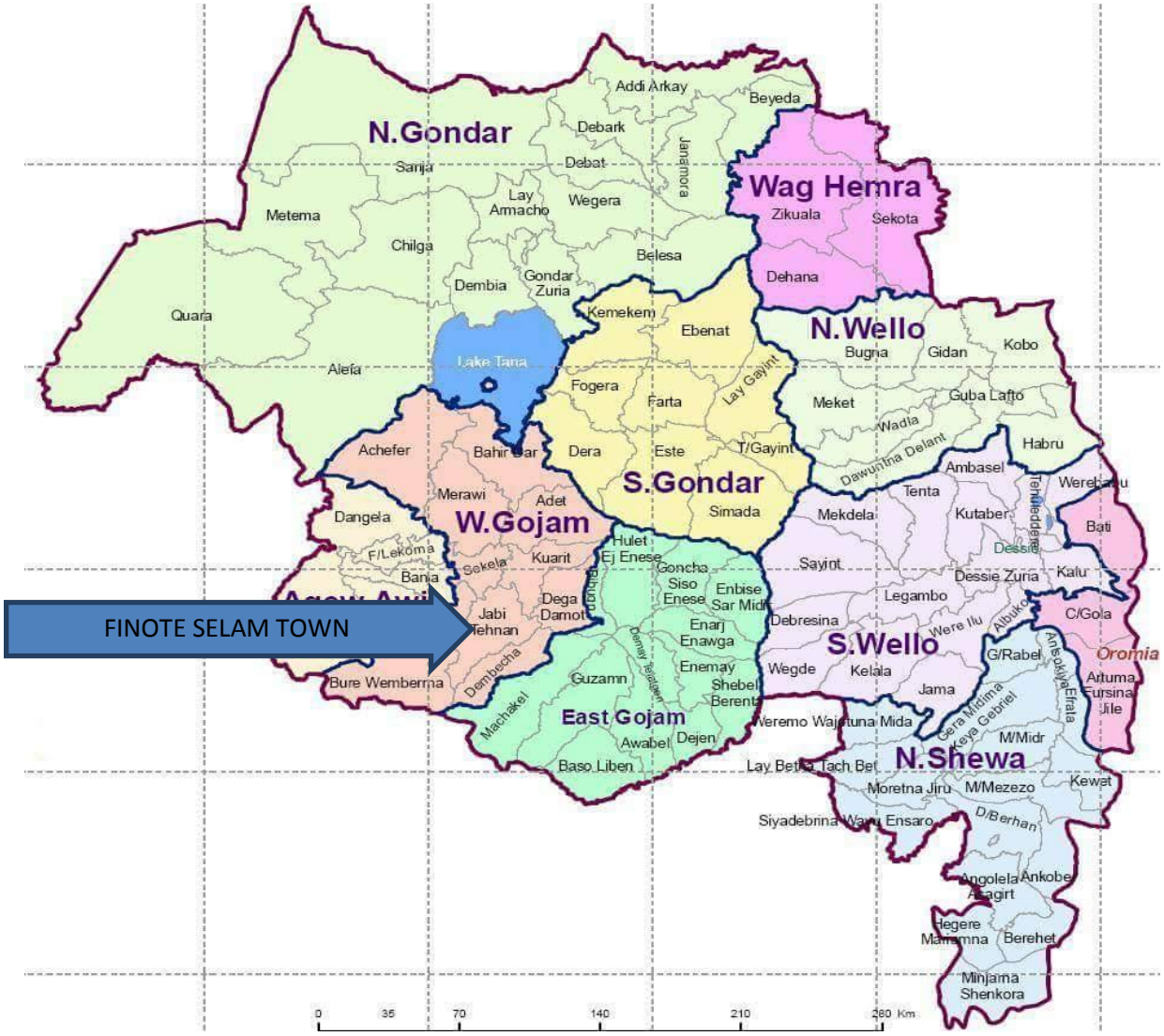
እደሰታለሁ ☐ አልደሰትም ☐

፲፩. በሰውነት ማጎልመሻ መምህሩ/ሽ በተግባር ትምህርት አሰጣጥ ትረካለህ/ሽ?

እረካለሁ ☐ አልረካም ☐

Appendix-F

Figure 1.Mape of the study site



Source:http:// Scontent 2-1/. Fig westgojjam xx fbcdn.Net.