

**HARAMAYA UNIVERSITY
POSTGRADUATE PROGRAM DIRECTORATE**

**FACTORS AFFECTING TEACHING PHYSICAL EDUCATION IN
SECOND CYCLE PRIMARY SCHOOLS IN CASE OF BULE HORA
DISTRICT; WEST GUJI ZONE, OROMIA
REGIONAL STATE, ETHIOPIA**

MEd THESIS

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**Factors Affecting Teaching Physical Education In Second Cycle Primary Schools
In Case Of Bule Hora District; West Guji Zone, Oromia Reginal State, Ethiopia**

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

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DEDICATION

The researcher dedicates this research work to all Physical Education teachers who challenged to teach physical education in both practical and theoretical sessions 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.

This thesis is submitted in partial fulfillment of the requirements for a Master of Education in teaching Physical Education at Haramaya University. The thesis is deposited in the Haramaya University Library and is made available to borrowers under the rules of the library. The researcher seriously declares that this thesis has not been submitted to any other institution anywhere for the award of any academic degree.

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BIOGRAPHICAL SKETCH

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ACRONYMS AND ABBRIVATIONS

FPE	Free Primary Education
HDL	High Density Lipoprotein
HPE	Health and Physical Education
PE	Physical Education
SPSS	Statistical Package for Social Sciences
PES	Physical Education and Sport
UNDP	United Nation Development Program

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FACTORS AFFECTING TEACHING PHYSICAL EDUCATION IN SECOND CYCLE PRIMARY SCHOOLS IN CASE OF BULE HORA DISTRICT; WEST GUJI ZONE, OROMIA REGIONAL STATE, ETHIOPIA

By Diriba Feyera Tufa

ABSTRACT

The main objective of the study was to show up factors affecting teaching physical education in Second cycle primary schools in case of Bule Hora District. To conduct the study, descriptive survey design was used with mixed approaches, which is both quantitative and qualitative research approaches are used. The sample sizes were determined by Slovene's formula from population study of 1600 students which were 328. Of those 320 students' respondents, 5 physical education teachers, 3 second cycle primary school directors. In the selection of the sample population, random sampling techniques for students and purposive sampling techniques for Physical Education teachers and school directors' respondents. The teaching of physical education is simply the ability to engage the whole class in a systematic approach in skill development. The researcher claims schools that contend to educate all students as many do in their mission statement must recognize that physical education is an important part of that education. The researcher used questionnaires, interviews and observation to collect data for the study. The data were analyzed using frequencies, percentage, were used to analyze quantitative data with the aid of Statistical Package for Social Sciences (SPSS V.16.0) software program. The results were presented using frequency tables. The major finding of this study is due to the reasons such as problem of large class size, lack of physical education exercise book, lack of sufficient budget, lack of materials, lack of facility and lack of attitude for teaching learning process of physical education. This is a common problem of Abayi, Bule Hora and Mekaneyesus second cycle primary schools in Bule Hora District; West Guji Zone. For further improvement, permanent on the work training, support and fulfillment of facilities, materials and also large class size were suggested as potential solutions to the proper teaching physical education in both theoretical and practical Physical Education class.

Key Words: Physical Education, Factors, Materials, Attitude.

1. INTRODUCTION

This chapter describes Background of the Study, Statement of the problem, Scope of the study, Significance of the study and Objectives of the study.

1.1. Background of the Study

According to (Mathew,1978)explained that, “physical education helps students to develop physical ,mental, emotionally and socially be factoring movement ,skills and a coordination, self-confidence and self-esteem” (Mathew, 1978: 4)

Physical Education is a systematic instruction in sports, training, practice, gymnastics, exercises, and hygiene given as part of a second cycle primary schools program. Physical Education is the study, practice, and appreciation of the art and science of human movement (Hardman, 2002b).

Regular physical activity reduces the risk of developing type two diabetes and metabolic syndrome- a condition in which one has some combination of too much fat around the waist, high blood pressure, low HDL cholesterol, high triglycerides, or high blood sugar (Allender et al., 2006).

Physical activity minimizes obesity rates among children attending primary schools (Russell et al., 2004). (Bailey, 2006) indicates that the results of PES can be understood in terms of children’s development in five domains: physical, life style, social, affective and cognitive development.

Physical Development, According to (Bailey, 2006) school is the social institution for the growth of physical skills and the provision of physical activity in children and young people. Regular physical activity is associated with the enrichment of reduced risk of a variety of diseases. Evidence noted by (Bailey, 2006) suggests a correlation in physical programs and other health related factors like diabetes and blood pressure.

Life Style Development, (Bailey, 2006) proposes that several factors enhance the development of physical activity as a constituent of a healthy standard of living. Evidence suggests health-related habits acquired in childhood are maintained into maturity. The effectiveness of PES influence on physical activity and health is greatest when PE programs merge classroom study with activity, when the students“ are given freedom to determine their course of action in PE (Bailey, 2006).

Affective Development, from evidence, regular activity can have a useful effect upon the emotional well-being of children and young people (Bailey, 2006). With regard to children’s self-confidence, the evidence is strong. Other benefits of regular activity that have been include; reduced stress, anxiety and depression. It has been noted that self-esteem is affected by an individual’s perception

of success, and that of the growing interest in the relationship between PES and students, general attitude towards school (Bailey, 2006).

Social Development, According to (Bailey, 2006) the idea that PES positively affects people's social growth and pro-social characters goes back many years. Physical Education and Sport (PES) environment is considered an exciting situation since both natural and unnatural social relations mostly occur and because the public nature of learners makes both socially good and bad habits evident (Bailey, 2008). Numerous studies have illustrated that the growth of pro-social habits can even fight anti-social and young disorders. According to the document presented by the International Council of Sport Science and Physical Education, some national governments have either scrapped of PE from the curricular or reduced curriculum time allocation (Hardman, 1999).

Cognitive Development, (Bailey,2006) noted that according to researchers, Physical Education and Sport (PES) enhances academic achievement by increasing the blood flow to the brain, enhancing mood, increasing mental alertness, and improving self-esteem.

Physical Education in second cycle primary Schools, According to (Hardman,2008) the actual legal and perceived status of PE and its teachers compared to other subjects and their teachers is a highly contentious issue. Even in countries where all subjects are weighted equally, somehow the status of PE and its teachers is placed at a level lower than in the traditionally academic subjects. This situation is especially worse in education systems where PE is not an examinable subject because they concentrate more on the examinable subjects.

So, this study attempted to survey the application factors affecting of teaching physical education in the second cycle primary schools of Bule Hora District, in specific reference to Abayi second cycle primary schools, Bule Hora second cycle primary schools and Mekaneyesus second cycle primary schools, which found in Bule Hora District, west Goji zone in Oromia region.

1.2. Statement of the Problem

Physical Education, according to (Bailey, 2006) is an important subject in the general development of a learner. The impact of PE to the empowerment of learners can be attested by the physical, social, affective and cognitive development of the learners (Bailey, 2006).

Hence, the researcher is assumed that, there are different problems to apply and the teaching learning process of physical education in second cycle primary school of Bule Hora District. The experience of the researcher in the area promotes him to do the study. From that experience he perceived a lot of problems like, lack of competence to teach, sufficient refreshment training for teachers, availability of sport facilities, exclusion of grade eight (8) physical education subject in national examination, reference books, attitude of teacher and student, Student text Book and lack number of physical education teachers in the teaching learning process of PE in second cycle primary schools of Bule Hora District. The teaching learning of physical education is countered with different affecting in schools. (Mazengia, 2011). He added that PE is practiced by traditional method of teaching and extra class activities which are the essential of PE curriculum were not provided for students.

Based on the statement of the problem the researcher intended to answer the following basic research question.

1. What are the major Factors affecting teaching PE in class room and practical session?
2. What are the factors related to resources in the teaching and learning of physical education?
3. What is the attitudes of teachers and learners in the teaching and learning of physical education?

1.3. Scope of the Study

It is known that if the study would be conducted in the general manner, the consistency of the findings would be tangible. However, due to various reasons such as time constraints the researcher would be restricted only in the second cycle primary schools of Bule Hora District. The study would have also some delimitations concerning with sample of population. The researcher selects three second cycle primary school which is involving in Bule Hora District (Abayi second primary schools, Bule Hora second cycle primary schools and Mekaneyesus second cycle primary schools) are selected. In general, the study was surrounded to the application of factors affecting teaching

physical education in teaching learning process in those mentioned of the three second cycle primary schools of Bule Hora District.

1.4. Significance of the Study

The findings of the study were expected to contribute the advancement of knowledge about factors affecting teaching physical education in second cycle primary schools of Bule Hora District. Generally the findings of this study may have the following importance.

- It helps to create awareness of the factors affecting teachers among school administrators and those who are directly or indirectly concerned with physical education.
- It may identify factors that affect the educational process of physical education in the second cycle primary schools. This would be used as input to take appropriate measures by the concerned bodies.
- It may help to investigate the solution for change on attitude of primary school community those has miss understanding about Physical Education.
- The findings might recompense the way for others to take investigation in this area / serve as a reference for further study on the area. /

1.5. Objectives of the Study

1.5.1. General Objective

The main objective of the study is to isolate the factors affecting physical education teaching-learning process in second cycle primary school of Bule Hora District and to potential ways of overcoming the difficulties.

1.5.2. Specific Objectives

The specific objective to the studies is to:

1. Identify the major factors affecting teaching physical education in teaching theoretical concepts in the classroom and practical skills outside the classroom.
2. Identify the factors related to resources in the teaching and learning of physical education.
3. Determine teachers and learners' attitudes towards Physical Education.

2. REVIEW OF RELATED LITERATURE

This chapter presents a review of related literature under such sub-topics such as, the worldwide and national status of factors affecting teaching physical education in second cycle primary schools related to resources in PE, international and national status of teachers and students attitudes, and teacher's preparedness in behavior of teaching PE.

2.1 The Concepts of Physical Education

Physical education is a unique aspect of education in that it provides the only teaching for students in the development and maintenance of positive attitudes, essential knowledge and physical skills. The contribution of physical education is to provide for the optimal physical development of each individual, providing teaching necessary for life-long fitness, movement, and physical well-being (NASPE, 2005, online).

Good physical education experiences also contribute to social, psychological, and mental development. Without an effective physical education program along with other academic subjects, it is impossible for students to achieve the well-rounded development they need. Physical well-being of students has a direct impact on their ability to achieve academically (California Department of Education, 2002, online).

Physical education is an education given through physical activities develops all personality.

Through physical education, program students can develop not only their physical (body) but also the mental and social aspects of the students can develop. That means physical education is concerned with the development of an individual's potential with physical, social, emotional and intellectual affecting that occur as the result of movement experience then it is an important aspects of the total education process. In many nations throughout the world most in second cycle primary schools recognized the importance of physical education by making it part of the required curriculum. Moreover, physical education is important for all ages and abilities of people in the form of physical activity to lead quality of life. In relation to this, (Bucher,1999) described physical education as an integral part of the total education process and has its aim; the development of physically, mentally, emotionally and socially fit citizens through the medium of physical activities, which have been selected with a view to realizing their outcomes.

The (1992 Senate inquiry) into the state of Physical Education and Sport identified two major problems factors affecting teaching PE: (1) a steady decline in resource and time allocation in schools; and (2) PE was losing its identity to sport and to health (Tinning, 2005). As a follow up to the enquiry, (Lynch,2007) discovered that implementation of the curriculum was dependent on a range of factors including the teachers 'qualifications, experience in the learning area including knowledge of the syllabus documents, as well as the teachers' ability to share with second cycle primary school. Understandably, experienced teachers who had been in-serviced in the physical education syllabus documents were more confident.

2.2. Factors affecting Related to Resources in teaching Physical Education

According to a study by (Hardman and Marshall, 2000) on the condition of Physical Education in Schools, absence of policies for national PE, programmed is stated but not fully carried out, PE tutors are not specialists, lack of government's support, in sufficient structures and facilities and lack of time for teaching were the major obstacles of PE in most primary schools (Hardman and Marshall, 2000). Within the broad education system, a greater part of countries has legal necessities for physical education in schools for at least some part of the mandatory schooling years. Together with states where there is no mandatory prerequisite for physical education but where it is usually practiced, PE programmed achievements increases. (Hardman and Marshall, 2000). (Hardman and Marshall, 2000) noted that due to educational reform, PE is fused with health education, which result to the decrease in the teaching and learning time of physical programs. According to (Hardman and Marshall, 2000), for the last decade, many states have reformed their education systems. At the same time as it is encouraging that physical education has remained or become necessary in a great majority of countries, since 2000, it has lost its enforced position of countries (Hardman and Marshall, 2000). According to (Hardman and Marshall 2000), Physical Education is not mostly taught in many learning institutions even though it is a essential subject in the second cycle primary school curriculum, thus denying learners the opportunity of developing their skills and knowledge in physical education.

The study of (Hardman and Marshall,2000) continues that, more governments are squeezing physical education out of the education system and adding more obligatory academic courses, which hold little benefit, compared to PE. (Hardman and Marshall, 2000) suggested the development of

national policy to inculcate and implement policies and structures to control time of PE allocation in the curriculum.

In second cycle primary school of Bule Hora District is the factors affecting teaching physical education resources are enormous. Resources required for effective physical educational activities in most Bule Hora public primary schools are insufficient. Lack of space like play fields are very common in most schools found in second cycle primary school of Bule Hora areas. Insufficient funding from the government has compounded the lack of physical education resources in public primary schools in Bule Hora District. Stakeholders who would have supplemented the government efforts in providing physical education have not responded positively to this problem. In a Bule Hora District, there is need for support to enhance the availability of physical education resources for quality teaching and learning in our second cycle primary schools of Bule Hora District. (Kirui and Too,2012) allude to the fact that there should to be a commitment to work dynamically so that the position of teaching PE, inside and outside education system is both completely acknowledged and developed- through measures to improve the curriculum, sport facilities and equipment, the position of teaching physical education and the initial in-service training of teachers.

According to a study by (Marshall and Hardman, 2000) PE is allocated very few hours and both teachers and learners look down upon the status of PE as compared to other examinable subjects. A study by (Sparkles et al, 1990), also elude to the findings of (Marshall, 2000) that teachers and other stakeholders ignored and accorded low status to PE. (Marshall and Hardman, 2000, Sparkles, Templin &Schempp, 1990) suggested that the „overloaded curriculum“ restricts teachers from scheduling and implementing PE, designing discourses about the state of activities of children’s health. Consequently, the requirement for more physical activity, and the appointment of physical activity experts. The report advocates for programs, which are relevant and useful to modern children. (Gatman,2005) in his research suggests that in second cycle primary schools teaching PE is should continuously update themselves on PE teaching activities, which are future focused.

2.3. Teachers' and students' Attitudes towards teaching physical Education

If physical education is going to be responsive to the needs of each child, it should reflect the culture in which it is practiced. Students come to our classrooms with various backgrounds, reflecting differences in social and economic environments; individual and family values; demands and responsibilities placed on them; and exposure to physical education and sports programs. Children learn and respond to different values about the place of sport in society and their own role within that setting (Greendorfer, 1983).

However, according to (Frank, 1990) and (Halas et.al, 2005) teachers usually teach the way they were taught. (Arabaci,2009) in the article – attitudes towards physical education activities and class inclinations of Turkish school students, note that, many studies have acknowledged family influence and support as an importance factor. Sports participation in pre- adolescent girls and adolescents' attitudes are associated with parents' participation (Colley et al, 1992; Gregson and Colley, 1986). Peers also influence pleasure by providing friendship and acknowledgment of achievements (Duncan, 1993).

Furthermore, (Boyle et al., 2008) in the Australian journal of teacher education depicts that teachers feel that students are lured by the greater accessibility of inactive opportunities. Therefore, suggesting that lower physical capability in learners might be affecting both delivery and involvement in PE and physical activities (Boyle et al., 2008).

According to an article-physical Education and Sports policy for schools, Motor skills and physical fitness development begins in the initial years of primary school. During the period, the students are physically and academically competent of benefiting from instruction in PE and are greatly motivated to learn. However, right through the school life, age-suitable training must be provided during PE (Physical Education and Sport and Sport Policy for Schools, 2011). With these ideas in mind, people can well plan for the growth of our young person's arising from a number of discussions, explanation, experiences and events.

A study carried out by (Gitonga et al,2011) of teacher-teaches physical education in second cycle primary schools attitude towards PE has been noted in primary schools. Njoroge encourages that in all the teachers' primary schools, teaching PE is mandatory for every teacher learner and must be taken in spite of interest, gender, age or physical environment. Therefore, students and teachers

appear to correlate the subject with little esteem. The negative attitude factors developed by the trainee-teachers are carried to schools they are posted to after training.

(Sakwa et al, 2003) investigated second cycle primary school learners' attitudes towards participation in physical education programs, and the students' attitudes and their performance. (Sakwa et al, 2003) found that students have positive attitudes towards participation in physical education and that their performance is significantly Practices of the example is also clear in the methodologies used in the delivery of teaching PE lessons. Physical education programs are affecting by the needs of youth in a changing environment. Traditional curricula must integrate social change while discovering ways to motivate youth to develop life-long physical activity habits. Previously this goal can be achieved we, as physical educators, must be conscious of how young people within several of physical education observe teaching physical education in second cycle primary schools. This study was conducted to provide some awareness into the attitudes in second cycle primary school of youth toward teaching physical education and sport from a multi teaching physical education perspective.

2.4 Teachers' Preparation in Conducting Teaching Physical Education

This is another aspect that determines the factors affecting teaching physical education and activity prepared and delivered by the teachers in second cycle primary schools. The general primary school-based result reflects not only the absence of research across the secondary grades in primary schools, but could probably be qualified to second cycle primary school teachers having committed teaching PE unit as part of their training (Barroso et al., 2005; Decorby et al; Dwyer et al, 2003; Morgan and Hansen, 2008; Morgan and Bourke, 2005; and Xiang et al, 2002). This knowledge should prepare teachers with the skills to overcome affecting easily and enable them to plan and apply programs accordingly. (Katherine et al, 2011) in their manuscript of physical education resources, class management, and learner physical activity levels, empirically appraise a proposed mock-up of physical education (PE) programs excellence in grained in the (Donabedian,2003) organization – progression- result approach to presentation monitoring. Structure indicators of excellence include human (e.g. student to teacher ratio, accessibility of tutors completely listening carefully on PE), curricular (e.g. accessibility of curricula and lesson preparation resources associated with best practices in teaching PE), and material (e.g. right to use facilities and apparatus) resources that contain the circumstances below which P.E is provided.

In addition, (Katherine, 2011) noted that learners who are present at schools with a sufficient number of teachers who completely provide PE training (specialist teachers) receive more PE knowledge and skills per week. Furthermore, the increasing generally experience to PE lesson time, the accessibility of dedicated PE teachers raised learners understanding of physical health and activity levels during class.

A research article titled, promoting better health for youth people during physical action programs and sports highlight, the importance of qualified and appropriately trained physical education teachers. Unhappy to say, most second cycle primary schools in Bule Hora District do not have skilled professionals teaching physical education programs.

According to (Curry,2012), the study shows that compared with classroom teachers, physical education tutors teach longer and top quality classes in which learners use extra time being physically energetic. In another research article by (Curry,2012), primary teachers frequently skip the obligatory P.E. hours from their week because of emotion pressured by the scope of the curriculum and their absence experience and capability to teach the sensible component of the Personal growth, Health and Physical Education program of study.

The aspect of teachers' preparedness to teach physical education can to some extent affecting the attitude of teachers in handling teaching physical education in second cycle primary schools. According to (Kirui and Ahmed, 2012), a successful student teaching experience is the key stone of pre-service teacher preparation. As proposed, one of the main affecting of effective curriculum instruction in teaching physical education in primary schools is the nature of supervision of teachers during teaching learning process. In addition, if the preparation of teachers is not done well, the result will be differences between the promises and realities in schools in the application of innovation or even existing curriculum policies as in the case of physical education in primary schools. Physical Education is one of the subjects taught in the second cycle primary school. In fact, the tutor learners should have qualified PE in the primary schools for the duration of the teaching practical and theoretical class. PE becomes a non- examinable subject in second cycle primary school.

This aspect contributes very much to the poor attitude and unfortunate quality of teaching physical education programs in second cycle primary school of Bule Hora District. Lack of professional P.E teachers is a major undoing in second cycle primary schools in Bule Hora thus affecting the attitude and quality of PE programs in the learning institution.

The effective rolling out of the physical education curriculum is reliant on its recognition by practicing PE teachers (Culpan, 1996). This would need teachers to acquire and gain knowledge on PE curriculum, and make knowledgeable decision as to the benefits and weaknesses of the document. (Pétrie, Jones, &McKim, 2007) noted that, Teaching PE in primary schools examined, appears to be primarily delivered all the way through teacher-directed approaches, mostly given that teacher-directed approaches come out less widespread in other curriculum areas. Many teachers reported to continue using a conservative lesson progression, involving a warm-up, ability-teaching practice, game, and warm-down movement when teaching PE (Petrie, Jones &McKim, 2007).

(Petrie, Jones, and McKim, 2007) note that content execution of PE in some New Zealand primary schools is held back before rolling out of the 1999 physical education curriculum. Several factors could elaborate the limited changes to second cycle primary school teaching PE. According to a research article by (Crum, 1990) and (Stuart et al , 2000) potential teachers do not come in programs with a clear conscience of their beliefs about PE as their conceptions are already bent by their experiences in PE classes and involvement in exercise, participate and game.

From the study of PE (Morgan, Bourke, & Thompson, 2001), teaching PE have great pressure on an individual's choices, practices and routine as future teachers of PE. (Morgan et al, 2001) state that trainee teachers learn by means of preconceived knowledge linking to the practices of PE. To negate these preconceptions of PE and to increase more dependable ideas concurrent with curriculum assistance; enough time is to be specified for PE.

The current PE reduction in terms of hours allocated to PE inside courses is of great concern to the stakeholders (Morgan, Et al, 2001). According to the study by (Timperley et al, 2007) experienced teachers are to be given chance to take part in regular in-service focused on PE.

2.5 Need of Teacher physical Education

In recent years, there has been considerable interest in the identification of teaching skills and competencies. The monitoring of standards and the superiority of teaching performance has become most apparent in public schools (Mawer, 1995). The notion of being an effective teacher is an important and a critical goal for educators (Bellon, Bellon, & Blank, 1992) if they are to become better at what they do and if a knowledge base is to be developed in order to train and educate those teachers entering the profession (Rink, 1996). Although effective teaching is a term that can be difficult to define in a precise manner (Kirchner &Fishburne, 1998), it can be argued, that teachers

are viewed as effective in their teaching when students achieve intended learning outcomes (Berliner, 1987; Brophy, 1979; Gage, 1978; Harris, 1999; Rosen shine, 1987).

2.6. Professional Characteristics of PE Teachers

Literature reviewed indicates number of professional characteristic which are basic requirement for a good physical education teacher. Following professional characteristics are basic component of his personality; Honors of child ,Introduction with students by giving attention , Participation of students in school activities , Addressing the individual differences of the students and Importance to theory as well as practice source of in the classroom and out of class room. (Walter James, E1981).

2.7. Affecting with Planning and their Effects on the superiority of teaching PE Programs

Physical education is such a unique field in second cycle primary schools, because it has many different aspects that need to be taken into consideration when running a physical education class. Students are not simply taught material from the curriculum and required to understand it, but physical education maintains a more interactive atmosphere with Students collaboratively learning, trying, creating, improvising, leading and following. The students are expected to achieve outcomes such as understanding the knowledge presented in the curriculum, becoming competent in activities presented, and being able to apply those concepts to incorporate more physical activity and healthier lifestyle teaching PE as they age. However, not all physical education programs in as planning, facilities and equipment, student populations, etc. Teacher at a school, you are entrusted with responsibility of planning appropriate programs and activities that gives students the opportunities to develop and grow. However, these responsibilities bring many problems that we as physical educators must overcome so that our students receive the most benefit from our classes. This paper will study some of the problems associated with planning a physical education program in schools, identifying the factors affecting teaching physical education in sufficient space and improvisation in class planning, as well as the amount of planning time on lessons and its effect on the quality of the physical education program.

2.8. Influences Related With the Teachers

As far as teachers are concerned the, international bureau of education (1993) remarked; “no one is in any doubt that the chief agent in the process of educational reform is the teacher.” posner (1992) also stated that teachers play fundamental role in determining the success or failure of curriculum implementation thus the teacher with his (her) altitude, skill and experience is the most important of all in determining the success or failure of teaching learning. Let’s have a look at each dimension turn by turn. Teacher’s attitude: Teacher attitude is the basic ground to act in a positive negative way towards persons, ideas or events happening in the environment. And most educators are convinced that teacher attitudes are very important dimension in the teaching process. A successful innovation depends substantially on teachers’ attitude toward proposed curriculum alterations. Students with teachers of positive attitude towards teaching and the curriculum are found to be high level achievers in learning (Keynes, 1986, cooper 1986 and Calhan, 1988), consider the teacher’s attitude as very important aspects in teaching process.

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

2.9. The Organizational Factors

Instructional Material, Large Class size, Time, skill, Effects of school context on teacher student relation and attitude etc

2.9.1 Instructional Facilities and Material

Throughout the years the provision of teaching PE is inadequate in many second cycle primary schools due to unsuitable facilities and a lack of equipment and resources. In the Joint Oireachtas Report on the Status of PE (2005), it was noted that there was never a period of significant funding in the area of PE, nor had it ever been seen as worthy of serious investment or concentration either in terms of resources or planning. According to (Mitzalin Azeb, 1998) any discussion of class room organization must begin with some attention to resource and facilities that the specific step up

demands or effectiveness of physical education teaching learning process. Mitzal farther describes that, when there is no lack of equipment and materials that appear geographically to the understanding of the pupil, teaching cannot be affecting indeed. In light of this statement (Tirusew, 1998) also describes that for effective teaching learning to take place, class room must be adequately organized and conducive enough.

2.9.2 Large Class Size

Usually under the direct guidance of a single teacher (Manre, 1956) class size concerns educators for various reasons because learning can only occur positively when lessons are under appropriate conditions both for the students and teachers.

Whenever people talk about population the main issue that takes much of the time is the demand of the society for education. As (Lawrence E.Gowin and others, 1986:106 – 107) state “A major cause of the rise in the demand for education is the increase in the size of the children population.”

2.10. Summary of Review Related Literature

The literature review highlighted the factors affecting teaching physical education facing in second cycle primary school of the teaching and learning of physical education in primary schools. It has led to physical education in primary school not enjoying the high status it deserves despite the benefits that are derived from teaching and learning it. Some of the major importance of physical education and sports are showed in physical, way of life, emotional, public and cognitive domains in children. One gap identified is that teaching PE environment varies from country to country in that some countries had acceptable playing grounds but lacked PE kits required. Another gap identified was that in Oromia the government provides funding through Free Primary Education (FPE), which can be used to purchase PE teaching and learning materials but school administrators do not see the need of purchasing PE resources. Another gap illustrated is that despite the negative attitudes attributed to some teachers of PE there are those ones who are committed to effectively teach PE but lack resources and motivation from school administration (Timperley et al, 2007). In addition, another gap is that studies on factors affecting teaching physical education in teaching learning process in second cycle primary school of Bule Hora District.

3. MATERIALS AND METHODS

This chapter discusses Description of the study area, Definition of terms, Research Design, Source of data, Population and sample size, Sampling Techniques, Data collection procedure, Method of data analysis and Ethical Considerations. The purpose of the study was to be identifying factors affecting teaching physical education in second cycle primary schools of governmental primary schools in Bule Hora district Oromia Regional State.

3.1. Description of the Study Area

West Guji Zone is Originate in August 2008 EC. This study was conducted in Bule Hora District in second cycle primary schools. Bule Hora District is located around 464 kilometers in South East of the capital city from Addis Ababa. Bule Hora is at West Guji Zone in the Oromia Regional state of Ethiopia. Bule Hora District is bordered on the North and North East by Gedio Worde, on the South Yabelo Worde, on the East and south east by Shakiso and Sababoru Worde, on the West by Burji and Amaro Worde. The administrative centers are Bule Hora Town. West Guji is one of the 20 zones in the Oromia region of Ethiopia. The originate name of Bule Hora is named from the former of Hora River, which is in approximately the same area. The highest point in the West Guji, and also the highest point in Oromia, is Coffee, Gold and Ensete (Cocho) are there in Bule Hora district (Bule Hora Cultural and Tourism Bureau, 2007). Descriptive area of the study indicated on page 76.

(Ethio-GIS 1994)

3.2. Research Design

The Research design of the study would be descriptive survey method which is appropriate to collect information and attitudes from large number of respondents. Because of this design qualifies to involve the organized of members with different backgrounds and ages from the overall sampled population. Both qualitative and quantitative data would be used to get insight about the situation in the study area regarding factors affecting teaching physical education in teaching learning process of physical education is related to factors affecting teaching physical education. The purpose of this study would be appropriate for qualitative and quantitative research methods.

3.3. Source of Data

The major sources of data for this study were both primary and secondary sources of data would be collected and used for this study.

3.3.1. Primary source of Data

Primary source of data were collected from students, Physical Education teachers, and directors.

3.3.2. Secondary source of data

Secondary source of data would be relevant book, legal document and internet. For this purpose strategic plan and reports would be used.

3.4. Population and sample size

This study would be conducted on three government second cycle primary school physical education teachers, students and school directors were the population of the study. In total (1608) populations for the purpose of this study, in the total population 320 students, 5 physical education teachers and 3 second cycle primary school directors totally 328 population for which data were presented. This study would be conducted on three second cycle primary schools of Bule Hora district. The researcher used the sample size of students from total population of 1600 by using Slovin's formula, that is:-

$$n = \frac{N}{1+Ne^2}$$

Where n= the sample size

N= the population size

e= the margin of error

$$n = \frac{1600}{1+1600(0.05)^2}, \text{ use confidence level } 95\%; \text{ margin of error}=0.05$$

$$n = 320$$

In other opinions, to define proportion $\frac{n}{N}$ the sample size required is 320. ($\frac{320}{1600}=0.2$) Therefore, n=320, is multiplied by the number of Sample size in each section by the obtained proportion, that was, 0.2 in order to determine the sample size.

3.5. Sampling Techniques

Whereas we conduct research it's understandable 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, and potential to decide whether to collect data from the whole population or select a sample. Therefore, considering these criteria the researcher took a sample from the population by using simple random sampling techniques of the study.

The Bule Hora district has a total of Three second cycle primary schools. For the purpose of study, the researcher took three second cycle primary schools (Abayi primary schools, Bule Hora primary schools and Mekaneyesus primary schools) as sample by using simple random sampling techniques. Because these second cycle primary schools have long years' experience in the Bule Hora District and the researcher also aware to the research sites, which helps him to get the required data or information in detail. It is understandable that a second cycle primary school contains grade 5-8. Among those grades, the researcher selected physical education teachers grade 5-8 and second cycle primary school directors by using purposive sampling, because, the researcher believed that grade 5.6.7 and 8 physical education teachers and school directors were more mature, adopt the second cycle primary school environment and aware with their affecting in teaching physical education and cover a broad areas and wisdom, which provide the required data. Also they are better experienced and they may know more on the factors affecting teaching physical education during teaching learning process in the classroom and out of class room.

The total population of the study was 1600,(Abayi second cycle primary school student grade 5-8=500, Bule Hora second cycle primary school student grade 5-8=612, Mekaneyesus second cycle primary school student grade 5-8=488,) from those selected second cycle primary schools, the sample size of (328) which includes: students (320),primary school Directors (3), and physical education teachers (5), population was selected. The researcher is used purposive sampling for school directors and physical education teachers because their responses are more reliable and valid, since they are expert in the area. The researcher is used simple random sampling techniques for the students sampling. The reason of the researcher use simple random sampling techniques is that it gives all units equal chance to be selected. By using Slovin's formula.

The simple random sampling techniques and purposive sampling techniques would be used to select sample size of students, physical education teachers and Directors, respectively.

- Summary of population and sample of second cycle primary school students.

Name of School	Grade	Sex	No. of students	Proportionality	Sample size
Abayi primary School	5-8	M	260	$260*0.2$	52
		F	240	$240*0.2$	48
Bule Hora primary School	5-8	M	312	$312*0.2$	62
		F	300	$300*0.2$	60
Mekaneyesus primary School	5-8	M	246	$246*0.2$	50
		F	242	$242*0.2$	48
Total			1600		320

- Summary population and sample size of second cycle primary school physical Education Teachers.

No	Name of School	Teachers		
		Sex	Population	Sample size
1	Abayi	M	1	2
		F	1	
2	Bule Hora	M	1	2
		F	1	
3	Mekaneyesus	M	1	1
		F	-	
Total			5	5
Techniques		Purposive sampling		

- Summary of population and sample size of second cycle primary school Directors.

NO	Name of School	School Directors		
		Sex	Population	Sample size
1	Abayi	M	1	1
		F	-	
2	Bule Hora	M	-	1
		F	1	
3	Mekaneyesus	M	-	1
		F	1	
Total			3	3
Techniques		Purposive sampling		

3.6. Data Collection Tools

The instrument use for data collection is questionnaires, interview and Observation. Based on the response obtained from the pilot study, correction and revision would be made in order to avoid uncertainty of the questionnaire items and to maintain the validity and reliability of the language consistency. The participants in the pilot study were 32 students who is volunteered to participate. However, all are excluded from the main study. The purpose of this test is to check the correctness of the items and to make the necessary corrections based on the feedback obtained. Pilot study is considered to be like” a dress rehearsal” in which a small scale trial of the study is conducted prior to the full-scale study (Gay M. A.et.al. 2006). Hence, in this study a pilot test was carried out in order to achieve some objectives. Initially, the small study was done to test the validity and reliability of the instrument of the study.

3.6.1. Questionnaire

The main data gathering instrument was questionnaire. Because it helped to secure relevant information from respondents. The questionnaires have an open and close-ended type which deals with the improvement of factors affecting teaching physical education in teaching learning process in case of second cycle primary school of Bule Hora district .The questionnaire is designed in English language and translate to Afan Oromo to enable the respondents to answer the question without language obstacle and to have related understand on the issue under study. According to(Best and Khan,2004), questionnaire was prepared to get information from students on their perception of the subject and the behavioral changes the claims as a result of the instruction in physical education. They were made to give their responses up on each item with the full information.

3.6.2. Interview

An interview was appropriated to collect in depth information and allow opportunity for explanation of questions and can be applied to any type of population (Best and Kahn, 2004). For this study structured interview ware developed for the school directors.

3.6.3. Observation

Observation being a necessary part of data gathering instrument. Therefore to obtain more information, observation of the actual teaching and learning process, would be as a data gathering instrument. For the purposes of observation, check list would be employed.

3.7. Method of Data Analysis

Depending on the nature of the collected data through questionnaire, interview and observation are organized, and analyzed in terms of frequencies, percentage, descriptive statistics, tables and using the quantitative data would be analyze by the statistical packages for social science (SPSS) V.16.0 software program. Based on the data analysis, interpretation was made and reached at certain findings. In this study the researcher used both quantitative and qualitative data analysis. After gathering the data in pervious mentioned sources, the data would be analyzed based on the responses of the respondents.

3.8. Ethical Considerations

This study would be administered by ethical issues. The following ethical issues were seriously considered. First of all the respondents provided information regarding the objectives of the study, and ethical issues related ahead of data collection activities. Secondly, the provisions of information totally depend on the willingness of the respondents and they are not force to give information they do not want to. This would be informed to the respondents before the distribution of questionnaires and the respondents are not need to write their name on the questionnaires.

4. RESULTS AND DISCUSSION

This chapter deals with result, analyzing and interpretation of the data collected through questionnaire, interview and observation. Furthermore, the main findings of the study are presented with the help of tables followed by descriptive statements for analysis to give answers to basic questions set in first chapter of the study. In this process the first section deals with the general background information of the respondents were presented and the second section was in light of the basic question of the research data collected have been analyzed and interpreted. The findings of the study were guided by research questions as indicated in chapter one as shown:

1. What are the major Factors affecting teaching PE in class room and practical session?
2. What are the factors related to resources in the teaching and learning of physical education?
3. What is the attitudes of teachers and learners in the teaching and learning of physical education?

The data was analyzed based on research questions with the support of Statistical Package for Social Sciences (SPSS V 16.0). The data was presented and discussed under related sub headings using descriptive statistics such as percentages, frequencies and tables.

4.1. Quantitative Data Analysis of Students and P.E Teachers Respondents

4.1.1 Analysis of data gathered from students, P.E Teachers and Director

Applying descriptive statics such as percentages, frequencies and tables among schools were employed in the analysis of the data gathered. The data gathered are organized using the tables and then followed by the descriptions' of the results. Three demographic variables of the respondents were gathered as background information. These are: age, sex and education summarize in the following table below. Descriptive statics tables of each variable in each second cycle primary schools were manipulated as follows.

Section A: Personal Data of students, P.E Teachers and Director

Table Background information of the students.

No	Variables	School									
		Abayi		Bule Hora		Mekaneyesus		Total			
		Frequency	%	Frequency	%	Frequency	%	Frequency	%		
1	Sex	Male	52	52	62	50.8	50	51	164	51.2	
		Female	48	48	60	49.2	48	49	156	48.8	
		Total	100	100	122	100	98	100	320	100	
2	Age	Under 10	10	10	20	16.4	6	6.2	36	11.2	
		11-15	85	85	89	73	90	91.8	264	82.6	
		16-20	5	5	13	10.6	2	2	20	6.2	
		21-25	0	0	0	0	0	0	0	0	
		Above 26	0	0	0	0	0	0	0	0	
		Total	100	100	122	100	98	100	320	100	
3	5 th	M	13	13	13	10.7	10	10.2	36	11.25	
		F	12	12	12	9.8	10	10.2	34	10.625	
		Total	25	25	25	20.49	20	20.41	70	21.875	
	6 th	M	13	13	13	10.7	10	10.2	36	11.25	
		F	12	12	12	9.8	10	10.2	34	10.625	
		Total	25	25	25	20.49	20	20.41	70	21.875	
	Grade	7 th	M	13	13	18	14.75	15	15.31	46	14.375
			F	12	12	18	14.75	14	14.29	44	13.75
		Total	25	25	36	29.51	29	29.59	90	28.125	
		8 th	M	13	13	18	14.75	15	15.31	46	14.375
			F	12	12	18	14.75	14	14.29	44	13.75
		Total	25	25	36	29.51	29	29.59	90	28.125	
Total	100	100	122	100	98	100	320	100			

Source: Field survey by Investigator 2017/18

As can be seen from item 1 table 1, 52 (52%), 62 (50.8%), and 50 (51%) of the respondent from Abayi, Bule Hora, and Mekaneyesus second cycle primary School were Male respectively. While Abayi second cycle primary school has 48 (48%), Bule Hora second cycle primary school has 60 (49.2%), and Mekaneyesus second cycle primary school has 48 (49%) female participants. Here, we understood that the majorities of students' participants were males. When we see the age of

participants of Abayi second cycle primary School, 10 (10%) are under 10 years, 85 (85%) are in the category of 11-15 years, 5(5%) are 16-20 years, 0(0%) are 21-25 years and 0 (0%) are above 26 years old. Bule Hora Second cycle primary School has 20 (16.4%) of the respondents are in the age category of under 10 years, 89(73%) of the respondents are in 11-15 years, 13(10.6%) of the respondents are in the category of 16-20 years, 0(0%) of the respondents are in the age category of 21-25 and the remaining 0(0%) of the respondents are in the age category of above 26 years old and In Mekaneyesus second cycle primary school 6 (6.6%) are in the age group of under 10 years, 90 (91.8%) are in the age group of 11-15 years, 2 (2%) are in the age group of 16-20 years, 0 (0%) are in the age group of 21-25 years and the remaining 0(0%) respondents are in the age group of above 26 years. Here, we saw that the majorities of students were in the age category of 11 – 15 years.

When we analyze the grades of participants of Abayi second cycle primary school 25(25%) are 5th grade, 25(25%) are 6th grade, 25(25%) are 7th grade and 25(25%) of the respondents are grade 8th students. Similarly Bule Hora second cycle primary School has 25 (20.49%) 5th grade, 25 (20.49%) 6th grade, 36 (29.51%) 7th grade, and the remaining 36 (29.51%) of the participants are grade 8th students. whereas in Mekaneyesus second cycle primary school 20 (20.41%) 5th grade, 20 (20.41%) 6th grade, 29 (29.59%) 7th grade and 29(29.59%) of the participants are grade 8th respectively.

Finally, 70(21.875%) are grade 5th ,70(21.875%) are grade 6th ,90(28.125%) are grade 7th ,90(28.125%) are grade 8th students of the respondent from Abayi, Bule Hora and Mekaneyesus second cycle primary school of Bule Hora District.

From this we can infer that in all the second cycle primary schools most participants were male and most of the students are grade 7th and 8th. In all second cycle primary schools, most students are in the age range of 11-15 year.

Table Characteristics of physical education teachers.

No	Variables	School								
		Abayi		Bule Hora		Mekaneyesus		Total		
		Frequency	%	Frequency	%	Frequency	%	Frequency	%	
1	Sex	Male	1	50	1	50	1	100	3	60
		Female	1	50	1	50	0	0	2	40
		Total	2	100	2	100	1	100	5	100
2	Age	Under 20	-	0	-	0	-	0	-	0
		21-25	1	50	0	0	0	0	1	20
		26-30	-	0	-	0	-	0	-	0
		31-35	1	50	0	0	0	0	1	20
		Above 36	-	0	2	100	1	100	3	60
	Total	2	100	2	100	1	100	5	100	
3	Level of Education	Certificate	0	0	0	0	0	0	0	0
		Diploma	2	100	2	100	1	100	5	100
		Degree	-	0	-	0	-	0	-	0
		MA/MSc	0	0	0	0	0	0	0	0
		Total	2	100	2	100	1	100	5	100
4	Specialization	Major	2	100	2	100	1	100	5	100
		Minor	-	0	-	0	-	0	-	0
		Others	-	0	-	0	-	0	-	0
		Total	2	100	2	100	1	100	5	100
5	Year of Service	Below 5	-	0	-	0	-	0	-	0
		6-10	1	50	0	0	0	0	1	20
		11-15	-	0	1	50	-	0	1	20
		16-20	1	50	1	50	0	0	2	40
		Above 21	-	0	-	0	1	100	1	20
	Total	2	100	2	100	1	100	5	100	
6	Status	Teachers	2	100	2	100	1	100	5	100
		Other	-	0	-	0	-	0	-	0
		Total	2	100	2	100	1	100	5	100

Source: Field survey by Investigator 2017/18

According to the above table 2, 3 (60%) of the physical education teacher respondents second cycle primary schools of Bule Hora district are males whereas 2 (40%) of the respondents are females. And the age of physical education teachers in the three second cycle primary schools of Bule Hora

District are 1(20.%) of the respondents are in the age category of 21-25 years, again 1(20%) are in the age group of 31-35 years and the remaining 3(60%) are in the age group of above 36 years.

About the level of Education of the respondents, all 5(100%) physical education teachers are diploma holders. Concerning the Specialization of the respondents, all 5(100%) physical education teachers are major (specialized by physical education subject). Concerning their work experience (year of service), 1(20%) of physical education teachers have 6-10years' experience, another 1 (20%) ,2(40%) and 1(20%) of the physical education teachers have 11-15 years ,16-20 years and above 21 years' work experience respectively. Whereas, all 5(100%) the status of physical education teachers in Second cycle primary school of Bule Hora district major is physical education subject.

Table Characteristics of Director Respondents

No	Variables	School		
		Bule Hora, Abayi and Mekaneyesus		
		Frequency	%	
1	Sex	Male	1	25
		Female	2	75
		Total	3	100
2	Age	Under 20	-	0
		21-25	-	0
		26-30	1	25
		31-35	2	75
		Above 36	-	0
		Total	3	100
3	Level of Education	Certificate	-	0
		Diploma	3	100
		Degree	-	0
		MA/MSc	-	0
		Total	3	100
4	Year of Service	Below 5	-	0
		6-10	-	0
		11-15	-	0
		16-20	-	0
		Above 21	3	100
		Total	3	100

Source: Field survey by Investigator 2017/18

As table 3, item 1, 1 (25%), of the respondent from Bule Hora, second cycle primary School directors were Male and 2(75%) of respondent for Abayi and Mekaneyesu seconde cycle primary schools were Female. When we see the age of participants of Abayi, Bule Hora and Mekaneyesus primary School has 1(25%) of the respondents are in the age category of 26-30 years, 2(75%) of the respondents are in 31-35 years and Level of Education 3(100%) of the respondents are in the category of diploma level and all 3(100%) respondents are above 21 Year of Service.

Section B: Factors affecting teaching Physical education in class room and practical session.

Table Responds by teachers and students concerning number of students per class room.

Item	Degree of Agreement	Students responded		Teachers responded		Total	
		Frequency	%	Frequency	%	Frequency	%
What is the numbers of students per class room in your school?	Above 71 students	184	57.0	4	80	188	57.85
	66-70 students	87	27.1	1	20	88	27.07
	61-65 students	33	11.0	0	0	33	10.15
	56-60 students	14	4.1	0	0	14	4.31
	Below 55 students	2	.8	0	0	2	0.62
	Total	320	100	5	100	325	100

As the above Table 4 presents the numbers of students per class room in your school. Students and Teachers response shows 184 (57%) of students and 4(80%) of teachers totally 188(57.85%) of response indicate number of student is above 71 students ,87(27.1%) of students and 1(20%) of teachers totally 88(27.07%) of response indicate number of students are between 66-70 students,33(11%) of students and 0(0%) of teachers totally 33(10.15%) of response indicate number of students is between 61-65 students,14(4.1%%) of students and 0(0%) of teachers totally 14(4.31%) of response indicate number of student is between 56-60 students and 2(0.8%) of students and 0(0%) of students totally 2(0.62%) of response indicate number of student is below 55 students as students and Teachers response respectively. As the researcher's opinion and the literature tells us the class size more than 50 is not faire because the teacher unable to control students while teaching in class room and practical activities. In addition, it is difficult to manage and transfer the intended lesson properly.

Table Responds of students and Teachers regarding periods per week.

Item	Degree of Agreement	Students responded		Teachers responded		Total	
		Frequency	%	Frequency	%	Frequency	%
How many periods per week do you have for physical education class?	3 Period	0	0	0	0	0	0
	2 period	125	39.2	3	60	128	39.38
	1 period	195	60.8	2	40	197	60.62
	Total	320	100	5	100	325	100

Concerning of table 5 presents the response on the period of teaching physical education class and it shows 0(0%) of students and 0(0%) of teachers totally 0(0%) of respondents No 3 period,125(39.2%) of students and 3(60%) of teachers totally 128(39.38%) of respondents said 2period,the majority 195(60.8%) of students and 2(40%) of teachers totally 197(60.62%) of respondents said 1period.Regarding to the respondent response no enough periods per week for physical education subject.

Table Responds of students and teachers concerning physical education period.

Item	Degree of Agreement	Students responded		Teachers responded		Total	
		Frequency	%	Frequency	%	Frequency	%
Does Physical education period in your school frequently assigned on	5-6th period	167	51.7	3	60	170	52.31
	4th period	89	27.7	2	40	91	28
	3rd period	41	12.1	0	0	41	12.62
	2nd period	20	7.4	0	0	20	6.15
	1st period	3	1.1	0	0	3	0.92
Total		320	100.0	5	100	325	100

Regarding of table 6 respondents were asked on what period's physical education classes frequently assigned to be learned, 167 (51.7%) of students and 3(60%) of teachers totally 170(52.31%) of respondents assumed that 5-6th period, whereas 89(27.7%) of students and 2(40%)

of teachers totally 91(28%) of respondents said 4th period,41(12.1%) of students and 0(0%) of teachers totally 41(12.62%) of respondents 3rd period,20(7.4%) of students and 0(0%) of teachers totally 20(6.15%) of respondents 2nd period, on the other hand 3(1.1%) of students and 0(0%) of teachers totally 3(0.92%)1st period. In all the periods are allotted at last period. Because of these, students are in hurry to move to their home. Even in the school where the period is conducive, some teachers spent the time in non sport issues and This is implies that, physical education period frequently assigned at the end of the classes have negative possession to condition that physical education contribution for students academic achievement.

Table Responds of Students and Teachers regarding factors affecting teaching physical.

NO	Factors	Alternatives	Students responded		Teachers responded		Total	
			Frequency	%	Frequency	%	Frequency	%
1	Is the teaching and learning process of P.E. done effectively in your school?	Yes	126	39.5	2	40	128	39.38
		No	194	60.5	3	60	197	60.62
		Total	320	100	5	100	325	100
2	Are there any activities offered by your school that you are unable to participate in?	Yes	110	34.6	2	40	112	34.46
		No	210	65.4	3	60	213	65.54
		Total	320	100	5	100	325	100
3	Does the teacher demonstrate physical activities during practical session?	Yes	104	32.7	4	80	108	33.23
		No	216	67.3	1	20	217	66.77
		Total	320	100	5	100	325	100
4	Do you participate in sport activities?	Yes	157	49.1	3	60	160	49.23
		No	163	50.9	2	40	165	50.77
		Total	320	100	5	100	325	100
5	Is there shortage of physical education teacher in your school?	Yes	140	43.8	1	20	141	43.38
		No	180	56.2	4	80	184	56.62
		Total	320	100	5	100	325	100
6	Do students attend theoretical and practical physical education lessons?	Yes	123	38.6	3	60	126	38.77
		No	197	61.4	2	40	199	61.23
		Total	320	100	5	100	325	100
7	Do your students have a good participation in teaching learning physical education class?	Yes	127	39.8	3	60	130	40
		No	193	60.2	2	40	195	60
		Total	320	98.8	5	100	325	100

As indicated on the above table7, students and teacher's response concerning factors that affect to teach physical education, table 7 number 1 Shows that 126(39.5%) of students ,2(40%) of teachers

totally 128(39.38%) of respondents are said yes, the teaching and learning process of P.E. done effectively in second cycle primary school. 194(60.5%) of students ,3(60%) of teachers totally 197(60.62%) of respondents said no, the teaching and learning process of P.E. not done effectively in second cycle primary school of Bule Hora district.

As shown in the above table item 2 Table 7, 110(34.6%) of students, 2(40%) of teachers totally 112(34.46%) of respondents says yes activities offered in second cycle primary school Bule Hora district.210(65.4%) of students ,3(60%) of teachers totally 213(65.54%) of respondents said no, activities not offered in second cycle primary school of Bule Hora district.

Table 7 number 3 shows that 104(32.7%) of students, 4(80%) of teachers totally 108(33.23%) of respondents response yes, the teacher demonstrate physical activities during practical session .216(67.3%) of students, 1(20%) of teachers totally 217(66.77%) of respondents said no, the teachers not demonstrate physical activities during practical session.

Table 7 number 4 shows that 157(49.1%) of students and 3(60%) of teachers totally 160(49.23%) of respondents says yes, participate in sport activities .163(50.9%) of students and 2(40%) of teachers totally 165(50.77%) of respondents said no. not participate in sport activities.

Table 7 number 5 shows that 140(43.8%) of students and 1(20%) of teachers totally 141(43.38%) of respondents response yes, shortage of physical education teachers is there.180 (56.2%) of students and 4(80%) of teachers totally 184(56.62%) of respondents say no, not shortage of physical education teachers.

Table 7 number 6 shows that 123(38.6%) of students and 3(60%) of teachers totally 126(38.77%) of respondents said yes, students attend theoretical and practical physical education lessons.197 (61.4%) of students and 2(40%) of teachers totally 199(61.23%) of respondents response no, students not attend theoretical and practical physical education lessons.

Table 7 number 7 shows that 127(39.8%) of students and 3(60%) of teachers totally 130(40%) of respondents answers yes, students have a good participation in learning physical education class.193 (60.2%) of students and 2(40%) of teachers totally 195(60%) of respondents said no, students have not good participation in teaching learning physical education class.

Table Responds of Students and Teachers regarding to teaching physical education.

NO	Items	Alternative	Students		Teachers		Total	
			Frequency	%	Frequency	%	Frequency	%
1	Is there any factor in teaching Physical Education class?	Yes	223	69.5	4	80	227	69.85
		No	97	30.5	1	20	98	30.15
		Total	320	100	5	10	325	100

From the responses in table 8 number 1 shows 223 (69.5%) of students and 4 (80%) of Teachers totally, 227(69.85%) of respondents said yes means there are factor affecting in teaching Physical Education class and 97(30.5%) of students and 1 (20%) of Teachers totally 98(30.15%) of respondents are said No, as this shows the majority of response indicates factors those affect in teaching Physical Education class of students and Teachers. As open ended question those factors are, naturally lack of student's interest, lack of enough teaching material for learning process of physical education class, Lack of Exercise book and Lack of sport wears for teachers, There is reputation of lesson with this reason the subject is to be unchangeable and boring.

Based on the open ended question, any factors are there in the teaching learning process of Physical Education class. In addition, students and teachers response the researcher believed those students and teachers are not well equipped in different educational methods. It can be concluded that the factor of physical education in the process of teaching learning entangled with many problems that are:

- Lack of interest student to learn and lack of teachers to teach the subject.
- Shortage of budget as described by school administrators.
- In appropriate period distribution.
- Less support by the directors to fulfill the teachers demand.
- Shortage of school facilities such as equipments.
- Large class size.

Table Responds of Students and Teachers regarding physical education equal perception with the other subjects.

No	Items	Alternatives	Students responded		Teachers responded		Total	
			Frequency	%	Frequency	%	Frequency	%
1	Do you believe physical education has equal perception with the other subjects by school administration and school society?	Yes	96	30.3	0	0	96	29.54
		No	224	69.7	5	100	229	70.46
		Total	320	100	5	100	325	100

Table 9 indicated that 96(30.3%) of the students and 0(0%) of teachers totally 96(29.54%) of respondents said yes give equally perception on Physical education class as other subject, 224(69.7%) of student and all 5(100%) of teachers totally 229(70.46%) of respondents said no give equal perception on Physical education class with other subject. In addition, data obtained from open ended question students and teachers responds about the reason why their attention is low for this subject, it is because of lack awareness and available play ground, naturally lack of student's interest, In grade 5-8 there is reputation of lesson with this reason the subject to be unchangeable, shortages of available material and awareness of teacher that should be model for students. Concerning the equal perception from the other subjects by school administrators and school society of teacher's participant respondent said they have no equal perception about physical education. Regarding the teachers participants, the reason (s) they said "No" where misunderstanding about physical education subject, used physical education as a non-curricular subjects, used as discipline, simply understand physical education Means playing ball in those and other cases school administrates' and society they have not equal perception about physical education in their schools. Finally information that obtained from interview and observation implied the same answer like those listed above.

Table Responses regarding to the average number of students and teachers in a class and its effect.

No	If the problem of large class size resulted the following negative effects?	Alternatives	Respondents Students		Respondents Teachers		Total	
			Frequency	%	Frequency	%	Frequency	%
1	Lack of Effective communication?	Yes	212	66	4	80	216	66.46
		No	108	34	1	20	109	33.54
		Total	320	100	5	100	325	100
2	Affect Method of teaching?	Yes	200	62.4	4	80	204	62.77
		No	120	37.6	1	20	121	37.23
		Total	320	100	5	100	325	100
3	Problem of Class room management?	Yes	214	66.6	3	60	217	66.77
		No	106	33.4	2	40	108	33.23
		Total	320	100	5	100	325	100
4	Difficult to identify Students with special Need?	Yes	201	62.6	3	60	204	62.77
		No	119	37.4	2	40	121	37.23
		Total	320	100	5	100	325	100

Responses for items 1 table 10 show that 212 (66%) of students and 4(80%) of teachers totally 216(66.46%) of respondents said yes, 108(34%) of students and 1(20%) of teachers totally 109(33.54%) of respondents response no, with large class size results problem of Lack of Effective communication,

Responses for items 2 table 10 show that 200(62.4%) of students and 4(80%) of teachers totally 204(62.77%) of respondents said yes, 120(37.6%) of student and 1(20%) of teachers totally 121(37.23%) of respondents said no, as result shows poor method of teaching and created disciplinary problems during the interactional process.

Responses for items 3 table 10 show that 214(66.6%) of students and 3(60%) of teachers totally 217(66.77%) of respondents said yes, 106(33.4%) of student and 2(40%) of teachers totally 108(33.23%) of respondents said no, as result shows that Problem of Class room management and suffocation, un balance sport facility and equipment with number of students.

Responses for items 4 table 10 show that 201(62.6%) of students and 3(60%) of teachers totally 204(62.77%) of respondents said yes, 119(37.4%) of student and 2(40%) of teachers totally 121(37.23%) of respondents said no, as result shows that difficult to identify Students with special need.

Table Responds by Students about role of Teachers.

No	List of Questionnaire	Alternatives				Total	
		Yes		No		Frequency	%
		Frequency	%	Frequency	%		
1	Help teacher to see the problem and the need of the students participate in sport activity?	139	43.5	181	56.5	320	100
2	Physical education teachers are using various: Method of teaching?	139	43.5	181	56.5	320	100
	Do you think your PE teacher motivate you?	131	41.1	189	58.9	320	100
3	Do teacher prepare and teach physical education?	110	34.6	210	65.4	320	100

From the above table 11 item 1 we have seen the problem and the need of the students participate in sport activity 139(43.5%) respondent students respond yes, they help us. Whereas, 181(56.5%) respondents respond no. Based on the open ended question why teachers not encourage students to participate in sport activities outside of regular class to verify that explained by student respondents some teachers are old enough and not care about student participation and other young teachers ignore us and ran for their private work. Whereas, the respond on methodology on teachings appropriateness of PE teachers is 139(43.5) respondent students respond 'yes', Whereas 181(56.5%) respondents respond 'no' .However, about teachers motivate students, 131(41.1%) the respondents said yes, 189(58.9%) respondents said no and the respond on teacher prepare and teach physical education 110(34.6%) of the respondents said yes, on the other hand 210(65.4%) of the respondents said no.

Table Responds by teacher's about interest of students.

No	List of Questionnaire	Degree of Agreement										Total	
		Very High		High		Medium		Low		Very low			
		F	%	F	%	F	%	F	%	F	%	F	%
1	How Much do you facilitate the condition to physical education?	-	0	-	0	4	80	1	20	-	0	5	100
2	How is your interest in teaching physical Education?	1	20	3	60	1	20	0	0	0	0	5	100
3	During teaching the subject, do you feel happy?	2	40	0	0	3	60	0	0	0	0	5	100

Based on the data in Table 12 indicates that teachers response on facilitate and condition of physical education in the teaching learning process 0(0%),0(0%) of respondents has no facilitate respectively, 4(80%) of respondents has medium facilitate ,1(20%) of respondents has low facilitate,0(0%) of respondents has Very Low facilitate. On their interest towards teaching physical education 1(20%) of the respondents has showed Very high interest on teaching physical education,3 (60%) of those are high,1(20%)of those are medium,0(0%) of respondents Low and 0(0%) are also is indicated Very Low. feeling on teaching the subject 2(40%) of respondents has Very high,0(0%) of respondent are not feel happy high,3(60%) of respondents has happy medium,0(0%),0(0%) of respondents are low and very low respectively. Based on the answer in open ended question as explained why their facilitate the condition to teach physical education is medium and low, the reason in most second cycle primary school there is no good condition for teaching physical education, such as there is no appropriate play ground, available material, store house. Similarly, the researcher observed those conditions and interview with the school administration, most of the schools teachers not have facilitate the condition to teach physical education to do their work properly, and they can't be model for their student. The interview made regarding above case with the directors that the actual situation did reflect this reality. But, Thus can be concluded that the physical education teachers & directors are not properly accomplishing their duties & responsibly.

Section C: Responses regarding presence of Physical Education Instructional Materials.

Table Resources for Teaching and Learning P.E as reported by students and teachers.

Item	Degree of Agreement	Respondents Students		Respondents Teachers		Total	
		Frequency	%	Frequency	%	Frequency	%
		How much was spent in school budget to purchase facility and equipment in your school?	Strongly Disagree	173	53.6	0	0
	Disagree	68	21.2	2	40	70	21.53
	Undecided	43	13.5	1	20	44	13.54
	Agree	23	7.4	2	40	25	7.7
	Strongly Agree	13	4.3	0	0	13	4
	Total	320	100	5	100	325	100

Table 13 indicated that, regarding to resources for Teaching and Learning PE ,173(53.6) of students and 0(0%) of teachers totally 173(53.23%) of respondents strongly disagree,68(21.2%) of students and 2(40%) of teachers totally 70(21.53%) of respondents disagree,43(13.5%) of students and 1(20%) of teachers totally 44(13.54%) of respondents undecided,23(7.4%) of students and 2(40%) of teachers totally 25(7.7%) of respondents agree,13(4.3%) of students and 0(0%) of teachers totally 13 (4%) of respondents strongly agree. The finding of shows that lack of budget for purchasing PE resources, the actual purchasing of PE resources is Probably PE resources were not prioritized, because it was not examinable and the observation results also strengthen this idea these findings coincide with Mackendrick"s (1996) who suggested that reduced funding of PE is having a negative effect on the time and resources needed for successful PE subject.

Table Materials for teaching learning physical education reported by Students and teachers.

Materials	Degree of Agreement	Total
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o			Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree			
			F	%	F	%	F	%	F	%	F	%	F	%
1	Hand Ball	Student	188	58.24	89	27.74	25	7.94	11	3.6	7	2.44	320	100
		Teacher	1	20	3	60	1	20	-	0	-	0	5	100
		Total	189	58.2	92	28.3	26	8	11	3.3	7	2.2	325	100
2	Volley Ball	Student	191	59.24	84	26.14	23	7.32	15	4.8	7	2.44	320	100
		Teacher	2	40	-	0	2	40	1	20	-	0	5	100
		Total	193	59.4	84	25.8	25	7.7	16	4.9	7	2.2	325	100
3	Basket Ball	Student	193	59.84	88	27.44	20	6.44	13	4.2	6	2.04	320	100
		Teacher	1	20	3	60	1	20	-	0	-	0	5	100
		Total	194	59.7	91	28	21	6.5	13	4	6	1.8	325	100
4	Foot Ball	Student	167	51.74	99	30.84	32	10.1	14	4.5	8	2.74	320	100
		Teacher	-	0	3	60	1	20	1	20	-	0	5	100
		Total	167	51.3	102	31.4	33	10.2	15	4.6	8	2.5	325	100
5	Gymnastics apparatus	Student	216	66.94	48	15.04	42	13.2	8	2.7	6	2.04	320	100
		Teacher	-	0	4	80	1	20	-	0	-	0	5	100
		Total	216	66.5	52	16	43	13.2	8	2.5	6	1.8	325	100

Regarding to teaching material in teaching physical education subject effectively table 14 number 1, Hand Ball 188(58.24%) of students,1(20%) of Teachers totally 189(78.24%)of respondent were Strongly Disagree,89(27.74%) of students,3(60%) of teachers totally 92(28.3%) of respondent answered Disagree ,25(7.94%) of student,1(20%) of teachers totally 26(8%) of respondent replied Undecided,11(3.64) of students,0(0%) of teachers totally 11(3.3%) of respondent agree,7(2.44%) of students,0(0%) of teachers totally7(2.2%) of respondent answered strongly agree.

According to table 14 number 2 Volley Ball,191(59.24%) of student,2(40%) of teachers totally 193(59.4%) of respondent strongly disagree,84(26.14%) of students,0(0%) of teachers totally 84(25.8%) of respondent said disagree,23(7.32%) of students,2(40%) of teachers totally 25(7.7%) of respondent answered undecided,15(4.86%) of students,1(20%) of teachers totally 16(4.9%) of

respondent replied agree,7(2.44%) of students,0(0%) of teachers totally 7(2.2%) of respondent said strongly agree.

As can be observed in table 14 number 3 basket ball,193(59.84%) of student,1(20%) of teachers totally 194(59.7%) of respondent strongly disagree,88(27.44%) of students,3(60%) of teachers totally 91(28%) of respondent said disagree,20(6.44%) of students,1(20%) of teachers totally 21(6.5%) of respondent answered undecided,13(4.24%) of students,0(0%) of teachers totally 13(4%) of respondent replied agree,6(2.04%) of students,0(0%) of teachers totally 6(1.8%) of respondent said strongly agree.

As shown in table 14 number 4 foot ball,167(51.74%) of student,0(0%) of teachers totally 167(51.3%) of respondent strongly disagree,99(30.84%) of students,3(60%) of teachers totally 102(31.4%) of respondent said disagree,32(10.14%) of students,1(20%) of teachers totally 33(10.2%) of respondent answered undecided,14(4.54%) of students,1(20%) of teachers totally 15(4.6%) of respondent replied agree,8(2.74%) of student s,0(0%) of teachers totally 8(2.5%) of respondent said strongly agree.

As indicated in table 14 number 5 Gymnastics apparatus,216(66.94%) of student,0(0%) of teachers totally 216(66.5%) of respondent strongly disagree,48(15.04%) of students,4(80%) of teachers totally 52(16%) of respondent said disagree,42(13.24%) of students,1(20%) of teachers totally 43(13.2%) of respondent answered undecided,8(2.74%) of students,0(0%) of teachers totally 8(2.5%) of respondent replied agree,6(2.04%) of student s,0(0%) of teachers totally 6(1.8%) of respondent said strongly agree.

The findings indicated that majority of teachers and students reported such learning resources as Hand Ball, Volley Ball, Basket Ball, Foot Ball and Gymnastics apparatus were inadequate in majority of the second cycle primary schools of Bule Hora district.

Table Regarding to the availability of facilities during teaching learning physical education Subject.

N	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	Degree of Agreement	Total
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o			Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree		F	%
			F	%	F	%	F	%	F	%	F	%		
1	Gymnastics field	Student	173	53.64	86	26.74	38	11.94	16	5.14	7	2.54	320	100
		Teacher	1	20	2	40	2	40	-	0	-	0	5	100
		Total	174	53.54	88	27.1	40	12.31	16	4.9	7	2.15	325	100
2	Track and field	Student	198	61.34	81	25.24	32	10.14	5	1.74	4	1.54	320	100
		Teacher	1	20	2	40	2	40	-	0	-	0	5	100
		Total	199	61.23	83	25.54	34	10.46	5	1.54	4	1.23	5	100
3	Foot ball field	Student	176	54.54	98	30.44	30	9.54	9	3.04	7	2.44	320	100
		Teacher	-	0	2	40	1	20	2	40	-	0	5	100
		Total	176	54.15	100	30.77	31	9.53	11	3.4	7	2.15	325	100
4	Hand ball court	Student	188	58.24	84	26.14	25	7.94	14	4.54	9	3.14	320	100
		Teacher	1	20	3	60	1	20	-	0	-	0	5	100
		Total	189	58.15	87	26.77	26	8	14	4.31	9	2.77	325	100
5	Basket ball court	Student	198	61.34	84	26.14	22	7.04	11	3.64	5	1.54	320	100
		Teacher	1	20	3	60	1	20	-	0	-	0	5	100
		Total	199	61.23	87	26.77	23	7.1	11	3.4	5	1.5	325	100
6	Volley ball field	Student	162	50.24	105	32.64	29	9.24	15	4.84	9	3.04	320	100
		Teacher	-	0	2	40	-	0	3	60	-	0	5	100
		Total	162	49.85	107	32.92	29	8.92	18	5.54	9	2.77	325	100

As can be seen in table 15 number 1.173(53.64%) of the students and 1(20%) of the teachers totally 174(53.54%) of respondents replied strongly disagree, 86(26.74%) of students and 2(40%) of teachers totally 88(27.1%) of respondents disagree, 38(11.94%) of students, 2(40%) of teachers totally 40(12.31%) of respondents response undecided, 16(5.14%) of students, 0(0%) of teachers totally 16(4.9%) of respondents agree and 7(2.54%) of students, 0(0%) of teachers totally 7(2.15%) of respondents strongly agree. This shows that lack of Gymnastics field is there. Whereas this indicated that it is difficult to teach in second cycle primary school gymnastics practical class for students. Regarding the same table of item 2.198(61.34%) of students, 1(20%) of teachers totally 199(61.23%) of respondents strongly disagree, 81(25.24%) of students, 2(40%) of teachers totally 83(25.54%) of respondents disagree, 32(10.14%) of students, 2(40%) of teachers totally 34(10.46%) of respondents undecided, 5(1.74%) of students, 0(0%) of teachers totally 5(1.54%) of respondents

agree and 4(1.54%) of students, 0(0%) of teachers totally 4(1.23%) of respondent response strongly agree. This shows that, absence of track and field. the majority of the students respondents 176(54.54%) and teachers of 0(0%) totally 176(54.15%) of respondents are replied by strongly disagree, 98(30.44%) of students, 2(40%) of teachers totally 100(30.77%) of respondents disagree, 30(9.54%) of students, 1(20%) of teachers totally 31(9.53%) of respondents response undecided, 9(3.04%) of students, 2(40%) of teachers totally 11(3.4%) of respondents said agree, 7(2.44%) of students, 0(0%) of teachers totally 7(2.15%) of respondents responses strongly agree. response of respondent show that, lack of Foot ball field. 188(58.24%) of students, 1(20%) of teachers totally 189(58.15%) of respondents strongly disagree, 84(26.14%) of students, 3(60%) of teachers totally 87(26.77%) of respondents disagree, 25(7.94%) of students, 1(20%) of teachers totally 26(8%) of respondents undecided, 14(4.54%) of students, 0(0%) of teachers totally 14(4.31) of respondents agree and 9(3.14%) of students, 0(0%) of teachers totally 9(2.77%) of respondents strongly agree. This show that, absence of hand ball court is there. 198(61.34%) of students, 1(20%) of teachers totally 199(61.23%) of respondents strongly disagree, 84(26.14%) of students, 3(60%) of teachers totally 87(26.77%) of respondents disagree, 22(7.04%) of students, 1(20%) of teachers totally 23(7.1%) of respondents undecided, 11(3.64%) of students, 0(0%) of teachers totally 11(3.4) of respondents agree and 5(1.54%) of students, 0(0%) of teachers totally 5(1.5%) of respondents response strongly agree. Depending on the respondent this show that lack of basket ball court and 162(50.24%) of students, 0(0%) of teachers totally 162(49.85%) of respondents strongly disagree, 105(32.64%) of students, 2(40%) of teachers totally 107(32.92%) of respondents disagree, 29(9.24%) of students, 0(0%) of teachers totally 29(8.92%) of respondents undecided, 15(4.84%) of students, 3(60%) of teachers totally 18(5.54%) of respondents agree and 9(3.04%) of students and 0(0%) of teachers totally 9(2.77%) of respondents strongly agree this show that, lack of volley ball filed. Regarding to table 15 the adequacy of PE teaching facilities the majority of students and teachers respondents replied not at all with the sufficiency of teaching facilities. The findings from the interview schedule revealed that majority of schools had insufficient teaching learning facilities for PE as reported by the majority of directors. This implies that resources were not mobilized and properly allocated for the subject and observation also show the above result in majority of primary schools in Bule Hora District.

Tale Respondent by students and teachers concerning instructional materials?

N	Instructional materials	Respondent	Degree of Agreement										Total	
			Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree		F	%
			F	%	F	%	F	%	F	%	F	%		
1	Student	Student	220	68.1	7	23.74	17	5.4	4	1.4	3	1.2	320	100
	Text Book and other reference documents	Teacher	2	40	2	40	1	20	-	0	-	0	5	100
		Total	222	68.3	7	24	18	5.5	4	1.2	3	1	325	100
	Tennis	Student	209	64.7	8	26.44	17	5.4	6	2.1	3	1.2	320	100
2	Table, Shot put, Skip rope, Discus and Javelin.	Teacher	2	40	2	40	1	20	-	0	-	0	5	100
		Total	211	64.9	8	26.8	18	5.5	6	1.8	3	1	325	100

As can be seen from table 16 number 1.220(68.14%) of students and 2(40%) of teachers totally 222(68.3) respondent response strongly disagree, 7(23.74%) of students and 2(40%) of teachers totally 78(24%) respondents said disagree, 17(5.44%) of students and 1(20%) of teachers totally 18(5.5%) of respondents says undecided, 4(1.44%) of student and 0(0%) of teachers totally 4(1.2%) of respondents response agree, 3(1.24%) of student and 0(0%) of teachers totally 3(1%) of respondents said strongly agree. with achievement of the Student Text Book and other reference documents, the finding shows that, there is no Student Text Book and other reference documents in second cycle primary school of Bule Hora district.

Table 16 number 2. shows that, 209(64.74%) of students and 2(40%) of teachers totally 211(64.9%) of respondents says strongly disagree, 8(26.44%) of students and 2(40%) of teachers totally 87(26.8%) of respondents said disagree, 17(5.44%) of students and 1(20%) of teachers totally 18(5.5%) of respondents response undecided, 6(2.14%) of students and 0(0%) of teachers totally 6(1.8%) of respondents agree, 3(1.24%) of students and 0(0%) of teachers totally 3(1%) of respondents strongly agree. The response show that absence of the instructional materials like Tennis Table, Shot put, Skip rope, Discus and Javelin. Majority of students and teachers

respondents replied by not at all with their Physical education text book, reference books and instructional materials like Tennis Table, Shot put, Skip rope, Discus and Javelin not available in second cycle primary school of Bule Hora districts.

SECTION D: Attitude of Teachers and Learners towards Physical Education.

Table Attitude of Teachers towards PE responds by Students.

No	Attitudes	Degree of Agreement										Total	
		Very Low		Low		Medium		High		Very High		F	%
		F	%	F	%	F	%	F	%	F	%		
1	What is the attitude of teachers towards Teaching Physical Education subject?	118	36.64	113	35.14	46	14.44	30	9.54	13	4.24	320	100
2	What is your teacher attitude about physical education subject?	125	38.84	100	31.14	54	16.94	27	8.54	14	4.54	320	100
3	What is the PE Teachers attitude towards practicing physical education in school?	172	53.34	69	21.54	43	13.54	24	7.64	12	3.94	320	100

As the above table 17 number 1 shown on the attitude of teachers towards teaching Physical Education subject. 118(36.64%) respondents said are Very Low, 113(35.14%) respondents are says low, 46(14.44%) respondents response Medium, 30(9.54%) of respondents said high and 13(4.24%) respondents are said very high. Based on the open ended question, the respondent's reason for their failure to give positive attitude is mainly lack of materials and attitude of society for physical education subject, because of shortage of sport materials, large number of students unable to learn using sport materials in the field by few materials. In this case teachers are unable to evaluate learners using sport materials.

As indicated in table 16 above no 2 teachers attitude about physical education subject 125(38.84%) of respondents are said very low, 100(31.14%) of respondents are reported low, 54(16.94%) of respondents are response medium, 27(8.54%) of respondents are says high and 14(4.54%) respondents are very high. Based on the open ended question students response out that the most attitude of teachers about physical education subject when a data or any similar information is needed and explained that there is very low motivation of physical education teachers to teach the subject.

As it indicated on table 17 no3 above PE Teachers attitude towards practicing physical education in school ,172(53.34%) of the respondent respond very low,69(21.54%) of the respondent respond low ,43(13.54%) of the respondent respond medium,24(7.64%) of the respondent respond High and 12(3.94%) of respondents are said very high. based on the open ended question teachers attitude towards practicing physical education in school are not suitable to practical activities, the response of the respondents are:

- Limitation of knowledge and skill
- Shortage of teaching materials and lack of interest, knowledge and skill in teaching the subject.
- In some schools the periods are allotted at last period. Because of these, students are in hurry to move to their home. Even in the school where the period is conducive, some teachers spent the time in non sport issues.

Generally PE teachers had negative attitude towards teaching PE. Probably, majority of teachers concentrated only on other subjects and considered PE as a waste of time since it was not examinable. Supported by other study findings, Hardman and Marshall (2000) noted that less value/importance is placed on PE since it is treated as a non-subject and of non-academic status.

Table Attitude of students towards PE responds by teachers.

No	Attitudes	Degree of Agreement										Total	
		Very Low		Low		Medium		High		Very High		F	%
		F	%	F	%	F	%	F	%	F	%		
1	What is the attitude of students toward learning Physical Education subject?	-	0	2	40	2	40	-	0	1	20	5	100
2	What is your attitude about physical education subject?	-	0	-	0	1	20	2	40	2	40	5	100
3	What is the student's attitude towards practical physical education in school?	-	0	3	60	2	40	-	0	-	0	5	100

Table 18 number 1 indicated that 0 (0%) respondents of the teachers give very low attitude of students toward learning Physical Education subject, 2(40%) respondents of them have Low attitude, 2(40%) respondents of teachers said medium, On the other hand 0(0 %) of teachers give high and 1(20%) respondent of them very high attitude for learning Physical education. as respondent response shows attitude of students towards physical education are very low.

According to table 18 number 2, 0(0%) of the teachers give very low attitude for physical education subject, 0(0%) of them have Low attitude for physical education subject, 1(20%) of teachers said medium attitude, on the other hand 2(40 %) give high attitude and 2(40%) of them very high attitude for Physical education subject.

Table 18 number 3, 0(0%) of the teachers give very low attitude for practical physical education in school, 3(60%) of them have Low attitude for practical physical education in school, 2(40%) of teachers said medium attitude practical physical education in school, On the other hand 0(0 %) give high attitude and 0(0%) of them very high attitude for Physical education practical class.

In addition, data obtained from open ended question teachers responds about the reason why their attitude is low and medium for learning physical education subject, it is because of lack of awareness, lack of teacher that should be model for students, and available play ground, naturally lack of student's interest, In grade 5-8 there is reputation of lesson with this reason the subject to be unchangeable, shortages of available material and awareness of teacher that should be model for students. As well information that obtained from interview and observation implied the same answer like those listed above. Based on the open ended response of teachers under lined the shortage of sport materials are the main face which hindered the practical class and spatially grade 8 students do not give due attention to the subject. The reason is the subject is not given in national exam like other subjects.

Table Check list for observation.

No	Items	Very Good	Good	Poor	Very poor	Not at all
1	Availability of football field and materials.				✓	
2	Availability of hand ball court, Basketball court and Materials.					✓
3	Availability of Volley ball filed & materials				✓	
4	Gymnastic equipment example Horizontal bar, Parallel bare and others.				✓	
5	Availability of Physical Education reference, handout /Exercise book/				✓	
6	Students 'and PE teachers interest and motivation to participate actively in PE class.					
7	Appropriateness of teaching methods for a given content.					
8	Condition of the school, Attraction and Safety.				✓	
9	Number of student per class.				✓	

As we can understand from the above-fulfilled observation checklist, there is in availability of football and materials are very poor, hand ball court, Basket ball and materials are not at all, Volley ball filed & materials also very poor, gymnastic equipment, Physical Education reference, handout /Exercise book are very poor. Students 'and PE teachers interest and motivation to participate actively in PE class are poor. Appropriateness of teaching methods for a given content as the researcher observed the existence poor. Condition of the school, attraction, Safety and number of student per class are very poor.

5. SUMMARY, CONCLUSIONS AND RECOMMENDATION

This chapter summarizes the major finding of the study and draws conclusion based on the finding. At the end recommendation are for warded that are thought to be helpful to address that factors affecting teaching physical education.

5.1. Summary

The purpose of this study was to assess: factors affecting teaching physical education in second cycle primary schools in case of Bule Hora District; west Guji Zone, Oromia Reginal State, Ethiopia. In order to achieve this purpose the study was planned to find answers for the following basic questions:

1. What are the major Factors affecting teaching PE in class room and practical session?
2. What are the factors related to resources in the teaching and learning of physical education?
3. What is the attitudes of teachers and learners in the teaching and learning of physical education?

To arrangement with these questions, descriptive survey design was employed. In providing relevant data 3 second cycle primary schools directors, 5 physical education teachers and 320 students of the second cycle primary schools totally 328 respondents, were involved. Questionnaires, interviews, and observation analysis were used as instrument of data collection. The obtained quantitative data were analyzed using SPSS V 16.0, frequency, percentage and tables was employed to analyze the data collected by questionnaire and qualitative method was employed for interview, open ended questions and observation. Different issues are raised and have been farther discussed. From data analysis the major findings are summarized as follows:

Class size problem in all second cycle primary schools of Bule Hora District, as concerned many teachers and students reported that number of students per class room are above 71,188(57.85%) of respondents said. if the problem of large class size is there resulted the following negative effects: Lack of effective communication, Affect method of teaching, Problem of class room management and difficult to identify students with special needs.

The study discovered that in appropriate Physical education period in all second cycle primary school of Bule Hora District are frequently assigned on 5th and 6th period (52.31%).This is implies that, physical education period frequently assigned at the end of the classes have negative possession to condition that physical education contribution for students academic achievement.

The results indicated that the major factors affect facing teaching and learning of PE was lack of enough facilities that could facilitate learning process. Example, Shortage of Gymnastics field,

Track and field, Football field, Handball court, Basketball court and Volleyball field. As far as the teaching materials are concerned, many teachers and students reported that, there are no sufficient sport equipments. The observation results also strengthen this idea. Example, lack of Hand Ball, Volley Ball, Basket Ball, Foot Ball ,Gymnastics apparatus and The absence of physical education Exercise books and reference books in the second cycle primary school of Bule Hora District.

The study indicated attitude of PE teachers towards teaching and practicing physical education in schools are very low,(36.64%), and (53.34%) respondents response respectively. Because lack of knowledge and skill for practicing and Shortage of school facilities such as equipments and play grounds. Additionally, the existing sport fields are not convenient to make Practice, so that they are the source of frustration for injuries to the students and teachers were suggested by the respondents.

Low attitude of students towards learning and practical Physical Education subject 2(40%) and 3 (60%) respondents response respectively. Because of lack of awareness, lack of teacher that should be model for students, and available play ground, naturally lack of student's interest.

5.2. Conclusions

Based on investigation and the finding on the topic under discussion the researchers concluded that there is the need to improve the teaching of PE in the Abayi, Bule Hora and Mekaneyesus second cycle primary school of west Guji Zone Bule Hora District in both theory and practical lessons.

Based on the findings, the study concludes that the major factors affecting teaching physical education in second cycle primary schools of Bule Hora District in the teaching learning of PE was lack of enough facilities that could facilitate learning process and absence of instructional materials regarding to teaching of physical education subjects in second cycle primary schools. The study pointed out that there was shortage of teaching materials (student text book, Hand Ball, Volleyball, Basket Ball, Foot Ball, Gymnastics apparatus) and shortage of facilities (Gymnastic field, Track and field, Foot Ball field, Handball Court, Basket Ball Court, Volley Ball field), which hinder their participation in teaching learning theoretic and practical physical education subject.

As discovered in the findings of the study, physical education period frequently not assigned or period distribution for physical education is not properly arranged in second cycle primary schools and it assigned at the last period.

According to the findings of the study, school administration, lack of budget and support for physical education teachers in fulfilling of teaching materials including sport wears.

As indicated in the findings of the study, most teachers of physical education do not develop interest and attitude for the subject. Because when they join to the profession, they have used as alternative way for transition to the other jobs. As well as many teachers are reduced at teaching the subject, where they do not use various method, equipment appropriately, rather the use reputation lesson that are boring and that do not provide students the opportunity to participate in the teaching learning process.

The majority of the Teachers and students were not interested to teaching learning physical education in second cycle primary schools, therefore, it is possible to conclude that, Lack of proper facilities and materials, Poor educational background, less participation for Physical education subject and not give attention in the subject.

Lack of encouragement, absence of understanding administration and school society employs towards equal perception for physical education with the other subject. However, this study revealed that all physical education teachers had less responsibility about the promotion of physical education and as a result they didn't encourage the interest of students, unable to create awareness of officials and unable to create conducive environment.

5.3. Recommendations

In order to address the issues discussed in this study and to promote of the teaching physical education for students in second cycle primary schools of Bule Hora District West Guji Zone Oromia Regional State, the study recommended the following.

Since large class size has drawback to provide equal opportunity for students in the class of the second cycle primary school directors, the community and district education bureau should carry out primary responsibility to bring manageable class – size by means of minimizing the number of student in a class and built additional classroom.

To increase practical and theoretical interaction, teachers have to encourage and motivate in teaching learning process of physical education subject for students to develop positive attitude and to participate in physical education lessons. Physical education teachers and principals have to control, evaluate and encourage physical education subject in the teaching learning process to teach properly and start the class on time, in addition to produce and utilize relevant instructional materials which are locally made to promote the teaching learning process of physical education subject

Like other academic subjects, for better teaching learning process of physical education in second cycle primary school should fulfill necessary equipments, facilities and teaching materials. Whenever possible physical education teachers should try to produce local teaching materials to deal with theoretical and practical lessons there by enable in solving the immediate materials shortage. Also Physical education teachers should work hand in hand with the second cycle primary schools administration to address the shortage of reference books and materials.

Bule Hora district Education bureau and administration of second cycle primary schools of Bule Hora should conduct follow up study on a regular basis in order to identify problems that hinder the theoretical and practical application of physical education teaching learning process.

To minimize the shortage of period per week, instructional materials, and lack of facility during teaching physical education, it is recommended that the second cycle primary schools should have to work with Bule Hora District education bureau and community together should strive to fulfill instructional materials, facilities for physical education.

Generally, as the findings of the study discovered that the importance of teaching PE classes in those second cycle primary schools was found to be low. Thus, it is advisable that continuous and extensive orientation should be offered to the PE teachers, on both theoretical and practical aspects of teaching physical education including various techniques by Ministry of Education, so as to enhance their awareness and gradually shift their tendency from teacher dominated to learners focused toward instructional approach.

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7. APPENDICES

APPENDIX- A

Questionnaire to be filled by Physical Education Teachers.

Dear PE Teachers, I am currently conducting a research on factors affecting teaching physical education in second cycle primary schools of Bule Hora District. The objective of the research paper is to identify the main factors which can negatively affect the teaching physical education in the teaching learning process of the second cycle primary schools (5-8) in Bule Hora District. The research work is for partial fulfillment of the M.Ed degree.

I friendly request you to fill this Questionnaire. Your honest response has a great help for the improvement of the factors affecting teaching physical education in second cycle primary schools.

General Direction.

- ❖ You don't need to write your name.
- ❖ Please respond to each statement by making a mark \surd in the appropriate box/space/.
- ❖ Please, follow instruction provided for each part.
- ❖ Put your choice on the space provided and give your opinion for the open ended question.
- ❖ Thank you for taking your time to respond to my questions!

Section A Personal Data.

Name of the school: Abayi Bule Hora Mekaneyessus

Sex: Male Female

Age: Under 20 21-25 26-30 31-35 above 36

Status: Teacher other subject

Level of Education: Certificate Diploma Degree MA/MSc

Specialization: Major Minor others

Year of Service: Below 5 6-10 11-15 16-20 above 21

Section B. Factors affecting teaching Physical Education in class room and practical session.

1. What is the numbers of students per class room in your school?

5. Below 55 students 4. 56 – 60 students 3. 61 – 65 students 2. 66-70 students 1.71 above

2. How many periods per week do you have for physical education class?

3. One period 2. Two period 1. Three periods

3. Physical education period in your school frequently assigned on:

5. 1st period 4. 2^{ed} period 3. 3th period 2. 4th period 1. 5th period - 6th period

4. Regarding to the presence of your school factors affecting teaching physical education while teaching learning process in class room and practical session. Please mark $\sqrt{}$ if

1. Yes

2. No

No	Factors	1	2
----	----------------	---	---

1 Is the teaching and learning process of P.E. done effectively in your school?

2 Are there any activities offered by your school that you are unable to participate in?

3 Does the teacher demonstrate physical activities during practical session?

4 Do you participate in sport activities?

5 Is there shortage of physical education teacher in your school?

6 Do students attend theoretical and practical physical education lessons?

7 Do your students have a good participation in teaching learning physical education class?

5. Is there any factor in teaching Physical Education class?

1. Yes

2. No

6. If your answer for question number 5 is 'yes' explain briefly as much

As possible. _____

7. Do you believe physical education has equal perception with the other subjects by school administration and school society?

1. Yes

2.No

8. If your answer for question number 7 is “No” what is the reason?_____

9. If the problem of large class size in your school? Please mark \checkmark if

1. Yes

2. No

No	problems	1	2
1	Lack of effective communication?		
2	Affect method of teaching?		
3	Problem of class room management and assessment?		
4	Difficult to identify students with special needs?		

10. How much do you facilitate the condition to physical education?

5. Very high

4. High

3. Medium

2. Low

1. Very Low

11. How is your interest in teaching physical education?

5. Very High

4. High

3. Medium

2. Low

1. Very Low

12. During teaching the subject, do you feel happy?

5. Very High

4. High

3. Medium

2. Low

1. Very Low

13. Do you like teaching Physical Education?

A. Yes

B. No

If No, Why?_____

Section C. Questioner on presence of Physical education Instructional Materials.

14. How much was spent in school budget to purchase facility and equipment in your school?

5. Strongly agree 4. Agree 3. Undecided 2. Disagree 1. Strongly disagree

15. Regarding to the availability of your teaching physical education, your school has enough teaching material in teaching physical education subject?

Please mark \checkmark if

5. Strongly agree 4. Agree 3. Undecided 2. Disagree 1. Strongly disagree

No	Material	5	4	3	2	1
1	Hand Ball					
2	Volley Ball					
3	Basket Ball					
4	Foot Ball					
5	Gymnastics apparatus					

16. Regarding to the availability of your school facility during teaching physical education subject.

Please mark \checkmark if

5. Strongly agree 4. Agree 3. Undecided 2. Disagree 1. Strongly disagree

NO	Facilities	5	4	3	2	1
1	Gymnastics field					
2	Track and field					
3	Football field					
4	Handball court					
5	Basketball court					
6	Volleyball field					

17. Which of the instructional materials is existing in your school?

Please mark \checkmark if

5. Strongly agree 4. Agree 3. Undecided 2. Disagree 1. Strongly disagree

NO	instructional Materials	5	4	3	2	1
1.	Student Text Book and other reference documents					
2	Tennis Table, Shot put, Skip rope, Discus and					

SECTION D: Teachers' and students' Attitudes towards teaching learning physical education class.

18. Regarding to the PE Teachers' and students' Attitudes towards Teaching learning physical education class. Please mark \checkmark if

5. Very High 4. High 3. Medium 2. Low 1. Very low

No	Attitudes	5	4	3	2	1
----	-----------	---	---	---	---	---

1	What is the attitude of students toward learning physical					
---	---	--	--	--	--	--

2	What is your attitude about physical education subject?					
---	---	--	--	--	--	--

3	What is the student's attitude towards practicing Physical					
---	--	--	--	--	--	--

APPENDIX- B

Questionnaire to be filled by Students.

Dear students, I am currently conducting a research on factors affecting teaching physical education in second cycle primary schools of Bule Hora District. The objective of the research paper is to identify the main factors which can negatively affect the teaching physical education in the teaching learning process of the second cycle primary schools (5-8) in Bule Hora District. The research work is for partial success of the M.Ed degree.

I friendly request you to fill this Questionnaire. Your honest response has a great help for the improvement of the factors affecting teaching physical education in second cycle primary schools.

General Direction

- ❖ You don't need to write your name.
- ❖ Please respond to each statement by making a mark \surd in the appropriate box/space/.
- ❖ Please, follow instruction provided for each part.
- ❖ Put your choice on the space provided and give your opinion for the open ended question.

Thank you in advance for your support!

Section A Personal Data.

Name of the school: Abayi Bule Hora Mekaneyessus

Sex: Male Female

Age: Under 10 11-15 16-20 21-25 above 26

Status: Student Grade 5 Grade 6 Grade 7 Grade 8

9. If the problem of large class size in your school? Please mark \checkmark if

1. Yes

2. No

No	Problems	1	2
1	Lack of effective communication?		
2	Affect method of teaching?		
3	Problem of class room management?		
4	Difficult to identify students with special needs?		

10. Help teacher to see the problem and the need of the student?

1. Yes

2. No

11. Physical education teachers are using various: Method of teaching?

1. Yes

2. No

12. Do you think your PE teacher motivate you?

1. Yes

2. No

13. Do teachers prepare and teach physical education?

1. Yes

2. No

Section C. Questioner on presence of Physical Education Instructional Materials.

14. How much was spent in school budget to purchase facility and equipment in your school?

5. Strongly agree 4. Agree 3. Undecided 2. Disagree 1. Strongly disagree

15. Regarding to the availability of your teaching physical education, your school have enough teaching material in teaching physical education courses? Please mark \checkmark if

5. Strongly agree 4. Agree 3. Undecided 2. Disagree 1. Strongly disagree

No	Material	5	4	3	2	1
1	Hand Ball					
2	Volley Ball					
3	Basket Ball					
4	Foot Ball					
5	Gymnastics apparatus					

16.Regarding to the availability of your school facility during teaching physical education subject.

Please mark √ if

5. Strongly agree 4. Agree 3. Undecided 2. Disagree 1. Strongly disagree

NO	Facilities	5	4	3	2	1
1	Gymnastics field					
2	Track and field					
3	Football field					
4	Handball court					
5	Basketball court					
6	Volleyball field					

17. Which of the instructional materials is existing in your school?

Please mark √ if

5. Strongly agree 4. Agree 3. Undecided 2. Disagree 1. Strongly disagree

NO	Materials	5	4	3	2	1
1.	Student Text Book and other reference documents					
2	Tennis Table, Shot put, Skip rope, Discus and javelin					

SECTION D: students' and Physical Education Teachers 'Attitudes towards teaching learning physical education class.

18. regarding to the PE Teachers' and students' Attitudes towards teaching learning physical education class.

Please mark √ if

5. Very High 4. High 3. Medium 2. Low 1. Very low

No	Attitudes	5	4	3	2	1
1	What is the attitude of teachers towards teaching Physical Education?					
2	What is your attitude about physical education subject?					
3	What is the PE Teachers attitude towards practicing Physical education in school?					

APPENDIX- C

Gaaffiilee Barattoonnii Deebisan.

Gaaffiin Kutaa kana jala jiru barattoonnii akka deebii itti kennaniif kan qopha'ee dha. Innis, Rakkoowwaan baruu-barsiiisu Barnootaa Guddinaa fi jabeenya qaamaa mana barumsaa marsaa 1^{ffaa} gidduu gala 2^{ffaa} kutaa 5 -8 Bulchinsa magaalaa Bulee Horaa keessa jiran addaan baasuu yoo ta'u, kaayyoo barnoota karoofame galmaan ga'uuf rakkoowwaan galaman gahins baruu-barsiiisu barnoota Guddinaaf jabeenyaa qaamaa irratti fidan hambisuun barbaachisaadha. Kan aafuu, fiixaan bahinsa qorannoo kanaa fammantaa fi qulqullinaa guutuun yeroo kee aarsaa gootee deebii laateef guddaa galatoomii.

Hubachisa.

- Maqaa barreessuun hin barbaachisu.
- Filaannoof deebii sirriidha jettutti mari.
- Kan gabatee keessaaf, deebii filatuufi Ido kenname irratti mallattoo fayyadami
- Deebii filachuuf ajaja kenname hordofi.
- Waraqaan gaaffii yeruma sana guutamee deebi'a.

Kutaa 1^{ffaa}

Maqaa Mana Barumsaa: Abbayyii Bulee Horaa Mekkaneeyesuus
 Saala: Dhiiraa Dubara
 Umurii: 10 gadi 11-15 16-20 21-25 26 ol
 Hojii: Barataa/tuu Kutaa 5 Kutaa 6 Kutaa 7 Kutaa 8

Kutaa 2^{ffaa}.Rakkoolee barsiisuu barnoota GJQ Dareefi Dirree irratti mul’atan.

1. Baayyinni barattootaa mana barnootaa kee daree dareetti meeqaa ta’u?
5. Barattoota 55 gadi 4. Barattoota56 – 60 3. Barattoota 61 – 65 2.Barattoota 66-70 1. 71 ol
2. Barnoonnii GJQ torbee keessatti wayitii Meeqa qaba?
A. Tokko B. Lama C. Sadii
3. Barnoonni GJQ mana barnootaa keettii, irra caalaa wayitii meeqaffaa irratti dhaabata?
5.1ffaa 4.2ffaa 3. 3ffaa 2.4ffaa 1. 5^{ffaa}-6^{ffaa}
4. Rakkoolee Xiyyeeffannaa adeemsa baruu barsiisuu barnoota GJQ Daree fi Dirree irratti mudatan i laalchise.filannoo aramaan gadiif mallattoo kana fayyadami√.

1. Eeyee
- 2.Lakki

No	Rakkoolee /sababoota/	1	2
1	Adeemsi baruu- barsiisuu barnootaa GJQ akkaataa barbadameen barsiifama jira mana barumsaa		
2	Mana Barnootaa kee keessatti sochiin qaamaa ati keessatti hirmaattu jira?		
3	Yeroo sochii qaamaa dirree irratti hojjetu barsiisaan/tuun gochaan hojjechuun sit ti agarsiisaa/tii?		
4	Sochii qaamaa keessatti ni hirmaattaa?		
5	Manni barnootaa kee Hanqina barsiisaa GJQ qaba?		
6	Barnootaa GJQ tiyoorii fi sochiiny yeroo barsiifamu barattoonnii sirriitti nihirma atu?		
7	Wayitii barnoonnota GJQ barsiifamu barattooni akka gaaritti nihirmaatuu?		

5. Rakkoowwaan barsiisuu barnootaa GJQ keessaatti mul’atan jiru?

1. Eeyyee
2. Lakki

6. Gaaffii 5^{ffaa} irratti deebiin kee Eeyee yoo ta’e maalfaati tarreesi. _____

7. Dura bu’ootaa,barsiisotaa fi hawaasni mana barumsaa kee gosa Barnoota GJQ barnootaa biro duu kaa wal bira qabdee yoo ilaaltu xiyyeeffannaa fi hirmaannaa walqixata’e kennuufi?

1. Eeyyee
- 2.Lakki

Kutaa 4^{ffaa}.Gaaffilee Ilaalcha Barsiisota GJQ fi Barattootaa adeemsa baruu-barsiisuu gosaba rnootaa GJQ irratti kan qopha'eedha.

18. Barsiisonnii GJQ fi barattoonni ilaalcha daree baruu -barsiisuu barnoota GJQ irratti qaban.Filannoo keef mallattoo kana fayyadami√.

5. Baayyee Ol'aanaa 4.Ol'aanaa 3.Gidduugaleessa 2.Gadi aanaa 1.Bayyee gadi aanaa

No	Ilaalchaa/ Attitude/	5	4	3	2	1
1	Ilaalchi barsiisonni GJQ barsiisuu irratti qaban hagami?					
2	Gosa barnootaa GJQ irratti ilaalchi kee Hagami?					
3	Barsiisonni GJQ mana barumsaa keessatti sochii qaamaa hojjechuuf ilaalcha /fedhii/hagam qabu?					

APPENDIX –E

Class Room and Field Observation Sheet

This observation is organized to gather factors affecting teaching physical education in second Cycle primary school of Bule Hora District and to undertake survey study.

. School Name _____

. Subject _____

. Length of Time for visit _____

. Day of visit _____

. No of class to each grade 5th _____ 6th _____ 7th _____ 8th

. No of teachers teaching to each grade level 5th _____ 6th _____ 7th _____ 8th

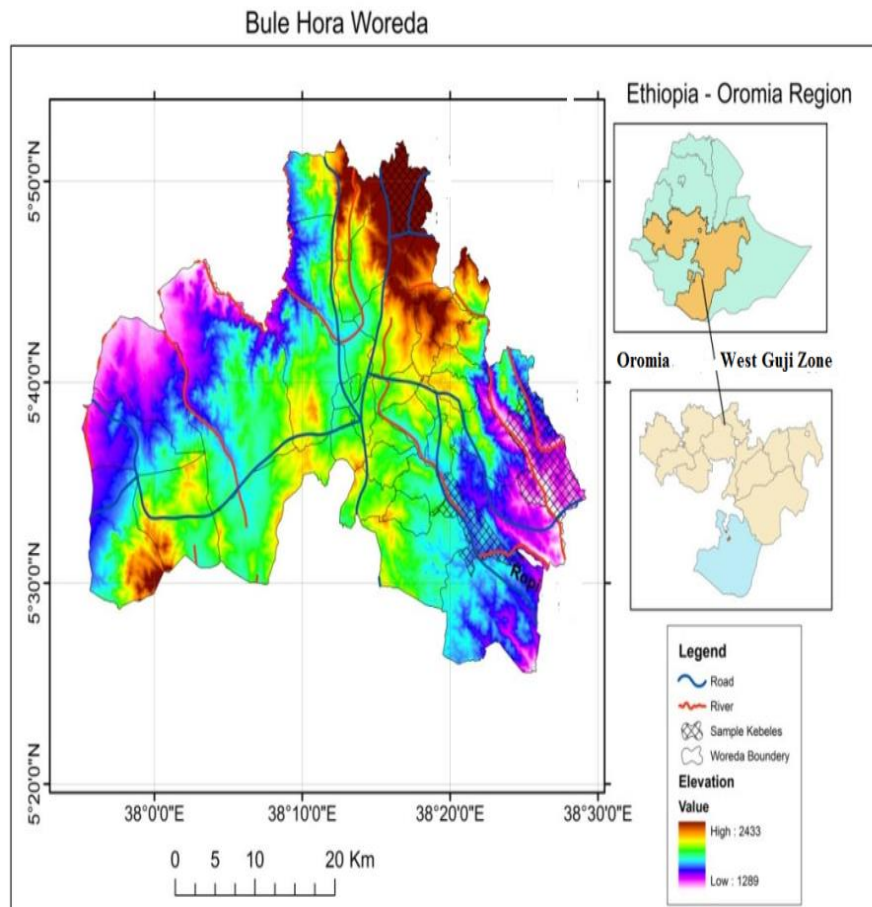
Observation check list.

5. Very Good 4. Good 3. Poor 2. Very poor 1. Not at all

No	Items	5	4	3	2	1
1	Availability of football field and materials.					
2	Availability of hand ball court, Basketball court and Materials.					
3	Availability of Volley ball filed & materials					
4	Gymnastic equipment example Horizontal bar, Parallel bare and others.					
5	Availability of Physical Education reference, handout /Exercise book/					
6	Students 'and PE teachers interest and motivation to participate actively in PE class.					
7	Appropriateness of teaching methods for a given content.					
8	Condition of the school, Attraction and Safety.					
9	Number of student per class.					

APPENDIX-F

Figure Map of the study Site



Source: Ethio-GIS, 1994