

**CHALLENGES IN THE IMPLEMENTATION OF PHYSICAL
EDUCATION CURRICULUM THE CASE OF BUTAJIRA TOWN
SECONDARY AND PREPARATORY SCHOOLS: GURAGE ZONE,
SOUTHERN NATIONS NATIONALITIES AND PEOPLES' REGION**

MEd THESIS

MEHAMMED SEFA SAJI

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**Challenges in the Implementation of Physical Education Curriculum the
Case of Butajira Town Secondary and Preparatory Schools: Gurage Zone,
Southern Nations Nationalities and Peoples' Region**

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Mehammed Sefa Saji

Jan 2018

Haramaya University, Haramaya

HARAMAYA UNIVERSITY

POSTGRADUATE PROGRAM DIRECTORATE

As thesis Research advisors, we hereby certify that we have read and evaluated this thesis entitled: "**Challenges in the Implementation of Physical Education Curriculum the Case of Butajira Town Secondary and Preparatory Schools: Gurage Zone, Southern Nations Nationalities and Peoples' Region**" prepared under our guidance by Mehammed sefa. We recommend that it be submitted as fulfilling the thesis requirement.

Desta Enyew (PhD)

Major Advisor

Signature

Date

Shemelis Mokonnen (PhD)

Co- Advisor

Signature

Date

As member of the board of Examiners of the Med thesis open defense Examination, we certify that we have read and evaluated the thesis work prepared by Mehammed Sefa and examine the candidate. We recommended that the thesis be accepted as fulfilling the thesis requirement for the Degree of Master of Education in Sport Science.

Chairman

Signature

Date

Internal Examiner

Signature

Date

External Examiner

Signature

Date

DEDICATION

I dedicate this work to my beloved friends and all my families for helping me with affection, love and for their immense contribution in the success of my life.

STATEMENT OF THE AUTHOR

First, I declare that this thesis is my genuine work and that all sources of materials used for this thesis have been duly acknowledged. This thesis has been submitted in partial fulfillment of the requirements for an advanced MED degree in teaching physical education at Haramaya University and is deposited at the University Library to be made available to borrowers under rules of the Library. I solemnly declare that this thesis is not submitted to any other institution anywhere for the award of any academic degree, diploma, or certificate.

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Name: Mehammed Sefa

Signature: _____

Place: Haramaya University

Date of Submission: _____

BIOGRAPHICAL SKETCH

The Author was born in Southern Oromiya, Around Shashemene town, Kuyyra kebele on May 27, 1976 E.C. He attended his elementary school at Kuyyra primary and secondary school and he completed preparatory education at Shashemene Preparatory School. Then, he joined Adam University in 1998 E.C and graduated with B.ED degree in sport science on June 11, 2001E.C. Then, he worked in Butajira Makicho Millennium secondary school as teach physical education teacher. In 2007 E.C, he joined to School of Graduate program in Haramaya University to pursue MEd Degree in Teaching Physical Education.

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ACRONYMS AND ABBREVIATIONS

BRHP	Butajira Rural Health Project
CFEE	Curriculum Framework for Ethiopian Education
CPD	Continuous Professional Development
CSHP	Coordinated School Health Program
CAE	Country Analysis Education Ethiopia
FGD	Focus Group Discussion
MVPA	Moderate to vigorous physical activity
MoE	Ministry of Education
PECAT	Education Curriculum Analysis Tool
PE	Physical Education
SNNPR	Southern Nations Nationalities and Peoples' Region

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Challenges in the Implementation of Physical Education Curriculum the Case of Butajira Town Secondary and Preparatory Schools; Gurage Zone, Southern Nations Nationalities and Peoples' Region

ABSTRACT

This study aims sought to investigate the Challenges in the Implementation of Physical Education Curriculum in Case of Butajira Town Secondary and Preparatory Schools. Accordingly four research questions were formulated to guide the study. The participants of this study were 7 Physical Education teachers, 3 directors, 354 secondary and preparatory school students and 3 curriculum coordinators in Butajira education office. 2 secondary and 1 preparatory schools selected in Butajira town. Data from the selected respondents were gathered using open and close -ended questionnaire, focused group discussion and observation. Data were presented using tables and interpreted using both quantitative and qualitative analysis method/approach. The result revealed that, there was inadequate physical education resource and working environment. Physical Education has been taught by using traditional method of teaching. These predetermined objectives have not been achieved by the learners. There was no any supervisory activities and academic support for Physical Education and different sport programs. The basic and common challenges in Physical Education curriculum implementation were lack of periods, sport equipment and facilities, in Quality and quantity. Schools did not plan intramural and extramural activities regularly to support Physical Education curriculum implementation. The evidence from this study indicated that conducive teaching learning environment should be fulfilled to enable students achieve the predetermined education objectives. Fulfilling sport equipment and facilities and conducting regular inter school competitions need to be mandatory . Providing all curriculum materials, and regular supervision support for quality physical education and designing a system to assess the attainment of lesson. The teacher should cover all contents for all grade level in the academic year and the number of periods allotted should be add to implement the physical education curriculum.

Key words: - Challenges, Implementation, Physical Education Curriculum

1. INTRODUCTION

This chapter presents the background of the study, statements of the problems, The Scope of the Study, Significance of the Study, General and Specific objectives of the study.

1.1. Background of the Study

Physical education is defined as a learning process designed to foster the development of motor skills, health related fitness, knowledge and attitudes relative to physical education through a series of carefully planned and conducted experiences (Chappell, 2001). The learning environment is thoughtfully structured to enhance the overall development of each student within the three learning domains: psychomotor, cognitive, and affective. These learning experiences help students understand how humans move and how to execute movements safely, efficiently, and effectively. These experiences are conducted in such a way as to promote positive feelings towards oneself as a mover and an appreciation for the contribution that physical activity can make to one's quality of life. PE can cure for students' vigorous movement experiences, fitness and skill levels, and intellect of life.

PE can cure for students' vigorous movement experiences, fitness and skill levels, and intellectual physical and social-emotional maturity. Appropriate instruction in Physical Education incorporates best practices derived from both research and experience for teaching adolescents in ways that facilitate success for all students. Providing a safe and inclusive learning environment allows the adolescent to experience positive, challenging, and enjoyable physical activity while learning skills and developing an understanding of the benefits and importance of physical activity. In conjunction with these activity experiences, students develop a positive self-image and social skills that will provide personal competence in work and leisure situations. Assen Worku(2014)

Physical Education is an education through physical movements and then facilitating mental thought of an individual. The main purpose of the study would be able to explore the problems that challenge in the implementation of PE curriculum in gurage zone at Butajira town. It was conducted in Mekicho Millennium, Behir secondary and Butajira

preparatory schools will play very important role in developing all-rounded personality of the learner.

Physical Education (PE) develops the skills, knowledge, values and attitudes needed for establishing and enjoying an active and healthy lifestyle, as well as building student confidence and competence in facing challenges as individuals and in groups or teams, through a wide range of learning activities. Physical Education is offered as an elective examination subject at senior secondary education level. It emphasizes the connection between theory and practical skills and is designed to develop the interest and potential of students in the areas of Physical Education and sports.

As stated above, all these challenges would be rooted in different situations. Even though the challenges of PE, curriculum implementation are sensitive issues, there were no adequate research works that are conducted to identify these challenges in Gurage Zone, Butajira Town Secondary and Preparatory Schools. Finding solutions to overcome the challenges of secondary and preparatory school PE curriculum implementation and improving its quality are valuable tasks. Therefore, this study would assess the challenges in the implementation of Physical Education curriculum of secondary and preparatory schools in Butajira town administration.

1.2. Statement of the Problem

Implementing and achieving goals of Physical Education curriculum in every education system is not only local or national duty, but also it has its own root, attention as well as agreement at international levels. The Final Report for International year of sport and PE, UN (2005) entitled "Sport as a means to promote education, health, development and peace", recognized the positive values of sport and PE and proclaimed the year 2005 as the International Year of Sport and Physical Education. One of the objectives of education is to develop all rounded personality- physical, mental as well as socially developed citizen (MoE, 1994). To achieve this educational goal, the physical and psychosocial environments are to be fulfilled in schools. But this is not true in Gurage zone as well as in Butajira town particular.

The teaching learning process of PE is conducted by passing through various challenges. Education goals to be achieved are missed due to different highly rooted problems

that challenge PE curriculum implementation. Currently it is uncertain to say that through PE we are producing students who are physically, mentally, emotionally and socially competent. This is because the teaching learning process of Physical Education is encountered with different challenges.

As a result, the study would try to investigate the challenges of Physical Education curriculum implementation in Butajira town secondary school. In order to address the main purpose of the study the following research questions are forwarded:

1. Does the ongoing Physical Education curriculum implementation processes have conducive ground to achieve the objectives of Physical Education curriculum and the education policy?
2. What are the major challenges that encountered in the implementation of secondary and preparatory school Physical Education curriculum?
3. What is the degree of preparation, motivation and interest of teachers and students to the subject?
4. What are the factors influencing to cover the portion of the subject within time frame?

1.3. The Scope of the Study Area

The main focus of the study would be able to explore the challenges in the implementation of Physical Education curriculum in Gurage zone on Butajira town secondary and preparatory school. So as to reach this, the study would use Mekicho Millennium, Behr Secondary and Butajira Preparatory School as the scope of study.

1.4. Significance of the Study

PE is valuable for the physical social as well as psychological development of the learners. To this end the present study would attempt to examine the implementation process and tries to identify some major challenges of Physical Education curriculum in Butajira town secondary and Preparatory schools. The findings of this study would be able to have the following important contributions:

- It will help to achieve educational policy goals and to make Physical Education participatory for all learners.
- It provides information to school communities that may help to take timely corrective measures against deviations related to Physical Education curriculum implementation.
- It will help schools, Physical Education departments, teachers, students and other concerned bodies to recognize and find solutions for the challenges which faced in the implementation of Physical Education.
- It will show how the difficulty level of portion coverage with in time frame.
- It will serve as a source of information for physical educators, curriculum designers, implementers and students to attain quality education in , Physical Education
- It will initiate physical educators and other researchers to conduct further research in the area.

1.5. Objectives of the study

1.5.1. General objective

The main objective of this study is to investigate challenges of Physical Education curriculum implementation in Butajira town secondary and preparatory schools.

1.5.2. Specific objectives

The specific objectives of the study are:

- ✓ To assess the current status in which, Physical Education curriculum is implemented towards achieving the goals related to, Physical Education which is stated in the policy or (curriculum).
- ✓ To find out the major challenges of, Physical Education in the secondary and preparatory school curriculum.
- ✓ To investigate the degree of preparation, motivation and interest of teachers and students to the subject.
- ✓ To assess how to cover the portion of the subject with in time frame.

2. REVIEW OF RELATED LITERATURE

The aim of this paper is to see challenges of the implementation of Physical Education curriculum in Butajira town secondary and preparatory schools. So it starts from the curriculum implementation part. This chapter focuses on Physical Education, which is the main subject of this study.

2.1. Curriculum Implementation

The production of a curriculum guide or the written curriculum is not the final stage in the process, as many felt it is or over unless careful steps are taken to support such implementation via regular and appropriate staff development activities, change will not occur. Rather, the new program will be consigned to the proverbial circular file. Neither the production of the curriculum document, nor the implementation of it should signify the end of the curriculum development for it should signify the end of our development process. It is critical at the point of implementation to select judiciously a school or grade that could serve as an appropriate field test site. After selecting a field testing site plan must be devised to formatively monitor and assess the implementation of the program (Dawn, 2006).

According to (Derebssa, 1999) the curriculum cannot achieve its aims unless it is implemented in the way it is intended to be implemented. It is a critical phase in the cycle of planning and teaching a curriculum. Careful planning and development are obviously important, but they count for nothing unless teachers are aware of the product and have the skills to implement the curriculum in their classroom. Moreover, curriculum implementation is a process of putting the developed or planned curriculum into effect. The term implementation refers to the actual use of a curriculum. It should not view as a clear cut yes or no to use or not to use a new program or change. According to (Calfee,1986), implementation would require restructuring and replacement of many things includes recognizing and adjusting personal habits, ways of behaving program emphases, learning spaces and existing curricula and schedules. It means getting educators to shift from the current program to the new program a modification that can be met with great resistance.

2.2. Curriculum Framework for Ethiopian Education

2.2.1. Vision

Education has a vital role to play in Ethiopia. It provides the young people of Ethiopia with the competencies, which they need to undertake further study and to take their place within the working community. It is through education that each person is able to realize their full potential in life and contributes to the development of their country.

Education is the key to sustaining Ethiopian development and it is through education that the country will be transformed into a knowledge-based society embracing new technology and using it to solve the problems of today and tomorrow. (CFEE, 2009)

Tomorrow's young people in Ethiopia will be:

- literate and numerate
- creative thinkers
- problem solvers
- Active innovators
- IT literate
- Informed decision makers
- Democratic and tolerant
- Able to adapt to a changing world.

Our vision in the reformed curriculum, therefore, is to see high-quality education designed and implemented at all levels of formal education in our schools and to create a knowledge-based society.

2.2.2. Principles

The Curriculum Framework for our schools is underpinned by the following key principles. These key principles guide schools in whole-school planning and curriculum development.

- Respect cultural heritage and diversity
- Provide equal opportunity

- Provide learning skills
- Use new technology
- Promote active participation

2.2.3. Values

Values are beliefs about what is important and what is just. Values guide our actions and our judgments.

The curriculum should encourage students in Ethiopian schools to value:

- Their national and international heritage
- Unity within the diversity of their country
- Respect for themselves and for others
- Equality between all sections of society
- Work and the efforts of all people working within their society
- Excellence by aiming high
- Innovation by applying knowledge to solving problems
- Their environment and to care for it.

Through their learning experiences students should:

- Develop and refer their own set of beneficial values
- Understand the value of their culture and their heritage
- Respect the values of other people and other cultures
- Understand the value of education as a means of progressing both as an individual and as a country. (CFEE, 2009)

2.2.4. Key Competencies

Key competencies are abilities and skills that students need to live, learn, work and contribute both to their own community and to their country.

The Ethiopian curriculum identifies the following key competencies:

- Life skills
- Base-line skills
- Higher-order skills
- Participation and contribution

- Independence
- Adapting to change
- Time management.(CFEE, 2009)

2.3. Structure of Secondary School Curriculum on Physical Education

Physical Education is a part of the general education program that contributes primarily through movement experience in the total physical growth and mental development of each student.

Physical Education is defined as education of, and through movement. It has, as its medium, physical activities. It deals with the body in action, and one of its major aims is the development of better motor control of this instrument for more effective function. Since it provides an opportunity for natural and spontaneous responses in group situations, it makes an important contribution to the social and emotional development of each student.

Physical Education provides students with principles of human well-being. The concept of human well-being is broader than the concept of good health and relates to developing a total life-style that promotes well-being.

The programmes are designed to:-

- ☒ Contribute to the development of cardio-respiratory endurance through participation in vigorous physical activities.
- ☒ Promote muscular growth through movements that offer graded resistance.
- ☒ Develop hand-eye and foot-eye coordination rhythm, body mobility, speed, agility, strength and good body mechanics through activities, games and contests, to the end that each student may achieve a high degree of motor control.
- ☒ Develop high standards of fair play, self-discipline, leadership, team spirit and other traits essential to good civic behavior and good citizenship.
- ☒ Develop an opportunity for social adjustments and the development of emotional control and balance and
- ☒ Provide opportunities for each student to learn healthful recreational activities, which can be used for life time. (CFEE, 2009)

In the program, emphasis should be given to the development of interest and skills in outdoor recreational activities so that on leaving school each student is capable of participating in the physical recreation. At the second cycle of secondary education, Physical Education focuses on promoting physical development and the achievement of personal physical fitness goals, developing competency in a wide variety of physical skills, which allow students to function effectively in physical activities and establishing an understanding of movement and the pertinent principles governing motor-skills performance of the community.

The contents of the subject should enable the students to:

- ☒ Know how to maintain a satisfactory level of fitness.
- ☒ Possess the adequate skills needed to perform a wide variety of adult recreational activities.
- ☒ Understand the meaning of movement and serves to introduce, with principle, theories, basic concepts and skills
- ☒ Lay firm foundations for further studies at the tertiary level. Areas of focus of the curriculum:
 - Directed activities
 - Games, contests and athletics
 - Rhythmic activities
 - Cultural sports.(CFEE, 2009)

2.4. Physical Education Curriculum

A curriculum is a sequential system for delivering learning experiences to students. A physical education curriculum is the framework that provides guidance for teaching skills and providing physical activity instruction. A high quality physical education curriculum will be based on the national standards in the document moving Into the Future: National Standards for Physical Education, which describes what a physically educated student should know and be able to do. It emphasizes meaningful content, which includes the following:

- ✓ Instruction in a variety of motor skills designed to enhance child and adolescent development.

- ✓ Fitness education and assessment that allows for understanding and improvement of physical well-being.
- ✓ Development of cognitive concepts related to motor skills and fitness.
- ✓ Opportunities to improve social and cooperative skills
- ✓ Opportunities to increase the value placed on physical activity for health, enjoyment, self-expression, and confidence. (CAE, 2007)
- ✓ Appropriate sequencing of learning activities is critical to developing a high-quality physical education curriculum. Appropriate sequencing involves the following:
 - ✓ Ensuring that motor skills, physical activity, and fitness assessments are age and developmentally appropriate.
 - ✓ Methods of teaching motor and movement skills that ensure that basic skills lead to more advanced skills, and
 - ✓ Plans to appropriately monitor, reinforce, and plan for student learning.(CAE, 2007)

2.5. Physical Education in the Context of a Coordinated School Health Program

The effectiveness of school physical education is enhanced when it is implemented as an integral part of the Coordinated School Health Program (CSHP) and when physical education outcomes are reinforced by other components of a school health program. A CSHP includes eight integrated components:

- (1) Physical education;
- (2) Health education;
- (3) Nutrition services;
- (4) Health services;
- (5) Healthy school environment;
- (6) Counseling, psychological, and social services;
- (7) Health promotion for staff; and
- (8) Family and community involvement.

All components play a vital role in supporting the health of students, staff, and the community. The impact of the overall school health program depends on the quality of each component as well as the quality of the coordination of the program.(CAE, 2007)

2.6. The Importance of PE Curriculum for Secondary School

Physical Education is an important part of the secondary school curriculum as an integral component of the total education of students; it contributes to the overall goals of education. Additionally, physical education makes a unique contribution to the education of the student, it is the only subject area in the school devoted to the study of human movement, the acquisition of motor skill, and the promotion of fitness. It is concerned with the total development of the individual, encompassing development in the psychomotor, cognitive, and affective domains. The development of motor skills, fitness, knowledge, and attitude conducive to a lifetime of participation is a commonly acknowledged goal of the secondary school physical education program (Wuest and Lombardo, 2000).

In addition to this he also added that the Secondary Schools (SS) years are an important time for physical education. During this time adolescents should have the opportunity to be exposed to a variety of sports and outdoor activities and to develop competence in a few selected ones. Gaining knowledge about human movement is an important part of the physical education experience. Since physical activity habits are formed early in life, attention must be given within the physical education program to helping students incorporate physical activity into their lifestyles at this age (Wuest and Lombardo, 2000).

2.7. Philosophy of Physical Education

Philosophy is very important in the curriculum implementation of Physical Education. (Horine, 1995) stated that, without philosophy, coaches and physical educators are "unguided missiles". Therefore, the sport administrator must develop a sound philosophy for guidance in making difficult decisions. Philosophy can answer for a question about the primary goal of PE in schools. Education through the physical approach reflects unity of the mind and the body.

According to (Siedentop, Mand and Taggart , 1986), philosophy stimulates discussion and thought about what PE means and how it ought to be taught in school. To accomplish this we present our own philosophy of Physical Education, its role in school, and its potential impact on society. Belief statements are generated for each of these areas as a means to provoke thought and discussion. It is also one of the most dominant forces in contemporary Physical Education. From this philosophical view point, physical activity is seen as the medium for the development of the total person.

Participation in Physical Education not only develops the body but contributes to the attainment of the intellectual and social goals of education. Physical Education 's contribution to the development of the total individual and the goals of education helped solidify Physical Education 's position to the educational curriculum (Wuest and Bucher, 1996).

2.8. Objectives of Physical Education

Physical Education as a school subject should have its own objectives that are derived from the National educational aim and objectives. So, Physical Education as an education and school subject should have standardized curriculum that can define the objective of the lesson and can match with the need of national development.

According to (MoE, 1994), one of the general objectives of education and training is to develop the physical and mental potential and the problem-solving capacity of individuals.

It is crucial to realize that the overall objectives of Physical Education across the totality of the physical activity continuum have traditionally been embodied in the goals of education (Bucher and Krotee,1998). There are four main objectives of Physical Education: physical development, motors and skill development, mental development, and social development objectives (MOE, 2005). Also (Siedentop, 2007) suggested four categories of Physical Education

- ✓ Physical development objectives - which deal with the program of activities that build physical power in an individual through the development of the various organic systems of the body.

- ✓ Motor development objectives - concerned with making physical movement useful with as little expenditure of energy as possible and being proficient, graceful, and aesthetic in this movement.
- ✓ Mental development objectives - which deal with the accumulation of a body knowledge and the ability to think and to interpret this knowledge.
- ✓ Social development objectives - concerned with helping an individual in making personal adjustments, group adjustments and adjustments as a member of society.

Schools Physical Education programs are the primary avenue for achieving an active lifestyle by reaching millions of children and youth by helping them develop skills, understandings, and habits for a healthy lifestyle and to achieve objectives of Physical Education. Students are not meeting the aims and goals of the curriculum. Although the aim and goal of Physical Education curriculum is to "enable all learners to enhance their quality of life through active learning", all evidence indicates that this goal is not being met. The curriculum supports this aim, but the desired outcome is not being reached.(British Columbia MoE, 2001).

The general objectives of Physical Education program for the second cycle of secondary schools in Ethiopia are;

- ❖ Develop an awareness of the relationship of the body movement to the maintenance of physical health and wellbeing.
 - ❖ Obtain the functional personal fitness level and maintain an optimum degree of physical fitness.
 - ❖ Develop physical skills, coordination and abilities useful in work and play, including team sports.
 - ❖ Develop ethical behaviors and the responsibility of citizenship, self discipline and the quality of leadership and followership,
 - ❖ Acquire knowledge how to lead active lifestyles.
 - ❖ Have skills, knowledge and abilities necessary to continue tertiary level.
- (MoE, 2001:1).

2.9. The Role of Physical Education

According to (MoE, 2005), Physical Education can play five big roles in every aspect of student's daily life.

- ✓ Role in the academic achievement of the learner-is the quality of Physical Education program organized and carried out to improve the physical and social fitness and health of students which are necessary components to students education and quality of their academic performance.
- ✓ The role of Physical Education in the development of useful skills as a participant and spectator in sport. This is to mean that in order to enjoy by participating or appreciating as a spectator, students should have to have knowledge, skills, rules, techniques and tactics of different games.
- ✓ The role in the use of leisure time wisely- if students know how to perform different exercise, skills to participate in games and sports, they will not face a problem where to spend their free time wisely.
- ✓ The role of Physical Education in the improvement of work efficiency- by participating in Physical Education activities, students can promote their physical and mental health, human relation, and other social assets that contribute to their general wellbeing as well as to better work performance.
- ✓ The role of Physical Education in vocational placement - Each profession or career requires the development of mental and physical ability in which Physical Education can play a role especially for some professions like pilot, in which physical fitness, appearance and health are criteria to join. So, PE is important in the development of physical abilities, health, appearance and fitness. (MoE, 2005)

2.10. Goals of Physical Education for Secondary Schools

The goals of physical education for secondary schools are improving physical health and develop a good attitude towards various physical activities that will result in lifetime participation in physical activities (MoE, 2003). One of the major goals of education is to prepare students to be lifelong learners, knowledge of factors affecting movements is

essential to future learning. The general objectives of physical education for grade 9 and 10 syllabus are-

- Acquire and refine motor skills essential for everyday activities.
- Develop health-related fitness.
- Attain knowledge on the benefit of physical education and health-related physical fitness.
- Develop an application for the contribution that regular physical activity makes to lifelong health. (MoE, 2003)

2.11. Physical Education and its Current Status

Physical Education which is academic discipline that focuses on the art and science of human movement has its own status in different countries based on values, importance and resources provided by respective countries. Hardman finds a worrying trend towards decreasing curriculum time allocation from year 2000 to 2005, and this despite international advocacy supported by research for more time for Physical Education (UNESCO, Bangkok, 2005).

UNESCO also note that priority subjects that will lead to job, and therefore economic growth, are allocated a longer teaching time, and subjects like PE struggle to retain timeslots of forty to eighty minutes per week in the school time table. This is also true in Ethiopia in which teaching time allocation of Physical Education is reduced from 2 to 1 from 2008 to 2009 especially in the secondary education.

The general conference of the United Nations Educational, Scientific and Cultural Organization, meeting in Paris at its twentieth session (1972), suggested that one of the essential conditions for the effective exercise of human rights is that everyone should be free to develop and preserve his or her physical, intellectual and moral powers, and that access to PE and sport should consequently be assured and guaranteed for all human beings (Butcher and Krotee, 1998). This international charter of Physical Education and sport has 11 articles that espouse the benefits of regular activity as one of the prerequisite for achieving optimum health and quality of life for children and youth.

Among the important items on the Agenda for implementation by all member countries of the United Nations are the following:

- Physical Education and sport should be recognized as an integral part of quality education and should be a national priority.
- It should be mandatory for every school to provide all students with at least 120 minutes of curriculum of Physical Education and sport time each week, and in the longer terms, 180 minutes or more.
- The Bangkok Conference invites all countries to establish a 10 -year strategy starting in 2006 to enhance quality Physical Education and sport, comprising 5- year medium-term plan.
- National strategies should be implemented by sport fitness scholars and professionals, ministerial, official charged with responsibility for Physical Education and sports, as well as network a professional association at local, national and international levels.
- The scope of the national strategy should include pre-school, primary and secondary school Physical Education and sports programs, including in school and out-school programs, professional preparation programs, and Physical Education and sports career paths for young people.
- The contribution of Physical Education and sports towards achieving the needs, especially those addressing poverty, primary education, gender equality and health care, should be an important item on the national strategy.

Professional preparation of Physical Education and sport teachers should be an important topic of the national strategy. The focus should place greater emphasis on the body of knowledge of the discipline, school-based professional preparation and inclusion issues, (UNESCO Bangkok, 2008,).

2.12. Timetable

Typically, students will attend school 5 days each week for 39 weeks each year. Of these weeks, 34 will be used for classroom activities. At present, each school day is 4 hours divided into 40 minute periods giving a total of 30 periods per week.

Table 1: General Secondary Education (Grades 9 and 10), periods/week

Area	Subject	Grade	
		9	10
Languages	Mother Tongue	-(2)	-(2)
	Amharic	2	2
	English	4	4
Mathematics		5	5
Information Communications Technology		2	2
	Civics and Ethical Education	3	3
SocialScience	History	3	3
	Geography	3	3
NaturalSciences	Physics	3	3
	Biology	3	3
	Chemistry	3	3
Physical Education		1	1
Total periods/week		30(32)	30(32)

Source -PECAT

2.13. Key Strategies for Improving the Quality of Physical Education

Programs designed to improve the quality of Physical Education have used two key strategies to increase student time in MVPA during Physical Education class.

1) Implement a well-designed curriculum.

In Physical Education, as in any other academic subject, the curriculum shapes instruction by mapping out for teachers what students should be taught and how their acquisition of knowledge and skills should be assessed. A 2006 CPD survey found that nearly half of the nation's schools do not even have a Physical Education curriculum. A high-quality, well designed Physical Education curriculum.

- Is based on national, state, or local Physical Education standards that describe what students should know and be able to do as a result of a high-quality Physical Education program.
 - Is designed to maximize physical activity during lessons and keep students moderately to vigorously active for at least 50% of class time.
 - Includes student assessment protocols to determine if students are getting enough MVPA during Physical Education and achieving learning objectives and standards.
 - Programs that increased students' time engaged in MVPA modified the Physical Education curricula by;
 - Replacing games or activities that tended to provide lower levels of physical activity (e.g., softball) with activities that were inherently more active (e.g., aerobic dance, aerobic games, jump rope).
 - Adding fitness and circuit training stations to lesson plans.
 - Providing teachers with a menu of MVPA activities to help build more active lessons.
- (PECAT)

CPD's Physical Education Curriculum Analysis Tool (PECAT) helps school districts conduct a comprehensive analysis of written Physical Education curricula, based on evidence based characteristics of effectiveness and the national Physical Education standards. Results from PECAT can help schools enhance an existing curriculum, develop their own curriculum, or select a published curriculum for the delivery of high-quality Physical Education in schools.

2) Provide teachers with appropriate training and supervision.

Improving the qualifications and skills of Physical Education teachers requires appropriate training and supervision. Well-designed professional development can help Physical Education teachers increase the amount of time students spend in MVPA and decrease the amount of time spent on administrative and classroom management tasks.

Programs that have increased students' time engaged in MVPA provided teachers with appropriate training and supervision by;

- Training Physical Education specialists and classroom teachers on ways to minimize time spent on classroom management, transitions, and administrative tasks.

- Providing on-site consultation and regular feedback to teachers on their instructional strategies.
- Training master Physical Education teachers to teach and mentor other Physical Education teachers about strategies for increasing MVPA during Physical Education class.
- To increase the time that students spend engaged in MVPA during Physical Education classes, all Physical Education teachers should receive;
- Targeted training on methods to increase the amount of class time students are engaged in MVPA. In 2006 less than half of the nation's Physical Education classes had a teacher who had received this type of staff development.
- Specific training about how to implement the Physical Education curriculum they will be using.
- Annual professional development opportunities to enhance their instructional skills and techniques. Feedback through supervision and mentoring from master Physical Education teachers. (PECAT)

2.14. Characteristics of Effective Physical Education Teaching

According to(Hickson and Fishburn, 2005) stated that, in a review of PE teaching research, they suggested the following characteristics for the effective teaching of motor skills: the planning for class management and student learning, the anticipation of situations and contingency plans; the awareness of individual student skill differences and use of such information in planning and monitoring; the acquisition to plan; the knowledge of, and when to use, a repertoire of teaching styles; the accuracy and focus of explanation and demonstration; the provision for adequate student practice time; the maximization of appropriate student practice and engagement; the minimization of inappropriate student practice and engagement; and engagement; and the minimizing of pupil waiting.

3. MATERIALS AND METHOD

3.1. Description of the Study Area

The study was carried out in Butajira town, located in Guraghe Zone, in the Southern Nations, Nationalities and Peoples Regional state (SNNPR) of Ethiopia. Butajira Town is located 135 Kms south of Addis Ababa. The estimated area of the District is 797 km², of which Butajira Town covers approximately 9 km². The capital of the study District, The Butajira Rural Health Project (BRHP) was initiated in 1986 stated that Butajira town is one of the most densely populated parts of Ethiopia, Meskan, Mareko and Silti districts. The districts are part of the Southern Nations Nationalities and Peoples' Region (SNNPR). The districts lie at an average of 2100 m above sea level ranging from 1750 to 3400 meters above sea level, from 1750 m in lowlands to 3400 m in mountainous areas, which are sparsely inhabited. Annual rainfall ranges between 900 and 1,400 mm. The main rainy season is from June to September, with "small rains" common around March and April. The area has rich soil and farming is the main mode of living for the rural population and the staple food is Enset (false banana). Teff (a cereal staple), maize, millet, barley and legumes are the main crops. Pepper, coffee and chat (a mild stimulant drug) are also grown as cash crops. (Map of the study site is indicated on page 73), BRHP (1986)

3.2. Study Design

In this study, a descriptive survey was used. In order to exhaust the process of implementation and some challenges, making a survey is recommended. The research involves a mixed research design. So both quantitative and qualitative method/approach of data analysis was employed.

3.3. Description of Population and Sampling Methods

The purpose of this study was to explore the challenges in the implementation of the planned curriculum in Physical Education at secondary and preparatory school in Butajira town, to suggest some possible solutions for the challenges. To meet this purpose, both qualitative and quantitative techniques had been applied by the researcher using mixed research method could neutralize or cancel the biases of any single method,

and it is used as a means for seeking convergence and integrating qualitative and quantitative data (Creswell, 2009).

The study has been done in 2 secondary and 1 preparatory schools in Butajira town administration. Data gathered from the 3 directors, 7 PE teachers, and 3 curriculum coordinators from Butajira town administration education office, and all 7 Physical Education teachers taken as participant of the study. By using Slovin formula $n = \frac{N}{1 + N * (e)^2}$ form the total 3100 numbers of student, (grade 9-12) secondary and preparatory school, 354 of students has been taken as participant for the study.

3.4. Type of data and Data Collection method

In order to achieve the objectives of the study, primary and secondary sources of data has been employed. The primary data was gathered mainly by the tools such as questionnaire, observation and focus group discussion, where as the secondary source of data were PE students' text books and teachers guide, internet, magazine, published and unpublished materials.

3.4.1 Questionnaire

Since it is the most appropriate and useful tool to gather factual information for this study, two types of questionnaire prepared and administered to Physical Education teachers and students.

The questionnaire contains two parts. The first part of questionnaire contains data about the respondents' age, sex, experience, educational background /level/. The second part of the questionnaire contains (ratings, closed ended items and open ended items). Questionnaire for Physical Education teachers has 3 part and questionnaire for students has 2 part.

3.4.2 Observation

Observation is one of the methods to observe the real instructional process and challenges in a face to face manner. So, observation has been conducted at practical session of the lesson and the implementation of Physical Education as well as the physical environment of the school.

To make the observation free from biases, the observation has been conducted an outsider using by an observation check-list. The observers have selected from the 3

schools of Physical Education teachers and they have been trained how to conduct observation and organize data, and in each school from each grade level one practical Physical Education class a total of 6 class observation has been conducted. In this connection, from the three schools ($3 \times 6 = 18$) evaluated papers has been collected by the evaluators.

3.4.3 Focus Group Discussion /FGD/

As one of the most powerful instrument to gather information in qualitative research, focus group discussion with school directors and curriculum coordinators carried out to find out what was in their mind about Physical Education, and to express their wish and intention in their own words.

3.5 Data Collection Tools

In this research paper, the researcher has employed document analysis from grade 9-12 Physical Education students' text books and teachers guide as data collection tools.

3.5.1 Pilot study

Pilot study has been used in the secondary and preparatory school of Butajira town to ensure the appropriateness of the questions. The main purpose of the pilot test was to improve some important aspects of the data collection instruments for instance, to determine proper questions, weather the items are ordered properly, and to check on the best sequence of the questions. After the pilot study, all the necessary improvement were made such as changing of ambiguous words that were not appropriate and clear for students

3.6. Method of Data Analysis

In this study both qualitative and quantitative technique of data analysis has been used. Therefore, the data obtained through questionnaire had been analyzed quantitatively. For the quantitative analysis the investigator used frequency and percentages. Thus, the information obtained through close-ended questions was filled to put in to number through SPSS statistical software package version 16. While data obtained using open-ended questions and Focused Group Discussion have been analyzed qualitatively using

descriptions. Analysis of the open-ended questions were used based on the approach of grouping of similar responses from the open-ended questions and the categorizing and labeling of the various description provided by the respondents. Therefore, all the data which were collected through questionnaire, observation and focused group discussion response from the target population have been collected based on Physical Education students' text book document from grade (9-12).

3.7. Data quality control

The data has been collected by the researcher and three assistant teachers. To avoid errors training were given for the assistant data collector on how to create awareness of the samples and collect valid data from them. Only standardized materials were used to keep the quality of the data.

In order to achieve the objectives of the study, the data obtained from different sources through different data gathering instruments were analyzed based on the nature of the data. Observation of 3 practical Physical Education classes were conducted by assistant data collectors assigned for the research to avoid bias. Focus group discussions were conducted with school directors and Butajira town administration education office curriculum coordinators. Focused group discussion has been used as a tool to collect data and to triangulate the results obtained through other data collection instruments.

3.8. Research Ethics

The study were dealt with the ethical issues; it has been used for the privacy of research participants and make guarantees and confidentiality in risk of harm as a result of their participation. Therefore, the study has been conducted according to Haramaya University rules, regulations, policies and codes of ethics relating to research ethics.

Ethical standards require that researcher should not impose participants in a situation where they might be at risk of physical or psychological harm as a result of their participation. This research has been approved by an Ethics Review Committee of the Haramaya University.

4. RESULTS AND DISCUSSION

This part of the study presents the presentation, analysis and interpretation of the data obtained from the sample schools by using data gathering tools, to search for appropriate answers to the basic questions listed in chapter one. It is categorized into two major parts. The first part presented the characteristics of the respondents; whereas, the second part dealt with the analysis and interpretation of the challenges of Physical Education curriculum implementation in Butajira town secondary and preparatory school.

4.1 Overview

The purpose of this study was to investigate challenges in the implementation of Physical Education curriculum in secondary and preparatory schools in Butajira town. Data gathered by using questionnaire, focus group discussion and observation from Physical Education teachers, school directors, curriculum coordinators and students were organized and presented accordingly. The researcher organized pilot study and analyzed it to check the reliability and validity of the study.

4.2 Characteristics of the Respondents

Description of the characteristics of the respondents gives some basic information about the sample population. Thus, the following tables show the general characteristics of the respondents involved in the study.

Table 2: general characteristics of the respondents

School Name	No of Teacher	Total No of student	Total			Total No sample				
			Grad	M	F	M	F	Total		
mekicho	3	1156	9 th	289	263	552	132	33	30	63
			10 th	420	187			48	21	69
Behr Secondary	2	814	9 th	125	243	368	93	12	30	42
			10 th	204	242			21	30	51
Butajira Preparatory	2	1130	11 th	237	215	452	129	30	27	57
			12 th	448	230			678	48	24
Total	7	3100				354		192	162	

As shown in table 2 the researchers select respondents for two secondary and one preparatory school from that 5 secondary and 2 preparatory teachers selected as respondents form the total of 3100 student by using stratified random sampling method (Slovin formula) from the 3schools, (grade 9-12) secondary and preparatory school, 354 of students, has been taken as participant for the study.

4.1.1 Educational Background of Physical Education Teachers

According to the new Ethiopian Education and Training Policy& its implementation strategy, to teach in secondary schools, teachers academic level & professional training must be first degree & above in the area. Concerning this, the level of academic & professional training of Physical Education teachers was assessed and the results were presented here under.

Table 3: Educational Background of Physical Education Teachers

Qualification No	Number	%
Diploma	0	0
First degree	6	85.71%
Second degree	1	14.29%
Total	7	

As indicated in the table 3 above, 6 (85.71%) of Physical Education teachers in Butajira Secondary and preparatory schools have first and 1 (14.29%) have second degree in Physical Education. Therefore, it is in line with the standard of the education policy of Ethiopia.

Table 4: Distribution of sampled teachers' respondents by years of service

Year of service		6-10		11-15		16-20		21<	
NO	Sex	No	%	No	%	No	%	No	%
1	F	-		-		-		-	
2	M	2	28.57	2	28.57	-		3	42.86
3	T	2	28.57	2	28.57			3	42.86

Teachers Service

As the above table 4 shows from the total numbers of teachers, 0 (0%) female and 7(100%) Male respondents are yeas as responder, form the respondents wreck empyreans between 6-10 years have 2 (28.57%) male service, between 11-15 years 2 (28.57%) male, from 16-20 years 0 (0%) and more than 21< 3 (42.86%) service respondents. Therefore, the teachers full fill new Ethiopian Education and Training Policy.

4.1.2 Personal information of Students' Respondent

The general information of students sex, age and there grade levels are present in the following table

Table 5: Personal information of Students' Respondent

Sex		Age						Grade									
Male		Female		11-15		16-20		21-25		9 th		10 th		11 th		12 th	
N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
192	54	162	46	27	8	327	92	0	0	105	30	120	34	57	16	72	20

As indicated in table 5 the personal information of students' respondent a total of 345 students were involved in the study. As shown in table 5, above 192(54%) of the student respondents are male, while the remaining 162 (46%) of them are female. Concerning the age of students; 27 (8%) of them are between 11-15 years and 327(92%) of them are between 16-20 years of student respondents. It can be easily concluded that the majority of the respondents are between the ages of 16-20 years. With the regard to educational level of student respondents 105 (30%) from grade 9th, 120 (34%) from grade 10th, 57(16%) from grade 11th and 72(20%) from grade 12th students of respondents are has been taken as participant for the study.

4.3. Data Analysis and Presentation of Findings

In this part, the relevant data obtained from respondents were presented in qualitative & quantitative analysis followed by discussion. Based on the purpose of the study, the presentation & discussion of the paper followed four key areas.

- i. Major Factors Impeding the Implementation of Curriculum
- ii. Challenges in the Implementation of Physical Education curriculum
- iii. Curriculum understood, Students Interest and Readiness to Learn Physical Education
- iv. Curriculum Content Coverage

4.3.1 Major Factors Impeding the Implementation of Curriculum

A. Presentation, Analysis and Interpretation of Gathered Data through Questionnaires from student

The teaching - learning process is the heart of education. The fulfillment of the aims and objectives of education depends on it. It is the most powerful instrument of education to bring about desired changes in students. Teaching and learning are related terms. In teaching-learning process the teacher, the learner, the curriculum and other variables are organized in a systematic way to attain some pre-determined goal. Summary of students' response about Major Factors Impeding the Implementation of Curriculum shows billow.

Table 6: School achieve educational goal

How much your school did achieve is the educational goal	Frequency	Percent
Full achieved	72	20.3
Partially achieved	213	60.2
Not achieved	69	19.5

As it could be seen in table 6 above on the question of Physical education is a subject through physical activities and its main objectives is to develop a student with all rounded personality (that is mental physical and socially develop citizens). How much your school did achieve this educational goal? The student respondents shows that 72 (20.3%) respondents said full achieved, 213 (60.2%) of respondents partially achieved

and 69 (19.5%) of respondents said not achieved. This indicates the school partially achieved educational goal of physical education subject in the implementation of curriculum.

Table 7: Actual states of Physical education compared with other subject

List of question	More		Less		Equal	
	N	%	N	%	N	%
How do you see the actual status of PE compared with other subjects	24	6.8	211	59.6	119	33.6

As indicated in table 7 concerning the question how do you see the actual status of physical education compared with other subjects such as Mathis, Physics, Biology, Geography, etc? The student respondents shows that 24 (6.8) of respondents answered more, 211 (59.6) less and 119 (33.6) equal. This shows that the students did not give equal attention for physical education subject as others subject.

Furthermore the respondents were asked with an open-ended question to express their opinion to identify their answer, how do you see the actual status of Physical Education compared with other subjects such as Math, Physics, Biology, Geography, etc and they gave the following answers:

What are your reasons for your answer for this question?

Because most of the students are less motivated for the subjects.

- Even if its contents are good, our book was printed long time ago. As a result there are different things which are not included in the book.
- Because it has only one period in a week as a result of this it has fewer attitudes for the subject.
- Equal b/c all are necessarily for life
- Equal other subject PE has many uses for the people.
- Because it has mental, practical & social grouped activities.
- Because it is benefit for mental & physical health in addition it helps us to have self discipline.
- Because if we are a good in PE, we are good in other sect PE is the bases of our life.

The respondents were asked with an open-ended question to express their opinion to identify what should be done to maintain education quality in physical education and to achieve goals designed for the subject. They gave the following answers:

- The materials to exercise for different sport activities should be complete.
- The management should be give equal opportunity to PE as other subjects.
- The school management should give enough time and the teacher also has to know the value of physical education. Even though they know the value of PE the does not participate (motivated) the student.
- The number of physical education teacher should be full filled.
- The prides in a week should be increased.
- By giving awareness to the society about the uses of PE in their life, especially in school.
- To have comfortable different sport fields for practice.
- The school should give as support by providing facilities and resources. Even if they presumed that fulfilling these things is expensive, they can identify inexpensive, convenient resources available in their surroundings.

B. Presentation, Analysis and Interpretation of Gathered Data through questionnaires from Teachers, discussion on delivered Questionnaire

The discussion on response of the questionnaire on more than 17 closed and open ended types of written questions guide prepared for school teachers and students of above mentioned schools. The written questions try to raise basics research questions and discussions were assessed overall teaching learning process and mechanism of physical education. This process is important to find out challenges in the implementation of physical education curriculum during teaching learning process in those samples in Butajira town secondary and preparatory schools. Teachers' response about major factors impeding the implementation of Curriculum on the following questions

Table 8: Teachers' response the achievement of education policy

Question	Yes		No		I don't	
	N	%	N	%	N	%
PE implemented in accordance with the achievement of the objectives of the education policy?	1	14.29	6	85.71	0	0
Do you use curriculum materials	4	57.14	3	42.86	0	0

Questionnaire questions about as a compulsory school program, is physical education implemented /delivered /in accordance with the achievement of the objectives of the education policy. Hence, physical education teacher's responses are clearly seen from table 8. So, the analysis of the data is presented as below.

As indicated in table 8 concerning the question of as a compulsory school program, is physical education implemented /delivered /in accordance with the achievement of the objectives of the education policy? The teacher response is 1 (14.29%) of respondents respond yes & 6 (85.71%) are responses No. This shows there is clear not the achievement of the objectives of the education policy. In item 2 table 8 the question of if curriculum materials are sufficient in your school, do you use them the teacher responds that, 4 (57.14%) of respondents respond yes & 3 (42.86) No this shows the materials use by most respondent as can as possible.

Furthermore the respondents were asked with an open-ended question to express their opinion to identify How many periods do you have per a week? They all gave the following answers.

- One per week.

Table 9: Teachers' response on curriculum materials

Curriculum materials	Sufficient		Insufficient		There is no	
	No	%	No	%	No	%
Syllabus	1	14.29	0	0	6	85.71
Student text	1	14.29	5	71.14	1	14.29
Teacher guide	1	14.29	2	28.27	4	57.14

As it could be seen in table 9 above, curriculum materials which are the most important and necessary for curriculum implementation but as shows in the above table curriculum materials are not fulfilled in most of the schools, physical education teacher's responses are clearly seen from table 9. So, the analysis of the data is presented as below.

Most of the teachers respondents responds on in the question of curriculum material 6(85.71%) didn't have the syllabus. On the other hand, 5(71.43%) of respondents show that student textbooks are insufficient in all schools except one school. Concerning teachers guide, 4(57.14%) of the teachers have no guides. On the whole, curriculum implementation of secondary and preparatory schools, physical education subject is affected by the scarcity of syllabus and teacher's guide.

C. Presentation, Analysis and Interpretation of Gathered Data through focus group discussion, Interpretation and Analysis of Focus Group Discussion

The purpose of the study was to find out challenges in the implementation of physical education curriculum in case of Butajira town secondary and preparatory schools. The researcher used focus group discussion with experienced school directors and curriculum coordinators to get additional information for the study under investigation. Therefore, 5 selected physical education teachers, 3 school directors and 3 curriculum coordinators were participated in focus group discussion. To this effect the researcher had been presented their ideas as follows:

- The researcher of this study observed that, Challenges in the implementation of physical education curriculum in case of Butajira town. Do you agree with the researcher?

The participants of FGD by accepting and appreciating those questions, Yes P.E curriculum implementation was not in accordance with achieving its objectives, because:-

- In most of our schools, there were no sport fields, materials and equipment, with in this scarce condition; curriculum implementation could not be in accordance with achieving lesson objectives.
- There were no workshops, short term trainings & other opportunities to update physical education teachers.

- Some physical education teachers were less motivated & less competent to their subject. So curriculum implementation could not be in accordance with the predetermined, lesson objectives.
- The assessment system of P.E was performance related rather than objective related. So, curriculum implementation could not be in accordance with the objectives designed to the subject.
- The preyed allowed for physical education subject is not enough to cover the portion of a lesson in one preyed per week.

What should be done to maintain education quality in physical education and to achieve goals designed for the subject?

All respondents were given the opportunity to suggest the possible solutions for the identified challenging factors and unsuccessful implementation of Physical education subject. They commented the following solutions commonly in the FGD respondents said share Sam of them:

- Government should be better to equip secondary schools with the needed PE equipment and sport fields even at Woreda level,
- Special efforts must be made to ensure that everyone is included in physical activity, regardless of age, ability or any other characteristics.
- Additional period must be given
- The curriculum material must be full filled and
- Each concerned body must carry out its responsibility.

4.3.2. Major Challenges of the Implementation of Physical Education curriculum

A. Presentation, Analysis and Interpretation of Gathered Data through Questionnaires from student

Students' responses about major challenges of the implementation of physical education curriculum

Table 10: Covenant of schedule to physical education practical class

List of question	Yes		No		No idea	
	N	%	N	%	N	%
Are the class schedules of physical education Practical session convenient to make practice?	198	55.9	116	32.8	40	11.3

As it could be observed from table 10 above concerning the class schedules of physical education practical session convenient to make practice? Student respondents respond that 198 (55.9%) of respondents respond yes, 116 (32.8%) respond No and 40 (11.3%) of respondents respond no idea so this shows that the class schedules of the school is convenient to meek practices.

Table 11: Commitment of physical education teacher

How can you rate the commitment of PE teachers to teach the subject	Frequency	percent
Highly committed	178	50.3
Medium	144	40.7
Less committed	32	9

As indicated in table 11 concerning the commitment of physical education teachers to teach the subject 178 (50.3%) of student respondent respond highly committed, 144 (40.7%) respond medium and 32 (9%) of student respondents respond less committed so this show that physical education teachers are highly committed to teach there subject. Students were asked what the major challenges are in the teaching learning process of physical education. They gave the following answers:

- The field is not comfortable
- Lack of awareness, lack of sport materials
- The problems are field, faience or money
- Time given was not enough
- Lack of equipment to exercise

B. Presentation, Analysis and Interpretation of Gathered Data through questionnaires from Teachers, discussion on delivered Questionnaire

Teachers' response about major challenges of the implementation of Physical Education curriculum

Table 12: Teachers' responses for the question below

N	Lest of question	Yes		No		No idea	
		N	%	N	%	N	%
1	Are you satisfied with the participation of students in physical education practical session?	3	42.86	4	57.14	0	0
2	PE faced with challenges of in sufficed facilities and equipment in your school	4	57.14	3	42.86	0	0
3	Are the class schedules of physical education practical session convenient to make practice?	1	14.29	6	85.71	0	0

- ❖ Based on the data in table 12 item 1 with regard to satisfied with the participation of students in physical education practical session? 3 (42.86%) of respondents are agreed and 4 (57.14%) of respondents not agreed. So it shows that most of respondents are not satisfied with the participation of students in physical education practical session and in item 2 of table 12 lasted in the question of physical education faced with challenges of in sufficed facilities and equipment in your school 4 (57.14%) respondents yes, 3 (42.86%) respondents are did not agreed this shows that physical education subjects are faced with challenges of in sufficed facilities and equipment in their school. In item 3 lasted in the questions are the class schedules of physical education practical session are convenient to make practice? 1 (14.29%) respondents are answered yes, 6(85.71%) are answered not agreed. This show that Physical education teachers are not satisfied on the arrangement of the period in practical session.

C. Presentation, Analysis and Interpretation of Gathered Data through focus group discussion

- ❖ What are the major factors physical education curriculum implementations in the school?

Respondent on FGD clearly confirmed that, the already raised ideas are major factors hindering the effective curriculum implementation in all subjects particularly in PE. Furthermore, the shortage of educated manpower in each physical activity course (basketball, volleyball, gymnastic, athletics etc.), too much load to the respective physical education teachers, inadequate provision of period to the subject, expectations from teachers without the availability of sufficient resources and many other factors are highly contributing to the low implementation of physical education curriculum.

- ❖ How much are PE curriculum materials, sport facilities and equipment fulfilled in schools?

The main points had been that shortage of money to full filled equipment and material in the school, allotted time of physical education becoming reduced, there had been a negative impacts to implementation Physical Education curriculum. Unlike many areas of curriculum, the facilities & equipment at schools disposal dramatically dictates the activities of the physical education program. School facilities were a hindrance to the quality of physical education instruction. "Equipment availability" was the greatest determinant of teaching content. This indicated that it reduced the student's accessibility to physical activity and limited the teacher's ability to offer activities which require a lot of equipment, (British Columbia MoE, (2001)

4.3.3 Curriculum understood, Students Interest and Readiness to Learn Physical Education

A. Presentation, Analysis and Interpretation of Gathered Data through Questionnaires from student

In Physical Education curriculum implementation process, the readiness of students to learn, participate and practice in different physical activities is very important without readiness of students to learn Physical Education, effective curriculum implementation is impossible. With regard to the readiness of students data collected from students are shown below:

Table 13: Motivation of student to learn physical education

No	Lest of question	Highly		Medium		Less	
		N	%	N	%	N	%
1	How much are you motivated to learn physical education	193	54.5	136	38.4	25	7.1
2	How do students participate in PE classes	144	40.7	148	41.8	62	17.5
3	Physical education practical exercises are helpful for students' health?	342	96.6	12	3.4	0	0
4	Do you have a positive attitude or feeling towards learning PE	282	79.7	65	18.4	7	2

As indicated in table 13, item1 regarding the motivated to learn physical education 193 (54.5%) of student respondent respond with full motivated, 136 (38.4%) respond medium and 25 (7.1) respond only by the rule of the school. These show that they are highly motivated to learn physical education. In item 2 regarding students participation of physical education classes 144 (40.7%) of student respondent respond with full desire, 148 (41.8%) respond medium and 62 (17.5%) of students respond less motivated this show that majority of students are highly motivated to participate in physical education classes.

As indicated in table 13, item 3 regarding physical education practical exercises are helpful for students' health? Almost all student respondents agreed that of practical exercises are helpful for students health but 12 (3.4%) responds medium. So depend of

the date Physical education practical exercises are helpful for students' health. In item 4 of table 13 lasted concerning the question of is they a positive attitude or feeling towards learning physical education, 282 (79.7%) of student respondents responds yes, 65 (18.4%) are respond No and only 7 (2%) student respond less feeling toward learning physical education so that they have a positive attitude to the subject.

B. Presentation, Analysis and Interpretation of Gathered Data through questionnaires from Teachers, discussion on delivered Questionnaire

Teachers' response about how the Curriculum understood by Physical Education Department, Responses of Teacher stated below question

Table 14: Teachers' response on the understood Curriculum

N	Lest of question	Yes		No		No idea	
		N	%	N	%	N	%
1	Do you think that physical education practical exerci helpful for students' health?	5	71.43	2	28.27	0	0
2	Do you think that students, who participated in physi exercise activities, are advantaged in their academic achievement	5	71.43	2	28.27	0	0
3	Is there sport computation in your schools along stud /class?	5	71.43	2	28.27	0	0
4	Did you plan the inter class and inter -school compet and conduct it every year in your school	5	71.43	2	28.27	0	0

Based on the data in table 14, item 1 shows do you think that physical education practical exercises are helpful for students' health? The teacher respondents that 5 (71.43) of respondents agreed on this question but 2 (28.27%) are not agreed. So it is celery shows physical education practical exercises are helpful for students' health. in item 2 on table 14 mention that do you think that students, who participated in physical, exercise activities, are advantaged in their academic achievement the above table shows 5 (71.43%) of respondents agreed and 2 (28.27%) are not agreed on the development of

academic achievement it shows that students, who participated in physical exercise are advantaged in their academic achievement. In the item 3 lasted is there sport computation in your schools along students /class? Respondents responds that 5 (71.43%) are responds yes there is sport computation in the schools among students or class, the data indicate only 2 (28.27%) not agreed then this shows that majority of the respondents agreed on its availability. During my field observation I had not gotten the chance to see sport computation in the majority of the sample secondary schools. It might be the time was inconvenient while I was visiting the sample secondary schools. At last in table 14 item 4 the respondents where sacked did you plan the inter class and inter -school competition and conduct it every year in your school 5 (71.43%) of respond yes and 2 (28.27%) responds no this shows that the respondents plan the inter class and inter - school competition and conduct it every year in your school.

C. Presentation, Analysis and Interpretation of Gathered Data through focus group discussion

- ❖ What is the attitude of the school community towards the subject matter of PE in relation to other science subjects?

The school environment should be encouraging to create different links between school physical education programs & the community to enable out of school activities beyond school opportunities. In the teaching learning process, participation, support & positive attitudes of parents towards physical education was very decisive. Their attitude towards the subject had its own contribution in implementation of physical education curriculum especially in fulfilling different sport wears & motivating students to participate intra-mural & extra mural activities. Attitudes of parents towards Physical education were assessed. The whole school environment, P.E teachers, students and parents' readiness & awareness is very crucial for implementation Physical curriculum. Within the physical education environment, different net work activities should also exist in the school; net works with sport clubs, links with different organizations to conduct intra-mural & extra-mural activities.

❖ How to principals and managements of the school aware of the problems?

Principals and school managements aware of the problems in the implementation of physical education curriculum in the educational curriculum is designed according to the bloom`s learning domains, such as cognitive, psychomotor and affective domains in this regard how do you evaluate the school over all teaching and learning transactions in a particular way by focusing on the psychomotor one? The attendants of the FGD confirmed and later on tried to come up with the common argument about the contents of the physical education text books in each grade levels as the text it contains all the three learning domains as what Bloom suggested but said the discussion participants we teachers while we are teaching the subject matter always focus on the theoretical part by ignoring (apart from) the rest two domains which are the affective and psychomotor part the reason for this as the participants said on one hand the school environment is not conducive and the other reason as of the participants what they said is the attitude interest and even efficacy of the teacher for the practical aspect of the lesson is a determining force so that all the participants of FGD agreed as they haven`t been taught according to the spirit of what the FGD item it requests during the teaching and learning transactions in a particular way by giving attention (focusing on) the psychomotor one (aspect).

❖ Are PE teachers academically fit, motivated and willing to teach PE? What about students?

P.E teachers should be academically competent & physically fit for fruitful implementation. Commonly P.E teaching competencies sought embrace, subject knowledge & understanding, teaching ability including application of range of inspirational & inclusion related. Teaching interventions, based on the premise that the individual is at the centre of all teaching & learning.

4.3.4 Curriculum Content Coverage

A. Presentation, Analysis and Interpretation of Gathered Data through Questionnaires from student

Since contents are integrated vertically and horizontally, content of one grade level is a stepping block for the next grade as well as for another academic subject. This fact revealed that contents designed for each grade level should be covered as far as possible. Omitting some content areas make Physical Education curriculum implementation incomplete. Data about content coverage was collected from students and the results are summarized here under

Table 15: Students Response Concerning Curriculum Content Coverage

N	Item	Frequency	Percentage
1	How do you rate the availability of reference books for health and physical education subject in the school library against the number of students		
	-Adequate	40	13.3
	-Inadequate	140	39.5
	-Not existent	174	49.2
2	How often are intra-mural and extramural activities conducted in your school, to support the regular PE classes		
	-Annually	79	22.3
	-Biannually	169	47.7
	-Never conducted	106	29.9
3	How much theoretical lessons and practical activities were covered designed for the grade level for the year		
	-All are covered	151	42.7
	-Some parts are omitted	203	57.3

As it could be observed from table 15 above, in item 1, concerning the question how do rate the availability of reference books for health and physical education subject in the school library against the number of students the respondents said that 40 (13.3%)

adequate, 140 (39.5%) are responds inadequate and 174 (49.2%) of students respond not existent. This shows there is problem of reference books for health and physical education subject in the school library against the number of students. In item 2 on table 15 above, concerning the question on how often are intra-mural and extramural activities conducted in your school, to support the regular physical education classes 79 (22.3%) of student respondents respond annually, 169 (47.7%) of respond biannually and 106 (29.9%) of students responds there is no intramural and extramural sport program in the schools. during my field observation I had not gotten the chance to see sport computation in the majority of the sample secondary and preparatory schools. It might be the time was inconvenient while I was visiting the sample secondary schools. Though this indicates that, the frequency of the competitions is problematic.

As indicated in table 15, item 3 regarding the question how much theoretical lessons and practical activities were covered designed for the grade level for the year 151 (42.7%) of students respondents respond all are covered but 203 (57.3%) respond Some part are omitted so this shows that some of theoretical and practical lessons are omitted by their teacher.

Table 16: students respond regarding the period

How many periods do you have per a week	Frequency	Percent
1 (One)	345	100
2 (two)	0	0

As indicated in table 16 regarding the question asked for student is how many periods do you have per a week? 345 (100%) of student respondents respond one day per week.

Students were asked the Period Allotted for Physical Education is enough they gave the following answers.

- ❖ Almost all students respond that not enough in simple wards.

B. Presentation, Analysis and Interpretation of Gathered Data through questionnaires from Teachers

Teachers' response about curriculum content coverage, Responds of Teacher about below question

-Teachers were asked how many periods do you have in a week. The Period Allotted for Physical Education is enough they gave the following answers

❖ 1 day per week

All of the teachers said not enough, they believe that the designed text book and the syllabus three per week. So the problem for them to implement the physical education curriculum is that the number of periods allotted is very small. That is, let alone one period even two periods per week are not enough to implement the syllabus as designed.

Coverage of physical education text book

Teachers were asked to indicate specifically which of the following are taught and omit in physical education Class in your school. Respondents are 5 teachers for grad 9th & grad 10th, 2 teachers for grad 11th & 12th to interpret the below table for grad level in a given time presented in the following way.

Table 17: Coverage of grade 9th lessen

Chapter	Topic	Sub-topic	Covered		Omit			
			N	%	N	%		
3	Gymnastics	Thumbing	Dive-roll	4	80	1	20	
		Apparatus Gymnastics	Jump to front support(for girls)	3	60	2	40	
			Turnover(for boys)	3	60	2	40	
4	Ethics and Art of self-defense	Techniques of Self-defense	Front two-hand choke	0	0	5	100	
			Release from two-hand choke	0	0	5	100	
			Thumb grab and twist	0	0	5	100	
			For girls	Finger jab	0	0	5	100
				Groin pull	0	0	5	100
5	Volleyball	Passing	Overhead pass(Volleying)	5	100	0	0	
			Forearm pass(Dig)	5	100	0	0	
		Serving	Underarm Serve	5	100	0	0	
			Over arm Serve	5	100	0	0	
6	Athletics	Running	Sprint	5	100	0	0	
		Jumping	Long Jump	Hang style	3	60	2	40
				Hitch-kick style	3	60	2	40
	Throwing	Javelin	0	0	5	100		

The above table 17 shows for grade 9th portion in the text book from Chapter 3-6 of practical lessens. For grade 9th text book from chapter 3 Gymnastics part almost 60-80% of lessens are Covered, but from 20-40% of the lessens are omitted this indicates that well covered by respondents, from chapter 4 Ethics and Art of Self-defense all of the lessens are omitted in practical but it covered theoretically. So it shows that the teacher have did not know about the skill of self-defense or they limit the time allowed. As shown in table 17 above from chapter 5 Volleyball all lessens are will covered and in chapter 6 Athletics sprint teaches in long jump 60% of respondents are covered but 40% of respondents are omitted and in throwing javelin all respondents omitted this shows that the teacher was less in skill as well as the given prayed.

Table 18: Coverage of grade 10th lessen

Chapter	Topic	Sub-topic	Covered		Omit			
			N	%	N	%		
3	Gymnastics	Cartwheel	Two Hand	5	100	0	0	
		Apparatus	Hip-pull Over on Uneven Bar(Girls)	3	60	2	40	
		Gymnastics	Front Dismount parallel Bar(Boys)	3	60	2	40	
4	Ethics and Art self defense	Technique of	Using chest push	0	0	5	100	
			Drive an elbow into neck	0	0	5	100	
		Self-defense	Drive an elbow into solar plexus	0	0	5	100	
			Drive an elbow into groin	0	0	5	100	
			Groin hit (girls)	0	0	5	100	
			Thumb gouge	0	0	5	100	
			Volley Kick	0	0	5	100	
			Volleying a ball in the air	0	0	5	100	
		Kicking	Kicking full in step	5	100	0	0	
			Kicking inside of the foot	5	100	0	0	
5	Football		Kicking out side of the foot	5	100	0	0	
			Kicking with partner	5	100	0	0	
			Receiving	Inside of the foot	5	100	0	0
		(Trapping)	At knee height	3	60	2	40	
			Ground ball with sole of foot	5	100	0	0	
			Air balls with sole of the foot	5	100	0	0	
		Drabbling	Inside of foot	5	100	0	0	
			Outside of	The foot	5	100	0	0
			Full instep	3	60	2	40	
		Goal keeping	On ground	0	0	5	100	
			In the air	0	0	5	100	
			Rolling ball	0	0	5	100	
		6	Athletics	Running	Relay Running	5	100	0
High Jump	Scissors Style			5	100	0	0	
Throwing	Shot put			3	60	2	40	

The above table 18 shows portion coverage of grade 10th text book from Chapter 3-6 in the practical lessons. From chapter 3 Gymnastics, Cartwheel 100% respondents are covered, but from apparatus gymnastics 60% of the lessons are covered but 40% respondents are omitted, from chapter 4 Ethics and Art of Self-defense all of the lessons are omitted in practical but it covered theoretically, from chapter 5 Football part on Kicking all Volley Kick and Volleying a ball in the air omits the other all kicking the ball covered by respondents, Receiving (Trapping) & Drabbling will be covered but 100% of respondents omit Goal keeping part and in chapter 6 Athletics in throwing Shot put 60% of respondents are covered but 40% of respondents are omitted, Relay Running & High Jump all respondents covered this shows that the teacher was less given priority.

Table 19: Coverage of grade 11th lessons

Chapter	Topic	Sub-topic	Covered		Omit			
			N	%	N	%		
3	Gymnastics	Tumbling	Head Spring	0	0	2	100	
		Apparatus of Gymnastics	Straddle Vault	0	0	2	100	
4	Ethics and art of self-defense	Skills and techniques of self-defense	Blocking	0	0	2	100	
			Punching	0	0	2	100	
			Knee kick	0	0	2	100	
5	Team gamers Basketball	Fundamental Skills at techniques of Basketball	Basic stance(crouch-position)	2	100	0	0	
			Ball Handling	2	100	0	0	
			Passing	2	100	0	0	
			Receiving a pass	2	100	0	0	
			Dribbling	2	100	0	0	
			Pivoting and fake	0	0	2	100	
			Shooting	2	100	0	0	
			Defense	2	100	0	0	
			Offense	2	100	0	0	
			Team play	0	0	2	100	
6	Track and Field (Athletics)	Running	Running Hurdle	0	0	2	100	
			Jumping	Long Jump (Triple Jump)	2	100	0	0
				High Jump (Straddle Style)	0	0	2	100
			Throwing	Discus	2	100	0	0

The above table 19 shows portion coverage of grade 11th text book from Chapter 3-6 of practical lessons. from chapter 3 Gymnastics, Tumbling (Head Spring) & Apparatus of Gymnastics(Straddle Vault) pert omits by respondents this show that grade 11 students did not get gymnastics lessons in practical, from chapter 4 Ethics and Art of Self-defense all of the lessons are omitted in practical but it covered theoretically, from chapter 5 Team games Basketball all lessons are covered except Pivoting and fake & Team play and in chapter 6 Track and Field (Athletics); Long Jump (Triple Jump)& Discus covered but Running Hurdle& High Jump (Straddle Style) omits by respondents this shows that the teacher was less in skill as well as the given prayer and materials.

Table 20: Coverage of grade 12th lessons

Chapter	Topic	Sub-topic	Covered		Omit			
			N	%	N	%		
3	Gymnastics	Tumbling	Handspring	2	100	0	0	
			Squat Vault	0	0	2	100	
4	Ethics and Art of self-defense	Skills and Techniques Of self-defense	Conditioning Exercises	2	100	0	0	
			Two-hand Block	2	100	0	0	
			Downwards or Low Block	2	100	0	0	
			Punching	0	0	2	100	
			Front Snap kick	0	0	2	100	
5	Handball	Catching, Passing And Dribbling	Pass Set pass	2	100	0	0	
			Bounce pass	2	100	0	0	
			Wrist pass	2	100	0	0	
			Catch	Frontal Catch	2	100	0	0
				Lateral Catch	2	100	0	0
				Ground Catch	2	100	0	0
			Shooting	Set shot	2	100	0	0
				Jump shot	2	100	0	0
			Match Related	2 vs. 1	0	0	2	100
			Drills(lead-up)	3 vs. 3	0	0	2	100
				4 vs. 4	0	0	2	100
7 vs. 7	0	0		2	100			
6	Athletics	High Jump	Straddle Style	0	0	2	100	

The above table 20 shows for grade 12th portion in the text book from Chapter 3-6 of practical lessens, from chapter 3 Gymnastics Handspring covered by respondents but Squat Vault is omits from chapter 4 Ethics and Art of Self-defense same lessens are omitted and same lessens covered, from chapter 5 Handball all Catching, Passing and Dribbling are covered 100% by respondents but Match Related Drills (lead-up) is omits and in chapter 6 Athletics High Jump(Straddle Style) 100% of respondents are omitted this shows that the teacher was less in skill as well as the given prayed and materials.

Teachers Response Concerning Teaching Learning facilities and equipment

Teaching learning resource materials are very important educational inputs without which it would be difficult to implement physical education curriculum properly, with this in view attempts have been made to examine the availability of basic curriculum materials theoretical and practical subjects, Physical Education requires basic sport facilities and equipment. As a result, for proper Physical education curriculum implementation, governments & administrators must fund the most basic facilities &equipment. According to the secondary school P.E curriculum of Ethiopia, students have to learn basic & complex skills of ball games, gymnastics, Athletics as well as ethics &self-defense. Hence, for proper curriculum implementation, all the necessary sport facilities and equipment should be available in schools. In this respect, Physical Education teachers' response on the availability and quality of sport facilities &equipment in their school is presented in the table below.

According to table 21, data collected about the quality & quantity of facilities indicated that teacher respondents responded that the quality of all school sport facilities were poor and insufficient quality. According to the data gathered and analyzed in table 21 show respondents responded that schools use poor sport equipment and insufficient quality. Data collected from observation from schools in Butajira town secondary and preparatory schools have no any or only limited & insufficient sport fields in their school compounds. From this, it could be understood that lack of facilities and equipment in quality & quantity was one of the obstacles to implementation for physical education curriculum in the Schools that have facilities and equipment challenge make very difficult to implementation physical education curriculum.

The condition of internal facilities in the school, particularly in the classrooms has great impact on the teaching learning activates. If schools have adequate desks, chairs, chalkboards, notice board etc... in classrooms, libraries and pedagogical centers, they obviously facilitate the effective translation of curriculum documents into practice. These facilities create conducive teaching learning environment in the school, Gist that sport facilities also full filled in the school to impalement physical education subject.

C. Presentation, Analysis and Interpretation of Gathered Data through focus group discussion

❖ The Period Allotted for Physical Education is enough?

What is very problematic for them to implement the physical education curriculum is that the number of periods allotted is very small. That is, let alone one period even two periods per week are not enough to implement the education curriculum as designed. Due to this fact the teacher are not interested even to think of the practical sessions, let alone properly covering it. Being reluctant and allowing students to play ball games could be taken as problems emerged from period allotment.

❖ Do you supervise PE classes regularly?

The supervisory role of directors, department members, zone education department implementers, regional education bureau coordinators & others are very important. Implementation of physical education curriculum needs frequent supervisory support

services & follow up from different educators. Problems seen in curriculum implementation of P.E have to be resolved as soon as they are observed, it could be understood that P.E curriculum implementation was not supported by supervision by different responsible bodies. In addition to these, there is unsatisfactory supervision; there are different approaches of supervisions these are formal and informal supervisions. Formal supervisions are which is held on in classroom or out of classroom (field) have its own check list, procedures etc. the informal supervisions are simply observe by randomly scan, watching the students' work, participation and field informal observation. In both surveyed schools has their own supervision systems are using both supervision system.

4.3. Presentation, Analysis and Interpretation of Gathered Data through Observation Check List for Teaching Method

This observation is conducted to examine the implementation of physical education curriculum in the supervised schools. Table 22 below shows different data in relation to the implementation of different activities of Physical education practical sessions. One of the general objectives of Ethiopian education is that; develop the physical and mental potential and the problem solving capacity of individuals. In order to ensure the existence of the above responses, observation check lists were carefully arranged. Based on the check list guide, the researcher and two assistants' conducted a three days observation in three schools totally 18 observation papers is med. the observation focuses on presences or absence of the equipment and facility, play ground or adequate space for sport activities. The researcher used observations check list including YES or NO items.

Accordingly, the following results were obtained with regard to equipments; there is availability of the football, volleyball, and basketball in the schools but there are absences of in some schools. The same true for gymnastic materials: horizontal bar parallel bar and athletic material: shut put discus and javelin. In other words, there are no gymnastic and athletic materials in some of school. Concerning playing ground of the intramural and extramural sport program, the researcher observed existences of volleyball court, basketball court, and foot ball field but not well organized and conducive for the program. In contrary, there are totally absences of tennis court, athletic track and gymnastic hall in the schools, but not all school. Hence, the data gathered through observation is presented as follow.

Table 22: observational check list

No	Activities of the teacher	Yes		No	
		N	%	N	%
1	Is the sport field of school comfortable for the students?	12	66.66	6	33.34
2	Using appropriate lesson plan	15	83.33	3	16.67
3	Introducing lesson and its objective	16	88.88	2	11.12
4	Demonstrate activities /step by step	14	77.77	4	22.23
5	Support especially girls and less performs	10	55.56	8	44.44
6	Teach skills and drills from simple to complex	16	88.88	2	11.12
7	Is class organization appropriate to class size	10	55.56	8	44.44
8	Using the curriculum materials	12	66.66	6	33.34
9	Use democratic interaction with student	10	55.56	8	44.44
10	Are they motivated for each activity	14	77.77	4	22.23
11	Help students to perform activities	12	66.66	6	33.34
12	students understand easily to demonstrate skills and techniques	14	77.77	4	22.23
Student activities					
13	Students follow appropriate physical activity procedure	16	88.88	2	11.12
14	All participate regardless of sex	16	88.88	2	11.12
15	Participate actively to achieve the objectives of the lesson	15	83.33	3	16.67
16	Interact with their teacher freely and democratically	16	88.88	2	11.12
17	Need their teachers support to perform well	15	83.33	3	16.67
Equipment and facilities					
18	Appropriate equipment are available and used	10	55.56	8	44.44
19	Sufficient equipment are available and used	12	66.66	6	33.34
20	Appropriate facilities are available	10	55.56	8	44.44
Dressing					
21	The teacher dress proper sport wear	18	100	0	0
22	Students dress appropriate cloth to do exercise	14	77.77	4	22.23

The above observational check list is used only for practical classes

As written in the above, the researcher and two assistants' conducted a three days observation in three schools in Butajira town, in order to collect the data through observation, after receiving permission from the school principal, the researcher and assistants was able to conduct the observation. During those days, the researcher could observe some aspects. Here, all the data gathered through observations is presented as follow.

The teacher seems highly motivated to the date's lesson and have a positive attitude towards the subject. The teacher was trying to motivate female students to participate trough the activities by demonstration. This clearly clarify, that the teachers was able to prepare them to teach so that they could create good in practical activates. Except some, all students were able to use their sports uniform.

However, some elements were also observed in the teaching-learning process during those days. The sport field of school comfortable for the students 66.66% yes 33.34 No, well using appropriate lesson plan and Introducing lesson and its objective. In addition, the appropriate equipments are available and used bet not enough to the students. Although, there is an availability of appropriate facilities during observation show that physical education teachers directly order/command/students to perform activities rather than first demonstrate of activities step by step & then support students to perform.

5. SUMMARY, CONCLUSIONS AND RECOMMENDATION

This chapter consists of summary, conclusions and recommendations of the research results. The study was intended to investigate challenges in the implementation of physical education curriculum in Butajira town secondary and preparatory schools. Therefore, to reach at the purpose of the study, three types of data gathering instruments (questionnaire, observation and FGD) were used. The data which was gathered through the above mentioned gathering tools was tabulated analyzed and discussed in chapter four. Based on the analysis and discussion, the following summary, conclusions and recommendations were made.

5.1 Summary

The main purpose of this study was to assess challenges in the implementation of physical education curriculum in Butajira town secondary and preparatory schools. The study also attempted to assess the level of implementation, identify the best wyes which lessen is covered and which is omitted , investigate the major challenges and suggest ways for the effective implementation of physical education curriculum to full the dithered goal. In order to attain these objectives, the following basic research questions were raised and answered in the course of the study.

1. To assess the current status in which, Physical Education curriculum is implemented towards achieving the goals related to, Physical Education which is stated in the policy or (curriculum).
2. To find out the major challenges of, Physical Education in the secondary and preparatory school curriculum.
3. To investigate the degree of preparation, motivation and interest of teachers and students to the subject.
4. To assess how to cover the portion of the subject with in time frame.

To answer the basic questions data were gathered through questionnaire, observation and FGD. Questionnaire were designed and distributed for 7 physical education teachers and

354 students, FGD was held between 5 physical education teachers, 3 school directors & 3 curriculum coordinators carried and observation were used to collect data. The data collected through questionnaire were organized & analyzed quantitatively using Frequency and percentage, data gathered through open ended questionnaire, focus group discussion & field observations were analyzed qualitatively using descriptions. After the data were obtained, analyzed and interpreted the following were the major findings of the study.

1. Regarding how much your school did achieve the educational goal? The student respondents shows that 72 (20.3%) respondents said full achieved, 213 (60.2%) of respondents partially achieved and 69 (19.5%) of respondents said not achieved. This indicates the school partially achieved educational goal of physical education subject in the implementation of curriculum.
2. Regarding material the main points had been that shortage of money to full filled equipment and material in the school, allotted time of physical education becoming reduced, there had been a negative impacts to implementation Physical Education curriculum.
3. Regarding the question how much theoretical lessons and practical activities were covered designed for the grade level for the year 151 (42.7%) of students respondents respond all are covered but 203 (57.3%) respond Some part are omitted so this shows that some theoretical and practical lessons are omitted by their teacher.
4. The problem for them to implement the physical education curriculum is that the number of periods allotted is very small. That is, let alone one period even two periods per week are not enough to implement the syllabus as designed.
5. Teachers were asked to indicate specifically which of the following are taught and omit in physical education class in your school as shown in the table from 17-20 hilly problem in the coverage of the lesson. It was found out that some contents were not covered in the academic year.
6. Physical education requires basic sport facilities and equipment. As a result, for proper Physical education curriculum implementation, governments & administrators must fund the most basic facilities & equipment.

7. for proper curriculum implementation, all the necessary sport facilities and equipment should be available in school
8. Data collected from observation from schools in Butajira town secondary and preparatory schools have no any or only limited & insufficient sport fields in their school compounds. From this, it could be understood that lack of facilities and equipment in quality& quantity was one of the obstacles to implementation for physical education curriculum in the Schools that have facilities and equipment challenge make very difficult to implementation physical education curriculum.
9. Low attitude to the subject given by the management as well as the school's principal.

5.2 Conclusions

The following conclusion were made based on the result of the finding

- ❖ To facilitate the implementation of the physical education curriculum the educational background and experiences of teachers were sufficient.
- ❖ Lack of facilities and equipment in quality & quantity was one of the obstacles to implementation for physical education curriculum in the Schools.
- ❖ In all grade level some contents were not covered in the academic year.
- ❖ To implement the physical education curriculum that the number of periods allotted is very small
- ❖ The school partially achieved educational goal of physical education subject in the implementation of curriculum
- ❖ The shortage of funding impacted the Intramural and extramural sport program.
- ❖ Insufficient sports facilities and equipment for sport program in schools hindered the development of Intramural and extramural sport program.

5.3 Recommendations

Based on the major findings of the study and conclusions drawn, the following recommendations are forwarded:

- Schools should prepare and maintained different sport facilities, Equipment & different sport materials by mobilizing all local & school environment resources.
- The teacher should cover all contents for all grade level in the academic year.
- The schools should be add the number of periods allotted to implement the physical education curriculum
- Schools should motivate & improve interests of P.E teachers & students by designing a system to supervise & support the teaching learning process
- Give attention to plan & implement the intra-mural & extra mural activities every year.
- The school administration and supervisors should take their responsibility in supporting and supervising the practical sessions of PE. Moreover, those officials could be better to suffer for the motivation of teachers, which are the main actors of teaching and learning
- Physical education teachers and their respective schools can design various mechanisms to develop better attitudes on students' towards learning of physical education subjects
- The shortage of relevant and appropriate material resources in the library were also found the major factors inhibiting the effective implementation of physical education curriculum materials
- Finally, further research need to be conducted on secondary school P.E curriculum implementation in the region.

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7. APPENDECES

Appendix I

Questionnaire for PE teachers

Introduction:- Dear respondents! This questionnaire is designed to collect relevant information on “The challenges in the Implementation of Physical education curriculum in case of Butajira town Secondary and preparatory Schools” The information collected through this questionnaire will be treated confidentially and be used only for academic purpose and the data will be used for research purpose. Your genuine contribution will be greatly essential for the success of the study. Thus, you are kindly requested to fill the questionnaire carefully and honestly.

General Direction: - Dear respondents, please note that:-

1. No need of writing your name on any page of the questionnaire.
2. To those questions with alternatives, show your response by putting”√” in the space provided or circles it.
3. Write your opinion of the open ended questions in the space provided.

Thank you in advance for your cooperation.

Part One: Background Information

1. Sex: - Male _____ Female _____
2. Year of experience in teaching PE _____
3. Grade level that you teach _____
4. Educational qualification: Major _____ Minor _____

Part ;Two

Direction: - Please choose the correct answer for the questions with alternatives, and write your opinion for open ended questions.

1. How much curriculum materials are available in your school? (Put "✓")

	Sufficient	Insufficient	There is no
Syllabus	_____	_____	_____
Student text	_____	_____	_____
Teacher guide	_____	_____	_____

2. If your answer for question No 1 is insufficient and any,

❖ What is the reason? _____

❖ How can you conduct PE classes without curriculum materials?

3. How many periods do you have in a week? _____

4. The Period Allotted for Physical Education is enough?

5. Do you think that physical education practical exercises are helpful for students' health?

A, Yes

B, No

C, I don't have any idea

6. Are the class schedules of physical education practical session convenient to make practice?

A, Yes

B, No

C, I don't have any idea

7. Is there sport computation in your schools among students /class?

A, Yes

B, No

C, I don't have any idea

8. Are you satisfied with the participation of students in physical education practical session?

A, Yes

B, No

C, I don't have any idea

9. If curriculum materials are sufficient in your school, do you use them?

A. Yes

B. No

C. I don't have any idea

10. as a compulsory school program, is PE implemented /delivered /in accordance with the achievement of the objectives of the education policy?

A. Yes

B. No

C. I don't

11. What are the major challenges in the teaching learning process of physical education?

12. What should be done to maintain education quality in physical education and to achieve goals designed for the subject? _____

13. Please indicate which of the following are taught and omit in PE Class in your school? (Put "✓")

Table 1: Questions for grade 9th teacher

Chapter	Topic	Sub-topic	Covered	Omit
3	Gymnastics	Thumbing		
		Apparatus		
		Gymnastics		
4	Ethics and Art Of self-defense	Technique of self		
		defense		
		Front two-hand choke		
		Release from two-hand choke		
		Thumb grab and twist		
5	Volleyball	For girls		
		Finger jab		
		Groin pull		
		Passing		
		Serving		
6	Athletics	Overhead pass(Volleying)		
		Forearm pass(Dig)		
		Underarm Serve		
		Over arm Serve		
		Running		
	Jumping	Sprint		
		Long Jump		
		Hang style		
	Throwing	Hitch-kick style		
		Javelin		

Table 2: Questions for grade 10th Teacher

Chapter	Topic	Sub-Topic	Covered	Omit	
3	Gymnastics	Cartwheel	Two Hand		
		Apparatus	Hip-pull Over on Uneven Bar(Girls)		
		Gymnastics	Front Dismount parallel Bar(Boys)		
4	Ethics and Art of self defense	Technique of Self-defense	Using chest push		
			Drive an elbow into neck		
			Drive an elbow into solar plexus		
		Self-defense	Drive an elbow into groin		
			Groin hit (girls)		
			Thumb gouge		
5	Football	Kicking	Volley Kick		
			Volleying a ball in the air		
			Full in step		
			Inside of the foot		
			Outside of the foot		
			With partner		
			Receiving	Inside of the foot	
		(Trapping)	At knee height		
			Ground ball with the sole of foot		
			Air balls with the sole of the foot		
		Drabbling with	Inside of The foot		
			Outside of The foot		
			Full instep		
Goal keeping	On ground				
		In the air			
		Rolling Ball			
6	Athletics	Running	Relay Running		
		Jumping	High Jump		
		Throwing	Shot put		

Table 3: Questions for grade 11th Teacher

Chapter	Topic	Sub-topic	Covered	Omit
3	Gymnastics	Tumbling		
		Apparatus Gymnastics		
	Ethics and art	Skills and techniques		
	of self-defens	self-defense		
4	Team gamers	Fundamental Skills		
5	Basketball	and techniques of Basketball		
		Blocking		
		Punching		
		Knee kick		
		Basic stance(crouch-position)		
		Ball Handling		
		Passing		
		Receiving a pass		
		Dribbling		
		Pivoting and fake		
		Shooting		
		Defense		
		Offense		
		Team play		
	Track and	Running		
	Field	Jumping		
6	(Athletics)	Throwing		
		Running Hurdle		
		Long Jump (Triple Jump)		
		High Jump (Straddle Style)		
		Discus		

Table 4: Questions for grade 12th Teacher

Chapter	Topic	Sub-topic	Covered	Omit
3	Gymnastics	Tumbling	Handspring	
			Squat Vault	
4	Ethics and Art of self-defense	Skills and Techniques Of self-defense	Conditioning Exercises	
			Two-hand Block	
			Downwards or Low Block	
			Punching	
			Front Snap kick	
5	Handball	Catching, Passing And Dribbling	Pass	Set pass
				Bounce pass
				Wrist pass
			Catch	Frontal Catch
				Lateral Catch
				Ground Catch
			Shooting	Set shot
				Jump shot
			Match Related	2 vs. 1
			Drills(lead-up)	3 vs. 3
				4 vs. 4
				7 vs. 7
6	Athletics	High Jump	Straddle Style	

Source: - self made

16. Did you plan the inter class and inter -school competition and conduct it every year in your school

A. Yes B. No C. Only when order to do so

17. Do you think that students, who participated in physical, exercise activities, are disadvantaged in their academic achievement?

A) Yes B) No

14. Is PE faced with challenges of insufficient facilities and equipment in your school?

A. Yes B. No C. I don't have any idea

19. Please rate the quality of facilities and equipment for PE in your school. (Put "✓")

Table 5: Facilities

FACILITIES	Is there		Quality			
	Yes	No	Excellent	Good	Adequate	Inadequate
Soccer field						
Volleyball Court						
Jumping equipment						
Running track						
Handball court						
Basketball court						

EQUIPMENT	Is there		Quality			
	Yes	No	Excellent	Good	Adequate	Inadequate
Soccer-balls						
Volleyball balls						
Nat/different types						
Hurdle-race						
Skipping ropes						
Discus(in size)						
Shot-put(in size)						
Javelin(in size)						
Gymnastic mat						
Parallel bars						
Horizontal bar						
Medicine balls						

Appendix II

Questionnaire for Secondary and preparatory School Students

The purpose of this questionnaire is to check that is there challenge in the implementation of PE curriculum in case of Butajita town secondary and preparatory school. The data will be used only for research purpose. The usefulness of the research depends on how genuinely you respond to the items indicated in the questionnaire. Hence you are cordially requested to do so.

Thank you in advance for your cooperation

Background information

1. Sex: Male_____ Female_____
2. Grade _____
3. Age _____

Direction: Please choose the correct answer for the questions with alternatives and write your opinion for open ended questions.

1. How many periods do you have in a week? A. 1 B. 2 C. 3
2. The Period Allotted for Physical Education is enough? Please, justify the reason for your answer _____
3. Do you think that physical education practical exercises are helpful for students' health?
A, Yes B, No C, I don't have any idea
4. Are the class schedules of physical education practical session convenient to make practice?
A, Yes B, No C, I don't have any idea
5. How much are you motivated to learn physical education?
A. Highly motivated B. Medium C. less motivated
6. Do you have a positive attitude or feeling towards learning of health and physical education subjects?
A. Yes B. Partially yes C. No
7. Please, justify the reason for your answer_____

8. How do you see the actual status of PE compared with other subjects such as Mathis, Physics, Biology, Geography, etc?

- A. More B. less C. Equal

9. What are your reasons for your answer for question No 8?

10. PE is a subject through physical activities and its main objectives is to develop a student with all rounded personality (that is mental physical and socially develop citizens). How much your school did achieve this educational goal?

- A. Full achieved B. Partially achieved C. Not achieved

11. How das students participate in PE classes?

- A. With full desire B. under teacher pressure C. only by the rules of the school

12. How can you rate the commitment of PE teachers to teach the subject?

- A. Highly committed B. Medium C. less committed

13. How often are intra-mural and extramural activities conducted in your school, to support the regular PE classes?

- A. Annually B. Biannually C. Never conducted

14. How much theoretical lessons and practical activities were covered designed for the grade level for the year.

- A. All are covered B. some parts are omitted

15. What is the reason for your answer for question No.14?

16. How do you rate the availability of reference books for health and physical education subject in the school library against the number of students?

- A. Adequate B. Inadequate C. Not existent

17. What are the major challenges in the teaching learning process of physical education?

18. What should be done to maintain education quality in physical education and to achieve goals designed for the subject?

Appendix III

Observation Check list

This tool will be designed to scrutinize the availability of certain physical setting, behaviors, and actions in relation to the teaching learning domain of school improvement program.

Part 1: General Information

1. Name of the school _____
2. Grade /section observed _____
3. Topic of lesson _____
4. No of students in the class male female total _____

Part2. About the Teacher

1. Sex _____ Age _____ Date _____ Time _____

Table 6: Observation Checklist

No	Activities of the teacher	Yes	No	Remark
1	Is the sport field of school comfortable for special need students?			
2	Using appropriate lesson plan			
3	Introducing lesson and its objective			
4	Demonstrate activities /step by step			
5	Support especially girls and less performs			
6	Teach skills and drills from simple to complex			
7	Is class organization appropriate to class size			
8	Using the three curriculum materials			
9	Use democratic interaction with student			
10	Are they motivated for each activity			
11	Help students to perform activities			

12 students understand easily to demonstrate skills and techniques

Student activities

13 Students follow appropriate physical activity procedure

14 All participate regardless of sex and disability

15 Participate actively to achieve the objectives of the lesson

16 Interact with their teacher freely and democratically

17 Need their teachers support to perform well

Equipment and facilities

18 Appropriate equipments are available and used

19 Sufficient equipment are available and used

20 Appropriate facilities are available

Dressing

21 The teacher dress proper sport wear

22 Students dress appropriate cloth to do exercise

The above observational check list used only for practical classes.

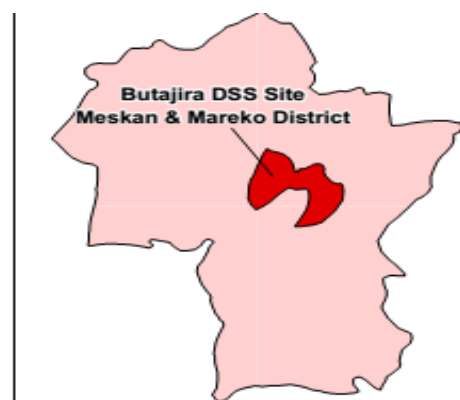
Appendix IV

Guiding questions for focus group discussion (for secondary school directors and curriculum coordinators) the provided items has the spirit of semi-structured kind, with the intention that, it is possible to respond the items as you feel and senses the item based on the experience that you have via your entire teaching and learning process.

1. The researcher of this study observed that challenges in the implementation of PE curriculum in case of Butajira town. Do you agree with this statement?
2. What is the attitude of the school community towards the subject matter of PE in relation to other science subjects?
3. Is the Period Allotted for Physical Education enough?
4. What are the major factors physical education curriculum implementations in the school?
5. Did principals and managements of the school aware of the problems?
6. How much are PE curriculum materials, sport facilities and equipment fulfilled in schools?
7. Are PE teachers academically fit, motivated and willing to teach PE? What about students?
8. Do you supervise PE classes regularly?
9. What should be done to maintain education quality in physical education and to achieve goals designed for the subject?

Appendix: - V

Figure 1: Map of the study site



Geographical Map of the Butajira Demographic Surveillance Area, SNNPR, South Central Ethiopia.

Source:- Mebrahtu Abay(2014)

