

**FACTORS AFFECTING STUDENTS' INVOLVEMENT IN LEARNING
PHYSICAL EDUCATION, THE CASE OF JAJURA AND ABUNA
SECONDRAR SCHOOL IN SORO WOREDA, HADYA ZONE , SNNPR.**

MEd THESIS

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**Factors Affecting Students' Involvement in Learning Physical Education,
the case of Jajura and abuna Secondary School in Soro Woreda, Hadiya
Zone , SNNP.**

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DEDICATION

I dedicated this thesis to my beloved family who is nursing for success my work

STATEMENT OF AUTHOR

First, I declare that this thesis is my 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 the MEd degree at the Haramaya University and is deposited at the University library to make 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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BIOGRAPHICAL SKETCH

The author was born in Hossana in 1973. He completed his primary and junior secondary education at Laerba Junior Secondary Schools, respectively and attended his secondary school education at Yekatit 67 Comprehensive Secondary School (1990-1994). After passing Ethiopian School Leaving Certificate Examination (ESLCE), he joined the former Hawassa College of TTC (teacher training College) sport sciences in September 1995 and graduated with diploma in the field of sport sciences in July 1997. He rejoined then Dilla University of sport science in July 2002 and graduated with BEd degree in sport science in July 2006. He served for the last 13 years in different elementary, junior and high schools being a physical education teacher. Then after, he rejoined Haramaya University in June 2007 to pursue graduate studies for his MEd degree in teaching physical education.

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ACRONYMS AND ABBREVIATIONS

AHA	American Heart Association.
CDC	Center Disease Control.
NASPE	National Association for Sport and Physical Education
PE	Physical Education.
SNNPR	South Nation Nationality of Peoples Region.
SHPPS	School Policies and Programs Study
TTC	Teacher Training Collage
WHO	World Health Organization

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Factors Affecting Students Involvement in Learning Physical Education, the case of Jajura and abuna Secondary School in Soro woreda, Hadiya Zone

ABSTRACT

The purpose of the study was to investigate the factors affecting students' involvement in learning physical education, the case of Jajura and Abuna Secondary School. Samples were taken from grade 9-10 students, The total target population of the study would be 350 students, 88 students were selected by using systematic random sampling technique. To get supplementary information for the study area 4 subject teachers were selected purposefully. Were used both qualitative and quantitative approaches . Questionnaires and observation checklist were analyzed by using percentage and words. The major finding indicated that the methods of presenting the lesson are not attractive. which could capture students attention. The teaching learning process of physical education have been affected by lack of materials and large class size. Teachers in these schools do not use supportive teaching aids. They do not present attractive content. The students have low attitude towards learning physical education. The teachers also do not make them participate during physical education. There is also disciplinary problem which affect teaching learning process. In there schools most smaller students do not pay attention because of lack of awareness about physical education. These schools also affected by shortage of time allotted to physical education class per week. Therefore, based on the findings of the study, it is recommended to allow students involvement in learning physical education with the help of physical education teachers. It is also recommended that the school facilities and materials should be fulfilled to enhance students involvement in learning physical education.

Keywords: *Involvement, Physical Education, physical , materials*

1 INTRODUCTION

1.1 Back ground of study

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. PE 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 PE and sports. It will help students gain a deeper understanding of theories and applications in the fields of human movement and health, and it will promote the well-being of individual and in groups or teams, through a wide range of learning activities. WHO (2002).

There are many benefits Physical education is an interesting subject which contains many discipline within and which physical education, resources for developing quality physical education programs designed to provide students with knowledge and ability needed to maintain in active, healthy lifestyles. It is best to have plenty of experience and knowledge about how to perform and teach different physical activities such as, running, basketball, handball etc. this may support by the idea, an educational Naul,(2002).

Physical education is provides today's students and society. Within a school setting, a physical education program can serve society in many ways if implemented and utilized appropriately. There are many areas physical education can serve and positively affect students and society. One is overall physical fitness. For example, physical education helps students and society improve skill-related components such as speed, agility, reaction time, balance, coordination, and basic movement patterns. Physical education helps students and society improve upon are strength, endurance, flexibility, and cardiovascular/respiratory activities. The American Heart Association AHA,(2010) recommends that if children and adolescents want to increase their life expectancies, they need to eat healthier and become physically active. Doing those two things will help children and adolescents defend against certain diseases and other health problems. Hence, the question: why is there little emphasis on the importance of physical education in today's schools?

According to Mood, Jackson, and Morrow (2007) children should be engaged in moderate physical activity for thirty minutes per day for five or more days per week and vigorous physical activity for twenty minutes per day for three or more days per week. The National Association for Sport and Physical Education NASPE (2011) stated that elementary students should be participating in 150 minutes of physical activity a week and middle and high school students should be participating in physical activity for 225 minutes a week.

According to The School Health Policies and Programs Study SHPPS (2006) study, only 3.8% of elementary schools, 7.9% middle schools, and 2.1% high schools provided daily physical education in the United States. To understand physical education as a component of the education system, it is important to know that the education system in the United States does not operate with a centralized curriculum. Learning standards are developed by national professional organizations such as the National Association for Sport and Physical Education (NASPE) and/or state education agencies rather than by the federal Department of Education; all curricular decisions are made locally by school districts or individual schools in compliance with state standards. Physical education is influenced by this system, which leads to great diversity in policies and curricula. According to NASPE and the American Heart Association (2010), although most states have begun to mandate physical education for both elementary and secondary schools, the number of states that allow waivers/exemptions from or substitutions for physical education increased from 27 and 18 in 2006 to 32 and 30 in 2010, respectively. These expanded waiver and substitution policies (discussed in greater detail later in the chapter) increase the possibility that students will opt out of physical education for nonmedical reasons.

Physical education teachers are responsible for promoting a healthy and positive environment for learning. A healthy positive environment can be created and maintained especially if a physical education teacher provides constructive and positive feedback. In addition, if a physical education teacher is prepared, provides well-organized activities, and establishes clear expectations, students will usually respond to the environment in a positive manner. Physical education provides students the opportunity to enhance their physical, social, emotional, and cognitive development. This usually occurs during team sports, project adventure activities, problem-solving and physical fitness activities McCaughtry, Kulinna, & Cothran ,(2009).

Incorporating local indigenous knowledge in to physical education can lead to many meaningful experiences and a way of learning about other culture. For example by incorporating traditional knowledge from varying indigenous groups from across Canada students can be exposed to many concepts such as holistic learning and the medicine wheel. A unit could be focused on connecting to place or feeling while outdoors mental participating in traditional games, or outdoor environmental education .these types of lesson can easily be integrated in to other parts of the curriculum and given Aboriginal students to incorporate. Their culture in the local school community studies been done in how physical education can help improve academic achievement. The purpose of this research is to assess and identify the major factor affecting students' involvement learning physical education, the case of Jajura and Abuna secondary school.

1.2 Statement of the Problem

In order to have an effective teaching learning process situation, class room involvement is some kind of process that facilitates the teaching learning activity. Thus involvement could play an important role in teaching learning process of physical education. In other word, without involvement effective teaching learning could be difficult.

Students in Jajura and Abuna Secondary school there are much problems related with students' involvement in learning physical education. In light of this several factor attribute to students' involvement in learning physical education which arises out of educational, social and psychological problem. To begin with the former, for example, teaching physical education need a trained individual who have mastery of the knowledge and skill to perform before the students' so that he/she helps them to perform a specific art .Based on this information, the researcher aims to investigate the relevance factors affecting students' involvement in learning physical education, the case of Jajura and Abuna secondary school.

This study would try to answer the following questions.

1. What are the factors affecting students' involvement in learning physical education?
2. What are the attitude of students toward learning physical education?
3. Suggest possible measurement and forwarding the necessary recommendation for concerned bodies

1.3. Scope of the study

The result of the research would be conducted to improve the students' involvement in learning physical education in Jajura and Abun secondary school. Additionally the study also is delimited only to investigate the major factors affecting students involvement in learning physical education. So to this affect the study delimited grade 9-10 students, and physical education teachers.

1.4. Significance of study

To find of the study would contribute to identify the major factors affecting students' involvement in learning physical education. There for, the outcome of the study would have seen as useful to contribute for making effective involvement and development towards learning physical Education for students of Jajura and Abuna secondary schools of Soro woreda.. So to this effect the significance of the study are to:

1. Provide meaningful experiences to students involvement learning physical education and in order to consider such information in curricular organization.
2. Provide information on what will be expected from students, teachers, school and communities for young generation.
3. Contribute some basis for further study to be conducted in this area.

1.5. Objectives of the Study

1.5.1 General objectives of the study

General objective of this study was to investigate factors that affect students involvement in learning physical education.

1.5.2. Specific objectives of the study

The specific objectives of this study were;

1. Identify the factors affecting students involvement in learning physical education.
2. To examine the attitude of the students towards in learning physical education.
- 3 Suggest possible measurement and forwarding the necessary recommendation for concerned bodies.

2. REVIEW OF RELATED LITERATURE.

2.1 Historical Background of Physical Education

According to <http://on.m.wikipedia.org> stated that the history of physical education reflects people's attitudes about physical activity. From pre historic times, because survival was related to physical stamina and to people's ability to find food, no separate physical fitness prams were needed. Gradually, ancient societies in china, Egypt, Greece, and Rome adopted physical education as part for military training. As the more developed societies came to value the scholarly life, physical education lost favor. Many developed countries have had to strike, a balance between physical and intellectual interests.

The history of physical education frequently shows a pattern of military, social, and political influence. Athenian Greeks came to the fore front in the era 700 to 600 BC With their quest for physical and intellectual perfection. Athenians honored the gods of Olympus, especially Zeus, with the first Olympic Games. Many historians regard Athenian culture as the height of early physical education, but like their Chinese predecessors, the Athenians felt the competing influence of intellectualism. The middle ages saws the fall of the Roman Empire brought about a denial of physical activity for anything other than manual labor.

In 19th century Europe, Sweden and Germany developed systems of gymnastics that were adapted internationally with Germany building the first in door gymnasium. Physical education fulfilled a political role in early 20th century Russia after the rise of communism. Physical fitness helped insure military strength, productivity, and nationalism. Sports were viewed as a way of achieving international fame. The (YMCA) opened its first American chapter in 1851. Many sports gained in popularity around this time.

According to Siedentop (2007) "Historically, physical education programs focused on teaching children and youths in the school setting. The expansion of physical education beyond its traditional realm to non school settings and people of all ages requires a more inclusive definition to encompass the diversity of programs and the wide range of goals achieved by participants."Siedentop asserts that "there is probably less agreement today on the basic meaning of physical education than there has been at any time in our education than there has been at any time in our professional history". However, he states that the mostly widely accepted meaning for physical education is based on the developmental model. This model is based on the belief that all school subject, including physical education, should contribute to

the development of the whole child. Carefully structured physical activity is recognized as a means through which educational goals can be achieved. Physical education uses physical activity to enhance the development of the whole person, there has been an enormous interest in the scholarly study of sport. Its significant role in our society, its massive impact on our culture, and its far reaching involvement of millions as participants and spectators has drawn the attention of scholars. Scholars have studied the philosophical, sociological, and psychological dimensions of the sport experience. The realm of physical education dimensions of the sport experience. The realm of physical education and sport today embraces many different programs, diverse settings, and people of all ages. This recent growth of physical education and sport has been accompanied by an increased interest in its scholarly study. (Ibid)

2.2 Physical Education in different country

Providing physical education both inside and outside of schools is crucial in helping young people to learn and develop life skills. The perspectives of physical education in Europe and in the USA Frömel, (2001) it is not difficult to notice that the future of the subject and the discipline is being challenged. A careful study and understanding of the history and the development of our subject is a prerequisite to a full understanding of the overall situation. Germany and the USA have been undergoing educational reforms for a longer time than the Czech Republic, so we can gain some valuable information from them, which might help to reform Czech physical education. However, a clear process of European exchange of all previous concepts and currently renewed major vectors of development is visible. This process sits alongside an intention to balance the educational purpose of former core concepts of physical education and this has led to new minor vectors of curriculum development ("in-between approaches") in some other countries Marshall, (2000).

If this process of diffusion is termed as a total "harmonization" of physical education concepts in Europe see Laporte, (1998), it may be the case that if this process is called "diversification" of former national physical education concepts, it represents a European spectrum of vectors of physical education development in this new millennium. The curriculum and concepts of teaching of physical education in Germany, Budget cuts, higher unemployment rates of physical education teachers, and reductions of curriculum time allocation were three major phenomena to occur in many European countries. They were accompanied by sociologically termed postmodernist societal values, which were reflected in modern lifestyles, new types of

child parent relationships and inclusive 'education for all' policies. "Teachers, leave your kids alone" became not only a refrain of a 'pop' song, it also characterized the change to de-schooling, de-education, de-sporting activities, de-moralization in physical education and devaluation of former Standards in physical education and sport. Disagreement about former common shared concepts of 'good practice' in physical education teaching occurred in many countries, thus mirroring the Situation in Germany. It clearly demonstrated an important shift in physical education concepts from a former "performance orientated mission" to a new "participation orient ate mission"

The four main vectors of European physical education can be explained as: the vector of cultural heritage of physical education, the Sport education vector, the movement education vector, and the health education vector. However, all four dimensions became more evenly balanced in the 1990s in countries, where only a single concept had been dominant earlier. In Germany, for example, the former Sport education concept became more equally balanced by certain "movement" approaches in teaching physical education Naul, (2002), which assisted in new physical education curricular developments in the year 2000. This represents a minor vector 'in-between' the former Sports education and movement education concepts. In England and Wales, however, the former physical education concept shifted to a more "Sport education concept" after the National Curriculum. One of the strongest developments in the health education direction in Europe was visible in Finland in the 1990s. The health vector became much more focused than it had been previously in Finnish physical education curricula See Heikinaro-Johanson, (1998). Currently, the Finnish physical education curriculum has been divided into physical and health education both as separately taught subjects.

2.3 physical education in Ethiopia

The sports that are normally taught at schools in Ethiopia are aerobics, track and aerobics, track and field ,basketball ,soccer, and volleyball. Each class has two PE lessons per week, so your day will be spent teaching a variety of age groups...By teaching physical Education in Ethiopia, you will watch each child's confidence grow.

2.4 Physical Education as Part of Education

In institutionalized education, the main goal has been developing children's cognitive capacity in the sense of learning knowledge in academic disciplines. This goal dictates a learning environment in which seated learning behavior is considered appropriate and effective and is

rewarded. Physical education as part of education provides the only opportunity for all children to learn about physical movement and engage in physical activity. As noted, its goal and place in institutionalized education have changed from the original focus on teaching hygiene and health to educating children about the many forms and benefits of physical movement, including sports and exercise. With a dramatic expansion of content beyond the original Swedish and German gymnastics programs of the 19th century, physical education has evolved to become a content area with diverse learning goals that facilitate the holistic development of children NASPE (2004).

To understand physical education as a component of the education system, it is important to know that the education system in the United States does not operate with a centralized curriculum. Learning standards are developed by national professional organizations such as the National Association for Sport and Physical Education (NASPE) and/or state education agencies rather than by the federal Department of Education; all curricular decisions are made locally by school districts or individual schools in compliance with state standards. Physical education is influenced by this system, which leads to great diversity in policies and curricula. According to NASPE and the American Heart Association (2010), although most states have begun to mandate physical education for both elementary and secondary schools, the number of states that allow waivers/exemptions from or substitutions for physical education increased from 27 and 18 in 2006 to 32 and 30 in 2010, respectively. These expanded waiver and substitution policies (discussed in greater detail later in the chapter) increase the possibility that students will opt out of physical education for nonmedical.

2.5 The importance of physical education in secondary school

Relevancy is at least, the key word in modern education to acquire at good come. To clarify the importance of physical education in secondary school, some scholars discussed the points as follows:

To start with Naul,(2002) states that ,physical education is two headed con .The side represents development and maintenance of physical characteristics including strength , attributes endurance ,good posture ,flexibility ,balances and neuromuscular skills .The other side represents what is happening to total person as he develops these physical self participation ,attitude and general feelings of self realization. In relation to the interest social and emotional qualities e above points also points out that physical education should be

concerned with improving one's fitness and health. students indicate that they want to learn new skills and many sports .students at this age level also indicate that physical education should be more than just develop the body ;it should also develop mind and prepare students for their future work ,They also emphasize the point that they want to learn activities that would prove useful leisure hours. The in majority of students this age also indicate the desire to play on a team. To strengthen, The above idea the main importance of physical education is to help individuals to acquire the knowledge at, attitudes ,and skills leading to exercise ,including physical reaction ,and to insure that these become an integrate part of life pattern.

2.6 The Characteristics of Teaching in physical education

Deborach Wuest (1994) investigated that" Teachers that are many exciting directions in secondary school physical education today. Outstanding programs and exemplary teachers provide direction for young professionals seeking to provide their student's with quality physical education" the teachers efforts are coordinated and focused on fulfilling their programs mission. These teachers reflect a strong commitment their students and a sense of pride. They are effective spokespersons for physical education teaching because of their quality programs. There is congruence between what teachers say physical education can accomplish and contribute to the total development of the individual and what actually happens in physical education class. Students achieve in physical education and are excited about their accomplishments furthermore, these students communicate in positive image of physical education to their parents, school, and community. teachers involved in the programs, serve as positive role models for students to be efficient. They are excited about teaching, are genuinely concerned about their students as well as their achievements, and put fourth that extra effort that so often makes a difference they are committed to excellence.

2.7 Effective Teaching in physical education

When physical education teachers teach the subject, for example in physical education lesson to enhance the students involvement learning physical education teachers need to implement effective teaching methods, because applying effective teaching method in the content physical education may provides for improvement of students involvement in teaching physical education.

According to <http://www.glbpartnership.org> stated that educating students has benefits not just for themselves but for their families, communities and countries. With a quality education, students can make informed choices, improving their country's social and economic well being by promoting the health and welfare of the next generation. Communicating in a good manner with students is especially important at the beginning of units during the lesson because presenting the content would increase students' involvement, since each student has different needs and interests, the more relevant and meaningful benefits present, the more students will be creative.

Wuest Bucher (1994) suggested that "Teaching can be defined as those interactions of the teacher and the learners that make learning more successful. Although it is possible for learning to occur without a teacher's involvement, it is generally accepted that teachers facilitate the acquisition of knowledge skills, and attitude." A relatively rigid learning of this subject based on natural human motion, has allowed it to be popularized quickly.

During physical education lesson teachers who are effective use a variety of pedagogical skills and strategies to ensure that their students are appropriately engaged in relevant activities a high percentage of the time, hold positive expectations for their students, and create and maintain a classroom climate that is warm and nurturing.

According to <http://www.supprotrealteachers.org> indicated that Checking for understanding is a quick way to know that the teacher is communicating the instruction with his students in clear manner. In order to point out the basic types for checking for understanding are:

Recognition check, verbal check and performance check. In order to give Physical education lesson for students clearly fully get attention from them during the practical time, the physical education teachers should demonstrate according to the condition of the learners with may help to enhance students involvement level and increase their interest and motives.

The identification of possible factors which contribute to students overall involvement towards physical education has varied.

This may supported with Wuest and Lombardo (1994) suggested that, demon station play a significance role in achieving the objective of health and physical education. If demonstration employed wisely physical education teachers can increase the effectiveness of the lesson by

maximizing the students conceptualization of the nature of the skill, their by enhancing student learning. Demonstrations' in physical education are both motivational and instructional. Seeing a specific skill or combination of skills in action can motivate the students to want to learn the skill or combination of skills.

Breaking the skill down instructs the students on how to perform the skill. Effective demonstration incorporates memorable cues that remind students of the skill's key components. Congruent feedback is another effective teaching strategy. Feedback should match the cues that were give and be specific to each student. Feedback can also be given using the sandwich approach tell them one thing they did well, one thing to improve, and end with another positive comment. (Ibid)

Therefore in physical education lesson theoretical issues are presented in class rooms for students, it is practical proved that students get the most out of them when they are supported by teaching materials.

2.8 Major Problems on teaching physical education.

Teaching the subject makes a teacher being physically active and smart but there are problems with physical education teachers having too many classes to teach in a week/day and very large classes that makes so difficult to determine the teaching strategies and methods especially at the secondary level. Sometimes there is a lack of respect from others about the profession of physical education. Therefore, the strategies and other important thing is mentioned in physical education positively for the effective teaching learning process task to be accomplished. There might have been so many problems that hinder physical education teachers to not implement the teaching and learning process effectively. This is supported by Deborah Wuest (1994), "secondary school physical education programs have been criticized by the public and professionals. Criticism has focused on the worth of the subject matter, the outcomes realized, the manner in which the program is conducted, and its contribution to the education of students. Unfortunately, this criticism obscures the fact that there are many outstanding programs of secondary school physical education being conducted throughout the nation. Dedicated teachers work hard toward achieving the desired outcomes for their programs.

Using a variety of approaches that adhere to the basic tenets of curriculum and instruction and are sensitive to the context in which they teach." Lack of proper facilities could be one

problem for physical education teacher to teach physical education lesson. Physical education learning experience becomes more memorable through the proper use of supplementary teaching aid; each teacher should have a variety of good instructional materials and teaching equipments. All such materials should assist students to learn and should not be used as means of entertainment where properly used such aids can increase the depth and speed of teaching learning activity with physical education lesson.

With regard to the above statements, Horne (1985) noted that "physical education program needs dictate the quality and quantity of needs dictate the quality and quantity of facilities needed." Also he describes that any discussion of classroom organization must begin with some attention to resources and facilities that specific set up demands for its implementation .when there is no lack of equipment and materials that appear geographically to the understanding of the people, teaching cannot be challenged indeed.

According to Mitzel In Azeb,(1998) in some high schools the shortage of facilities are very real. They also explain that there remain many communities and institutions with the most limited facilities. On the influence that shortage of facilities can play claim they further suggests, when facilities are lacking or merge as in innumerable schools, then class in physical education are held in classrooms corridors and basements. Such places limit the program and when facilities are lacking children do not learn the skill and coordination that is essential for their development. Time allotment for physical education is also a problem for PE teachers in Practical lesson.

Bucher and Koeing (1974) suggested that the time advantage can be achieved by long period. So, time allotment is one of the most important factors that influence the students during physical education lesson to participate efficiently.

Knapp and Leonhard (1968) stated that "on a daily period requirement it the developmental and skill need of students is to be meeting with reasonable adequacy that is to say it will help to form a basis for further involvement in worthwhile activities." Therefore according to the above sentence, the period allotted for physical education can affect the students' participation in physical education lesson for them to be effective. So that the long the time allotment the higher the students to participate in activities of physical education lesson.

With regard to this Knapp (1968) noted that physical educators are almost unanimous in the believes that a daily period is required in both elementary and secondary schools of the

development, recreational, and skill needs of young people are to be met with reasonable adequacy. Not all physical activity needed for health growth and development can be provided during one school period daily. This is because of the shortage of time and for involvement all students within the given time is not enough. Physical educators lessen, it is an interesting subject to be played in competitions where as in schools with both sexes. But in school areas there are certain teaching and student interest problems which require special methods.

According to Bucher and Koenig (1974) stated that: "The problems are method of dividing between the teaching of game skill and the actual playing of the game itself and problems in the method of specifying certain positions on team sports and method on the problem of providing opportunities for creative thinking." Therefore in order to make the teaching and learning process effective, class organization and the method that the teacher is going to use is the key to success for students to involvement in learning physical education lessons effectively.

2.9. Factors affecting student involvement in learning physical Education.

It is clear that student's participation in physical education classes could be affected by different factors some of them are discussed below.

2.9.1. Method of teaching

Methods that teachers use on physical education classes can affect student's involvement. There are many valuable teaching methods however, there is no one best method which will assure a major success. Regarding this Harmer (1991).

A selected method will not always work; new techniques and methods combinations must be created for new situations state that each teacher must find his /her own best teaching method. These will depend up on the results he/she wishes to accomplish. The capabilities needs and interests of each individual in the group. The above qualification indicate that student confidence relies on the teachers selection of appropriate method of teaching to motivate his /her students in physical education some suggested methods are discussed.

2.9 .2. Involving students in class room activities

Undoubtedly, involving in the class room activities during teaching learning process affects student's involvement. According to Morgan PJ,(2008) Learners involvement in decision. To making has positive impact on their participation it is clear that the above quotations in involving students in the class room decision making helps to arouse students interest and

build confidence in their learning” .There for making all students involvement in the physical education teaching learning process can serve as a means of motivating for effects.

2.9.3 Introducing variety and Novelty

It is better saying, that introducing varying and something interesting participate students towards learning ‘varying the teaching approach may make rather uninteresting subject in teaching. Ojoje (2000) in doing whatever activities in the classroom, it is use full for the teacher to vary the procedures they follow. And also as a variety is the spice of life changing activities, contents or methods frequently could arouse students’ motivational involvement in teaching learning process.

2.9.4 Providing feed back

According to many scholars, feed is major source of students involvement in any form of learning. people usually like to “know what they have done wrong and they generally will come constructive advice on improving the performance “For many years , researchers have found out that positive feedback in changing pupils is behavior” Nunan,(1999) Therefore , it is possible to deduce from the works of different scholars that giving appropriate and positive feedback to students is an important activity affairs. It includes the management of facilities purchase and care of equipment, supervision of personnel, along with complete development of physical education which promote could their participation learning physical education under discussion.

2.9.5. Physical condition of the school.

Physical condition of the school play a great role on student’s activity and responds to teachers to one another and to their students according to the comfort they feel in their surroundings. Administration (improper) lack of equipment and supplies the school physical education program plus the school sites may have a great impact at teaching learn process of physical education. Therefore, it is not only schools that have been identified as having a key role to play, but it is also apparent that physical educators are becoming more accountable than ever before as their role continues to evolve and they pursue opportunities to facilitate activities that engage students and provide education on lifestyle choices and healthy behaviors. Schools are learning environments with the capacity to equip students with these attributes; however, it is the quality of the programs in schools that will ensure that young people are given the opportunities to become physically-educated individuals

Lee Burgeson, Fulton, & Spain, (2007). Morgan and Hansen (2008) pointed out that barriers within schools that restrict teachers providing physical education programs have been classified as either institutional (outside the teachers' control) or teacher-related (arising from the teachers' behavior). The simplicity of this classification enables it to be applied to both primary and secondary school settings.

As Kasente (2000) examined that, with related to school the total working environment, distance to school, teacher attitudes, and teaching practice, gender basis in curricula and classroom culture all affect students attainment and persistence in schools.

Therefore school could be the other factor for the low involvement of students in teaching learning physical education. Since the school working environment, distance, attitudes of the teacher and other related factors are engaged in school problems.

2.9.6. Administration

Administration refers to the management of all department affairs. It includes, the managements of facilities, purchase, and care of equipment, supervision of personnel, along with complete development of physical education program.

According to Horne,L,(1985) states various definitions of administration contain the following elements such as achievement of objectives and goals ,coordination of efforts ,effective utilization of resources ,motivation ,interaction and supervision .there for ,he has emphasized that the critical factor in promoting excellence in physical education program has been the quality of the head administrator. One can see at every corner of program being processing with good leaders. To sum up this idea the researcher wants to add his point of view.

2.9.7. The school site

In order to secure for students and to facilities in teaching learning process the proper school sites are necessary .According to Hackensith CW (2008), Secondary schools site should contain a minimum of seven acres of level land. He also states that the place where it is impossible to secure school sites which are level, grading should be done to provide a level area for plying game. loss of balls, which results ,for example ,the area needed for school site should be based up on the requirements needed for various types of activities in physical education program rather than up on a random decision for selective the sites.

2.9.8 Equipment and supplies

In order to secure the development of physical or mental strength and social and moral qualities of children, which may be gained through well-directed physical activities certain spaces equipment and supplies are necessary. Morgan (2009) defined equipment as those materials ,which are relatively permanents ,like balance beam , climbing ropes, climbing tree , plate from side, bars ,bladder etc .In contrast and applies are those articles which are replaced frequently ;like balls ,whistle ,softball, stop watch, scare book etc. care must be taken in selecting equipment and schools should construct those equipment which are helpful in physical development .

Physical education learning experience becomes more memorable thorough the proper use of supplementary teaching aid .Each teacher should have a variety of instruction material but should remember that the more exposure to them will not ensure learn .All such materials should assist students to learn and should not be used as a means of entertainment .When properly used such ideas can increase the depth and speed of teaching –learning activity. Every secondary and preparatory school should have on hand an adequate number of equipment and supplies required for the activities included in the program. Equipment or apparatus should use equipment only during periods when there is supervision otherwise the student might have been exposed to dangers.

2. 9.9 Time allotment

It come of the factor that affect physical education program .The time given for the program should take the need as well as the capacity of the students .as we know students are not often in a position to express their feeling so a teacher should take care of in the allotment of Time different authors suggests more or less a different length of time per day, however, all of them agreed in one point .That is in secondary school all students should have daily period ,if the physical and social object tries to be meet with reasonable adequacy Lonsdale et al. (2013)

Regards with time allotment Enquirer and suggested ‘‘how long should the daily period be ?since five minutes at start and the minutes at the end are needed for dressing and showering, the longer the period the higher the percentage of time available for physical activities.

2.9.10. Class size

The types of class size may highly affect student’s involvement in physical education teaching learning process. According to Siedentop (2011) physical education class should be limited

to 30 students and 40 should be regarded as maximum .. An undesirable lock-step program which pays little or no attention to individualization of instruction can accommodate large number in small space .command response teaching in which all members of a group responded with a definite movement to a teacher command puts little effort on small classes.

2.9.11 .Pedagogical capacity of the teacher

Teaching techniques is an expression of the teacher pedagogical fact fullness in relation to his stated philosophy objectives and is being given much attention in today educational program .In addition teaching style is reflected in his method at teaching and his class organization and management. Thus, teacher is the corner stone in learning and teaching, and the most important factor in education process. Teachers should develop the capacity to draw on diverse models of teaching to provide positive and active learning opportunities for students that cater for all learning styles and develop the cognitive, affective and the psychomotor domain Jenkinson and Benson,(2010) . As Hastie (2011) stated that ,it is very difficult to find a pattern among successful teachers, where as there are many ways to be a good teachers just as there many ways to be interesting .Arguments have raged over, whether a teacher ‘‘good’’ because he is proficient in his subject matter knowledge of pedagogical. Some critics of education have contended that being a good scholar is sufficient qualification for being a good teacher likewise. it is well know, that teacher is something more than a good technician .Obviously ‘‘the best teacher is this who do not only know what he it taking about, but who also know how to share his knowledge and how to help others discover for themselves the knowledge can provide. In general the pedagogical capacity of the teacher plays a great role towards physical education. But if it is not implementing accordingly it makes problem in teaching –learning process.

2.9.12 Attitude of the teachers

As many scholars explained that the attitude of teacher in very important towards physical education students .According to Morgan , Hansen .V (2008) the achievement of the aim of physical education ,the success and values of the work ,depend on the teacher. Carefully graded lesson plans may form a basis for the work, but it is the teacher alone who know her/his particular class and its needs and abilities, and who girls emphasis to the work for any lesson he/she must be mentally alert thinking ahead for the best and quickest arrangement of

class activities, looking for signs of failing interest and changing an activities accordingly. To strength the above mentioned ideas, if the teacher has positive attitude towards physical education and the student, students can be motivated toward the lesson. Whereas, if the teacher has negative attitude no doubt that he may de motivate students.

2.9.13. The attitude of the learners and cultural influence.

As acquaintance with the literature of sociology grows, the impression strengthened that this is analysis of study of cultural significance .sport and physical reactions activities belong with the art of humanity .Such activities have formed a basic part of all cultures, including all racial groupies and all historical age Kim, Jinhee & Taggart,A,(2004). The students cultural background also influence the teaching –learning activities of physical education at a given school. Because student came to school with different cultural behavior towards physical education .some student may not be positive, while, the teacher processing. The lesson on the field or in the classroom, some of them may also feel shame; fear .shinning especially female learners .In general teaches should know the cultural attitude of the students when they teach students who have different cultural point of view. Unless, teaching physical education is very difficult in a given period of time.

2.9.14. Motivation

Motivating students is one of the essential tasks physical education (PE) teachers have to face in regular PE classes. PE teachers have to apply motivational strategies to engage unmotivated students and to sustain motivation in already engaged students. This effect, a recent study by Viira and Koka (2012) showed that participation in afterschool physical activity programs has a positive effect on students' self-determined motivation in PE. In line with these results, Barkoukis et al. (2010) found that out-of-school sport participation predicts task and ego achievement goals in PE students. displayed that activity choices for students lead to higher autonomous motivation levels and (objectively measured) physical activity levels in students during PE class.

2.9.14.1 Motivational Factors

Factors that impact students' motivation in PE may be divided into internal and external aspects. Internal factors contain individual characteristics (e.g. age, gender, school grade level, ability level, physical attributes), dispositional variables (e.g. attitude, perceived competence,

task and ego orientation, goal orientation, intrinsic motivation), and individual situational variables (e.g. sport practice during leisure time, motives for sport participation, perceptions of success) Blanchard et al, (2007) Cloes, (2005). External factors include environmental situational variables (e.g. motivational climate of the class, teacher's expertise, school characteristics, social environment, parents' involvement, providing choice), and contextual variables (e.g. PE curriculum, comprehensive intervention or PE programs, organized sports programs, PE teachers) Xu & Liu, (2013). Situational variables may refer to a single teaching period or pattern in particular PE classes, whereas contextual variables may relate to domain specific aspects of PE. This structural distinction also implicates that variables underlying both factor categories may be equal in terms of terminology and construct, but may differ in measurement strategy and research focus. Furthermore, motivational constructs may account for diverse factor categories. For instance, constructs such as attitude or even motivation itself can account for dispositional, situation , or contextual categorization.

3. MATERIALS AND METHODS

3.1. Description of study area

SoroWoreda is one of the eleven Woreda in Hadiya Zone, SNNPR. The Woreda shares boundaries with Limu Woreda, DunaWoreda in East, and Kembeta Tembaro Zone in South and Gibe River and Oromiy Region in West. The Woreda is astronomically located between $7^{\circ} 15'N$ and $7^{\circ} 25'N$ Latitudes and between $37^{\circ} 32'E$ and $37^{\circ} 46'E$ longitudes. In terms of administration, SoroWoreda is subdivided into 49 rural and 3 urban Kebeles. Its main town, Ginbichu, is located at about 262kms South West of Addis Ababa, and 178kms North West from Hawassa (the capital of the region) and 32kms from zonal Hossana to the south (DWARDO, 2013) page 32.

3.2 Research design

The researcher would use quantitative approaches and qualitative approaches. The qualitative approach is more suitable to collect the actual data from the respondent. It is very important to offer detail analysis and description and represent non numerical data representation. Qualitative data includes those are primarily collected through observation. Quantitative data includes objective items through the questionnaires

3.3 Population of the study

The design of the study was descriptive. The method is appropriate to describe, understand and define the educational problems of factors affecting students' involvement in learning physical education. The survey method was used to collect information related to factors affecting students' involvement in learning physical education. The purpose of this study was well suited both qualitative and quantitative research methods; factors affecting students' involvement in learning physical education.

3.4. Sample size and sampling techniques.

In this study the researcher selected Abuna and Jajura secondary school. For this study grade 9-10 students and physical education teachers were taken from the school. The total of 4 physical education teachers in the school were taken as a sample of the study by using systematic random sampling method and was taken as a source from the school. From the total number of grade 9-10 students ($N=350$) and the sample fraction ($SF=4$) therefor from the list alphabetical order every 4th of the number of population would be assigned as a sample.

$k=N/n=350/4 =88$. Where N=the population size, n=the sample size, K=sample interval. Therefore 88 students were taken as a sample of the study by using systematic random sampling method. Totally 88 respondents were selected from both school. Maximova and Krahn (2010) G.Silove et al (2007)

3.5. Data gathering tools

Methods of data collection relatively dependently on standard questionnaires would be prepared. However, to identify factors affecting students involvement learning physical education. The researcher modify in relation to study for that matter the researcher test the reliability and the dependability. For the purpose of data collection the researcher would use open-ended and closed-ended questionnaires. Regarding qualitative data the researcher would prepare checklist for collecting pertinent information from key informants and the researcher observe student's involvement learning physical education and collect information using checklists is selected schools.

3, 5.1.Questionnaires

Questionnaire is use extensively in educational research to collect information that is not directly observable. This data collection method typically inquires about the feelings, motivation, attitude, performance and experience of individuals. Even though most of the questions are close ended, some open ended questions are parts of questionnaires for students. The questionnaire would design in English, while the data would collect, students in order to avoid ambiguity.

3.5.2Observation

Observation is one of the data gathering tools which are employ in this study the researcher used class room and practical observation. As to; Best and the information obtained through observation is more accurate, valid and reliable than any information gathered through other means. The purpose of observation is to have a clear picture about how teachers implement their plan and to get information about the overall activities of the students.

3.5.3 Pilot test

Necessary questions would set and then pilot test would be used to check the appropriateness of questionnaires. The questionnaires would administer for 20 students from Jajura and Abuna Secondary School factors affecting student's involvement Learning physical education. The

necessary correction and modification would not be made on prepared questionnaires based on their responses during the pilot study.

Based on the response obtained from the pilot study, correction and revision would be not made in order to avoid ambiguity of the questionnaire items and to maintain the validity and reliability of the questionnaires.

3.6 Methods of data analysis.

After the data would be collected from primary source it would be checked and in-house editing will be undertaken to detect errors that has been committed respondents. Moreover; both qualitative and quantitative methods of analysis techniques will be employed.

To do this the response of each respondent would be organized and presented on a table in which way that they represent the same group of response to a number of specific problems presented. Then, they are used (SPSS) version-16 so that they describe the characteristics of the respondents and the magnitude of each problem.

3.7 Ethical considerations

In the process of the study the following ethical issues were seriously considered. First of all the respondents were provided information regarding the objectives of the study. And ethical issues related ahead of data collection activities. Secondly, the provision of information would totally depend on the willingness of the respondents and they were not forced to give information they do not want to. Moreover, all the information obtained from the respondents would be confidential. More importantly, the researchers were told not to write their names on questionnaire papers.

4. RESULT AND DISCUSSION

This chapter deals with data interpretation and analysis of the study. The data were collected through questionnaires, and observation checklist from students and teachers. Here the data is presented in tables and analyzed using frequency and percentage in order to give full information about the study.

4.1 students and teachers profile.

Table 1 ; Characteristics of the Teachers Respondents.

Items		Frequency	Percent
Sex	Male	4	100.0
	Female	-	-
	Total	4	100.0
Age	22-25	2	50.0
	26 -27	1	25.0
	28-30	1	25.0
	Total	4	100.0
Education status	Degree	4	100.0
	Master	-	-
	PhD	-	-
	Total	4	100.0
Experience	0-3	-	-
	4-6	2	50.0
	7-10	1	25.0
	16-18 above	1	25.0
	Total	4	100.0

As show on the above table 1,the respondents were female 0% and 100% of the respondents were male. Regarding to qualification of the physical education teachers are first degree holder and on respondents with qualification below first degree and above first degree.

Table 2 ; Characteristics of the Students' Respondents

items		Frequency	Percent
Sex	Male	65	73.9
	Female	23	26.1
	Total	88	100.0
Age	12-15	57	64.8
	16-17	31	35.2
	17 and above	-	-
	Total	88	100.0

According to this student profile 50(58%) of respondents are jajura student, and the remaining 38(42%)of students response is Abun. Regarding to the age of the respondents there is no respondent 12-15, 57(64.8%) of the respondents are b/n 16-17years, are 31(35.2%) of the student response, and 17 years and above no respondents.

4.2 Interpretation and Analysis of Student Response Closed Ended Questionnaires

No	Items	Alternate	Frequency	Percent
1	The methods of presenting the lesson by teachers are interesting	.Agree	32	36.4
		.Disagree	56	63.6
		Total	88	100.0
2	1 The physical education teachers provide appropriate feedback	Agree	34	38.6
		Disagree	54	61.4
		Total	88	100.0
3	The contents that physical education teachers present are attractive.	Agree	28	31.8
		Disagree	60	68.2
		Total	88	100.0

According to the above table most of the students which 36.4% of them respond as agree, 63.6% of them respond disagree so here we can say that most of the students concluded that the methods of presenting the lesson by teachers are not interesting.

That may cause less methods of presenting the lesson of physical education for students. The above table shows that most of the respondents are 61% of the total sample population responded disagree, physical education teachers cannot provide appropriate feedback and others 38.6% of them respond agree, teachers provide appropriate feedback. So this implies that the physical education teachers cannot provide appropriate feedback in teaching physical education session demonstration ability of teachers during practical session were somewhat poor, according to the majority respondents

The above table indicates 31.8% of the students agree that their physical education teachers present attractive content. But 68.2% of the students do not agree in the attractiveness of the content of that physical education teachers present. unless the content are not attractive it will be difficult to teach physical education. Because if the contents are not attractive the students will not pay attention and also they will feel bored while learning.

	Items	Response	Frequency	Percent
4	what do you think regarding about the distribution of physical education teaching materials?	Sufficient	23	26.1
		Insufficient		73.9
		Total	88	100.0
5	Do you think large class size affects your class room participation	Yes	57	64.8
		No	31	35.2
		Total	88	100.0
6	Do physical education teachers use supportive teaching aids?	Yes	23	26.1
		No	65	73.9
		Total	88	100.0
7	The main problem that students faced to have low involvement in learning physical education.	Culture	42	47.7
		Economy	9	10.2
		Attitude	26	29.5
		Family	11	12.5
		Total	88	100.0
8	Do you think the teachers are qualified in teaching physical education.	Qualified	25	28.4
		Not qualified	63	71.6
		Total	88	100.0
9	How about your attitude towards learning physical education?	High	11	12.5
		Low	57	64.8
		Medium	20	22.7
		Total	88	100.0

The above table indicates 64.8% of students responded that materials are not sufficient in the school to teach physical education, 35.2% of students responded the teaching materials are sufficient in the school to teach physical education. unless teaching materials are not available it is very difficult to teach physical education in the school. Because the students will not be addressed the necessary information that they should know from that lesson

As above table indicates that 64.8% of students responded that large class size as it own negative impact on teaching learning process of physical education 35.2% of students responded that large class size is not negative impact on teaching learning physical education, Therefore, from the majority point of view it is very difficult to teach physical education in large class size students. Because it may cause problem for the teacher to control and problem of addressing materials.

The above table show that 26.1% of respondents suggested that the physical education teachers employ supportive teaching aids in the physical education class. However 73.9% of them did not agree with their teachers making use of teaching aids in physical education classes. Unless the teacher use supportive teaching aids the students will not understand lesson easily as expected and it can result in negative impact in teaching learning physical education. As shown in the above table 47.7% of the students respond culture , 10.2%of students respond economy, 29.5% of students respond attitude and 12.5% of the respondents respond family ,Culture is a problem which can be a reason for students to have a low involvement for physical education lesson. So that according to this family, culture, attitude and economy related problems could be a factor for the hindrance of student involvement in learning physical education in Jajura and Abun secondary school.

The above table indicates 28.4% of the respondents agreed in the qualification of the teachers to teach physical education. But 71.6% of the respondents complain that their teachers are not qualified in teaching physical education. So qualification of the teachers is very crucial in making students to have the necessary knowledge in the subject. Because if they will not have necessary knowledge and also they lack accomplishment of adjectives expected from physical education lesson.

The above table indicates 12.5%of the respondents have high attitude towards learning physical education. And 22.7% of the respondents have medium attitude towards physical education. But the majority 64.8% of the respondents have low attitude towards physical education. so from the majority point of view most student are learning with having less attitude towards physical education. so we can say that low attitude have its own negative impacts in teaching learning process of physical education .

4.3. Interpretation and Analysis of Teachers Response Closed Ended Questionnaires.

	Items	Response	Frequency	Percent
10	Did you agree that student interest can be affected by the culture, teaching methods and class size?	Yes	3	75.0
		No	1	25.0
		Total	4	100.0
11	Did you take any measurement to change attitude of students towards learning physical education?	Yes	1	25.0
		No	2	50.0
		Lack of professional	1	25.0
		Total		100.0
12	Do you think that you have adequate teaching station and play ground.	Yes	0	00.0
		No	4	100.0
		Average	0	00.0
		Total	4	100.0
13	/The Period Allotted for Physical Education is enough	Yes	1	25.0
		No	3	75.0
		Total	4	100.0
14	The school has enough places to teach physical education lessen.	Yes	1	25.0
		No	3	75.0
		Total	4	100.0
15	How many number of students do you get in each class.	40-60	-	-
		60-70	-	-
		70-80	-	-
		Above 80	4	100.0
		Total	4	100%

As shown in the above table 75% of the teachers responded yes and 25% of them said No. so it indicated that majority of the teachers agreed with that of interest and motivation of student involvement to physical education can be affected by their culture, teaching methods and class size.

As indicated in the above table 25% of the teachers responded it is because of material, 50% of them respond it takes more time and 25% of the teachers responded that there is no enough place to take any measurement in order to change students attitude towards learning physical education involvement.

The above table indicates that 100% of the respondent teachers complains that they have no adequate stations and play ground. so from the majority point of view one can say that shortage of stations and play ground has its shown impact in teaching learning process of physical education .Because if there is no sufficient play ground and teaching station they may not perform or accomplish the activity as expected. so it can result in less fulfillments of the lesson objectives.

As indicated in the above table 75% of the teachers agreed to the period allotted for physical education is not enough but 25% of them regarded that it is enough. It implied that the allotment for PE were not enough to teach physical education were agreed by almost majority of the participants.

The above table shows that most of the respondents are 75% of the sample population replied that, there is no enough place to teach physical education lessen, but the rest 25% of them responded that there is enough place to teach physical education.

This indicated that because of the school had no enough place to teach physical education, students were far from learning physical education

According to the above table 100% of the teachers have got large class size (above 80). So from the majority point of view large class size has its own negative impact in teaching Learning process of physical education.

	Items	Response	Frequency	Percent
16	who pay more attention and participate the activities in instructional period?	Bigger one	1	25.0
		Smaller one	3	75.0
		Both	-	-
		Total	4	100%
17	what types of method do you use in teaching physical education.	Command method	1	25.0
		Grouping method	3	75.0
		Circuit training method	-	-
		Total	4	100.0
18	what is the criteria you take for grouping students.	Age	2	50.0
		Sex	-	-
		Capacity	-	-
		Sex and Capacity	2	50.0
		Total	4	100%

According to the above table 25% of the teachers recognized the bigger students pay more attention and involvement the activities in instructional period. Here the 75% respondent realized that smaller ones have little awareness and give less value towards physical education. So one can say that age has its own impact in students' involvement during physical education lesson.

The above table indicates that 75% of teachers use grouping method in teaching physical education. Because it can make students to involvement in learning physical education. But it is very difficult where there is no play ground and equipment's. As a result student may not accomplish expected lesson objectives. So one can say that method of teaching has its own factor in teaching process of physical education.

According to the table above 100% of the teachers use capacity and sex as a criteria for grouping students. Because it makes students to be transparent to each other during

performing the activity. And also they can perform the activities which need students to be in pair. From this one can say that the criteria have its own factor in teaching physical education.

4.4 Interpretation and Analysis of Data Obtained from Teacher and Student with Observation Checklist

1. Does the teacher give equal opportunity for boys and girls during physical education lesson?
 - When the subject teacher gives the lesson he was mostly appreciate and boys rather than girls. This was observed by the researcher during the practical lesson.
2. Does the teacher show the practical work well?
 - Physical education teachers need to be as a role model but sometimes with the practical part it seems to be less interest. So this was the main problem for students that if they didn't get good demonstration they will be expelled through the class. So the research observed there were no good interest was taken by PE teachers.
3. Does the teacher use different material and teaching aid?
 - During the observation time most of the teachers were not used practical materials as long as the subject teacher meet his students always he used nothing except whistle and some balls.
4. Does the teacher give feedback for student s while they work?
 - At the research observed sometimes teachers give feedback at the end of the practical class but majority of students who get such feedback were boys
5. Does the teacher give correction at the right time?
 - Sometimes the teachers were given such correction with hot feeling and also by insulting the students that may affect their participation.
6. Does the teacher wear appropriate close?
 - Some teachers wear appropriate sport close that is why some students also get into field with trouser careless.
7. Does the teacher motivate students?
 - Some teachers try to motivate during practices session for female students but the rest were not interested to motivate the students to participate.
8. Do female students are interested to participate in physical education lesson?

- It is not easily observable to understand female interest but sometimes females when they are coming to the field of play they delayed and also ask permission to not participate in the exercise.

9. Does the playing field for practical are well constructed?

- The school compound had a good football field and volleyball field of play but not other field.

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter deals with summary, conclusion and recommendation of the study.

5.1 Summary

The study was to investigate the factors that affecting students, involvement in learning physical education in Jajura and Abun secondary school of Soro Woreda.

In this study the following basic research questions were carried:

1. Identify the factors affecting students involvement in learning physical education.
2. To examine the attitude of the students towards in learning physical education.
- 3 Suggest possible measurement and forwarding the necessary recommendation for concerned bodies

The study employed for both quantitative and qualitative research approach and it was conducted in jajura and abun secondary school grade 9-10th students.88 students were selected using systematic random sampling method, 4 subject teachers as a source of the study were selected purposively.

The data collected was analyzed using percentage and word, and then based on the data analysis the following major findings were obtained.

- Most of students showed the methods of presenting the lesson by teachers are no interesting. The shortage of teaching materials and equipments for physical education lesson has been also reflected by the students' as problems for the low involvement record in physical education. Physical education teacher, and students relationship with the view of students were also on somewhat have a gap.
- The teachers put themselves as poor measurement takers to change the students' attitude and motivate for enhancing students involvement in learning physical education. The period allotted for physical education was also seen as a problem for both students and teachers to give the teaching learning process effectively in physical education lesson. Student were agreed to the idea that may physical education teachers were not allowed students specially females to involvement in physical activity. The feeling of students concerning physical activity can be shown with most of them as it causes injuries.
- To change the lack of interest and to improve students' Involvement in learning physical education, they show their interest with creating awareness and doing

regularly physical activities. The period allotted for physical education was also seen as a problem for both students and teachers to give the teaching learning process effectively in physical education lesson

5.2 Conclusions

- Physical education teachers did not used different teaching methods and mechanisms to motivate and improve students' experience in teaching physical education lesson.
- The school compound had no adequate material and facilities to give Physical education lesson properly that was a major problem for students involvement in learning physical education wisely. The teaching learning process of physical education has been affected by lack of materials and large class size.
- The students' and parents have low attitude towards learning physical education. In their schools many students do not pay attention because of lack of awareness about physical education. Students were also affected by culture and socio economic factors which hindered to involvement freely in learning physical education.

5.3 Recommendations

Based on the findings the following recommendations were forwarded to solve the problem of the study.

- There should be enough time allotted for physical education class in order to address the necessary information and to make students accomplish expected lesson objectives. Many students should be informed about the value of physical education which makes them to pay proper attention in teaching learning process of physical education.
- The method of presenting the lesson should be attractive according to class situation and condition. And it should also be adjusted in accordance with students' interest needs and capabilities. It is also better if teachers provide constructive and appropriate feedback for students which can make them improving their performance. Because people usually want to know what they have done wrong or correct. The teaches are expected to make their students to have attitude towards learning physical education by providing them the value of physical education. And also they should know students cultural back ground. It is better for the teachers to use supportive teaching aids to make the lesson more memorable by the students.

- To increase students' involvement in learning physical education lesson, the school should prepare and have adequate materials and facilities. Physical education teacher should be a role model for their students and motivate students involvement in learning physical education by giving more time. students should to be aware of the importance of physical activities and their safety procedures.

The community should encourage students' involvement in learning physical education lesson.

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7 APPENDICES

Appendix I

This questionnaire is filled by students. The questionnaire is to identify the problem that may affect students' participation towards learning physical education and to forward possible solutions for future action. Therefore, your valuable suggestions are very important to identify the problems and to recommend the possible solutions, so please request your kindness in filling questionnaires as much as possible.

Thank you in advance for your cooperation!

Directions

- Please indicate your response by circling "o" according to the instruction provided there, for open-ended question(s) write your short response;
- Dear respondent, upon completing this questionnaire, you are kindly requested to return it to the researcher.
- Writing your name is not necessary;
- School _____
- Sex 1 Male _____ 2 Female _____
- Age 12year _____ 13year _____ 14year _____ 15year _____ 16-17year _____

1. The methods of presenting the lesson by teachers are interesting.

- A. Agree B. Disagree

2. The physical education teacher's provide appropriate feedback.

- A. Agree B. Disagree

3. What do you think regarding about distribution of physical education teaching materials?

- A. Sufficient B. Insufficient

4. Do you think large class size affects your class room participation?

- A. Yes B. No

5. Do physical education teachers use supportive teaching aids?

- A. Yes B. No

6. The main problem that students faced to have a low involvement in learning physical education.

- A. Culture B. Economy C. Attitude D. Family

7. Do you think the teachers are qualified in teaching physical education?

- A. Qualified B. Not qualified

8. The contents that physical education teachers present are attractive.

A. Agree

B. Disagree

9. How about your attitude towards learning physical education.

A. High

B. Low

C. Medium.

Appendix II

This questionnaire is filled by teachers. The questionnaire is to identify the problem that may affect students' participation towards Learning physical education and to forward possible solutions for future action. Therefore your valuable suggestions are very important to identify the problems and to recommend the possible solutions, so please request your kindness in filling questionnaires as much as possible.

Thank you in advance for your cooperation!

Directions

- Please indicate your response by circling "o" according to the instruction provided there, for open ended question(s) write your short response;
- Dear respondent upon completing this questionnaire, you are kindly requested to return it to the researcher.
- Writing your name is not necessary;
- School _____

1. Sex 1 Male _____ 2 Female _____

2. Age A. Below 22 _____ B. 22-25 _____ C. 25-27 _____ D. 27 and above _____

3. Marital status A. single _____ B. Married _____ C. Divorced _____

4. Education status A. College level 10+2-10+3 _____ B. University level 1st degree _____
C. 2nd degree _____

5. Teachers experience in teaching A. 4-9yer _____ B. 6-9yer _____ C. 10 years above _____

1. Did you agree that student interest and motivation can be affected by the families, culture, teaching methods and class size?

A. Yes B. No

2. Did you take any measure to change attitude of students towards learning physical education?

A. Yes B. NO C. Lack of professionals

3. Do you think that you have adequate teaching station and play ground?

A. Yes B. No C. Average

4. How many number of students do you get in each class.

- A. 40-60 B. 60-70 C. 70-80 D. above

5. Who pay more attention and participate the activities in instructional period?

- A. Bigger one B. Smaller one C. Both

Give your ideas or reasons for the above question you answered

6. What type of method do you use in teaching physical education.

- A. Command method B. Grouping method C. Circuit training method

Give your ideas or reason for the question you answer at number 6

7. What is the criteria you take for grouping students.

- A. Age B. Sex C. Capacity D. B and C

8. Do you think weekly period allotment is enough for physical education class?

- A. Yes B. No

9. The school has enough places to teach practical class. A. yes B. No

Appendix III

The objective of this observation check list is to get additional information on the study area.

No.	Item	Yes	No
1	Does the teacher give equal opportunity for all students in learning physical education class?		
2	Does the teacher show the practical work well?		
3	Does the teacher use different material and teaching aid ?		
4	Does the teacher give feedback for students while they work?		
5	Does the teacher give correction at the right time?		
6	Does the teacher wear appropriate cloth?		
7	Does the teacher motivate students?		
8	Does students are interested to participating in learning physical education?		
9	Does the playing field are well constructed?		

