

**FACTORS AFFECTING QUALITY OF TEACHING PHYSICAL
EDUCATION IN CASE OF SOME SELECTED PREPARATORY
SCHOOLS IN NIFAS SILK, LAFTO SUB CITY
ADDISABABA, ETHIOPIA**

MEd THESIS

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**Factors Affecting Quality of Teaching Physical Education In Case of
Some Selected Preparatory Schools in Nifas Silk, Lafto Sub City**

Addis Ababa, Ethiopia

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MASTER OF EDUCATION IN TEACHING PHYSICAL
EDUCATION**

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As thesis research advisors, we hereby certify that we have read and evaluated this thesis entitled: **“Factors Affecting quality of Teaching Physical Education, In Case Of Some Selected Preparatory Schools In Nifas Silk, lafto Sub City Addis Ababa, In Ethiopia”** prepared under our guidance, by Teshome Tibebe Gebremariam, we recommend that it be submitted as fulfilling the thesis requirement.

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DEDICATION

This thesis is dedicated to my daughter Eididiya Teshome, Ruth Teshome whom I pay tribute at every step in my life

STATEMENT OF THE AUTHOR

First, I declare that this thesis is my genuine work and that all sources of materials used for the thesis have been acknowledged. This thesis has been submitted in partial fulfilment of the requirement for the MEd. Degree in "Teaching Physical Education" at Haramaya University. Brief quotations from this are allowed without special permission if accurate acknowledgment of source is made. Requests for permission for extended quotation from or reproduction of this manuscript in whole or in part may be granted by the head of the major department or the dean of the postgraduate program directorate when in his or her judgment the proposed use of the material is in the interest of scholarship. In all other instances, however, permission must be obtained from the Author.

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BIOGRAPHICAL SKETCH

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ACRONYMS AND ABBRIVIATIONS

NLSC	Nifas Silk Lafto Sub City
PE	Physical Education
PES	Physical Education and Sport
UNESCO	United Nation Educational Science and Cultural Organization
UNICEF	United Nation International Children Fund
WHO	World Health Organization
HPE	Health Physical Education

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ABSTRACT

The main purpose of this study was to find the key factors affect teaching physical education this survey type of study was conducted on three preparatory schools in NLSC Addis abaa.180 students was selected by using random sampling method selected from 900 students and also 6 physical education teachers, 3 school principals and 3 supervisors were selected in whole available method To conduct the study, qualitative and quantitative method were employed. The main instrument of data collection was questioners, interview and observation. The quantitative data collected through questionnaires were analyzed using SPSS version 21 software, and the qualitative data collected through observation and interview were analyzed by word. Significance differences between the respondents seeing that the result support or against the hypotheses formulated. Hence ,the findings of the study shows that , inadequate instructional time, shortage of teaching material, problems of large class size, lack of facilities and equipments, shortage of budget were claimed by majority of sample school respondents as factors that affect teaching physical education. Finally possible recommendations were forwarded based on the major findings so as to minimize problems encountered the implementation of teaching in physical education.

Key words:

factors, examination, implementation, physical education, Requirement challenge

INTRODUCTION

This section comprises background of the study, statement of the problem, research questions, scope of the study, significance of the study and objective of the study

1.1 Back ground of the study

The evolution of physical education, along with other educational professions reflected contemporary changes in society. Throughout the early twentieth century, there was sated growth of states passed legislation requiring physical education, however, shift in curricular emphasis were evident when wars occurred and when the reset of national reports were published for example as resale of bombing of pearl. The United States entrance into World War II, the emphasis in physical education shifted from games and sport to physical conditioning (Hasenkruger. H, 1969)

Education is also one of the fundamental elements for social, cultural and economic development of a country. In the light of this, federal democratic republic government of Ethiopia document of education and training policy (etp-1994)elaborates education enables individuals and society to make all- rounded contribution in the development process by acquiring knowledge ,ability, skills and attitudes hence, it is the main means to bring changes, strengthen the capacity to solve the individuals society's problems or problem solving capacity, attitudes, ability and culture starts from education of all level and it enable s get better change by diffusing science and technology in to the society.

Education is the presence of facilitating learning, or the accusation of knowledge, skills, value, beliefs, and habits.(Gorge Cronk, 2004), defines education as a wide distribution of courses which highlight the accusation of knowledge, understanding and evaluation of ideas the ability to think constrictively, creatively and the capacity to communicate effectively. Education provides effective means which direct and enable individuals to adjust him/her to social environment and full fill his/her responsibility

(Beaker,et.,al 1978), education and physical education are passing through a period of change and transformation from tradition roles to modern and purposive role in accordance

with the increased productive of today's world through competition and production there is a need for recasting the existing education programs keeping in the mind the totality and holistic nature of knowledge. This is very much true of physical education which is the education of the individual and his body in its true sense and in its entirety

The introduction of modern education to Ethiopian was not an accidental happening headed for certain extent, it was the outcome of the objective conditions in the country. The constrict ion of Ethiopian education system encompasses formal and non formal education. What is more, formal education has starting having different contents to be given since modern education was established in provinces monarch Halesilase dside's strong minded the education to take the first place in the national effort and work to understandable and carefully conceived programmed in which the school curriculum include French, history, Amharic Mathematics, Chemistry, Physics, Geography, and Gymnastic (S ylvaPankmeres,1955)in the past few years, the change made several times in curriculum was not given attention to physical education. It was to be organized on the actual life of Ethiopian pupils, as a result of this change in curriculum designed in(MOE 1994), and took the place in relation with the actual situation of the learner in the school, college and university of all over the country in consideration of physical education as one of the subject matter. Now days physical education is given due attention in the school developing the students psychomotor and healthy physical appearances. The government has given accurate emphasis to promote the quality of education in the country.

1.2. Statement of the problem

Physical education is such a unique field in schools, because it has many deferent aspects that need to be taken into consideration when running a physical education classes, students are not simply taught materials from the curriculum. They are required to understand it but physical education maintains more interactive atmosphere with students, collaboratively-learning, trying, creating improvising, leading, and following. The students are expected to achieve out comes such as understanding the knowledge in the curriculum, becoming competent in activities presented, and being able to apply those concepts to incorporate more physical activity and healthier lifestyle practice as they age. However, not all physical

education programs, in as planning, facilities and equipment, student populations etc...

Teachers at school are interested with responsibility of planning appropriate programs and activities that gives students the opportunities to develop and growth their psychomotor skills.

However, these responsibilities bring many problems that we physical educators must overcome so that our students receive the most benefit from our classes in contrary. The physical education classes are not applicable and effectively employed in the classroom. Moreover, the content which the teachers reported has a problem on teaching physical education. They complained about fruitless teaching of physical education. The main reason of failures of the students due to this, the current practice of quality of teaching learning process of physical education classes are not practiced effectively across Addis Ababa specially, NifasilkLlafto sub city very particularly in Frehiowt Number two Ginbot 20, and keftegha 23 Preparatory Schools. .

The researcher hypothesized deferent reasons that affect of teaching physical education such as sport lack of facility, equipment's, large class size, method of teaching, attention of school administrators, and supervision of school with community are the major challenges of teaching physical education in the schools. This study has examined some of the problems associated the factors affecting teaching physical education. Therefore, this study attempted to investigate whether the given hypothesis are true or not. In the line of the statement of the problems stated below, the following basic research questions are formulated.

- 1- What does quality of teaching physical education benefit students at this level?
- 2- What are the major factors affect teaching physical education class?
- 3- What practical solutions do teachers employ in teaching physical education?

1.3. Scope of the study

The study focused on examining factor affecting teaching physical education in case of some selected preparatory schools at Nefassilk Lafto sub city in Addis Ababa. It will be more useful if it incorporate the whole section in order to see the current practice in the

classroom, but because of time constraint, energy and financial problems the researcher did not take the whole section.

1.4. Significant of the study

The finding of the study is useful for the following four main interested group's student's teachers, supervisors and researchers.

To provide basic solution and suggestions how we help our students to learn physical education in theoretical and practical class

To identify the key factors that affect balance participation of all students in HPE practical class and theoretical class It will create an understanding to educational leaders, parents and others about school based sport benefits to the overall academic area.

It may also serve as a good indicator for further researches relating to issues of factors affect in HPE class. It will create an understanding of sport benefits to the overall academic arena.

For teachers it will help to evaluate their current practice in teaching learning process to make some adjustment and managing the appropriate techniques, practices in the classroom and in the field.

Supervisors - the findings help to make decisions to what extent are teachers successful in the process of dealing with physical education practice. It also helps to improve the teaching learning in physical education class.

Researchers also serve as a spring board for further researchers and studies.

1.5. Objective of the study

1.5.1. General objective

The main objective of the study was to examine factors that affect teaching physical education in case of some selected preparatory schools found in Nifas Silk Lafto sub-city, Addis Ababa.

1.5.2. Specific objectives

The specific objectives of the studies were:

1. To find out the problems of teaching physical education
2. To identify the major factors that affects teaching physical education class

3. To find out the appropriate measure that has great contribution to provide physical education
4. To explore how a teacher's instructional process competencies affect teaching and learning physical education.
5. To determine the qualities of good teaching that are best for instructional success of physical education.
6. To encourage parents, school community and stockholders to assess the teaching of Physical education at school level.

2. REVIEW OF RELATED LITERATURE

This chapter deals with review of related literature that included information surfed from internet, browsing deferent websites along with quote and paraphrase related reference materials in relation with factors that affecting teaching physical education

2.1. Professional Characteristics of PE Teachers

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

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

2.2. The Need for Specialist Physical Education Teachers

Physical education teachers deal with everyday. That is, how to deliver a quality physical education program with both skilled and unskilled students in the same class. Within the community, the considerable high school P.E. program that they are from some schools in the division have specialized physical education teachers and some do not. While trying to solve this dilemma, I will examine the possible weaknesses of a non-specialized physical education teacher and the effect they have on their elementary students. In relation to this, I will discuss the effect that the issue has on future physical education teachers and how it relates to planning and administration. Lastly, I will prop ose a possible solution to the problem (Sherman, A. 1989)

2.3. Measurement of Quality of Education

According to (World Bank, 1995).quality in education is difficult to define and measure. In the light of this, (Tegegn Nuresu 1998) expresses that, discussion on the quality of education usually focuses on level of pupils' achievement in examinations, parent satisfaction of the outcomes of education, relevant skill, attitude and knowledge acquired for life after schooling and the condition of learning environment. However,

some of these are subjective and hence, are difficult to measure. These are a number of indicators that contribute to the quality of educational provision. These are pupils/teachers ratio, class-size and quality of facilities and qualification of teachers. That's why; the education quality indicators framework examines a range of factors organized into four categories. Contextual factors: describe the economic and social forces that have an effect on the education system, but are beyond the direct control of the system. These include enrolment, socio-economic status, country of birth and language background, categories of special needs, and student mobility Input factors : describe the resources that go into the system. They include student attendance, support personnel, teacher's qualifications and experience, accessibility and use of instructional process factors: describe the activities resulting from the use and management of the input indicators within the school.

Among these process factors are teachers' professional development, Output factors: that describe students' development while they are still in school, and include students' attitudes and achievement results (<http://www.eqao.com>) Moreover, most public debates on the quality of education include concerns about a student's level of achievement, the relevance of learning to the world of employment or the social, cultural and political worlds occupied by the student. Frequently they often also include concerns about the conditions of learning, such as supply of teachers or facilities. In light of this, researchers have suggested that the concept of educational quality is complex and multidimensional (Grisay & Mahlck 1991). Argue that, the notion of quality should not be limited to student results alone but should also take into account the determinant factor which influence these, such as the provision of teachers, buildings, equipment, and curriculum. According to them, the general concept of quality of education is made up of three interrelated dimensions.

These are quality of human and material resources available for teaching (inputs), the quality of teaching practices (process) and the quality of results (outputs and outcomes). Thus, studies which set out to assess the quality of education need to treat these factors carefully. Some studies support assessing the quality of education by using simple measures of input to education (teachers, equipment, materials, etc). In general, according to Ross and Mahlck (1990) every society has certain explicit or implicit measure or status indicators of educational quality such as educational in

put and educational process. Therefore, the researcher of this study gives emphasis on input rather than output and *educational* process because input is easier and less costly to measure (Grisay and Mahlck, 1991)

2.4. Importance of Physical Education and in School Sport

National Statement on the curriculum future of health and physical education in Australia (ACHPER, 2009), physical education is emphasized as being an educational endeavour and experience, focusing on the provision of learning experiences that potentially have a key role to play in providing young people with skills, knowledge, understanding, values and attitudes that are fundamental to their health and lifestyles. Regarding to quality of physical education, National Association for Sport & Physical Education (NASPE, 2001) elaborates, child's intellectual growth cannot take place without having meet his or her basic physical needs. The curriculum for every child's preschool through high school experience should include an opportunity to participate in quality physical education programs and other health enhancing physical activity. In the same manner, in implementing a high quality course of study in physical education, (Reston, VA 2004) states that, policymakers are beginning to understand that physical education is as much an academic discipline as anything else taught in school a discipline that gives students some of the most critical skills, they need to be productive citizens of the 21 century.

Sedentary live activity and its negative consequences for future health consider health reel Activity has significant role in reducing risk factors associated with many chronic diseases. He suggested favourable relationship between physical activity and a host of factors affecting children's physical health, including diabetes, blood pressure, bone health and obesity. Furthermore, physical activity has been identified as enhancing health in physiological, psychological and emotional well beings .Similarly, PE promoting and fostering enjoyment of movement and motor skill confidence and competence at an early age helps to ensure healthy development and later participation in physical activity. Research evidence supports that children and adolescents who are physically active tend to become active adults. Physical activity increases fitness, improves muscle tone; aids respiration, circulation and dietary control, benefits digestion, promote rehabilitation after illness and has a positive effect on energy expend

iture and energy balance The positive effect of motor stimulation on brain and neural connections in early childhood and elementary education is a key influence on problem solving ability and academic achievement (NASPE, 2004) receptive.

(Bailey 2006) identifies that, there is now fairly consistent evidence that regular activity can have a positive effect upon the psychological well-being of children and young people. More specifically, he reported that the evidence is particularly strong with regards to children's self-esteem associated with regular activity that is crucial to reduced stress, anxiety, depression and well-planned and presented PES can contribute to the improvement of psychological health in young people .acted benefits that may arise by good value of children experiencing through physical activity in the context of physical education.

As (Bailey 2006) identifies that, physical activity has significant role in reducing risk factors associated with many chronic diseases? He suggested favourable relationship between physical activity and a host of factors affecting children's physical health, including diabetes, blood pressure, bone health and obesity. Furthermore, physical activity has been identified as enhancing health in physiological, psychological and emotional well beings. Similarly, PE promoting and fostering enjoyment of movement and motor skill confidence and competence at an early age helps to ensure healthy development and later participation in physical activity. Research evidence supports that children and adolescents who are physically active tend to become active adults. Physical activity increases fitness, improves muscle tone; aids respiration, circulation and dietary control, benefits digestion, promote rehabilitation after illness and has a positive effect on energy expenditure and energy balance.

2.5. Challenges of Teaching Physical Education

2.5.1. Textbooks

Authors have given different definitions of text books among these, the more comprehensive definition is given in the third edition of Encyclopaedia of educational research as cited by (Aggarwal 1982) text book is a teaching material commonly used as a means or tools to be used in different grade levels to help an instructional process. Similarly text books are purposely outlined material for teaching and learning process by the specialists' in the area and supplied with common instructional process. For this purpose, text book should be prepared from the available sources to realize the objectives of the curriculum according to (Aggarwal 1982) The process of text book preparation includes the following points. There are selection of content, organization of content presentation of content, verbal communication visual communication and learning assignment.

In connection to this, (Fuller and Clarke 1994) cited in (World Bank, 1995) Blackboards, chalk and textbooks are the most common and most important instructional materials in most countries. Almost all studies of textbooks in low and middle-income countries show that the books have a constructive impact on student achievement. However, the shortage of textbook causes constraints, which delay the level of learner academic achievement. This is especially true for children of low socio economic status whose family cannot afford books to buy. Ensuring that, each student should have the right to be provided with textbooks and workbooks of approved curriculum to be an important factor in reducing learning problems.

Textbooks facilitate not only teacher's actual teaching work by reducing the amount of time that has to be spent dictating or waiting while the students copy from the blackboard, but it also enables the children to work at their own pace, at home as well as in class (Schiefelbein, 1990). In light of this, (Lock Head et al. 1991) have stated that, textbooks are one of the most important instructional materials to enhance effective learning and enlightening the availability of textbooks in schools has a significant effect upon students' academic performance.

According to the (World Bank 1998), along with provision of textbooks, suitable consideration should be given to the quality of the textbooks in terms of relevance and utility to develop higher knowledge and better problem solving capacity of the learner.

Furthermore, without some basic inspiring inputs, particularly textbooks and instructional materials, almost no learning could be expected to take the place. So that the safest investment in educational quality is to make sure that there should be enough books and supplies

2.5.2 School management

Management is the process of working with and through people to achieve common set of activities designed to promote and direct purposeful work. Therefore, there is numerous definition of management the most popular meaning of management is “getting done through other people” Similarly (Narayana 2000:) elaborates is the process of planning, organization, directing and controlling to accomplish organizational objectives through the co-ordinate use of human and material resources and also it is the process of effectively getting activity completed with and other people in which human and non human resources co-ordinate to accomplish a set of the desired objectives .

According to (Adesine 1990), management in general can be defined as the organization and mobilization of all human and material resources in any system for effective achievement of the identified objectives of that system. In any organization including the school system, effective management is considered to be a prerequisite for successful accomplishment of the organizational objectives .In the school system the manager (the principal or head teacher) is a key person to organize and mobilize the schools human and material resources for the successful realization of the educational objective. This indicates that, leadership is a crucial person in the school effectiveness and the key to organizational success and improvement. To carry these responsibilities, the principal should be well qualified and experienced in related area. According to (Sciefelbein 1990), a good principal has multiplier effects on his /her teaching staff members. The appointment of school authority is one of the most effective ways that can influence the quality of education. Since the promotion and subsequent career development of the staff is similarly dependent upon them in which the responsibility carried out by great power of school managements. Therefore, selecting good candidates could be highly rewarding. In addition to this, (Nelson, et,al 1993) states that, excellence is the most appropriate goal for a progressive democratic society and its schools. It is to general benefit of society that schools continually strive for excellence. When schools become places of excellence

they bring about development of excellent students. Excellent students must have excellent teachers and in instructors and therefore, reforms are needed in teacher administrator education. (Smith 1990) suggests that, as more emphasis is placed on effective schools, the role of school administrators becomes more important. Moreover, Principals are responsible for all activities that occur within their school compound and expected to perform various roles in schools, including management, instructional leader, and human relations facilitator and evaluator. So, effective principals are well informed and perform many technical roles related to supervision, instruction, learning and evaluation.

(Narayana 2000) states, the effective management in the school is central to well being of educational system that require positive co-operation of school principal, teachers, and parents to implement teaching learning processed to achieve the objectives of the school. Some of the most important function of school principal include planning coordination, controlling, motivating, communication, decision making and evaluate the over all of school system. The school principal under take most of these functions in the manner that they are relevant and necessary for his/her particularly settings and roles. Therefore, effective educational plan and instructional process of health and physical education need special attention of school principal, qualified teachers, facilities and equipments to alleviate students' performance by generating and allocating resources according to priorities.

Delegation of Authority-The main idea of delegation is to provide the school community with some authority appropriate to their responsibility. To carry out the responsibility subordinates receive authority delegation Every organization has to decide as to how much decision making authority should be centralized in the hands of the chief executive and how much should be distributed among the manager at lower level. From this perspective delegation of authority can be defined as the down ward pushing of authority to make decision (Tripath and Reddy, 1992) .Delegation of authority could help to lessen the work load of the manager as well as to develop subordinates senses of responsibility. However some are found to be unwilling to delegate and some subordinates are found to be unwilling to accept it. The (Adair 1984) elaborates that, "the people of the world are islands showing at each other across a sea of misunderstanding" this is to say that communication is the key factor for the existence and

Effectiveness of any organization. Because people working together should have common understanding in order to achieve organizational goal attainment. (Kontz 1989) classifies the flow of communication process into three, downward, upward and cross-wise. In the view of this, to carry out educational objectives efficiently the manager should be able to communicate with her/his workers and structure with all types of communication in the school (Malen et al 1990), school based management involves some sort of transfer of responsibility and decision making usually the responsibility for school operations to a combination of principals, teachers, parents, and other school community members. These ways try to empower principals and teachers and strengthen their professional motivation, thereby enhancing their sense of ownership of the school. They also seek to involve the local community in a meaningful way, making decisions about their local school. By these means, the overall of school system increases the speed and relevance of school level decision making.

2.5.3 Learning Environments

Learning can occur anywhere, but the positive learning outcomes generally sought by educational systems happen in quality learning environments. Learning environments are made up of physical, psychosocial and service delivery elements. For successful accomplishment of instructional objectives the environment of the workplace has a significant role. Regarding to this, (Nelson 1993) says that, the environment of the workplace is a significant part of one's life and enters in the other perception of the worth of any occupation. (Nelson 1993) summarizes, the factors that hinder teaching and learning process as disciplinary problems, which include the negative attitude of students, physical support items of adequate facilities and material and administrative support that would provide school environment. In relation to the material condition of the workplace that the school principal facilitates, including good furniture, well equipped and efficiently managed playground, sufficient classroom, light arrangement, water accommodative in the whole of educational program is more conducive to corporate attitude among the pupils and love of school than an attractive and wholesome environment. (UNICEF 2000) suggests that, physical learning environments or places, in which formal learning occurs, range from relatively modern and well-equipped buildings to open air-gathering places. Similarly, (MoE 2003) infrastructure includes classrooms, study rooms, offices, toilet rooms, water, electricity service, playground and sport

materials are required to be proportional to the number of teachers and students in the school. This indicates how much poor working condition is the most important in performing instructional activities.

2.5.4 Quality of School Facilities and tools

The quality of school buildings may be related to other school quality issues, such as the presence of adequate instructional materials and textbooks, working conditions for students and teachers, and the ability of teachers to undertake certain instructional approaches. Others factors such as on-site availability of lavatories (bath room and toilet) and a clean water supply, classroom maintenance, space and furniture availability all have an impact on the critical learning factor of time on task when pupils have to leave school and walk significant distances for clean drinking water, for example, they may not always return to class (Miske & Dowd, 1998). In general, parents often consider the location and condition of learning environments when assessing school quality and this can influence school participation.

Adequate equipment and appropriate facilities are provided to implement the curriculum are adequate budget for physical education is provided on a yearly basis apart from the athletic program, adequate number of indoor and outdoor teaching stations are available for the number of students, classroom space is available for school physical education programs, equipment and facilities are clean, safe and are inspected on a regular basis (Mary et.,al 2006). Providing facilities that are clean, safe, and adequate for the number of students needs in physical education is differ; the following are recommendations appropriate to the grade level of the student. Upper elementary school students need more space than lower elementary school students because of their body size and the nature of the program. The outside facility should include both a hard surface as well as a grass field. The grass field area should be large enough for students to run safely in group activities (100 yards x 100 yards) or (91.4 m x 91.4m) (Mary Thissen-Milder, 2006). Provide equipment that is safe, supports a comprehensive program, and is adequate for the number of students in each class. The equipment needs for physical education vary by grade. Middle School Equipment: Sport balls modified basket balls, soccer balls, volley balls, soft balls and should be available (one each for every two students in a class) Rackets, bats, sticks, modified light weight rackets should be available (on racket, tick for each student in a class); (on racket, bat, or stick

for in a class) gymnastics mats (one for every two students in a class); Large equipment beam, ropes, rings, vaulting box, vaulting horse, parallel bars, uneven bars (one large piece of apparatus for every four students in a class); Fitness-sufficient equipment to administer a fitness Test, heart-rate monitors; Dance-variable speed record/tape/CD player with remote and a collection of music for folk dance, creative dance, and rhythms; and, Additional needs-traffic cones, bases, volleyball/badminton nets and standards, pennies, breakaway flags, hoops, clubs, ropes, flat markers(Mary et.,al 2006). Enough equipment for one class should be provided, so students do not have to wait for a turn at a learning opportunity. This usually implies a racket, club, and bow for every student and a ball for every two students, and sufficient pieces of large equipment for various activities.

2.5.5 The School Based Instructional Supervision

Schools are the mission centres where the actual teaching and learning process takes place. In this case, making a continuous supervision at school level is crucial. Supervision within the school can be delivered by principals, deputy principals, unit leaders, department heads and senior teachers. School based supervision is expected to provide support service for teachers to become smart at professional judgments, curriculum pedagogy and students' achievement (OREB, 2007).In this light, (Ahmad 1988) states that, supervisors have to work effectively for effective implementation of the school supervision. They need to know how supervision at school level best be implemented, by whom it will be carried out, its purpose and effect on the teaching learning process. Whatever,attempt made at any level outside the school regarding supervision; the attempt will be meaningless unless supervisory activities are strengthened at school level.With respect to the idea mentioned above,

(Hailesellassie 1997) cites that, the functional and true sense of educational supervision depends on the supervisory operation made at the grass roots level i.e. school level.Schools are institutions where the actual instruction takes place.As instruction is a continuous process, the functional of supervision at school level should also be a continuous responsibility. In this respect, within the school system, school principals, deputy principals, department heads and senior teachers are supposed to be active participants of school based instructional supervision. Hence, the contribution of each and every responsible personnel of the school can make the educational

endeavour worthwhile and productive for the successful achievement of educational objectives.

According to (Segun2004),the importance of school supervision in today's educational system demands far greater attention. People are becoming more conscious now than in the past about the importance of education in general and thus have generated interest in the daily operation of the school system in particular. Enlightened parents are now more curious to know the functions of the supervisors in our educational system and thus they ask questions from educators in order to satisfy their curiosity. They have been asking significant questions such as: What is the cause of the falling standard in our education? What are the functions of the school? Who are the supervisors? What do they do? Why do we supervise? Whose instructions should the teachers follow? What hope is there in future for the school system? There are various reasons for carrying out supervision in schools. One of the most crucial reasons is to ensure that each individual teacher within the school system has been performing the duties for which he was scheduled. Another cogent reason is to improve the effectiveness of teachers so that they can contribute maximally to attainment of the system's goals (Adesina,2001).

2.5.6 Connection between the School and Parents

The school is a learning organization involved in a continuing process of reflection, development and improvement. This occurs in the context of co-operation between the different partners in the school community in fulfilling a number of interconnecting and mutually supportive roles to promote the highest quality of teaching and learning for children. To this effect, the principal is central in guiding the school community towards realizing its optimum potential and plays a crucial role in energizing and motivating the staff, in affirming and encouraging their efforts, in fostering a lively process of communication and in establishing a continuing process of consultation

(MoE&S,Ireland,1999)Family and school collaboration is a cooperative process of planning that brings together school staff, parents, children, and community members to maximize resources for child achievement and development. It is obvious that the relationship between the school and parents could influence on the instructional process and students achievement. So the school must invite parents to have a better understanding about their children the establishment of close links between the school

and its local community can be mutually beneficial. The circumstances of schools vary, and some have more clearly identifiable local communities than others. However, it should be a general aspiration that the school would be seen as a key resource in improving the quality of life in the community and would, in turn, regard the community as a rich resource from which to draw educational assistance. Without high-quality, skilled, and sustainable leadership at the school, district, and policy-making levels, the transformation of public schools will not occur. Change will require strong leaders those who can build, maintain, and strengthen collaborative relationships within schools and outside of schools (McREL Board of Directors, 1999 McREL at www.mcrel.org)

2.5.7: Quality of Instructional Time

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

(Reston, VA: 2004) supports the suggestions of Association for Sport & Physical Education (NASPE, 2001) as quality physical education requires adequate time per-week, at least 150 minutes for elementary schools and 225 minutes for secondary schools), adequately prepared teachers with opportunities for professional development adequate facilities, and reasonable class sizes.

2.5.8: Class Size

(Manre, 1956) class size concerns educators for various reasons because learning can only occur positively when lessons are under appropriate conditions both for the

students and teachers. The classroom size has its own impact in facilitating or hindering activities of teaching and learning.

According to (Tirusew 1998), since teaching learning process depends almost entirely on communication between teachers and students, the no of students in a class determines the amount and quality of knowledge imparted to and gained by the students. Thus, the large the size of the students' number in a class, the more difficult communication between the teacher and students becomes, the more the effectiveness of teaching will be hindered, and the lower the quality of education will be. There are arguments, which support the idea, that class size by itself has methods of teaching. But on the other side there are scholars who strongly favour the need for appropriate no of students in one class. The idea of class size is becoming a concern and an essential point of discussion among scholars.

Because it is assumed that as the class size increase, students face any or all of the following problems any Gibbs cited in(Barneit 1995): Lack of clarity of purpose , Lack of knowledge about progress, Lack of advice on improvement , In ability to support independent study Inability to support wide reading , Lack of opportunity to discussions , An ability to cope with variety of studies An ability to motivate students. In the same token(smith1961) has also mentioned the following disadvantages that come as the result of large class Individualization of instruction in limited , Instruction tends to be lecture with out-group participation Oral communications with in the classroom from pupil to pupil and to teachers and minimized. Written work is assigned less frequently and when assigned, receives less teacher attention Pupils are less well known to teachers as individuals. A universal compliant, even among teachers with usual success large section, was inability in such classes to find adequate time to treat Individual difference in pupils (Monere, 1956), a study made in the United States of America as in the policy of 1960's indicated that 35 in the maximum limit for effective school classes. (Harries 1960) also mentioned that the clan size in school as teacher taught 30 to 34 students each in 27% of the states; while in the other 18% of states fewer than 25% students, in 11% of them 40 or more students to be taught the average was 31 students in one class. (Smith 1961) supports the idea of having limited class-size. He asserted that class room contains exceeding 25 pupils is becoming large and when the class size is increased to 30 or more, educator believe instruction suffers at the

same time, it tended to encourage closer and more personnel staff, student relationship. As to how many students to have in secondary school classrooms there is a general consensus among educators in the field that the number of students is to be, relatively smaller.

(Knapp 1968) noted that “Generally speaking, classes should be limited to 30 students and 40 should be regarded as a maximum it is true, of course, that type of program, teaching method and available facilities affect the number that can adequately be provided for in one class. An undesirable lock-step program, which pays little or no attention for individualization of instruction, can accommodate large numbers in small spaces. Command response teaching, in which all members of a group respond with a definite movement to a teacher command, puts little premium on small classes.” Beside, (Knapp 1968) in trying to answer the question, how class size affect effective teaching? He replied a teacher who approaches individual instruction by insisting upon guiding every detail of every student’s movement can provide individual instruction for only a very small group. Therefore, instruction in limited class size requires more preparation before class begin. Space equipment and activities must be clearly determined to efficiently organize at least two groups working simultaneously with in the same area. Provision must be made for providing information to the group clearly, quickly, and efficiently to avoid student’s dependence on the teacher (as in the command style-lesson) for direction, visual information, modelling, and explanations.

2.6. Physical education in the school system

A number of crucial components to the delivery of quality education have been identified by NASPE. These include sport and opportunities for play, consistent with the rights of the child to optimum development. Despite recognition of the positive impact sport has on education and child development, physical education is being increasingly challenged within education systems across the world. According to (Naul- R.2002) Challenges include a decrease in:

The amount of time allocated to physical education, the number of trained staff,

The amount of training provided for physical education teachers, and spending on resources required delivering physical education in schools. Girls and young people with disabilities face additional barriers, which limit (and in many cases prevent) participation in physical education and sport in many countries. While physical

education systems are vastly different across the world, a recent study conducted in 126 countries indicated that the marginalization of physical education is near universal. Large number of researchers is focusing on comparative studies in physical education and there have been examples of good practice, however, the situation in developing countries and regions has changed little in the past decade. This has serious implications for access to holistic and quality education for young people, particularly those living in developing countries

2.6.1. Teachers Attitude

Is the basic ground to act in a positive or negative way towards persons, ideas or events happening in the environment? And most educators are convinced those teacher attitudes are very important dimensions. Those teacher attitudes are very important dimensions in the teaching process. A successful innovation depends substantially on teacher's attitude towards proposed curriculum alterations. Students with teachers of positive attitude towards teaching and the curriculum are found to be high-level achieves in learning (Keynes 1986, cooper 1986) and (Calhan 1988), consider the teacher's attitude as very important aspects in the teaching learning process. The trust is the important ingredient, which the facilitator provides. the more effective teacher were related higher on every attitude measured by any inventory, they were seen as more real, as having higher level of regard for their students showed more empathies understanding. No matter how good the written curriculum is and the extent of back resource supplied, no matter how much incentive (through stick or carrot) is applied through the accountability of a national assessment scheme, no matter how much politicians exhort, unless teachers are with a goods enthusiasm for the subject and method with their students, teaching will never become better than adequate (Wool 1994).

Teacher attitude and performance are correspondence according to (cooper 1986) teacher's attitudes are very important and have the direct effect on our behaviour, they determine how we view ourselves and interact with the Environment. Therefore, without the positive attitudes to the subject and approaches of teaching, not teachers to be effective in any way negative attitude may harm or injure the whole process of teaching, a teacher with positive attitude and the necessary theoretical and technical

knowhow is the one who can demonstrate his/her ability to bring about the intended learning our comes.

2.6.2. Teacher's Skill

One of the skill required by the teachers to resolve challenges effectively to promote effective teaching learning environment of physical education is his/her pedagogical belief. In relation to pedagogical belief (skill) (O. Neil 1995) writes: "Given that syllabus statement is text from which readers must construct meanings on which to plan actions, teachers interpret syllabus statements on the bases of their pre-constructed conceptualizations of the subject and their pedagogical theory of what it means to teach and learn." The other challenges related to teachers is the knowledge they have in relation to this, (McCormick, et al, 1995) mentioned that teachers will teach best in areas which they are knowledgeable, have effective materials and techniques,(Waltey 1981), (Posner 1992), (Bennet and carre 1995) also claimed that teacher's knowledge and understanding of the subject matter is a major challenges that influence teaching learning process of physical education an effective teacher has a quality to engaged different activities in education. (Harrison 1989) regarding the quality of effective teacher writes.

Aspiring high expectations for students

Managing classes in ways that increase academic learning time and opportunities to learn
 Creating a supportive learning environment in which students are treated as individuals and in which they know that help is available.

Selecting material at an appropriate level of difficulty for students moves then trough at a rapid face and accomplishes this is small.

According to (Wuest and Lombarido 1994) beyond the pedagogical responsibilities teachers are expected to participate in instructional responsibilities. "Health and physical education teacher must assume other responsibilities in addition to their pedagogical responsibilities some of these responsibilities are explicitly stated in teacher contracts, while others are unwritten expectations for teachers. These institutional responsibilities are wide ranging encompassing such tasks as supervision, advisement, counselling, parent conferencing, and participating on school wide committees, and professional responsibilities." In addition to this health and physical education teachers must be minded full of their professional obligation another important skill required by

the teacher is the skill of lesson presentation this means the ability to transfer knowledge effectively to the learner a good questioner, demonstrator, good skill full to class room management etc are important skills.

2.6.3 Teacher experience

Is another important challenge that contributes to the effective teaching learning process of P.E in this case usually, teachers experience is expected to have positive relationship with teaching effectiveness. A longitudinal study concocted for five years with one group of teachers showed that there is a significant quality increase in teaching behaviour. Such as, making instruction systematic and stimulating (Adams, 1982). (Adams and others 1980),(Adams and Martray1981) have also found out that teachers' self-concern decreased in magnitude from the time of student teaching practice through five year teaching, while task pattern related to instruction increased along with more years of service in underlining the importance of experience.

(Feiman-Nasmer and Buchmann 1985) stated that firsthand experience is particularly evident in contributing to learn to teach. Similarly, (Vare 1994) reorganized the positive side of experience arguing experienced school teachers work with college professors as partners to prepare perspective teacher and to facilitate the continual professional development of teachers furthermore, (Borko and Butcher 1984) have indicated that lower level of teaching performance would be obtained with less experienced teachers (below 6 years of teaching) than those with more experience (minimum of 6 years).

(Gage and others 1960) also found that teaches with less than 5 years of service tend to be rated lower than teachers with more than 8 years of service.(Erkyhun and other 1991) have spotted positive correlation between experience and performance of teaching there by including the higher the service year's teachers have the better performance they could have a teaching and lesson planning. Other than experience and attitude, teachers' qualification, as indicator of the quality and quality of training received, has remained to have a telling effect on effective instructional performance. In line with this, (UNESCO 1966) has stressed, "Advance in education depends largely on the qualification and ability of the staff" and the major challenges is limiting teaches' awareness was found to be deficiency in training programs

2.6.4 Working Condition

Learning can occur anywhere, but the positive learning outcomes generally sought by educational systems happen in quality learning environments. Learning environments are made up of physical, psychosocial and service delivery elements. For successful accomplishment of instructional objectives the environment of the work place has a significant role. Regarding to this, Nelson (1993) says that, the environment of the work place is a significant part of one's life and enters in the other perception of the worth of any occupation.

Nelson (1993) summarizes, the factors that hinder teaching and learning process as disciplinary problems, which include the negative attitude of students, physical support items of adequate facilities and material and administrative support that would provide school environment. In relation to the material condition of the work place that the school principal facilitate, including good furniture, well equipped and efficiently managed play ground, sufficient class room, light arrangement, water accommodative in the whole of educational program is more conducive to corporate attitude among the pupils and love of school than an attractive and whole some environment.

UNICEF (2000) suggests that, physical learning environments or places, in which formal learning occurs, range from relatively modern and well-equipped building to open air-gathering places. Similarly, MoE (2003) infrastructure includes classrooms, study rooms, offices, toilet rooms, water, electricity service, play ground and sport materials are required to be proportional to the number of teachers and students in the school. This indicates how much poor working condition is the most important in performing instructional activities.

2.6.5 Student's Capacity and Motivation to Learn

Students' capacity and motivation to learn are determined by the quality of the home and school environments, the students' health and nutrition status and their prior learning experiences, including the degree of parental encouragement. Furthermore, family income influences school outputs indirectly through the status and process of variables (Burk head, et, al, 1967).

The quality of students' lives before beginning formal education greatly influences the kind

of learners that they can be. The other important thing is the attitudes that students have for their teachers leads to failure of education due to unharmonious relationships between teachers and students refusing to accept teachers' advice and instruction. However, the basis for establishing good relationships between students and teachers is mutual trust, democracy and equality. More specifically, teachers should trust that students are willing to learn, are willing to uphold this trust and can correct mistakes if they have patient education. The above discussion reveals that students' capacity and motivation to work contribute highly to the quality of education (Minggyuan, 1989).

3. MATERIALS AND METHODS

This section includes find justification of chosen methodology and research material which are implementing during the study. The study was a descriptive serve study to invest gets the stated problem .Hence this conmen elements such as the study area, source of data, descriptive serve study, sample and sample technique, method and procedures of data collection, method of data analysis present in spar at sector.

3.1 Description of the Study Area

The study conducted at Frehiowt, Ginbot Haya, and kefitigh23 Preparatory Schools, Nifas Silk Lafto sub-city in Addis Ababa, the capital city of Ethiopia. Nifas silk Lafto is located next to Jemo site nifas silk lafto is divided in to 11 kebeles with the total population 316,108

Niffas silk is one of the ten sub city of Addis Ababa, District located in the southwest Suburb of the city (<http://en.wikipedia.org> Nifas silk Lafo)

3.2 The Research Design

The study attempts to describe the factor affecting teaching physical education in case of some selected preparatory school of N/L/S City of Addis Ababa town. In this study descriptive survey was chosen as it enables the researcher to describe the current s tatus of an area of study.

3.3 Source of Data

Any research needs source to collect data, analysis, result and discussion it to make the expected findings being fruitful. So, the primary data and secondary data source according to the nature of the problem.

The primary data students, their ph.Ed teachers school administrators and supervisors since they can provide the relevant and necessary information of Frehiwot , Ginbot Haya and kefitigh23 grade 11 and 12 Preparatory Schools in Nefas silk Lafto sub city Addis Ababa .

The secondary data obtained from various source such as different book, journals, and internet

3.4 Sample and sampling Techniques

The number of Student participants was sample based on Seliger (1989). According to these writers the size depends on the type of investigations. For a descriptive research ten to twenty percent of the total population is often enough.

The total population of the research study are students' teachers, supervisors and school director are 912 total populations

Frahiwot, school's 300 students 2.teachers 1 directors 1, supervisors

Ginbot Haya, school's 300 students 2.teachers 1 directors 1, supervisors

Kefitenga 23 schools 300 students 2.teachers 1 directors 1, supervisors

among total 900 grade 11and 12, students, 6 P.E teachers and 3 schools directors 3 school bas supervisors was selected.

Accordingly this 180 or 20% students 6 or 100% teachers and 3 or 100% school administrators and 3(100) supervisors was included in the study all together 192 population of student (180 out of 900) the sampling technique used in this study was simple random sample.which avoids partiality

$$\frac{900 * 20}{100} = 180$$

3.5 Methods and Procedures of Data Collection

The researcher employed pilot study to identify and refine before making the data questionnaires. Triangulation of analysis was used while data is analysed. To obtain genuine response from them, the instruments or tools that were used to collect the researcher data were questioners, observation and interview Three of them were employed to collect data so to obtain and maintain reliable and valid information,Inthis study, the researcher used frequencies and percentage to analyze the response received from the respondents

Classroom observation was conducted for two weeks.Three deliberately selected classe were observed two times after observation finished. Teacher and directors were asked before the interview, the researcher explained the purpose of the study and each question item so as.

3.5.1. Questionnaire

The researcher mainly used, qualitatively prepared, structured, only close ended questions, preferred questionnaires because all the participants are literate and able to Choose their idea on a paper and they can fill that at the time they feel comfortable either at home or a somewhere else they like The questionnaires were designed so as to be answered by preparatory school level of students PE teachers, school directors. and supervisors

3.5.2 Interview

The researcher conducted interviews with teachers and directors using open ended Questions, which were relating to the factors affecting teaching physical education during teaching learning processes.

3.5.3 Observation

The researcher used observation for gathering information relevant to the study. The school and classroom observation to get the relevant information that observation is useful to indicate how the school organized prepared factor affecting teaching physical education in practical classes.

3.6 Method of Data Analysis

Depending on the nature of the data, qualitative and quantitative methods of data an analysis was used and interpreted by the (SPSS) statistical package system software 20.1 .Finally based on by percentage the finding conclusions and possible recommendations were given.

3.7 Ethical Issues and Ethical Considerations

This study dealt with the ethical issues related to the investigation. It took guarantees and confidentiality of the information that given to the study and risk of harm due to participation. Therefore, the study was conducted based on the university rules, code of conduct and polices concerning to the research ethics. The protocol that approved by the university guide lines and written consensus into account as informing the concerning bodies.

4. RESULTS AND DISCUSSION

This section deals with result, and discussion of the data gathered from the respondents through questionnaire interview and observation. Thus, the data were quantitatively presented and qualitatively analyzed and interpreted. The qualitative presentation was supposed to correspond with the quantitative analysis. Hence, the qualitative data includes the data gathered through open end questions of the questionnaire and observation. The data was collected from a total of 192 respondents. To this effect, a total of 192 copies of questionnaires were distributed in three schools for directors and supervisors. In a similar manner, this data gathering process, on the aggregate, has comprised 6 teachers and 180 student respondents. The return rates of the questionnaires were 3(100%) of the directors, 3(100%) of the supervisors, 6(100%) of the teachers and 180 (100%) of the students in the three concerned schools. This chapter all in all consists of two major parts. The first section deals with the characteristics of the respondents and the second section conclusion summary, and recommendation of the main data.

4.1. Demographic characteristics of respondents

The groups of the respondents were invited to indicate their background information, from which the following details were given in the table below,

Table; 1 Age and Sex Characteristics of the Respondents.

Respondents	Male		Female		Total					
	Frq	%	Frq	%	Frq	%				
S										
e Students	58	32.2	122	67.8	180	100%				
x Teachers	5	83.3	1	16.7	6	100%				
Directors	3	100%	---	-----	3	100%				
Supervisors	3	100%	-----	-----	3	100%				
Age distribution about the respondent										
A	Year	17- 20	21-25	26-30	31-35	36- 40	41-45	46-50	Total	%
g										
e	Students	159	21	---	---	---	---	---	180	100
	Teachers	--	2	2	2	---	---	---	6	100
	Directors	---	---	---	---	---	3	---	3	100
	Supervisor	---	---	---	---	---	---	3	3	100
	Tota Frq	159	23	2	2	---	3	3	192	100
	%	82.8%	12.0%	1.0%	1.0%	--	1.6	1.6	100	

As depicted in the first Column of Table: 1. Age and sex characteristics of the respondents among the majority of directors 3(100) were male consequentially 1(16.7%) teachers

were female and 5(83.3%) were male. This implies that the participation of both sexes found to be unproportional.

In the same table, the age distribution of the respondents, row 2, indicates that 159 (82.8%) consists of students and respondents whose age interval ranges from 17-20, whereas the age pattern between 21-25 consists of total numbers 23 (12.0%) of students and teachers. Respondents whose age lies between the range 26-30 was 2 (10.%) of teachers. In the same context, the Percentage Of respondents whose age pattern lie in the pattern range 36-40 was 10%. As Table 1, represents there was no respondents registered in the age pattern 36-40, However, in the age pattern 41-45, all the 3 (1.6%) were registered which is the 1.6% of the registered respondents. Thus, this explanation presented based on the data depicted in table 1, enable one to realize that age wise the majority of the respondents were female whereas the majority of the directors and supervisors were male. With regard to the age pattern the age of the respondents range from 17-46.

Table :2 Educational background of the respondents

Degree	Respondents		Teachers	Directors	Supervisor
Master	Male	Frq	4	-	1
		%	66.7	-	33.3
	Female	Frq	-	-	-
		%	-	-	-
Dr.	Male	Frq	1	3	2
		%	16.7	100	66.7
	Female	Frq	1	-	-
		%	16.7	-	-
Total	Male	Frq	-	-	-
		%	-	-	-
	Female	Frq	-	-	-
		%	-	-	-
Total	Male	Frq	5	3	3
		%	83.4	100%	100%
	Female	Frq	1	-	-
		%	16.7	-	-

As shown in table 2, educational background of the respondents 4(66.7%) of the teachers participants are a degree holders, and the rest 2(33.3%) of the teachers are

master holds. All 3(100%) school directors are a master holders, and the 2(66.7%) of the supervisors are degree holders and the rest 1(33.33) of the supervisor are a master holder.

Table :3 Method of Teaching about Physical Education

1, Physical education teacher are using various methods of teaching

Item	Students		Teachers		Directors		Supervisors		Total	
	Fq	%	Fq	%	Fq	%	Fq	%	Fq	%
St.Disar	36	20	-	-	-	-	-	-	56	18.8
Dis.agre	68	37.8	4	66.7	3	100	3	100	78	40.6
Undecid	19	10.6	-	-	-	-	-	-	19	9.9
Agree	38	21.1	1	16.7	-	-	-	-	39	20.3
Str.Agr	19	10.6	1	16.7	-	-	-	-	20	10.4
Total	180	100.	6	100	3	100	3	100	192	100

2:physical education teachers teaching clearly settle on objectives?

St.D.ag	36	20.0	1	16.7	--	--	-	-	37	19.3
Ds.agre	72	40.0	3	50.0	2	66.7	2	66.7	79	41.1
Undeci	19	10.6	-	--	-	--	-	-	19	9.9
Agree	36	20.0	2	33.3	1	33.3	1	33.3	40	20.8
St.Agre	17	9.4	-	-	-	--	-	-	17	8.9
Total	180	100.	6	100	3	100	6	100.	192	100

As shown in table 3 Method of Teaching about Physical Education. q1 Physical education teacher are using various methods of teaching? As one can observe from the table: 3, in the response 36(20%) of the student respondents have marked the option “Strongly Disagree” whereas 68(37.8%) of students marked “Disagree”. However, the respondents who marked the options “Agree” and “Strongly Agree” were respectively 38(21.1%) and 19(10.6%) as the information in the table further depicts, among 180 students 19(10.6%) were not able to decide any specific option regarding the methodologies their physical education teachers use when teaching physical education , but on the contrary, the largest majority of the teacher respondents ,i.e.4 (66.7%) and all the directors and supervisor respondents ,each consisting of 3(100%) of have marked the option disagree, to indicate that the physical education teachers in the concerned schools were not using various method of teaching physical education .The percentage of the teacher respondents who marked the option “ Agree and strongly Agree” is 1 for each (16.7%.) In general terms, 40%of the total respondents have marked Their “Disagree”, in which the 9.9% of them failed to decide. On the other hand the total respondents who marked the options” Agree “and” Strongly Agree” were respect 39(20.3%)and20(10.4%). As the in(table3),further details regarding the 2ndquestion of the questioner, which was forwarded to investigate whether the teaching of physical

education is done on clearly settled objectives or not, 36(20%) of student respondents and 1(16.7%)of the teacher respondents have marked the option, “Strongly Disagree”. This consists the response of 37 respondents which are the (19.3%).The responses of the respondents who marked the option “Disagree” consists ,72(40%)of the students ,3(50%)of the teacher, 2(66.7%)of the director and 2(66.7%)of the supervisor respondents .These share the (41.1%)of the responses given to the item .This shows that more than the 60% of the total respondents think that the physical education teachers the in mentioned schools are not teaching physical education based on clearly settled objectives. Regarding this same question, 36(20%)of the students, 2(33.3%)of the teacher 1(33.3) of the director and1(33.3%)or the 20.8% of the total respondents have marked the option “Agree” to indicate that their teachers are teaching physical education based on clearly settled objectives. In a similar manner, 17(9.4%), which is the 17(8.9%) of the total respondents marked the options “ Strongly Agree “. None the less 19 respondents, i.e. the (10.6) of the students respondents were not able to decide either side. The elaboration made based on the data presented on table1,one can defer that the majority of the respondents, i.e. the 60.4% have either “Strongly disagreed” or “disagreed” with the issue that their teachers teach physical education based on clearly settled objective though it simple to observe that the 29.7% of the total respondents have ,agreed or “ strongly agreed”

Table : 4 Class Observation

3: School directors provide frequent class observation

Respondent Item	Student		Teachers		Directors		Supervisor		Total	
	Fq	%	fq	%	Fq	%	Fq	%	Fq	%
Str.des	53	29.4	1	16.7	-	-	-	-	54	28.1
Disagr	76	42.2	3	50	3	100	3	100	85	44.3
Undeci	13	7.2	-	-	-	-	--	-	13	6.8
Agree	24	13.3	2	33.3	-	-	-	-	26	13.5
Str.Agr	14	7.8	-	-	-	-	-	-	14	7.3
Total	180	100	6	100	3	100	3	100	192	100

In table:4. Responses Given the Class Observation q3. School directors provide frequent class observation? The question of the questioner attempts to examine whether school directors provide frequent class observation or not. In this regard, amongst 192 total respondents the 54(28.1%) have marked the option “Strongly Disagree”. This has

consisted the responses 53(29.4) of students respondents and 1(16.7%) of the teacher respondent. similarly, 76(42.2%) of the students, 3(50%) of the teachers, 3(100%) and 3(100%) of the supervisors have marked the option “Disagree”. This in turn consists the largest majority of the total respondents which is 85 (44.3%).From this we can deduce that about $53+76= 139$ (72.4%)of the total respondents have “Disagreed” either way (strongly disagree/disagree)to mean that school directors do not provide frequent class observation to physical education teachers. On the other hand ,among the remaining respondents,13(6.8%)have marked that they were not able to decide regarding the under discussion whereas, 24(13.3%) of the students and 2(33,3%)of the teachers indicate that they agree on that school directors provide frequent supervision to physical education teachers .This contains the responses of 26(13.3%) of the total respondents and only 14(7.8%) of the student respondents or 14 (7.3%) of the total respondents marked the option” strongly agree”

Table; 5 about Physical Education Teachers

4: Physical education teachers have effective pedagogical skill?

iTEM	Teachers		director's		Supervisor		Total	
	Fq	%	Fq	%	Fq	%	Fq	%
Str.Dia	--	--	--	--	-	--	--	--
Dis.Ag	3	50	2	66.7	2	66.7	7	58.3
Undeci	--	--	--	--	--	---	-	-
Agree	3	50	1	33.3	1	33.3	5	41.6
Str.Ag	--	--	--	--	--	--	-	--
Total	6	100	3	100	3	100	12	100

5: Physicaleducation teacher's annual and daily plans are accurately reflected on the contents of the syllabus or text?

Str.Dis	1	16.7	--	---	---	---	1	8.33
Dis.gre	2	33.3	2	66.7	2	66.7	6	50
Undeci	--	-----	----	-----	-----	-----	---	---
Agree	3	50.0	1	33.3	1	33.3	5	41.6
Str.Ag	--	--	----	-----	---	-----	----	-----
Total	6	100.	3	100	3	100	12	100

6 :physical education teachers take care of students fairly and impartially?

St.disa	1	16.7	---	----	---	----	1	8.3
Dis agr	3	50.0	2	66.7	3	100	8	66.6
Undeci	--	---	--	----	---	---	--	----
Agree	2	33.3	1	33.3	---	----	3	25
Str,agr	--	--	--	----	---	---	--	----
Total	6	100	3	100	3	100	12	100

As shown in table 5 about physical education teachers the question⁴ which inquires physical education teachers having an effective pedagogical skill for teaching physical education. as it can be realized from the table, the majority of the total respondent 7(58.3%) have marked the alternative” disagree agree” which comprises the respondents of teacher3(50%), director2(66.7%) and supervisor2(66.7%) respondents. On the contrary, the respondents who marked their 3(50%), teachers 1(33.3%) directors and (33.3%) agree from the total respondents. Hence, this enables to deduct that the majority of the total respondents is agree, though to various extents, that the physical education teachers in the schools under investigation have effective pedagogical skill to teach the subject.

As table 5 response given regarding to the physical education teacher’s effectiveness, as implementing annual and daily lesson plans accordingly to the syllables this table indicate responses given to the question 5.The question was forwarded only for teachers, directors; and supervisors. Thus in the response only 1(16.7%) of the teacher respondents have marked the option” strongly disagree” whereas 2(66.7) directors and 2(66.7%) supervisors marked the options“Disagree”. This has contained of 5 the total respondents or the (41.7) But on the othr hand, 3 (50%) of the teachers,1(33.3%)of the director, and 1(33.3%) of supervisors have marked the option ” Agree” This has contained,5(41.7%)of the total respondents , This may indicate that the majority of the teacher, director and supervisor respondents think that physical education teachers annual and daily plans are not being accurately reflected on the content of the syllabus or text. As shown Physical education as shown interview and observation in sample school director and supervisor respondents think that physical education teachers annual and daily plans are not being accurately reflected on the content of the syllabus or text.

In table 5 the respondent’s response regarding the question 6 concept of physical education teachers taking care of students fairly and impartially?. Accordingly, the table depicts 1(16.7%) of the teacher respondents marked the option “Strongly Disagree” whichconsisted of the response 3(50%)of the total respondents whereas the portion of respondents who marked the option “Disagree”, 3(50%)of teacher, 2(66.7%) directors, and 3(100%)of supervisors respondents which all in all accounts the responses total respondents 8(66.6%) responds dis agree.

However ,when it comes to the agreements column ,we can realise that, 2(33.3%) of the teachers, 1(33.3%) of the directors respondents have marked the option “Agree” , and that this has composed the responses of 25% of the total respondents agree.

Table : 6 Classroom Management

7 Physical education teachers do not effectively manage and arrange class room?

ITEM	Teachers		Directo		Supervisors		Total	
	Frq	%	Frq	%	frq	%	Frq	%
Str.Disag	-	-	-	-	-	-	--	---
Disagree	2	33.3	2	66.7	2	66.7	6	50
Undec	-	-	-	-	-	-	---	---
Agree	4	66.7	1	33.3	1	33.3	6	50
Total	6	100	3	100	3	100	12	100
8, Physical education teachers are using frequent assessment?								
Str.Disa	2	33.3	-	-	1	33.3	3	25
Disagre	2	33.3	2	66.7	2	66.7	6	50
Undeci	-	-	-	-	-	-	-	-
Agree	1	16.7	1	33.3	-	-	2	16.7
Total	6	100	3	100	3	100	12	100

In table: 6 classroom management the responses given were forwarded with the assumption that physical education teachers do not effectively manage and arrange classroom? Thus, in the responses we can conclude that 2(33.3%) teachers, 2(66.7%) directors, 2(66.7%) supervisors dis agree, but 6(50%) totally dis agree. 4(66.7%) teachers agree, 1(33.3%) directors and 1(33.3%) agree with the physical education teachers do not effectively manage and arrange classroom.

In Table: 6. classroom management q 8, the three groups of respondents were asked if physical education teachers are using frequent assessment. Among the total respondents 2(33.3%) of teachers 1(33.3%) of supervisors respondents total 3(25%) of the total respondents have “strongly disagreed. “Where as 2 (33.3%) of teacher and 2 (66.7%) of of directors2 (66.7) of the supervisor respondents whose total number accounts about 6 (50%) have respondents “Disagree”. But 1(16.7%) teachers, 1(33.3%) directors and the total 2(16.7%) responds an agreement. Thus based on this, one can deduce that the majority of the total respondents have” disagreed” on the statements that physical education teachers in the concerned schools use frequent Assessments it was able to realize from responses given to open ended and interview question the most of the

respondents say as the main reason for this were to absences curriculum materials, and large class size for which physical education teachers not follow up of the students ,actively by giving home and class work and exercise frequently .According to (Adesine 1990), management In the school system the manager (the principal or head teacher) is a key person to organize and mobilize the schools human and material resources for the successful realization of the educational objective

Table: 7

Q-9. Method of teaching used by physical education teachers?

Rpondn Item	Students		Respondents				Total			
	Fq	%	Teachers Fq	%	Directors Fq	%	Supervisors Fq	%		
Str.Disg	-	-	2	33.3	-	-	-	-	2	16.6
Disagre	-	-	3	50	2	66.7	2	66.7	7	58.3
Undece	-	-	-	-	-	-	-	-	-	-
Agree	-	-	1	16.7	1	33.3	1	33.3	3	25
Total	-	-	6	100	3	100	3	100	12	100

Table:7 q 9 Method of teaching in work used by physical education teachersare suitable ? Then the outcome shows that 2(33.3%) Of the teacher and 2(66.7).This two perspective “strongly disagree “and “agree“have comparably consisted the 2(16.4%) and 7(58.3%) of the total responses “Agree and strongly disagree” all together have consisted of

Thus, it is easier to implicate that the longest majority of the total respondents 7(58%) don't” Agree “that the methods that physical education Teacher applies in teaching the subject are suitable.

Table: 8. about School Directors

10. School director encourage teacher in there daylily operation school of the system?

Item	Teachers		Respondents				Total	
	Feq	%	Directors Frq	%	Supervisors Frq	%	Frq	%
Str.Disae	2	33.3	-	-	-	-	2	16.7
Disagree	2	33.3	-	-	2	66.7	4	33.3
Undecidd	1	16.7	-	-	1	33.3	2	16.7
Agree	1	16.7	2	66.7	-	-	3	25
Str.Agree	-	-	1	33.3	-	-	1	8.3
Total	6	100	3	100	3	100	12	100

11. School director's management assist teachers in evaluation the existed teachers guide, text book and soon for future improvement?

Str.Dig	2	33.3	-	-	1	33.3	3	25.0
Disage	2	33.3	2	66.7	1	33.3	5	41.7
Undece	1	16.7	-	-	1	33.3	2	16.7
Agree	1	16.7	1	33.3	-	-	2	16.7
Str.Are	-	-	-	-	-	-	-	-
Total	6	100	3	100	3	100	12	100

As shown in table:8. Q-10 School director encourage teacher in there daylisy operation school of the system? Describes all the responses with respects to the statements, school directors encourage teachers in their daily operation of the school system thus the outcomes of the response show that, 2(33, 3%) of the teacher respondents marked "strongly disagree" which includes 2 (16.7%) of the total respondents. In similar manner 2(33.3%) other respondents of the teachers and 2(66.7%) of the supervisor respondents marked the option "Disagree" .This shows that all the responses on the disagreement be half have comprised the 6(50%) of the total responses in the situation where the 2(16.7%) of the total respondents remain" neutral "or undecided" And the per centage of the total respondents who marked the options "Agree and "Strongly agree" are 3(25%)and 1(8.3 %) respectively Which are hold the4(33,3%) of the total responses . Thus the outcome hints that there is a tendency of most of the respondents to "Disagree" on the assumption that school directors encourage physical education teachers in their daily operation of the school system Based on the data presented,

In table:8. About School Directors q11, communicated to the respondents have expressed their agreements School director's management assist teachers in evaluation

the existed teachers guide, text book and soon for future improvement or not?. Thus, 2(33.3 %)(2of6) of the teacher and the (33.3%)(1 of 3)of the supervisor have marked the option “strongly Disagree”, this has held the 3(25%)of the total respondents .Similarly, the 2(33.3%)of the teacher, 66.7%of director and the 33.3(1of3) of the supervisors or the 5(41.7%)of the total respondents have reported or marked the option, “disagree”. Their fore, the above data have indicated that about the disagree and strongly disagree 3+5(66.7%)of the total respondents believed that the concerned schools directors had not been assisting teacher to evaluate the existing teacher, guide and text book of physical education for further improvements. In supporting this, (Narayana 2000) cites, the effective management in the school is central to well being of educational system that require positive co-operation of school principal, teachers, and parents to implement teaching learning processed to achieve the objectives of the school.

Tabl 9:12.Physical education teachers don't provide feedback for their learners?

Iteme	Respondents									
	Students		Teachers		Directors		Supervisors		Total	
	Fq	%	Fq	%	Fq	%	Fq	%	Fq	%
	24	13.3	1	16.7	-	-	-	-	25	13.0
Disag	52	28.9	1	16.7	2	66.7	2	66.7	57	29.7
Undec	14	7.8	-	-	-	-	-	-	14	7.3
Agree	63	35	3	50.0	1	33.3	1	33.3	68	35.4
Str.Ag	27	15	1	16.7	-	-	-	-	28	14.6
Total	180	100	6	100.	3	100	3	100	192	100

As shown in the above (table 9:) Q.12 inquires if.Physical Education Teachers Don't Provide Contingent feed back for their learners 24(13.3%) students, 1(16.7%) teacher respondents whose the sum total is above 25(13.0%) say that they “strongly disagree and 52(28.9%)of the students 1(16.7%)of the teacher, 2(66.7%)of the directors and 2(66.7%)of the supervisor respondents whose the sum total is above that the 57(29.7%) say “Disagree” with physical education teacher do not providing contingent feedback for their learners as indicated in above table 9 the evidences accessed from the in sample school to following this continuous observation checklist taken have proved that physical education teachers do not delivered contingent comment for the learners to reduce errors. This might be happening on vast class size. Inadequacy of instructional material and teacher may not have enough time to connect erotic mistake of Avery activity learner.

Table10: Q13. Physical education teachers have extra opportunity of in service training seminar and work shop to facilitate change in teaching physical education?

Item	Respondents									
	Students		Teachers		Directors		Supervisors		Total	
	--	--	Frq	%	Frq	%	Frq	%	Frq	%
Str.Disagre	--	--	2	33.3	--	---	---	--	2	16.7
Disagree	--	--	3	50.0	3	100	3	100	9	75.0
Undecided	--	-	1	16.7	--	---	--	--	1	8.3
Agree	--	--	--	---	---	---	--	--	-	-
Str.Agree	--	--	--	---	---	---	--	--	-	-
Total	--	--	6	100	3	100	3	100	12	100

As the data presented of table 10 q13, Physical education teachers have extra opportunity of in service training seminar and work shop to facilitate change in teaching physical education? Of the respondents 2(33.3%) of the teachers or only the (16.7%) of the total respondents have reported marked the option “Strongly Disagree “Further more3 (50%) (5of6) of the teachers, all the directors and supervisors have marked “Disagree” These have contained the 75%of the total responses on them physical education teachers no opportunity to put on training and seminar. In contrary from the total respondents only the 1(8.3%) of them failed to decide.

Table: 11. Responses regarding Class Size**14. Does the standard number of the students in the class below40?**

Item respondents	No		Yes		Total	
	Frq	%	Frq	%	Frq	%
Students	129	71.7	51	28.3	180	100.0
Teachers	2	33.3	4	66.7	6	100.0
Directors	1	33.3	2	66.7	3	100.0
Supervisor	1	33.3	2	66.7	3	100.0
Total	133	69.3	59	30.7	192	100.0

15' Doesthe problem of large class size results in lack of effect communication?

Students	51	28.3	129	71.7	180	100.0
Teachers	1	16.7	5	83.3	6	100.0
Directors	-	-	3	100.0	3	100.0
Supervisor	1	33.3	2	66.7	3	100.0
Total	53	27.6	139	72.4	192	100.0

16.Does the problem of large class size results in difficulty to identity students with special needs?

Students	48	26.7	132	73.3	180	100.0
Teachers	1	16.7	5	83.3	6	100.0
Directors	1	16.7	2	66.7	3	100.0
Supervisor	1	33.3	2	100.0	3	100.0
Total	51	26.6	141	73.4	192	100.0

Table: 11. Responses regarding Class Size Q14, Does the standard number of the students in the class below40? The respondents have responded to the question, “Does the standard number of the students in the class room belong bellow 40?” In, the answer one can assess that the 129 (71.7)of student respond 2(66.7(4of6)of the of teachers, 4(66.7%)/(2of3)of the directors and2(66.7)of the supervisor have marked the optio “No” this has consisted of 133 (69.%) of the total respondents. Given to the question while the respondents of the students, teachers, diractor andsupervisor have marked the option 59 (30.7%) “Yes” which consisted of the 51(28.3%),4(66.7%), 2(66,7%) and 2(66.7%) respectively. Thus, from the above table, table 11 one can understand that the 133 (69.3%) of the total respondents believe that there was “No” any to be standardized in the number of students in the class room of the three concerned schools. As shown as

interview what are the main factors affecting quality PE? Large class size, lack of facility and materials lack of budget

In (able 11) Regarding Class Size as can be seen in Q15, 'Does the problem of large class size results in lack of effect communication? The, 51(28.3%) of student 1(16.7%) of the teacher and 1(33.3%) of supervisor respondents have marked the option "No". That feedback mainly remands that large class size was not affecting any communication in the class room .On the contrary, to this end the 129(71.7 %) of the student 8(83.3%)(5of6)of the teacher all of the director3(100%) (3of3) and2 (66.7%) of the supervisor respondents have marked their option"yes". Thus, from these responses, it can be understood that there was interrupted /affected learning communication in the class room due to large class size. On the other hand, in table(11 q16), the48(26.7%) of the student, the1(16.7 %)(1of6) of the teacher,1(16.7%) of the director and the 1(33.3%) of the supervisor respondents did not "No" with the idea that large class size and it's effected to identity students of special needs, Whereas the 132(73.3)of192 of the student and 5(83.3%)of the teacher, the 2(66.7%) of the director and the1(16.7%)of the supervisor respondents have agree "Yes" on the idea that large class size affects to identity the special need students. As shown as interview what are the main factors affecting quality PE? Large class size, lack of facility and materials lack of budget Douglas (1954), the typical class size room should not contain more than 35 to 36 students. In supporting, the proposition with in broad limits between 25 and 50 pupils change in class size influence pupils achievement modestly or not at all. In a class of more than 35to36 students, it is very difficult to expect quality education (MoE, 1991).

Table:12 .Large Class size Result

17:Does the problem of large class size result in problem of class room management?

Respondent	No		Yes		Total	
Item	Frq	%	Frq	%	Frq	%
Students	50	27.7	130	72.2	180	100.0
Teacher	1	16.7	5	83.3	6	100.0
Directors	--	-	3	100	3	100.0
Supervisor	1	16.7	2	100.0	3	100.0
Total	52	27.1	140	72.9	192	100.0

18, Does the problem of large class size result in unbalanced sport materials need with the number of students?

Students	26	14.4	154	85.6	180	100.0
Teacher	1	16.7	5	83.3	6	100.0
Directors	=	-	3	100	3	100.0
Supervisor	1	16.7	2	66.7	3	100.0
Total	28	14.6	164	85.4	192	100.0

19.Does the problem of large class size results in influencing method of teaching?

Students	23	12.8	157	87.2	180	100.0
Teacher	1	16.7	5	83.3	6	100.0
directors	1	33.3	2	66.7	3	100.0
Supervisor	--	---	3	100.0	3	100.0
Total	25	13.0	167	88	192	100.0

In the above table, 12, Large Class size Result the data from Q 17 the respondents have forwarded to that question “Does large class size result in problem of class room managements?” Hence in the response, the (27.7%)of the students 1(16.7%) of the teacher and one1(16.7%) supervisor,have marked the option “No”.This implies that the large class size in the class room was not mentioned as affecter to the problem of the class-room management in the same manner. the 130(72.2 %) of the students, the 5(83%) of the teachers, all of the directors, 100(3of 3) and 2(66.7%) of the supervisors have marked the option” Yes”. Thus, based on the above data, more than72% of the total respondents have accepted that the large class size in the class room was the major factor of the affect method of teaching in the class rooms of the concerned schools.The respondents from the sample schools were asked,“Does the problem of large class size result in unbalanced sport materials provision with the number of students? .(table12),”InQ,18, in responding to 26(14.4%) of the students, 1(16.7%) of the teacher, 1(33.3%) of the directors and 1(33.3%) supervisors have marked option” No”

In table: 12, Large Class size Result ,q:18, Does the problem of large class size result in unbalanced sport materials need with the number of students? These responses given in q.18 indicate the extent to which large class size affected the provision of sport materials with the number of students which is insignificant. On the other hand, 154(85.6%) of the students, 5(83.3%) of the teachers, 3(100 %) of the directors and 2 (66.7%) of supervisors have marked the option” yes” which has consisted the164 (85.4%) of the total number of respondents, In responding to this Q18 the majority of respondents have opted that the extent to which large class size has brought about unbalance in sport materials provision to the students in the three concerned schools at time. According to (Tirusew 1998), Thus, the large size of the students’ number in a class, the more difficult communication between the teacher and students becomes, the more the effectiveness of teaching will be hindered, and the lower the quality of education As shown as interview what are the main factors affecting quality PE? Large class size, lack of facility and materials lack of budget

Int able: 12 ,Large Class size Result Q19Does the problem of large class size results in influencing methods of teaching, As can be seen from table12, 23(12.8%)of studens 1(16.7%)of the teachers, 1(33.3%) of the directors have marked option “No.”On the contrary, the157(87.2%)of the students, 5(83.3 %)Of the teachers, the2(66.7%)of the directors and all of the supervisors, i.e,3(100%),the sum totale167(88%) have marked the option”yes”.This indicates that the respondents have agreed that large class size is a severe problem in the concerned schools to the implementation of effective methods of teaching in their class rooms . (Knapp 1968) in tying to answer the question, how class size affect effective teaching? He replied Space equipment and activities must be clearly determined to efficiently organize at least two groups working simultaneously with in the same area. Provision must be made for providing information to the group clearly, quickly, and efficiently to avoid student’s dependence on the teacher (as in the command style lesson) for direction, visual information, modelling, and explanations.

Tablet able 13.School directors

20, Do school directors include physical education teachers when approving school budgets?

Item Respondent	No		Yes		Total	
	Frq	%	Frq	%	Frq	%
Students	--	--	----	---	-	-
Teachers	6	100.0	---	-----	6	100
Directors	2	66.7	1	33.3	3	100
Supervisors	3	100.0	---	---	3	100
Total	11	91.7	1	8.3	12	100

21. School directors invite parents to talk on their children's matter?

Respondent	Frq	%	Frq	%	Frq	%
Students	103	57.2	77	43.8	180	100
Teachers	3	50.0	3	50.0	6	100
Directors	1	33.3	2	66.7	3	100
Supervisors	2	66.7	1	33.3	3	100
Total	109	56.8	83	43.2	192	100

Table:13.School Budgets As can be observed from the above table13,q,20 Do school directors include physical education teachers when approving school budgets? The data from respondents have shown that6(100%) of the Teachers, 2(66.7%) of the Directors and 3(100%) of The Supervisor have marked the option, “No” in similar content, most of respondents ,which is the 11(91.7%) of the total respondents did not agree that the physical education teachers in the concerned school , were not admitted to chance of participating in the process of approving school budget . Miske & Dowd, (1998). In general, parents often consider the location and condition of learning environments when assessing school quality and this can influence school participation. Adequate equipment and appropriate facilities are provided to implement the curriculum are adequate budget for physical education is provided on a yearly basis apart from the athletic program,

As can be observed form table 13 regarding to school budgets, Q.21, School directors invite parents to talk on their children's matter? the responded have reported to questions 21.”Do school directors invite parents to talk on their children/matter? “Hence in response, 103 (57.2%) of the student 3(50%) of the teachers, 1(33.3%) of the directors and 2(66.7%) of the supervisors have marked the option, “No,” to mean that school directors do not invite parents to talk on their children's matter. On the other

hand, The 77(43.8%) of the students, 3(50%)of the teachers, 2(66.7%) of the directors and 1(33.3%) the supervisors have marked option” yes “which mean that indicate 109(56.8%) school director do not invite parents to talk on their children’s

Table 14 Facilities and Equipment’s

22, Is there need of playing field for teaching physical education in your school?

Respondents	No		Yes		Total	
Items	Fq	%	Fq	%	Fq	%
Students	69	38.3	111	61.7	180	100
Teachers	1	16,7	5	83.3	6	100
Directors	1	33.3	2	66.7	3	100
Supervisors	1	33.3	2	66.7	3	100
Total	72	37.5	120	62.5	192	100

23.Is there a sufficient readily accessible sport facilitie and equipment for teaching physical education in your school playing field?

Students	155	86.1	25	13.9	180	100
Teachers	5	83.3	1	16,7	6	100
Directors	1	33.3	2	66.7	3	100
Supervisors	1	33.3	2	66.7	3	100
Total	162	84.4	30	15.6	192	100

In Table 14 Facilities and Equipment’s the data from respondents for.” q 22,” Is there a need of playing field for teaching physical education in your school?” Have remarked that, the 69(38.3%) of the students 1 (16.7%) of the teachers, 1(33.3%) of the directors and 1(33.3%) of supervisors marked option “No”. On the other hand 111(61.7%)of the students, 5(83.3 %)(5of6) of the teachers, 2(66.7%) of the directors and 2(66.7%) of supervisors have marked option “yes “.This may mean more than 120(62.5%)of the total respondents claim that need of playing field for teaching physical education in your school?.

In the same table 14 Facilities and Equipment’s Therefore q23,it could be understood that most of the respondents have agreed that the need are sufficient readily accessible sport facilities and equipment for teaching physical education in your school playing field?. 162(84.4) of the respondents have marked option “No “on the anther hand,

only 30(15.6%) of them claimed or marked option “yes “ which means that they agreed that there are sufficient sport facilities and equipment in the constrained school. However, as the evidences accessed through observation made in concerned schools, proved it, Firehiwot secondary and preparatory school have enough playing fields but not fulfil materials and instruments in keftghas 23, and Ginbot 20 Schools have shortage of playing field. From the above analysis, it is possible to deduce that there is insufficient accessibility sport facilities and equipment for teaching physical education in the playing field in most of the concerned schools. (MaryThissen-Milder(2006) recommends, providing facilities that are clean, safe, and adequate for the number of students needs in physical education classes are appropriate to that grade level; and providing equipment that is safe, supports a comprehensive program and is adequate for the number of students in each class with various balls ,rackets, gymnastics mats and apparatus and equipment to administer a fitness test, heart-rate monitors; Enough equipment for one class should be provided, so students do not have to wait for a turn at a learning opportunity

Table: 15. Problem of Facilities and Equipment

24 Is there different ball games facilities and equipment available for teaching physical education in your school?

Items Respondent	No		Yes		Total	
	Frq	%	Frq	%	Frq	%
Students	151	83.9	29	16.1	180	100
Teachers	5	83.3	1	16.7	6	100
Directors	1	33.3	2	66.7	3	100
Supervisors	1	33.3	2	66.7	3	100
Total	158	82.3	34	17.7	192	100

25, Is there enough playing ground for all sport activities that are available for teaching and learning process of physical education in your school?

Students	122	67.8	58	30.2	180	100
Teachers	5	83.3	1	16.7	6	100
Directors	2	66.7	1	33.3	3	100
Supervisors	2	66.7	1	33.3	3	100
Total	131	67.8	61	31.8	192	100

26.Is There any gymnastics apparatus and facilities available for teaching and learning process of physical education in your school?

Students	130	72.2	50	27.7	180	100
Teachers	5	83.3	1	16.7	6	100
Directors	2	66.7	1	33.3	3	100
Supervisor	2	66.7	1	33.3	3	100
Total	139	72.4	53	27.6	192	100

As shown as in table 15, problem Facilities And Equipment, q 24, Is there different ball games facilities and equipment available for teaching physical education in your school? the data from respondents have indicated that 152(83.9%) of the students 5(83.3%) of the teachers, 1(33.3%)of the director and 1(33.3%) of the supervisors the sum total 158(82.3%)have marked option “No “to mean that different ball games and facilities are not available. On the other hand, 29(16.1%) of the students, 1(16.1%) of the teachers,2(66.7%) of the directors and 2(66.7%)of supervisors sum total 34(17.7%)have marked option “yes” to indicate that there schools have different ball game in their schools.On the other hand the data gathered using observation and interview from the same schools have proved that most of these schools have not yet fulfilled differentball facilities.

In the same table in 15.Problem of Facilities and Equipment However, as for the answers given to Q.25, Is there enough playing ground for all sport activities that are available for teaching and learning process of physical education in your school? 122(67.8%) have marked the option “No” whereas 58 of them or the (30.2%) marked the option “yes”. In a similar context ,5(83.3%) of the teachers, 2(66.7%) of the director and similar percentage of the supervisors have marked option” No” where 1(16.7%),of the teachers and equal percentage of directors and supervisors, i.e 1(33.3%) each marked the opposite option or “yes “thus based on this analysis we could be in a better position to deduce that the131 (67.8%) of the total respondents have marked the option “No” which may means that there are no enough playing ground (available) for all sport activities in the concerned schools.

As shown as in table15, Problem of Facilities and Equipment q26, Is there any gymnastics apparatus and facilities available for teaching and learning process of physical education in your school? the data from respondents have indicated that 130(72.2%) of the students 5(83.3%) of the teachers, 2(66.7%)of the director and 2(66.7%)of the supervisors in the sum total 139(72.4%) have marked option “No “to mean that any gymnastics apparatus and facilities not available for teaching and learning process of physical education in your school.

Table16 Facilities and Equipment

27. Does the availability of facilities and equipment affect physical and academical performance of the learners?

Respondents	No		Yes		Total	
	Frq	%	Frq	%	Frq	%
Students	120	66.7	60	33.3	180	100
Teachers	4	66.7	2	33.3	6	100
Directors	1	33.3	2	66.7	3	100
Supervisor	1	33.3	2	66.7	3	100
Total	126	65.6	66	34.3	192	100

Table16: Facilities and equipment as shown in table 16, facilities and equipment q,27 does the availability of facility and equipment's affect physical and academically performance of the learners the responders says according to above table 120(66.7%) of students, 4(66.7) teachers,1(33.3%)directors and 1(33.3%)supervisors whose sum total is 126(65.6%) have responded saying " No", and on the other hand 60,(33.3%)of the students, 2(33.3%)of the teachers, 2(66.7%)of the directors and, 2(66.7%) of in the sum, total 66(34.3%) of respondents responded say "yes" .Frome this elaboration it would be easier to conclude that126(65.6%)of the total respondents have marked the option "No "Where us the remaining 66(34.3%) mark the option" yes" that from which we can bas on observation on interview conducted to the teachers and directors, there is not enough student text, teacher guide syllables, different kinds of ball,gymnastics aparatus, bath - room, toilet, different fitness test instrument are not found be it as a whole and partially that affects quality of teaching learning process of physical education in sample selected three school

Table17: Accessibility of Health and Physical Education

28, Is there enough accessible health and physical education textbook in your school?

Items	No		Yes		TOTAL	
	Frq	%	Frq	%	Frq	%
Students	94	52.2	86	47.8	180	100.
Teachers	3	50.0	3	50.0	6	100
Directors	1	33.3	2	66.7	3	100
Supervisor	1	33.3	2	66.7	3	100
Total	99	51.6	93	48.4	192	100
29.Is there enough accessible teacher guide line materials' for physical education in your school						
Students	---	---	---	--	---	--
Teachers	4	66.7	2	33.3	6	100
Directors	2	66.7	1	33.3	3	100
Supervisor	2	66.7	1	33.3	3	100
Total	8	66.7	4	33.3	12	100

Table17: Accessibility of Health and Physical Education According to the respondents addressed the Q 28, Is there enough accessible health and physical education textbook in your school? 94(52.2%) of students 3(50%) of teachers, 1(33.3%)of directors and 1(33.3%) of supervisors or 99 (51.6%) of the total respondents have answered “No “to mean there is no enough text book in the school. From the observation made, especially in Ginbot Haya Preparatory school it is learnt that students learn physical education without text books. However in Frehiwot ,higher 23,preparatory schools students are in the class not to all displayed with books individually. Hence 86(47.8%) of the students, 3(50%) teachers, 2(66.7%) directors and 2(66.7%) supervisors or 93(48.4%) of respondents have said “Yes “regarding the well distribution of text book in the school.

In table Q29, There is enough accessible teachers guide line materials' for physical education in the schools. This is because according to the respondents , 4(66.7%) of the teachers, 2(66.7%)of the directors, 2(66.7%) of the supervisors or the 8(66.7%) of respondents responded“No”on the other hand observations Frome schools have proved that three schools frahiwot,gunboathaya preparatory schools, have not present teacher guide and other reference books to help the teaching and learning process of

physical education in the schools, and as well as Higher 23 Preparatory Schools have teachers guide in the school. On the contrary, 2(33.3%) of the teachers, 1(33.3%) of the directors 1(33.3) of supervisors 4(33.3%) have responded by marking “yes “.As shown in the observation results only Higher 23 preparatory school not updated teacher guide book presented in school store. In light of this, Lock head et, al. (1991) have stated that, textbooks are one of the most important instructional materials to enhance effective learning and enlightening the availability of textbooks in schools has a significant effect upon students’ academic performance

Table18: about Teacher Syllabus

q30, Is there enough accessible teacher syllabus for physical education in your schools

Respondent	No		Yes		Total	
ITEM	Frq	%	Frq	%	Frq	%
Students	--	--	---	--	----	-
Teachers	4	66.7	2	33.3	6	100
Directors	2	66.7	1	33.3	3	100
Supervisors	2	66.7	1	33.3	3	100
Total	8	66.7	4	33.3	12	100

Table18 about Teacher Syllabus As shown in the above table 18, Q.30.”Is there enough accessible teacher syllabus for physical education in your school?” according to the respondents respond 4(66.7%) of teachers, 2(66.7%)of the directors 2(66.7%)of the supervisors or 8(66.7%) of respondents have marked “No”. As shown in the observation made in the sample three schools have provide Frhiwot,Ginbot haya preparatory school had no syllabus of physical education and other reference books that helping for the teaching and learning of physical education .Higher 23 preparatory school however had got teacher guide and syllabus in different from the others. Hence again 2(33.3%) of the teachers, 1(33.3%)of the directors 1(33.3) of the supervisors or the sum total of 4(33.3%) of the respondents marked “yes “and in observation only Higher 23 preparatory school had not updated teacher guide and syllabus book presented in school store

Table: 19. 31 Does your school physical education program include all abilities/special needs?

Respondents	No		Yes		Total	
	Frq	%	Frq	%	Frq	%
Students	143	79.4	37	20.6	180	100
Teachers	6	100.0	-	-	6	100
Directors	3	100.0	-	-	3	100
Supervisors	3	100.0	-	-	3	100
Total	155	80.7	37	19.2	192	100

Table: 19.q31 Does your school physical education program include all abilities/special needs?

The responses given to question 31, indicate that 143 (79.4%) of the students, 6(100%) of the teachers, 3(100%)of the directors,3 (100%)of the supervisors or the sum total 155(80.7%) of the total respondents have marked the option “No”. This indicates that the highest number of respondents responds all selected sample schools students don’t participate in school program with abilities and special needs because the sample schools have not the access to enough materials and facilities. For this reason the program of physical education is not including all ability’s and special needs The other respondents responds have given answer of 37(20.6%)which is of only student respondents how total number is 37(19.2%) saying “Yes “to mean that there school programs including abilities and or need .

table: 20.32. Does the physical education curriculum if not well planned and presented in manner that it affects and improve the psychological health of the learners?

Respondents	NO		Yes		Total	
	Frq	%	Frq	%	Frq	%
Students	-	--	---	----	---	----
Teachers	2	33.3	4	66.7	6	100.0
Directors	1	33.3	2	66.7	3	100.0
Supervisors	1	33.3	2	66.7	3	100.0
Total	4	33.3	8	66.7	12	100.0

As showing in above table20, Q32 does physical education curriculum if not well planned and presented affects to improve psychological health of the learners? The respondents who gave answer to this question have marked “Yes” in a ratio of 4(66.7)of the teachers, 2(66.7%)of the directors, 2(66.7%)of the supervisors, regarding that physical education curriculum is prepare according to the learner contextual need and well planned to improve the health of the learners. However on the contrary a total number of 4(33.3%) that compared teachers, director’s and supervisors have marked “No”, to indicate that the pe curriculum is not well plan in the manner that it affects and improves the psychological well binge of the learners

Table: 21: Instructional Time Designed

33,Is there instructional time designed for grade 11and12physical education classes in sufficient to attain the desired objectives?

Items Respondent	No		Yes		Total	
	Frg	%	Frg	%	Frg	%
Students	18	10	162	90%	180	100.0
Teachers	-	-	6	100	6	100.0
Directors	-	-	3	100	3	100.0
Superviso	-	-	3	100	3	100.0
Total	18	9.4	174	90	192	100.0
34.Does instructional times wasted as result of shortage of material in your school?						
Students	53	29.4	127	70.6	180	100.0
Teachers	2	33.3	4	66.7	6	100.0
Directors	1	33.3	2	66.7	3	100.0
Supervis	1	33.3	2	66.7	3	100.00
Total	57	29.7	135	70.3	192	100.0

Table:21 .Instructional Time Designed . As showin as above table,21 q,33 instructional time designed for grade 11and12 physical education classes is in sufficient or not to attain the desire objectives 162 (90%)of the student, all the teacher, directors and supervisors whose sum total accounted about 174(90.6%)respondents by marking the option “Yes” to indicate that the instructional time designed for teaching physical education in grade 11and 12 is sufficient for the regarding the assumption that whether the teacing leering processes of physical education instructional time is not sufficient to reflect the objective of the contents has been backed by 18(9.4%) of the total respondents which is very significant in comparison to the total respondent. Regarding this

Becker (1978) states that, experts should have allotted necessary time to be spent in the relation to the content to be taught.

In the same table question 34, which is stated as: “Does instructional time wasted as result of shortage of material in your school?”. Thus as shown the table,127 (70.6%)of the students, 4(66.7%)of the teachers,2(66.6%)of the directors and 2(66.7%) of the supervisor whose sum total is about 135(70.5%) have “agreed “Yes” instructional time wasted shortage of different materials. and another side the total number 57(29.7%) of the respondents responded saying “No “to mean that there was no time wasted in case of shortage of materials.

Table: 22 About period’s allotment

35, how many periods per week do physical education teachers spend in class in your school?

Respondents	Student		Teachers		Directors		Supervisors		Total	
Item	Frq	%	Frq	%	Frq	%	Frq	%	Frq	%
One	180	100	6	100	3	100	3	100	12	100
Two	-	----	--	--	----	----	--	--	--	--
Three	-	--	-	--	-	-	--	-	--	--

In table: 22.About periods allotment q35, how many periods per week do physical education teachers spend in class in your school? As indicate in the table above, all the respondents have come to terms by marking the option which means physical education teachers spend only one period in class per week. According to (NASPE, 2001) as quality physical education requires adequate time (per week, at least 150 minutes for elementary schools and 225 minutes for secondary schools

4.2. Observation

As the observer seen all sample school compound observation presented as follow. In the three sample schools

1. When the researcher absorbs based on the different balls in the three sample preparatory schools looks like as bellows: in all three preparatory schools the equipments of foot ball and volley ball are sufficient , whereas, hand ball and basket ball were not enough with the number of students and staffs at that preparatory schools.

2. As the researcher observed that, except frehiwot preparatory school. The two preparatory school have” poor” playing ground ,from this the researcher conclude that many students face the challenge of playing on different ball games, but frehiwot were” v.good “way.

3. As the researcher observation shows that in all pre. paratory school . the gymnastically apparatus were not addressing to all students even different types of gymnastics From this conclude that, many students have not actively participating in gymnastically activity in both preparatory school.

4. With rearguard of the student’s text book as the observers absorbs, there were no sufficient books in the three pre-peratory schools. From this concluded that, there was not faire distribution in the text books.

5. As the researcher observed that there was good teaching aid in the three pre-papratory school .form this conclude that most of the students do not enough getting chance to participate actively in practical aspect.

5. SUMMARY CONCLUSIONS AND RECOMMENDATION

As the main objective of this study is to examine factors that affecting teaching physical education in some selected preparatory school of Nifas silk lafto sub city ,Addis Ababa. Thus under this unit the main findings are summarised and some important suggestions will be recommended.

5.1. Summary

To attain its main objective of examining the main factors affecting the teaching physical education in some selected schools of Nifassillk lafto Sub City in, Addis Ababa ,the researcher has used different means of investigating data .such as revising relating materials, observing the concrete teacher of teaching physical education interview and questioners .from the outcome the researcher was able to point out the man points indicated in the first section of this chapter i.e,”5.1 as summaries.

1.From the teachers behaviours, as it was realized from the responses of the respondents , the physical education teachers in the concerned schools problem with regard to their knowledge of the subject matter, it was identified that there have some short combining's in

- Applying different methods of teaching the subject effectively.
- Making their teaching based on clearly settled objective.
- Making their annual and daily plans to coincide the syllabus of physic al educate

2. On behalf of factors those of it the teaching of physical education in relation to the contribution of school directors, was learnt from the collected data that most of the school directors in the concerned school have played role in hindering the effectiveness of the teaching of physical education

- Not playing special attention to make frequent observation for physical education teachers in particular and as whole the teaching learning process of the subject matter (PE), and in supporting and encouraging the Physical education
- Not facilitating extra opportunities for P.e teacher such in service traini-ng, Seminars and workshops
- Not standardizing the number of students in each class of leas, to a Manageable size.

3. some of the factors that are thought to affect the teaching of PE in the concerned school are identified to have relation to problems that affiliate affected to the school management.

This is because it was learnt that in the concerned schools the school management fails.

- To foster the facilitation and preparation for playing fields, sport facilities and the fulfilling on the necessary materials .
- To give special attention to make teaching of physical education inclusive of Participating in a manners that if satisfier the necessities and needs of all Students of all special needs.
- the collected data it was learnt they have fall up to all of adequate period for teaching of physical education for which physical education teachers are failed to cover contents of the subject maters every year in their perspective schools.

5.2 Conclusion

Having revised different written maters and gathering different data by means of different instruments of data collection (both qualitative and quantitative) and analyse in and interpreting the collected, the researcher has come out with following summarize d conclusions.

- Physical education teachers in the concerned schools are not teaching education Based on clearly settled adjective
- with regarding to the effectiveness of physical education teachers in managing and arranging large sized class rooms, it was realized that there were some failures on behalf physical education teachers.
- It was discovered that physical education teachers do not provide contingent feed backs to their learners.
- It was realized that school directors and their management had not been assisting teachers to evaluate the exiting teachers guide and textbooks of physical education
- It was discovered that physical education teachers had no extra opportunities of taking part in service trainings, seminars and workshops.
- The number of the students in each class was not standardized /limited.
- There is the need for playing fields for teaching physical education in most of the concerned school.

- There is shortage of such facilities on most of those schools.
- There is lack of accessiblite of enough text books of their corresponding teacher's Guides, too
- Regarding the inclusion of all abilities and special needs in concerned schools physical education program it was able to realize that the physical education programs in concerned schools do not include all abilities and /special needs.
- Regarding the actual period allotment for physical education, from the collected data it was able to learn that there is some in the allotment because most of the contents of the physical education syllabus remain uncovered in the concerned schools.

5.3 Recommendation

The research would like to recommend the following suggestion based on the main finding of this research paper which is supposed to be the main factors to affect the teaching of physical education in the concerned schools in particular and in most preparatory schools of Addis Ababa in general.

- Teachers have played special attention to teach their subject matter effectively by looking for different methods of teaching physical education.
- They have to make efforts to teach the subject matter based on clearing settled objectives.

They have also to develop/dedicate all their powers to make their annual and daily plans coincide to the syllabus of physical education In making the teaching of physical education in their perspective schools effective the role of school directors is very vital. thus, in this regards school directors have:

- To observe physical education teachers' class and support them and encour age them as much as possible,
- To facilitate extra opportunities for physical education teachers by teaching the m take part in service training seminars and workshops that Serve both as perquisite a nd a means of up to dating the capacities of physical education teachers.
- To make efforts and assist physical education teachers by standardizing The number of students in each class to a manageable size.
- The school managing body has to work hand in hand with physical education teaches and make efforts Fostering and facilitating the preparation fields For

Physical educations fulfil Sport facilities and equipment

- Helping physical education teachers to make the teaching of physical education on so inclusive of students of different needs and attitudes.
- All the concerned bodies, individuals divides and stake holders have to play role in all allotting adequate period for physical education so that physical education teachers could be abele to cover the contents of the subject matter without suffering so much

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7. APPENDICES

Appendix A

Questionnaire to be filled by students

The main purpose of this study is to assess in-school factors that affecting teaching physical education in case of some selected preparatory Schools in NiffasilkLafto sub city of Addis Ababa in Ethiopia.

General Direction

It's not allowed to write your Name

Specify your response by marking "X" on the space provided

Thank you in advance for your support and cooperation **Section One-Personal Data**

1. Sex: M ----- F-----

2. Age: A.17- - 22----- B. 23- 28---- C. 29- 35----- D.36- 42----- E.43- 50-----

3 grade A.11----- B.12-----

Section Two

NB: Please specify 1, strongly disagree 2, Disagree 3, Undecided 4, Agree and 5, strongly agree for the given preference alternatives that fit to you accordingly.

Various methods of Teaching

Method of Teaching about Physical Education

1/. Physical education teacher are using various methods of teaching?

1, strongly disagree, 2, disagree, 3, undecided, 4, agree and 5, strongly agree

2/. Physical education teachers teaching clearly settle on objectives?

1, strongly disagree, 2, disagree, 3, undecided, 4, agree and 5, strongly agree

Responses Given The Class Observation

3/. School directors provide frequent class observation?

1, strongly disagree, 2, disagree, 3, undecided, 4, agree and 5, strongly agree

About Physical Education Teachers

4/. Physical education teachers have effective pedagogical skill?

1, strongly disagree, 2, disagree, 3, undecided, 4, agree and 5, strongly agree

5/. physical education teachers take care of students fairly and impartially?

1, strongly disagree, 2, disagree, 3, undecided, 4, agree and 5, strongly agree

Class Room Management

6/. Physical education teachers don't provide contingent feedback for their learners?

1, strongly disagree, 2, disagree, 3, undecided, 4, agree and 5, strongly agree

Responses Regarding Class Size

7/. Does the standard number of the students in the class below 40?

A, No B, Yes

8/'Does The Problem of Large Class Size Results In Lack of Effect Communication?

A, No B, Yes

9/. Does the problem of large class size results in difficulty to identify students with special needs?

A, No B, Yes

Large Class Result

10/,Does the problem of large class size result in problem of class room management?

A, No B, Yes

11/,Does the problem of large class size result in unbalanced sport materials need with the number of students?

A, No B, Yes

12/. Does the problem of large class size results in influencing method of teaching?

13/. School directors invite parents to talk on their children's matter?

A, No B, Yes

Facilities and Equipment's

14/, Is there need of playing field for teaching physical education in your school?

A, No B, Yes

15/.Is there a sufficient readily accessible sport facilities and equipment for teaching physical education in your school playing field?

A, No B, Yes

Problem Of Facilities And Equipment

16/, Is there different ball games facilities and equipment available for teaching physical education in your school?

A, No B, Yes

17/, Is there enough playing ground for all sport activities that are available for teaching and learning process of physical education in your school?

A, No B, Yes

18/.Is There any gymnastics apparatus and facilities available for teaching and learning process of physical education in your school?

A, No B, Yes

19/.Does the availability of facilities and equipment affect physical and academical performance of the learners?

A, No B, Yes

Facilities and Equipment

20/, Is there enough accessible health and physical education textbook in your school?

A, No B, Yes

About Teacher Syllabus

21/, Does your school physical education program include all abilities/special needs?

A, No B, Yes

Instructional Times Designed

22/, Is there instructional time designed for grade 11 and 12 physical education classes sufficient to attain the desired objectives?

A, No B, Yes

23/ .Does instructional times wasted as result of shortage of material in your school?

A, No B, Yes

Period allotment

24/, how many periods per week do physical education teachers spend in class in your school?

A, No B, Yes

Appendix B

Questionnaire to be filled by teachers, directors, supervisors

The main purpose of this study is to assess in-school factors that affecting teaching physical education in case of some selected preparatory Schools in NiffasilkLafto sub city of Addis Ababa in Ethiopia.

General Direction

It's not allowed to write your Name

Specify your response by marking "X" on the space provided

Thank you in advance for your support and cooperation!

SECTION ONE-Personal data

1. Sex: M ----- F-----

2. Age: A.20- - 25----- B. 26- 20---- C. 31- 35----- D.36- 40----- E.41- 45-----F 46-50

3. Statues: A. Teacher B, Director C, Supervisor

Section Two

NB: Please specify 1, strongly disagree 2, Disagree 3, Undecided 4, Agree and 5, strongly agree for the given preference alternatives that fit to you accordingly. Various methods of Teaching

Method of Teaching About Physical Education

1/Physical education teacher are using various methods of teaching?

1, strongly disagree, 2, disagree, 3, undecided, 4, agree and 5, strongly agree

2/, physical education teachers teaching clearly settle on objectives?

1, strongly disagree, 2, disagree, 3, undecided, 4, agree and 5, strongly agree

Responses Given the Class Observation

3/, School directors provide frequent class observation?

1, strongly disagree, 2, disagree, 3, undecided, 4, agree and 5, strongly agree

About Physical Education Teachers

4/, Physical education teachers have effective pedagogical skill?

1, strongly disagree, 2, disagree, 3, undecided, 4, agree and 5, strongly agree

5/. Physical education teacher's annual and daily plans are accurately reflected on the contents of the syllabus or text?

1, strongly disagree, 2, disagree, 3, undecided, 4, agree and 5, strongly agree

6/ .physical education teachers take care of students fairly and impartially?

1, strongly disagree, 2, disagree, 3, undecided, 4, agree and 5, strongly agree

Class Room Management

7/ Physical education teachers do not effectively manage and arrange class room

1, strongly disagree, 2, disagree, 3, undecided, 4, agree and 5, strongly agree

8/, Physical education teachers are using frequent assessment?

1, strongly disagree, 2, disagree, 3, undecided, 4, agree and 5, strongly agree

9/ Method of teaching in work used by physical education teachers are suitable?

1, strongly disagree, 2, disagree, 3, undecided, 4, agree and 5, strongly agree

About School Directors

10/. School director encourage teacher in their daily operation school of the system

1, strongly disagree, 2, disagree, 3, undecided, 4, agree and 5, strongly agree

11/. School director's management assist teachers in evaluation the existing teachers guide, text book and soon for future improvement?

1, strongly disagree, 2, disagree, 3, undecided, 4, agree and 5, strongly agree

12/. Physical education teachers don't provide contingent feedback for their learners?

1, strongly disagree, 2, disagree, 3, undecided, 4, agree and 5, strongly agree

13/. Physical education teachers have extra opportunity of in service training seminar and workshop to facilitate change in teaching physical education?

1, strongly disagree, 2, disagree, 3, undecided, 4, agree and 5, strongly agree

Responses Regarding Class Size

14/. Does the standard number of the students in the class below 40?

A, No B, Yes

15/ Does The Problem of Large Class Size Results In Lack of Effect Communication?

A, No B, Yes

16/. Does the problem of large class size results in difficulty to identify students with special needs?

A, No B, Yes

Large Class Result

17/ Does the problem of large class size result in problem of class room management?

A, No B, Yes

18/, Does the problem of large class size result in unbalanced sport materials need with the number of students?

A, No B, Yes

19/. Does the problem of large class size results in influencing method of teaching?

20/,Do school directors include physical education teachers when approving school budgets?

A, No B, Yes

21/. School directors invite parents to talk on their children's matter?

Facilities And Equipment's

22/, Is there need of playing field for teaching physical education in your school?

A, No B, Yes

23/.Is there a sufficientreadily accessible sport facilities and equipment for teaching physical education in your school playing field?

A, No B, Yes

Problem of Facilities and Equipment

24/ Is there different ball games facilities and equipment available for teaching physical education in your school?

A, No B, Yes

25/, Is there enough playing ground for all sport activities that are available for teaching and learning process of physical education in your school?

A, No B, Yes

26/ Is There any gymnastics apparatus and facilities available for teaching and learning process of physical education in your school?

A, No B, Yes

27/.Does the availability of facilities and equipment affect physical and academical performance of the learners?

A, No B, Yes

Facilities and Equipment

28/, Is there enough accessible health and physical education textbook in your school?

A, No B, Yes

29/.Is there enough accessible teacher guide line materials' for physical education in your school

A, No B, Yes

About Teacher Syllabus

30/.Is there enough accessible teacher syllabus for physical education in your schools?

A, No B, Yes

31/ Does your school physical education program include all abilities/special needs?

A, No B, Yes

32/ Does the physical education curriculum if not well planned and presented in manner that it affects and improve the psychological health of the learners?

A, No B, Yes

Instructional Times Designed

33/ Is there instructional time designed for grade 11and12 physical education classes sufficient to attain the desired objectives?

A, No B, Yes

34/ .Does instructional times wasted as result of shortage of material in your school?

A, No B, Yes

Period allotment

35/, how many periods per week do physical education teachers spend in class in your school?

A, No B, Yes

Appendix C

Interview for Teachers

1. What are the main important of healthy in physical education practical class?
2. What are the main factors affecting Physical education?
3. Why? Large class size affects method of teaching?
4. What are the benefits student's gains from the teaching learning process?

Appendix D

Interview for School Directors

1. What the benefits students teaching physical education?
2. What are the major factors of affecting of teaching physical education?
3. What your attitude about physical education?
4. Do you schools have enough facility and equipment?

Appendix E

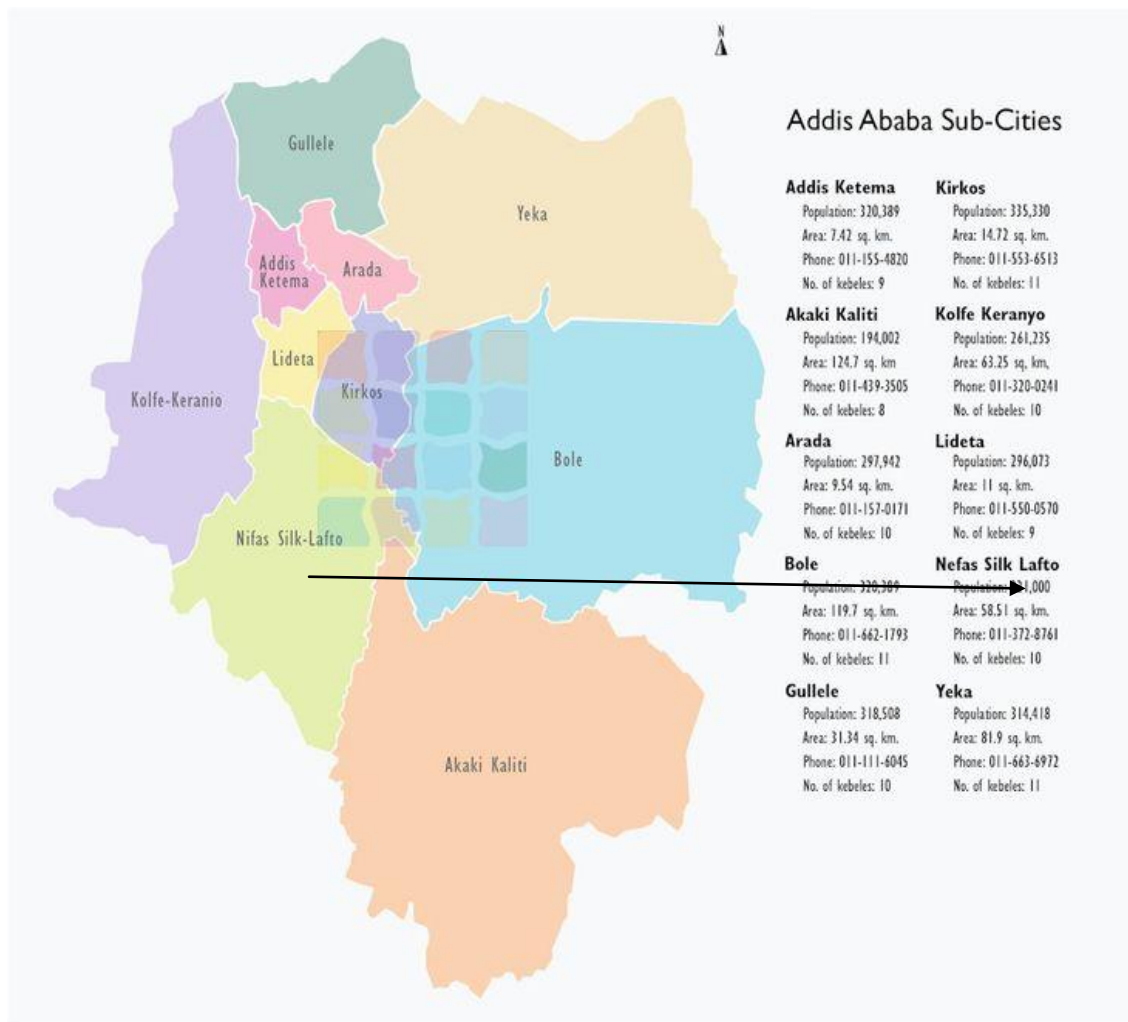
Observation Check List Set to Assess schools environment and PE practical Class Time.

The main purpose of this study is to assess factors that affecting teaching physical education in Frhwot, GinbotHaya, and keftgha 23 Preparatory Schools in Nifas Silk Lafto sub city Addis Ababa.

INSPECTION	SCHOOL	
	YES	NO
Different balls		
Gymnastic Apparatus		
Playing grounds		
Different subject books		
Student text books		
Shower or Bath room		
Different teaching aids		

Appendix F

Figure 1: Map of the Study Site



Source: <http://en.wikipedia.org> Nifas silk Lafo