

**FACTORS THAT AFFECT THE TEACHING LEARNING PROCESS
IN PHYSICAL EDUCATION IN TWO SELECTED SECONDARY
SCHOOLS IN ARSI NEGELE TOWN, WEST
ARSI ZONE OROMIA REGIONAL STATE**

MEd THESIS

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MARCH, 2017

HARAMAYA UNIVERSITY, HARAMAYA

**Factors That Affect The Teaching Learning Process in Physical Education
in Two Selected Secondary Schools in Arsi Negele Town, West
Arsi zone Oromia Regional State**

**A Thesis Submitted to the Department of Sport Science
Post graduate program directorate
HARAMAYA UNIVERSITY**

**In Partial Fulfilment of the Requirements for the Degree of
MASTER OF EDUCATION IN TEACHING PHYSICAL
EDUCATION**

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March, 2017

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STATEMENT OF THE AUTHOR

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ACKNOWLEDGEMENTS

First and foremost, I would like to express my deep and heartfelt thanks to my major advisor, Dr. Wegene Waltenegus and to my Co advisor, Dr. Shemelis Mekonnen for their advice and constructive comments which have shaped my thesis .I owe my heartfelt appreciations to my mother W/ro Adanech Fereja and to all my sisters and my brother for their advice and support during my study. Besides, I am very much indebted to my best and lovely wife Bizunesh Diriba for her encouragement and moral support during my study. Further, I would like to thank to all my friends especially to Buno Mamo and Girna Bikonnen for their advice and support during my study.I would also like to express my special thanks to Arsi Negele secondary school and, Killtrea secondary school directors, PE teachers and students for their cooperation during data collection. Finally, I am also very much those who have extended their mental, material and moral contribution during my study.

ACRONYMS AND ABBREVIATIONS

CPD	Continues Profession Development
ICDR	Implementation of Curriculum Design Resource
PE	Physical Education

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Factor that Affect the Teaching Learning Process in Physical Education in Two Selected Secondary Schools in Arsi Negele Town, WestArsiZone Oromia Regional State

ABSTRACT

The major purpose of this research was to assess the factors that affect the teaching learning process in physical education class in Arsi Negele secondary, and Killtrea secondary schools. The total population of the study were 2800 (100%) and 80 students from Arsi Negele secondary school from these 43 male and 37 female and 60 students from Killtrea secondary school from these 40 male and 20 female, and also 9 school workers from both school were taken for sample population. Generally from the above listed total population 149(5.32%) sample were taken, out of which 140 (5%) students,5 school administrators(Directors) and 4 physical education teachers were selected for the study, and systematic random sampling ($N=n h/n$) techniques were used in the study. Data collected from the participant were analyzed using tables and interpreted by means of both qualitative and quantitative analysis method. Some of the major findings include the majority of students(61.42%) in the sample schools have less interest to participate physical education class, environmental and geographical(68%),Biological(82%), Economical(82%)l, physical and physiological factors(72%) are major factors that hinder the participation of students during physical education class. Hence, it is recommended that depending on the result of findings, concerned bodies such as parents, physical education teachers, school Directors, Zone and woreda educational bureau, etc, Should create awareness for students about the benefits of physical education subject. Physical education teachers should apply student centers teaching approach in order to motivate students.

Key words: Biological factors, PE, Physiological and physical factor, environmental and geographical factor and socio economic factor

1. INTRODUCTION

Physical education is a process and practice geared towards shaping an all rounded personality through a harmonious and integrated development of mental, physical, social, moral and spiritual power of human being. It is the total process of human experiences imparted by which knowledge is acquired, skill is developed, attitudes and values formed (Sidentop, 1998) There for chapter one introduces the back ground of the study, statement of the problem, scope of the study , significant of the study and objective of the study

1.1 Background of the Study

Whether consciously or unconsciously man has ever used physical activities,(sport) since his existence in this world. The reason is that nature by itself has endowed him with a number of moral,physical and personal computations in the individual daily activities. In under developed countries, like Ethiopia, where most of productive sectors are manual and labour, such physicalculture and sport have got indispensable positive bearings on the development of economy by rising working people well being performance, creative power, and healthy personalities. Education is a process and practice geared towards shaping an all rounded personality through a harmonious and integrated development of mental, physical, social, emotional and spiritual power of human being. It is the total process of human experiences imparted by which knowledge is acquired, skill is developed, attitudes and values formed. Education helps a country to create strong and competitive economy which can effectively cope up with the challenges of development and can adapt to the changing market and technological condition in the global economy (sidentop, 1998). The overall cultural, social and economic development of a country depends up on the degree to which it ensures access and opportunity of education to all social groups without any disparity. It is, therefore form from this point of view ,The main objective of physical education is to develop physical, mental, social, motor and skill through physical activities, and to enable the individual learner to develop his/her health ,daily life ,social inter-action ,feelings ,discipline ,etc by his/her physical and mental coordination through different activities. As indicated by:(ICDR ,2001) Physical education syllabus for grade 9 – 12, physical education is an essential subject matter which focuses on learning in the psychomotor domain and the development of life time patterns of physical activity. Male and female students involved in physical activity develop coordination and abilities useful in work

and play, develop ethical behaviours and the responsibility of citizenship, self-discipline and quality of leadership to lead activities in team sports and get opportunities to play with their peers and this contributes to higher academic and social achievement. In support to the above idea;(Lewin, 1979) states the following. Effective coordination with the school and young pioneer's organization is important in dealing with problems pertaining to sport theory and sport policy. In support to the above Lewin's suggestion on the need of sports in school, other scholars propose similar idea on the necessity of physical education in curriculum for different purposes. Hughes, for instance, affirms that it is of paramount significant to inter relate the study of physical education with other fields of science such as adaptive physical education, biomechanics, exercise physiotherapy, and sport psychology :(2001: 386). According to:(Leonard II and Knapp ,1968) The fundamental purpose of physical education is to promote through selected physical activity, the establishment and maintenance of competences, attitudes, ideas, drives and conditions which enables each individual to establish a pattern of living that provides satisfactory self-expression and adjustment through individual accomplishment and that contributed to group welfare through home, community, state, national and world citizenship experience appropriate for each individual. Therefore, not only the importance of the theoretical assumption of physical education but also realization of these assumptions is an increasing significance of effective teaching learning process in physical education class.

There are major factors that affecting the teaching learning process of students during physical education class such as physical and physiological, Economical and school factors. However, students can show remarkable improvement in their physical features by making continuous physical exercise. Eyueil Abate Demissie:(October16, 2012).To this end physical education plays a decisive role. As stated above all those factors may be rooted from different direction. Even though the major factors that hinder student's participation during physical education are sensitive issues, there are some adequate research works that are conducted to identify these factors. Therefore, this study attempt to assess factors that affecting the teaching learning process in PE class in ArsiNegele secondary, and Killture secondary schools in West Arsi zone ,Arsi Negele town.

1.2 Statement of the Problem

This research is entitled as; factors that affect the teaching learning process in physical education class in Arsi Negele Town. The educational system of any country is designed to develop the

learner's problem solving capacity and adaptability by building up knowledge, ability skill and attitude, the teaching learning process, the educational policy of the country and the curriculum are required to be backed by suitable methods and strategies: (sidentop,1998) Physical education is one aspect of Ethiopia educational policy and curriculum to develop the learner`s ability such as students by building up knowledge and skills.Regardless of the aforementioned significant objectives of physical education in schools, however, students sometimes may not participate in the class and out of the class room for various reasons as required by the teachers and well organized contribution of the schools leaders on the availability of sport equipments and field for different practical activities becoming one of the devastating situations to the teaching of physical education in schools. This consequently affects their academic achievement. This study hence, will attempt to find out ways through which students reluctance to have separate note book for this subject and un willingness to come with sport wear can be the best indicators to realize that and how we can be enhancing in doing so and to indicate how to solve the factors that affected teachers to effectively implement skills and techniques, and school leaders contribution to solve the availability of sport equipments and field. Therefore to improve the teaching learning process of physical education class should have to achieve its objectives it has been observed that this study are not properly maintained to assist the work of students only. It has significant role in achieving the overall objectives of both teachers and students. In the researchers ``ten year experience as well as physical education teacher, the researcher has observe that factors that affect the teaching learning process in physical education class in Arsi Negele town secondary schools, students are fewer participants because of those factors. In light of this fact the researcher become interested to conduct this study. Therefore, this study is aimed at assessing factors that affect the teaching learning process in physical education class in Arsi Negele town. So, the following leading questions would be answer in order to check the attainment of the stated objectives.

- What are the factors for students reluctant to participate actively in physical education?
- What are the factors that hindered teachers to effectively implement skills in PE lesson
- How these factors affect the teaching learning process of PE?
- What methods help to enhance student`s participation in PE class

1.3 Scope of the Study

It is known that if the study would be conducted in the extensive manner, the reliability of the finding will be more concrete. However, due to various reasons such as time constraints and other problems obliged (forced) the researcher to be confined to only in West Arsi Zone. But this study would have also some delimitation because of the above mentioned reasons, so the researcher was forced to choose Arsi Negele secondary school and Killturea secondary school at Arsi Negele Town.

1.4 Significant of the Study

The researcher believes that this study is significant in that it:

1. Forwarded positive feedback on the teaching learning process of PE.
2. In the school that will in turn contribute its own constructive impacts.
3. Improving the overall instructional programs of the subject matter and further more.
4. Provides a clue for future researchers about the factors that affecting the teaching learning process during physical education class.

1.5 Objective of the Study

1.5.1 General objective

The general objective of this study was to assess the factors that affect the teaching learning process in physical education class at Arsi Negele secondary school and Killture secondary school.

1.5.2 Specific objectives

This study also tried to examine the following specific objectives;

- To identify the factors that affects student's participation in physical education class.
- To investigate the role of teachers and administrators for the effective teaching learning process during physical education class.
- To find out how different factors affect PE class.
- To identify methods that enhances student's participation in PE class.

2 REVIEW OF RELATED LITERATURE

The purpose of this research work will be to examine the teaching learning process in physical education at Arsi Negele Town secondary schools, in West Arsi Zone Oromiya region. The researcher tries searching through Haramaya University libraries, using internet and different text books and many other research materials. Where consulted to come out with the topic specially factors that affect the teaching learning process in physical education in Arsi Negele secondary, and Killtorea secondary schools.

2.1 The Basic Concept of Physical Education

Physical Education and Sports has been defined in many ways by various writers and physical educationists. Physical education according to: (Bucher, 1985) is an integral part of the total education process. It is a field of end ever of human performance through the medium of physical activities that have been selected with a view of realizing this outcome. It is therefore, harmonies the physical, intellectual, social and emotional aspects of individual's personality mainly through directed physical activity. Traditionally, Physical Education had focused primarily on teaching sports and games to basic school children. Today, fitness specialists and exercise and sports scientists in various settings work with adults to help them establish and maintain life-long activity programme. There have also been changes is school programme to guarantee that there are opportunities for all persons to meet their unique needs while engaged in progressively challenging experiences.

Physical Education and sports is now among the subjects on the basic education curriculum that students, teachers and the entire community witness when it comes to competitions: (San deep ANAD ,2006). These spectators use this period forrelaxation, release of tension as well as to assess the physical educationteacher in the school through the students performance. The basic school years are the opportunities for the pupils to experience many different types of physical activity. If education is concerned with the development of the total person, the unique contribution of physical education to this end ever cannot be overlooked.

2.2 The Nature of Physical Education in Schools

Basic schools physical education programme focus on helping pupils to attain competency in the fundamental motor skills and movement concepts that formthe foundation for later

development of specialized games, sports, fitness, and dance activities. Physical Education in schools, therefore help pupils to set realistic goals for achievement by providing for the need of pupils at various levels of development and ability by encouraging acceptance of responsibility by nurturing pupil's self-esteem and by enabling them to gain confidence in themselves as learners. According to: (Sehmottlach, and McManama, 1997). "Physical Education focuses on the teaching of skills, the acquisition of knowledge and the development of attitude through movement". This means that pupils should leave the basic school years knowing at least something about stability, force, leverage and other factors related to efficient movement".

The aim of physical education, like those of the general education is the full development of the body, the mind and the soul of the individual. This means, if the totally educated person is seen as one who has fully developed his/her ability to utilize constructively all of his/her potential capacities as a person in relation to the world he/she lives, then the physically educated persons may be defined as one who has fully developed the ability to utilize constructively all of his/her potential capacities for movement as a way of expressing, exploring, developing and interpreting him/herself and his/her relationship to the world, he/she lives in: (Siedentop, 2001)

Teaching physical education as it exists shows that a good number of teachers often deny pupils the opportunity to express themselves freely in purposeful activities during physical education lessons. Most often, teachers of physical education do not and sometimes devote very little time to the planning of their lessons to meet the needs of the pupils. It is a fact that the teacher schedule at the basic education is a heavy one and much is needed to be done to bring such a programme to a success: (Traxter and North 1987). They mention how tedious the work of the basic education teacher is. They state, "It is common knowledge that the average public high school teachers carry a heavy load. He/she must teach from 100/200 or more pupils distributed through three, four or five classes, participate in extra curriculum programme of the school, prepare lessons plans, read and correct papers and exercises, gives special help to slow pupils, make out report, and often take an important part in and out of school life of the community". The above task explains the exact terms of the work of a basic education school teacher in Ghana. She/he can only succeed if he/she is assiduous to work. It is assumed that it is only in the school that planned programmes are possible. The duty of the teacher is to make sure that a variety of activities are available to teacher a child. Schurr, made this clear that, "a good physical

education programme helps children to build foundation for present and future success in all life activities”: (Schurr, 196:4), This implies that good approach would help in the achievement of the present and future successes in all life’s activities .According to: (Ayi- Bonte,1966)“ since the child stores to understand his immediate environment through movement, the school should provide himwith facilities for purposeful movement. He must have things to throw, climb, pull and push about. He must also have things to jump unto, jump over and also things to jump down from. This gives him excitement: (Ayi-Bonte, 1966:1).

Physical education is on most schools time table but attention is not given to it. Teachers allow pupils play around, doing things on their own without any instruction on how certain skills are performed. The teacher thinks and feels that keeping pupils involved in activity is the most important skills. As pupilsare found playing and enjoying themselves, the Happy, Busy and Good type of lesson, whilst the teacher engages him/herself in other things. Physical education period are treated as time for recreation. According to: (Pangrazi and Dauer ,1995:2) “All people would like to be skilled and competent in the area of motor performance. The elementary schools years are an excellent time to teach motor skills because children have time and predisposition to learn”. Pupils must learn and for learning to take place, there must be information orinstruction on what is being done. Pupils needs instruction on whatever theyare doing to become perfect so that they can grow and become better persons in the future to contribute meaningfully to the community in which they find themselves. This also emphasize on the need to train so that he/she will notdepart when he/she grows, therefore we need to “catch them young” and at theappropriate age.

Understanding the genetic diversity among pupils such as in muscle type, cardio-respiratory endurance and motor co-ordination is a requisite for helping pupils evaluate their physical capabilities. Pupils clearly play and most developmental psychologists believe that, playing is the most basic form of behaviour in young children and that, it is through play that children acquire much of their early knowledge about the physical and social world in which they live. The role of games in elementary physical education is to provide allpupils the chance to be successful in playing in dynamic, unpredictablesituation that challenge them to outwit their opponents: (Graham *et al*, 2001). It is, therefore, the responsibility of the teacher to design his/her activities to meet the needs of all pupils. Since movement is the child’s first language, a variety of

experiences will help make that language as precise and expressive as possible. According to Flanders guide, much early research in teaching effectiveness are centred on the interaction between teachers and students as cited in:(Wuest and Lombardo) "...an effective teacher interacts with pupils so that they learn more and like learning, teaching effectiveness is concerned with those aspects of teaching over which the teacher has direct control".

Unfortunately, the number of pupils or interest of pupils participating in daily physical education is declining. Information on basic schools teachers' teaching Physical Education in the schools is limited. Many basic school teachers' only give out balls or ask pupils to go out and play when it is time for physical education. This trend has serious effect on the lives of pupils who should be given the needed skills for live. Others use the period to teach other subject at the expense of physical education or use it for school project. This approach results in an inferior and narrow program that may satisfy the accountability concerns of the teacher but does little to give pupils a well-round education. This supports: (Schmottlach. and McManama.,1997), when they stated that: Physical education is not merely free play or recreation time when no instruction need occur, nor is it a non-intellectual activity with no claim to a place in formal education" Pupils receive no instruction on what to do. It is through the instruction that pupils learn the correct skills, understandings and attitudes that will enable them to participate in various physical activities throughout their lives. Although their Physical Education stresses psychomotor goals, cognitive and effective learning domains, little attention is given to it by teachers in the basic school. With most of the teachers being products from the colleges of education in the country where methodology played an important role in their training, the expectation was that they will teach students to learn how to adhere to a physically active lifestyle, so that this can be passed on to pupils during physical education lessons.: (Darts and Pangrazi ,1991) stated that: "Physical Education is a learning process that focuses on increasing knowledge and affecting attitudes and behaviours related to physical activities including exercise, sports, games, dance, aquatic and outdoor activities" It is becoming more evident that, to obtain a comprehensive all round knowledge and understanding of the society, one must study its cultural patterns and institutions. Physical education and sports - related activities that comprise the programme are merely one of the many cultural patterns prevalent in any society. As mentioned earlier, physical education forms parts of the school programme, therefore, for the programme to be successful, all personnel should possess qualities like knowledge of the subject matter, methodology, good

relationship with his pupils and staffs as well as good attitude towards work. As:(Bucher ,1987) must also be observed that almost all the physical education teachers at the basic level schools are not certificated in physical education, that is, they are not trained personnel in physical education. This means that physical education teachers at the basic level school will have a problem in the teaching of the subject: (Nacimo-Brown and. Brown ,1989) said “No matter how kind, amiable and well meaning a teacher is, he cannot possibly succeed unless he has a thorough knowledge of the subject matter he is teaching and a good general knowledge: (Nacimo and Brown, 1989:8). They further went on to say that, a very knowledgeable person completely lacking in sensitivity or human emotions is not likely to be successful either especially if he behaves like an army sergeant on the parade grounds. Although physical education is taught in command manner, if a good approach is used and skills are developed, it is easy to transfer knowledge at all levels. This therefore makes this statement true in that people who share at commands are not able to enjoy the lessons as was put forward by:(Nixon and Jamett) that teaching has been quiet “authoritarian” in nature and too often taught by what Musston calls a “command style”: (Nixion and Jewett, 1969:179). A good physical education teacher should therefore create different environments in which he or she teaches all the three domains of cognitive, affective and the psychomotor skills. The physical education teacher must also be in an all round position where he/she can meet the needs, interests and aspiration of the pupils he teaches, he must dedicate himself to the work he does and through such efforts he will be able to achieve his goals. From another perspective, the physical education teacher should have a good knowledge in administration and organization of his physical education programmes in a way that will make the pupils want to learn. The great Greek philosopher and scientist, Aristotle, once said, “He who thus consider things in their first growth and origin whether a state of anything else will obtain a clearer view of them”. Relating this statement to our context, one will simply agree with: (Charles Bucher) who said that. “An important principle of personnel management is the recognition individual differences and different type of work. These differences must be recognized by the administrator, who must make sure that the right person is in the right inched. An individual who is a round peg in a square hole” does not contribute to his or own self or the organization qualification or vice versa is unjust and devastation”

(Bucher, 1989:2).When placement in schools is done effectively students will develop their talents and will grow to find correct places in the society and this will then solve the problem of dropout. It is also important to realize that to some extent that motivation and interests are the driving forces behind all learning and full participation of teachers and students in sports. This can affect the performance and attitude of the individual or the teacher in handling the subject. Bucher, in his book "Foundations of Physical Education" said, In order to have improved and effective learning situations, there are certain basic reference for the conduct of learning and teaching in the school environment. Some of the most important forces influencing learning are motivation, individual differences and intelligences. "He went further to explain that motivation is a basic factor for effective learning. He said motivation refers to a condition within the individual that imitates activity directed towards a goal. This therefore suggests that as a physical education teacher, one must do all things possible to motive his students so as to make them put up their best. The teacher should as well be motivated too. By this teacher motivation, he gains an inner joy when performing an activity or work and this will make him achieve his set goal. Motivation, when well met will bring about co-operation, self awareness and initiative, and thereby bringing about achievement of higher results by both the teacher and the student. Another important area to be touched is how the teacher can develop his students' mental faculties so as to be able to reach immediately to situations that confronts them during sporting activities. Looking at the nature of the game competitions, one has to be astute to become aware of what is taking place and adjust himself to situations within the period of play. It should be noted that physical education teacher should not just train his athletes only the techniques of executing a skills but a lot more should be done when training them: as;(Charles Bucher, 1986) puts it: "Athletes should not only learn and practice the techniques of their events but also try to maintain a strength, power and other aspects of physical fitness.": (Bucher, 1986pg 6:71). This explains why the physical education teachers should prepare the students in a way that will make them physically, mentally, socially, morally and emotionally fit well into any society they find themselves.. This will help thestudents go about their normal duties or activities with ease as Bucher again sums it up, thus: "The physical education curriculum should include a core physical fitness activities designed to develop strength, speed, agility, balance, co-ordination, endurance, flexibility, good posture and body mechanics, that promote well the physical, social, and intellectual development", "Activities should become progressively

more complex in organization and skills and more demanding of physical development and control grade by grade”: (Bucher, 1989,3:190) Considering the discussions above, it can be said that physical education is a process of education that concerns activities which develop and maintain the human body. This can be achieved if the physical education teacher has a good knowledge and love towards his work. In Ghana, sports and games form part of the total educational programme and in every school curriculum, annual sports competitions are the manifestation of the physical education programme which afford opportunity for natural healthy exercise for large number of school children. Despite the above opportunity.:(Singer and Dick ,1974) found out the programme leaves much to be desired when they wrote that: “It has been difficult for physical education and sports to gain acceptance and if that continues to be the trend our programmes and objectives are severely challenged in certain circles, and the programmes are being de-emphasized”: (Singer and (Dick, 1974: pg. 30). From the above statement, Singer and Walter were of the view that even though physical education and sports are regarded as a core subject in the school curriculum, it has suffered under re-cognition and as such less importance is being given to the development of the subject. Some teachers pay negative attention to its teaching. Very little has been done in the study of modification in the improvement of teaching of physical education in the Nadowli District, this leaves the reader with the question as to whether the need for improvement is as effective in governing performance as we are prone to think. Progressive deterioration of methods of improving teaching seemed to call for some revision of teaching methods to alter thistrend. This emphasizes the assumption that, methods of teaching can be modified and that changes can be direct objective of teaching and learning. There are many views on factors affecting the effective improvement of teacherstowards the teachings of physical education in the Nadowli District. These may include inadequate facilities and equipment. Submitting his report on the availability of facilities and equipment: (Anthony Odei, 1994) stated that: “Another factor that would affect teaching and learning in schools is inadequate facilities, considerable space and equipment which are usually expensive and there is no guarantee that any funds would be re-directed into their provision”: (Odie,1994:pg 7).Odie’s statement indicates that lack of facilities and equipment can hinder the effective teaching and improvement in physical education. Teachers seem to enjoy and build up confidence in themselveswhen they use the proper facilities and equipment in teaching. Lessons become boring and student’s interest seems to deteriorate

when there is lack of facility in the school.(Professor George Benne,n.d), has this to say to support Odei at the second annual Ohene Djan lectures in Accra. “Most defects of physical education and sports sector in our country is due to inadequate incentives. Most schools do not have sufficient equipment. In the same way, adequate incentives are not given to both sports men and women to boost their morals.” Sports Review,:(Anonymous,1993, Pg 7:8).:(Annette, 1977), hypothesized that skill determined level of interest and in the improvement of the teaching methods of physical educationist. This therefore emphasizes that teaching methods can be modified to improve direct changes in the objectives of teaching and learning. In the schools, there has been an over - emphasis on teaching sports skills alone with a gross de-emphasis of teaching students to learn how to continue to be active in order to keep fit. This has drew majority of the pupils back to their coil as those with high skills are often dealt with during such lessons and little attention paid to the rest of the class. The United Nations charter on Physical Education and Sports clearly states that “every human being has a fundamental right to access to physical education and sports which are essential to the full development of one’s personality. The freedom to develop physical, intellectual and moral prowess through physical education and sports must be guaranteed both within the educational system and other aspects of social life”. Physical Education in schools therefore is to help pupils to set realistic goals for achievement, by providing the needs of pupils’ at various levels of development and ability, by encouraging acceptance of responsibility, by fostering creative and critical thinking by enabling them to gain confidence in themselves as learners. The teacher who is the main controller of activities in the class, lacks knowledge about the teaching of physical education. To some teachers keeping the pupils busy and happy means all is well. As the pupils are having fun, the teacher finds a seat somewhere to relax himself until the period is over. To the teacher, pupils need no guidelines when playing. According to: (Pangrazi and Dauer ,1995:3): “Youngsters need to learn about the classification of movement concepts which includes body awareness, space awareness, qualities of movement, and relationships. It is not enough to learn only the fundamental skills: youngsters need to perform these skills in a variety of settings”, this means that, pupils love to play was central to the development of progressive education. During that time certain values could be passed on to pupils as they play. They need to be guided while they are engaged in any activity. Teachers are responsible for seeing to it that pupils treat one another respectfully and are committed to a fair learning environment since physical education uses

physical activity to enhance the development of a total person. Unfortunately, despite the fact that special interest has been shown and continue to be shown in pupils in the basic schools, their expectation are not met because of the lukewarm attitude from some teachers in the way the subject in being handled. According to:(Wuest Deborah and Lombardo Bennett, 1994:10) “...in too many places, physical education exists precariously as a marginal aspect in secondary education. What is most disturbing is that, in America culture when fitness and physical active leisure experiences are increasingly valued, school physical education is so often devalued, generally lacking in creditability within the secondary school culture, and too often ridiculed by those outside of the school”. Physical educations status as an integral part of the school curriculum is being challenged, and support for it is diminishing. As curricula are being restructured to include more time for academics, time allotted to physical education and other subjects such as music and arts are being decreased. Those who are convinced with reasons why Physical Education is important in schools will like to see the time spent in physical education lessons curtailed. They argue that there is just not enough time in school day to cover academic subjects, let alone allot time for physical education. However, those who have benefited from learning team work through sports in gymnasium and have seen how it applies to ones daily life even into adulthood, do not ask why Physical Education is important in the schools: (Kirchner Glenn and Fishburne Graham ,1995:4) was with the view that: “since children are rational individuals, we must provide many experiences in a graduated way, to allow each child opportunities to learn how to make, correct and effective decision” Physical Education must be a systematic and comprehensive programme that reaches out to children from all walks of life. They must teach pupils specifically how to apply the concepts of respect and fairness in the physical education class, and then must support pupils when they make that application so that such behaviour becomes the norm in the class. Only when the needs of all children are met, is physical education regarded as an integral part of the total school curriculum:(Wuest and Bucher, 1995:48) aptly states: “No learning content however strong lasts a life time. Since knowledge doubles every five years, the need for individual to be self educated is apparent; physical education must recognize that as we enter information age, the process of physical education may be as important as the content. By emphasizing the process, we can teach students how to learn. This is essentially what education is about providing basic tools to enable consumers to become self educative throughout their lives.” In

fact the critical mass of school children receives limited time for engagement in physical activity. In many cases, classroom teachers use physical education period to coach sports for inter-school competition, a misplacement of priority. While it is important to understand how physical Education contributes to the individual, it is equally important to appreciate that Physical Education is a worthy subject to study in its own right: (Ken Green ,2008)

2.3 Characteristic Needs of the Basic School Child

Teaching pupils enrolled in a basic school present a unique series of challenges to teachers. As :(Sahelemicael Bizuneh 2000) such physical activity programme should be comprehensive and well-balanced for the purpose of enhancing the psychomotor, cognitive and affective development of individuals through the means of body movement. Pupils in the basic schools are in their formative years and need to be encourage to grow strong and healthy. Again, because of the anatomical and physiological characteristics of this age group, activities must be selected with care. Pupils at this level are in a period of rapid growth that makes it difficult to coordinate their actions and often results in awkwardness and excessive fatigue. Pupils are faced with the myriad changes associated with puberty, including the development of secondary sex characteristics. Social and emotional changes are also experienced. It is in view of this that: (Kirchner *et al.* ,1995) said: “our task then is to help each child become a self - directed and independent learner who will constantly seek new challenges”. It is the duty of the teacher to teach pupils how to apply the various concepts in their environment. The desire to be independent and the influence of peers are particularly strong. Pupils should be excited about participating in games-playing activities on their own. Physical Education uses physical activity to enhance the development of a whole person. So enhancing and expanding the movement vocabulary of the child, is just as important as improving word and reading vocabularies. Some pupils love to compete: others prefer or seem to learn better in games that encourage co-operation. We attempt to respect each pupil’s preference by giving choices, trying never to place an entire class in a competitive situation, instead we let pupils choose between two or more games or ask them to make up their own games. Teachers who constantly shout out the score, post team won and lost records, and reward the winners thereby punishing the losers place an emphasis on competition for which some pupils are not ready. When a pupil who is notable to perform a basic skill consistently is placed in a game that requires that skill and the ability to perform it in a dynamic or changing situation, the results are often counterproductive. Most

pupils first encounter in their school physical education programme affect their interest in the subject positively or negatively. These pupils are in their formative years of childhood and the crucial years of adolescence. Therefore, whatever their physical education classes teach them is likely to be of major importance in the formation of habits and attitudes that might last a lifetime. It is therefore envisaged that when teachers are given the needed teaching skills, it is then that they can deliver. Pupils can be introduced to skills to satisfied their psychomotor domain and grow with them with more purposeful life at old age. Physical Education therefore aims at producing a physically educated individual that is a person who is fit, mentally alert, emotionally sound and socially wholesome. According to John F.Kennedy, “Intelligence and skill can only function at their capacity when the body is healthy and strong.” Physical Education should be an experience that guides youngsters in the process of becoming physically active for a life time: (Graham *et al.*,2001).

(Wuest and Bucher, 1999) said that, when an outcome approach is used, objectives described the behaviour the individual will demonstrate when the desired outcome is achieved. The teacher needs to understand the pupil’s skill ability and interests and be able to use this knowledge to design a game that the pupils will find interesting and enjoyable .Elementary school pupils’ exhibit immature fundamental movement patterns hence the need for locomotors skill sequencing. Pupils typically encounter a variety of developmental difficulties as they progress from one stage to another in the quest for mature fundamental movement skills and it is the teacher’s responsibility to teach pupils how to execute these skills efficiently and effectively. As pupils are provided with the opportunity to explore their environment through various ways that are fun, they must be guided also by learning the right movement skills that might last a life-time which will go a long way to enhance the development of the person. Supporting this as sertion:(Kirchner *et al.* ,1995) .

In the opinion of: (Siedentop ,2001): “Communicating task to students effectively and effective motor skill and strategy task should be introduced by establishing the importance of the task or linking it to previous work” The teacher must be aware of this and identify the development as difficulties and practices that recommended strategies to achieve the skill concepts and the movement concepts. It enhances their perceptual motor and cognitive concepts learning and promotes the development of a positive self-positive and promotes positive socialization. In support of the above assertion:(Pufaa ,2006 :8) opine than “The duty of the physical education

teacher or coach is to take a child where he/she was and to challenge him/her to greater achievement by individualizing the task to be accomplished'. It is therefore necessary for any individual to be exposed to some of such associated learning's so as to know how to guard his/her own life as well as the life of his/her neighbours. This age is an optimal period for acquiring key motor skills and developing habits and attitudes toward physical activity that will serve them for a lifetime. It is therefore clear that Physical education can contribute in many significant ways to the goals of education and the total development of the individual.

2.4 The Teaching of Physical Education

Many questions are pertinent here as one to explore on the attitude of teachers in the basic schools towards the teaching of physical education. Teacher's concentration on sports, so physical education is seen as sports. Instead of engaging the whole class in a systematic approach in skill development, they concentrate on few individuals who are skilled. During physical education lesson, some teachers teach it as though pupils were of the same levels and abilities. Pupils, who do not fit into the teachers' category, are left behind and sometimes ridiculed or shame to be the target of sarcasm or to be belittled. This negative behaviour does not encourage some pupils to go out for physical education. Pupils like fun, so teachers are to provide the platform for pupil's enjoyment at the same time learn as well since physical education encourages participation and skill development in a variety of sports, thus providing pupils with the opportunity to participate in appropriate sports activities. According to: (Wuest and Lombardo, 1994:248) "the teachers of the twenty-first century must learn to anticipate change and make long-range assumptions, they must be informed, future-oriented adaptable individuals who are capable of envisioning future alternatives and devising suitable courses of action for themselves and their pupils." Some pupils entering school may not have mastered the more complete patterns of movement in which two locomotor movements are combined and performed in an uneven rhythm. So if pupils are to grow and develop to their full potentials, then they must be provided with the most conducive learning environment. Physical education includes the acquisition and refinement of motor skills, the development and maintenance of fitness for optimal health and well-being, the attainment of knowledge about physical activities and exercise, and the fostering of positive attitudes conducive to life-span participants' lives.: (Wuest and Bucher, 1999) This means under a qualified leadership, physical education helps to promote active life styles for people of all ages and abilities, thus

enriching participants' lives. The teacher finds it difficult to impart the knowledge to pupils when it comes to teaching physical education. It was in that:(Rink ,1998;20) stated that: “ Teaching physical education for learning is primarily a text on instructional processes and the teaching skills required to execute those processes effectively-that is what teachers can do to help trainees learn what teachers want them to learn”.

It is therefore the duty of the teacher to teach motor skills in a clear, concise manner. So youngsters can learn proper movement at an early age. The difficulty faced involves combination of class size and heterogeneity of skill levels pupils' pose a problem for the classroom teachers, there is always a problem of classroom management, equipment and space in some schools, hence making it impossible to teach the subject as it stands. Agreeing with this statement: (Mosston and Ashworth ,2002:34) were with the opinion that: “Teachers who can transform their knowledge about an activity and articulate it to specific group of learners in language and concepts they understand have strong practical knowledge”.

Unfortunately, this is not always the case as many pupils experience failure and frustration in a physical education setting. Most teachers fail to teach physical education the way it should be taught because they lack the technical knowledge. Some do not even show any interest in the subject let alone to encourage others to teach it. This attitude put some pupils off to even come out for physical education lesson. The issue here is clear. Most classroom teachers have had one course in physical education methods as part of their teacher preparation. They are not well prepared to teach physical education...they cannot possibly do all the things expected of them-and physical education is too often the subject that gets left out: (Siedentop, 2001). Most teachers see the job of physical education teacher a demanding one that is often seriously underappreciated as they lead intense daily lives in school teaching and supervising pupils, and also taking after school coaching responsibility can increase their length of the school day. Physical education must be largely an instructional programme if it is to acquire a full partnership in the child's overall education. Only high quality programme based on developmental goals with demonstrable and accountable outcomes achieve this respect. According to:(Pangrazi and Dauer ,1995:126): “it is important to be concerned about students as long as it is expressed in a professional manner. Being a leader means knowing where to direct a class... it is the teacher's responsibility to lead the class to desired objectives”.

The elementary years are a time for experimentation, practice and decision making about all activities that exist. This principle implies that activities are selected because they have educational value for all youngsters: not because the teachers like them or respond to pupils preferences. Teachers must be able to integrate, synthesize and co-ordinate diverse concepts representing both psychological and bioanalytic in such a way that the individual needs of their students are best served. (Pangrazi and Dauer ,1995:4) “.....children develop an increased awareness and understanding of the body as a vehicle for movement and for the acquisition of a personal vocabulary of movement skills”.

Children should learn more than physical performance of skills. It is important to develop in understanding of skills performance principles of physical fitness should be emphasized. Many small-groups activities in physical education lend themselves to affective development- learning cooperative and social skills. Pupils should learn the feelings of satisfaction and accomplishment through participation in a physical education programme (physical education programme include activities that enhance cognitive and effective teaching): (Wuest and Lombardo, 1994:248). In supporting the above statements said: “Physical education teachers must strive to make a difference in the lives of those students who are currently in schools and who will soon be in a position to decide the value of physical education programme in their children’s schools. Therefore these teachers must demonstrate that they have the abilities required to assist students to attain programmatic goal and with a noticeable effect across their lifetime.”

School Physical Education program focus on promotion of lifespan involvement in physical activity, pupils learn the skills, understanding and attitudes that will enable them to participate in various physical activities throughout their lives. (Pangrazi *et al.*, 1995:124) went further to state that:“ Teachers need to be aware of the impact their behaviour has on students. In many ways, teaching reflects the personality, outlook, ideals and background of the teacher.” Basic school physical education programme focus on helping pupils attain competency in the fundamental motor skills (e.g.throwing and catching) and movement concepts e.g. balance) that form the foundation for later development of specialized games, sports, fitness and dance activities .As pupils progress through school, skills and fitness development is accompanied by an increased knowledge and understanding of physical activity. Metzler continues and asserts that the best way to achieve this is to maximize teaching effectiveness. (Kirchner *et al.*, 1995:4) went

on to say that “In order to participate in physical end ever, children will need to acquire skills. Without skill, there will be little success. Without success, there will be little Interest, and without interest an attitude commensurate with inactivity will develop.”

All children need basic instruction in motor skills and sports activities through a comprehensive physical education programs. Such program will facilitate the skills and knowledge necessary to support an activity, productive and healthy life style. When an individual is playing a game, swimming, doing gymnastic or even matching, it is said that some sort of education is taking place, and this type of education should be conducive to the environment of the individual’s life or it may be detrimental. One of the main goals of physical education is to get learners incorporate physical activities into their lifestyles. The emphasis is placed on learning to perform the skill correctly rather than worrying about the outcome. This is so when children experience successful participation in physical activities in a warm supportive and positive environment with teachers who care, they are more likely to continue to participate outside school setting. Physical Education uses physical activity to enhance the development of the whole person. Physical Education includes the acquisition and refinement of motor skills, the development and maintenance of fitness for optimal health and wellbeing, the attainment of knowledge about physical activities and exercise, and the fostering of positive to lifelong learning and lifespan participation. Physical Education is concerned with the promotion of active lifestyles for people of all ages and abilities:(Harrison, 1996:130).

2.5 The Benefits of Physical Education

Physical Education is a learning process, designed to foster the development of motor skills, health-related fitness, knowledge and attitudes relative to physical activity through a series of carefully planned and conducted experiences. A physical education programme is of dubious value if it does not accomplish these major outcomes, for these contributions are unique to the physical education. It is in view of this that:(Kirchner *et al.* ,1995) stated that “Whatever else we profess to do, we must provide experiences that will enhance children’s level of health and fitness and we must teach them concepts and motor skills inherent in a wide selection of physical activities”. Only in physical education can pupils learn how to diagnose, prescribe and evaluate personal fitness qualities, how to develop lifetime sport skills and how to analyze movement principles. Youngsters will leave school without these abilities if the physical

education programme is inadequate, poorly organized or nonexistent :(Pangraziet *al.* ,1995:6) stated that “The physical education environment will help pupils acquire desirable social standards and ethical concept”.

Physical Education offers the opportunity for a rich social experience. Most physical activities take place in a social environment: very few take place in isolation. For example, playing a dual sports like Tennis or a team sport like

Handball requires you interact with at least one more people. Pupils can learn how to work together as part of a team to achieve a desired goal. Pupils learn how to play co-operatively, compete fairly, accept responsibility and respect the right of others. Thus physical activity provides children with the chance to interact with others and build social skills that will help keep them feeling isolated or lone it promotes physical development. Physically, pupils improve their stamina, flexibility, strength, coordination and fitness. In other words the aim of physical education is the production of an integrated personality who has attained development in all domains. Through physical activities the muscles of the arms, shoulder and legs are developed. Good postural habits are also encouraged and maintained. The cardio-vascular system is improved and the pupils go about their academic duties without interruptions. Play is important to all areas of development. Infants learn by exploring and interacting with their environment. Pangrazi et al.went on to emphasize that: “children need a rational basis for play. This can be established through activity orientations that can be transferred to other situations” play is the vehicle that children use to explore their surroundings and learn about the environment and how things work. This active exploration is the key to brain development, as these experiences help children create neural pathways among the billions of neurons in the brain thus helps set the stage for higher order brain functions such as decoding messages and problem solving.

Knowledge in physical education and related area gives an insight to first and in sports Cognitive development is further enhanced as pupils have the opportunity to apply information and knowledge gained during instructional periods. Intellectually, pupils learn new ideas and skills, as well as improving their problem solving abilities. Another benefits is, it provides a venue to develop ethics and morals. Pupils have the opportunity to respond to code of conduct to make decisions about what is right or wrong and make choices that have moral implications. Pupils

may learn about leadership. Play is also important to language development. Pupils learn new vocabulary through relating events and sequences of events to other fields

Again, the expansion of physical education and sport programme to new settings and an effort to serve people of all ages have created a wide array of career opportunities for persons interested in this exciting field. Employment opportunities range from the traditional career in teaching and coaching to activity-related careers in the community and commercial facilities.” Non traditional” career in athletic training, fitness, sport marketing. Sport communications, just to mention but a few, are growing in popularity. It also contributes to our understanding of sports, a major institution in our society and many other cultures throughout the world. Pupils learn through a variety of modalities, for example, visual, auditory, tactile and physical teaching academic concepts through self-concept. Children learn physical skills that allow them to participate in and enjoy physical activity throughout their adult years. Quality physical education programme enhances the development of both competence and confidence in pupils in performing motor skills. Attitudes, habits and perceptions are critical prerequisites for persistent participation in physical activity. Self-esteem is influenced by demonstrating competence or mastery of a task children are constantly challenged to learn new things. Each time a child successfully meets a challenge, he/she benefits emotionally because it increases the feeling of self-esteem. Physical activity also has a positive impact on children’s psychological well-being: for example, active children demonstrate higher levels of self-esteem and self-concepts and lower levels of anxiety and stress. These benefits are critical in light of fostering healthy self-esteem in children and enabling them to deal with the inter-personal pressure to succeed. In early years, pupils derive pleasure from movement sensation and experiences, challenges and joy as they sense a growing competence in their movement ability. Children will experience a broad variety of movement principles. Youngsters will develop an understanding of their strength and limitation in the motor performance arena and know how to select activities that assure their safety. In support of the above assertions: (Graham *et al.* ,2001:4)

2.6 Motivation

The learners more time will spend on learning while motivation is crucial force that determines whether the learner embarks on a task at all. (Lift Lowood ,1994:53) as cited in:(Geleta Alemu,1990:6) say motivation is considered as a power house which emerging any education

activity. Student motivation is key factor in successful learning. (Lado ,1982:42)and motivated learners never out any lesson unless something goes beyond their capacity to deal with “when students are motivated to learn, they usually pay attention to the lesson”:(Carrel ,1992:71) as cited in:(Geleta`s ,1990:12-18).

2.7 Factors Related With Administrators

Administrators one of the humane factor, that influences implementation understanding the crucial roleof school. Administrators in implementation :(Maclaughlin, 1987)notes, “implementation incredibly hard and that successful implementation generally requires a combination of pressure (introducing new idea) and support by school administrators. Supporting this :(Berman and Maclaughlin, 1976) found that project sustenance and success was highly related with principal’s support. According to them, degrees of implementation were different in different schools. Mainly the action and the concerns of principals were different. In addition:(Hord, 1995) he further noted that principal’s actions convey the message as to where a planned change is to be taken seriously or not. This will as noted by, (Bermaan and Maclaughlin), indirectly affects the willingness and dedication of teachers. This action includes many activity but the main one are developing supportive organizational arrangements, training and ongoing information support, consultation and reinforcement, monitoring and evaluation.

2.8 Socio-Economic Factors

(Higginson, 1985) suggested the notion is that social background and availability of opportunities influence the decision to be involved in sport or not. This implies that the economic background of an athlete facilitates the choice to participate in sport because opportunities are readily available. Sport participants can thus afford to travel to where the facilities are situated and they can also afford to buy the necessary sporting equipment. There are however, many factors that make it impossible for certain females to take part in sport. According to: (Higginson, 1985), argued that even if facilities are available a child might not participate in sport if the parents are not concerned regarding this facet of the child’s development.

3 MATERIALS AND METHODS

In order to have a clear picture about the problems of teaching learning process in PE class, the methods and materials are appropriate to describe understand and define the factors that affect the teaching learning process in physical education class

3.1 Description of Study Area

The study area of this research is in Arsi Negele secondary and Killturea secondary schools which is found in Oromiya Region West Arsi Zone ArsiNegele Town which is bordered shashemene in south, lake shala in south west, siraroweredda in west and Adami Tullu in North. Arsi Negele is 230km from Addis Ababa. The highest point in the Arsi Negele town is Gara Duro, the total population of Arsi Negele is around 200,000 from this 21.21% of urban,78.79%of ruler .the estimated area coverage is 1,400.16km², depend up on this29.9 is arable,4.3 pasture,5.2forest and 60.6 swampy .Arsi Negele is a town in south central Ethiopia. Located in the west Arsi Zone of the Oromia Region, this town has an altitude of1500-2300 meters above sea level. (Source : It is the administrative centre of Arsi Negele town)

3.2 Research Design

This study employed descriptive survey that examines the factors that affects the teaching learning process of PE in West Arsi Zone Arsi Negele Town secondary schools. The study focus mainly on describing, analyzing and interpreting the conditions, that existed at present in the teaching learning process, teaching learning inputs, and supervision of the teaching physical education in the schools, the researcher for ten (10) years in Arsi Negele high school and know the conditions of physical education in its natural state. This was done without prior information given to understand high school. It was done to ascertain firsthand information on the teaching of the subject. The setting of the study was two secondary schools, in Arsi Negele Town. They are Arsi Negele , and Killturea secondary schools.

3.3 Sources of Data

The source of data were only primary data source that is collected from students, teachers and directors by preparing and distributing closed, open questionnaires, and also includes unstructured interview and observation to get relevant information that related with factors that affect the teaching learning process in PE class.

3.4 Research Instrument

Before data collection, piloted study was made. The data obtained from these are triangulated to as the validity of the data find .Three instruments would be used in the collection of data for this study, namely ;questionnaire, interview and observation.Structured questionnaire design for students, physical education teachers, and directors. They are required to respond to questionnaire that demand a “yes” or “no” response. Other methods used in the collection of data include unstructured interviews and personal observations. The researchers therefore, try to limit the number of the problem by carefully explaining each item to the respondent to enable them gives valid responses to the item.

3.4.1 Questionnaire

Three sets of questionnaires were prepared to obtain information from teachers, students and school Directors. Both sets contained both open ended and close ended questions the English versions were use to collect data from respondents. This was due to thefact that it avoids language problems in understanding the questions that helps to find clear and pertinent information. The questionnaires were then administer to the respondents by the researcher himself and collected by the researcher too.

3.4.2 Interview

It is one of the major tools to gather information from participants. Therefore, the researcher uses semi-structured interview for school principals to get relevant information that related with factors that affect the teaching learning process in physical education class.

3.4.3Observation

observation session was applied as it is a main supportive tool to gather information about the present status of teaching learning process in PE class. The researcher observe two times both

class room, and practical periods of physical education class, student's attendance list, mark list, and portfolios ,and the availability of teaching materials.

3.5 Population

The setting for the study is two secondary government schools in Arsi NegeleTown.The target population for this study was an intact class of selected students, or 2800 students, 4 physical education teachers, and 5 schools directors of Arsi Negele secondary and Killturea secondary schools in Arsi Negele Town.

3.6 Sample Size and Sampling Techniques

Systematic random sampling technique was used to select the actual respondent of students from each selected schools. The reason to choose systematic random sampling technique used for the purpose of the simplicity to assess each and every schools student and believed to have nearly similar exposure for the participation of the students in physical education class Beside this 9 (100 %)of school principals and physical education teachers were employed by using purposive sampling technique in order to get full information. Therefore out of the total number of 2800 students 140(5%) students were taken as a sample size.

3.7 Data Collection Procedures

First the researcher introduce himself for the respondents their willingness to give their responses and describe the objective of the study for respondents. Then questionnaire distribute by the researcher to all respondents generally they will be contact personally at their offices and classes, much more pieces of in formations was gathered through interactions with the individuals with much consideration given to comments views put across by opinion respondents finally observation of teaching process and interview was conduct in special case for concerned bodies.

3.8 Methods of Data Analysis

The data collected through different tools were analyze in line with the basic questioners raised in chapter one, after the collection and gathering of data from the respondents and from observation directly, the investigator use both qualitative and quantitative methods were employ to analyze the data. The data collected through closed ended questioner were analyze quantitatively using descriptive statement and explanations after it was interred to statistically package .Whereas ,the data obtained through open -ended questioner ,interview and observation

were qualitatively analyze and summarize. A systematic interpretive approach was utilize to carefully reduce the amount of data and subsequently to develop inductively the thesis that was assist understanding factors that affect the teaching learning process during the class and performing skill

3.9 Ethical Considerations

In the process of the study, the following ethical issues were seriously considered. First of all the respondents were provided information regarding the objectives of the study, and ethical issues related ahead of data collection activities. Secondly, the provision of information was totally depended on the willingness of the respondents and they were not forced to give information if they do not want to. Moreover, all the information obtained from the respondents were confidential. Thus any information which may affect personality and security of the respondents was not included in relation to their names. Besides, no attempt was made to obtain data in a canning way. More importantly, teachers and directors were told not to write their names on questionnaire papers.

4. RESULTAND DISCUSSIONS

The primary objective of this chapter is to find out the appropriate responses for the basic questions raised under the statement of the problem from the data gathered through questionnaires distributed to the students, physical education teachers, and school directors structured interview designed for physical education teachers and school directors of ArsiNegele secondary, and Killtrea secondary schools, observation conducted on theoretical and practical periods of physical education. The researcher was set 140 questionnaires for students 4 questionnaires for physical education teachers and 5 questionnaires for school directors to gather reliable information in breadth. Regarding the return rate, all of questionnaires distributed for students physical education teachers, and school directors, all of them were properly filled in and returned. Consequently based on the responses obtained from respondents through questionnaires, interviews and observation of the data are presented as follows.

Table1a: Characteristic of Students' Respondent by Age and Grade.

Schools	No of Respondents		Sex		Age			
	Grade		M	F	Under 17	18-20	21-25	Above 25
	9	10						
ArsiNegele Secondary School	30	50	43	37	30	40	10	-
Killtrea Secondary School	40	20	40	20	40	15	5	-
Total	70	70	83	57	70	55	15	-

The above table indicate that 50 % participants of students are grade 9 ,50%participants of students are grade10 .Regarding to the age of the respondents 50 % of students are in age group under 17 whereas 55(3.28%) of students between age group of 18-20and 10.71%ofthe students in age group between21 -25 years of age. Regarding to the sex of respondents 83(59.29%) of students are male, 43 from Arsi Negele and 40 students from Killtrea and 57 (40.71%) are female, 37 from Arsi Negele and 20 students from Killtrea secondary school.

Table 1b: Characteristics of Teachers.

School	No of Respondents	Sex		Age				Service year				Qualification			
		M	F	<25	25-30	31-40	>40	<5	6-10	11-15	>16	Dip	B.A	M.A	Ph.D
ArsiNegele S.S	2	1	1	-	1	1	-			2	-	-	2	-	-
Killtrea S.S	2	2	-	-	1	1	-	1	1	-	-	-	2	-	-
Total	4	3	1	-	2	2	-	1	1	2	-	-	4	-	-

As shown on table 1b, the number of male PE teachers is 3 whereas the number of female PE teachers are 1. All of the teachers are degree holders. Regarding with the age 2 PE teachers (50%) are in age group between 25-30 whereas 2 PE teachers (50%) are in age group 31 –40 year. Concerning work experience, 1 PE teacher have work experience of 0 –5 years and 1 PE teacher have work experience of 6-10 years whereas 2 PE teacher have 11-15 years work experience.

Table 1c: Characteristics of School Directors.

School	No of respondents	Sex		Age				Service year				Qualification			
		M	F	<25	25-30	31-40	>40	<5	6-10	11-15	>16	Dip	B.A	M.A	Ph.D
ArsiNegele S.S	3	3	-	-	-	1	2	-	-	2	1	-	-	3	-
Killtrea S.S	2	2	-	-	1	1	-	-	2	-	-	-	1	1	-
Total	5	5	-	-	1	2	2	-	2	2	1	-	1	4	-

As shown on table 1c, the number of Directors in both school are 5 and all are male Directors. 4 of them are NA holders and only 1 degree qualifier. Regarding with the age 1 school Director (20%) is in age group of 25-30 years and 2 Directors (40%) are in age group of 31-40 whereas 2 (40%) are in age group of > 40 years. Concerning work experience, 2 Directors have 6-10 years experience and 2 Directors have 11-15 years work experience whereas 1 school Director have >16 years of work experience.

4.1 Analysis of Information Gathered From Students

Questionnaires were distributed for students in the Arsi Negele secondary, and Killtrea secondary schools and their Responses is summarized in this section.

Table 2: Have you interest to participate during physical education period.

Item	No of respondents		Total No of respondents	Percentile		%
	ArsiNegele S.S	Killtrea S.S		ArsiNegele S.S	Killtrea S.S	
A)Yes	28	26	54	35	43.33	38.58%
B)No	52	34	86	65	56.67	61.42%
Total of each school	80	60	140	100	100	100%

Based on the above table 28 (35%)of students from ArsiNegele secondary school,26(43.33%)of students from Killtrea secondary school responded “Yes” And 52 (65%),and 34(56.67%) of students from Arsi Negele secondary, and Killtrea secondary schools respectively replied “No”. So, as the above data shows 86 (61.42%) students of the two schools respondent response “No”. This indicates that the majority of students did not have interest to participate during physical education period.

2. If your answer for question number 1 is “No”, write the factors that you hinder your interest to participate actively during physical education period

Almost all students who responded No answer for the above question indicate the same things that hinder their interest to participate actively during physical education period. Those are:

- Environmental and Geographical factor
- Biological factor
- Economical factor
- Physical and physiological factors

3. To What extent do those factors affect you?

Table 3: Degree of Environmental and Geographical Factor.

Item	No of respondents		Total No of respondents	Percentile		%
	ArsiNegele S.S	Killtrea S.S		ArsiNegele S.S	Killtrea S.S	
A)High	53	42	95	66.25	70	67.86%
B)Medium	22	11	33	27.5	18.33	23.57%
C)Low	5	7	12	6.25	11.67	8.57%
Total	80	60	140	100	100	100%

From the table above 53(66.25%), and 42 (70%)of respondent from Arsi Negele secondary school and, Killtrea secondary school respectively responded "High". 22 (27.5%),and 11 (18.33%)of Arsi Negele secondary and Killtrea secondary schools students respectively responded "Medium". Whereas 5(6.25%) of Arsi Negele secondary, and 7 (11.67%)of Killtrea secondary schools of respondents respond "Low". When we compute the total percentile, more of f students that means,95(67.86%)of respondents respond environmental and geographical influence are one aspect of factor that hinder the interest of students to participate actively during physical education period. As. (Ewing, etal.2033; Hustonet al, 2003 Mc Neill et al, 2006) Environmental variables believed to be associated with physical activity are neighbourhood safety , traffic levels, enjoyable scenery and accessible sideways perception of the physical environment has been shown to have both direct and indirect effects on physical activity level. From this the researcher concludes that there are environmental and geographical factors. Such as access of facilities family, lack of supporting responses, peer inference, geographical location of schools, and climate conditions in addition to these the school community responded that the school material supplies are of sufficient learning materials are delayed the participation of students in physical education

Table 4: Degree of Biological Factor

Item	No of respondents		Total No of respondents	Percentile		%
	ArsiNegele S.S	Killtrea S.S		ArsiNegele S.S	Killtrea S.S	
A)High	63	52	115	78.75	86	82.14%
B)Medium	17	8	25	21.25	13.33	17.86%
C)low	-	-	-	-	-	-
Total	80	60	140	100	100	100%

According to the results from the above data 63(78.75%),and 52 (86.67%) students from Arsi Negele secondary, Killtrea secondary schools respectively replied that the degree of biological factor to reduce the participation of students during physical education period is “High”,and 17(21.25%) of students from Arsi Negele secondary school, and, 8 (13.3%)of students from Killtrea secondary school said that the degree of biological factor to reduce the participation of students during physical education period is “Medium”. Generally various biologists emphasized that there is a difference in biological constitution between male and female for instance, on the average boy are stronger than girls. This difference is highly judged by the norms and culture of the community (Roy, 1983=412).Respondent’s teachers considering the influence of biological factors in their schools categories in school levels.

Table 5: Degree of Economical Factor.

Item	No of respondents		Total No of respondents	Percentile		%
	ArsiNegele S.S	Killtrea S.S		ArsiNegele S.S	Killtrea S.S	
A)High	66	49	115	82.5	81.67	82.14%
B) Medium	14	11	25	17.5	18.33	17.86%
C)Low	-	-	-	-	-	-
Total	80	60	140	100	100	100%

According to the above data 66(82.5%),and 49 (81.67%)of students from Arsi Negele secondary, and Killtrea secondary schools respectively replied that the degree of economical factor to reduce the participation of students during physical education period are “high”. And 14(17.5%) of students from Arsi Negele secondary, and 11 (18.33%)of students from Killtrea secondary school replied that the degree of economical factor to reduce the participation of students during physical education period are “ medium”. Generally, as researcher understand from the responses of students almost all hence, 115 (82.14%)of students hinder by economical

factor to participate actively during physical education period. The notion is that social background and availability of opportunities influence the decision to be involved in sport or not (Higginson, 1984).

Table 6: Degree of Physical and Physiological Factors.

Item	No of respondents		Total No of respondents	Percentile		%
	ArsiNegele S.S	Killtrea S.S		ArsiNegele S.S	Killtrea S.+S	
A)High	59	42	101	73.75	70	72.14%
B)Medium	14	14	28	17.5	23.33	20%
C)Low	7	4	11	8.75	6.67	7.86%
Total	80	60	140	100	100	100%

Based on the above data 59(73.75%),and 42(70%) students from Arsi Negele secondary, and Killtrea secondary schools respectively said that the degree of physical and physiological factors to reduce the participation of students during physical education period are “High”. And 14(17.5%) of respondent from Arsi Negele secondary School, and 14(23.33%)of respondent from Killtrea secondary school replied that the degree of physical and physiological factors to reduce the participation of female students during physical education period are “Medium. Whereas 7(8.75%) of respondent from Arsi Negele secondary and 4(6.67%)of respondent from Killtrea secondary school said that the degree of physical and physiological factors to reduce the participation of students during physical education period are “Low”. So, based on the above data physical and physiological factors are the major factors that hinder the participation of female students during physical education period .Anatomical and physiological differences are quite apparent between the two sexes particularly after puberty period (shaver, 1981)

Table7: Extent comparing physical education theoretical class with other subject?

Item	No of respondents		Total No of respondents	Percentile		%
	ArsiNegele S.S	Killtrea S.S		ArsiNegele S.s	Killtrea S.S	
A)High	6	4	10	7.5	6.67	7.14
B)Medium	12	15	27	15	25	19.28
C)Low	62	41	103	77.5	68.33	73.58
Total	80	60	140	100	100	100

According to the above data, 6(7.5%), and 4 (6.67%) of respondents from Arsi Negele secondary, and Killtrea secondary schools respectively replied that information what way seen students in physical education period with other periods would have “High” And 12(15%) of respondents from Arsi Negele secondary, 15 (25%) of respondents from Killtrea secondary school said that information what way seen students in physical education period with other periods would have “Medium” role. Whereas 62(77.5%), and 41 (68.33%) of respondents from Arsi Negele secondary, and Killtrea secondary schools respectively replied that information what way seen students in physical education period with other period would have “Low” role. Generally, based on the above data students have less attitude for physical education period when compared with other subjects. They did not consider physical education as a subject especially practical period that means they consider as a leisure time actively.

Table 8: physical education teacher motivate you during physical education period especially practical period

Item	No of respondents		Total No of respondents	Percentile		%
	ArsiNegele S.S	Killtrea S.S		ArsiNegele S.S	Killtrea S.S	
A)Yes	34	22	56	42.5	36.67	40%
B)No	46	38	84	57.5	63.33	60%
Total	80	60	140	100	100	100

Based on the above data, 34(42.5%), and 22 (36.67) of students from Arsi Negele secondary, and Killtrea secondary schools+ respectively replied that physical education teachers are given motivation for students during physical education period especially practical period. Whereas 46(57.5%) of students from Arsi Negele secondary school, 38(63.33%) of respondents from Killtrea secondary school replied, PE teachers did not give motivation for students during physical education period especially practical period .Therefore, teachers did not motivate students during physical education practical work out.

Table9: To what extent physical education teachers motivate you during physical education period?

Item	No of respondents		Total No of respondents	Percentile		%
	ArsiNegele S.S	Killtrea S.S		ArsiNegele S.S	Killtrea S.S	
A)Always		-	-	-	-	-
B)Sometimes	22	18	40	27.5	30	28.58%
C)usually	12	4	16	15	6.67	11.42%
D Never	46	38	84	57.5	63.33	60%
Total	80	60	140	100	100	100

According to the above data,22(27.5%),and 18 (30%)of respondents from Arsi Negele secondary, and Killtrea secondary schools respectively said that the degree of motivation giving for students are “sometimes”. And 12(15%),and 4(6.67%)of respondents from Arsi Negele secondary, and killtrea secondary schools respectively said that the degree of motivation giving for students are “usually” Whereas 46 (57.5%),and 38(63.33%)of respondents from Arsi Negele secondary, and Killtrea secondary schools respectively said that physical education teachers did not give Motivation for students during physical education period. So, based on the above data, physical education teachers did not give motivation for students during physical education period

Table 10: physical education teacher provide equal chance for all student during physical education period?

Item	No of respondents		Total No of respondents	Percentile		%
	ArsiNegele S.S	Killtrea S.S		ArsiNegele S.S	Killtrea S.S	
A)Yes	38	26	64	47.5	43.33	45.715%
B)No	42	34	76	52.5	56.67	54.28%
Total	80	60	140	100	100	100%

Table 10 shows that, 38(47.5%), and 26 (43.33%)of students from Arsi Negele secondary, and Killtrea secondary schools respectively replied that teachers provide equal chance for all or both male and female students. Whereas,42(52.5%),and 34 (56.67%),of students from Arsi Negele secondary, and Killtrea secondary schools respectively said that teachers did not give equal chance for all students during physical education per

Table11: To what extent physical education teachers support you during PE period?

Item	N0 of respondents		Total No of respondents	Percentile		%
	ArsiNegele S.S	Killtrea S.S		ArsiNegele S.S	Killtrea S.S	
A)High	14	10	24	17.5	16.67	17.14%
B)Medium	24	16	40	30	26.67	28.58%
C)Low	42	34	76	52.5	56.66	54.28%
Total	80	60	140	100	100	100%

According to the above table,14(17.5%),and 10 (16.67%)of respondents from Arsi Negele secondary ,and Killtrea secondary schools respectively said that the degree of PE teachers to support students during physical education class are “High”. And 24(30%),and 16 (26.67%)of respondents from Arsi Negele secondary, and Killtrea secondary schools respectively replied that the degree of PE teachers to support students during physical education class are ”Medium”. Whereas 42(52.5%),and 34(56.66%) of respondents from Arsi Negele secondary, and Killtrea secondary schools respectively said that the degree of PE teachers to support students during physical education class are “Low”. Therefore, based on the above data PE teachers did not support students during physical education practical class.

Table12: Does a school principal supports you during PE period?

Item	No of respondents		Total No of respondents	Percentile		%
	ArsiNegele S.S	Killtrea S.S		ArsiNegele S.S	Killtrea S.S	
A)Yes	21	18	39	26.25	30	27.86%
B)No	59	42	101	73.75	70	72.14%
Total	80	60	140	100	100	100%

Table 12 shows that, 21(26.25%),and 18 (30%)of respondent from Arsi Negele secondary, and Killtrea secondary schools respectively said that school principals support students during physical education period. Whereas, 59(73.75%),and 42 (70%)of students from Arsi Negele secondary, and Killtrea secondary schools respectively replied that school principals (administrators) did not support students during physical education period. Therefore, 101 (72.14%)of total respondents said that school principals did not support students during physical

education class .In order to improve the participation of students during physical education class, school principals (administrators) should support students.

What do you advise those who do not engage in physical education class especially in practical period?

Most of the respondents replied that when you participate in physical education class especially PE practical period, you can get the following benefits.

- Physical activity reduces disease and pains so, help to read and understand everyAcademic material, therefore, were being good in academics.
- Spent their leisure time with sport instead of understand places.
- In order to be successful, happy, awake and active you should participate in physical activity.
- To be better socially interactive, you have to participate in physical activity
- It helps to avoid stress.

4.2 Analysis of Information Gathered From PE Teachers

Questionnaires were distributed for all physical education teachers who are teaching in ArsiNegele secondary, and Killtrea secondary schools in West Arsi Zone, ArsiNegele town and their response is summarized in this section.

Table13: students participate activity during physical education period?

Item	No of respondents		Total No of respondents	Percentile		%
	ArsiNegele S.S	Killtrea S.S		ArsieNegele S.S	Killtrea S.S	
A)Yes	1	1	2	50	50	50%
B)No	1	1	2	50	50	50%
Total	2	2	4	100	100	100%

Based on the above table, half of the total physical education teachers 50% from Arsi Negele secondary, and 50% from Killtrea secondary schools said that, students actively participate during physical education period. Whereas half of the total PE teachers (50%) from Arsi Negele

secondary, and (50%) from Killtrea secondary schools said that, students did not actively participate during PE period.

The Reason why Students did not actively participate during Physical Education period

Half of the total physical education teachers have responded the same things that the factors hinder students to participate actively during physical education periods as follows.

- i. Environmental and geographical factor
- ii. Biological factor
- iii. Economical factor
- iv. Physical and Physiological factor

Table14: Extent Environmental and geographical factor that hinder students to participate actively during physical education class?

Item	No of respondents		Total No of respondents	Percentile		%
	ArsiNegele S.S	Killtrea S.S		ArsiNegele S.S	Killtrea S.S	
A)High	2	1	3	100	50	75%
B)Medium	-	1	1	-	50	25%
C)Low	-	-	-	-	-	-
Total	2	2	4	100	100	100%

As indicated in the above table, almost all of the total 13(75%) of respondents reported that environmental and geographical influences are major factors to reduce the participation of students during physical education period. The rest 1(25%) of respondents from Killtrea secondary school replied that environmental and geographical influences are not major factor that hinder students to participate actively during physical education class. So, different research findings and scholars agree that environmental and geographical influence are one aspect of factor that affecting students participation during physical education period.

Table 15: Extent biological factors hinder student to participate actively during physical education class?

Item	No of respondents		Total No of respondents	Percentile		%
	ArsiNegele S.S	Killtrea S.S		ArsiNegele S.S	Killtrea S.S	
A)High	2	2	4	100	100	100%
B)Medium	-	-	-	-	-	-
C)Low	-	-	-	-	-	-
Total	2	2	4	100	100	100%

Based on the above table, all of respondents from Arsi Negele secondary, and Killtrea secondary schools replied that, biological influences are major factors that affect the participation of students during physical education class. Generally various biologists emphasized that there is a difference in biological constitution between male and female for instance, on the average boy are stronger than girls. This difference is highly judged by the norms and culture of the community: (Roy, 1983=412) .Respondent’s teachers considering the influence of biological factors in their schools categories in school levels.

Table16: Extent economical factor that hinder student’s participation actively during physical education class?

Item	No of respondents		Total No of respondents	Percentile		%
	ArsiNegele S.S	Killtrea S.S		ArsiNegele S.S	Killtrea S.S	
A)High	2	2	4	100	100	100%
B)Medium	-	-	-	-	-	-
C)Low	-	-	-	-	-	-
Total	2	2	4	100	100	100%

Table 16 shows that, all of physical education teachers (100%) of respondents from Arsi Negele Secondary, and Killtrea secondary schools said that, the degree of economical factor hinder the participation of students during physical education class are High”. So, economical factors are one aspect of factors that affecting the participation of students during physical education class. The notion is that social background and availability of opportunities influence the decision to be involved in sport or not: (Higginson, 1984).

Table 17: Extent physical and physiological factors that affect the participation of students during physical education class?

Item	No of respondents		Total No of respondents	Percentile		%
	ArsiNegele S.S	Killtrea S.S		ArsiNegele S.S	Killtrea S.S	
A)High	2	2	4	100	100	100%
B)Medium	-	-	-	-	-	-
C)Low	-	-	-	-	-	-
Total	2	2	4	100	100	100%

According to the above table, all of physical education teachers (100%) respondents from Arsi Negele secondary, and Killtrea secondary schools replied that, the degree of physical and physiological factors that affect the participation of students during physical education class are “High”. Generally, based on the above result both physical and physiological factors are major factors that hinder the participation of students during physical education class. Anatomical and physiological differences are quite apparent between the two sexes and between who had strong and weak muscle particularly after puberty period: (shaver, 1981) .Early studies argued that females should not be involved in sport, due to the deleterious effects of physical exertion on the frequency of menstruation and the fact that the reproductive organs of female can be affected.

Table 18: Do you providing equal chance for all students during PE class?

Item	No of respondents		Total No of respondents	Percentile		%
	ArsiNegele S.S	Killtrea S.S		ArsiNegele S.S	Killtrea S.S	
A)Yes	1	-	1	50	-	25%
B)No	1	2	3	50	100	75%
Total	2	2	4	100	100	100%

According to the above data, most of 3(75%) of respondents from Arsi Negele secondary, and Killtrea secondary schools replied that, they did not provide equal chance for all students during physical education class, whereas 1(25%)of respondent from Arsi Negele secondary school replied that he provide equal chance for all students during physical education class.

Table 19: School principal (directors) fulfils Sport materials for physical Education Department?

Item	No of respondents		Total No of respondents	Percentile		%
	ArsiNegele S.S	Killtrea S.S		ArsiNegele S.S	Killtrea S.S	
A)Yes	-	-	-	-	-	-
B)NO	2	2	4	100	100	100%
Total	2	2	4	100-	100	100%

Table 19 shows that, all(100%) of the respondents from Arsi Negele secondary, and Killtrea secondary schools said that, school principals (Directors) did not fulfil sport materials for physical education department.

The reason why school principals did not fulfil sport materials for physical education department

All physical education teachers replied that, because of financial constraint, school principals did not fulfil sport materials for physical education department.

What do you advise for students those who do not participate in physical education class?

All physical education teachers said that, when you participate actively in physical education class, you can develop the following terms;

- A) Physical health
- B) Mental health
- C) Social interaction
- D) Motor and skill
- E) And to see equally as other science education

4.3 Analysis of Information From the interview for physical Education Teachers

For school Physical education teachers took part in the interviews who are teaching in Arsi Negele secondary, and Killtrea secondary schools on the attitude of students for physical education subject, the degree of students participation as compared with other subjects, what factors that affect the participation of students during physical education class, the level of students participation during physical education class and how to increase the participation of

students during physical education period. All the interviewers replied that students have fewer interests to participate during physical education period as compared with other subjects. All interviewers said that the reason to reduce or decrease the interests of students during physical education period are environmental and geographical factor, economical factor, biological factor, lack of motivation, physical and physiological factors. In addition to this discontinuous period which means physical education class is conducted one time a week, so it is difficult to improve their performance or skill either practical or theoretical. Not only these reasons physical education departments do not get any support from external bodies except the financial support received from their respective schools budget, schools have no sufficient physical education teachers to teach physical education, and also schools have no adequate facilities and equipment. All the interviewers replied that in order to increase the participation of students during physical education class, teachers or other concerned bodies should create awareness for students about the benefits of physical education subject, teachers should apply student centered teaching method, and should impress school administrators and other concerned bodies to fulfill sport facilities and equipment's for physical education department and they try to prepare equipments from local material. In addition to this, ministry of education should increase the number of periods per week and include physical education subject in metric and entrance exam.

4.4 .Analysis of Information Gathered from School Directors

Questionnaires were distributed for all school Directors who are managing in Arsi Negele secondary and Killtrea secondary schools in West Arsi Zone, Arsi Negele town and their response is summarized in this section.

Table 20: Students Participate activity during Physical Education Period?

Item	No of respondents		Total No of respondents	Percentile		%
	ArsiNegele S.S	Killtrea S.S		ArsiNegele S.S	Killtrea S.S	
A)Yes	1	1	2	33.33	50	40%
B)No	2	1	3	66.67	50	60%
Total	3	2	5	100	100	100%

Based on the above table, 1(33.33%) of respondents from ArsiNegele secondary, and 1(50%) from Killtrea secondary schools said that, students actively participate during physical education

period. Whereas 2(66%) of respondents from Arsi Nege le secondary, and 1(50%) from Killtrea secondary schools said that, students did not actively participate during PE period.

2. The reason why students did not actively participate during physical education period.

Most of the total school Directors have responded the same things that the factors hinder students to participate actively during physical education periods as follows.

- A) Environmental and geographical factor
- B) Biological factor
- C) Economical factor
- D) Physical and Physiological factor

Table21: To what Extent Do Environmental factor that hinder students to participate actively during physical education class?

Item	No of respondents		Total No of respondents	Percentile		%
	ArsiNegele S.S	Killtrea S.S		ArsiNegele S.S	Killtrea S.S	
A)High	2	2	4	66.67	100	80%
B)Medium	1	-	1	33.33	-	20%
C)Low	-	-	-	-	-	-
Total	3	2	5	100	100	100%

As indicated in the above table, almost all of the total4(80%) of respondents from Arsi Negele secondary and Killtrea secondary school reported environmental and geographical influences are major factors to reduce the participation of students during physical education period. The rest1(20%) of respondents from Arsi Negele secondary school replied that environmental and geographical influences are not major factor that hinder students to participate actively during physical education class. So, different research findings and scholars agree that environmental influence are one aspect of factor that affecting students participation during physical education period.

Table 22: To what Extent Do Biological factors hinder student to participate actively during physical education class.

Item	No of respondents		Total No of respondents	Percentile		%
	ArsiNegele S.S	Killtrea S.S		ArsiNegele S.S	Killtrea S.S	
A)High	3	2	5	100	100	100%
B)Medium	-	-	-	-	-	-
C)Low	-	-	-	-	-	-
Total	3	2	5	100	100	100%

Based on the above table, all respondents 5(100%) from Arsi Negele secondary, and Killtrea secondary schools replied that, biological influences are a major factors that affect the participation of students during physical education class. Generally various biologists emphasized that there is a difference in biological constitution between male and female for instance, on the average boy are stronger than girls. This difference is highly judged by the norms and culture of the community (Roy, 1983=412) .Respondent's teachers considering the influence of biological factors in their schools categories in school levels

Table23: To what Extent do Economical factor that hinder students' participation actively during physical education class?

Item	No of respondents		Total No of respondents	Percentile		%
	ArsiNegele S.S	Killtrea S.S		ArsiNegele S.S	Killtrea S.S	
A)High	3	2	5	100	100	100%
B)Medium	-	-	-	-	-	-
C)Low	-	-	-	-	-	-
Total	3	2	5	100	100	100%

Table 23 shows that, all of school Directors (100%) respondents from Arsi Negele Secondary, and Killtrea secondary schools said that, the degree of economical fact or hinder the participation of students during physical education class are High". So, economical factors are one aspect of factors that affecting the participation of students during physical education class. The notion is that social background and availability of opportunities influence the decision to be involved in sport or not (Higginson, 1984).

Table 24: To what Extent do Physical and Physiological Factors that affect the Participation of Students during Physical Education class?

Item	No of respondents		Total No of respondents	Percentile		%
	ArsiNegele S.S	Killtrea S.S		ArsiNegele S.S	Killtrea S.S	
A)High	3	2	5	100	100	100%
B)Medium	-	-	-	-	-	-
C)Low	-	-	-	-	-	-
Total	3	2	5	100	100	100%

According to the above table, all of school Directors (100%) respondents from Arsi Negele secondary, and Killtrea secondary schools replied that, the degree of physical and physiological factors that affect the participation of students during physical education class are “High”. Generally, based on the above result both physical and physiological factors are major factors that hinder the participation of students during physical education class. Anatomical and physiological differences are quite apparent between the two sexes and between who had strong and weak muscle particularly after puberty period (Shaver 1981). Early studies argued that females should not be involved in sport, due to the deleterious effects of physical exertion on the frequency of menstruation and the fact that the reproductive organs of female can be affected.

Table 25: Does time table for teaching physical education is favourable during practical class?

Item	No of respondents		Total No of respondents	Percentile		%
	ArsiNegele S.S	Killtrea S.S		ArsiNegele S.S	Killtrea S.S	
A)Yes	-	1	1	-	50	20%
B)No	3	1	4	100	50	80%
Total	3	2	5	100	100	100%

According to the above data, 4 (80%) of respondents from Arsi Negele secondary, and Killtrea secondary schools replied that, the time table is not favourable for teaching PE during practical class, whereas 1 (20%) of respondent from Killtrea secondary school replied that the time table is favourable for teaching physical education during practical class.

Table 26: Does the school have fulfil sport materials for physical education department?

Item	No of respondents		Total No of respondents	Percentile		%
	ArsiNegele S.S	Killtrea S.S		ArsiNegele S.S	Killtrea S.S	
A)Yes	-	-	-	-	-	-
B)NO	3	2	5	100	100	100%
Total	3	2	5	100-	100	100%

Table 26 shows that, all of the respondents from Arsi Negele secondary, and Killtrea secondary schools said that, a school did not fulfil sport materials for physical education department.

The reason why a school did not fulfil sport materials for physical education department

All school Directors replied that, because of financial constraint, a school did not fulfil sport materials for physical education department.

What do you advise for students those who do not participate in physical education class?

All Directors said that, when you participate actively in physical education class, you can develop the following terms;

- A) Physical health
- B) Mental health
- C) Social interaction
- D) Motor and skill
- E) And to see equally as other science education

4.5 Analysis of Information from the Interview for School Directors

For school Directors took part in the interviews who are working in Arsi Negele secondary. and Killtrea secondary schools on the attitude of students for physical education subject, the degree of students participation as compared with other subjects, what factors that affect the participation of students during physical education class, the level of students participation during physical education class and how to increase the participation of students during physical education period. All the interviewers replied that students have fewer interests to participate

during physical education period as compared with other subjects. All interviewers said that the reason to reduce or decrease the interests of students during physical education period are environmental and geographical factor, economical factor, past experience, biological factor, lack of motivation, teaching methodology, physical and physiological factors. In addition to this discontinuous period which means physical education class is conducted one time a week, so it is difficult to improve their performance or skill either practical or theoretical. Not only these reasons physical education department do not get any support from external bodies except the financial support received from their respective schools budget, schools have no sufficient physical education teachers to teach physical education, and also schools have no adequate facilities and equipment. All the interviewers replied that in order to increase the participation of students during physical education class, teachers or other concerned bodies should create awareness for students about the benefits of physical education subject, teachers should apply student centred teaching method, and should in press school administrators and other concerned bodies to fulfil sport facilities and equipment's for physical education department and teachers should try to prepare equipment's from local material. In addition to this, the schools implement CPD program accordingly to increase teacher's skill and performance, and ministry of education should increase the number of periods per week and include physical education subject in metric and entrance exam.

4.6 Analysis of Information Gathered Through Observation

22/11/2016- 9:30 pm

Table 27A: observation result analysis of Arsi Negele secondary school

No	Availability of school facilities	Facility Available	Partially available	Not available
1	Team game facility			
1.1	Foot ball game facility		X	
1.2	Foot ball balls		X	
1.3	Volleyball court		X	
1.4	Volleyball balls		X	
1.5	Basketball court		X	
1.6	Basketball balls		X	
1.7	Handball court			X
1.8	Handball balls			X
2	Athletics facility			
2.1	Athletics field			X
2.2	javelins			X
2.3	Shot put			X
2.4	Discus			X
2.5	Hurdle			X
2.6	High jump stand and bar			X
2.7	Long jump pit			X
3	Gymnastics facility			
3.1	Mat			X
3.2	Parallel bar			X
3.3	Horizontal bar			X
3.4	Swedish box			X
4	Water facility			X
5	Room for changing cloth			X

Table 27B: Observation result Analysis of Killtrea Secondary School**23/11/2016- 9:30 pm**

No	Availability of school facilities	Facility Available	Partially available	Not available
1	Team game facility			
1.1	Foot ball game field	X		
1.2	Football balls		X	
1.3	Volleyball court	X		
1.4	Volleyball balls		X	
1.5	Basketball court			X
1.6	Basketball balls			X
1.7	Handball court			X
1.8	Handball balls			X
27	Athletics facility			
2.1	Athletics field			X
2.2	Javelins			X
2.3	Shot put			X
2.4	Discus			X
2.5	Hurdle			X
2.6	High jump stand and bar			X
2.7	Long jump pit			X
3	Gymnastics facility			
3.1	Mat			X
3.2	Parallel bar			X
3.3	Horizontal bar			X
3.4	Swedish box			X
4	Water facility			X
5	Room for changing cloth			X

According to table25A:-observational checklist, analysis result in Arsi Negele secondary school team game facilities football game field, footballs, volleyball court and volleyballs are partially available basketball court, basketball handball court and handballs are not available. . When we see athletics facility, athletics field, javelin, shoot put, discus, Hurdle, long jump pit and high jump stand and bar are not available. Gymnastic facilities matt, parallel bar, horizontal bar Swedish box are not available. Water facility and room for changing cloth is not available. Based on table25B:-observational check list result analysis inKilltrea secondary school team game facilities football field and volleyball court is available bat footballs, and volleyballs are partially available, whereas basketball court, hand ball court, basketballs, and volleyballs are not available. Athletics facilities athleticsfield, javelin, shoot put, discus, high jump stand and bar,

hurdle and long jump pit is not available. When we see gymnastic facilities in Killtrea secondary school matt, parallel bar, horizontal bar and Swedish box is not available. There is not water facility and room for changing cloth.

5 SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Summary

As early indicated in this study, the main objective of this study was to assess the factors that affect the teaching learning process of physical education in Arsi Negele secondary and Killtrea secondary schools in West Arsi zone, Arsi Negele Town, in Oromia Regional State. Furthermore this study also tried to identify and explore the major factor that affects the participation of f students. To accomplish this purpose, the following research questions were formulated:

- i. What are the factors for students reluctant to participate actively in physical education?
- ii. What are the factors that hindered teachers to effectively implement skills and techniques in PE lesson?
- iii. How these factors affect the teaching learning process of PE?
- iv. What methods help to enhance student's participation and problem solving to teach practical lessons in PE?

the researcher also tried to write the review related literature regarding on the participation of students in PE class, factors affecting the participation of students in PE class like, biological factors, psychological factors, environmental and geographical factor and socio-economic factors, in order to find out the answer for the above basic questions, the researcher was adopted descriptive survey method and a variety of data gathering instruments such as, questioners, interview and observation were employed. The sample population of the study was students, PE teachers and school directors. The data gathered from questioners was analyzed in the form of qualitative and quantitative and interview was described by using narrative approach. finally, the analysis of data leads to the following findings.

- i. The interest of students to participate during physical education class was less because of;
 - environmental and geographical factor
 - Biological factor
 - Economical factor
 - Previous experience
 - Physical and physiological factors

- Teachers approaches (methodology)
 - Lack of motivation
 - Scarcity of materials.
- ii. Physical education teachers realized that engaging in physical education period is tire some and complicated. not only these, they do not understand physical education subject as a subject, because physical education period is given once a week, there is no suitable infrastructures in the schools and students have less awareness of the subject.
 - iii. Most of students replied that information what way seen in physical education period with other subjects would have low role.
 - iv. 60% of students said that physical education teachers did not give motivation during practical periods of physical education subject.
 - v. (About 54.28%) of students replied that physical education teacher did not provide equal chance for all students during physical education period.
 - vi. 54.28% of students said that PE teachers did not support students during physical education class.
 - vii. All of PE teacher respondents replied that the school principals did not fulfill the sport materials and facilities because of financial constraint.
 - viii. 72.14% of students said that school administrators (principals) did not support students during physical education class.

Finally, students advised those who do not participate in physical education class to participate in like then by teaching and creating awareness the multidimensional use of physical education subject.

5.2 Conclusions

Based on the major findings of the study, the following conclusions were drawn.

The result of the study indicates that the interest of students to participate during physical education class was less because of biological factor, Economical factor, environmental and geographical factor ,physical and physiological factor, teachers approach, lack of motivation and scarcity of materials.

According to the result of the study, students don't understand physical education as a subject, because of physical education period is give once a week and there is no suitable infrastructure in the schools in addition to that they have less awareness for physical education subject.

Based on the findings of the study physical education teacher did not give motivation ,in addition to that they did not provide equal chance for all or both male and female students in physical education class.

The finding of the study indicates that in Arsi Negele Town secondary schools does not have available of sport facility and materials

5.3 Recommendations

Educating students has a considerable social return. It is one of the critical path ways to promote social and economic development of the society. This must be a central concern in efforts to improve learning achievements, school effectiveness, and positive attitude for PE subject, teacher motivation, education management and issues to resource allocation and availability of that create good environment where students can participate in physical education. As the result, the participation of students were not given due to attention. To resolve these problems, it would be advisable that concerned bodies have to consider the following recommendations:

- Physical education teachers should create awareness on students, apply student centered teaching approach in order to motivate (encourage) students in both practical and theoretical class.
- To increase class room interaction, teachers have to encourage and motivate students to develop positive attitude and to participate in asking and answering questions in PE classes.
- During observation, some of the existing facilities were particularly in the schools. These schools should be facilitated by using the government and the society's resource buying sport materials, making available water supply and building cloth changing rooms.
- Directors (principals) have to orient and encourage teachers to produce and utilize relevant instructional materials which are locally made to promote the teaching learning process in the field of PE.

- Scarcity of sport materials and sport fields discourage students in general and, therefore, schools should allocate budget to purchase sport materials including teachers sports suit, to prepare intramural sport competitions and should include in their annual plan.
- Teachers should impress school administrators and other concerned bodies to fulfill PE teaching learning inputs.
- Further studies should be conducted in this area with all coverage of school in side of West Arsi zone, accommodating more students and teachers.
- They try to prepare the teaching learning inputs from local materials.
- Equip teachers with the knowledge and skills to plan prepare and teach Physical education this will enable them provide pupils with a variety of activities.
- The school should implement CPD program accordingly to increase teacher's skill and performance.

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5. Does physical education teacher motivate you during physical education period?

- A) Yes B) No

6. Based on question No. 5, to what extent physical education teacher motivate you?

- A) Always B) Sometimes C) Usually D) Never

7. Does physical education teacher provide equal chance for all students during PE period

- A) Yes B) No

8. To what extent physical education teachers support you during PE period?

- A) High B) Medium C) Low

9. Does a school principal support you during PE period?

- A) Yes B) No

10. What you advise those who do not engage in physical education class especially in practical period? _____

7. What do you advise for students those who do not participate in PE class?

Appendix - III

Questionnaire for School Directors

The purpose of this questionnaire is to obtain information about the factors that affecting the teaching learning process of physical education class. Your genuine response contributes much to the success of the research to be under taken. Hence, you are kindly requested to fill the questionnaire.

Thank you!

Direction:- please circle the letter of your choice and fill the appropriate answers, of the questions require written responses.

III. Questions

1. Do you think that students participate actively during physical education period?

A) Yes

B) No

2. If your answer for question No. 1 is „No“, write the factors that affect the participation of students during physical education periods.

a. _____ b. _____

c. _____ d. _____

e. _____

3. To what extent those factors hinder the participation of students?

A) High

B) Medium

C) Low

4. Does the time table for teaching physical education favourable to do physical exercise?

A) Yes

B) No

5. Does the schools have fulfil sport materials and field for PE department?

A) Yes

B) No

6. If your answer for question No. is „No“, write the reason, why school do not fulfil sport material field for PE department?

7. What do you advise for students those who do not participate in PE class?

Appendix - IV

Interview for Physical Education Teacher

The main purpose of this interview is to collect information regarding to the factors that affecting the teaching learning process of physical education class in Arsi Negele secondary, and Killturea Secondary schools in Arsi Negele Town. Thus, your direct participation has been found essential and you have been selected for the interview. So, you are kindly requested to provide information needed objectively and honesty. It is assured that the collected information will be kept confidential and used for research purpose only.

Thank you!

I. Interview Questions

1. Do you believe that students have good attitude for physical education subject?
2. Do you believe that students have equal participation to theoretical and practical session during physical education period?
3. To what extent students participate during physical education period?
4. How to increase the participation of students during physical education period
5. How far your contribution to address skill for the students?
6. What is your contribution to solve lack of sport equipments and field?

Appendix -V

Interview for School Directors

The main purpose of this interview is to collect information regarding to the factors that affecting the teaching learning process of physical education class inArsiNegele Secondary, and Killturea Secondary schools in ArsiNegele Town. Thus, your direct participation has been found essential and you have been selected for the interview. So, you are kindly requested to provide information needed objectively and honesty. It is assured that the collected information will be kept confidential and used for research purpose only.

Thank you!

II. Interview Questions

1. Do you believe that students have good attitude for physical education subject?
2. Do you believe that students have equal participation to theoretical and practical session during physical education period?
3. To what extent students participate during physical education period?
4. How to increase the participation of students during physical education period
5. What is the school principal contribution to increase teacher's skill and performance?
- 6 What is the school principal contribution to solve lack of sport equipments and field?

Appendix -VI

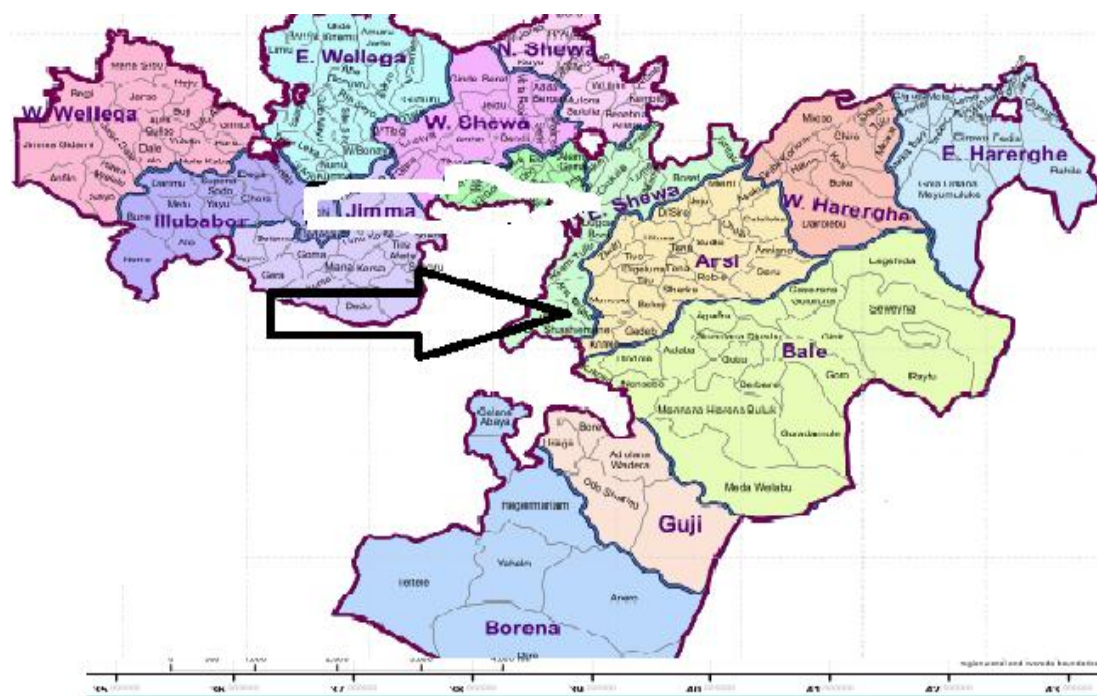
Class Room and Outdoor Observational Check List

Objectives:- To assess the factors that affecting the teaching learning process during physical education class in sample schools. Name of school _____

Name of Observer _____ Date of Observation _____

No	Availability of school facilities	Facility Available,	Partially available	not available
1	Team game facility			
1.1	football game field			
1.2	football balls			
1.3	volleyball court			
1.4	Volleyball balls			
1.5	basketball court			
1.6	Basket ball balls			
1.7	Handball court			
1.8	Handball balls			
2	Athletics facility			
2.1	Athletics field			
2.2	Javelin			
2.3	Shoot put			
2.4	Discus			
2.5	Hurdle			
2.6	High jump stand and bar			
2.7	Long jump pit			
3	Gymnastic facility			
3.1	Mat			
3.2	Parallel bar			
3.3	Horizontal bar			
3.4	Swedish box			
4	.Water facility			
5	Room for changing cloth			

Map of the study area



source:- oromia region administrative office