

**PRACTICE AND MAJOR CHALLENGES OF TEACHING PRACTICAL CLASS
IN PHYSICAL EDUCATION IN PREPARATORY AND SECONDARY
SCHOOLS AT AYRA WOREDA, WESTERN WOLLEGA ZONE, OROMIA
REGIONAL STATE**

MEd THESIS

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**Practice and Major Challenges of Teaching Practical Class in Physical
Education in Preparatory and Secondary Schools at Ayra woreda, Western
Wollega Zone, Oromia Regional state**

**A Thesis Submitted to the Department of Sport Science,
Postgraduate Program Directorate**

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

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DEDICATION

I dedicate this thesis manuscript to my wife Anawarki Asefa, for her dedicated partnership in the success of my life and to my brother Galata Asfew, for his affection and love.

STATEMENT OF THE AUTHOR

By the signature below, the researcher declares and affirms that this thesis is researcher's work. The researcher has followed all ethical, technical principles of scholarship in the preparation, data collection, data analysis and compilation of this thesis. Any scholarly matter that is included in the thesis has been given recognition through citation.

This thesis has been submitted in partial fulfillment of the requirement for the Master of Education Degree in "Teaching Physical Education" at Haramaya University. I solemnly declare that this thesis is not submitted to any other institution anywhere for the award of any Academic Degree.

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ACRONYMS AND ABBREVIATIONS

BAPS:	Biftu Ayra Preparatory School
BASS:	Biftu Ayra Secondary School
EHEEQC:	Ethiopian Higher Education Entrance Qualification Certificate
ES:	Elementary School
HS:	High School
LASS:	Lalo Ayra Secondary School
LSSS:	Lega Suchii Secondary School
MEd:	Masters of Education
MS:	Middle School
NASPE:	National Association for Sport and Physical Education
PE:	Physical Education
PGDT	Postgraduate Diploma Training
SPSS:	Statistical Package for Social Sciences

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Practice and Major Challenges of Teaching Practical Class in Physical Education in Preparatory and Secondary Schools at Ayra woreda, Western Wollega Zone, Oromia Regional state

ABSTRACT

The purpose of this study was to investigate practice and major challenges of teaching practical class in physical education Secondary schools and preparatory school at Ayira woreda West Wollega Zone in Oromia Regional State. Using mixed type of research design, it is attempted to seek out the practice and challenges of teaching physical education in practical class. Semi structured questionnaire for PE teachers as well as students and structured interview for school administrators'. The data were distributed and collected from 358 students and 10 physical education teachers and also interviewer 4 directors of the schools. In the selection of the sample population purposive and probability random sampling stratified were used. The main instrument of data collection was questionnaires and interview. The data obtained through these tools were analyzed both quantitatively and qualitatively. Quantitatively the analysis is made using tables of descriptive percentage and interpreted through computing mean value and standard deviation and qualitatively using words. Based on analysis made major challenges were drawn, as the findings of the study shows that, challenges associated with inadequate facilities and equipments, insufficient instructional time, large class size, lack of readiness physical education teacher for practice and school environments is finding out as a practice and major challenges which limits participation of students in practical class. From the major findings, the researcher provided possible solution for teacher, student and all concerned bodies. Accordingly, curriculum experts and policy makers should reconsider teaching materials in different levels to make them inclusive, Physical education teachers should play great role in to minimize problems encountered the practice and major challenges of teaching in practical class of physical education.

Key words: *Challenges, Physical education, Practice, teaching*

1. INTRODUCTION

This part discuss the background of the study ,statements of the problem which focusing on outside resources available learning to play the game, those teaching the game, and those learning to teach the game are limited. Research questions, objectives of the research, limitation of the study, delimitation of the study, definition of terms and organization of the study is listed in this chapter.

1.1. Background of the Study

Practice and major challenges of teaching practical class in physical education in Preparatory and Secondary Schools at Ayra woreda, Western Wollega Zone, Oromia Regional state. Teaching practical class Physical education programs in school is lack, to utilize for several reasons with current expertise in the instruction of professional preparation classes directed at teaching PE practical class.

Physical education is a formal content area of study in schools. It is defined in as “a planned sequential standards-based program of curricula and instruction designed to develop motor skills, knowledge, and behaviors of healthy active living, physical fitness, sportsmanship, self-efficacy, and emotional intelligence.” (NASPE, 2012). It is an avenue for engaging in developmentally appropriate physical activities designed for students to develop their fitness, gross motor skills, and health (Robinson and Good way, 2009) ; (Robinson, 2011)

Physical education became a subject matter in schools (in the form of German and Swedish gymnastics) at the beginning of the 19th century (Hacken smith, 1966). Its role in human health was quickly recognized.(Sallis and McKenzie 1991) published a landmark paper stating that physical education is education content using a “comprehensive but physically active approach that involves teaching social, cognitive, and physical skills, and achieving other goals through movement” (p. 126).

This perspective is also emphasized by (Siedentop, 2009), who states that physical education is education through the physical. (Sallis and McKenzie 1991) stress two main goals of physical education: (1) prepare children and youth for a lifetime of physical activity and (2) engage them in physical activity during physical education. These goals represent the lifelong

benefits of health-enhancing physical education that enable children and adolescents to become active adults throughout their lives.

Physical education develops the physically literate individual through deliberate practice of well-designed learning tasks that allow for skill acquisition in an instructional climate focused on mastery (SHAPE America, 2014, p. 10).

Physical education addresses the three domains of learning: cognitive or mental skills related to the knowledge of movement; affective, which addresses growth in feelings or attitudes a psychomotor, which relates to the manual or physical skills related to movement literacy (SHAPE America, 2014, p. 4).

During physical education, students practice the knowledge and skills they learn through physical activity, which is defined as any bodily movement that results in energy expenditure. Students engage in exercise any physical activity that is planned, structured and repetitive for the purpose of improving or maintaining one or more components of fitness (CDC, 2013, p. 8).

According to Dawn, and John, (1999), any discussion of practical class organization must begin with some attention to resources and facilities that the specific setup demands for its implementation. And when there is no lack of equipment and materials that appear geographically to understanding of the pupil, teaching cannot be challenged indeed.

Considerable research on the subject has established that teaching is a complex and intricate experience, one that involves not only the teacher and the students but also the teaching environment. It is also understood that a teacher must structure the class environment so students can respond to motor learning instruction with greater appropriate practice and use of suitable equipment. The teachers must consider student perceptions and also the learning environment since both affect final achievement outcomes (Rink, 1998).

1.2. Statement of the Problems

The researcher has a six years' experience as a physical education teaching in Biftu Ayra preparatory schools. During this period the researcher notice that challenges of teaching practical class of physical education in Ayra Woreda West Wollega Zone, Oromia Regional state has suffered from considerable difficulties. The purpose of the study was to examine one

of the most crucial educational issues which are students' practical class physical education. The researcher was thought it was important to conduct such a research in a practice and major challenges of teaching practical class physical education to get better in learning and encourage all students' in school. Physical education teacher teaching PE practical classes in too many cases, physical education teaching practical class programs in school is lack, or fail to utilize for several reason with current expertise in the instruction of professional preparation classes directed at teaching PE practical class. In the case of several reasons in the schools physical education teachers teaching the PE practical class toward teaching methods rather than content, that is, how to teach rather than what to teach. Outside resources available learning to play the ball game, those teaching the ball game and those learning to teach the game are limited. The researcher determines the hinder to teach physical education practical class effectively and find out little in the way of conclusive evidence. Why the researcher was motivated for investigate this practice and major challenges of teaching PE practical class program or lesson have more challenged in the preparatory and secondary school. To determine this gap the researcher will go to find the practice and major challenges which hinder to teaching PE practical class effectively and efficiently teaching in the school. The researcher attempted to seek answers to the following research questions:

1. What are the major challenges encountered in practicing the physical education practical class at Ayra Woreda, Western Wollega Zone, Oromia Regional State?
2. Does lack of facilities and materials affect students and physical education teachers in practical class of PE?
3. How large class size affects teaching PE in practical class?

1.3. Scope of the Study

The researcher focuses on high school and preparatory school, found in Oromia Regional State, West Wollega Zone, Ayira Woreda Secondary and Preparatory Schools. The researcher believes that it is more preferable if the study conducts practice and major challenges of teaching practical class physical education in preparatory and secondary schools at Ayra Woreda, Western Wollega Zone, Oromia Regional State. The schools are selected due to their nearness to the researcher.

1.4. Significance of the Study

The researcher believes that, the study was given suggestions and tips for professionals in the proceeds of teaching practical class physical education instructional process.

To this end the findings of this research may have the following significances:

- It may help teachers, facility designers, curriculum experts and concerned bodies to design a strategy that promotes participation of students in practical class.
- It will provide instructional insights for physical education teachers to enhance teaching methodology & improve stake holders 'perception towards participation of student practical class of PE.
- It may help as a spring board for discussions and serve as preliminary information to carry out other in-depth studies in the area.
- It may also contribute its part to change the attitudes of students towards participation in PE practical class equally in schools.

1.5. Objectives of the Study

1.5.1 General Objective of the Study

The main objectives of the study is to investigate the practice and major challenges of teaching practical class physical education Preparatory and Secondary School at Ayra Woreda, Western Wollega Zone, Oromia Regional State.

1.5.2 The Specific Objectives of the Study

To achieve the main purpose, the following specific objectives have been set.

- To identify the major challenges encountered in teaching PE in practical class and forward possible recommendations to curb the problems.
- Identify the challenges related to facilities and materials in the teaching and learning of practical class in physical education.
- To assess the large class size influence in teaching PE practical class.

2. REVIEW OF RELATE LITERATURE

This part discuss the review of practice and major challenges of teaching practical class physical education school, teacher and student related challenges, instruction, equipment and environment challenges that shows in this part.

Practice and major challenges of teaching practical class in physical education in Preparatory and Secondary Schools at Ayra woreda, Western Wollega Zone, Oromia Regional state. Teaching practical class Physical education programs in school is lack, to utilize for several reasons with current expertise in the instruction of professional preparation classes directed at teaching PE practical class.

2.1. Student Learning in Physical Education

From the perspective of learning outcomes, physical education is not any different from other subjects taught in schools. In their physical education programs, students are entitled to be understood, valued, and encouraged to learn, according to individual ability. In contrast, they appear to be crammed into prepackaged curriculum consisting of skill requirement at a level that only a few students in the class can attain (Graham, 1992).

As research has shown, physical education should be considered an integral part of the total education program that contributes to the total growth and development of all students. Consequently, student learning has been identified as the ultimate goal of teaching in physical education (Rink 1998; Siedentop, 1991).

Although there has been a consensus that student learning was one of the ultimate goal of teaching, it appeared that students were not actually measured on any criterion variable in many studies. These variables include motor skill, attitude, knowledge, fitness and the learning outcome (Silverman & Skonie, 1997).

According to research by (Rink, 1998), there are several criteria for a learning experience.

- ✚ The learning experience must have the potential to improve the motor performance(activity skills of students)
- ✚ Provide maximal activity or practice time for all students at an appropriate level of ability.
- ✚ Appropriate for the experiential level of all students.

- ✚ Have the potential to integrate psychomotor, affective, and cognitive educational goals whenever possible.

Therefore, it is necessary when designing a physical education program, to consider student learning according to the above four criteria. However, among various studies on Modifying equipment, only one or two criteria have been considered (Chase, Ewing, Lirgg & George, 1994). It is believed that a study on equipment modification using multiple variables would provide a greater insight into important aspects of student learning.

2.2. Learning Process in Physical Education

Learning has been described as a relatively permanent change in behavior resulting from experience, training and interaction with biological processes (Rink, 1998; Siedentop, 1991). In physical education specifically, there are three different domains with which to measure student learning. They are psychomotor, cognitive and affective domains (Bloom, 1956; Rink, 1998). The psychomotor domain is represented through the teaching of motor skills. Motor learning is defined as a set of processes associated with practice or experience leading to relatively permanent changes in the capability for skilled performance (Schmidh, 1991). With regards to the motor learning domain, physical education has provided a unique contribution to the student's growth and development. Consequently, the level of students' psychomotor skills improvement has been commonly used an indicator for student learning. Learning outcomes in the affective and cognitive domains can be specified in much the same way as psychomotor outcomes specified (Rink, 1998), (Bloom, 1956) has established a hierarchy of learning levels within these two domains. The cognitive domain establishes skills with cognitive material that require increasingly difficult intellectual ability. The affective hierarchy progresses from the point at which students become aware of their attitudes towards affective concepts to the point at which their values have a direct influence on what they choose to do. The cognitive and affective domains are believed to be as important as psychomotor performance. However, as mentioned previously, very few curriculums show evidence of affective and cognitive planning (Rink, 1998)

2.3. Major Challenges of Teaching PE Practical class

Teaching practical class Physical education programs in school is lack, to utilize for several reasons with current expertise in the instruction of professional preparation classes directed at teaching PE practical class.

2.3.1. Institutional and Teacher-Related Challenges to Teaching Physical Education in Practical Class

Effective schools are distinguished from inefficient ones by the frequency and extent to which teachers learn together, plan together, test ideas together, discuss practices together, reflect together with the fundamental vision and focus of developing students to fullest capacity. Effective schools are a learning community, a place where teachers and administrators study, work and learn together with the mission of improving student achievement. (Ontario, 2010).

Within the context of a physical education school, the physical education curriculum provides all students with the skills and strategies they need to participate in a wide variety of physical activities. In planning and organizing the physical education curriculum, schools should use community organizations, facilities, and programs as resources to provide students with additional experiences and opportunities for physical activity and healthy living (Richard, 2008).

Challenges within schools that restrict teachers providing physical education programs have been classified by (Morgan and Hansen, 2008) as being either institutional or teacher-related. Previous research has highlighted many institutional challenges including, reductions in time provisions in the curriculum, the absence of professional development, and the lack of facilities and equipment (Commonwealth of Australia, 1992; Hardman, 2008; Le Masurier & Corbin, 2006; Morgan & Hansen, 2008).

Most teacher-related challenges have been reported in secondary school Studies (Barroso, Mc Cullum-Gomez, Hoelscher, Kelder& Murray, 2005; Morgan & Hansen, 2008).

The challenges described include possessing low levels of confidence or interest in teaching physical education, being unable to provide safely planned and structured lessons, having had personal negative experiences in physical education and lacking training, knowledge,

expertise and qualifications to provide physical education (De Corby, Halas, Dixon, Wintrup & Janzen, 2005; Morgan & Bourke, 2005; Xiang, 2002).

Teachers are responsible for using appropriate and effective instructional strategies to help students achieve the physical education curriculum expectations, as well as appropriate methods teaching and evaluating student learning (Ontario, 2010).

Teachers should follow the principle of “first, does no harm” and ensure that the learning setting is always physically and emotionally safe. It is important to be aware of and carefully observe how students feel about the various requirements of the program, from changing their clothing for physical education classes to participating in activities, demonstrating learning and working with others. (Susan, 2004).

PE program can be instrumental in helping children establish PA patterns that are beneficial to their health and incorporating them into their lifestyle (Hopkins, 2002). They offer several suggestions about what teachers can do to foster an equitable approach to physical education teacher can:-

1. Use teaching style that provides for the accommodation of a diversity of student's needs
2. Focus on students' abilities and work to strengthen areas of need
3. Use activities to help overcome stereotypes and to enable students to learn to appreciate themselves and their peers.
4. Modify activities and rules to provide for meaningful participation by all students.
5. Become aware of students' interaction with other students.
6. Choose students for class leaders role model skill demonstrators equitably don not always choose males or athletics.
7. Promote self- responsibility while encouraging students to be supportive.
8. Help students appreciate the uniqueness of each person.
9. Model positive, equitable interaction with all students.

An article by (Gourneau , 2005) on five attitudes of effective teachers, states that pre-service teachers are interrogated about their teaching profession, they always respond that they want to make a positive difference in the lives of learners

According to (Jacky and Marianne, 2007) found that projects sustenance and success was highly related with principals Students with teachers of positive attitude towards teaching and curriculum are found to be high-level achievers in learning.

Administrations are one of the human factors that influence understating the crucial role of school administrations incredibly hard and that successful implementation generally required a combination of pressure. (Alex, 2006)

School principals are responsible for the overall operation of the schools. Accordingly, (Shakuntala Devi, 2003) identified function of the secondary school principals.

According to him the five function of the secondary school are as follows:

1. To provide schooling for all youth that will enable each person to attain the fullest possible development of his potentialities in socially approved ways.
2. To assist each pupil in identifying his potentialities, talents and capabilities.
3. To conserve and transmit knowledge.
4. To create awareness, knowledge and interest of the social group toward
5. To help the young to live more effectively the good life, the society.

2.3.2. Students-Related Challenges to Teaching Physical Education in Practical Class.

In contrast to the challenges experienced by generalist teachers, a recent study from the United Kingdom investigated heads of physical education and heads of schools' perceptions of challenges to providing physical education and physical activity in secondary school environments (Boyle, Jones & Walters, 2008).

Therefore, further consideration of other challenges in secondary schools that inhibit the delivery and students' participation in physical education is warranted; student-related challenges are further obstacles that teachers must be able to plan for and overcome when providing educational opportunities for students. Previous research on children's and adolescents' self-reported challenges to participation in physical education and physical activity has reported changing attitudes to activity and physical education, adolescents' decision making favoring more sedentary activities, the importance of peer pressure or desire for peer approval when choosing activities, the students unwillingness to participate, a dislike of activity, a lack of understanding of the benefits of physical activity skill and techniques of

ball game and a decline in student interest (Boyle et al., 2008; Commonwealth of Australia, 1992; Dagkas & Stathi, 2007).

The challenges to student learning and participation may in part be explained by social cognitive theory (Bandura, 2016) which highlights the relationship between cognitive, behavioral and environmental factors that influence an individual's choices, including those relating to physical activity behavior. These three factors are not independent, but are mutually dependent and all influence learning and activity choices within a host of contexts. Due to the large amount of time dedicated to schooling, students are influenced greatly within the school environment by many elements, including their teachers, their peers, the programs provided, their participation in classes and their engagement in curriculum and extra or co-curricular activities. The interaction and influence of all three factors on preferred behavior is certainly most evident at the secondary school level,

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

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

According to (Gitonga et al, 2011) of teacher-trainee attitude towards PE has affirms that in all the teachers colleges, PE is mandatory for every teacher learner and must be taken in spite of interest, gender, age or physical environment. Therefore, students and teachers appear to correlate the subject with little esteem. The negative attitude factors developed by the trainee-teachers are carried to schools they are posted to after training.

According to (Sakwa et al. 2003) investigated secondary school learners' attitudes towards participation in physical education programs, and the students' attitudes and their performance. Students have positive attitudes towards participation in physical education and that their

performance is significantly above average. Practices of the precedent are also clear in the methodologies used in the delivery of PE Practical class.

Student's responsibilities with respect to their own learning develop gradually and increase over time. With appropriate instruction and with experience, students come to see how an applied effort can enhance learning and improve achievement. Learning to take responsibility for their improvement and achievement is an important part of every student's education (Grout and Long, 2009).

According to (Macdonald and Brooker, 1997) Mastering the skills and concepts connected with learning in the physical education curriculum requires on-going practice, an effort to respond to feedback, personal reflection, and commitment from students. It also requires a willingness to try new activities, work with peers, and always follow safety practices. Through on-going practice and reflection about their development, students deepen their appreciation and understanding of themselves. Students' attitudes towards physical education can have a significant effect on their learning and their achievement of the expectations. Students who are strongly engaged and who are given opportunities to provide leadership are more likely to adopt practices.

2.3.3. Instructional Facilities and Material-Related Challenges to Teaching Physical Education in Practical Class

➤ Instructional Activities

Appropriate instruction includes practices such as maximizing the number of practice opportunities, working in small groups, limiting competition in class, and ensuring adequate equipment and space so that all students can engage in practice tasks for as much time as possible and become more self-directed (SHAPE America, 2014, pp. 81-86). The physical education teacher also should use instructional practices that engage students in moderate to vigorous physical activity for at least 50 percent of class time, promoting maximum physical activity during class (CDC, 2011, p. 30).

Appropriate instruction aligns the learning activities in which students engage with the identified student objectives and outcomes for learning. Instruction also addresses the content through the three domains of learning. Teachers differentiate instruction and equipment to

meet the needs of all students, including those with special needs or disabilities (CDC, 2011, pp. 30-33).

Careful creation of learning experiences ensures that K-12 students have the opportunity to demonstrate content and skill mastery. When students receive constructive feedback from the physical education teacher, they learn more about their performance and the degree of success they are attaining on an ongoing basis (SHAPE America, 2014, p. 79).

Content behaviors are those tasks performed by the teacher that directly contribute to the development of PE content and the intended outcomes of the lessons. These instructional activities include such tasks as explaining and demonstrating a skill, using questions to check student's comprehension, and engaging students productively in activity. Teacher who directs the students on how to get equipment for practice or how to move from one activity to the next are also engaging in managerial behaviors efficient performance of these tasks ensures that the time available for instruction is maximized (Calfee, 1986).

➤ **Instructional Planning**

Teaching is a goal oriented activity in which specific outcomes are actively sought. Planning can contribute to the attainment of desired instructional outcomes by helping teachers focus on objectives and identify strategies to achieve them. Planning gives direction to one's efforts and contributes to wise use of instructional time. A teacher who coach may use this time or prepare for the afternoon's practice schedule contests, or contract officials. In other schools, weekly lesson plans are subjected to being checked by the department chair persons or the principal (Grout and Long, 2009).

When planning the use of facilities and equipment, teachers should organize the learning environment in a way that allows for movement and ensures student comfort and safety. It is important to plan routines that students can follow as they move to and from activity space, make transitions from one activity to another, and collect and put away equipment. Planning time and creating guidelines for changing clothes, using equipment, and other procedures can maximize student comfort and participation (Mary, 1999).

When making decisions about equipment and facilities, teachers should ensure that they are distributed in a way that provides fair and equal access to support the development of specific

skills and add interest to physical activities, a variety of equipment should be used (Grout and Long, 2009).

When supplies are limited, teachers will have to be resourceful to ensure that each student has opportunities to use as many different kinds of equipment as possible. Teachers must provide specific instruction to students on the appropriate handling of equipment, ensure that equipment is in good repair and suitably organized (Mary, 1999)

➤ **Instructional Time**

Teachers plan adequate instructional time for all students to acquire the concept or skill being taught. Teachers plan for maximum practice trials and monitor progress so that time spent on particular learning activities is appropriate. Meaningful practice is progressive in scope and sequence to facilitate learning. (Grout and Long, 2009).

➤ **Resource and Facilities**

Development requires the physical education together input from a variety of sources. Consideration Of facilities, equipment budget, time allotments, and scheduling constraints is important. Program Promotion, physical education must assume the responsibility for actively promoting their programs. Program promotion starts with a quality program. A variety of different approaches will be effective in informing students, parents, and community members about the merits of a PE practical class program. (Alex, 2006)

According to (Dawn, and John, 1999), any discussion of class room organization must begin with some attention to resources and facilities that the specific setup demands or effectiveness of PE teaching learning process. John further describes that, when there is no lack of equipment and materials that appear geographically to the understanding of the pupil, teaching cannot be challenged indeed.

The crux of educational quality among others heavily relies up on the environmental (both internal and external) conditions and materials of the class room whenever theoretical issues are presented in classrooms for students, it is practically proved that students get the most out of them when they are supported by teaching materials (Houlok, 1990).

There for, teaching materials and other classroom situations are pare amount importance in the process of teaching and learning where tack of appropriate materials appropriate material result in hampering effective transmission of knowledge.

Throughout the years the provision of PE has been inadequate in many high schools due to unsuitable facilities and a lack of equipment and resources. In the Joint Oireachtas Report on the Status of PE (2005), it was noted that there was never a period of significant funding in the area of PE, nor had it ever been seen as worthy of serious investment or concentration either in terms of resources or planning. It went on to single out the high schools sector as having been particularly neglected, with many schools not having a gym or even a general-purpose room that could be used in place of a gym.

According to the 1976 INTO survey only 65% of teachers claimed to be teaching PE and of these only 34% were satisfied with the way they were teaching it. In 1988, an INTO report stated almost half of the one-to-three-teacher schools did not teach PE on a weekly basis because of a lack of suitable indoor facilities and equipment. Surveys vary in their portrayal of the situation in schools regarding facilities, resources and equipment, depending on the nature of the questions asked and the context in which the survey took place. However, in general the situation remains far from satisfactory.

➤ **Time Allocation**

The average weekly time table for PE in high schools across the EU is 109 minutes, with most primary schools providing between 60 and 90 minutes according to a study carried out by the University of Worcester, which also indicates that there is a perception that the amount of time that has been allocated to PE has been reduced since 1999. See Appendix 4 for information regarding time allocated to PE in a number of European countries in 1999 and 2006. The (Worcester University Study, 2007) (p.67) recommends that “EU countries should adopt a policy of 120minutes of PE curriculum time allocation per week with agreement to work towards a minimum of 180 minutes weekly with schools endeavoring to go beyond this minimum where this is possible and a call for at least 60 minutes daily physical activity in or out of school settings”

2.3.4. Learning Environment-related challenges to teaching physical education in practical class

A positive classroom environment is established and reinforced constantly by both teacher and students. Teachers’ model appropriate behavior at all times. Teachers take responsibility for

preparing, maintaining and providing equipment and instructional space. Teachers make facilities and equipment available to maximize practice and learning based on individual needs and class size (Bailey, 2006).

Teachers establish a positive learning environment to support student learning. Teachers maintain high expectations for student achievement, challenging all students to perform to their full potential". Monitoring of the students will be fair, respectful and safe, with open communication both verbally. (Chappell, 2001)

Teachers select techniques and skills for student participation that range from non-competitive to more competitive in an attempt to satisfy the interests of all students. Teachers guide the experiences of students as they develop skills, strategies, and social dispositions to enable them to be successful in participation. Teachers help students learn "what to do" at different levels of competition and set up decision-making situations so students can learn how to make correct "how," "where," and "when" reactions to competitive demands. Teachers structure competitive experiences that parallel real world experiences in an atmosphere where mistakes can be made with controlled, constructive consequences. Appropriate activity selections supported by adaptations and modifications produce successful experiences that become challenging and fun for participants (Chappell, 2001).

Teachers must model safe practices at all times and communicate safety requirements to students in accordance with school board and ministry policies. Teachers are responsible for ensuring the safety of students during practical class activities and also for encouraging and motivating students to assume responsibility for their own safety and the safety of others. Teachers should follow board safety guidelines to ensure that students have the knowledge and skills needed for safe participation in physical education activities (Reston, 1998).

Supervision they should also reflect school board policies on how to conduct activities. While all physical activity involves an element of risk, administrators and teachers have an obligation to provide a safe environment to minimize that risk. Safety awareness, based on up-to-date information, common sense observation, action, and foresight, is the key to safe programming (Richard, 2008).

In a safe learning environment, the teacher will: be aware of up-to-date safety information; plan activities with safety as a primary consideration; observe students to ensure safe practices are being followed; have a plan in case of emergency; show foresight; act quickly. Moreover teachers must think about safety before having students participate in any activity. It is important to ensure that students feel comfortable emotionally and psychologically (Richard, 2008).

2.3.5. Large Class Sizes-Related Challenges in Physical Education Practical Class

It refers to the numbers of pupils require scheduled to meet in the administrative and instructional unit, known as class or section, usually under the direct guidance of a single teacher (Monerel, 1956) class size concerns educators for various reasons because learning can only occur positively when lessons are under appropriate conditions both for the students and teachers. The classroom size has its own impact in facilitating or hindering activities of teaching and learning.

According to Tirusew (1998), since teaching learning process depends almost entirely on communication between teachers and students, the numbers of students in a class determines the amount and quality of knowledge imparted to and gained by the students. Thus, the large the size of the students' number in a class, the more difficult communication between the teacher and students becomes, the more the effectiveness of teaching will be hindered.

The National Association for Sport and Physical Education (NASPE, 2004) recommends that the size of physical education class be consistent with those of other subject areas (e.g. maximum 1:25 for ES, 1:30 for MS, and 1:35 for HS) for safe and effective instruction. Many physical education teachers today face class sizes larger than this (40+ students is not uncommon) and other similar situations like multiple classes sharing one activity space.

As class size increases above recommended levels, safe and effective instruction may become compromised.

This can manifest itself in many ways such as:

- Decreased instructional time due to management issues
- Insufficient amounts of equipment and activity space

- Decreased Practice opportunities resulting in a slower rate of learning
- Increased student time spent in activity during class
- Decreased ability of teacher to provide individualized instruction
- Increased risk of student injury
- Increased opportunity for off task behavior of student.

The NASPE web site (www.naspeinfo.org)

The face of adversity, physical education teachers must always provide the best possible instruction. For teachers faced with challenges such as large class size and sharing of activity space, the following list of recommended teaching methods and strategies can help minimize some of the challenges that may be typical with large classes. (Lund, J. and Tannehill, D. 2005); (Metzler, M. ,2000); (Mosston, M. and Ashworth,S. 2002) Some strategies may be more effective with older students than with younger ones.

- Small group work
- Cooperative learning
- Peer teaching/coaching
- Station work
- Small-sided games
- Individualized instruction
- Class projects

A universal complaint, even among teachers with usual success large section, was inability in such classes to find adequate time to treat individual difference in pupils (Monerel, 1956), a study made in the united states of America as in the policy of 1960's indicated that 35 in the maximum limit for effective school classes. (Harries ,1960) also mentioned that the class size in school as teacher taught 30 to 34 students each in 27% of the states; while in the other 18% of states fewer than 25% students, in 1% of them 40 or more students to be taught the average were 31 students in one class.

According to (Smith, 1961) supports the idea of having limited class size. He asserted that class room contains exceeding 25 pupils is becoming large and when the class size is

increased to 30 or more, educators believe instruction suffers at the same time, it tended to encourage closer and more personnel staff, student relationship.

As to how many students to have in secondary school classrooms there is a general consensus among educators in the field that the number of students is to be, relatively smaller. (Knapp, 1968) noted that. "Generally speaking, classes should be limited to 30 students and 40 should be regarded as a maximum it is true, of course, that type of program, teaching method and available facilities affect the number that can adequately be provided for in one class. An undesirable lock-step program, which pays little or no attention for individualization of instruction, can accommodate large numbers in small spaces. Command response teaching, in which all members of a group respond with a definite movement to a teacher command, puts little premium on small classes."

3. MATERIALS AND METHODS

This part discuss the description of the study area, research design ,sample size and sampling techniques, data collection instruments ,source of data ,methods data analysis and interpretation, pilot study and ethical issues are shows in this part.

3.1. Description of the Study Area

The study was conducted at Ayra Woreda preparatory and secondary school,West wollega zone of Oromia Regional state. Ayra is one of the woreda's in the Oromia Region of Ethiopia. It is part of the western Wollega Zone. It was separated from former Ayra Guliso woreda in November 1999. It is bounded by Guliso in the north, Yubdo in southeast and Kelem Welega Zone in the south and west. Ayra is the administrative center.

Ayra woreda is located 504 KM from central city Addis Ababa , at an altitude of about 1200-1400 meters above sea level in sub-humid agro economical zone. It is amid-altitude area with an annual rainfall of 1200-1600mm having a unimodal pattern and increasing from April to October with the peak rain season in July and August Ayra Woreda agricultural and rural development office. The average minimum, mean and maximum temperature of the area is 13°C, 20°C and 27°C respective. https://en.wikipedia.org/wiki/West_Welega_Zone

The map of the study site is indicated on page 77.

3.2. Research Design

The main intension of this study were investigated the practical and major challenges of teaching practical class in physical education in preparatory and Secondary Schools in Ayra woreda ,west wollega zone, Oromia regional state. For this study, methods employed in order to achieve the objectives stated in earlier parts of the study were a survey based on combined quantitative and qualitative design i.e. mixed type. The design included triangulation of data collection by questionnaire and interview. Information collected through questionnaires is interpreted quantitatively using tables, charts, percentages, frequencies, mean and standard deviation. And to procure trustworthy, the information collected from respondents through interview is interpreted qualitatively. According to (Cohen and Manion, 1994); (Donald Jacobs and Razavieh,1990),(Charles,1988),descriptive survey approach permits together

several kinds of data pertinent to the study, from a large sample relatively quickly and in expensively.

3.3. Sample Size and Sampling Techniques

In the process of conducting such research work, sampling is necessary because in a study of this nature, it is neither desirable nor possible to cover all the entire population. The sample size hence took into desirability and feasibility consideration; issues of time, manpower, transport and financial resources.

The participants of the study are four (4) school principals, ten (10) physical education teachers, 358 students, those are all students selected from four schools 3450 total students and so the sample size of the students was 358.

Generally the total sample size of physical education teachers, school principals and students was 372 participants.

Regarding the sampling techniques purposive sampling and probability random sampling stratified was involved. As a specific sampling technique the researcher was used purposive sampling for the school principals and physical education teachers because their response as a data is more reliable and valid, since they are expert in the area.

The researcher was used simple random sampling techniques based on the lottery method. The reason for the researcher use simple random sampling techniques system is that it gives all units for equal chance to be selected.

The researcher used the sample size of students from total population by using Slovin's formula, that is:-

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

Where n= the sample size

N= the population size

e= the margin of error

$$n = \frac{3450}{1+3450(0.0025)} = 358$$

In other words, the determined proportion n/N the sample size required is 358. Therefore, $n=358$, is multiplied by the number of Sample size in each stratum by the obtained proportion, that is, 0.1039 in order to determine the sample size. Based on this, the following sample size was made.

Table 1 Sample size for students

Name of Schools	Number of students	Proportionality	Sample size
Biftu Ayra preparatory school	650	650 x 0.1039	68
Biftu Ayra Secondary School	1150	1150 x 0.1039	119
Lalo Ayra Secondary school	900	900 x 0.1039	93
Leqa Suchi secondary school	750	750 x 0.1039	78
Total	3450	3450 x 0.1039	358

3.4. Data Collection Instruments

The instruments were employed to gather the necessary data for this study was questionnaire frequency count and interview. According to (Best and Kaln, 2004), use of combination of methods is suggested as having advantages of correct some of the deficiency of any one source of data. Therefore the above mentioned data gathering instruments was employed in this study.

3.4.1 Questionnaires

A questionnaire item was one of the instruments constructed based on the reviewed literature to collect relevant data from students to answer basic questions raised. They were made to give their responses up on each item.

According to (Best and Kaln, 2004) questionnaire was prepared to get information from students on their perception of the subject and the behavioral changes the claims as a result the instruction of physical education. They was made to give their responses up on each item using a five Likert scale, strongly agree, agree, disagree and strongly disagree.

3.4.2 Interviews

Interviews were appropriated to collect in depth information and allow opportunity for explanation of questions and can be applied to any type of population (Best and Kaln, 2004). For this study semi-structured question was developed for school principals. One of the main advantages of interview is that provides uniform information, which assures the comparability of data (Kumar, 1999). Interviews helped to obtain useful information because they presented an opportunity to ask probing questions and capture nuances. The interview was chosen for school a principal was selected purposively for the face-to -face interview.

3.5. Source of Data

Primary data was used for this study; the primary data was collected from randomly and purposively selected key respondents through questionnaire and interview.

3.6. Methods of Data Analysis and Interpretation

The collect data was analyzed using different method of data analysis. The data collect through the questionnaires was filled and grouped according to the category of the questions (Closed and open-ended questions) and interview. The gathered data was coded and arranged for analysis. Both qualitative and quantitative approach was used to find out the major challenges of teaching physical education in practical class. For the statistical processing data was analyzed by Statistical Package for Social Science version 22 (SPSS) program. To test statistical significance of the treatment analysis of the variance (T-test) was used the level of significance will be at $p \leq 0.05$.

3.7. Pilot Study

The researcher were used the pilot study in order to get the relevant information by measuring the validity and reliability of this study.

3.7.1 Validity

Validity was obtained by minimizing the mistakes in the way the data are recording and analyses. This was achieving by the process of member checking and external auditing as described in the section. An audit trail should be establishing to ensure the reader can determine that the research study is valid (Gay, et al., 2009).

According to (Yore et al, 2007) States that validity looks at whether the instrument measures what it is intended to measure.

The instruments prepared by researcher should address the research objective and answer the research questions under investigation. The construct and content validity of each item in the instruments were proved by researcher. Content validation was established by cross referencing the content of the instruments to those elements contained in the basic research questions to determine if there was indeed a match. That is the items constructed were in line with the answer to the research questions. content validity addresses to what extent the appropriate content is represented in questions. The researcher validates the instruments that were developed as follows; before actual data collection started; the instruments were given to colleagues so as to get valuable comments and criticisms on the strengths and weakness of the items. Based on the comments obtained, necessary modifications were make and give to the thesis advisor for further comments ,criticisms and evaluation.

3.7.2 Reliability

According to (Gliem ,2003) discuss the importance of calculating and reporting Cronbach's alpha coefficient for internal consistency reliability on any Likert type scales or subscales designed by the researcher. The normal range of Cronbach's alpha reliability coefficient is between 0 and 1. The closer the coefficient is to 1, the greater the internal consistency of the scale items.

The questionnaires were pre-tested 30 participants in the pilot study were the 2 physical education teachers and 28 students who is non participant in sample size. The purpose of this test is to check the appropriateness of the items and to make the necessary corrections based on the feedback obtained. After collecting the distributed instruments the results were coded and enter to SPSS version 22. Then internal consistency and reliability of the test computed .the items inter correlation and Cronbach-Alpha in order to evaluate the scales and their reliability .the measure was found to be reliable with alpha 0.92 for students and physical education teachers. The piloting also helped improving the investigators interview techniques more confidence. Thus, the instruments were found reliable to collect data for the main study and administered as scheduled.

3.8. Ethical Issues

An effort was made to make the researcher process professional and ethical. To this end , the researcher was tried to clearly inform to the respondents about the purpose of the study which is purely educational process practical and challenges of teaching practical class physical education, he introduced its purpose in the introduction parts questionnaire and interview guide. The respondent was confirming that subjects confidentially were protected.

4. RESULTS AND DISCUSSIONS

4.1. Overview

This chapter deals with presentation, analysis and interpretation of the data gathered from the respondents through questionnaires and interview with the management. Thus, the quantitative and qualitative analysis of data was incorporated in to this chapter. Closed ended question in questionnaire part was supposed to be complementary to the quantitative analysis. Hence, the qualitative data includes the data gathered through interview data is analyzed qualitatively. The data was collected from a total of 372 respondents. To this effect, the questionnaires were distributed to 10 PE teachers and 358 for student respondents. The return rates of the questionnaire were 10(100.0%) from school teachers and 358(100.0%) from students. The chapter consists of four major parts.

The first section deals with the characteristics of respondents, the second sections present the analysis and interpretation of the main data and finally, interpret data gathered from the interview.

4.2. General Demographic Characteristics of Respondents

The two groups of respondents were asked to indicate their back ground information. The details of the characteristics of the respondents are given below.

Table 2: School name, age, sex and grade level and qualification characteristics of the respondent

No	Item	School Respondents						
		Teachers		Students		Sample size		
		No	%	No	%	No	%	
1	School Name	BAPS	2	20.0	68	19.0	70	39
		BASS	3	30.0	119	33.2	122	63.2
		LASS	3	30.0	93	26.0	96	56
		LSSS	2	20.0	78	21.8	80	41.8
		Total	10	100.0	358	100.0	368	100
		13-20	-	-	207	57.8	207	57.8
2	Age	21-30	6	60.0	151	42.1	157	51.05
		30 and Above	4	40.0	-	-	4	40.0
		Total	10	100.0	358	100.0	368	100.0
		Male	8	80.0	240	67.0	248	73
3	Sex	Female	2	20.0	118	33.0	120	43.0
		Total	10	100.0	358	100.0	368	100.0
		9th grade	-	-	132	36.9	132	36.9
4	Grade level & Qualification	10th grade	-	-	158	44.1	158	44.1
		11th grade	-	-	27	7.5	27	7.5
		12th grade	-	-	41	11.5	41	11.5
		Total	-	-	358	100.0	358	100.0
		BA/Bed/BSc	10	100.0	-	-	10	100.0

As shown under item 1 of table 2, among the majority of teacher 8(80%) were male, 2(20%) respectively female. This implies that, the participation of both sexes found to be un

proportional. The participation of males' teachers in the sample schools is high and female were low.

From this, one can conclude that the female teachers were not assigned on the teaching position in sample schools. Hence, female teachers should be encouraged to be a leader and be a model for female students especially in school

Regarding the participation of student respondents indicated in table 1 majority of them were males 240 (67.0%) and 118 (33.0%) were females. One can easily wind up that, the number of males is greater than females. Therefore, female students should be encouraged to have an opportunity to start their high school education.

In the same table, age distribution of the respondents under items 2, indicate the student's age. As shown in table 1 the age rate of the students, 207 (57.8%) are ranged 13-20 years old and 151 (42.1%) are aged 21-30 yrs. What we understand from this, majority of the same age group expected to provide pertinent information for the researcher.

Regarding to qualification of the teacher respondents 10(100.0%) of all of them were first-degree (BA/Bed/BSc) holders. From this, one can conclude that there were no teacher respondents with qualification above first-degree.

4.3. The Analysis and Interpretation of the Main Data

The researcher attempted to probe practice and major challenges of teaching practical class physical education based on related literature review, the period of the researcher teaching experiences and observation of problems in teaching physical education in relevance with the contents to be educated. Therefore, the researcher bear out the relevance and the consistence of the existed factors through preliminary survey carryout in sample school plus, providing aforementioned qualitative options to respondents to attain their reaction, suggestion, opinion and recommendation which directed the researcher to get the right track along with lead to set relevant questionnaires with practice and major challenges of teaching physical education in practical class. Hence, the data gathered through questionnaires analysis and interpreted respectively in the following tables.

Table 3. Teachers' response regarding to the current situation of PE practice

No	Item	Level	Freq	%
1	well-organized plan and schedule *STD= .516 , * M _{ean} =2.60	Agree	4	40.0
		Disagree	6	60.0
		Total	10	100.0

As indicated in item 1 of table 3: thus 4(40%) of teachers replied “agree”, 6(60%) of teachers replied “disagree”. teacher respondents indicates that PE practical class in secondary school and preparatory school is not guided by well-organized plan for practical class. accordingly 6(60%) of teacher respondent also shows as there is no identify well-organized plan and schedule for practical class from their theoretical class in their sample school.

Table 4: Teachers' response regarding to the institutional related challenge practice PE

No	Item	Level	Freq	%	Mean	stn div
2	Adequate budget for acquiring equipment and supplies	Agree	4	40.0	3.20	.632
		Disagree	6	60.0		
3	Adequate of sport facilities and equipment affects teaching PE in practical class.	Agree	8	80.0	3.00	.816
		Disagree	1	10.0		
		stron disagree	1	10		
		Total	10	100		
4	Amount of minutes per week for PE program	40 minutes	10	100	4.00	.000

As shown under Table 2 items 4 the respondents were asked on the adequate budget for acquiring equipment, supplies & to purchase PE facilities and equipment in school, 4(40%) of teachers replied agree, 6(60%) of teachers replied disagree assumed that the respondents majority responses on this shows that the school does not purchase the facilities and equipment for teaching materials in physical education in practical class. This shows implies that, lack of facilities in teaching learning process have negative possession to condition that

physical education contribution for students learning PE practical class. In the light of this, According to (Alex ,2006) Development requires the physical education together input from a variety of sources. Consideration Of facilities and equipment budget is important. A variety of different approaches will be effective in informing students, parents, and community members about the merits of a PE practical class program.

As shown under Table 4 items 3 teacher respondents were asked whether or not in adequate sport facilities and equipment affects teaching physical education in practical class, 8(80%) of teachers replied “agree”, 1(10%) of teachers replied “disagree”, 1(10%) of teachers replied “strongly disagree With this respect the open ended question What are the major challenges of teaching physical education in practical class of your school? There are little or no materials for practical class PE. It can be concluded that the physical education practical class effectiveness is challenged with many problems such as: Shortage of materials (teaching aid), Shortage of play ground, appropriateness of period allotment and large class size. Regarding this lack of teaching materials in PE practical class in each sample school confirm four of the sample school has un appropriate materials and has no play ground and enough space that fit for all students during PE practical class in most sample, respondents were claimed as it is the main factors that challenges of teaching PE practical class. This shows that all respondents make mutual agreement on adequate of sport facilities and equipment affects teaching PE in practical class. In the light of this, According to (Alex, 2006) Administrations are one of the human factors that influence understating the crucial role of school administrations incredibly hard and that successful implementation generally required a combination of pressure.

Challenges within schools that restrict teachers providing physical education programs have been classified by (Morgan and Hansen ,2008) as being either institutional or teacher-related (arising from the teacher's' behavior). Previous research has highlighted many institutional challenges including, reductions in time provisions in the curriculum, the absence of professional development, and the lack of facilities and equipment (Commonwealth of Australia, 1992; Hardman, 2008; Le Masurier & Corbin, 2006; Morgan & Hansen, 2008).

According to (Richard, 2008) planning and organizing the physical education curriculum, schools should use community organizations, facilities, and programs as resources to provide students with additional experiences and opportunities for physical activity and healthy living.

As shown under table 4 items 4 amount of minutes per week for PE program, respondents were asked whether the period in a week is appropriate to PE practical class properly the sample school, 10(100%) of teachers replied” 40” minute per week. from this table of respondents the period of teaching PE practical class is not enough to teaching the students properly.

In the light of this, (Reston, VA ,2004) elaborated; teaching physical education requires adequate time (per week, at least 150 minutes for elementary schools and 225 minutes for secondary schools). Currently time spent per week for teaching physical in the sample school is 40 minutes per week. However, the gap is very huge in ayira woreda west wollega zone oromia regional state in general and in particular where this study conducted. According to (Worcester University Study, 2007) (p.67) recommends that “EU countries should adopt a policy of 120minutes of PE curriculum time allocation per week with agreement to work towards a minimum of 180 minutes weekly with schools endeavoring to go beyond this minimum where this is possible and a call for at least 60 minutes daily physical activity in or out of school settings”

Table 5: Teachers' response regarding to the view on teacher related challenges issues

No	Item	Level	Freq.	%	Mean	Stan.dev
6	Motivate students to participate.	Agree	3	30.0	3.10	.568
		Disagree	7	70.0		
		Total	10	100.0		
7	PE teachers use the lesson plan	Agree	5	50.0	3.20	.632
		Disagree	5	50.0		
		Total	10	100.0		
8	Use activities/exercises to punish misbehavior.	Agree	7	70.0	3.30	.483
		Disagree	3	30.0		
		Total	10	100.0		
9	Ensure student safety by monitoring class closely.	Agree	4	40.0	2.60	.516
		Disagree	6	60.0		
		Total	10	100.0		
10	Highly skilled students permitted to dominate activities.	Agree	7	70.0	3.10	.568
		Disagree	2	20.0		
		Stron. Disagree	1	10.0		
		Total	10	100.0		

As shown under table 5 items 6 The teacher respondents were asked the PE teachers Motivate students to participate in PE practical class, 3(30%) of teachers were agree and 7(70%) of teachers were Disagree. Responses for the Motivation students to participate in PE practical class that,7(70%) of teachers were Disagree shows that lack of Motivate students to participate PE practical class results problems like students will soon lose interest to participation in PE practical class.

As shown under table 5 items 7 the teacher respondents were asked PE teachers use the lesson plan for practical class, 5(50%) of teachers replied “agree “and 5(50%) of teachers replied “disagree”. Regarding the result of not having lesson plan for practical class is not keeping the safety, enjoyment and not success of a session, have negative effects when you teach large groups, groups with varied abilities and ages, have challenges if your access to resources, equipment and space is limited, make the teaching time being wasted on one activities. According to (Grout and Long, 2009) Planning gives direction to one’s efforts and contributes to wise use of instructional time. A teacher who coach may use this time or prepare for the afternoon’s practice schedule contests, or contract officials.

According to (Mary, 1999) when planning the use of facilities and equipment, teachers should organize the learning environment in a way that allows for movement and ensures student comfort and safety. It is important to plan routines that students can follow as they move to and from the activity space, make transitions from one activity to another, and collect and put away equipment. Planning time and creating guidelines for changing clothes, using equipment, and other procedures can maximize student comfort and participation.

As shown under table 5 items 8 the teacher respondents were asked the PE teachers use activities/exercises to punish misbehavior, 7(70%) of teachers were agree and 3(30%) of teachers were disagree. This shows that Exercise as punishment misbehavior students results teachers not promote exercise as contribution to a healthy lifestyle, encouraging students to participate in physical activity and exercise for the physical education setting for enjoyment, skill development and losing interest of students.

Regarding to the table 5 item 9 , the teacher respondents were asked the PE teacher ensure students safety by monitoring class closely during PE practical class , 4(40%) of teachers were agree and 6(60%) of teachers were disagree.. Result from the Responses of this item the PE teacher ensure students safety by monitoring class closely during PE practical class, teachers were disagree respondents shows that PE teacher not ensure students safety ,not ensure a safe learning environment for students, and not ignoring unsafe practices in sample school.

Regarding to the table 5 item 10, respondents were asked the PE teacher Highly skilled students permitted to dominate activities during PE practical class, 1(10%) of teachers were agree and 7(70%) of teachers were disagree. 2(20%) of teachers were strongly disagree.

majority of the teachers respondents responses on this shows that the PE teacher select athletes or boys are always picked as students during practical class in sample school. Assumed that the respondent's majority responses on this shows that the PE teacher have problem Physical educators do not organize their classes to maximize opportunities for all students to learn and be physically active. This shows that physical educator not uses several small sided game or mini-activities to allow student sample opportunity to participate. PE teachers not Supportive of all students without the differences physical ability, acknowledged, appreciated and respected. . In the light of this, Most teacher-related challenges have been reported in secondary school Studies (Barroso, Mc Cullum-Gomez, Hoelscher, Kelder& Murray, 2005); (Morgan & Bourke, 2005); (Morgan & Hansen, 2008); (Xiang, 2002). The challenges described include possessing low levels of confidence or interest in teaching physical education, being unable to provide safely planned and structured lessons, having had personal negative experiences in physical education and lacking training, knowledge, expertise and qualifications to provide physical education.

According to (Susan, 2004) Teachers should follow the principle of “first, does no harm” and ensure that the learning setting is always physically and emotionally safe. It is important to be aware of and carefully observe how students feel about the various requirements of the program, from changing their clothing for physical education classes to participating in activities, demonstrating learning and working with others.

According to (Hopkins, 2002) PE program can be instrumental in helping children establish PA patterns that are beneficial to their health and incorporating them into their lifestyle. They offer several suggestions about what teachers can do to foster an equitable approach to physical education teacher can:-

1. Use teaching style that provides for the accommodation of a diversity of student's needs
2. Focus on students' abilities and work to strengthen areas of need
3. Use activities to help overcome stereotypes and to enable students to learn to appreciate themselves and their peers.
4. Modify activities and rules to provide for meaningful participation by all students.
5. Become aware of students' interaction with other students.

6. Choose students for class leaders role model skill demonstrators equitably don not always choose males or athletics.
7. Promote self- responsibility while encouraging students to be supportive.
8. Help students appreciate the uniqueness of each person.
9. Model positive, equitable interaction with all students.

Careful creation of learning experiences ensures that K-12 students have the opportunity to demonstrate content and skill mastery. When students receive constructive feedback from the physical education teacher, they learn more about their performance and the degree of success they are attaining on an ongoing basis (SHAPE America, 2014, p. 79).

Table 6: Teachers’ response regarding to the Interest to learn PE Practice

No	Item	Level	Freq.	%	Mean	Std.dev
11	Interest of students to learn PE Practice	Agree	4	40.0	3.30	.483
		Disagree	6	60.0		
		Total	10	100.0		

Regarding to the table 6 item 11 the teacher’s respondents were asked the interesting of students to learn PE Practice is 4(40%) agree and 6 (60%) disagree. responses from the interest of students to learn PE Practice show that the interest of students to learning PE practical class is disagreement (low). Based on the answer in open ended question as explained why interest of students to learn PE practice is low or disagree, the reason in sample school there is no good condition for learning physical education practical class, such as there is no appropriate play ground, available material, shower and drink water, store house and lack of motivation. In the light of this, According to (Boyle et al., 2008); Commonwealth of Australia., (1992) ;(Dagkas & Stathi., 2007) student-related challenges are further obstacles that teachers must be able to plan for and overcome when providing educational opportunities for students. Previous research on children’s and adolescents’ self-reported challenges to participation in physical education and physical activity has reported changing attitudes to activity and physical education, adolescents’ decision making favoring more

sedentary activities, the importance of peer pressure or desire for peer approval when choosing activities, the students unwillingness to participate, a dislike of activity, a lack of understanding of the benefits of physical activity skill and techniques of ball game and a decline in student interest.

According to (Arabaci, 2009) in the article – attitudes towards physical education activities and class inclinations of Turkish school students, note that, family influence and support as an importance factor. Sports participation in pre- adolescent girls and adolescents“ attitudes are associated with parents“ participation (Colley et al. 1992); (Gregson and Colley, 1986). Peers also influence pleasure by providing companionship and acknowledgment of achievements.

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

According to (Sakwa et al. 2003) investigated secondary school learners' attitudes towards participation in physical education programs, and the students' attitudes and their performance. Students have positive attitudes towards participation in physical education and that their performance is significantly above average. Practices of the precedent are also clear in the methodologies used in the delivery of PE Practical class.

According to (Macdonald and Brooker, 1997) Mastering the skills and concepts connected with learning in the physical education curriculum requires on-going practice, an effort to respond to feedback, personal reflection, and commitment from students. It also requires a willingness to try new activities, work with peers, and always follow safety practices. Through on-going practice and reflection about their development, students deepen their appreciation and understanding of themselves. Students’ attitudes towards physical education can have a significant effect on their learning and their achievement of the expectations. Students who are strongly engaged and who are given opportunities to provide leadership are more likely to adopt practices.

Students engage in exercise any physical activity that is planned, structured and repetitive for the purpose of improving or maintaining one or more components of fitness (CDC, 2013, p. 8).

Table 7: Teachers' response on environment related challenges

No	Item	Level	Freq	%	Mean	Std. Dev
13	Continually monitor learning environment.	Agree	2	20.0	3.00	.667
		disagree	6	60.0		
		strongly disagree	2	20.0		
		total	10	100.0		
14	Teaching stations, space and equipment are safe	Agree	1	10.0	3.20	.632
		disagree	6	60.0		
		strongly disagree	3	30.0		
		total	10	100.0		
15	Create learning positive environment	Agree	2	20.0	3.00	.816
		Disagree	7	70.0		
		strongly disagree	1	10.0		
		Total	10	100.0		

As shown under table 7 Regarding to items 13, respondents were asked the PE teacher Continually monitor learning environment during PE practical class , 2(20%) of teachers were agree and 6(60%) of teachers were disagree. 2(20%) of teachers were strongly disagree. PE teacher Continually monitor learning environment responses from the table 6 item assumed that PE teacher not Continually monitor learning environment during PE practical class. In the light of this, According to (Chappell, 2001) Teachers establish a positive learning environment to support student learning. Teachers maintain high expectations for student achievement, challenging all students to perform to their full potential". Monitoring of the students will be fair, respectful and safe, with open communication both verbally.

Regarding table 7 items 14, The teacher respondents were asked the Teaching stations are inspected each period before activity begins to ensure that the space and equipment are safe, 1(10%) of teachers were agree and 6(60%) of teachers were disagree and 3(30%) of teachers were strongly disagree. responses from the teaching stations, space and equipment are safe

majority of the respondents show that the level of agreement is very low (disagreement) in sample school not space and equipment are ensure safe before activity begins and facilities are not free from hazards that is challenges of practical class in sample school. In the light of this, According to (Reston. 1998) Teachers must model safe practices at all times and communicate safety requirements to students in accordance with school board and ministry policies. Teachers are responsible for ensuring the safety of students during practical class activities and also for encouraging and motivating students to assume responsibility for their own safety and the safety of others. Teachers should follow board safety guidelines to ensure that students have the knowledge and skills needed for safe participation in physical education activities. Supervision they should also reflect school board policies on how to conduct activities. While all physical activity involves an element of risk, administrators and teachers have an obligation to provide a safe environment to minimize that risk. Safety awareness, based on up-to-date information, common sense observation, action, and foresight, is the key to safe program.

According to (Richard, 2008) safe learning environment, the teacher will be aware of up-to-date safety information; plan activities with safety as a primary consideration; observe students to ensure safe practices are being followed; have a plan in case of emergency; show foresight; act quickly. Moreover teachers must think about safety before having students participate in any activity. It is important to ensure that students feel comfortable emotionally and psychologically.

As shown under table 7 regarding to items 15, the teacher respondents were asked the Create learning positive environment, 2(20%) of teachers were agree 7(70%) of teachers were disagree and 1(10%) of teachers were strongly disagree. This shows that level of agreement on create positive learning environment is disagree. Assumed that the respondents majority responses on this shows that the PE teacher have problem creating, maintaining, and enhancing positive classroom environments. In the light of this, According to (Bailey, 2006) a positive classroom environment is established and reinforced constantly by both teacher and students. Teachers' model appropriate behavior at all times. Teachers take responsibility for preparing, maintaining and providing equipment and instructional space. Teachers make

facilities and equipment available to maximize practice and learning based on individual needs and class size.

Table 8: Teachers' response on regarding the view on equipment related challenges

No	Item	Level	Freq	%	Mean	Std. Dev
16	Sufficient of teaching materials.	Agree	2	20.0	2.90	.568
		Disagree	7	70.0		
		strongly disagree	1	10.0		
		Total	10	100.0		
17	Availability of restroom facilities and drinking fountains.	Disagree	4	40.0	3.60	.516
		strongly disagree	6	60.0		
		total	10	100.0		
18	Availability of appropriate marking the court.	Disagree	7	70.0	3.30	.483
		strongly disagree	3	30.0		
		total	10	100.0		

As shown under Table 8 items 16, teacher respondents were asked Sufficient of teaching materials for teaching physical education in practical class, 2(20%), teachers replied Agree” 7(70%) teachers respondents replied “Disagree” and 1(10%) teachers respondents replied “strongly Disagree” this shows that they have no Sufficient sport facilities and equipment that needs for teaching physical education in practical class. In the light of this, According to (Dawn and John, 1999) any discussion of practical class organization must begin with some attention to resources and facilities that the specific setup demands for its implementation. And when there is no lack of equipment and materials that appear geographically to understanding of the pupil, teaching cannot be challenged indeed. In the light of this, According to (Alex , 2006) Development requires the physical education together input from a variety of sources. Consideration Of facilities and equipment budget is important. A variety of different approaches will be effective in informing students, parents, and community members about the merits of a PE practical class program.

As shown under Table 8 items 17, teacher respondents were asked Availability of restroom facilities and drinking fountains for students during and after practical class, 4(40%) teachers respondents replied “Disagree” and 6(60%) teachers respondents replied “strongly Disagree” this shows that they have no Availability of restroom facilities and drinking fountains that needs for students during and after practical class.

As shown under Table 8 items 18, teacher respondents were asked Indoor and outdoor facilities include appropriate markings that display lanes, circles, courts, 1(10%), teachers replied Agree”8(80%) teachers respondents replied “Disagree” and 1(10%) teachers respondents replied “strongly Disagree” this shows that they have no Availability of appropriate marking the court, display lanes, circles, playing ground practicing ball game that needs for teaching physical education in practical class. In the light of this, According to the 1976 INTO survey only 65% of teachers claimed to be teaching PE and of these only 34% were satisfied with the way they were teaching it. In 1988, an INTO report stated almost half of the one-to-three-teacher schools did not teach PE on a weekly basis because of a lack of suitable indoor facilities and equipment. Surveys vary in their portrayal of the situation in schools regarding facilities, resources and equipment, depending on the nature of the questions asked and the context in which the survey took place. However, in general the situation remains far from satisfactory.

Table 9: Teachers’ response on regarding to the class size

No	Item	Level	Frequ.	%	Mean	Std. Dev
19	The class size.	50-70	8	80.0	3.80	.422
		70-90	2	20.0		
		Total	10	100.0		

As shown under Table 9 items 18the respondents were asked the average number of students in PE practical class 8(80%) of teachers were 50-70 and 2(20%) of teachers were agree with 70-90 in one class. Responses for the class size shows that, 8(80%) of teachers were agree with large class size. In supporting this, under open end items factors suggested for the major challenges of teaching PE is “large number of students in practical class”. Results problems

like lack of effective communication, difficulty to identify students with special need, problem of class room management and suffocation, unbalance sport facility and equipment with number of students, poor method of teaching and created disciplinary problems during the instructional process. This shows that, as students' population is raising at a fast rate facilities and equipments did not go proportionally with number of students in the practical classes. In the light of this, According to (Monerel, 1956) class size concerns educators for various reasons because learning can only occur positively when lessons are under appropriate conditions both for the students and teachers. The classroom size has its own impact in facilitating or hindering activities of teaching and learning.

According to (Tirusew, 1998), since teaching learning process depends almost entirely on communication between teachers and students, the numbers of students in a class determines the amount and quality of knowledge imparted to and gained by the students. Thus, the large the size of the students' number in a class, the more difficult communication between the teacher and students becomes, the more the effectiveness of teaching will be hindered.

The National Association for Sport and Physical Education (NASPE, 2004) recommends that the size of physical education class be consistent with those of other subject areas (e.g. maximum 1:25 for ES, 1:30 for MS, and 1:35 for HS) for safe and effective instruction.

As class size increases above recommended levels, safe and effective instruction may become compromised. This can manifest itself in many ways such as:

- Decreased instructional time due to management issues
- Insufficient amounts of equipment and activity space
- Decreased Practice opportunities resulting in a slower rate of learning
- Increased student time spent in activity during class
- Decreased ability of teacher to provide individualized instruction
- Increased risk of student injury Increased opportunity for off task behavior of student

According to (Lund, J. and Tannehill, D. 2005), (Metzler, M. 2000); (Mosston, M. and Ashworth, S., 2002) the face of adversity, physical education teachers must always provide the best possible instruction. For teachers faced with challenges such as large class size and

sharing of activity space, the following list of recommended teaching methods and strategies can help minimize some of the challenges that may be typical with large classes

- Small group work
- Peer teaching/coaching
- Station work
- Small-sided games
- Class projects

According to (Smith 1961) supports the idea of having limited class size. He asserted that class room contains exceeding 25 pupils is becoming large and when the class size is increased to 30 or more, educator believe instruction suffers at the same time, it tended to encourage closer and more personnel staff, student relationship.

According to (Knapp 1968) In secondary school classrooms there is a general consensus among educators in the field that the number of students is to be, relatively smaller, the classes should be limited to 30 students and 40 should be regarded as a maximum it is true, of course, that type of program, teaching method and available facilities affect the number that can adequately be provided for in one class. An undesirable lock-step program, which pays little or no attention for individualization of instruction, can accommodate large numbers in small spaces. Command response teaching, in which all members of a group respond with a definite movement to a teacher command, puts little premium on small classes.

Table 10: students' response regarding to the institutional related challenges PE practice

Item	Test Value = 0					
	p-value	Mean	Std. Dev.	T Value	Df	Mean Diff
Adequate budget for equipment supplies	.000	2.83	.741	72.338	357	2.832
Availability of fundamental materials	.000	2.72	.779	66.034	357	2.718
Poor understanding of the school community	.000	2.93	.926	59.816	357	2.927
Amount of minutes per week for PE program	.000	3.72	.474	148.652	357	3.721

Significance at .05 levels

According to table 10, the question about adequate budget for equipment supplies, the students respondents showed that, their level of disagreement with the mean score 2.83 and the mean difference 2.832. This indicated that the most of respondents have similar views on adequate budget for equipment supplies. in conformity with this, the computed one sample t-test value for the equality of means with 357 degree of freedom at calculated t-value of 72.338 the obtained p-value is 0.00 which is less than 0.05(alpha level). since $p < 0.001$ the null hypothesis rejected that the sample mean is equal to the hypothesized population mean and concluded that the mean responses of the sample is statistically significantly different between the opinions of the respondents about the issue. The researcher concludes that the school does not adequate budget for equipment supplies the facilities and equipment for teaching materials for physical education practical class. this is implies that, lack of facilities in teaching learning process have negative possession to condition that physical education contribution for students learning PE practical class. In the light of this, According to Alex (2006) Development requires the physical education together input from a variety of sources. Consideration Of facilities and equipment budget is important. A variety of different approaches will be effective in informing students, parents, and community members about the merits of a PE practical class program.

As indicated in table 9, item availability of fundamental materials showed that, the students show their level of disagreement with the mean score 2.72, and the mean difference 2.718 this indicated that the respondents have similar views on availability of fundamental materials of in sample schools. As concluded from mean shows that there are no enough materials in the sample school. in conformity with this, the computed one sample t-test value for the equality of means with 357degree of freedom at calculated t-value of 66.034 the obtained p-value is 0.00 which is less than 0.05 (alpha level). since $p < 0.001$ the null hypothesis rejected that the sample mean is equal to the hypothesized population mean and concluded that the mean responses of the sample is statistically less significantly different between the opinions of the respondents about the issue. According to (Alex, 2006) Development requires the physical education together input from a variety of sources. Consideration Of facilities, equipment budget, time allotments, and scheduling constraints is important. Program Promotion, physical education must assume the responsibility for actively promoting their programs. A variety of

different approaches will be effective in informing students, parents, and community members about the merits of a PE practical class program.

As indicated on the question about Poor understanding of the school community, the student's respondents show their high level of disagreement with the mean score 2.93, and the mean difference 2.927 this indicated that the respondents have similar views on the Poor understanding of the school community. In conformity with this, the computed one sample t-test value for the equality of means with 357 degree of freedom at calculated t-value of 59.816 the obtained p-value is 0.00 which is less than 0.05 (alpha level). Since $p < 0.001$ the null hypothesis rejected that the sample mean is equal to the hypothesized population mean and concluded that the mean responses of the sample is statistically significantly different between the opinions of the respondents about the issue.

As indicated in Table 10 item Amount of minutes per week for PE program, showed that, the students show their level of agreement 40 minute per week with the mean score 3.72, and the mean difference 3.721 this indicated that the respondents have similar views on the minutes per week do physical education teachers spend in teaching PE in the sample schools. From the mean of respondent the researcher concluded that the time spend in teaching PE practical class is very low. In conformity with this, the computed one sample t-test value for the equality of means with 357 degree of freedom at calculated t-value of 148.652 the obtained p-value is 0.00 which is less than 0.05 (alpha level). Since $p < 0.001$ the null hypothesis rejected that the sample mean is equal to the hypothesized population mean and concluded that the mean responses of the sample is statistically significantly different between the opinions of the respondents about the issue.). In the light of this, Reston, VA (2004) elaborated; teaching physical education requires adequate time (per week, at least 150 minutes for elementary schools and 225 minutes for secondary schools).

Table 11:students’ response regarding to view on teachers related challenges issues

Item	p-value	Mean	Std. Dev	T-value	df	Mean Diff
using different grouping methods	.000	2.72	.779	66.034	357	2.718
Demonstrate and feedback	.000	2.55	.844	57.214	357	2.553
Motivate students to participate	.000	2.54	.828	58.146	357	2.545
Ensure student safety by monitoring	.000	3.16	.693	86.232	357	3.156
Highly skilled students permitted to dominate	.000	2.51	.625	76.113	357	2.514
Use activities to punish misbehavior.	.000	2.56	.613	78.941	357	2.559

Significance at .05 levels

As indicated in Table 11, item PE teachers using different grouping methods in practical class, showed that, the students show their high level of disagreement with the mean score 2.72 and the mean difference 2.718 this indicated that the respondents have similar views on the PE teachers not using different grouping methods in practical class in sample schools. From the mean of respondent the researcher concluded that the PE teachers not using different grouping methods practical class. In conformity with this, the computed one sample t-test value for the equality of means with 357 degree of freedom at calculated t-value of 66.034 the obtained p-value is 0.00 which is less than 0.05 (alpha level). Since $p < 0.001$ the null hypothesis rejected that the sample mean is equal to the hypothesized population mean and concluded that the mean responses of the sample is statistically significantly different between the opinions of the respondents about the using different grouping methods. In the light of this, The following list of recommended teaching methods and strategies can help minimize some of the challenges that may be typical with large classes. (Lund, J. and Tannehill, D. 2005); (Metzler, M. ,2000); (Mosston, M. and Ashworth,S. 2002) Some strategies may be more effective with older students than with younger ones.

- Small group work
- Cooperative learning
- Peer teaching/coaching
- Station work

- Small-sided games
- Individualized instruction
- Class projects

As indicated in Table 11, item Demonstrate and feedback showed that, the students show their high level of agreement with the mean score 2.55, and the mean difference 2.553 this indicated that the respondents have similar views on Demonstrate and feedback skills in sample schools Demonstrate and feedback one problems in learning practical class, demonstration is an extremely powerful teaching tool, although you must use it appropriately and Feedback helps the learning process as it can reinforce good practice and highlight .In conformity with this, the computed one sample t-test value for the equality of means with 357 degree of freedom at calculated t-value of 57.214 the obtained p-value is 0.00 which is less than 0.05 (alpha level). Since $p < 0.001$ the null hypothesis rejected that the sample mean is equal to the hypothesized population mean and concluded that the mean responses of the sample is statistically significantly different between the opinions of the respondents about the issue. In the light of this, According to (Ontario, 2010) Teachers are responsible for using appropriate and effective instructional strategies to help students achieve the physical education curriculum expectations, as well as appropriate methods teaching and evaluating student learning.

As indicated in Table 11, item about Motivate students to participate in practical class showed that, the students show their medium level of agreement with the mean score 2.54, and the mean difference 2.545 this indicated that the respondents have similar views on the physical education teacher motivate the students in sample schools is somewhat good. In conformity with this, the computed one sample t-test value for the equality of means with 357 degree of freedom at calculated t-value of 58.146 the obtained p-value is 0.00 which is less than 0.05 (alpha level). Since $p < 0.001$ the null hypothesis rejected that the sample mean is equal to the hypothesized population mean and concluded that the mean responses of the sample is statistically significantly different between the opinions of the respondents about to Motivate students to participate in practical class issue.

As indicated in Table 11, item Ensure student safety by monitoring class closely showed that, the students show their low level of disagreement with the mean score 3.16, and the mean

difference 3.156 this indicated that the respondents have similar views on Ensure student safety by monitoring class closely to the students in sample schools is low. In conformity with this, the computed one sample t-test value for the equality of means with 357 degree of freedom at calculated t-value of 86.232 the obtained p-value is 0.00 which is less than 0.05 (alpha level). Since $p < 0.001$ the null hypothesis rejected that the sample mean is equal to the hypothesized population mean and concluded that the mean responses of the sample is statistically significantly different between the opinions of the respondents about the issue.

In the light of this, According to (Reston, 1998) Teachers must model safe practices at all times and communicate safety requirements to students in accordance with school board and ministry policies. Teachers are responsible for ensuring the safety of students during practical class activities and also for encouraging and motivating students to assume responsibility for their own safety and the safety of others. Teachers should follow board safety guidelines to ensure that students have the knowledge and skills needed for safe participation in physical education activities.

As indicated in Table 11, item highly skilled students permitted to dominate activities. Showed that, the students show their high level of agreement with the mean score 2.51, and the mean difference 2.514 this indicated that the respondents have similar views on highly skilled students permitted to dominate activities in sample schools. In conformity with this, the computed one sample t-test value for the equality of means with 357 degree of freedom at calculated t-value of 76.113 the obtained p-value is 0.00 which is less than 0.05 (alpha level). Since $p < 0.001$ the null hypothesis rejected that the sample mean is equal to the hypothesized population mean and concluded that the mean responses of the sample is statistically significantly different between the opinions of the respondents about the issue.

In the light of this, According to (SHAPE America, 2014, p. 79). Careful creation of learning experiences ensures that K-12 students have the opportunity to demonstrate content and skill mastery. When students receive constructive feedback from the physical education teacher, they learn more about their performance and the degree of success they are attaining on an ongoing basis.

As indicated in Table 11, item Use activities/exercises to punish misbehavior. Showed that, the students show their high level of agreement with the mean score 2.56, and the mean difference 2.559 this indicated that the respondents have similar views on Use

activities/exercises to punish misbehavior activities in sample schools. In conformity with this, the computed one sample t-test value for the equality of means with 357 degree of freedom at calculated t-value of 78.941 the obtained p-value is 0.00 which is less than 0.05 (alpha level). Since $p < 0.001$ the null hypothesis rejected that the sample mean is equal to the hypothesized population mean and concluded that the mean responses of the sample is statistically significantly different between the opinions of the respondents about the issue.

Table 12: students' response regarding to view on students participation in PE practical challenges

Item	p-value	Mean	Std. Deviat	T-value	Df	Mean Differ
Interest of students to learn PE Practice	.000	2.41	.719	63.380	357	2.408
Participation of all students in PE practice	.000	2.55	.844	57.214	357	2.553

Significance at .05 levels

As indicated in Table 12 Interest of students to learn PE Practice, showed that, the students respondents show their low level of disagreement with the mean score 2.41 and the mean difference 2.408. this indicated that the respondents have similar views on the Interest of students to learn PE Practice in sample schools. From the mean of respondent the researcher concluded that the interest of students to learn PE Practice is low. In conformity with this, the computed one sample t-test value for the equality of means with 357 degree of freedom at calculated t-value of 63.380 the obtained p-value is 0.00 which is less than 0.05 (alpha level). Since $p < 0.001$ the null hypothesis rejected that the sample mean is equal to the hypothesized population mean and concluded that the mean responses of the sample is statistically significantly different between the opinions of the respondents about the interest of students to learn PE Practice.

In the light of this, According to (Gitonga et al,2011) of teacher-trainee attitude towards PE has affirms that in all the teachers colleges, PE is mandatory for every teacher learner and must be taken in spite of interest, gender, age or physical environment. Therefore, students

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

As indicated in Table 12 Participation of students in PE practice showed that, the students show their high level of disagreement with the mean score 2.55 and the mean difference 2.55 this indicated that the respondents have similar views on the Interest of all students Participation in PE practice in sample schools. From the mean of respondent the researcher concluded that the Sufficient of teaching materials Participation of students in PE practice is low. In conformity with this, the computed one sample t-test value for the equality of means with 357 degree of freedom at calculated t-value of 57.214 the obtained p-value is 0.00 which is less than 0.05 (alpha level). Since $p < 0.001$ the null hypothesis rejected that the sample mean is equal to the hypothesized population mean and concluded that the mean responses of the sample is statistically significantly different between the opinions of the respondents about the issue.

In the light of this, According to (Macdonald and Brooker, 1997) Mastering the skills and concepts connected with learning in the physical education curriculum requires on-going practice, an effort to respond to feedback, personal reflection, and commitment from students. It also requires a willingness to try new activities, work with peers, and always follow safety practices. Through on-going practice and reflection about their development, students deepen their appreciation and understanding of themselves. Students' attitudes towards physical education can have a significant effect on their learning and their achievement of the expectations. Students who are strongly engaged and who are given opportunities to provide leadership are more likely to adopt practices.

Table 13: students' response regarding to views on environment related challenges

Item	p-value	Mean	Std. Dev.	T-value	Df	Mean Diff
The Facilities free from hazards	.000	3.16	.693	86.232	357	3.156
Continually monitor learning environment.	.000	2.54	.828	58.146	357	2.545
Teaching stations and equipment are safe	.000	2.98	.865	65.225	357	2.980
Create positive learning environment	.000	2.72	.779	66.034	357	2.718

As indicated in Table 13, item about The Facilities free from hazards. The students respondents show their high level of disagreement with the mean score 3.16 and the mean difference 3.156 this indicated that the respondents have similar views on the Facilities and play ground are not free from hazards. In conformity with this, the computed one sample t-test value for the equality of means with 357 degree of freedom at calculated t-value of 86.232 the obtained p-value is 0.00 which is less than 0.05 (alpha level). Since $p < 0.001$ the null hypothesis rejected that the sample mean is equal to the hypothesized population mean and concluded that the mean responses of the sample is statistically significantly different between the opinions of the respondents about the issue

As indicated in Table 13, item about PE teachers continually monitor learning environment. Showed that, the students show their high level of disagreement with the mean score 2.54, and the mean difference 2.545 this indicated that the respondents have similar views on the continually monitor learning environment is low. In conformity with this, the computed one sample t-test value for the equality of means with 357 degree of freedom at calculated t-value of 58.146 the obtained p-value is 0.00 which is less than 0.05 (alpha level). Since $p < 0.001$ the null hypothesis rejected that the sample mean is equal to the hypothesized population mean and concluded that the mean responses of the sample is statistically significantly different between the opinions of the respondents about the PE teachers continually monitor learning environment .

In the light of this, According to (Chappell, 2001) Teachers establish a positive learning environment to support students learning. Teachers maintain high expectations for student achievement, challenging all students to perform to their full potential". Monitoring of the students will be fair, respectful and safe, with open communication both verbally.

As indicated in Table 13, item Teaching stations and equipment are safe. The students respondents show their high level of disagreement with the mean score 2.98, and the mean difference 2.980 this indicated that the respondents have similar views on the Teaching stations and equipment are not safe. In conformity with this, the computed one sample t-test value for the equality of means with 357 degree of freedom at calculated t-value of 65.225 the obtained p-value is 0.00 which is less than 0.05 (alpha level). Since $p < 0.001$ the null

hypothesis rejected that the sample mean is equal to the hypothesized population mean and concluded that the mean responses of the sample is statistically significantly different between the opinions of the respondents about the issue.

As indicated in Table 13, about Create positive learning environment showed that, the students show their high level of disagreement with the mean score 2.72, and the mean difference 2.718 this indicated that the respondents have similar views on the Create positive learning environment is show that low level of agreement to create positive learning environment . assumed that the respondents majority responses on this shows that have problem creating, maintaining, and enhancing positive classroom environments In conformity with this, the computed one sample t-test value for the equality of means with 357 degree of freedom at calculated t-value of 66.034 the obtained p-value is 0.00 which is less than 0.05 (alpha level). Since $p < 0.001$ the null hypothesis rejected that the sample mean is equal to the hypothesized population mean and concluded that the mean responses of the sample is statistically significantly different between the opinions of the respondents about the issue.

In the light of this, According to (Richard, 2008).Supervision they should also reflect school board policies on how to conduct activities. While all physical activity involves an element of risk, administrators and teachers have an obligation to provide a safe environment to minimize that risk. Safety awareness, based on up-to-date information, common sense observation, action, and foresight, is the key to safe programming. According to (Richard, 2008).In a safe learning environment, the teacher will: be aware of up-to-date safety information; plan activities with safety as a primary consideration; observe students to ensure safe practices are being followed; have a plan in case of emergency; show foresight; act quickly. Moreover teachers must think about safety before having students participate in any activity.

Table 14: students' response regarding to view on instruction and equipment related challenges.

Item	p.value	Mean	Std. Dev	T	df	Mean Diff
Sufficient of teaching materials	.000	3.29	.968	64.402	357	3.293
Restroom facilities and drinking fountains.	.000	3.71	.502	139.953	357	3.709
Availability of appropriate marking the court	.000	2.56	.613	78.941	357	2.559

Significance at .05 levels

As indicated in Table 14, Sufficient of teaching materials. Showed that, the students show their level of disagreement with the mean score 3.29 and the mean difference 3.293 this indicated that the respondents have similar views on the Sufficient of teaching materials and equipments appropriately during you learn PE practice in sample schools. From the mean of respondent the researcher concluded that they have no sufficient sport facilities and equipment that needs for teaching physical education in practical class is low. In conformity with this, the computed one sample t-test value for the equality of means with 357 degree of freedom at calculated t-value of 64.402 the obtained p-value is 0.00 which is less than 0.05 (alpha level). Since $p < 0.001$ the null hypothesis rejected that the sample mean is equal to the hypothesized population mean and concluded that the mean responses of the sample is statistically significantly different between the opinions of the respondents about the issue.

In the light of this, According to (Dawn, and John, 1999), any discussion of class room organization must begin with some attention to resources and facilities that the specific setup demands or effectiveness of PE teaching learning process. John further describes that, when there is no lack of equipment and materials that appear geographically to the understanding of the pupil, teaching cannot be challenged indeed.

As indicated in Table 14, Restroom facilities and drinking fountains. Showed that, the students show their high level of disagreement with the mean score 3.71 and the mean difference 3.709 this indicated that the respondents have similar views on the Restroom facilities and drinking fountains for students used during and after you learn PE practice in sample schools. From the mean of respondent the researcher concluded that they have no Availability of restroom facilities and drinking fountains that needs for students during and after practical class. In

conformity with this, the computed one sample t-test value for the equality of means with 357 degree of freedom at calculated t-value of 139.953 the obtained p-value is 0.00 which is less than 0.05 (alpha level). Since $p < 0.001$ the null hypothesis rejected that the sample mean is equal to the hypothesized population mean and concluded that the mean responses of the sample is statistically significantly different between the opinions of the respondents about the issue.

As indicated in Table 14, item Availability of appropriate marking the court showed that, the students show their high level of disagreement with the mean score 2.56 and the mean difference 2.559 this indicated that the respondents have similar views on the Availability of appropriate marking the court for PE practice in sample schools. From the mean of respondent the researcher concluded that they have no Availability of appropriate marking the court such as play ground is low. In conformity with this, the computed one sample t-test value for the equality of means with 357 degree of freedom at calculated t-value of 78.941 the obtained p-value is 0.00 which is less than 0.05 (alpha level). Since $p < 0.001$ the null hypothesis rejected that the sample mean is equal to the hypothesized population mean and concluded that the mean responses of the sample is statistically significantly different between the opinions of the respondents about the issue.

Table 15: students' response regarding views on large class related challenges in teaching PE practical

Item	P	Mean	Std. Dev	T	Df	Mean Difference
The class size.	.000	3.41	.789	81.682	357	3.408
The proportionality of class size	.000	2.93	.926	59.816	357	2.927
The large enough size station	.000	2.39	.790	57.171	357	2.388

Significance at .05 levels

According to table 15, the question about the class size, the respondents showed that, the students show their level of agreement is 50-70, with the mean score 3.41 and the mean difference 3.408. This indicated that the most of respondents have similar views on Student's response on do you think that the class size. In conformity with this, the computed one sample

t-test value for the equality of means with 357 degree of freedom at calculated t-value of 81.682 the obtained p-value is 0.00 which is less than 0.05(alpha level). Since $p < 0.001$ the null hypothesis rejected that the sample mean is equal to the hypothesized population mean and concluded that the mean responses of the sample is statistically significantly different between the opinions of the respondents about the issue. The researcher concludes that with large class size results problems like lack of effective communication, difficulty to identify students with special need, problem of class room management and suffocation, unbalance sport facility and equipment with number of students, poor method of teaching and created disciplinary problems during the instructional process. In supporting this, under open end items factors suggested for the major challenges of teaching PE practical class is 'large number of students in a class'. This shows that, as students' population is raising at a fast rate facilities and equipments did not go proportionally with number of students in the practical classes. In the light of this, According to Tirusew (1998), since teaching learning process depends almost entirely on communication between teachers and students, the numbers of students in a class determines the amount and quality of knowledge imparted to and gained by the students. Thus, the large the size of the students' number in a class, the more difficult communication between the teacher and students becomes, the more the effectiveness of teaching will be hindered.

As indicated in Table 15, item the proportionality of class size & space showed that, the students show their high level of disagreement with the mean score 2.93, and the mean difference 2.927 this indicated that the respondents have similar views on the proportionality of class size & space of teaching PE practice in sample schools. As concluded from mean shows that there are no proportionality class size & space in the sample school. In conformity with this, the computed one sample t-test value for the equality of means with 357 degree of freedom at calculated t-value of 59.816 the obtained p-value is 0.00 which is less than 0.05 (alpha level). Since $p < 0.001$ the null hypothesis rejected that the sample mean is equal to the hypothesized population mean and concluded that the mean responses of the sample is statistically less significantly different between the opinions of the respondents about the issue. In the light of this, According to The National Association for Sport and Physical Education (NASPE, 2004) recommends that the size of physical education class be consistent

with those of other subject areas (e.g. maximum 1:25 for ES, 1:30 for MS, and 1:35 for HS) for safe and effective instruction. Many physical education teachers today face class sizes larger than this (40+ students is not uncommon) and other similar situations like multiple classes sharing one activity space.

As indicated on the question about the large enough size of teaching station, the students show their high level of disagreement with the mean score 2.39, and the mean difference 2.388 this indicated that the respondents have similar views on The large enough size of teaching station. From the mean of respondent the researcher concluded that they have no large enough size of teaching station. In conformity with this, the computed one sample t-test value for the equality of means with 357 degree of freedom at calculated t-value of 57.171 the obtained p-value is 0.00 which is less than 0.05 (alpha level). Since $p < 0.001$ the null hypothesis rejected that the sample mean is equal to the hypothesized population mean and concluded that the mean responses of the sample is statistically significantly different between the opinions of the respondents about the issue. In the light of this, According to (Lund, J. and Tannehill, D. 2005); (Metzler, M. ,2000); (Mosston, M. and Ashworth,S. 2002) The face of adversity, physical education teachers must always provide the best possible instruction. For teachers faced with challenges such as large class size and sharing of activity space, the following list of recommended teaching methods and strategies can help minimize some of the challenges that may be typical with large classes. Some strategies may be more effective with older students than with younger ones.

- Small group work
- Cooperative learning
- Peer teaching/coaching
- Station work
- Small-sided games
- Individualized instruction
- Class projects

4.4. Interpreted Data Gathered from the Interview

The researcher conducted a semi-structured interview with four school directors. These interview questions were related to the issues that were raised in the questionnaire. This interview was prepared for the purpose of triangulation, and also to get a clue why mismatch occurred between students and teachers responses in questionnaire. Accordingly, the interviews were analyzed as follows. The data was analyzed by comparing the statements of interviewees. Accordingly, the interviews were analyzed as follows.

In order to identify the practice and major challenges of teaching practical class physical education, the first question posed by the interviewer was, “In your school how many average number of students in class?”. Four of the interviewees reported that in their opinion; in your school one class contain more than 60 students in each class. In the questionnaire the majority of the participant teachers and students in the target schools have also similar response with to the school directors. From the interview and questionnaire we infer that, the majority of respondents believe that, the class size in teaching PE practical class is the average between 60-70 students in a class.

The second question raised to the interviewees was, Are there adequate sport facilities and equipments that available for teaching practical class in physical education in your school. If there which materials are available, please list them’. In this regard, more of the interviewees said that sport facilities and equipments are basic thing for teaching learning in practical class but in their schools there are no teaching materials proportional to the number of students in a class. It helps to understand how lack of materials hinders in teaching learning PE practical class. The few participant interviewees pointed out the availabilities materials are poor in teaching in practical class in school. On the idea there are no sport facilities and materials available in PE practical class in the sample school. The responses clearly show that sample schools do not have the resources or equipment to teach the PE for practical class. Equipment and resources for games almost most of the respondents described the equipment and resources available for PE practical class as poor.

Thirdly, “How much was spent in school budget to purchase facilities and equipment in your school” half of the interviewer’s responses that school budget to purchase facilities and equipment are low because there is no budget for physical education only in the school. One director said that, your school purchase facilities and equipments available for practical class but, it’s not enough with the number of students and class size considered. In the teachers questionnaire 40% teacher’s response strongly disagrees and 60% of teacher’s response disagree. On the contrary, the response from questionnaire and interview were related. The researcher analyzed that, there is a problem of spent in school budget to purchase facilities and equipments available for PE practical class are low.

The 4th question rose for the directors were; what are the main problems in-school on practice and major challenges of teaching practical class physical education in your school? All of the directors were responses the problem that hinders to teaching learning practical class these are; lack of play ground for male and female, lack of budget, lack of parents communication with the school, lack of appropriate materials, the class size. Contrary the teacher response from open ended question, interview of directors is similar problems to the hinder of the practice and major challenges of teaching practical class physical education.

At the final stage of the interview, two questions were posed to the interviewees. The first one was, does parents participating for the problems of teaching practical class physical education?’ If you meeting with parent what solution you put it? All of them recommended that is better to discuss the problem with the parents and school board. However the parents do not have interest to discuss the problem with the school. This is a problem that hinders to participating in school solving problem. But they discuss with the school board and they are try to solve the problem as they can. However, the majority of problem is not solved because the problem is not solved as school level. Then for this problem that does not solved as school level they transfer to the bureau. From the interview with the directors the researcher conclude that they discuss with school board to solve the problem with practice and major challenges of teaching practical class physical education in Preparatory and Secondary School at Ayira West Wollega Zone Woreda, Oromia Regional State.

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1. Summary

The background of this study describes the physical education through practice students learning the knowledge and skills they learn through physical activity in practice for the attempts of the researcher to investigate practice and major challenges of teaching practical class physical education.

The purpose of this study was to investigate practice and major challenges of teaching practical class physical education at Ayra Woreda, Western Wollega Zone, Oromia Regional State. In order to achieve this purpose, the following basic research questions were raised in the study:

- What are the major challenges encountered in practicing the physical education practical class at Ayira woreda, western wollega zone, oromia regional state?
- Does lack of facilities and materials affect students and physical education teachers in practical class of PE?
- How large class size affects teaching PE in practical class?

To this effect, the study was conducted in purposively selected three secondary schools and one preparatory school of Ayra woreda, western wollega zone, oromia regional state. Review of related literature was compiled from different web site; books, journal and other related reference material fit with practice and major challenges of teaching physical education in practical class. The desired populations for the study, 10 PE teachers were selecting using Purposive random sampling techniques. 4 sample school directors were taken as sample using purposive random sampling because all are important for the study and 358 students were selected through random sampling stratified based on the lottery method, totally 372. Questionnaires and interview were the instruments of data collection. Among these instrument selected for the study, questionnaires was checked through respondents of sample school using pilot study computed in Super man Brow split formula to be reliable and consistent. In doing this, the necessary information was gathered mainly through questionnaires filled by PE

teachers, and students. The data collected from the close ended questionnaire was analyzed and interpreted using statistical tools such as, percentage and descriptive statistics such as mean, standard deviation and variance. The frequency analysis was supported by SPSS version 22 of computer program. The data gathered through open end and interview was analyzed qualitatively using narration.

Result from the Responses of the item the PE teacher ensure students safety by monitoring class closely during PE practical class, 2(20%) of teachers were agree and 6(60%) of teachers were disagree. 2(20%) of teachers were strongly disagree and the students show their high level of disagreement with the mean score 2.54, and the mean difference 2.545 this indicated that the respondents have similar views on the continually monitor learning environment is low. In conformity with this, the computed one sample t-test value for the equality of means with 357 degree of freedom at calculated t-value of 58.146 the obtained p-value is 0.00 which is less than 0.05 (alpha level). This shows that PE teacher not ensure students safety, not ensure a safe learning environment for students, and not ignoring unsafe practices in sample school.

The result of the findings shows that, the respondents were asked on the adequate budget for acquiring equipment, supplies & to purchase PE facilities and equipment in school, 6(60%) of teachers replied disagree and the students respondents showed that, their level of disagreement with the mean score 2.83 and the mean difference 2.832. This indicated that the most of respondents have similar views on adequate budget for equipment supplies. in conformity with this, the computed one sample t-test value for the equality of means with 357 degree of freedom at calculated t-value of 72.338 the obtained p-value is 0.00 which is less than 0.05(alpha level). Assumed that the respondents majority responses on this shows that the school does not purchase the facilities and equipment for teaching materials in physical education in practical class. This shows implies that, lack of facilities in teaching learning process have negative possession to condition that physical education contribution for students learning PE practical class.

The finding of the study shows that, Responses for the class size shows that, 8(80%) of teachers were agree with 50-70 large class size and the students show their level of agreement is 50-70, with the mean score 3.41 and the mean difference 3.408. This indicated that the most of respondents have similar views on Student's response agree with large class size. In

conformity with this, the computed one sample t-test value for the equality of means with 357 degree of freedom at calculated t-value of 81.682 the obtained p-value is 0.00 which is less than 0.05(alpha level).. In supporting this, under open end items factors suggested for the major challenges of teaching PE is ‘large number of students in practical class’. Results problems like lack of effective communication, difficulty to identify students with special need, problem of class room management and suffocation, unbalance sport facility and equipment with number of students, poor method of teaching and created disciplinary problems during the instructional process. This shows that, as students’ population is raising at a fast rate facilities and equipments did not go proportionally with number of students in the practical classes.

5.2. Conclusions

In this study, attempts have been made to find out the practice and major challenges of teaching practical class physical education in towards the relevance of secondary and preparatory schools of facilities and equipment, problem of large class size and teachers related challenges emphasis was also given to the administrative aspects to address some of the problem teachers and students faced while they are trying to implement teaching physical education practical class.

- The result of the findings shows that, majority of respondent school were confirms as the sample school shows that the school does not purchase the facilities and equipment for teaching materials in physical education in practical class , the school administrator does budget not allocated to fulfill necessary facilities and equipment, to teaching and learning physical education in practical class, they have no Availability of restroom facilities and drinking fountains for students during and after practical class, and also they have no availability of appropriate marking the court, playing ground for practicing PE. That could be challenges to teaching the PE practical class. This implies that, lack of facilities in teaching learning process have negative possession to contribution physical education for students learning practical class and to major problem of teaching physical education in practical class.
- The results of the study show that, majority respondents of sample school were claim is not guided and well-organized plan for PE practical class. Accordingly students and teacher respondent shows as there is no identify well-organized plan and schedule for practical class in their sample school, PE teachers not use the lesson plan for practical class the result of absence of the lesson plan for practical class is make all the difference to the safety, luck of enjoyment and fail of a session, more challenged when you teach large groups, groups with varied abilities and ages, problem faced if your access to resources, equipment and space is limited, make the most of your teaching time and being wasted time on one activities .And also inappropriate used of teaching method (demonstration and feedback used by physical education teachers claimed by majority of the respondents as to major challenges of teaching physical education in practical class.

- According to the finding of the study shows that, the Create learning positive environment, majority of the respondent's shows that the PE teacher has problem creating, maintaining, and enhancing positive classroom environments in sample school. they not made the best possible use of their space and equipment, the teaching stations, space and equipment are not safe and facilities not free from hazards; PE teacher not Continually monitor learning environment; PE teacher not ensure students safety by monitoring class closely and also not ignoring unsafe practices& not emergency action plans results to negative learning environment for students in sample school that could be hinders to teaching the practical class.
- The results of the study shows that, majority respondents of sample school were claim the number of students in the class exceed more the normal that could be hinders to teaching the practical class with the large number of students. Many challenges were found to hinder physical education teacher to teaching PE practical class with large class size:-teaching load, problems lack of effective communication, difficulty to identify students with special need, problem of class room management and suffocation, unbalance sport facility and equipment with number of students, poor method of teaching and created disciplinary problems during the instructional process.

5.3. Recommendations

Based on the findings the following recommendations have been suggest by the writer of this paper assuming that they could be the solution for the problem under treatment.

- ❖ The problems that come from the large class size, the school, regional education office and Woreda educational office should be consider the students based capacity of the school for PE Practical class. Minimizing the number of students in a class.
- ❖ The School Administrators and Ayira Woreda educational office should be allocating enough budgets for purchase the facilities and equipment, Construct appropriate play ground, fulfilling restroom facilities (shower), dressing room, and drinking fountains around practice area of students.
- ❖ Physical education teachers should play great role in to minimize problems encountered the practice and major challenges of teaching in practical class of physical education.
- ❖ Physical Education teachers, school administration and family should be improve students attitude to words in PE practical class and Make good condition for learners to learning practical class of PE.
- ❖ Students' should be involved more in practice to know their responsibility, develop their confidence, knowledge, attitude and practical skills effectively and efficiently.
- ❖ Ministry of education, and curriculum developer should be review the amount of minutes per week for teaching PE program.

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The NASPE web site (www.naspeinfo.org)

https://en.wikipedia.org/wiki/West_Welega_Zone

7. APPENDICES

APPENDIX I

Questionnaire for PE Teachers

Dear respondents!

This questionnaire is designed to collect relevant information on “The Practice and major challenges of teaching Practical class Physical education in preparatory and Secondary school at Ayra woreda, West Wollega Zone, Oromia Regional State ”

GENERAL DIRECTION: Dear respondents, please note that:

- ✚ No need of writing your name on any page of the questionnaire.
- ✚ To those questions with alternatives, show your response by make circle the alternative it. And Write your opinion of the open ended questions in the space provided.

Thank you in advance for your cooperation.

PART 1. Background information

Please Indicate the Back ground information by putting “√” in the space provided it.

1.1. School name

1.3. Sex : male female

1.2. Age

1.3. Qualification: Diploma BA/Bed / B Sc MA/Med / M Sc

Part 2. Questionnaires

- A. THE QUESTIONNAIRES ON YOUR OPINION OF ON CURRENT SITUATION OF PRACTICE PE IN YOUR SCHOOL.

Indicate the level of your agreement by make circle the letters alternative it the rating scales that represent your opinion.

1).PE Practical class is guided by well-organized plan and schedule?

- A. Strongly Agree B. Agree C. Disagree D. strongly Disagree
Disagree

- A. BYOUR VIEW ON INSTITUTIONAL RELATED CHALLENGES PE PRACTICE.

- 2) Administrators develop an adequate budget for acquiring equipment and supplies for PE programs? A .Strongly Agree B. Agree C. Disagree D. strongly Disagree
- 3) Do you agree with in adequate sport facilities and equipments affects teaching physical education in practical class? A .Strongly Agree B. Agree C. Disagree D. strongly Disagree
- 4) How many minutes per week Students participate in an instructional PE program in teaching practical class in your school?
A) 220' B) 120' C) 60' D) 40' E) Below 40'
- 5) What are the major challenges of teaching physical education in practical class of your school?

C. YOUR VIEW ON TEACHERS RELATED CHALLENGES ISSUES.

- 6) PE teachers can motivate students to participate in the practical session?
A .Strongly Agree B. Agree C. Disagree D. strongly Disagree
- 7) Physical education teachers can use the lesson plan for practical class?
A .Strongly Agree B. Agree C. Disagree D. strongly Disagree
- 8) PE Teachers use activities/exercises to punish misbehavior?
A .Strongly Agree B. Agree C. Disagree D. strongly Disagree
- 9) PE Teachers ensure student safety by monitoring class closely?
A .Strongly Agree B. Agree C. Disagree D. strongly Disagree
- 10) Is PE teachers highly skilled students are permitted to dominate activities (e.g., athletes or boys are always picked as students)?
A .Strongly Agree B. Agree C. Disagree D. strongly Disagree

D. YOUR VIEW ON STUDENTS PARTICIPATION IN PE PRACTICAL CHALLENGES

- 11) Are students of your school having Interest to learn PE Practical class?
A .Strongly Agree B. Agree C. Disagree D. strongly Disagree
12. Explain briefly, why interest of students to learn PE practice is low?
-
-

E. YOUR VIEWS ON ENVIRONMENT RELATED CHALLENGES?

13) PE Teachers continually monitor environmental conditions to ensure safety for all students?

A .Strongly Agree B. Agree C. Disagree D. strongly Disagree

14) Teaching stations are inspected each period before activity begins to ensure that the space and equipment are safe?

A .Strongly Agree B. Agree C. Disagree D. strongly Disagree

15) The PE teacher to create learning positive environment?

A .Strongly Agree B. Agree C. Disagree D. strongly Disagree

F. YOUR VIEW ON INSTRUCTION AND EQUIPMENT RELATED CHALLENGES IN PE PRACTICAL CLASS

16) The availability of teaching materials to teach PE practice is sufficient?

A .Strongly Agree B. Agree C. Disagree D. strongly Disagree

17) Is adequate, easily accessible restroom facilities and drinking fountains are available before, during and after physical education class?

A .Strongly Agree B. Agree C. Disagree D. strongly Disagree

18) Indoor and outdoor facilities include appropriate markings that display lanes, circles, courts?

A .Strongly Agree B. Agree C. Disagree D. strongly Disagree

G. YOUR VIEWS ON LARGE CLASS RELATED CHALLENGES IN TEACHING PE PRACTICAL CLASS?

19 How is class size during teaching and learning PE practical class?

A. bellow 30, B. 30-50 C .50-70 D.70-90

20 Factors suggested for the major challenges of teaching PE is ‘large number of students in practical class?

APPENDIX II

Questionnaire for Students!

Dear Students!

This questionnaire is designed to collect relevant information on “The Practice and major challenges of teaching Physical education in Practical class in preparatory and Secondary school at Ayra woreda , West Wollega Zone, Oromia Regional State ”

Part 1. Back ground information.

Please Indicate the Back ground information by putting “√” in the space provided it.

1.1. School name

1.3. Sex : male female

1.2. Age

4. Your grade level A. 9th B.10th C.11th D.12th

Part 2. Questionnaires

A. THE QUESTIONNAIRES ON YOUR OPINION VIEW ON INSTITUTIONAL RELATED CHALLENGES PE PRACTICE.

Indicate the level of your agreement by make circle the letter of alternative if the rating scales that represent your opinion.

1) Are your school administrators developing an adequate budget for acquiring equipment and supplies? A .Strongly Agree B. Agree C. Disagree D. strongly Disagree

2) Availability of fundamental materials of PE in your school?

A .Strongly Agree B. Agree C. Disagree D. strongly Disagree

3) Poor understanding of the school community about the role of PE practical class?

A .Strongly Agree B. Agree C. Disagree D. strongly Disagree

4) How many minutes per week Students participate in an instructional PE program in teaching practical class in your school? A) 220’ B)120’ C) 60’ D) 40’ E) Below 40’

B .YOUR VIEW ON TEACHERS RELATED CHALLENGES ISSUES.

5) Are your PE teachers using different grouping methods during PE practice?

- A .Strongly Agree B. Agree C. Disagree D. strongly Disagree
- 6) Are Your PE teachers to demonstrate the skills and gives feed backs to students in teaching PE practical class? A .Strongly Agree B. Agree C. Disagree D. strongly Disagree
- 7) Are your PE teachers can motivate students to participate in the practice?
- A .Strongly Agree B. Agree C. Disagree D. strongly Disagree
- 8) Are your PE teachers ensuring student safety by monitoring class closely?
- A .Strongly Agree B. Agree C. Disagree D. strongly Disagree
- 9) Is your PE teachers highly skilled students are permitted to dominate activities (e.g., athletes or boys are always picked as students)? A .Strongly Agree B. Agree C. Disagree D. strongly Disagree
- 10) Is your PE Teachers use activities/exercises to punish misbehavior?
- A .Strongly Agree B. Agree C. Disagree D. strongly Disagree

C.YOUR VIEW ON STUDENTS PARTICIPATION IN PE PRACTICAL CLASS CHALLENGES

- 11) Is have you interest to learn PE Practical class?
- A .Strongly Agree B. Agree C. Disagree D. strongly Disagree
- 12) All Students can participate in physical education practical sessions?
- A .Strongly Agree B. Agree C. Disagree D. strongly Disagree
- 13) Explain briefly student's interest in participating PE practical class in your school?
-
-

D. YOUR VIEWS ON ENVIRONMENT RELATED CHALLENGES?

- 14) Your indoor and outdoor facilities are free from hazards?
- A .Strongly Agree B. Agree C. Disagree D. strongly Disagree
- 15) Your school and PE teachers continually monitor environment to ensure safety for all students?
- A .Strongly Agree B. Agree C. Disagree D. strongly Disagree
- 16) Teaching stations are inspected each period before activity begins to ensure that the space and equipment are safe?

A .Strongly Agree B. Agree C. Disagree D. strongly Disagree

17) Does your PE teachers to establish a positive, supportive and safe learning Environment?

A .Strongly Agree B. Agree C. Disagree D. strongly Disagree

E.YOUR VIEW ON INSTRUCTION AND EQUIPMENT RELATED CHALLENGES IN PE PRACTICAL CLASS

18) Are there adequate sport facilities and equipment that needs for teaching PE in practical session is sufficient? A .Strongly Agree B. Agree C. Disagree D. strongly Disagree

19) Adequate, easily accessible restroom facilities and drinking fountains are available Before, during and after physical education class?

A .Strongly Agree B. Agree C. Disagree D. strongly Disagree

20) Indoor and outdoor facilities include appropriate markings that display lanes, circles, courts?

A .Strongly Agree B. Agree C. Disagree D. strongly Disagree

F. YOUR VIEWS ON LARGE CLASS RELATED CHALLENGES IN TEACHING PE PRACTICAL CLASS?

21) How is class size during teaching and learning PE practical class in your school?

A. bellow 30, B. 30-50 C .50-70 D.70-90

22) Suggested factors how you learn PE practical class with large class size the major challenges of teaching PE practical class?

23) Physical education class sizes are proportional to the space allocated for instruction?

A .Strongly Agree B. Agree C. Disagree D. strongly Disagree

24) The space for physical activity at each teaching station is large enough to accommodate all students assigned to that area and to allow safe movement for the entire instruction time?

A .Strongly Agree B. Agree C. Disagree D. strongly Disagree

APPENDIX III

Dear school managements (Interviewer)!

Interview is designed to gather information for educational research in physical education teaching. The research question focuses on the exploration of the Survey study on practice and major challenges of teaching physical education in practical class. Your genuine and an honest response to the interview is worthwhile. Thus, you are kindly request requested to read the question. The information will be kept strictly confidential, and will not be used to assess you in any way.

I am extremely grateful for your cooperation.

Thank you in advance!

I. Please listen and answer the interview carefully

1. In your school how many average number of students in class?
2. Are there adequate sport facilities and equipments that available for teaching physical education in practical class in your school? If there which materials are available, please list them?
3. How much was spent in school budget to purchase facilities and equipment in your school?
4. What are the main problems in-school on practice and major challenges of teaching physical education in practical class in your school?
5. Does parents participating for the problems of teaching physical education in practical class? If you meeting with parent what solution you put it?

