PRACTICES AND PROBLEMS OF PRACTICAL CLASS MANAGEMENT IN PHYSICAL EDUCATION AT GASERA WOREDA SECONDARY SCHOOLS OF BALE ZONE, OROMIA REGIONAL STATE OF ETHIOPIA

MEd THESIS

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Practices and Problems of Practical Class Management in Physical Education at Gasera Woreda Secondary Schools of Bale Zone, Oromia Regional State of Ethiopia

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DEDICATION

Necessarily, fundamentally and pleasantly it is dedicated to my God and my mother Ayelech Duguma for their irreplaceable care and due because without it I absolutely cannot attain this level.

STATEMENT OF THE AUTHOR

By my signature below, I declare and affirm that this Thesis is my own work and I have followed all ethical and technical principles of scholarship in the preparation, data collection, data analysis and complication of this Thesis. Any scholarly matter that is included in the Thesis has been given recognition through citation.

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BIOGRAPHICAL SKETCH

The researcher was born in Kore District of Western Arsi Zone of Oromia Regional State of Ethiopia on March 24, 1983. He pursued his primary and secondary education at Kore primary and secondary school. He attended his Secondary Education at Kofele Secondary School. He joined Haramaya University for his higher education in College of Natural and Computational Science, Department of Sport Science Since 2003, and graduated with bachelor science in June 08, 2007. After graduation, he was employed as teacher at Gasera Secondary school in Bale Zone in September 15, 2007 and he served for 15 years. In July 2018, he joined Haramaya University to pursue his Master of Education Program in Teaching Physical Education.

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ACRONYMS AND ABBREVIATIONS

CEU	Continuing Education Unit
CM	Classroom Management
ES	Elementary School
FDRE	Federal Democratic Republic of Ethiopia
HS	High School
MoE	Minister of Education
MS	Middle School
NASPE	National Association for Sport and Physical Education
PE	Physical Education
PC	Practical Class
SS	Secondary School
SPSS	Statistical Package for Social Sciences
WHO	World Health Organization

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ABSTRACT

The purpose of this study was to analyze the practices and problems of practical class management in PE at Gasera Woreda Secondary Schools of Bale zone, Oromia Regional State of Ethiopia. This study endeavored to answer the leading questions related the conditions of the learning teaching in PE practical class, how PE teacher effectively employ methods to manage practical class, how the largeness of class size affect teaching PE in PC, and to what extent the attitudes of stakeholders affect the classroom management of practical class of PE. Descriptive survey method was employed. The study used stratified random sampling method. Data was collected through questionnaires, interviews and observation. The total samples size was taken from four school and they totally were 343, which consisted of 24 Principals, 10 Physical Education teachers and 309 students. The collected data were organized, analyzed, tabulated and interpreted by using percentage, frequency, mean, Pearson correlation and T-Test. There were apparent gap in aspect of working cooperatively and collaboratively for solving the practices and problems of teaching-learning conditions of PE in the schools being under study among the concerned bodies .In general, the prevailing problems and challenges of class management in teaching and learning PE in practical class is majorly out of the negative attitudes of shareholders toward PE and its PC. The researcher recommended that teachers need to give due emphasis on considering the challenges they would face, systematically planning on it, setting rules and procedures by participation of students and administrators from the beginning of the new academic year. Awareness raising training has to be given for the stakeholders in relation to the objectives, nature and value of learning and teaching PE and the need to practice at practical class. School principals should closely work and consult the subject teachers while they set programs, rules, procedures and other necessary resources for the effectiveness of learning teaching of PE in their respective schools.

Keywords: Physical Education, practical class, problems, class management, and secondary school.

1. INTRODUCTION

1.1 Background of the study

Physical Education was borne from the development of the perceptions of validating the role of physical activities in promoting the fitness, health and long lifespan, and enabling children to participate in different activities throughout their life (Bilal, 2013). Physical activities and Physical Education are closely relevant and they have a long-dated history. The history of physical activities of the ancient societies and the philosophy of education had plaid a great in shaping the deployment of sport and the concept of Physical Education on theoretical and practical frameworks (Meckikoff, 2006).

In the context of education, Physical Education is the field of knowledge, which is learned through physical or physical movements (Siedentop, 2009). These physical movements in Physical Education are supposed to be practiced at PC. In Physical Education, it takes place at any time that occurs in one or several brief period during school day. Practical class is a term teachers used to describe the process of ensuring the lesson run smoothly without disruptive behavior from students compromising the delivery of instruction. Class management is the action of teachers take create a supportive environment for the academic and social, emotional learning of a student (Evertson and Weinstein 2006).

In school, PC is the first and the most important place in where the interaction of student, teachers are experienced intensively and education-teaching activities are carried out. PC is also considered as place where the Physical Education lesson is thought (Richard, 2008). In Physical Education lesson, it is possible to have success in teaching activity and demanded behavior change with class where the students can feel themselves comfort and trouble, meet their need easily. Management practice help to ensure that the class functions as a coordinated group to effectively and efficiently carried out the goal and task that have been established. The modern managers make up, which may be characterized as dynamic continuous, fluid and tempered by the managers personality, capability, training and experience, as well as the environment and cultural in which the organization must function (Everton and Weinstein, 2006).

Effective managers take time to develop and practice rules and routine start class on time with an engaging task, plan equipment use as well as transition and carefully manage the challenge and pace of lesson (Siedentop and Tannehill, 2000). Practical class environment is a complex atmosphere in which students and teachers are continuously communicating through discussing, talking, and practice activities (Martin, 2002). Physical and psychological structure of the class has a great impact on teacher and student behaviors and interactions within the class. When this interaction is supposed to be an important element for teaching and learning process, the teachers should play their important factor for effective management (Sovran & Çakıroğlu, 2004), act as a participant in teaching and learning, and have ability to influence many environmental qualities in the class such as socialization, social interaction, and personalization. Practical class management is not an end by itself; it is merely one part of the teacher over all instructional in Physical Education and leader ship role. Physical Education class management involves teacher action to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation. Managerial and instructional aspect of teaching are highly inter related and, in actual teaching, cannot be clearly separated, unless Practical session management issue are solved (Jackey and Marianne, 2007).

However, the application of managerial methods in classroom and the skill in education are much more complex than others are. This is due to the nature of the subject to manage in school, particularly in PC, and the context of Physical Education is unique and variable. Beyond the obvious factor of students moving in a large space, the context is influenced by variability in teaching sites, poor acoustics, a diverse student population, large class sizes, and the need to safely incorporate simultaneously moving bodies, implements, and objects. For these and other reasons, PC management in Physical Education may be more difficult than in the classroom (Chepyator-Thomson & Liu, 2003).

In addition to the above, wide range of students' ages and skill levels, physical educators must deal with large class sizes. It is unusual for a Physical Education teacher to have double or even triple classes at one time. Both teachers (O'Sullivan & Dyson, 1994) and students (Dyson, Coviello, Dices are, & Dyson, 2009) report problems with large class sizes.

Hastie and Sanders (1991) found that in addition to curricular limitations created by large class sizes, there were significantly more students who become off-task in large classes (over 65 students), and so less time was devoted to academic skill.

A final unique context challenges for physical educators in practical session is the use of equipment in a lesson. The distribution, use, and collection of equipment are challenging tasks that need significant management skills. The physically active nature of class with moving equipment and bodies also creates safety challenges that teachers must be aware of and plan for (Hastie & Martin, 2006). A lack of equipment can also be a problem in maintaining student's interest and quality instruction (Misner& Abrogate, 1990), both of which can contribute to off-task behavior. This would students to be involved in the disrupting misbehavior that would create challenging conditions for teacher in the processes of instructing lessons on one hand and managing class on the other hand simultaneously during practical class.

In Physical Education, classroom management is the most important task for PC instruction and there are also certain action that teachers often take at the beginning, middle and end of the lesson that affect the order of practical class management. These include actions such as taking attendance, giving direction, using time effectively, and distributing materials, handling transition, and summarizing the lesson (Rink, 1998). Despite the fact this, because of incontinence and existence of different factors that severely affect the teaching- learning processes, the teacher himself even had not ever implemented all these processes during teaching students at PC.

There are numerous research conducted on major factors that are responsible for the problems related to managing classroom and delivering effective teaching methods in PE (Meserat Mulugeta, 2013; Etagayehu Kebede, 2013 and Tewodros Nigusie, 2016). Among the findings of these studies that they have found out were like: lack of equipments and facilities, over standard class size effects, the reduction of time allocation for PE class, the lack of students motivation for PC, inconvenience or insufficiency of grounds for practices and exercises of PE lessons in schools, and problems related abilities and capacities of PE to deliver quality PE, and so on. The problems of teaching and learning PE in schools are so vast and so complicated. Still, there is a gap in identifying and studying on the major

problems that are affecting the learning teaching processes of PE at PC and showing the way out is very essential. Though these studies have contributed a lot in this aspect, they treated a limited number of variables in their study and they have not tried to show the interlaces or the correlations of these factors in limiting the quality PE instructions delivery at PC by affecting the classroom managing processes. They have not focused on problems of PC management during PC. In other word, they did not assess several variables that influence the problem of PE class management during PC. For instance, the attitudes of the school communities in general including the students and the PE teachers is the critical issue that determine the effectiveness of the learning and teaching processes of PE. The question to be answered here is if not all the concerned bodies should play their respective role, how teachers could come over the problems they face in teaching PE where there are many problems that are responsible for the problems of practical class management? Having taking this in consideration, this study tried to analyze how Physical Education and teachers in secondary schools were effectively managing their PC, investigated the major problems that hinder the implementation of effective PC management's component.

1.2 Statement of the Problem

Teaching PE at practical class in secondary schools particularly Gasera Secondary schools was very challenging issue. The stakeholders of PE in Gasera Secondary Schools were not usually engaged in solving the problems that teachers face in teaching PE at practical class. The researcher has fifteen years' experience as a PE teaching in Gasera Woreda Secondary School. He has at least worked in two secondary school situated in the District. During this period, the researcher had noticed the major problems of PE class management during PC in Gasera Woreda, Bale zone Oromia Regional State of Ethiopia. Teaching PE in these secondary schools particularly practicing students the skills they have to learn at PC was very challenging. Hence, the researcher thought, it was very important to conduct such a researcher on the practices and problems of Pc management in PE to get better learning and encourage student's lower achievement in school (NAPE, 2012).

In secondary schools, PE teachers face many challenges that emanate from different factors such as concerning curriculum time allocation, class size, teacher professional affiliation, examination and assessment school sport, and use of technology.

However, while the importance of Physical Education widely acknowledge, the desires of achievements in other academic subjects has forced many school to reduce some PE program. Therefore, there is great need for teachers to collaborate and to share information on how to improve and to strengthen the delivery of PE program in secondary schools. There were consistent complains from students and PE teacher on the teaching and learning conditions in the schools that the researcher has worked in. Particularly, the learning teaching processes at practical class in these schools were ineffective because of ineffective class management during practical sessions that is attributed to many challenging problems. Practical session or class management can be explained as the action and direction that teachers use to create a successful learning environment (Soheili and Eva Dreikurs, 2015).

According to the perception of the researcher, to whatever extent the schools had different financial status and location to the center of provisions of infrastructures; they had many common problems in particular to the teaching-learning processes of PE at practical class. The major problems that affected the learning-teaching and instructional delivery processes at practical class in schools were large class size, lack of material resources and facilities, proper practicing fields, duration allocation and time of periods, teachers' professional affiliation and capacity related problems, concern given to PE and practical class and the collaboration of the stakeholders with the subject teachers (Amare Firdewoke, 2012; Etagayehu Kebede, 2013; and Al-Kandari, 2011). Despite the fact, what remained a problem yet is that why these problems could not solved and remained common problems to many schools. In this aspect, the researcher presumed that the attitudes of the stakeholders of schools have a leading role either directly or indirectly affecting the learning teaching of PE particularly at practical class in schools. Because, the engagements of the concerned to resolve those problems is directly relevant to their attitude toward the learning teaching processes of PE at practical class in schools (AL-Kandari, 2011). Therefore, the attitudes of the stakeholders of PE toward teaching and learning it at practical are the basic factor of the practices and problems of PE practical class management.

To this end, the interlaces of attitudes of the stakeholders and other major problems of PE Practical class management is the theme which have been given due emphasis in this study.

Thus, researcher was interested to carry out the study on the practices and problems of PE class management during PC at Gasera Woreda secondary schools of Bale zone, Oromia Regional State of Ethiopia in a particular.

More specifically the study was trying to find out answer for the following basic questions.

1. How does teaching-learning process conducted in practical class of PE at Gasera Secondary Schools?
2. How does a PE teacher effectively use teaching methods to manage practical class?
3. How does a large class size affect teaching Physical Education in practical class?
4. To what extent do stakeholders affect the practical class management of PE?

1.3 Scope of the study

The theme of the study was the practices and problems of class management of the practical class of PE in secondary schools. Having taking the manageability issue of the research population, the thematic of the study and other constraints the researcher had faced in the course of this study, the area of the study was limited to four secondary schools. The analysis of the factors that affected the learning teaching processes in the practical class in Gasera Secondary Schools focused on exploring the basic or major factors that were responsible for the practices and challenges of managing class during practical sessions. It examined their inter relationships in particular with the attitudes of the stakeholders of PE, and its implications on practical class management. The study majorly targeted on assessing the practices and problems of Pc management in PE of teaching learning process and looked into the major problem that hinder implementing effective PC management components.

1.4 Significance of the study

The study was expected to contribute the advancement of knowledge about practices and problems of Practical class management in PE. This thesis is believed that the study could be significant in the following way.

The findings of this research are useful because it arise awareness for all stakeholders of education in general and the schools' communities those who are concerned with the processes of teaching and learning Physical Education in practical classes in particular. This study assessed PE teachers' professional skill on implementing PC management components and showed where the gaps are, and pointed to the means to employ to overcome them. For instance, the study has assessed many problems that affect the CM and processes of instructions delivery between teachers and students during PC of PE. In these aspects, the study discussed that there is a gap on studying the major problems of class management of practical of PE and, their interlaces or correlations with the attitudes of the stakeholders toward PC. Unlike the other studies conducted on the problems of teaching Physical Education and its physical activities at practical class in secondary schools, this study examined to what extent the attitudes of stakeholders affect the learning teaching processes of PE at PC and its relations with others factors that affect the processes of instructional delivery of PE at practical class. Hence, the outcome of his study is very significant because it light on the basic factor of the practices and problems of practical class instructional delivery and class management of PE, and from where to start to resolve these problems. So that, this would be resourceful as base for those who do study on the related issues or the same area to fill the gaps might be found out. Fundamentally, the findings of this research would be significant for the policy makers at national level and the schools principals or the concerned educators at local level in the effort to redress the problems of PE teachers and teaching PE at practical classes in order to insure the quality and effective education to learners. Finally, other researchers may benefit from the present study by using the findings of this study as a source of information for their literature review for further studies.

1.5 Objectives of the study

1.5.1 General objective of the study

The general objective of this study was to investigate practices and problems of PE class management in PC in secondary schools at Gasera Woreda.

1.5.2 Specific Objectives of the Study

1. Identify the major problems that affect the application of PE class management components during practical session.
2. Examine the disciplinary problems and teachers dealing mechanism to cope with it.
3. Assess the large class size influence on teaching practical class of Physical Education.
4. Analyze the effects, attitudes of the stakeholders on the practical class management and teaching-learning processes of Physical Education.

1.6 Limitations of the study

In the course of conducting this research, the researcher faced many constrains that limited the study in terms of the scope of variables of the study and area of the study. Not all the concerned bodies of the research had been involved in the groups the samples that have been taken from the population because of their in giving information in written form. The analysis of the data collected from the sample of the study had not separately analyzed for the groups of the sample of the study. Because, the items administered in the questionnaires were the same, and it was also to or shorten the analysis of the responses of the sample of the study for the same items. The other major limit of the study was of shortage of reference materials on Physical Education and the class management during practical classes. Particularly, there were no local materials that relevant to the topic of the study. Other limitations that the researcher had were the lack of adequate experience and skills in research techniques and lack of internet access. There was no Internet access or library in the local area, where the researcher was serving as secondary school Physical Education teacher and conducted this study. This shortage took the researcher much time in searching for materials on the subject.

Above all, though the researcher attempted to do the study sound enough and complete as soon possible by going to different university for the sake of searching for related materials to the research topic and by referring different thesis studded by different researchers, he faced the shortage of time and financial limitations. Despite the facts, the researcher has done his level best to reduce the impacts of these limitations so that he was able to accomplish this study.

1.7 Operational definition of terms

Attitude: The degree or the extent to which someone like or dislike someone/something or the way someone feel about someone or something.

Classroom Management: Is a term teacher used to describe the process of ensuring that Classroom lesson run smoothly without disruptive behavior from student compromising the delivery of instruction.

Discipline: Control gained by enforcing obedience or order.

Physical Education: The term refers to a process of learning through physical activities to develop all aspect personality: - such as physical, mental and social well-being. It also refers to the discipline that students learn to develop their physical, mental health and social well-beings.

Practical session: Regular acting or practicing activities in the teaching, learning of Physical Education.

Practical Status: Systematic training by multiple repetitions.

Motivation: Defined as drive to do something.

Reinforcement: A way of influencing behavior through reward and punishments in order to model a good behavior of learner.

Stakeholder: one who has a stake or interest in something or entrusted with this interest and can be affected by the course of action in that business.

1.8 Organization of the study

The contents of this research are organized and in logical and sensible sequential arrangements. The main body of this thesis is organized into five sections. The first section is the introductory part, which includes the background to the study, statement of the problem, objective of the study, significance of the study, delimitations of the study, limitations of the study and operational definitions of key terms. The second section presents the review of literature relevant to the research. The third section discusses the research methodology, and the fourth section presents the analysis and interpretation of data collected. Section five is the last part of the study and it deals with the summary of the major findings, conclusions, and recommendations.

2. REVIEW OF RELATED LITERATURE

2.1. Introduction

This chapter deals with topics related to Physical Education and the teaching-learning processes of Physical Education in practical classes. More specifically, it is concerned with concepts related to practices and problems of CM components of Physical Education during PC. So that, the concept of Physical Education, PC and CM problems, the concept of students learning Physical Education, learning process in Physical Education**,** Physical Education in the school system, professional character of Physical Education teachers, large class size related problem of Physical Education during PC, and the components of Physical Education class management and the reviews of the literatures discussed in the study**.**

2.2. Physical Education

Physical Education is one of the educational programs integrated into educational institutions or schools' curricular programs with its own curricular system and objectives that are majorly concentrated on developing a healthy society in the aspects of mental, physical, psychological, social, and ethical skills changes (Al-Kandari, 2011). Andinet (2014) cited (Arnold, 1976) whose explanation about Physical Education he stated was that "Physical Education is the integral part of the total educational process which enhance and integrates that physical social and psychological aspects of an individual's lfe [life], through directed physical activity". "Physical Education is the most effective means of providing all children and youth with the skills, attitudes, knowledge and understanding for lifelong participation in society" (UNESCO, 2015). In general, Physical Education as one of education program concerns about the development of an individual is potential with physical, social, emotional and intellectual aspects as the result of experiences of physical activities (Bilal, 2013).

Historically, physical activities was used by ancients like Egypt, China, Rome and Greece in order to develop physical fitness and stamina which help them in a search for food, fighting rivalries or their enemies practically for wars. Hence, they transformed into adopting Physical Education in the field of military trainings (Tadele, 2018).

Then, Physical Education had passed through the turning points in the Middle Ages, the 19th century and in the 20th century. In 20th century in particular, Physical Education was integrated in to curricular policies of different of states of the world so that contents that teaches students why movements are needed or the effects and the benefits of physical exercises on human bodily system were incorporated in, though it faced problems implementations because of lack of trained and disciplined teachers in the field (Ennis, 2006).

2.3. Physical Education practical class

That is obvious that theoretical concepts of physical activities are practically exercised at practical class where students are learning by practicing with the rules and procedures given them by their teachers. Because, as we have tried to discuss it under the definition of Physical Education, physical activity is all about physical movement for attaining physical fitness, mental and psychological health. In relation to physical activities practice, WHO recommends that Students aged from 5-17 and young should take a 60 minutes physical activities practices from medium to rigorous physical movements on daily basis to develop bodily health and mentality (UNESCO, 2015). This is because according to the descriptions of UNESCO, physical activities and personal health status are closely connected which can be easily proved from the current increasing trend of the increasing of mortality rate by cases related to inactive physical bodies throughout the world particularly in the developed and developing world. However, in contrary to this usually the practicing session of students limited to below 60 minutes per a week. There are curricular related problems, which does not give that much emphasis to Physical Education to the recommended scale. This can be proven they the Ethiopian MoE policies and strategies that limited Physical Education contents and practice once per a week in secondary schools (Endris, 2014).

As any other natural sciences fields, practicing the theoretical concepts of Physical Education requires different materials or resources and facilities, safety and treatments (Grube, et al, 2011). Nevertheless, many schools lack these resources and facilities because due emphasis and considerations are not to these requirement (Ejigayehu, 2013).

2.4. Classroom management problems

Class management is a matter of playing managerial role in the process of learning and teaching. It is maintaining appropriate behaviors for the effectiveness of the learning-teaching processes. This is keeping good behavior in track and preventing or minimizing inappropriate behaviors by employing different strategies (Tauber, 2007). PE teachers should be more creative in employing different mechanisms off effectively playing the management role during practical class, which of course requires their intensive efforts, stills and engagements (Rink, 1998).

Class management is a complex by itself and there are many problems that PE teachers usually face at practical class. Among these, one is the challenges of the complexity between class management and time management. According the findings of many research, though PE teachers pressurized to use a limited time allocated for delivering many physical activities, they usually spent most their time on instructional processes (Grube, et. al, 2018). This means, the learning-teaching processes is ineffective.

2.4.1. Importance of practical class discipline management

The implications of any teaching methods are determined by several factors. Physical Education programs in schools have played a prominent role in educational system. Physical Education programs exist at preschool, elementary, junior and senior high schools levels as well as at the college and university educational level. The Physical Education class provides the student with a safe environment. To make the environment suitable teacher does not strictly focus on teaching only. He/she should carries out tasks that make the learning process easier and more enjoyable for the students. (Daugherty and Lewis, 1997)

Sound management does not just happen. It requires careful thought, good judgment, and planning before the class begins. Management practices help to ensure that the class functions as a coordinated group in order to effectively and efficiently carry out the goals and tasks that have been established. Quality management leads to enjoyable, satisfying, safe and worthwhile experiences. Researcher Julie Sanford (1981) cited on Arends (1997), in her class management studies found strong relationships between student on task behavior and a

number of teacher behaviors. Specifically, when she compared the best and poorest class managers, she found the following

- The more effective class managers had procedures that governed student talk, participation, movement, turning in toward work and what to do during instructional down times would be effective.
- Class activities in the effective managers' class run smoothly and efficiently. Instructions were clear and student's misbehavior was handled quickly.
- Effective managers had very clear work requirements for students and monitored students' progress carefully.

Effective managers give clear presentations and explanations and their directions about note taking were explicit. According to Arends (1997), teachers are now viewed as professionals who are expected to master a large knowledge base that covers the subject matter they teach, the methods they use to teach it, and the students to whom it is taught. Moreover, Discipline is an essential part of education. According to Kozman, Cassidy and Jackson (1980) self-discipline requires, not response to command, but increasing understanding and acceptance of responsibility for self and others. The way a class is managed has as much or to do with helping boys and girls develop responsibility for self and others as the methods used in any other aspect of the teaching process.

Careful planning, efficient ordering of materials, and time saving procedures amount to little as judicious means for achieving objectives if students reject the learning's planned and are disorderly, unruly, uncooperative, passively resistant or inert. In addition to this, Daughtrey and Lewis (1979) in their view said: discipline problems are of two orders: real and perceived. A real discipline problem arises from a student's infringing on the freedoms of the teacher on other members of the class. A perceived discipline problem is caused by the teachers imagining a problem when there is none. Far too many so-called discipline problems are wrongly interpreted as such by the teacher. A perceived discipline problem, however, is no less real to the teacher than the actual ones. The teacher may err in either direction: by failing to perceive real discipline problems, or by perceiving problems that do not exist. Secondary school educators should establish a positive learning environment.

2.5. Concept of student learning Physical Education

From the perspective of leaning out comes, Physical Education is not any different from other subjects taught in school. In their Physical Education program, students are entailed to be understood, valued, and encourage learning, according to individual ability. In contrast, they appear to be crammed in to prepackaged curriculum consisting of skill requirement at all level that only a few students in the class can attain (Graham, 1992).

As research has shown ,Physical Education should be consider an integral part of the total education program that contribute to the total growth and development of all student consequently, students learning has been identified as the ultimate goal of teaching in Physical Education (Rink, 1998; Parker, 1995; Siedentop, 1991; Jackson, 1986).

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 out comes (Silverman and Skonie, 1997).

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

- The learning experience must have the potential to improve the motor performance.
- Provide maximal activity or practice time for all students at an appropriate level of ability.
- Appropriate for the experiential levels all students and
- Have the potential to integrate psychomotor, effective, and cognitive educational goal whenever possible.

Therefore, it is necessary when designing a Physical Education program, to consider students learning according to the above four criteria. However, among various studies on modifying, only one or two criteria have been considered (Chase, Ewing, Lirgg and George, 1994; Pellet, Lox, 1997; Pellett and Harrison, 1994).

It is believed that a study on equipment modification using multiple variables would provide greater opportunities into important aspect of student learning.

2.6. 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 different domains of skills with which the learning of students is measured. They are psychomotor, cognitive and affective domains (Bloom, 1956; Rink, 1998). The psychomotor domain is represented through the teaching of motor skill. Motor learning is defined as a set of processes associated with practice or experience leading to relatively permanent change in the capability for skilled performance (Schmidt, 1991).

With regard to the motor learning domain, Physical Education has provided a unique contribution to the students' growth and development. Consequently, the level of students psychomotor skills improvement has been commonly used an indicator for students learning .Learning out comes in the effective 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 domains established skills with cognitive materials that require increasingly difficult intellectual ability. The affective hierarchy progresses from 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).

2.7. Physical Education in the school system

A number of crucial components to the delivery of quality education have been identified by NASPE. These include sport and opportunities for play, consistent with the rights of the child to optimum development. Despite recognition of the positive impact, sport has on education and child development, Physical Education is being increasingly problem within education

systems across the world. According to (Naul, 2002) problem include a decrease in the amount of time allocated to Physical Education, the number of trained staff, and the amount of training provided for Physical Education teachers, and spending on resources required delivery Physical Education in school.

Girls and young people with disabilities face additional barriers, which limit (and in many cases prevent) participation in Physical Education and sport in many countries. While Physical Education systems are vastly different across the world, a recent study conducted in 126 countries marked the marginalization of Physical Education is near universal.

A large number of researchers are focusing on comparative studies in Physical Education and there have been examples of good practice, however, the situation in developing countries and regions has changed little in the past decade. This has serious implications for access to holistic and quality education for young people, particularly those living in developing countries

2.8. Professional character of Physical Education teachers

The under point indicates number of professional characteristic which are basic requirement for a good PE teacher. Following professional characteristics, there are basic component of his personality (Foster, 1999). Foster stated these basic components of PE personality. These are giving honor to child, making introduction by giving due attention, participating students in school activities, addressing the individual difference of the students, and giving the proper value to the importance to theory as well as to the practice sources of assessment in the classroom.

2.9. Attitudes of stakeholders toward PE and its effects on practical class management

Attitude is the tendency of liking or disliking something or having negative or positive feeling that determine an individual's approach and engagement or participation on it (Endris, 2014). Physical Education is the discipline that involve physical activities, masculine and commitment that is accompanied with emotion of an individual (Andinet, 2014).

This means, it requires one's inspirational engagement that lead him to reflect positive attitude toward it. However, in contrary to this concept, different researches show that there is a problem of attitudes of stakeholders toward PE and physical activities at practical class. Particularly, many researchers have been conducted the attitudes of students, teachers and school principals that many of them found out these stakeholders of PE that they have negative attitudes toward PE. For Instance, Al-Kandari (2011) found out in his research that supervisors, teachers and students had misperception about the concept of PE and reflected negative attitudes toward it. Edward (2012) also found out in his research that the major challenges facing in teaching and learning PE is the lack enough facilities for instructional process. So that majority of had negative attitudes toward teaching PE because of the problems of mishandling and inadequately set PE program's. Consequently, they lacked confidence or interest in handling PE activities and limit their engagements and commitment in planning and proper skills, knowledge and lessons to learners. Miner and Abrogate (1990) discussed that the lack of equipments and facilities could be the cause to the classroom management problems, ineffective instructional delivery, and even contribute to off-task behavior of students and teachers.

2.10. Large class size related problem of Physical Education during practical class

The National Association for Sport and Physical Education (NASPE, 2004) recommended that the size of Physical Education class be consistent with those of other subject area (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 student is not uncommon) and other similar situation like multiple classes sharing one activity space.

2.10.1. Large class size consequences

As class size increase above recommended levels, safe and effective instruction may become compromised. This can manifest itself in many ways. It requires large portion of time of a period for instructional processes and CM issues raised because of the increasing of pupils to be taught.

It also requires sufficient amount of materials for the practice to be learnt and enough and comfortable space for such activities. If not, one, it take much time to let students to practice by turns which enforce teachers to reduce time for practice of individual learners. Second, because it could decrease the ability of teacher to provide individualized instructions and monitoring roles, it increase the possibly of disciplinary cases and risk of students injury due to absence or insufficiency of instructional orientations and guidance during practice. Third, this could lead to ineffective learning-teaching processes and the decreasing of students' interest to participate into PC activities (NASPE, 2012).

Even in the case of adversity, Physical Education teachers must always provide the best possible instruction. For teacher faced with problem 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 problem that may be typical with large classes (Lund and Tannehill , 2005, Metzler, 2000, Moss ton, and Ashworth, 2000).

Some strategy may be more effective with older student than with younger ones small group work –students are put in to small groups to work on a concept, skill, and |or task. This teaching strategy helps to foster teamwork and respect gives student ownership of the skill and responsibility for their own learning.

2.10.2. Cooperative learning

Students are work co-operatively as a group to reach a consensus and structure their learning experience. It is the methodology, which works on small groups that can involve them in different types of learners within the groups. The entire group members' works for which every member would take individualized responsibilities or accountabilities. Cooperative learning promotes students skills of social interactions, motor practices, includes of disabilities and students' physical self-concepts (Carlos, 2014).

2.10.3. Peer teaching coaching

Students display leadership skills and knowledge to help one another learn by completing peer assessments.

2.10.4. Station work

Students move through a series of station that are set up for different tasks. They are many station ideas such as skills, fitness, assessment, video, research, strategies etc.

Incorporate assessment station or next step station so a group who has mastered an objective can move on to the next skill. Students should uphold written personnel records that may include task sheets and performance statistics.

2.10.5. Small side's games

This teaching strategy uses a smaller number of players and a small playing area than a regulation games. This strategies can be applied to many sports, such as basketball, soccer, and volleyball, allows for more participation and practice by each student.

2.10.6. Individualized instruction

Pre-assess and identify student's placement in an established sequence of learning tasks in which students can progress at an individual pace with assessment for master before moving to the next task. This procedure automatically arranges students in small group, moving to a variety of tasks, each of which may require different equipment and space.

2.11. Component of Physical Education class management

Physical Education PC management has several components. According to Knapp and Hagman (1953), Miller and Chaffers (1972), Singer and Dick (1974), and Bucher and Krotee (2002) components of Physical Education CM includes planning, organization, communication, motivation, reinforcement, Leader ship, monitoring and rules and procedures.

2.11.1. Planning Physical Education program

The physical educator has the responsibility for planning and administrating a program in the light of its objectives. This means that interests and needs of individuals whom, it will serve

as well as other consideration such as the prevailing philosophy of education were taken into consideration. (Bucher, 1975) It means that a varied program of activities was selected. The percentage of program time devoted to these various activities will depend on the age and grade level concerned.

Furthermore, factors such as facilities, equipment, and size of class, time allotment, and climatic conditions were taken into consideration. Provision also is made for the physical, social, skill and intellectual development of the participant. In planning Physical Education program, an effect should also be made to utilize the latest research and scientific findings in the teaching methods that are used. In addition to this Arends (1997) in the idea of teacher, planning also said successful classroom learning nearly always is the result of considerable planning prior to actual instruction. Teacher planning sets the conditions for allocating the use of time, choosing an appropriate method of instruction, creating student interest in the lesson, and building a productive learning environment. In addition, just as adequate facilities are needed for effective instruction and goal fulfillment in other subjects, so are they needed for successful teaching in Physical Education? Lack of sufficient teaching stations and play areas is one reason that poor programs in Physical Education still exist throughout. It does not imply that at least enough space should be available in which to teach a class effectively In addition Bucher and Krotee (2002) focused on four ideas that gave emphasis on management matters related to Physical Education instructional programs. They are-

1. Scheduling: - Physical Education is more meaningful for participants when the schedule reflects their interests rather than administrative convenience. Physical educators should make a point of presenting to central administration their plans for scheduling Physical Education classes. Facility availability, equipment, supplies, weather, and student interest and attention span should be taken into consideration when preparing a master scheduling plan. 2. Dress: - dress does not have to be elaborate, but it should be comfortable, safe, and appropriate. An important concern is that the clothing ensures safety. When students are engaged in physical activity for both males and females, simple washable shorts and T-shirts or sweatshirts are suitable and most comfortable.

3. Time allotment :- on the secondary level, it is recommended that sufficient time be allotted for dressing and showering in addition to the time needed for participation in Physical Education activities.

2.11.2. Organizing Physical Education program

According to Butcher and Krotee (2002), Organizing refers to the development of the formal structure of the organization whereby the various management coordinating centers and subdivisions of work are arranged in an integrated manner with clearly defined lines of authority. The purpose behind this structure is the effective accomplishment of established objectives through a coordinated marshaling of human and physical resources.

Physical Education classes are open vastly over crowded. The ideal number of pupils per class is high. Lack of sufficient time, poor facilities, and inadequate equipment coupled with large numbers of pupils present gigantic problems to the teacher. Careful planning for the best type of class organization possible will ensure the most fruitful result.

2.11.3. Motivation in Physical Education program

Central to all learning, motivation is a key condition that determines effectiveness in any learning experience, desires, incentives, pressures, tensions, urges, interests, abilities and anxieties all affect motivation. Intrinsic motivation (learning carries its own reward) is superior to extrinsic (external to or apart from the basic essence of the learning activity itself). Extrinsic motivation is a necessary starting point for much learning.

Intrinsic motivation is most desirable and should be sought and worked for. However, Physical Education teachers frequently find it necessary to resort to extrinsic devices (outside the activity itself) especially during early stage of learning.

According to Knapp and Hagman (1953), rewards, such as teacher approval, prizes, and good grades, may set the stage for more real interests in the activities the students perform. Fear of punishment and desire to avoid criticism, manipulated, as incentives by some teachers, are unfavorable motives.

They tend to say, “Do not” instead of “do”, thus directing attention to the undesirable. In addition, they are likely to result in poor relationships and emotional tensions.

If the student is demonstrating ideal level of motivation as he enters the Physical Education class, the problem is to maintain it. A favorable learning situation that leads to achievement to satisfaction will increase the likelihood of sustained motivation. The entering student who demonstrates a poor attitude toward Physical Education will require a different approach. The teacher can control a variety of practice conditions, with the result that appropriate learning experiences will lead to desired ends.

In general, to motivate students and to be successful in managing their behavior Daughtrey and Lewis (1979) stressed on the need of strategies for developing motivation. As teachers plan programs of Physical Education, they should include strategies that motivate students to learn. Principles that teachers must remember are:

- Motivation is the key to all learning
- Motivation is a continuous process, and
- Different strategies should be used since each student reacts differently to learning situations.

Many strategies may be involved in motivating students to learn. The more common techniques include – capturing interest, including a culminating activity, avoiding over motivation and avoiding failure.

2.11.4. Reinforcement in Physical Education program

Why do we persist in some behaviors and abandon others? Our actions produce either positive or negative reinforcement. Positive reinforcement tends to increase the likelihood that the action, or at least some similar action, was repeated. Negative reinforcement is obviously used with the intent of fading out, or eliminating, undesirable responses.

According to Good and Brophy (2000), A reinforce is an event or consequence that increases the strength or future probability of the behavior it follows. Reinforcement is used to strength behaviors that are valued and to motivate students to do things that were not fit them.

Reinforces can assume a variety of shapes, events, and conditions, praise and criticism being two of the most often used types. In Physical Education classes, high grades, prizes, teacher comments, scoring a basket, and the like are potential positive reinforces. They inform the student that he is expressing appropriate behaviors. When the student is criticized, punished, or given a poor grade, he will tend to stop his negative reinforced behaviors. (Singer and Dick, 1974)

Physical Education activities often have built in reinforces (a form of feedback, also called knowledge of results) when dealing with reinforces, the instructor must always consider the following variables:

1. The presence of internal and the need for external reinforce
2. The use of appropriate kinds of reinforcement
3. Schedules of reinforcement
4. Individual perceptions of the reinforcement.

2.11.5. Monitoring and recording of attendance

According to Fait (1965), monitoring involves consistent checking of whether every one attends activities in the classroom, and it encompasses consistently taking of student's attendance to avoid student's absenteeism. In addition, Daughtrey and Lewis (1979) mentioned; recording of attendance is important because it has administrative implications in most places. Students are required by law to attend. School and teachers are legally responsible for the students enrolled in their classes. Checking attendance is one of the most difficult and time consuming elements in the organization of Physical Education class.

Moreover, Emmer et al (1994) in his view said: To be an effective monitor of classrooms behavior the teachers must know what to look for. Hence, two categories of behavior are important.

1. Students involvement in learning activities and
2. Students' compliance with classroom rule and procedures.

2.12. Summary of Review of Related Literatures

From the perspective of leaning outcomes, Physical Education is not different from other subjects taught in school. In their Physical Education program, students are entailed to be understood, valued, and encourage learning, according to individual ability. In contrast, they appear to be crammed in to prepackaged curriculum consisting of skill requirement at all level that only a few students in the class can attain (Graham, 1992). Consequently, students develop the attitudes of underrating their participations in Physical Education lessons particularly PC where they supposed to practice the theoretical concepts of Physical Education.

Physical Education is being increasingly problem within education systems across the world. According to Naul, R. (2002) this problem include a decrease for time allocated to Physical Education and the number of trained staff. According to the Foster (1999) listed the basic component of personality professional characteristics, there are honors of child, introduction with students by giving attention, participation of students in school activities, addressing the individual differences; of the students, and importance to theory as well as practice Source of assessment in the classroom. However, now a day in our schools, the implementations of these components in to practical term is apparently observed when it is hampered by different factors that related to the teachers and the environment they process it in. The most prevailing problems in teaching PE in schools in these days is the practices and challenges teachers face in managing classroom in practical class (Amare, 2012).

There are numbers of related review literatures have done on the problems of practical class and problems of practical class management problems in secondary schools. Among this, Amare (2011) has studied about the major problems of classroom management of practical class and he discussed numbers of points as the findings of his research. The major problems he discussed were the inadequacy of instructional resources and facilities, lack of comfortable playground in schools, lack of teachers' skills to promote classroom management components, problem of large class size, applying classroom rules and students' disciplinary problems. His research does not show the principal source of these major problems and where to start to work on them order to overcome it.

In his study, attitudes of the concerned bodies have not been entertained whether positively or negatively it affects the instructional delivery of PE at practical class. Ejigayehu (2013) on her also has studied the "Practices and Challenges of Physical Education Teachers In Teaching-Learning Process…" in PE and she listed certain factors that affect the teaching-learning processes such as large class size, time management, lack of material, lack of skill, experience etc. and she attributed these factors to either the teachers or the administrators of school. This study also has not examined the role of students and other school communities to what extent their share was in this regard. In view of the researcher, failure of the learning teaching processes of PE in school could not attributed only to the subject teachers and school administrators. In her study, Ejigayehu has not shown the interlaces of these factors and how one factor could lead to the other one. For instance, though she discussed attitudes of students and teachers, she did not analyze how and to what attitude could affect the practices and instructional delivery of PE at practical class.

Endris (2014) studied the attitudes of students toward teach PE as one factor that affect the quality of PE and he investigated factors that could contribute to develop their positive or negative tendency toward learning PE. His study shows, in contrary to the anxiety of this study, that students had positive tendency toward participating in the learning-teaching processes of PE in the selected schools in Addis Ababa where the sample of the study were taken from. However, their involvement was limited due to certain factors such as the limited time for practice; they have limited knowledge about the physical activities or practices of different exercises and its effects on their body and the relationship it has with their healthiness. In similar to this, Al-Kandari (2011) has studied the teachers' perceptions toward the secondary PE program in the state of Kuwait. His study showed that, started from the family of students to the students themselves had negative attitudes toward learning and teaching PE in practical class. Teachers or physical educators and supervisors had negative attitude toward safety factors in PE, evaluation processes of PE programs, programs, contents, equipments and role of PE teachers. Of course, what matters in teaching PE in practical class is the safety of learning teaching process as well as its effectiveness. Therefore, this induce us to pose at the issues of safety related provisions, manageability of class size, the capacity of teachers to handle the learning teaching processes effectively and the supportiveness of the concerned bodies from behind the classroom.

Generally, many researches majorly focused on pointing out the factors that affect the processes of instructional deliveries and class management at practical class of PE. There is a gap in examining their correlations and interdependences. As class size increase above recommended levels, safety and effective instruction may become compromised. This can manifest itself in many ways such as: decreasing the instructional time that the teacher should use to deliver the necessary lesson of the day with its appropriate suitably pattern that the students could receive due to management issues; insufficient amounts of equipment and activity space could be compromised with class disciplinary problems and ineffectiveness of the learning-teaching processes; it increase the time student spend in activity during class; and it decrease the ability of teachers to provide individualized instruction in effective and equitable manner. Therefore, the teaching of PE in such conditions is obviously presumable that it is quite difficult to handle instructional processes and class management at practical unless these challenges would not be at least alleviated.

3. MATERIALS AND METHODS

3.1. Description of the study area

This study was conducted in Gasera Woreda in Bale Zone of Oromia Regional State of Ethiopia particularly in some selected secondary schools. Bale Zone is located in southwestern part of the Ethiopia. It is one of the 18 zones of Oromia Regional Administrations. It is 430 km far from Addis Ababa, the capital city of Ethiopia. Bale Zone has 18 Woreda and 3 sub city administrations. Of these Woredas, Gasera is one of them, which located at 60km from Bale-Robe to East. Gasera Woreda is bordered with Woredas like Sinana Woreda in South, Ginir Woreda in the southeast and in the northeast by Gololcha Woreda, in the north by Wabe Shebelle River, which separates it from Arsi Zone, on the east by Gololcha Woreda and west by Agarfa Woreda. The administrative center of Gasera Woreda is Gasera Town. Gasera Woreda has three climatic conditions known as Dega, Weyna Dega and Kola. It found at altitude of 1200—1800 and longitude of 4-8N22 with an elevation of above sea level (Gasera Administrative office, 2018).

There are four secondary schools, 13 elementary junior schools, 23 elementary school and 3 kinder garden schools. Except the three kinder gardens, all of these schools are government schools. From these schools, the population of the secondary schools alone is 2400 students, 61 administrative staffs and 155 teachers (Gasera Education Office, 2019)

3.2. Research design

A descriptive survey design was used to assess practice and major problem of PC class management in PE in four secondary schools of Gasera Woreda. For the study, the researcher used both qualitative and quantitative method. The design was selected on the assumption that it is help full to gather enough information from many people on the under study. The appropriateness of design for this study is noted by many scholars. For example, Jackson, S.L (2009) state the descriptive survey design became useful particularly where one need to understand some particular information. Best and Khan (2007) have noted that a descriptive survey research design involved a clearly define problem and define objectives.

3.3. Sources of the data

To achieve the objectives of this study, primary and secondary data was used. Primary data was obtained from the school Principals, Vice-principals, PE teachers and students by questionnaire, observation and interview from four schools namely Gasera, Nake, Denbel and Salu high schools. Secondary data was obtained from relevant books, legal document and internet as source of data to get relevant information about the practice and major problem of PE class management during practical session.

3.4. Study population and sampling techniques

The participant of the study are 309 are student, 10 PE teachers, 24 of principals; those are all selected from four schools. From the total populations of students of the four schools, 309 students were selected by stratified random sampling technique while 10 PE teachers and 24 principals were selected by simple sampling technique or non-probability sampling technique. Totally, 343 samples were involved in the study as the sources of the primary data used in the research.

Regarding the sample techniques purposive sampling and probability, random samplings stratified were 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 expect in the area. The researcher was used simple random sampling techniques based on lottery method. The reason why the researcher had used simple random techniques system is that it gives all units for equal chance to be selected.

The researcher has taken the sample size of students, PE teachers and principals from total population by using Slovins formula, that is: $n= \frac{N}{1+Ne^2}$ Where: -n=the sample size

N=the population size e =the margin of error

$n= \frac{2400}{1+2400(0.05)^2}$ n=343

In other words, the determined proportion n/N the sample size required 343. Therefore, n =343, is multiplied by the number of sample size in each stratum by the obtained proportion, that is 0.143 in order to determine the sample size. Based on this, the following sample size was made.

Table 1. Sample Size of the Students

No	Name of school	Sex	Student	P	S	Sampling
1	Gasera Senior Secondary school	Male	711	711 x 0.143	102	
		Female	380	380 x 0.143	54	
		Total		1091	156	SRS
2	Danbal Secondary School	Male	170	170 x 0.143	25	
		Female	58	58 x 0.143	8	
		Total		228	33	SRS
3	Nake Secondary school	Male	373	373 x 0.143	53	
		Female	180	180 x 0.143	26	
		Total		553	79	SRS
4	Salu Secondary school	Male	390	390 x 0.143	56	
		Female	138	138 x 0.143	19	
		Total		528	75	SRS
TOTAL			2400	2400 x 0.143	309	

Key: P = Proportionality, S= Sample, SRS = Stratified random sampling

3.5. Data Collection Instruments

In order to gather information the researcher is will uses three main instrument of data collection namely questionnaire, observation, interview believing these was done in achieving the stated objective. Therefore, employing multiple data collection instrument helps the researcher to combine, strengthen and amend some of the inadequacies of the data and for triangulating it (Creswell, 2003).

3.5.1. Questionnaire

Questionnaire was chosen as a data collection instrument. The questionnaire was a printed self-report form designed to elicit information that could be obtained through the written responses of the subjects. Questionnaire facilitates the collection of data by asking all, or a sample of people, to respond to the same questions, which could be in open based or closed, based formats. It is less expensive, often gather anonymity of respondents, and suitable for collecting information (Kumar, 1999). According to (Ary, Jacobs and Asghan Razavein, 1990) and (Best and Khan, 2005) questionnaire was prepared to get information from student on perception of the subject and the behavioral change the claims as a result the instruction of PE. They were made to give their response up on each item using a five Likert scale, strongly agree, agree, undecided disagree and strongly disagree represented by numeral values ranged from (5 to 1) points. In the same way, about three items were also rated by the five Likert scale such as excellent, good, Satisfactory, fair and bad represented by numeral values ranged from (5 to 1) points.

For the validity of the questionnaires, the questionnaires were commented by experienced colleagues before its distribution to the sample of the study. Based on the comments given the questionnaires were modified, some vague items were also restructured. In addition to this, a pilot test was conducted on 15 students from Gasera Secondary School, 4 teachers from Gasera Secondary and Preparatory Schools 5 principals from Salu secondary school and Gasera Secondary School. The main aim of this pilot test was to assure the validity, reliability and the clarity of the questions based on the response of the pilot sample.

It is avoiding ambiguities and making relevant amendment. Cronbach's alpha reliability test was calculated after the pilot test was conducted. All items were carefully input into SPSS and average result of Cronbach's alpha found from department heads were 0.966. Therefore, the reliability test for this study was 0.78 Cronbach's alpha coefficient.

Cronbach's alpha coefficient normally ranges between 0 and 1. George and Mallery (2003) provide the following rules of thumb: - >0.9–Excellent, ->0.8–Good, -> 0.7-Acceptable, ->0.6 Questionable, ->0.5 poor and -<0.5 –unacceptable" It is noted that an alpha of 0.78 is good to use the question for the research. Then based on Cronbach's alpha value 0.78 reliability coefficient was obtained and most of the items were reliable. Therefore, the researcher administered the questionnaire to the respondents.

The distributed questionnaire paper among the selected sample of the study was organized into difference parts and categories of questions that targeted on certain case (s) to elucidate the main topics that researcher want to inspect them in more brief analysis to understand in the study. Accordingly, the major points organized into parts in the questionnaire were disciplinary problems related issues, instructional methods related issues, attitudes related issues, resources and facilities large class size related issues, and the teachers class managing and instructional practicing issues.

3.5.2. Interviews

Interview to be appropriated to collect in depth information and allow opportunity for explanation of questions and can be applied to any type of population (Best and Kahn, 2004). For this study, semi-structured question was developed for Physical Education teachers and school principals. One of the main advantage of interview is that provide uniform information, which assures the comparability of data (Kumar, 1999).Interview helped to obtain useful information because they presented an opportunity to ask probing question and capture nuances. The interviewees were chosen by purposive sampling. All the Physical Education teacher and school principals were selected purposively for face-to-face interview.

3.5.3. Observation

While collecting information from practical class sessions fields, the researcher used checklists of class management components and availabilities of material resources or equipments and facilities. The purpose of field observation in Physical Education PC was to obtain and acquire information on how does teacher of Physical Education implement and transmit knowledge during PC to their student getting information whether teacher use active and proper teaching methodology in Physical Education PC.

3.6. Data collection procedures

Data were collected by the data gathering tools such as questionnaire, interviews and observation based on checklists. Questionnaire was the majorly used data-gathering tool in the research. The questionnaire was prepared in two copies, for teachers and principals and for students, and was administered to the sample of the study taken from the four schools' population by stratified random and purposive sampling techniques. The sample of the study had consisted of students, teachers and principals of schools. The questionnaires we reorganized into five parts and the questions were almost closed ended items. The questionnaire had 37 and 39 items for teachers and principals and for students respectively. The items in both copies of the questionnaires were set on the base of the Likert Scale. The researcher majorly relied on the quantitatively gathered data by the items provided in the questionnaires. This was because in comparative to the other data gathering tools, it enabled the researcher to reach out large number the portion of the population of the study in order to get a more précised and generalized information of the respondents of the population. Hence, the questionnaires were totally administered to 343 samples taken from the population and they all had given their responses to all items and returned.

Meanwhile, quantitative were collected by interviews and observation checklists. Finally, these data were organized and analyzed by using different methods.

3.7. Methods of data analysis

The collected data had been organized and analyzed by using different data analyzing methods. The data collected by using questionnaire were grouped according to the category of the questions, interview and observation. The gathered data were coded and arranged for analysis. Both qualitative and quantitative approach has been used to find out the major problem of teaching Physical Education at PC. For the statistical processing, data has been analyzed by Statistical Package for social science version 20 (SPSS) program. To test statistical significance of the treatment analysis of the variance (T-test has been used to the level of significance at $P<0.05$).According to its convenience and objectives of analyzing the collected data, frequency tables, mean, standard deviation, and Pearson Correlation were also used, and inferential interpretations have been produced from the outputs.

3.8. Ethical considerations

Effort would be made to make the researcher process professional and ethical. To this end, the researcher tried to clearly inform to the respondents about the purpose of the study, which is purely educational process of teaching Physical Education PC, introduce its purpose in the introduction parts of the questionnaire and interview guide. The respondents have confirmed that the subjects were confidentially and had been protected.

4. RESULTS AND DISCUSSIONS

4.1. Overview

This chapter deals with the presentation, analysis and interpretation of data collected from respondents through questionnaire interview and observation checklist from the sample population of the study. 343 questionnaires have been prepared and distributed to 309 students, 10 PE teachers and 24 principals of the Gasera Woreda secondary schools namely Gasera, Danbal, Nake and Salu secondary schools.

The total number of questionnaires distributed, 343 (100%) were properly filled in and returned. All the data gathered from the questionnaires were organized in tabular form and are interpreted using percentage frequency mean person correlation and T-test. The information collected through observation checklist is also qualitatively described to give proper answer for the basic questions set in the study.

The chapter is divided in to two parts. The first part discusses about the personal data of the respondents. The remaining part deals with the analysis and interpretation of data pertinent to the problem of the study.

4.2. Demographic variables

Table 2. Demographic Variables

Category			**Types of respondents**					
			Principals		PE Teachers		Students	
			Freq	Percent	Freq	Percent	Freq	Percent
1	Gender	Male	24	100%	10	100%	166	53.7%
		Female	-	-			143	46.3%
2	Age	b/n 11-25	-	-			309	100%
		26-41	1	5%	10	100%	---	----
		41-55	23	95%				
		Above 55						
3	Qualification	Diploma	2	8.3%			----	---
		Degree	12	50%	10	100%	----	-----
		Master	10	41.6%			----	-----
4	Year of experiences	1-9	8	33.3%	6	60%		
		10-19	6	25%	4	40%		
		Above 19	10	41.6%				
5	Grade level they teach	9^{th}	-	-	3	30%		
		10^{th}	-	-	3	30%		
		11^{th}	-	-	2	20%		
		12^{th}	-	-	2	20%		

As it has been shown in the table, all of the principals and vice principals as well as PE teachers selected into the sample of the study were male in terms of their gender. However, in the case of student respondents, though male students exceeded female students a little bit, 53.7% were male and 46.3% were female students in their gender. The main reason for this was that all of the Gasera Woreda secondary schools included in the study had more male students that increase the numbers of male students to seem greater in number.

Concerning the age of principals, their age is 26-41 and 41-55 years old, which is 5% and 95% respectively. On the other hand, in the case of teacher respondents the majorities' age was in between 26 and 41. Whereas the age of student respondents as shown in the table, 100% between 11 and 25 years.

According to the educational qualification details shown in the above table, 8.3% of the principals were diploma holders, while 50% and 45.6% were degree and master degree holders respectively. Whereas the 100% of teachers selected into the sample of the study were Degree holders. .These shows, the qualifications they had and the demand the position required in the case of principals based on the policy of incumbent Ethiopian Ministry of Education (MoE), there is limitation in this aspect. Where as in the teachers 'case, even most were with suitable qualification, the remaining were upgrading their educational status as information gathered by interviews and documents observations had revealed.

Furthermore, the respondents' years of experience also shown in table 2, 33.3% of the principal respondents' had-9, 25% had 10-19 and 41.6% had above 19 years' experience of survives. On the teachers' years of experience, 60% had 1-9 and 40% had 10-19 years in services experience.

4.3. The major disciplinary problems that affects practical class managing

Table3.The major factors of disciplinary problems that affect PC managing processes

Questions	Categories	Principals		Teachers		Students		Total	
		Freq.	%	Freq.	%	Freq.	%	Freq.	%
1. Practical class is guided by well-organized plan and schedule.	Strongly Disagree	4	16.67	5	50.00	109	35.28	118	34.40
	Disagree	7	29.17	4	40.00	50	16.18	61	17.78
	Undecided	2	8.33	1	10.00	24	7.77	27	7.87
	Agree	5	20.83	0	0.00	70	22.65	75	21.87
	Strongly Agree	3	12.50	0	0.00	59	19.09	62	18.08
2. The schoolteacher and principals are highly integrated for the well-being of PE practical class.	Strongly Disagree	6	25.00	5	50.00	144	46.60	155	45.19
	Disagree	10	41.67	4	40.00	40	12.94	54	15.74
	Undecided	1	4.17	0	0.00	44	14.24	45	13.12
	Agree	5	20.83	1	10.00	65	21.04	71	20.70
	Strongly Agree	2	8.33	0	0.00	16	5.18	18	5.25
3. Practical class timetable of PE is convenient to make practice.	Strongly Disagree	1	4.17	8	80.00	141	45.63	150	43.73
	Disagree	5	20.83	2	20.00	49	15.86	56	16.33
	Undecided	4	16.67	0	0.00	39	12.62	43	12.54
	Agree	8	33.33	0	0.00	73	23.62	81	23.62
	Strongly Agree	4	16.67	0	0.00	9	2.91	13	3.79
4. The PE teacher plan for skill and concept instruction provides adequate time for practice and skill development.	Strongly Disagree	5	20.83	4	40.00	144	46.60	153	44.61
	Disagree	7	29.17	5	50.00	42	13.59	54	15.74
	Undecided	2	8.33	0	0.00	12	3.88	14	4.08
	Agree	7	29.17	1	10.00	77	24.92	85	24.78
	Strongly Agree	3	12.50	0	0.00	34	11.00	37	10.79
5. The teacher can use activities to push misbehavior and enforce to develop ethical skills	Strongly Disagree	4	16.67	4	40.00	107	34.63	115	33.53
	Disagree	9	37.50	5	50.00	54	17.48	68	19.83
	Undecided	1	4.17	0	0.00	44	14.24	45	13.12
	Agree	7	29.17	1	10.00	49	15.86	57	16.62
	Strongly Agree	1	4.17	0	0.00	57	18.45	58	16.91
6. Placement of large number of students in one class has great effect on teaching process of PE practical class.	Strongly Disagree	3	12.50	0	0.00	55	17.80	58	16.91
	Disagree	4	16.67	0	0.00	50	16.18	54	15.74
	Undecided	1	4.17	0	0.00	23	7.44	24	7.00
	Agree	12	50.00	3	30.00	88	28.48	103	30.03
	Strongly Agree	4	16.67	7	70.00	93	30.10	104	30.32
7. The teachers provide guidance in case of any problem for effective practical class	Strongly Disagree	8	33.33	3	30.00	105	33.98	116	33.82
	Disagree	10	41.67	6	60.00	72	23.30	88	25.66
	Undecided	1	4.17	0	0.00	47	15.21	48	13.99
	Agree	5	20.83	1	10.00	44	14.24	50	14.58
	Strongly Agree	2	8.33	0	0.00	39	12.62	41	11.95

The above table is the frequency table of the responses of the sample of the study to the questions related to the major disciplinary problems that affects the class management during practical class. The frequencies of the seven questions were merged into one table for the sake of comparative analysis of the responses to each questions provided in the questionnaires. For all the questions provided under this part, all the respondents of the study had given their responses to all items, and therefore for each of the question, the sums of responses are equal to the size of the sample of the population, which are 343. The respondents have given their responses to all the questions, which their alternatives of responses were formatted by the Likert scale format and the five choices of responses were strongly disagree, disagree, undecided, agree and strongly agree that they were represented by values 1, 2, 3, 4, and 5 respectively. For the simplicity of the analysis of the responses of the respondents, responses of the sample of the study in the values 1 and 2 were taken as the "against responses" while the responses of the respondents in the values 4 and 5 were taken as the "pro-responses" to the idea presented to them in the questionnaire of this research. Responses of the respondents in the value 3 were taken as "neutral responses" or responses that were in the middle of the two stands and failed to fall into one side with regard to the issue presented to them. Having considering the above adjustment, we need to move into the analysis of the responses of the respondents to the questions one by one.

The first question was about whether the practical class was guided by well-organized plan and schedule. To this question or idea, 34.4% (118) and 17.8% (61) of students, teachers and principals of the sample of the study in general responded to strongly disagree and disagree respectively, which is 52.2% from the total population while who supported this idea were totally 40% of the population. As far as the difference among the three groups of the respondents, more than 50% of teachers and students were arguing against the idea that practical class is guided by well-organized plan and schedule in their respective schools. Whereas, the responses of the principals were highly dispersed and hence neither the pro or against had over 50%. Therefore, on the base the view of the majority of the population, the practical class is not guided by well-organized plan and schedule so that it has its contribution toward the development of disciplinary problems during practical class.

As far as the responses of the respondents to question two is concerned, the great majority of the population which 69% rejected the idea that the school teacher of PE and school principals were highly integrated in promoting and organizing the learning-teaching processes of PE in school. Those who supported this idea were 20.7% (71) and 5.2 % (18) to agree and strongly agree respectively which is totally 25.9% of the population. This is a significantly small portion of the population in comparative to their opponents who were against this idea. Among the three groups of the respondents, the difference is insignificant because the sum of the percentages of those who were against this idea is above 50% for the three groups. From this, it is very simply to infer that there was no integration of PE teachers and principals in working together to establish good environment or conditions for the teaching and learning PE and its well-being in their schools. Therefore, facing disciplinary problems was inevitable in such conditions, which could affect practical class management processes.

About the settings of timetable of PE in the school under, the researcher wanted to see if it was a factor for the disciplinary problems at practical class and affected class management. Accordingly, the respondents were requested to give their responses whether it was convenient to make practice in their school. From the total responses of the sample of the study, 43.7% and 16.3% responded to “strongly disagree” and “disagree” respectively which is totally 60% of the population which held the ‘against’ stand to this question while their opposite group is totally 27.4% of the population. They were almost exceeded by more than fold of their portion of the population. As we can see from the table, there is significant difference of the understanding of the respondents about this issue between the principals on one hand the teachers and students on the other hand. Despite the fact this, it is clear that the majority of the population of the study agree that the setting of PE Class timetable was problematic to the PE practical class.

The above table shows the statistical analysis of the responses of the sample of the study to the idea that PE teacher plan to provide adequate time for practice and developing skills and concepts of the subject matter.

As we can see it from the table, 153 (44.6%) and 54 (15.7%) of the sample have responded to ‘strongly disagree’ and ‘disagree’ respectively while those who failed to determine their position were only 4.1% of the population. However, those who responded to ‘strongly agree’ and ‘agree’ were 37 (10.8%) and 24 (24.8%) respectively which is totally 45.6% from the total population. Therefore, it is quite possible to say that PE teachers of the school being under the study have the problem of planning to provide adequate time for practices and developing skills and comprehending the concepts of instructional processes. Because the majority of the three groups of the respondents were favoring similar responses to the item and the difference among them on this case is insignificant, almost the majority of the three groups had similar understanding about the problems with the planning and providing enough time for PE practices on fields.

In the above table, question five was about whether teacher could manage disciplinary problems that might affect instructional processes during practical by employing physical activities as punishment to enforce students to develop ethical skills. However, the above table shows us that the majority of the population of the study doubted that the teachers could not employ even physical activities as punishment to reprehend to manipulate misbehaviors of students during practical class of PE. The majority of the three groups of the sample of the study had similar responses to this case. Accordingly, 115 (33.5%) of the sample of the study responded to “strongly disagree” and 68 (19.8%) which is together about 53.3% from the population of the study. Whereas those who responded to “undecided” were 45 (13.1%) of the population. However, those who supported the idea of this item that responded to “agree” and “strongly disagree” were 57 (16.6%) and 57 (16.9%) respectively, and they were much fewer, than their counterparts were. From this, we can infer that whatever it could be, either students or other school communities have the idea that teachers could not use punishment against misbehaving of students as the means of manipulating class management.

The assignment of students above recommended standards (large class size) has its main role in affecting the teaching learning process of Physical Education and practical class management. Even though, many teachers might have been applying different teaching approach, large class size influences their methods in terms of limited material, facilities,

knowing individual difference, playground, etc. they had. The above table shows the responses of the sample of the study that whether the placement of large number of students in one class could affect the class management processes during the practical class or not. Accordingly, the majority of the respondents supported the idea which says the placement of large number of students in one class greatly affect the learning teaching processes of PE practical class. Most of the three groups of the sample of the study had similar belief to this case. From the total population, 56.3% and 21.9% respectively responded to "strongly agree" and "agree" whereas the sum of their counterparts is 17.2% of the population. Hence, it is no doubt that the increasing of class size is the most problematic to the processes of delivering instructions and managing classroom during practical class. It takes much time of the instructional processes on other activities or events and so that teachers fail to delivery effective and quality learning-teaching processes (Amare, 2012; Ejigayehu, 2013; and Grube et al, 2018).Guiding students during the instructional delivery of the practical class is very important and it plays a great role in managing classroom during the practical class of PE. The above table also shows the responses of the sample of the study to the question that asked them whether PE teacher provide effective guidance in case of any problem to create conducive environment for practical class. As we can see from the table, 116 (33.8%) and 88 (25.7%) responded to "strongly disagree" and "disagree" respectively. Whereas those who responded to "Undecided" were 48 (14.0%) of the population. Nevertheless, those who responded to "strongly disagree" and "agree" were respectively 41 (12.0%) and 50 (14.0%). Their sum is 26% of the population, which is less by half their counterparts' portion from the population. This means that clearly teachers do not provide guidance that is effective and enable the teachers to delivery effective instructional processes during practical class of PE. Effective and proper guidance during the learning-teaching processes is crucial in the process of managing class especially at practical classes of PE (Evertson, and Weinstein, 2006; Grube, & et al, 2018; and Tauber, 2007). Therefore, failing to provide effective and quality instructional guidance lead to disorganized class management and disciplinary issues at practical class. As we infer it from this analysis, the PE teachers in the school being the sample of this study had significant limitations in this aspect.

Table 4.The major factors that cause the practical class management disciplinary problems one sample t-test

One-sample statistics

Items	N	Mean	Std. Deviation	Std. Error Mean
1. Practical class is guided by well-organized plan and schedule.	343	2.71	1.556	.084
2. The schoolteacher and principals are highly integrated for the well-being of PE practical class.	343	2.2507	1.35124	.07296
3. Practical class timetable of PE is convenient to practice physical activities.	343	2.2741	1.33360	.07201
4. The PE teacher plan for skill and concept instruction provides adequate time for practice and skill development.	343	2.4140	1.51137	.08161
5. The teacher can use activities to punish misbehavior and enforce to develop ethical skills	343	2.6356	1.50190	.08109
6. Placement of large number of students in one class has great effect on teaching process of PE practical class.	343	3.8571	1.35293	.07305
7. The teachers provide guidance in case of any problem for effective practical class.	343	2.4519	1.39229	.07518

One-sample test

Items	Test Value = 3					
	T	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
1. Practical class is guided by well-organized plan and schedule.	-3.401	342	.001	-.286	-.45	-.12
2. The schoolteacher and principals are highly integrated for the well-being of PE practical class.	-10.270	342	.000	-.74927	-.8928	-.6058
3. Practical class timetable of PE is convenient to practice physical activities.	-10.082	342	.000	-.72595	-.8676	-.5843
4. The PE teacher plan for skill and concept instruction provides adequate time for practice and skill development.	-7.181	342	.000	-.58601	-.7465	-.4255
5. The teacher can use activities to punish misbehavior and enforce to develop ethical skills	-4.494	342	.000	-.36443	-.5239	-.2049
6. Placement of large number of students in one class has great effect on teaching process of PE practical class.	11.733	342	.000	.85714	.7135	1.0008
7. The teachers provide guidance in case of any problem for effective practical class.	-7.291	342	.000	-.54810	-.6960	-.4002

The above tables shows the analysis the means of the items that administered to the sample of the study to evaluate the effects of certain major causes of disciplinary problems on the effectiveness of instructional processes of the PE practical class management in comparison

with the population mean which is 3. In the table of statistics, we can see that all respondents have given their responses to all items provided under this category of the questionnaire. Except to item 6, all means of the items of the sample of the study are less than the mean of the population [3]. Besides, they almost have close standard deviations, which is between 1.33 to 1.55 ranges, which show they had almost less varied data dispersion of values of the respondents' responses. This shows us that, most of the population of the study, believe that these issues are not well treated in their schools and they were causes that contributed to the failure of PE practical class management. For item 6 which its mean is 3.85 that is greater than the mean of the population and it, convey us that their belief that placement of large number of students in one class is positively and strongly relevant to the problem of PE practical class management of secondary school.

Likewise, as we can see in the one sample test table, except item 6, all items't-value is less than zero or statistically significant in reverse with significant differences from the mean of the population and their p-values is less than .05 with 342 difference of freedom. The t-value of item 6 is 11, its p-value less 0.05, which means it, is statistically significant, and its difference is positively significant to the problem of the Practical class managing problems in the schools.

4.4. Teachers instructional method of Physical Education practical class management

Obviously, teachers could use different instructional methods while teaching at practical class to manage the classroom and delivery learning-teaching processes effectively. Hence, under this part, the study tried to examine what instructional methods the PE teachers usually use in the instructional processes of practical class and class management and whether it had contribution to the problems of the practical class management in the schools being under study. To this end, seven questions were provided in the questionnaire administered to the sample of the study and their responses were analyzed by the frequency tables as shown below. Therefore, the following frequency tables depict the type of teacher's instructional method of Physical Education in PC for responding misbehaviors, which were commonly observed in the PC or field.

Table 5. The Capacity of Teachers to Teach PE Concepts in PC

Groups of Respondents	Principals		Teachers		Students		Total	
Categories	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Strongly Disagree	1	4.17	2	20.00	106	34.30	109	31.8
Disagree	2	8.33	1	10.00	89	28.80	92	26.8
Undecided	0	0.00	2	20.00	34	11.00	36	10.5
Agree	13	54.17	4	40.00	55	17.80	72	21
Strongly Agree	8	33.33	1	10.00	25	8.09	34	9.9
Total	24	100.00	10	100.00	309	100.00	343	100.00

According to the responses of the sample of the study to item 1 in the above table, about teachers' capacity to teach PE PC concept, the greater percentage of respondents did not support the idea that the PE teachers have the capacity of teaching the concepts of PE at practical class. From the population about 31.8% and 26.8% strongly disagree and disagree respectively, whereas those who were in favor of the idea responded to strongly agree and agree were 9.9% and 21.0% respectively. These are significantly small that represent the population of the study. This means that clearly teachers had limits in the skills of delivering instructional processes with effective classroom management at practical classes based on the total samples, view. Nevertheless, this issue remains the matter of argument among the three groups because the majority of the principals and teachers were in favor of the idea that the capacity of PE teachers in teaching PE at practical was not a case. Of course, under the analysis of the backgrounds of the sample, it has been observed that the majority of the teachers had recommendable education status and many years' experiences. However, in contrary to this, the large portion of the community of the schools that is dominated by students had skeptical of their teachers' capacity of teaching the subject at practical class.

Table 6. The Grouping methods that the teacher use during instructional processes

Groups of Respondents	Principals		Teachers		Students		Total	
Categories	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Strongly Disagree	1	4.17	2	20.00	106	34.30	84	24.5
Disagree	2	8.33	1	10.00	89	28.80	81	23.6
Undecided	0	0.00	2	20.00	34	11.00	35	10.2
Agree	13	54.17	4	40.00	55	17.80	67	19.5
Strongly Agree	8	33.33	1	10.00	25	8.09	76	22.2
Total	24	100.00	10	100.00	309	100.00	343	100.0

The above question asked the respondents whether the teachers different grouping methods at practical class in order to manage the limitations of materials and large class size. Accordingly, 84 (24.5%) and 81 (23.6%) responded to strongly disagree and disagree respectively with the idea. From the population, about 10.2% failed to identify their stand and is between supporting and reacting against the idea. Nevertheless, 76 (22.2%) and 67 (19.5%) of the sample responded to strongly agree and agree respectively. Though their sum is lower than their counterparts are, the difference is significantly small which is about is about 8% of the population. From this statistical analysis, on one hand, we see that there is a polarized understanding of the methods that teachers usually employ. Accordingly, about 87% of principals and 50% of teachers believe that teachers used different methods and it was not a case for the problems of the practical class management, which about 63 % of the students rejected it. On the other hand, we understand that almost the teachers use the style of grouping method that the students or others could recognize in its effectiveness. Therefore, almost teachers use routine style of grouping students even when they had limited materials of delivering instructional processes at practical class. Hence, it could contribute its part toward the problems of class management during practical class.

Table7. Motivating students to participate in large class size

Groups of Respondents	Principals		Teachers		Students		Total	
Categories	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Strongly Disagree	1	4.17		0.00	69	22.33	70	20.4
Disagree	4	16.67	1	10.00	100	32.36	105	30.6
Undecided	2	8.33	2	20.00	55	17.80	59	17.2
Agree	15	62.50	5	50.00	50	16.18	70	20.4
Strongly Agree	2	8.33	2	20.00	35	11.33	39	11.4
Total	24	100.00	10	100.00	309	100.00	343	100.0

As it has been discussed in detail about the significance of motivating learners during instructional processes under chapter 2, it is very important in the processes of managing classroom at practical class. According to the collected data and remarks obtained from the respondents, 20.4% of the population strongly disagrees and 30.6% disagree on this case, while 17.2% of the respondents remained undecided. However, 20.4% and 11.4% of the respondents responded strongly agree and agreed respectively that teacher motivates students to participate in practicing even when the class size is large enough. The table also shows that there is difference between principals and teachers on one hand and the students on the other hand on the issue that teachers could motivate students when class size is large enough.

Table8. Punishing misbehaved students by removing out of class

Respondents	Principals		Teachers		Students		Total	
Categories	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Strongly Disagree	5	20.83	5	50.00	117	37.86	127	37.0
Disagree	9	37.50	3	30.00	78	25.24	90	26.2
Undecided	3	12.50		0.00	19	6.15	22	6.4
Agree	4	16.67	2	20.00	46	14.89	51	14.9
Strongly Agree	3	12.50		0.00	50	16.18	53	15.5
Total	24	100.00	10	100.00	309	100.00	343	100.0

Among the mechanism of negative reinforcement of undesirable behaviors of students, time-out or removing out of class is one of them. About this, 37.0% and 26.2% of the population strongly disagreed and disagreed respectively that teachers could not remove students out of class as a punishment of their negative behavior. In opposite to them, 15.5% and 14.9 of the population strongly agree and agree respectively that mechanisms of removing students out of class at practical class session at their disposal so that they could effectively deliver the learning-teaching processes. Most of the three groups of the sample had similar opinion on this matter. Removing students out of class because of their misbehavior as means of militating negative behaviors, could lead to a more worsen conditions unless it is cautiously and properly or systematically monitored by the teacher (Grube, Dan & et al. 2011). In similar to this, the majority of the populations do not support using removing students out of class during instructional processes at practical class because of their disciplinary problems. Therefore, they need to use different mechanism to handle the class management problems. However, as we have seen above in the above tables, the teachers themselves have problems in managing their classes because the limits they have in teaching PE practical class.

Table 9.Using positive reinforcing for practical class management

Groups of Respondents	Principals		Teachers		Students		Total	
Categories	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Strongly Disagree	4	16.67	2	20.00	66	21.36	72	20.99
Disagree	2	8.33	2	20.00	118	38.19	122	35.57
Undecided	3	12.50	1	10.00	16	5.18	20	5.83
Agree	7	29.17	3	30.00	72	23.30	82	23.91
Strongly Agree	8	33.33	2	20.00	37	11.97	47	13.70
Total	24	100	10	100	309	100	343	100

The above table is about using positive reinforcing for practical class management for the effectiveness of instructional processes. 21.0% and 35.6% of the population responded to strongly disagree and disagree respectively which means that teachers do not use positive reinforcement in order to normalize the disciplinary problems of students and class managing problems at the sessions of practical class. It is only 5.8% of the population that responded to undecided that means they failed to realize whether teachers use positive reinforcement or not in order to manage the class managing problems of practical class. However, 23.9% and 13.7% of the population responded to agree and strongly agree which means that the teachers use positive reinforcement in order to encourage good behaviors as a mechanism of overcoming the class management problems at practical sessions. Of course, effectively teachers understand the behaviors of students and more greatly tend toward using positive reinforcing mechanisms of good behaviors at the expense of negative reinforcement, which could ease the relationship between teacher and students. So that, it could be easy for him to manipulate them, and properly managing class during practicing sessions (Amare, 2012).

Table 10.The teachers serve as role model for their students

Groups of Respondents	Principals		Teachers		Students		Total	
Categories	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Strongly Disagree	4	16.67	2	20.00	139	44.98	145	42.27
Disagree	3	12.50	1	10.00	70	22.65	74	21.57
Undecided		0.00		0.00	19	6.15	19	5.54
Agree	9	37.50	4	40.00	31	10.03	44	12.83
Strongly Agree	8	33.33	3	30.00	50	16.18	61	17.78
Total	24	100	10	100	309	100	343	100

The way that teachers approach their students and act could affect students' behavior and their attitude toward PE (Tauder, 2007). Nevertheless, in contrary to this, the above table shows that 42.3% and 21.6% of the population strongly disagree and disagree respectively with that the teachers act in a way that they could be good role model of their students. It is only 5.5% of the population that were not realizing the how the PE do act and whether they could be a role model for their students. However, 17.8% and 12.8% of the population respectively strongly agree and agree they the teachers do act and were the role model of their students. Any way we can infer that the teacher were not giving value to act in a way that they could be role model for their students that could help them manipulate their students' behavior to easily manage their disciplinary problems during practical class sessions. Another point to be inferred from this table is that significant difference among the groups of the sample of the study that the students were against the idea that the teachers were acting good model for their students while the teachers and the principals were in favor this idea.

Table 11. Teachers plan systematically to develop and maintain positive learning environment for practical class sessions

Groups of Respondents	Principals		Teachers		Students		Total	
Categories	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Strongly Disagree	3	12.50	1	10.00	92	29.77	96	27.99
Disagree	6	25.00	5	50.00	121	39.16	132	38.48
Undecided	1	4.17		0.00	51	16.50	52	15.16
Agree	9	37.50	4	40.00	17	5.50	30	8.75
Strongly Agree	6	25.00		0.00	27	8.74	33	9.62
Total	24	100	10	100	309	100	343	100

Another issue is whether the teachers systematically plan in the way that would enable them to develop and maintain positive learning environment. With regard to this, 28.0% and 38.0% of the population strongly disagree and disagree respectively with the issue that whether the teachers systematically plan to develop and maintain positive learning environment to overcome the problems of class management during practical class sessions. Where 15.2% of the population remained undecided because they might know whether they might do this or not. However, 9.6% and 8.7% accept that the teachers systematically plan to develop and maintain positive learning environment and so that they had no problem with planning. Though the principals had given testimony Nevertheless, what we can understand from this table, the majority of the population of the do not support that the teachers systematically plan to develop and maintain positive learning environment. This means the teachers limitations in planning and using instructional methods that were appropriate and helpful to solve the problems they face during practical class session.

4.5. Attitudes of the stakeholders toward PE and its practical class

Table 12. Descriptive Statistics of the Stakeholders Attitude toward Practical class of PE

Items	N	Sum	Mean
1. The stakeholders of PE such as school principals, teachers [other than PE teachers], and administrative workers of schools have similar considerations to practical class of PE and other disciplines' classes	343	894.00	2.6064
3. The attitudes of the stakeholders of PE on practical class has direct relationship with the lack of materials or facilities for practical class	343	1217.00	3.5481
4. The stakeholders give less consideration to the practical class of PE because they think that practical class activities are more or less ordinary and are not more than refreshing or relaxing students	343	1239.00	3.6122
2. Students do have the attitude or tendency of giving less consideration to practical class of PE than other classes	343	1246.00	3.6327
5. The main reason why the stakeholders of PE give less attentions to practical class is because they have misunderstanding or awareness about the objectives and the concepts of practical class	343	1292.00	3.7668
Valid N (list wise)	343		

The above table shows the descriptive statistics of the responses of the sample of the study to the items that targeted on the attitudes of the stakeholders of PE toward PC and class management. As we can from the above table, the number of the respondents is the same, which are 343. Except item 1, the sums of other items in the table are greater the median, which means the majority of the respondents, have responded to option 4 and 5 that represented 'agree' and 'strongly agree' respectively. The means of the data of all items except item 1, are greater than the mean value of the sample of the study and almost close to each other and their difference is significantly small except with item 1 which relation is the reverse.

Therefore, it can infer that:-

- The stakeholders PE had not similar consideration for PE practical class and other disciplines that are given school along with PE.
- Including the students, the stakeholders of PE had negative attitude toward practice class of PE and its impact on the class management of practical class if the lack of materials and facilities for practices.
- The reason why they give less emphasis to practical class of PE because they have the understanding problem which made them to think that its lessons are almost ordinary and normal activities that students could practice their ordinary life.
- The objectives and concepts of PE is not well known among even among educated the stakeholders and the communities which requires increasing awareness and promotion with the conserving bodies.

Table 13.Pearson correlations items, attitudes of stakeholders in PE toward practical class correlations

Items (See Below the Table)		1.	2.	3.	4.	5.
	Pearson Correlation	1	.109*	.152**	.105	.147**
1	Sig. (2-tailed)		.043	.005	.051	.006
	N	343	343	343	343	343
	Pearson Correlation	.109*	1	.655**	.557**	.704**
2.	Sig. (2-tailed)	.043		.000	.000	.000
	N	343	343	343	343	343
	Pearson Correlation	.152**	.655**	1	.492**	.669**
3.	Sig. (2-tailed)	.005	.000		.000	.000
	N	343	343	343	343	343
	Pearson Correlation	.105	.557**	.492**	1	.376**
4.	Sig. (2-tailed)	.051	.000	.000		.000
	N	343	343	343	343	343
	Pearson Correlation	.147**	.704**	.669**	.376**	1
5.	Sig. (2-tailed)	.006	.000	.000	.000	
	N	343	343	343	343	343

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

NB:- the Items in the Correlation table above represented by numerical values 1, 2, 3, 4 and 5 are the following:-

1. The stakeholders of PE such as school principals, teachers [other than PE teachers], and administrative workers of schools have similar considerations to practical class of PE and other disciplines' classes

3. The attitudes of the stakeholders of PE on practical class has direct relationship with the lack of materials or facilities for practical class

4. The stakeholders give less consideration to the practical class of PE because they think that practical class activities are more or less ordinary and are not more than refreshing or relaxing students

2. Students do have the attitude or tendency of giving less consideration to practical class of PE than other classes

5. The main reason why the stakeholders of PE give less attentions to practical class is because they have misunderstanding or awareness about the objectives and the concepts of practical class

The purpose of employing the Pearson correlation in the analysis of the responses of the sample of the study is to examine how, in what direction and to what extent these items of the attitudes of the stakeholders of PE toward practical class related to the problems of practical class management. Therefore, the above table shows the relationships of these items and their impact on the class management problems of PE Practical class. As it is shown above, the Pearson correlation values of these items or variables are positive and greater than 0.05. Except the correlations they have with item 1, there is significant difference from zero correlation value and the items have strong and positive linear correlations with each other's. For instance, item 2 with 5, item 2 with 3, item 3 with 5, and item 2 with 4 have strong and positive linear correlations while item 1 has weak positive linear correlations with these items. This means, the attitude of the stakeholders of PE is the prominent factor for the problems of class management and ineffective learning-teaching processes of practical class sessions. As the objectives and values of PE and PC of PE is not clear enough even for the stakeholders, it would make them undermine the value of the learning teaching of PE at practical class. Consequently, the stakeholders do not have positive attitude toward it, they do not give that much emphasis on fulfilling the necessary materials and facilities for PE practical class. When materials and facilities would not be fulfilled or available and students could not accessed it in practicing, they likely giving less interest for learning PE to practical and this increase the disciplinary problems during instructional delivery. Therefore, the more stakeholders develop negative attitude toward PE and its practical class and limit their engagements in solving the problems of teaching and learning of PE, the more prevailing of the challenges of teaching PE at practical class with problems of class management. In general, all these issues are interrelated or interdependent and they greatly affected the practicing session and class management during practical class of PE.

4.6. Large class size related problem of Physical Education class manage in practical class.

Table 14. Frequency table of large class size related problems items statistical analysis

Items		Principals		Teachers		Students		Total	
	Options	Freq.	%	Freq.	%	Freq.	%	Freq.	%
1. Availability of fundamental materials is adequate.	Bad	2	8.33	4	40.00	201	65.05	207	60.3
	Fair	11	45.83	6	60.00	16	5.18	33	9.6
	Satisfactory	2	8.33		0.00	41	13.27	43	12.5
	Good	8	33.33		0.00	22	7.12	30	8.7
	Excellent	1	4.17		0.00	29	9.39	30	8.7
	Total	24	100.00	10	100.00	309	100.00	343	100
2.PE class size is proportional to physical activities during practical in your school	Bad	4	16.67	7	70.00	125	40.45	136	39.7
	Fair	12	50.00	3	30.00	39	12.62	54	15.7
	Satisfactory	1	4.17		0.00	52	16.83	53	15.5
	Good	8	33.33		0.00	53	17.15	61	17.8
	Excellent	0	0.00		0.00	39	12.62	39	11.4
	Total	24	100.00	10	100.00	309	100.00	343	100
3. The space for physical activity movement at each station is large enough.	Bad	5	20.83	9	90.00	179	57.93	193	56.3
	Fair	13	54.17	1	10.00	11	3.56	25	7.3
	Satisfactory	2	8.33		0.00	53	17.15	55	16
	Good		8.33		0.00	26	8.41	28	8.2
	Excellent	0	0.00		0.00	42	13.59	42	12.2
	Total	24	100.00	10	100.00	309	100.00	343	100

The above table is the statistical analysis of the materials and facilities availabilities in the schools under the study and the implications of their impacts on the problems of class

management of PE practical class in secondary schools. It is to analyze whether the lack of materials and facilities for practical class were the critical causes of the problems of PE practical class management in these schools. These respondents are 60.3% of the whole sample and they greatly outnumbered their counterparts those who say that it is adequate. According to this, it is clear that these schools were hardly providing the necessary materials and facilities for teaching PE concepts for practical class as their teachers and students needed them. Almost most of the three groups of the sample had similar understanding on this case and therefore, they realize that, as it could be a cause of practical class management problems in their respective school. The other issue was the proportionality of class size with physical activities practicing session that is presented under item 2. From the population of the study, 39.7%, 15.7% and 15.7% of the sample responded to bad, fair and satisfactory alternatives respectively. Whereas, 17.8% and 11.4% of the respondents responded to good and excellent alternatives respectively. The difference among the three groups of the sample is minor because most of the respondents of the sample had responded to bad alternative. From this, it is very easy to infer that the class size was not proportional to the activities that the students had to practices or perform in the processes of learning. Because, teachers mostly spent their times on orienting, organizing, settling cases and guiding the activities of students, students would be given less time for practicing activities. This lead to ineffectiveness of the learning-teaching processes because of the unmanageability of class size. The largeness of class size has a great on practices activities of practical class and managing class (Amare, 2012). Another problem to practical class in schools is the availabilities of facilities and ground stations for practice. With respect to this issue, the respondents of the sample of the study had given their responses that asked whether there were such problems or not. Accordingly, 56.3%, 7.3% and 16.0% of the respondents responded to bad, fair and satisfactory. Whereas those who responded to good and excellent were only 8.2% and 12.2% respectively of the population. From this, we understanding that the schools had critical problem with providing the necessary facilities and grounds for that is enough or proportional their students. Among the fundamental facilities students and teachers need to have in order effectively engage in the learning-teaching processes the availabilities of large enough practices grounds in proportion to the activities and students is mandatory (Endris, 2014).

Table 15.One-sample t-test of large class size related problems items

One-sample statistics				
Items	N	Mean	Std. Deviation	Std. Error Mean
1. Availability of fundamental material is adequate.	343	1.9592	1.36736	.07383
2. PE class size is proportionality to physical activities during practical in your school	343	2.4548	1.44393	.07797
3. The space for physical activity movement at each station is large enough.	343	2.1283	1.46335	.07901

One-Sample Test						
Items	Test Value = 3					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
1. Availability of fundamental material is adequate.	-14.097	342	.000	-1.04082	-1.1860	-.8956
2. PE class size is proportionality to physical activities during practical in your school	-6.993	342	.000	-.54519	-.6985	-.3918
3. The space for physical activity movement at each station is large enough.	-11.033	342	.000	-.87172	-1.0271	-.7163

The above tables are one-sample statistics and one-sample test of the large class size related of PE of practical class. If we see the means of the items, all are less than the mean of the population, which is 3. This difference is statistically significant as the t-values were significantly different from the test value [the mean of the population] with p-value less than 0.005. The difference among the three items' means is significantly small and they are around 2, the value that represented option 'fair' of the categories.

This shows that the relationships of the effects of large class size and the lack of the provisions of necessary materials and facilities on class management of practical class.

On the other hand, based on the observation of the four schools' compounds, only one school had a status of excellent space or sport field, whereas three of them were at the status of having fair space /sport field/for physical activity movement. This shows that the schools had the places that had been assigned as playground and sport fields. However, in terms of their conduciveness and size, they did not have enough space and at least one of them fulfilled the three in one (Handball, Basketball and Volleyball fields in one place) play court. Considering these problems, one easily could conclude that all of them were in the position of in adequate playground and sport field.

The success of Physical Education teaching learning process depends largely on the adequacy of materials and equipments (teaching aids). Hence, schools should have available and adequate teaching aids to teach the subject with fitting method without problem. In this regard, principals and PE teachers and students were asked whether their school had adequate teaching aids or not at all.

4.7. Teaching learning process on Physical Education practical class management.

Table 16.T-Test(One-sample statistics)

Items	N	Mean	Std. Deviation
1. Any training how to manage classroom/practical class/ in PE has been given to the teachers	342	2.7807	.48603
2. Classroom management have rules and procedures	343	1.5948	.71466
3. Do rule and procedures posted for student.	343	2.4140	.92593
4. If "yes" who set rule and procedures	343	4.5889	.80029
5. Rate of student motivation to learn subject is very high even in the current conditions	343	2.6501	.63526
6. Use of various instructional methods	343	2.4257	.79445
7. Organize students in pairs and small group for practice drill.	342	2.6228	.60869
8. Student interest to participate in-group.	343	2.4140	.63801
9. Taking attendance constantly.	342	2.4825	.67070
10. Monitoring and proving feedback	343	2.6997	.61194

`As it is shown in the above table, ten items were provided in the questionnaires distributed to the sample of the study and all of them have given their responses to all items that targeted to the teaching-learning processes of PE and practical class management in their respective school. The responses of the sample of the study were 'yes/high', 'to some extent/ moderate' and 'No/Lower' represented by 1, 2, and 3 respectively. As we can see from the table, except of item 2, the means of the others items are than 2 which the median of the three categories or equal to the mean of the population. This means that the majority of the population have responded to 'yes' which shows they believed that classroom management has rules and procedures in the processes of learning and teaching PE at practical class. Nevertheless, in contrary to this, these rules and procedures were not posted for them to know and to implement it during the teaching-learning processes.

This is clearly understandable from the mean value of item 3 that is 2.41. In similar fashion, the mean value of item 1, 5, 7, and 10 are greater than 2.5 which be rounded to 3 and implies that these issue are in so critical conditions because it mean that these cases are not at all or existed in lower status. However, to a little bit difference, the mean value of item 3, 6, 8, and 9 are between 2 and 2.5 that can be roughly rounded to 2. The implications of the responses of the sample of the study to these items, in general suggest that there is limitation in these aspects but not that much in worsened condition. Despite the fact, this, these limitations to these cases by itself could have its own contribution to the problem of practical class management of PE. According to the responses of the sample of the study to item 3, 4, 6, 7, 8, 9, and 10, the teachers had considerable limitations in playing their respective role in establishing good environments and effectively implementing rules and procedures and controlling mechanisms of practical class management: such as using various instructional methods, different and appropriate grouping techniques, motivating and participating students, taking attendances, giving feedbacks and effective orientations. According to the responses of the sample of the study to item 4, the school administration had more power and responsibility in terms of establishing rules and procedures in the class management components of all the school.

Table 17**.** One-sample test

Items	Test Value = 3					
	T	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
1. Any training how to manage classroom/practical class/ in PE has been given to the teachers	-11.246	342	.000	-.46356	-.5446	-.3825
2. Classroom management have rules and procedures	-36.417	342	.000	-1.40525	-1.4811	-1.3293
3. Do rule and procedures posted for student.	-22.411	342	.000	-.84840	-.9229	-.7739
4. If “yes” who set rule and procedures	45.693	342	.000	1.92420	1.8414	2.0070
5. Rate of student motivation to learn subject is very high even in the current conditions	-12.411	342	.000	-.50437	-.5843	-.4244
6. Use of various instructional methods	-16.296	342	.000	-.75219	-.8430	-.6614
7. Organize students in pairs and small group for practice drill.	-32.792	342	.000	-1.39359	-1.4772	-1.3100
8. Student interest to participate in-group.	-18.822	342	.000	-.73178	-.8083	-.6553
9. Taking attendance constantly.	-15.483	342	.000	-.62391	-.7032	-.5446
10. Monitoring and proving feedback	-14.273	342	.000	-.64140	-.7298	-.5530

With exception to item 4, which asked them, “who had to take the responsibility of setting rules and procedures and posting it for students”, that the majorities’responsespointed to school administrative, all items have a negative statistically significant t-value with 342 df and p-value less than 0.005. Therefore, these results lead us to confirm that the problems related to these issues in secondary schools were the causes that affected the practical class management.

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter deals with the summary, conclusions and recommendations that drawn from the major finding of the study.

5.1. Summary

Physical Education, as a discipline, is not only concerned with students' physical fitness development; but also about the development of their mental, physiological and psychological healthiness. Nevertheless, in this study it is clearly revealed that there is a gap in understanding these concepts and equally promoting the learning-teaching processes of PE in secondary schools. This research was concerned with the practices and problems of practical class management in Physical Education. Thus, the study was to investigate practice and problems of practical class management in PE at Gasera Woreda Secondary schools of Bale zone Oromia Regional State of Ethiopia. In line with this, the following questions have been dealt with.

1. How does teaching-learning process conducted in practical class of PE at Gasera woreda Secondary Schools?
2. How does a PE teacher effectively use teaching methods to manage practical class?
3. How does a large class size affect teaching Physical Education in practical class?
4. To what extent do stakeholders affect the practical class management of PE?

The descriptive survey research has employed in the studying the research. A purposive and random stratified sampling technique has been employed. Hence, the four secondary schools in the District has been the part of the study. Samples of Teachers, students and school principals that has been drawn from Gasera Woreda Secondary Schools are 343 in total of which, 309 (90%) are students, 10 (3%) are teachers, and 24 (7%) are principals. To achieve the intended objective descriptive survey type conducted. The information obtained from the sample of the study through questionnaire, interviews, and observations. The collected data were organized, tabulated, and analyzed by using SPSS 20 t-test, Pearson correlation, mean, V-20 frequency and percentage.

Based on the analyzed data the following major summary points were drawn.

1. In relation to the learning-teaching processes of PE at practical class in the schools:-
   - Concerning the major disciplinary problem of Physical Education PC management, most Physical Education teachers have less capacity to teach PC. Because of this, many Physical Education teachers less likely perform professional duties and responsibilities.
   - The teachers could not effectively manage the instructional delivery and activities of students in practical class. They were not implementing the class management components that they were supposed to establish conducive environment for the learning-teaching processes.
   - The teachers were not managing the time of instructions, organizing activities and class because the schools had the problems of appropriate training fields, availability of materials and equipments for practice, large class sizes with small space for physical activities which do not allow for safe movement.
   - Classes had large class size and there were absence or limited amount of learning-teaching resources so that students were induced to involve in disciplinary problem at the practical class. Even though some Physical Education teachers were trying to apply different teaching approach, large class size greatly affected their method with the problems of the availability of materials, knowing individual difference of student, small space for playing ground, and grouping patterns.
   - The time for practical class practices of PE in almost all the schools being under the study was inconvenient because it had not taken the environmental factor, daytime air conditions, the conditions of learners, and the pre and post physical activities requirements into considerations while they set periods for PE.
   - Both teachers and students had less motivation toward the processes of the learning teaching of PE at practical class. According to the majority of teachers, principals, and students' responses, the motivation of students to learn the subject (PC) is moderate. Based on the finding of the study, the moderate motivation provision of Physical Education teachers to students through various instructional methods and verbal encouragement while they perform activities were not strong enough to help

them to overcome the prevailing of students' misbehavior and practical class management problems.

2. On whether the PE teachers were using effective methods of practical class management:
   - Physical Educations teachers were not providing guidance for any problem is a great role of effective PC management in the teaching learning process. So that majority of the respondent had faced with the problem in the field during practice as well as in the classroom.
   - PE teachers had the capacity issues in relation to time management, in planning and delivering effective, participatory and motivating instructional processes.
   - Teachers were using routine and not properly planned, organized, and coordinated methods that enable them control and oversee the activities of students. Usually teachers were not flexible enough in using different methods and strategies to provide in accordance with the different students' interest, maturity level, size and abilities. Once students were organized in certain groups, they were not continuously followed up and so that certain students engaged in disciplinary cases that disrupts the instructional processes.
   - Rules and procedures were not properly set and oriented to the students. The teachers and the schools principals were not working cooperatively on this.
   - Guidance and feedbacks were not given for students in a way that all students of class could get it properly and understandably by giving due attentions to it.
   - Students were grouped in a simple manner that does not take the numbers of students, materials availabilities, proper students' abilities, age and gender based distributions into consideration.
   - The teachers did not motivate students, positively enforce them
3. Concerning the problems of the large class size related issues and their effects on practical class managing processes:
   - Based on observation among those schools under studies none of the schools had a status of excellent space (sport fields). Nevertheless, some schools being under the study had fair space for physical activity movement. This means the schools had a place which assigned as playground and sport field, but in terms of their conduciveness and size, they did not have enough space and at least one of them

fulfilled the in one (Handball, Basketball, and Volleyball fields) place. This kind of playgrounds usually could be used for one purpose of physical activities practices by one class. Consequently, different classes that might practice different or similar physical activities were enforced to share the playground that also contributes a lot the practical class management problems.

- Playgrounds or the practicing areas were usually occupied by large numbers of students that easily distract or disrupt the instructional processes at practical class.
- The class sizes of the schools being under the study were large enough which were beyond the recommended standard by far. In contrary to the size of classes, there were limited or absence of equipments and materials for the learning-teaching processes of PE at practical class.

4. In relation to the attitudes of the stakeholders toward PE and practical class and its effects on the processes of practical class management:
   - It was the most critical issue that was responsible for the problems of PE practical class management in the schools is that the negative attitudes of the stakeholders of education starting from the students, school committees, school communities, principals and teachers toward PE and its practical class. The school communities do not consider PE as they do to other disciplines. The necessary materials and facilities like grounds for practice, secured fields for practice, appropriate and convenient time (period) and class size arrangements were the major problems prevailed in the schools and they were sources of the problems that PE teachers experience on daily basis that totally affect their class managing processes during practical classes.
   - There was weak collaboration and cooperation between PE teachers and school administrative bodies. The school principals do not consult the PE teachers in relation to the problems they could face in the processes of teaching PE in their school. Moreover, they not try to resolve the limitations the teachers had through trainings or workshops and so on.
   - Equal consideration was not to PE with other disciplines in the schools. According to the responses of the respondents, PE practical class was regarded as time for refreshment and relaxing students, which implies that there was the issue of undermining the learning teaching of PE at practical sessions.

- There was weak collaboration and cooperation between PE teachers and school administrative bodies. The school principals do not consult the PE teachers in relation to the problems they could face in the processes of teaching PE in their school. Moreover, they do not try to resolve the limitations the teachers had through trainings or workshops and so on.
- The engagement of the stakeholders was very limited mainly because they give less emphasis to fulfill the facilities and resources needed for PE practical class. The stakeholders also had a limit in understanding the need and the value of teaching and learning PE at practical class.

5.2. Conclusions

Physical Education is the discipline that interrelates with other disciplines that students learn in school in practical terms. So that, the role that it could play in determining the developments of better socio-economic life, physical and mental health, psychological and ethical behaviors. To this end, learning Physical Education at practical class requires the learners to possess different features such as students' interest, maturity level, lifestyle, size and abilities. In relation to this, discipline play important role during the teaching-learning process of Physical Education in PC. Those approach mention above in Physical Education class anticipating the release of inhibition unless teachers are able to control this situation positively, the teaching process may be adversely affected. The findings of the study however indicated there were various major disciplinary problems that had challenged practical class management that emanated from different sources of the problems. Generally, based on the findings of the study, the major problems that affected the learning-teaching processes of PE at practical class and responsible for practices and problems of practical class management can be put into three categories.

1. The teachers' commitment, capacity and professional related problems:
    - The effectiveness of Physical Education PC requires teachers of high capacity to teach PC, those have likely professional duties and responsibility, knowledge, emotional stability, role model and use of effective instruction. Concerning the above essential elements for Physical Education teachers cannot have achieved the expected objective is difficult. For this purpose the effectiveness of PE management in practice class strategies highly depend on the adequacy of a well-trained PE teachers from college or university graduate. Despite the fact this, the findings of the study confirmed that the teachers had the capacity problems of planning and implementing proper and effective methods of monitoring instructional processes and practical class managements.
    - The lack of motivation of teaching PE at practical class was another problem of the PE teachers. On effective PC management, the finding result of the study depicted most of Physical Education teachers were not applying motivation to their students during practice and providing effective guidance and feedback during and at the end

of activities. Nevertheless, the system of organizing student at PC is mostly in the base of classroom roll number, line up, and randomly organizing.

2. The facilities and resources provisions related problems in the schools:
   - The findings of the study had showed the problems of providing the fundamental facilities and resources for PE learning-teaching processes of practices were common to the schools being under the study. Some these problems were large class size, lack of safe and enough training grounds or fields, inadequacy or lack of teaching equipments, and inconvenient practical class period scheduling experiences.
   - On timetable for Physical Education per a week and the school program of PC in respect has serious problem. This is because it is not enough 40-minute (one period) for large class size students during practice and the school program mostly concludes with the time of solar isolation, during rain, sometimes just arranged after meal. It affected the teaching processes of practical class management and instructional delivery of PE class in the schools.
3. The problems of the engagement of the stakeholders in solving the challenges the teachers face in teaching PE at practical class:
   - The basic cause of the lack of materials or equipment and facilities for practical classes of PE in school is the negative attitudes that the concerned bodies have for PE and its Practical class in schools in regardless of material and financial capacities problems. Therefore, the problem of practical class management has a strong and positive correlation with the attitudes of the stakeholders of PE toward PE and its practices at practical class on fields.
   - The consideration that the stakeholders and school communities give for the teaching and learning of PE is very low in comparative to other disciplines. This lead to the developing of negative attitudes toward to the learning and teaching of PE and its practice of even the students and teachers. Because of their attitudinal problematic, the stakeholders do not play their respective role in supervising, fulfilling necessary materials and facilities, and promoting the learning and teaching processes of PE in schools.

Generally, the problems that were responsible for the ineffectiveness of learning-teaching processes and practical class management were interrelated and they mainly influenced by the attitudes of the stakeholders. The problem of practical class management was mainly the outcome of the problems of teachers' capacity and lack facilities and material resources. In directly or indirectly way, these problems by their turn attributed the problem of attitude of the stakeholders of PE.

Even though, the schools might vary in financial status and other infrastructures provisions, they all had common problems in relation to the engagements of the school communities in solving the problems that prevail in their respective school and affect the learning-teaching processes of PE and practical class management. Therefore, the priority should be given to working on escalating the engagements of the concerned bodies in solving the problems affected PE practical class management by changing and advancing the attitudinal approaches of the stakeholders in the schools.

5.3. Recommendations

Based on the above findings and conclusions of the study the following suggestions are forwarded.

1. The school principals and the Woreda Educational Bureau should collaborate with each other to arrange successive training and consultative workshop to Physical Education teachers concerning on the causes and possible resolution mechanisms of major disciplinary problems that are raised during teaching learning process of Physical Education. So that, the teachers could develop the necessary skill, conviction, attitude, effective instruction, knowledge and expertise in using various method to teach PC.
2. With regard to students' disciplinary problem in Physical Education during PC, teachers should take much of their time by organizing the student according to their skill, ability, maturity level, interest, size etc. Moreover, should they set and implement rules and procedures of Physical Education in PC in collaboration with students and school principals at the beginning of academic year.
3. The teachers should carefully plan and organize their students in regular pattern that could fit the proportionality issue and that help them monitor class activities during the practical class practices.
4. The school principals, administrative workers and all teachers of schools should get awareness raining trainings on the PE objectives, nature, and its values and work toward the effectiveness of learning teaching of PE and the realization of its objectives.
5. The school principals should consult the PE teachers while they set programs, rules and procedures in order to establish a convenient learning teaching of PE situations in their respective schools.
6. Most of the schools under study had no appropriate practicing field, availability of materials (equipments), large class size. Therefore, the concerned bodies like school principals, school parents' board should give a due attention by budget allotment, and equip teachers with necessary resources. Moreover, they need to be equipped with necessary knowledge, skill and prepare and utilized instructional materials from his environment and unreserved effort to provide and fulfill this gap.

7. The concerned body must take the leading role in collaborating the stakeholders to work on the awareness rising on the value and the significance of teaching and learning PE and the contribution it could have on one's socio-economic, physical, mental and health life in practical life. The attitudes of the stakeholders toward PE and physical activities at PC must be changed. So that, they can work cooperatively in order to, at least, mitigate the challenges that affect the learning-teaching processes of PE at practical sessions. Effective and proper supervisions on the problems that PE teachers face during the learning-teaching processes of PE at PC should be made and immediate corrective measures have to be taken.
8. To large class size and school Physical Education program, concerned bodies particularly Ministry of Education can review the curriculum and allotted two periods per a week, so that enough period allotment for PE in school was lessened. Woreda educational bureau to solve the problem of large class size by building more classrooms to decrease the enrollment of students.

Finally, it needs the collective endeavor of the concerned bodies and school communities to resolve the factors that limited the instructional processes and practical class management of PE in the schools. This could not be realized without real and functional collaboration and cooperation of the stakeholders in this aspect. Priority should be given to the attitudes of the stakeholders through awareness arising and trainings. Then sorting out the leading problems that affect the instructional processes of PE and practical class management should be dealt with in advance.

6. REFERENCES

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7. APPENDICES

Appendix - A

Questionnaire to be filled by schools principals and Physical Education Teacher

Introduction

Dear respondents; this questionnaire is designed to collect relevant information on, practice and problems of Practical class management in PE at Gasera Woreda high schools ,Bale zone Oromia Regional State of Ethiopia. The information collected through this questionnaire was treated confidentially and be used only for academic purpose. Your genuine contribution was greatly essential for the success of the study. Thus, you are kindly requested to fill the questionnaire carefully and honestly.

GENERAL DIRECTION; - Dear respondent, please note that;

1. No need of writing your name on any page of the questionnaire.
2. To those questionnaires with alternative, show your response by putting '√'in the space Provide or circles it.

Thank you in advance for your cooperation

PART 1 background information

1.1 school name ----------

1.2 Your job----------

1.3 Sex male----------Female----------

1.4 Age ----------years old.

1.5 Qualification; Diploma----------BA|BED|BSc---------MA|Med|MSc----------

1.6 Area of your specialization A. Physical Education B. Language

C. Natural science D. Social science E. Others

PART-2 Questionnaires

Questionnaire for school principals and PE teachers

A. The Questionnaires on Your Opinion of the major disciplinary problem that affect Physical Education class management in PC.

Please show the level of your agreement or disagreement and the extent to which the mentioned activities where implemented in your school based on your observation and opinion. Indicate the level of your agreement by putting '' √ '' in the space provide under the rating scales that represent your opinion.

Strongly disagree=1, disagree=2, undecided=3 agree=4, strongly agree=

No	Items	1	2	3	4	5
1.	Practical class is guided by well-organized plan and schedules?					
2.	The school principals and teachers are highly integrated for the well-being of the school PE practice.					
3.	Are you thinking that teaching Physical Education PC are help full for student's performance?					
4.	Practical class schedules of Physical Education are convenient to make practice.					
5	The physical educator plans for skill and concept instruction and provide adequate time for practice , skill development					
6	Students are permitted to ignore the safety of others in the class /use of equipment unsafely/.					
7	Highly skilled students are permitted to dominate activities.					
8	Teachers use activities /exercise/ to push misbehavior.					

9	Enrollments of students /large class size/has main effect on teaching learning process of PE PC.					
10	The Physical Education teacher provides guidance for effective PC.					

11. What are the major disciplinary problems that affect teaching Physical Education in PC of your school?

_____

_____

_____

_____

_____

B. You are View on teacher's instructional method of Physical Education class management in Practical class.

Please put ' √ 'mark on the box table below from among rates represented by number scales to indicate the extent to which teacher's instructional method of Physical Education in PC management.

Strongly disagree=1, disagree=2, undecided=3 agree=4 Strongly agree=5

No	Items	1.	2.	3.	4.	5
1.	Teacher's capacity to teach PE PC concept to the student?					
2.	Teacher's use different grouping methods during PE PC instruction.					
3.	Student encouragement and motivation by their teachers during PC.					
4.	Physical Education teachers can motivate students to participate in the PC.					
5.	Physical Education teachers can remove misbehaved student out of PC to control their behavior.					
6	Physical Education teachers have a daily preparation period to provide time for planning.					
7	Physical Education teacher use positive reinforcement /proving reward /.					
8	Physical Education teachers serve as a role model for living a physical active life style.					
9.	The teacher systematically plans for develop and maintain a positive learning environment.					

Appendix- B

Questionnaire for students

Introduction

Dear respondent: This questionnaire is designed to collect relevant information on “The practice and problems of Practical class management in PE at Gasera Woreda secondary and preparatory schools Bale zone Oromia Regional State of Ethiopia”. The information collected through this questionnaire to be treated confidentially and be used only for academic purpose .Your genuine contribution was greatly essential for the success of the study .Thus; you are kindly requested to fill the questionnaire carefully and honestly.

Part 1, Background information

Direction 1. The following are the respondent background; hence fill all the information that expresses you

1. Name of the school----------

2. Sex----------

3. Age----------

4. Your grade level----------

Part -2 Questionnaire

A. The Questionnaires on your Opinion of the major disciplinary problem that affect PE class manage in PC.

Please give your opinion by putting / /under one of representative number of the given alternative.

1-Strongly disagree 2-Disagree 3-Undecided 4-agree 5-Strongly agree

NO	ITEMS	SCALES				
1	In your school, PC is guided by organized plan and schedule.	**1**	**2**	**3**	**4**	**5**
2-	The school principals and teachers are highly integrated for PE PC.					
3	Are you thinking that learning Physical Education PC are help full for practice.					
4	Period of PC are convenient to make practice in your school.					
5	Physical Education activity plan for skill development and academic achievement.					
6	Teachers are permitted to ignore use of equipment unsafely.					
7	During activity highly skill student are permitted to dominate exercise.					
8	Students done some activity for push misbehavior.					
9	Large class size has main effect on your learning PE practice.					
10	From your any guidance can be given for effective PC.					

B-Your view on teachers' instruction method of Physical Education class manage in PC.

Please give your opinion by putting a tick mark / / under one of the representative number of the given alternative

1-strongly disagree 2-Disagree 3-undecided 4-agree 5-strongly agree

No	Items	Scale				
		1	2	3	4	5
1	You have an interest to learn Physical Education at PC.					
2	During practical activity you can arranged in grouping.					
3	Teachers can encourage and motivate student at each activity.					
4	When discipline violated teachers went out student out of PC to remove misbehaved.					
5	Physical Education teachers have daily preparation period to provide time for planning.					
6	Physical Education teacher use positive reinforcement.					
7	PE teachers serve as a role model.					
8	Teacher plan for positive learning environment.					

C-Question on large class size related problems of Physical Education class management in PC.

Please give your opinion by putting a tick mark / /under one of the representative number of given alternative.
1-Bad 2-Fair 3-Satisfaction 4-Good 5-Excellent

		Scale				
No	Items	5	4	3	2	1
1	Physical Education class size is proportional to the space allocated for instruction.					
2	In your school, space for physical activity at each learning station is large enough.					
3	Availability of fundamental materials adequate with large class size.					

D- Attitudes of the Stakeholders on Practical class of PE

Please give your opinion by putting a tick mark / / under one of the representative number of the given alternative.

1-strongly dis agree 2-Disagree 3-undecided 4-agree 5-strongly agree

No	Items	Scale				
		1	2	3	4	5
1	The stakeholders of PE such as school principals, teachers [other than PE teachers], and administrative workers of schools have similar considerations to PC of PE and other disciplines' classes					
2	Students do have the attitude or tendency of giving less consideration to PC of PE than other classes					
3	The attitudes of the stakeholders of PE on PC has direct relationship with the lack of materials or facilities for PC					
4	The stakeholders give less consideration to the PC of PE because they think that PC activities are more or less ordinary and are not more than refreshing or relaxing students					
5	The main reason why the stakeholders of PE give less attentions to PC is because they have misunderstanding or awareness about the objectives and the concepts of PC					

E. Your view on teaching process on Physical Education PC manages.

Indicate your response by circling the letter of your choice and writing on the space provide.

1-Do teacher have had any training about how to manage his/her classes.

A-yes B-to same extent C-No

2-Do your schools have classroom /PC/rule and procedure?

A-yes B-to same extent C-No

3-If your response for the proceeding items is 'yes 'who set the rule and procedure?

A-The teacher B-Student C-School administration D-Minister of education.

4-Have do you rate your teacher motivation to teach the subject?

A-High B-Moderate C-Low

5-Do teacher's use varied instructional during practice?

A-yes B-No

6-Do teacher organized you in pair and small group during practice?

A-yes B-No

7-If 'yes' on what bases do you organized them?

A-Based on interest B-Based on roll number C-Randomly

8-Do the majority of your teachers has interest to participate the activity in group?

A-yes B-No

9-Do your teachers constantly take students attendance? A-yes B-No

10-Do teachers monitor and provide feedback for you while donning your activities?

A-yes B-to same extent C-No

Appendix- C

Interview

Question for Physical Education teacher and school principals

Introduction

Dear interviewee: The purpose of this interview to be collect data about "practice and problem of PC management during PE". The type of information that you will provide determine the quality of the study. So that; please be sure that the information you will forward is used only the mentioned academic purpose .You are kindly requested to be genuine and honest in providing the factual information in the course of the interview.

Thank you in advance for you cooperation.

1. Background information

   1.1Name of your school----------

   1.2 Sex----------

   1.3 Age----------years old

   1.4 Years of experience----------years

1. Are the class schedules of PE PC convenient to make practice?

2. How do you express the participation of student in PE PC?

3. Why do you think some students are not participation in PE PC?

4. What is the attitude of students in participating PE PC?

5. How do you express the availability of PE teaching materials in your school?

6. Do teachers encourage their students to participate in PE practice class?

7. How do you express the participation of student in PE practice?

8. The availability of teaching materials to teach PE practice is sufficient.

9. 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.

10. What is the problem of teaching and learning PE practice?

11. What is the additional basic problem of PE practical session in your school? Please list some of them.

12. How to improve large class size in teaching PE practical session?

13. What is the solution of the problem to improve the participation of student in PE during practical session?

Appendix- D

Observation cheek list

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

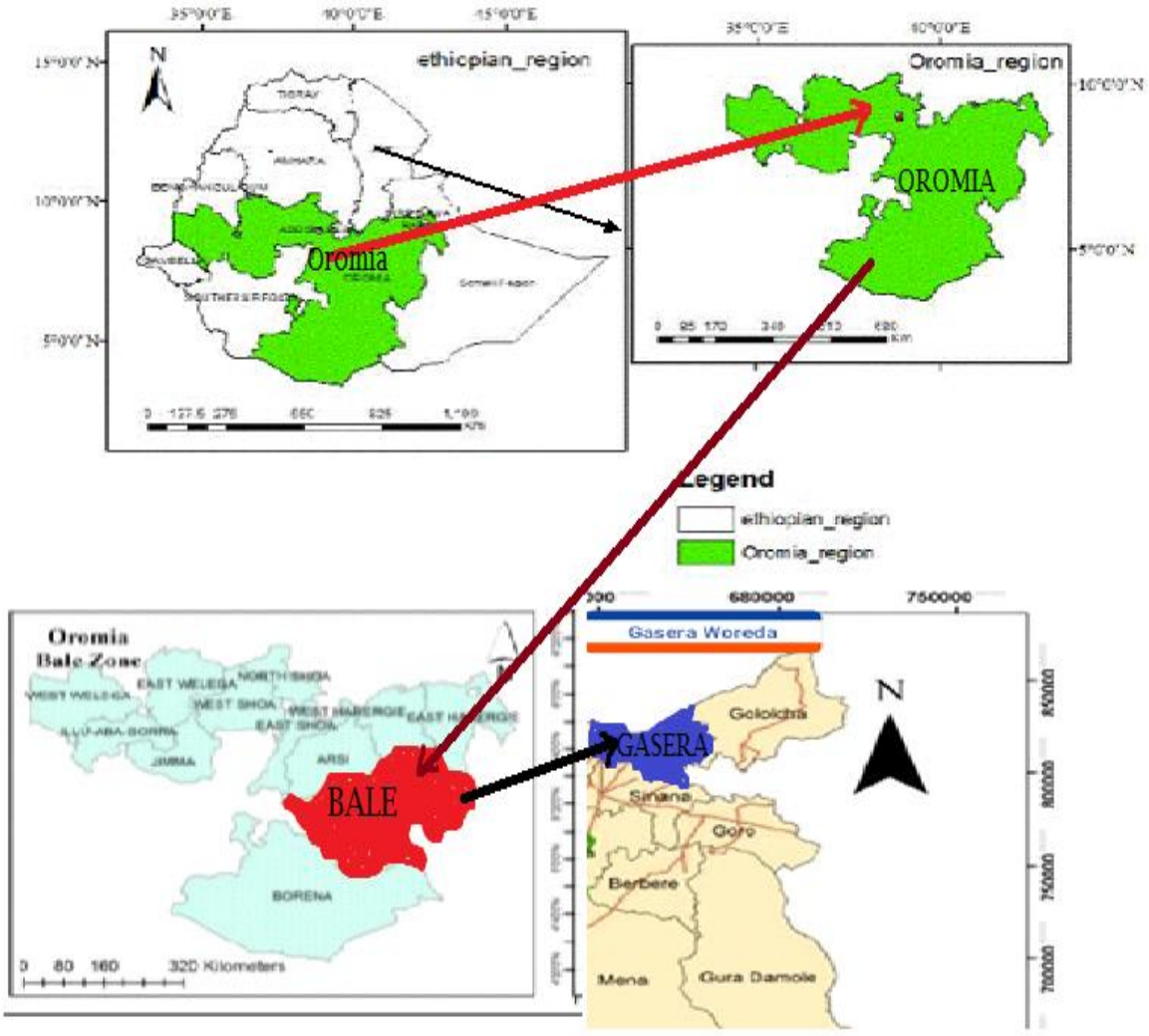
The school name----------

NO	Item observation	Yes	No	Others
1	The use of lesson plan			
2.	Teacher used variety teaching instruction			
3	Ways of methods and demonstration			
4.	Availability of teaching aid			
5	Teacher demonstrate about the teaching practice			
6	Teacher used appropriate time			
7	Availability of teaching materials			
8	Availability of indoor and outdoor playing field			
9	Sport wear of the students			
10	How to organized students on field			
11	Number of student participate in group			
12	Method of teaching large class size			
13	Practical class environment is suitable			
14	Accessibility of restroom facilities and drinking fount			

Appendix – E

Figure 1.Map of the study site

a



Source:www.maplandia.com > Ethiopia >Gasera-g.../bale zone