

**FACTORS AFFECTING THE TEACHING LEARNING PROCESS
OF PHYSICAL EDUCATION IN BERBERE WOREDA
SECONDARY SCHOOLS BALE ZONE, OROMIA REGIONAL
STATE, ETHIOPIA**

MEd THESIS

GUTEMA BONSA SOBOKA

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**Factors Affecting the Teaching Learning Process of
Physical Education in Berbere Woreda Secondary Schools Bale Zone,
Oromia Regional State, Ethiopia**

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Gutema Bonsa Soboka

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Haramaya University, Haramaya

HARAMAYA UNIVERSITY

POSTGRADUATE PROGRAM DIRECTORATE

As members of the Examining Board of the Final MEd thesis Open Defense, we certify that we have read and evaluated the thesis prepared by Gutema Bonsa Soboka Entitled as **“Factors Affecting the Teaching Learning Process of Physical Education in Berbere Woreda Secondary Schools Bale Zone, Oromia Regional State, Ethiopia”** I recommended that it can be accepted as fulfilling the thesis requirement.

Asmerom Tekle (PhD)

Major Advisor

Signature

Date

Desta Enyew (PhD)

Co-Advisor

Signature

Date

As a member of Board of Examiners of the Master of Education Thesis Open Defense Examination, I certify that I have read and evaluated the Thesis prepared by Gutema Bonsa Soboka and examined the candidate. I recommend that the thesis can be accepted as fulfilling the Thesis requirements for the Degree of Master of Education in Teaching Physical Education.

Abinet Ayalew (PhD)

14/12/2020

Chairperson

Signature

Date

Efrem Tamirat (PhD)

14/12/2020

External examiners

Signature

Date

Shimelis Mokonnin (PhD)

14/12/2020

Internal examiner

Signature

Date

DEDICATION

The researcher dedicates this research work to all Physical Education teachers who challenged to teach physical education in both practical and theoretical sessions and to my beloved families for their support and patience.

STATEMENT OF THE AUTHOR

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

This thesis is submitted in partial fulfillment of the requirements for a Master of Education in teaching Physical Education at Haramaya University. The thesis is deposited in the Haramaya University Library and is made available to borrowers under the rules of the library. The researcher seriously declares that this thesis has not been submitted to any other institution anywhere for the award of any academic degree.

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Name of the Author: Gutema Bonsa Soboka Signature_____

Date of submission: August, 2020

Department: Sport Science

Place: Haramaya University

BIOGRAPHICAL SKETCH

The Author was born at a place called Arsi Negelle in West Arsi of Oromia Region in August 25, 1986 GC. He attended his Elementary School from grade 1-8 in Ethiopian Adventist elementary school. He learnt his secondary school from 9-10 at Ethiopian Adventist Secondary school and from 11-12 at Arsi Negelle Secondary School. After completing high school education, he joined his higher education in Adama College of Teachers Education for his Diploma program in Physical Education in the year of 2004 GC and graduated in 2006 GC. Having graduated, he had employed by the government and worked for four years in Bale Zone, Berbere woreda Haro Dumal secondary school and then joined Haramaya University for his BSc program in the year of 2010 GC and graduated in 2015 GC. Finally he joined Haramaya University in 2017 GC as summer student to pursue his MEd program in Teaching Physical Education.

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ACRONYMS AND ABBREVIATIONS

CPD:	Continuous Professional Development
BR:	Bale Robe
HD:	Haro Dumal
HU:	Haramaya University
ICDR:	Institute for Curriculum Development and Research
MEd:	Masters of Education
NASPE:	National Association for Sport and Physical Education
PE:	Physical Education
MoE:	Ministry of Education
SPSS:	Statistical Package for Social Sciences
SRS:	Stratified random sampling
YMCA:	Young Men's Christian Association
STS:	Students

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**Factors Affecting the Teaching Learning Process of
Physical Education in Berbere Woreda Secondary Schools Bale Zone,
Oromia Regional State, Ethiopia**

ABSTRACT

The aim of the study was to assess the factors affecting the teaching learning process of physical education in Berbere Woreda secondary schools in Bale Zone Oromia regional state. Descriptive survey method was employed in order to answer the research questions of the study. The study was used purposive sampling techniques for PE teachers and school principals and stratified random sampling method for students to select samples from the total population. Data was collected through questionnaires, interviews and observation. The total samples size was taken from two schools and they totally were 318, which consisted of 4 Principals, 3 Physical Education teachers and 311 students. The collected data were organized, analyzed, tabulated and interpreted by using percentage and frequency. The major identified problems were lack of motivation of PE teachers, lack of teaching materials, problem of large class size, teaching methodology, insufficient instructional time and the role of school management and working condition of the school compound. The researcher recommended that the concerned bodies of education, PE teachers as well as students and school management should show unreserved effort to provide and fulfill inadequate instructional resources and facilities as well as give training for PE teachers and drawing students' attention to the purpose are the possible solutions to overcome the challenges.

Key words: - large class size, Teaching Methodology, Instructional time

1. INTRODUCTION

This chapter describes background of the study, statement of the problem, scope of the study, significance of the study and objectives of the study.

1.1 Back Ground of the Study

According to Leonard II and Knapp (1968), the fundamental purpose of physical education is to promote through selected physical activity, the establishment and maintenance of competences, attitudes, ideas, drives and conditions which enables each individual. To establish a pattern of living that provides satisfactory self-expression and adjustment through individual accomplishment and that contributed to group welfare through home, community, state, national and world citizenship experience appropriate for each individual. Therefore, not only the importance of the theoretical assumption of physical education but also realization of these assumptions is an increasing significance of effective teaching learning process in physical education class.

There are major factors that affecting the teaching learning process of students during physical education class such as physical and physiological, economical and school factors. However, students can show remarkable improvement in their physical features by making continuous physical exercise, (Eyueil, 2012). To this end, physical education plays a decisive role. As stated above all those factors may be rooted from different direction. Even though the major factors that hinder student's participation during physical education are sensitive issues, there are some adequate research works that are conducted to identify these factors.

According to a study by Hardman and Marshall (2000), on the condition of Physical Education in Schools, absence of policies for national PE, programmed is stated but not fully carried out, PE tutors are not specialists, lack of government's support, in sufficient structures and facilities and lack of time for teaching were the major obstacles of PE in

most secondary schools. Within the broad education system, a greater part of countries has legal necessities for physical education in schools for at least some part of the mandatory schooling years.

Inadequate facilities, insufficient training of teachers, overcrowded classes, shortage of books and other teaching materials, all indicate the low quality of learning provided. Quality of learning could be based on various factors such as the level of infrastructural facilities, quality of programs offered, qualification levels of teachers, performance of students in their evaluation while in the school and their performance once on the labor market (Zhang, 2016).

Physical education in secondary schools, according to Hardman (2008), the actual legal and perceived status of PE and its teachers compared to other subjects and their teachers are a highly contentious issue. Even in countries where all subjects are weighted equally, somehow the status of PE and its teachers is placed at a level lower than in the traditionally academic subjects. This situation is especially worse in education systems where PE is not an examinable subject because they concentrate more on the examinable subjects. So, this study attempted to survey the application factors affecting the teaching learning process of physical education in the secondary schools of Berbere woreda, in specific reference to Haro Dumal secondary school and Harewa secondary school which are found in Bale zone Oromia region.

1.2. Statement of the Problem

Physical Education, according to Bailey (2006), is an integral subject in the holistic development of a learner. The impact of PE to the empowerment of learners can be attested by the physical, social, affective and cognitive development of the learners (Bailey, 2006). The correlation between PE and examinable academic subjects is great, in that learners become active participants in the process of learning.

The researcher has 13 years of experience as PE teacher in Berbere Woreda secondary school. During this period the researcher notice that problem of PE teaching learning

process in Berbere Woreda, Bale Zone Oromia regional state has suffered from considerable difficulties. The researcher thought it was important to conduct such a researcher to identify the factors affecting teaching learning process of PE and recommend some suggestions to improve the teaching learning process and encourage student lower achievement in school.

In secondary school PE teacher face a lot of challenge concerning curriculum time allocation, class size, teacher professional affiliation, examination and assessment school sport, availability of sport facilities, books, Student text Book, teachers' guide of PE, attitude of teacher and student and use of technology. However ,while the importance of physical education widely acknowledge, competition from other academic subjects has forced many school to reduce some PE program .Therefore there is a great need for teachers to collaborate and to share information on how to improve and to strengthen the delivery of PE program in secondary school.

Hence, the researcher believes that, there are different problems to apply the teaching learning process of physical education in secondary schools of Berbere woreda and this problem were investigated and to achieve the objectives of secondary school quality of teaching learning process.

There are numerous research conducted in secondary school on major factors that affects the teaching learning process of PE (Diriba 2018, Berhanu, 2012 & Tadele, 2018) They have not focused on the problem of teaching learning process in both practical and theoretical class. In other word they did not assess several variables that influence the teaching learning process of PE during practical and theoretical classes. Thus the researcher is interested to carry out the study on the factors affecting the teaching learning process of PE class at Berbere Woreda secondary schools of Bale Zone, Oromia regional state in a particular.

Based on the statement of the problem the researcher intended to answer the following basic four research question.

1. What factors in the school environment promote the teaching learning process of physical education in the two schools?
2. What are the major factors that affect the teaching learning process in theoretical and practical classes of physical education?
3. To what extent the influencing factors affect the teaching learning process of physical education?
4. What measures were taken to improve the teaching learning process of physical education?

1.3. Scope of the study

Conducting the study that affects the teaching learning process in physical education is difficult and unmanageable in a few times, because of this, delimiting the study becomes very important. As the result of these, scopes of the study were forced to limit in secondary schools grade 9th and 10th in Berbere woreda (Haro Dumal secondary school from grade 9th-10th and Harewa secondary school from grade 9th-10th). The factors that affect the teaching learning process are broad. So to make the study manageable and reachable the scope is delimited in factors affecting teaching learning process in physical education in both theoretical and practical class.

1.4. Significance of the Study

Education is not only preparation for life it is life by itself. Identification of problems hence in practical solution therefore this study is believed to be partial solution in identify major factors of applying proper teaching learning, which laid great impact on the goal of quality of learning process and suggest some solution from the study. It also attempt to assess whether these are factors related to ability of teachers, class room size and organization, in appropriate interaction, availability of teaching aids or materials, the influence of student, the attitude of students, school administrators, the influence of teaching materials and so on.

Generally the findings of the study were expected to contribute the advancement of knowledge about factors affecting teaching physical education in secondary schools of Berbere woreda. So the findings of this study may have the following importance.

- ✓ It may help to create awareness of the factors affecting teachers among school administrators and those who are directly or indirectly concerned with physical education.
- ✓ It may help to investigate the solution for change on attitude of secondary school community those has miss understanding about Physical Education.
- ✓ The findings may recompense the way for others to take investigation in this area or serve as a reference for further study on the area.
- ✓ It may identify factors that affect the educational process of physical education in the secondary schools. This would be used as input to take appropriate measures by the concerned bodies.

1.5. Objectives of the Study

1.5.1. General objective

The general objective of the study was to separate the factors affecting teaching learning process in physical education in secondary schools of Berbere woreda and to potential ways of overcoming the difficulties.

1.5.2. Specific Objectives

- ✓ To identify the major factors affects the school environments promote the teaching learning process of physical education in the two schools.
- ✓ To identify the major factors affecting the teaching learning of physical education in teaching theoretical and practical classes.
- ✓ To determine to what extent the influencing factors affect the teaching learning process of physical education.

- ✓ To find out the measures that taken to improve the teaching learning process of physical education.

1.6. Operational Definition of Terms

Administrator: - One who administers affairs; one who directs, manages, executes, or dispenses, whether in civil, judicial, political, or ecclesiastical affairs; a manager.

Equipment: - The items needed for a particular purpose, the process of supplying these items. E.g. parallel bars, pommel horse, Swedish box and etc.

Facilities:-Teaching station or a room or place where physical education teaching and learning process takes the place.

Management:-Is the art of getting things done by a group of people with effective utilization of resources.

Motivation: Define as drive to do something.

Source: <http://www.Google.com> and Oxford dictionary

1.7. Organization of the Study

This study is organized into five chapters. In the first chapter, background of the study, statement of the problem, delimitation of the study, significance of the study objectives of the study, limitations of the Study and definition of key terms were included. In the second chapter relevant review of the related literature was incorporated. The third chapter presented methodology which included description of the study area, research design, study population and sampling techniques, sources of data, instruments of data collection, procedures of data collection, validity and reliability instruments, method of data analysis and ethical consideration. The fourth chapter dealt with presentation, analysis, and interpretation of data. The last chapter incorporated the summary of major findings, conclusions, and recommendations

2. REVIEW OF RELATED LITERATURE

2.1. Introduction

This chapter presents a review of related literature. The purpose of this research work will be to examine the teaching learning process in physical education at Berbere woreda secondary schools in Bale zone Oromia region. The researcher tries searching through Haramaya University libraries, internet, different text books and many other research materials. Where consulted to come out with the topic specially factors that affect the teaching learning process in physical education.

2.2. Historical Background of Physical Education

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

2.3. The Basic Concepts of PE

Physical Education and Sports has been defined in many ways by various writers and physical educationists. Physical education according to Bucher (1985) is an integral part of the total education process. It is a field of end ever of human performance through the medium of physical activities that have been selected with a view of realizing this

outcome. It is therefore, harmonies the physical, intellectual, social and emotional aspects of individuals' personality mainly through directed physical activity. Traditionally, Physical Education had focused primarily on teaching sports and games to basic school children. Today, fitness specialists and exercise and sports scientists in various settings work with adults to help them establish and maintain life-long activity programme. There have also been changes in school programme to guarantee that there are opportunities for all persons to meet their unique needs while engaged in progressively challenging experiences.

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

2.4. The Importance of Physical Education in Secondary Schools

According to Naul (2002) physical education is two headed coin. The one side represents development and maintenance of physical characteristics including strength, attributes endurance, good posture ,flexibility ,balances and neuromuscular skills .The other side represents what is happening to total person as he develops these physical self-participation ,attitude and general feelings of self-realization.

In relation to the interest social and emotional qualities above points out that physical education should be concerned with improving one's fitness and health. Students indicate that they want to learn new skills and many sports. Students at this age level also indicate that physical education should be more than just develop the body; it should also develop mind and prepare students for their future work, they also emphasize the point that they

want to learn activities that would prove useful leisure hours. The majority of students at this age also indicate the desire to play on a team. To strengthen, The above idea the main importance of physical education is to help individuals to acquire the knowledge at, attitudes ,and skills leading to exercise ,including physical reaction ,and to insure that these become an integrate part of life pattern

2.5. The Nature of Physical Education in schools

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

Teaching physical education as it exists shows that a good number of teachers often deny pupils the opportunity to express themselves freely in purposeful activities during physical education lessons. Most often, teachers of physical education do not and sometimes devote very little time to the planning of their lessons to meet the needs of the pupils. It is a fact that the teacher schedule at the basic education is a heavy one and much is needed to be done to bring such a programme to a success (Traxter & North, 1987). They mention how tedious the work of the basic education teacher is. They state, it is common knowledge that the average public high school teachers carry a heavy load. He/she must teach from 100/200 or more pupils distributed through three, four or five classes, participate in extra curriculum programme of the school, prepare lessons plans, read and correct papers and exercises, gives special help to slow pupils, make out report,

and often take an important part in and out of school life of the community. The above task explains the exact terms of the work of a basic education school teacher in Ghana. She/he can only succeed if he/she is assiduous to work. It is assumed that it is only in the school that planned programs are possible. The duty of the teacher is to make sure that a variety of activities are available to teach a child.

According to Ayi- Bonte (1966), since the child stores to understand his immediate environment through movement, the school should provide him with facilities for purposeful movement. He must have things to throw, climb, pull and push about. He must also have things to jump unto, jump over and also things to jump down from. This gives him excitement (Ayi-Bonte, 1966). Physical education is on most schools time table but attention is not given to it. Teachers allow pupils play around, doing things on their own without any instruction on how certain skills are performed. The teacher thinks and feels that keeping pupils involved in activity is the most important skills. As pupils are found playing and enjoying themselves, the Happy, Busy and Good type of lesson, whilst the teacher engages him/herself in other things. Physical education period are treated as time for recreation. According to Pangrazi and Dauer (1995), all people would like to be skilled and competent in the area of motor performance. The elementary schools years are an excellent time to teach motor skills because children have time and predisposition to learn. Pupils must learn and for learning to take place, there must be information or instruction on what is being done. Pupils needs instruction on whatever they are doing to become perfect so that they can grow and become better persons in the future to contribute meaningfully to the community in which they find themselves. This also emphasize on the need to train so that he/she will not depart when he/she grows, therefore we need to “catch them young” and at the appropriate age.

Understanding the genetic diversity among pupils such as in muscle type, cardio-respiratory endurance and motor co-ordination is a requisite for helping pupils evaluate their physical capabilities. Pupils clearly play and most developmental psychologists believe that, playing is the most basic form of behavior in young children and that, it is through play that children acquire much of their early knowledge about the physical and

social world in which they live. The role of games in elementary physical education is to provide all pupils the chance to be successful in playing in dynamic, unpredictable situation that challenge them to outwit their opponents: (Graham *et al*, 2001). It is, therefore, the responsibility of the teacher to design his/her activities to meet the needs of all pupils. Since movement is the child's first language, a variety of experiences will help make that language as precise and expressive as possible.

Much early research in teaching effectiveness are centered on the interaction between teachers and students as cited in Wuest and Lombardo (1994), an effective teacher interacts with pupils so that they learn more and like learning, teaching effectiveness is concerned with those aspects of teaching over which the teacher has direct control.

According to Pangrazi and Dauer (1995:3), "Youngsters need to learn about the classification of movement concepts which includes body awareness, space awareness, qualities of movement, and relationships". It is not enough to learn only the fundamental skills: youngsters need to perform these skills in a variety of settings", this means that, pupils love to play was central to the development of progressive education. During that time certain values could be passed on to pupils as they play. They need to be guided while they are engaged in any activity. Teachers are responsible for seeing to it that pupils treat one another respectfully and are committed to a fair learning environment since physical education uses physical activity to enhance the development of a total person. Unfortunately, despite the fact that special interest has been shown and continue to be shown in pupils in the basic schools, their expectation are not met because of the lukewarm attitude from some teachers in the way the subject in being handled.

According to Wuest Deborah and Lombardo Bennett, (1994:10) "...in too many places, physical education exists precariously as a marginal aspect in secondary education. What is most disturbing is that, in America culture when fitness and physical active leisure experiences are increasingly valued, school physical education is so often devalued, generally lacking in creditability within the secondary school culture, and too often

ridiculed by those outside of the school". Physical education's status as an integral part of the school curriculum is being challenged, and support for it is diminishing.

As curricula are being restructured to include more time for academics, time allotted to physical education and other subjects such as music and arts are being decreased. Those who are convinced with reasons why Physical Education is important in schools will like to see the time spent in physical education lessons curtailed. They argue that there is just not enough time in school day to cover academic subjects, let alone allot time for physical education. However, those who have benefited from learning team work through sports in gymnasium and have seen how it applies to one's daily life even into adulthood, do not ask why Physical Education is important in the schools: (Kirchner Glenn and Fishburne Graham ,1995:4) was with the view that: "since children are rational individuals, we must provide many experiences in a graduated way, to allow each child opportunities to learn how to make, correct and effective decision" Physical Education must be a systematic and comprehensive programme that reaches out to children from all walks of life.

They must teach pupils specifically how to apply the concepts of respect and fairness in the physical education class, and then must support pupils when they make that application so that such behavior becomes the norm in the class. Only when the needs of all children are met, is physical education regarded as an integral part of the total school curriculum: Wuest and Bucher (1995:48) aptly states: "No learning content however strong lasts a life time. Since knowledge doubles every five years, the need for individual to be self-educated is apparent; physical education must recognize that as we enter information age, the process of physical education may be as important as the content. By emphasizing the process, we can teach students how to learn.

This is essentially what education is about providing basic tools to enable consumers to become self-educative throughout their lives." In fact the critical mass of school children receives limited time for engagement in physical activity. In many cases, classroom teachers use physical education period to coach sports for inter-school competition, a

misplacement of priority. While it is important to understand how physical Education contributes to the individual, it is equally important to appreciate that Physical Education is a worthy subject to study in its own right: (Ken Green, 2008)

2.6. Physical Education as a Part of education

In institutionalized education, the main goal has been developing children's cognitive capacity in the sense of learning knowledge in academic disciplines. This goal dictates a learning environment in which seated learning behavior is considered appropriate and effective and is rewarded. Physical education as part of education provides the only opportunity for all children to learn about physical movement and engage in physical activity. As noted, its goal and place in institutionalized education have changed from the original focus on teaching hygiene and health to educating children about the many forms and benefits of physical movement, including sports and exercise. With a dramatic expansion of content beyond the original Swedish and German gymnastics programs of the 19th century, physical education has evolved to become a content area with diverse learning goals that facilitate the holistic development of children: (NASPE 2004).

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

2.7. The Teaching of Physical Education

Many questions are pertinent here as one to explore on the attitude of teachers in the basic schools towards the teaching of physical education. Teacher's concentration on sports, so physical education is seen as sports. Instead of engaging the whole class in a systematic approach in skill development, they concentrate on few individuals who are skilled. During physical education lesson, some teachers teach it as though pupils were of the same levels and abilities. Pupils, who do not fit into the teachers' category, are left behind and sometimes ridiculed or shame to be the target of sarcasm or to be belittled. This negative behavior does not encourage some pupils to go out for physical education. Pupils like fun, so teachers are to provide the platform for pupil's enjoyment at the same time learn as well since physical education encourages participation and skill development in a variety of sports, thus providing pupils with the opportunity to participate in appropriate sports activities.

According to Wuest and Lombardo (1994:248) "the teachers of the twenty-first century must learn to anticipate change and make long-range assumptions, they must be informed, future-oriented adaptable individuals who are capable of envisioning future alternatives and devising suitable courses of action for themselves and their pupils." Some pupils entering school may not have mastered the more complete patterns of movement in which two locomotors movement are combined and performed in an uneven rhythm. So if pupils are to grow and develop to their full potentials, then they must be provided with the most conducive learning environment.

Physical education includes the acquisition and refinement of motor skills, the development and maintenance of fitness for optimal health and well-being, the attainment of knowledge about physical activities and exercise, and the fostering of positive attitudes conducive to life-span participants lives (Wuest and Bucher, 1999). This means under a qualified leadership, physical education helps to promote active life styles for people of all ages and abilities, thus enriching participants' lives. The teacher finds it difficult to impact the knowledge to pupils when it comes to teaching physical

education. Rink (1998;20) stated that: “ Teaching physical education for learning is primarily a text on instructional processes and the teaching skills required to execute those processes effectively-that is what teachers can do to help trainees learn what teachers want them to learn”.

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

Unfortunately, this is not always the case as many pupils experiences failure and frustration in a physical education setting. Most teachers fail to teach physical education the way it should be taught because they lack the technical knowledge. Some do not even show any interest in the subject let alone to encourage others to teach it. This attitude put some pupils off to even come out for physical education lesson.

The issue here is clear. Most classroom teachers have had one course in physical education methods as part of their teacher preparation. They are not well prepared to teach physical education...they cannot possibly do all the things expected of them-and physical education is too often the subject that gets left out. Most teachers see the job of physical education teacher a demanding one that is often seriously underappreciated as they lead intense daily live in school teaching and supervising pupils, and also taking after school coaching responsibility can increase their length of the school day.

Physical education must be largely an instructional programme if it is to acquire a full partnership in the child’s overall education. Only high quality programme based on developmental goals with demonstrable and accountable outcome achieve this respect.

All children need basic instruction in motor skills and sports activities through a comprehensive physical education programs. Such program will facilitate the skills and knowledge necessary to support an activity, productive and healthy life style. When an individual is playing a game, swimming, doing gymnastic or even matching, it is said that some sort of education is taking place, and this type of education should be conducive to the environment of the individual's life or it may be detrimental. One of the main goals of physical education is to get learners incorporate physical activities into their lifestyles.

The emphasis is placed on learning to perform the skill correctly rather than worrying about the outcome. This is so when children experience successful participation in physical activities in a warm supportive and positive environment with teachers who care, they are more likely to continue to participate outside school setting. Physical Education uses physical activity to enhance the development of the whole person. Physical Education includes the acquisition and refinement of motor skills, the development and maintenance of fitness for optimal health and wellbeing, the attainment of knowledge about physical activities and exercise, and the fostering of positive to lifelong learning and lifespan participation. Physical Education is concerned with the promotion of active lifestyles for people of all ages and abilities: (Harrison, 1996:130).

2.8. Major Problems on Teaching Physical Education

Teaching the subject makes a teacher being physically active and smart but there are problems with physical education teachers having too many classes to teach in a week/day and very large classes that makes so difficult to determine the teaching strategies and methods especially at the secondary level. Sometimes there is a lack of respect from others about the profession of physical education. Therefore, the strategies and other important thing are mentioned in physical education positively for the effective teaching learning process task to be accomplished. There might have been so many problems that hinder physical education teachers to not implement the teaching and learning process effectively.

This is supported by Deborah Wuest (1994), secondary school physical education programs have been criticized by the public and professionals. Criticism has focused on the worth of the subject matter, the outcomes realized, the manner in which the program is conducted, and its contribution to the education of students. Unfortunately, this criticism obscures the fact that there are many outstanding programs of secondary school physical education being conducted throughout the nation. Dedicated teachers work hard toward achieving the desired outcomes for their programs.

Using a variety of approaches that adhere to the basic tenets of curriculum and instruction and are sensitive to the context in which they teach. Lack of proper facilities could be one problem for physical education teacher to teach physical education lesson. Physical education learning experience becomes more memorable through the proper use of supplementary teaching aid; each teacher should have a variety of good instructional materials and teaching equipment. All such materials should assist students to learn and should not be used as means of entertainment where properly used such aids can increase the depth and speed of teaching learning activity with physical education lesson.

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

Bucher and Koenig (1974) suggested that the time advantage can be achieved by long period. So, time allotment is one of the most important factors that influence the students during physical education lesson to participate efficiently. Knapp and Leonhard (1968) stated that on a daily period requirement it the developmental and skill need of students is to be meeting with reasonable adequacy that is to say it will help to form a basis for

further involvement in worthwhile activities. Therefore according to the above sentence, the period allotted for physical education can affect the students' participation in physical education lesson for them to be effective. So that the longer the time allotted the higher the students to participate in activities of physical education lesson.

With regard to this Knapp (1968) noted that physical educators are almost unanimous in the belief that a daily period is required in both elementary and secondary schools of the development, recreational, and skill needs of young people are to be met with reasonable adequacy. Not all physical activity needed for health growth and development can be provided during one school period daily. This is because of the shortage of time and for involvement all students within the given time is not enough. Physical educator's lesson, it is an interesting subject to be played in competitions where as in schools with both sexes. But in school areas there are certain teaching and student interest problems which require special method.

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

2.9. Attitudes of Teachers and Students toward Physical Education

If physical education is going to be responsive to the needs of each child, it should reflect the culture in which it is practiced. Students come to our classrooms with various backgrounds, reflecting differences in social and economic environments; individual and family values; demands and responsibilities placed on them; and exposure to physical education and sports programs. Children learn and respond to different values about the place of sport in society and their own role within that setting (Greendorfer, 1983).

However, according to Frank (1990) and Halas et.al (2005) teachers usually teach the way they were taught. Arabaci (2009) in the article attitudes towards physical education activities and class inclinations of Turkish school students, note that, many studies have acknowledged family influence and support as an importance factor. Sports participation in pre- adolescent girls and adolescent's attitudes are associated with parent's participation (Colley et al, 1992; Greg son and Colley, 1986). Peers also influence pleasure by providing friendship and acknowledgment of achievements (Duncan, 1993).

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

According to an article-physical Education and Sports policy for schools, (2011) Motor skills and physical fitness development begins in the initial years of primary school. During the period, the students are physically and academically competent of benefiting from instruction in PE and are greatly motivated to learn. However, right through the school life, age-suitable training must be provided during PE. With these ideas in mind, people can well plan for the growth of our young person's arising from a number of discussions, explanation, experiences and events.

A study carried out by Gitonga et al (2011) of teacher-teaches physical education in second cycle primary schools attitude towards PE has been noted in primary schools. Gitonga encourages that in all the teachers in primary schools, teaching PE is mandatory for every teacher learner and must be taken in spite of interest, gender, age or physical environment. Therefore, students and teachers appear to correlate the subject with little esteem. The negative attitude factors developed by the trainee-teachers are carried to schools they are posted to after training.

Sakwa et al (2003) investigated second cycle primary school learners' attitudes towards participation in physical education programs, and the students' attitudes and their performance. Sakwa et al (2003) found that students have positive attitudes towards

participation in physical education and that their performance is significantly Practices of the example is also clear in the methodologies used in the delivery of teaching PE lessons. Physical education programs are affecting by the needs of youth in a changing environment. Traditional curricula must integrate social change while discovering ways to motivate youth to develop life-long physical activity habits. Previously this goal can be achieved we, as physical educators, must be conscious of how young people within several of physical education observe teaching physical education in second cycle primary schools. This study was conducted to provide some awareness into the attitudes in second cycle primary school of youth toward teaching physical education and sport from a multi teaching physical education perspective.

2.10. Teacher's Preparation in Teaching Physical Education

This is another aspect that determines the quality of physical education and activity prepared and delivered by the teachers in schools. The general primary school-based result reflects not only the absence of research across the secondary grades in schools, but could probably be accredited to both secondary and specialist primary school teachers having committed PE unit as part of their training (Barros et al., 2005; Decorby et al; Dwyer et al, 2003; Morgan and Hansen, 2008; Morgan and Bourke, 2005; and Xiang et al, 2002). This specialization should prepare teachers with the skills to overcome challenges effortlessly and enable them to plan and apply programs accordingly. Katherine et al, (2011) in their manuscript of physical education assets, class management, and learner physical activity levels, empirically appraise a proposed mock-up of physical education (PE) programs excellence in grained in the Donabedian (2003) organization – progression- result approach to presentation monitoring. Structure indicators of excellence include human (e.g. student to teacher ratio, accessibility of tutors completely listening carefully on PE), curricular (e.g. accessibility of curricula and lesson preparation resources associated with best practices in PE), and material (e.g. right to use amenities and apparatus) resources that contain the circumstances below which P.E is provided.

In addition, Katherine (2011) noted that learners who are present at schools with a sufficient number of tutors who completely provide PE coaching (specialist teachers) receive more PE knowledge and skills per week. Furthermore, the increasing generally experience to PE lesson time, the accessibility of dedicated PE teachers raised learners understanding of physical health and activity levels during class.

A research article titled, promoting better health for teenage people during physical action programs and sports highlight, the importance of qualified and appropriately trained physical education tutors. Sorry to say, most schools in Kenya do not have skilled professionals teaching physical education programs. In the United States of America (USA), only seven states were taught physical education by specialist teachers in all grades.

According to Curry (2012), the study shows that compared with classroom teachers, physical education tutors teach longer and top quality classes in which learners use extra time being physically energetic. In another research article by Curry (2012), primary teachers frequently skip the compulsory P.E. hours from their week because of emotion pressured by the scope of the curriculum and their absence experience and capability to teach the sensible component of the Personal growth, Health and Physical Education program of study.

The aspect of teachers' preparedness to teach physical education can to some extent influence the attitude of teachers in handling physical education in schools. According to Kirui and Ahmed (2012), a successful student teaching experience is the key stone of pre-service teacher preparation. As envisioned, one of the main challenges of effective curriculum instruction in physical education in schools is the nature of supervision of teachers during training. In addition, if the preparation of teachers is not done well, the result will be disparities between the promises and realities in schools in the implementation of innovation or even existing curriculum policies as in the case of physical education in primary schools. Primary school teachers undergo PE teachers' certificate course for two years. Physical Education is one of the subjects taught in the

colleges. In fact, the tutor trainees should have taught PE in the primary schools for the duration of the teaching practicum. After college, PE becomes a non-examinable subject in primary and secondary schools.

This aspect contributes very much to the poor attitude and poor quality of teaching physical education programs both primary and secondary schools in Kenya. Lack of specialist P.E teachers is a major undoing in primary schools in Kenya thus affecting the attitude and quality of PE programs in the learning institution.

PE in primary schools examined, appears to be primarily delivered all the way through teacher-directed approaches, mostly given that teacher-directed approaches come out less widespread in other curriculum areas. Many teachers reported to continue using a conservative lesson progression, involving a warm-up, ability-teaching practice, game, and warm-down movement when teaching PE (Petrie, Jones & McKim, 2007).

From the study of PE, Morgan, Bourke, & Thompson (2001), PE teachers have great pressure on an individual's choices, practices and routine as future teachers of PE. Morgan et al (2001) state that trainee teachers learn ITE by means of preconceived knowledge linking to the practices of PE. To negate these preconceptions of PE and to increase more dependable ideas concurrent with curriculum assistance; enough time is to be specified for PE.

The current PE reduction in terms of hours allocated to PE inside ITE courses is of great concern to the stakeholders (Morgan, Bourke & Thompson, 2001). According to the study by Timperley et al, (2007) experienced teachers are to be given chance to take part in regular in-service focused on PE.

2.11. Factors Related with Administrators

For teaching School directors pay attention to particular innovations, there will be a greater degree of implementation in the classroom. Thus the school director is a key grantor of successful implementation he/ she play a major role in support the school

activities such as giving moral support to the staff, by arranging staff development, collecting resource to the task establishing good working relationship among teachers by generating better solutions to the school problems. Administrative should play a facilitative role rather than evaluative and accomplish these actions, though the administrators do not directly play role in implementing classroom activity he/she needed to have knowledge of facilitating managing and planning (Zeng and Wang, 2015).

2.12. Factors Related Organizational Factors

Factors related organizational factors are: Instructional Materials, Class size of teaching, Time, skill, Effects of school context on teacher student relation and attitude.

2.12.1. Instructional Facilities and Material

Discussion of classroom organization must begin with some attention to resource and facility that the specific set up demands its implementation. Further discussed that, when there is no lack of equipment and materials that appear geographically to understanding of the pupil teaching cannot be challenged indeed. Effective teaching learning to take place, classroom must be adequately organized and conducive enough. The crux of educational quality among others heavily relies upon the environmental conditions and facilities of the classroom. Whenever theoretical issues presented in classroom for students, it is practically proved that students get the most out of them when they supported by teaching materials (Wakuma, 2018).

The writer further maintained that classroom should have furniture that is comfortable and easy to move from one point to another and to arrange for different purpose. The most writer argued that classroom should encompasses teaching materials like, textbook, guide, map, charts etc. therefore teaching material and other classroom situation are often importance in the process of teaching and learning where lack of appropriate material results in hampering effective transmission of knowledge (Alsuiadi, 2015).

2.12.2. Class size of teaching

Class size refers to the number of pupils regularly scheduled to meet in the administrative and instructional unit, known as class or section, usually under the direct guidance of a single teacher (Michael, 2011). Class size concerns educators for various reasons because learning can only occur positively when lessons are under appropriate conditions both for the students and teachers. The classroom size has its own impact in facilitating or hindering activities of teaching and learning.

Teaching learning process depends almost entirely on communication between teachers and students, the number of students in a class determines the amount and quality of knowledge imparted to and gained by the students. Thus, the larger the size of the students' number in a class, the more difficult communication between the teacher and students becomes, the more effectiveness of teaching will be hindered and lower the quality of education will be. There are arguments which support the idea, that class size by itself has nothing to affect teaching learning if the teacher selects appropriate methods of teaching. A universal complaint, even among teachers with unusual success in large section, was inability in such classes to find adequate time to treat individual differences in pupils (Michael, 2011).

Therefore, instruction in limited class size requires more preparation before class begins. Space, equipment and activities must be clearly determine to efficiently organize at least two groups working simultaneously with in the same area, provisions must be made for providing information to the groups clearly, quickly, and efficiently to avoid students' dependence on the teacher (as in the command style lessen) for direction, visual information, modeling and explanations (Martynovaa *et al.*, 2016).

2.13. Summary of Review Related Literature

The literature review highlighted the factors affecting teaching physical education facing in the teaching and learning of physical education in secondary and preparatory schools. It has led to physical education in secondary and preparatory school not enjoying the high

status it deserves despite the benefits that are derived from teaching and learning it. Some of the major importance of physical education and sports are showed in physical, way of life, emotional, public and cognitive domains in children and youth. One gap identified is that teaching PE environment varies from country to country in that some countries had acceptable playing grounds but lacked PE kits required. Another gap identified was that in Oromia the administrators of the school do not see the need of purchasing PE resources. Another gap illustrated is that despite the negative attitudes attributed to some teachers of PE there are those ones who are committed to effectively teach PE but lack of resources and motivation from school administration (Timperley et al, 2007). In addition, another gap is that studies on factors affecting teaching physical education in teaching learning process in secondary and preparatory schools of Berbere woreda.

3. MATERIALS AND METHODS

3.1. Description of Study Area

The study area of this research is in Haro Dumsal secondary school and Harewa Secondary school which are found in Oromia Region Bale Zone Berbere woreda which is bordered on the south by Menna, Harena Buluk, on the northwest by Goba, on the north by Sinana Dinsho, on the northeast by Goro, and on the east by Guradamole; the Mena River separates it from Sinana Dinsho and Goro. The administrative center of the woreda is Haro Dumsal. Berbere woreda is 440km from Addis Ababa. The highest point in the Berbere woreda is Mount Wereba, the total population of Berbere woreda is around 90,642, from this 6.23% of its population were urban dwellers. The estimated area coverage is 1,348.28 square kilometers, depend up on this 20.5% is arable (4.3% was under cultivation), 36.4% pasture, 41.7% forest or heavy vegetation cover, and the remaining 1.4% is considered swampy, degraded or otherwise unusable. Khat, peppers, fruits and vegetables are important cash crops. Coffee is also an important cash crop; over 5,000 hectares are planted with it. Berbere is one of the Woreda in the Oromia Region of Ethiopia, Part of the Bale Zone, (Source: The administrative center of Berbere woreda 2011 E.C)

3.2. Research Design

Descriptive survey study was set to addresses the factors affecting the teaching learning process of physical education in secondary schools of Berbere Woreda. Both quantitative and qualitative approaches were used to collect and analyze data. The design is selected on the assumption that it is helpful to gather enough information from many people on the issues under study. The appropriateness of the design for this study is noted by many scholars. A descriptive survey research design involves a clearly defined problem and definite objectives and becomes useful particularly where one needs to understand some particular information (Jackson, 2009).

3.3. Source of Data

To achieve the objectives of this study, primary and secondary data were used. Primary data were obtained from the school Principals, Vice-principals, PE teachers and students through questionnaire, observation and interview from two schools namely Haro Dumal and Harewa secondary schools of Berbere Woreda. Secondary data were obtained from relevant books, legal document and internet as source of data to get relevant information about the factors affecting the teaching learning process of physical education.

3.4. Population, Sample and Sampling Techniques

There are two secondary schools in Berbere Woreda, Namely Haro Dumal secondary school and Harewa secondary school. According to the data obtained from administration of two secondary schools there are 2 Principals, 2 Vice-Principals, 3 physical education teachers and 1411 students in two schools. Generally the total population of this study includes school principals, physical education teachers and students. So, 2 Principals, 2 Vice-Principals and 3 physical education teachers selected by purposive sampling techniques, Whereas, gender based stratified random sampling technique were used to select sample students among 1411 student population. This sampling technique is preferred because every member of different strata will get an equal chance to be selected. To determine the representative sample size, the researcher used Slovene's formula (1960)

That is: $n = \frac{N}{1 + Ne^2}$ Use confidence level 95%, Margin of error = 0.05

Where, n= the sample size

N= the population size

e= the margin of error

$$n = \frac{1411}{1 + 1411(0.05)^2}$$

$$n = \frac{1411}{4.53}$$

$$n = 311$$

In other opinions, to define proportion $\frac{n}{N}$ the sample size required is 311. ($\frac{311}{1411} = 0.22$)

Therefore, $n=311$, is multiplied by the number of sample size in each gender by the obtained proportion, that is, 0.22 in order to determine the sample size.

Table 1: Sample Size of the Students

No.	School	Sex	Student	P	S	Sampling Techniques
1	Haro Dumal Secondary School	Male	561	561x0.22	124	SRS
		Female	273	273x0.22	60	
		Total		834	184	
2	Harewa Secondary School	Male	358	358x0.22	79	SRS
		Female	219	219x0.22	48	
		Total		577	127	
Total			1411	1411x0.22	311	

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

3.5. Data Collection Instruments

In order to gather information, the researcher used a questionnaire, semi-structured interview and observation methods. Audio tapes were used to record the conversations that occurred during the interviews and video record was used during the observation. Using audio tapes and video record was used to enhance accurate transcription of information (Mahama & Mintah, 2018).

3.5.1. Questionnaire

A questionnaire consisting of both close and open ended items were used to obtain data from student samples. Questionnaire is easy to address many people and save time and money to collect data.. All the samples of the study filled the questionnaire and returned.

3.5.2 Interview

Interview is very useful instruments to understand reasons why and how things happen and the way they are happening. Literature indicates that interviewing has three major forms. These are structured, semi- structured, and unstructured. In this study, structured interview guide was used to collect data from the school principals, while a semi-structured interview guide was employed to obtain in-depth data from PE teachers. The qualitative data provided an opportunity for explanation of findings and questions.

3.5.3 Observation

Observation is a necessary part of data gathering instrument. Therefore to obtain more information, observation of the actual teaching and learning process was conducted. Using audio tapes, video record and observation data were collected by using a checklist.

3.6. Validity and Reliability Instrument

The validity of the study instruments were checked as follows; before the actual data collection is started; the questionnaire were given to colleagues so as to get valuable comments on the strengths and weakness of the items.

Based on the comments obtained, necessary modifications are made and given to the thesis advisor for further comments, corrections and evaluation. The questionnaire was pre- tested at the Meliyu Burka secondary school. Accordingly to the pilot study, 45 students were participated, who were volunteer. To check the reliability and validity of the questionnaires, all items were carefully input in to SPSS version 20 to check the appropriateness of item and make necessary correction based on the feedback obtained.

Cronbach's alpha reliability test was calculated after the pilot test was conducted and the average result found from students respondents was (0.723) with the help of a computer.

The Cronbach's Alpha result is >0.9 excellent, >0.8 good, >0.7 acceptable, < 0.6 questionable, and < 0.5 is poor (George and Mallery, 2003). The following pilot study, items were carefully examined to see if they required any modifications and to determine whether they lead to certain conclusions significant to the purpose of the study. Finally, the instruments were found to be reliable to collecting data for the main study and then administered as scheduled.

The table below indicates the computed internal reliability coefficient of the pilot test. So, the result was regarded as reasonably good to use the question for the research.

Table 2: Analysis of reliability

No	Variables/Questioners/	Cronbach's Alpha
1	Physical Education is an important part of learning/Education	0.695
2	Students have Interest to participate in Physical Education Teaching Learning process	0.690
3	The extent those factors affect the interest to participate actively during Physical Education period	0.696
4	The Physical Education teacher motivate students during Physical Education period	0.694
5	The extent that Physical Education teachers motivate students Physical Education period	0.724

6	Physical Education teacher provide equal chance for all students during Physical Education period	0.710
7	The extent that Physical Education teachers support students during Physical Education period	0.745
8	The number of students per class room	0.734
9	Large class size affect participation of students during Physical Education period	0.658
10	Physical Education teachers use supportive teaching materials/equipment's	0.695
11	Distribution of Physical Education teaching materials/equipment's	0.688
	Average reliability result	0.723

3.7. Method of Data Analysis

The collected data were organized using different method data analysis. The data collected through the questionnaire were filled and grouped according to the category of the question (closed and open ended question), interview and observation. The gathered data were coded and arranged for analysis. Both qualitative and quantitative approaches were used to find out the factors affecting teaching learning process of physical education. For the statistical processing data, descriptive statistical methods were analyzed by Statistical Package for Social Science (SPSS) program.

3.8. Data Collection Procedures

First the researcher introduce himself for the respondents their willingness to give their responses and describe the objective of the study for respondents. Then questionnaire distribute by the researcher to all respondents generally they will be contact personally at

their offices and classes, much more pieces of information was gathered through interactions with the individuals with much consideration given to comments views put across by opinion respondents finally observation of teaching process and interview was conduct in special case for concerned bodies.

3.9. Ethical Consideration

In order to collect data successfully and smoothly, the researcher had got voluntary consent from the participants. In addition, the researcher had shown respect to research participants and explain the purpose of the study, the reason why they are selected, the amount of time that they would be involved and their responsibilities. Furthermore, the researcher was created a healthy relationship with respondents expressing that their responses are crucial for the successful accomplishment of the study. On top of that, the researcher also was underlined that their responses would not be used for any other.

4. RESULTS AND DISCUSSIONS

This chapter deals with the presentation, analysis and interpretation of the data collected through questionnaire, interview and observation. The chapter consists of two parts. The first part is concerned with the description of the background and characteristics of the respondents of the sampled population. The second part is concerned with the analysis and interpretation of the collected data. Data analysis and interpretation of collected data consists quantitative data analysis and qualitative data analysis.

4.1. Characteristics of the participants

Table 3: Characteristics of Students respondents

Category	Students		
	Frequency	Percent	
Sex	Male	203	65.3
	Female	108	34.7
	Total	311	100.0
Age	16-17 years	127	40.8
	18-19 years	152	48.9
	20 and above years	32	10.3
	Total	311	100.0
Grade level	Grade 9	178	57.2
	Grade 10	133	42.8
	Total	311	100.0

Source: Field survey by Investigator 2019/20

According to the above table 3, 203 (65.3%) of the respondent were Male, while 108 (34.7%), of participants were female. Here, we understood that the majorities of students'

participants were males. When we see the age of participants, 127 (40.8%) are from 16-17 years, 152 (48.9%) are in the category of 18-19 years, 32 (10.3%) are 20 and above years. Here, we saw that the majorities of students were in the age category of 18 – 19 years. When we analyze the grades of participants 178(57.3%) are 9th grade, 133(42.8%) are 10th grade. From this we can inferred that most participants were male and most of the students are grade 9th and most of the students are in the age range of 18-19 year.

Table 4: Characteristics of Teacher respondents

Category of item		Teachers	
		Frequency	Percent
Sex	Male	3	100
	Female	-	-
	Total	3	100
Age	21-25 years	1	33.3
	26-30 years	1	33.3
	36 and above	1	33.3
	Total	3	100.0
Work experience	6-10 years	1	33.3
	11-15 years	1	33.3
	Above 16 years	1	33.3
	Total	3	100.0
Academic qualification	Diploma	1	33.3
	Degree	2	66.7
	MA / MSc	-	-
	Total	3	100.0

Source: Field survey by Investigator 2019/20

As show on the above table 4, 3 (100%) of the respondents were male.

From 3 physical education teacher respondents 3 (100%) are male, the educational level of the physical education teachers 2 (66.7%) of the physical education teachers were degree holders and 1(33.3%) was diploma holder. As to the teaching experience of the respondents, teacher 1 (33.3%) had teaching experience of 6-10 years, 1 (33.3%) of them had teaching experience between 11-15 years and 1 (33.3%) of them had above 16 years of experience. This indicates that the majority of the teachers had relatively little teaching experience.

Table 5: Characteristics of Directors and Vice-directors respondents

Category of item		Directors and Vice-directors	
		Frequency	Percent
Sex	Male	4	100
	Female	-	-
	Total	4	100.0
Age	21-25 years	1	25.0
	26-30 years	2	50.0
	36 and above	1	25.0
	Total	3	100.0
Year of service	6-10 years	1	25.0
	11-15 years	2	50.0
	16-20 years	1	25.0
	Total	4	100.0
Academic qualification	Degree	1	25.0
	MA/MSc	3	75.0
	Total	4	100.0
Status	Directors	2	50.0
	Vice-Directors	2	50.0
	Total	4	100.0

Source: Field survey by Investigator 2019/20

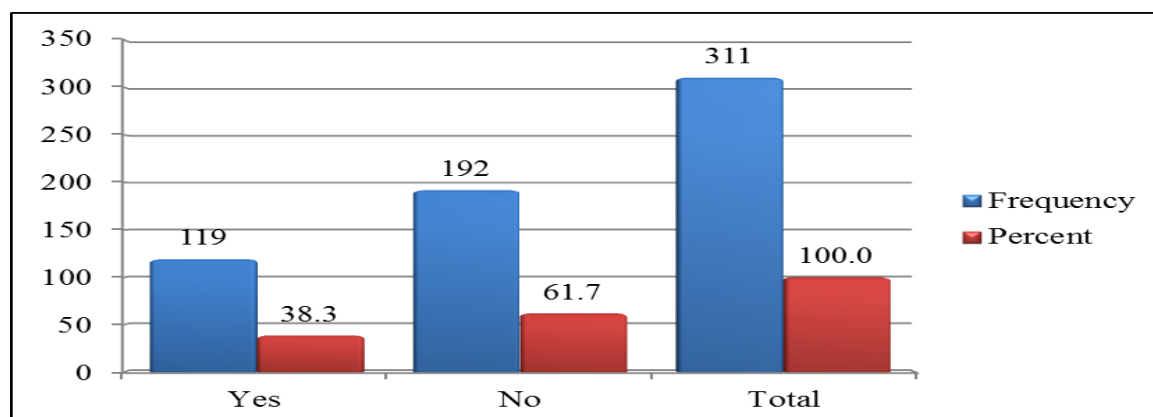
As shown on table 5, the number of Directors and Vice-Directors in both schools are 2 and all are male. Three (3) of them are MA holders and only 1 degree qualifier. Regarding with the age 1 school Directors/Vice-Directors (25%) is in age group of 21-25 years and 2 Directors/Vice-Directors (50%) are in age group of 26-30 whereas 1 (25%) is in age group of > 36 years. Concerning work experience, 1(25%) of the Directors/Vice-Directors have 6-10 years' experience and 2 (50%) Directors/Vice-Directors have 11-15years work experience whereas 1 (25%) school Directors/Vice-Directors have 16-20 years of work experience When we see the status the 2(50%) of them are Directors and 2(50%) of them are Vice-Directors.

The results of the study indicated that majority 2 (66.7%) of the teachers were degree holders. However only 1 (33.3%) was diploma holder. The results show that majority of teachers were trained and thus enough skills for effective implementation of PE in the secondary schools.

The results of the study showed that majority 3 (75%) of the Directors/Vice-Directors had teaching experience of below 15 years; an indication that many head teachers were not old enough in their workstations and could not effectively develop ways of enhancing Physical Education activities in their schools.

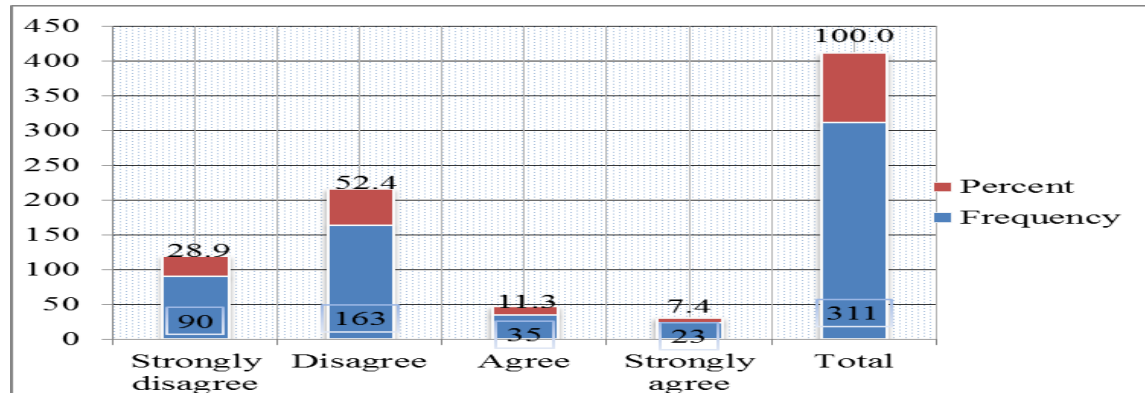
4.2. Interpretation and Analysis of Student Response

Figure 1: Do you think PE is an important part of learning?



Majority of the respondents i.e. (N=192) 61.7% did not agreed that PE is important part of education. However, only (N=119) 38.3% reported PE as an important part of education.

Figure 2: Students have interest to participate during physical education period

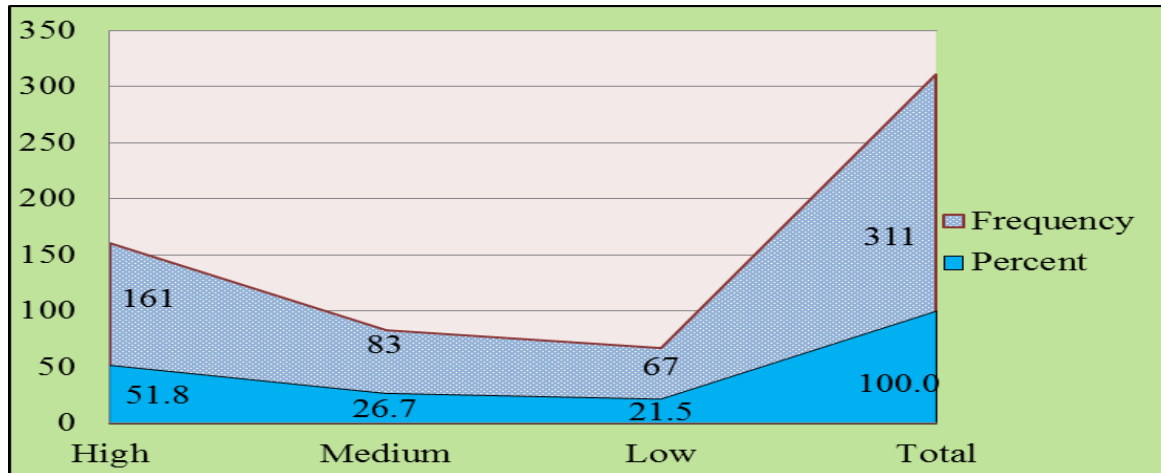


Based on the above Figure 2, (N=90) 28.9% of students response is “Strongly disagree”, (N=163) 52.4% of the respondent response is “Disagree”, (N=35) 11.3% of the respondent response is “Agree” and (N=23) 7.4% of the respondent response is “Strongly agree” This indicates that the majority of the students have no interest to participate during physical education period.

❖ If your answer for question number 2 is “Strongly disagree or disagree”, write the factors that affect your interest to participate actively during physical education period

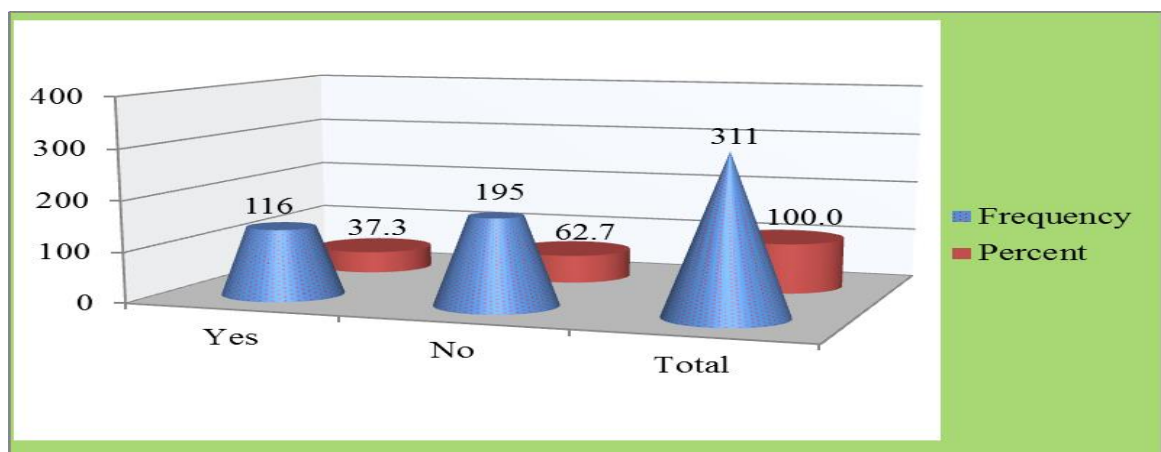
Almost all (253) students who responded “strongly disagree and disagree” for the above question, indicate almost the same response or answer that affect their interest to participate actively during physical education period. Those are: Lack of curriculum materials, lack of effective communication, lack of teachers’ confidence, large class size, insufficient instructional time, the role of school management and condition of the school.

Figure 3: The extent these factors affect the interest to participate actively during Physical Education period



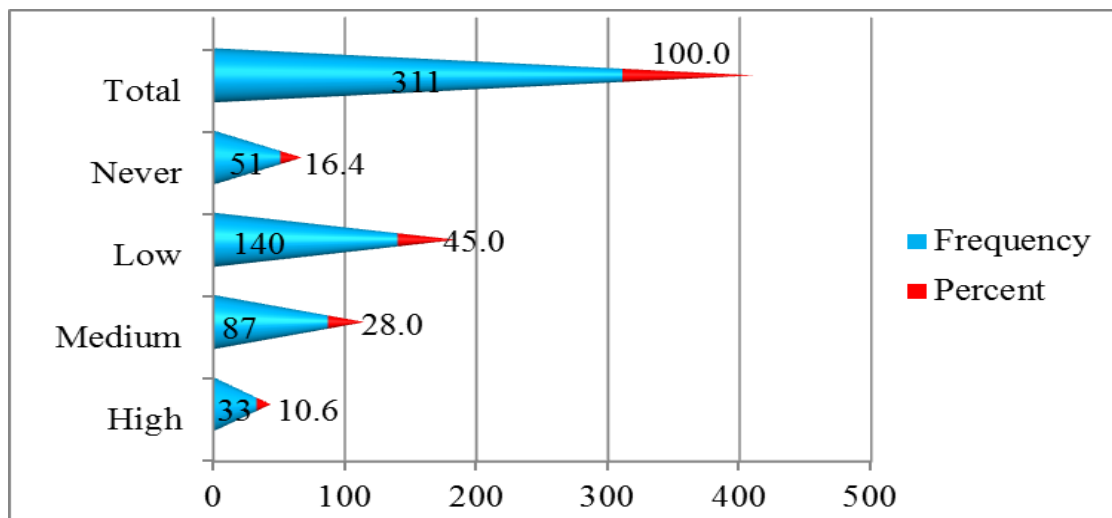
According to the above data, (N=161) 51.8% of respondents replied that the extent those factors affect the interest of the students toward PE is “High”, (N=83) 26.7% that the extent those factors affect the interest of the students toward PE is “Medium” whereas (N=67) 21.5% that the extent those factors affect the interest of the students toward PE is “Low”. Generally,

Figure 4: The Physical Education teacher motivate students during Physical Education period



The data on figure 4 above shows that (N=116) 37.3% of the participants replied “yes” indicating that physical education teachers motivate students during physical education period. Whereas (N=195) 62.7% of students respondents replied “No” that means PE teachers did not give motivation for students during physical education teaching learning process in both theoretical and practical session.

Figure 5: The extent that Physical Education teachers motivate students



According to the above data, (N=33) 10.6%, of respondents said that the degree of motivation giving for students are “High”, (N=87) 28.0%, of respondents said that the degree of motivation giving for students are “Medium” Whereas (N=140) 45% of respondents said that the degree of motivation giving for students are “Low” that means physical education teachers did not give Motivation for students during physical education period and (N=51) 16.4%, said “Never”, So, based on the above data, physical education teachers did not give motivation for students during physical education period.

Figure 6: Physical Education teachers provide equal chance for all students during Physical Education period

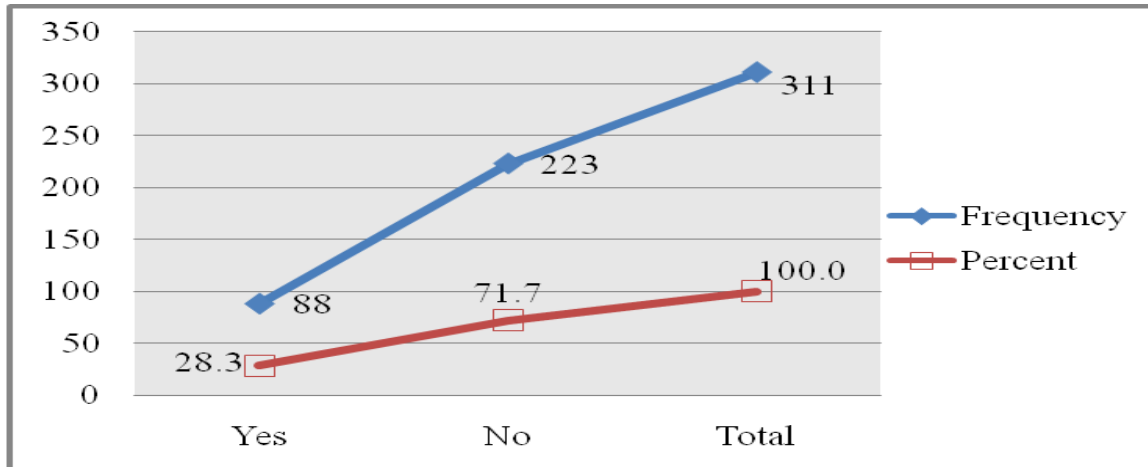
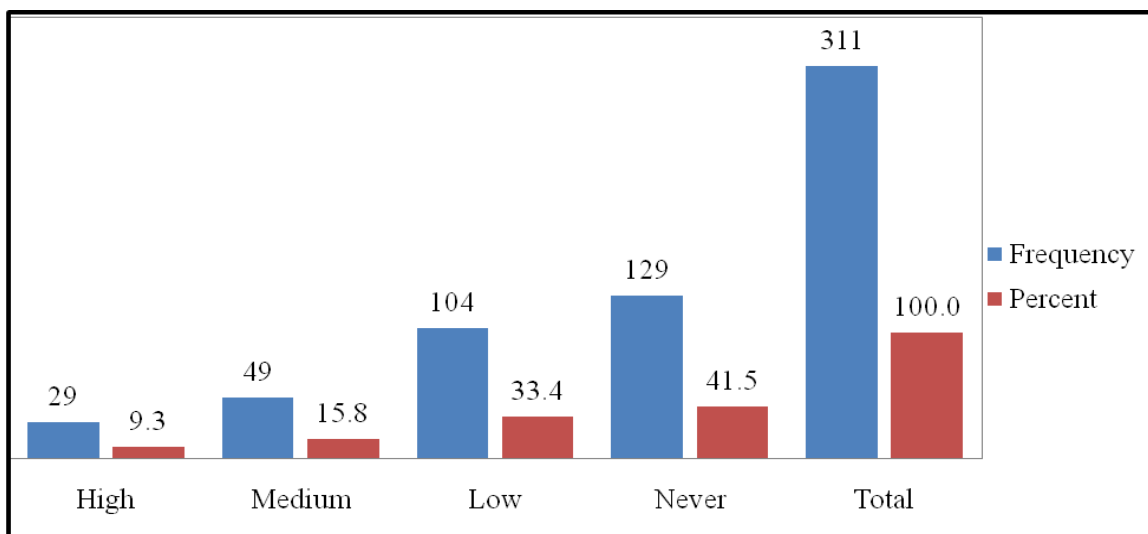


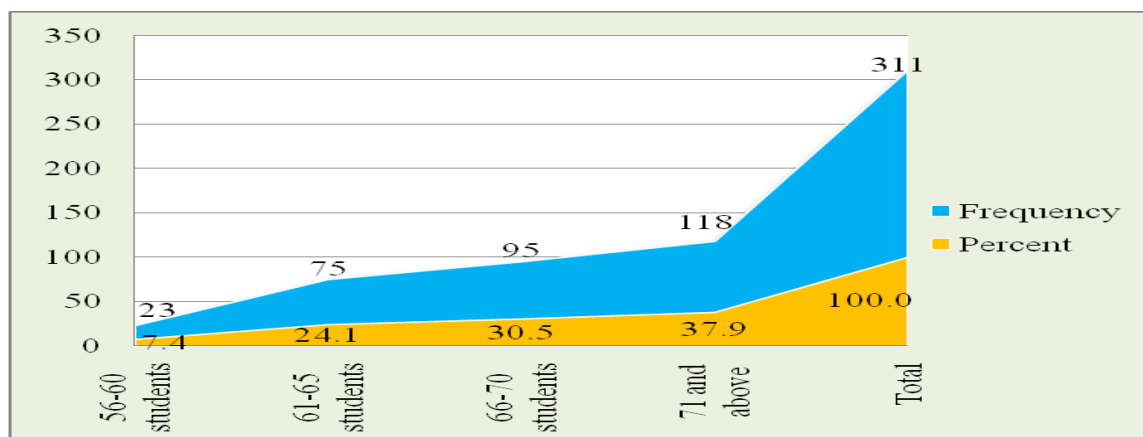
Figure 6 shows that, (N=88) 28.3% of respondents replied that teachers provide equal chance for all or both male and female students. Whereas, (N=223) 71.7% of students said that teachers did not give equal chance for all students during physical education period.

Figure 7: The extent that Physical Education teachers support students in practical sessions



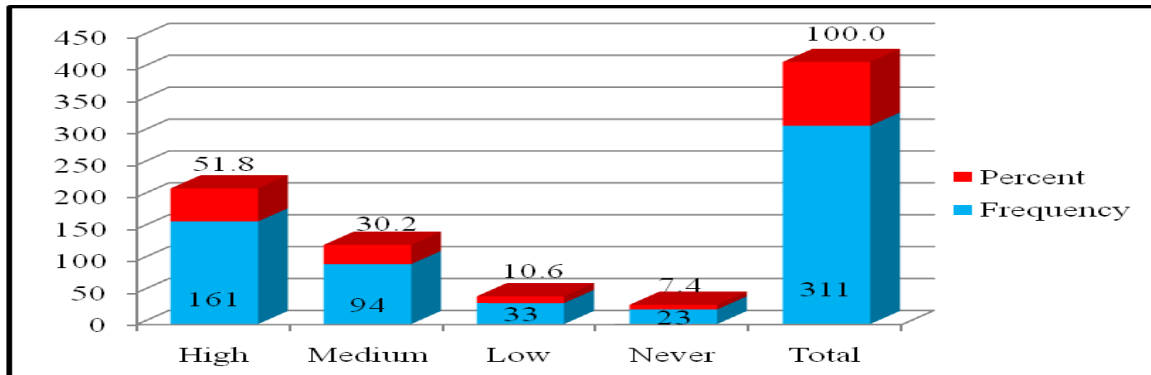
According to the above table, (N=29) 9.3% of the respondents said that the degree of PE teachers to support students during physical education class are “High”, (N=49) 19.5% of respondents replied that the degree of PE teachers to support students during physical education class are “Medium” and (N=104) 33.4% of the respondents said that the degree of PE teachers to support students during physical education class are “Low” Whereas (N=129) 41.5%, of the respondents said that the degree of PE teachers to support students during physical education class are “Never”. Therefore, based on the above data PE teachers did not support students during physical education period.

Figure 8: The number of students per class room



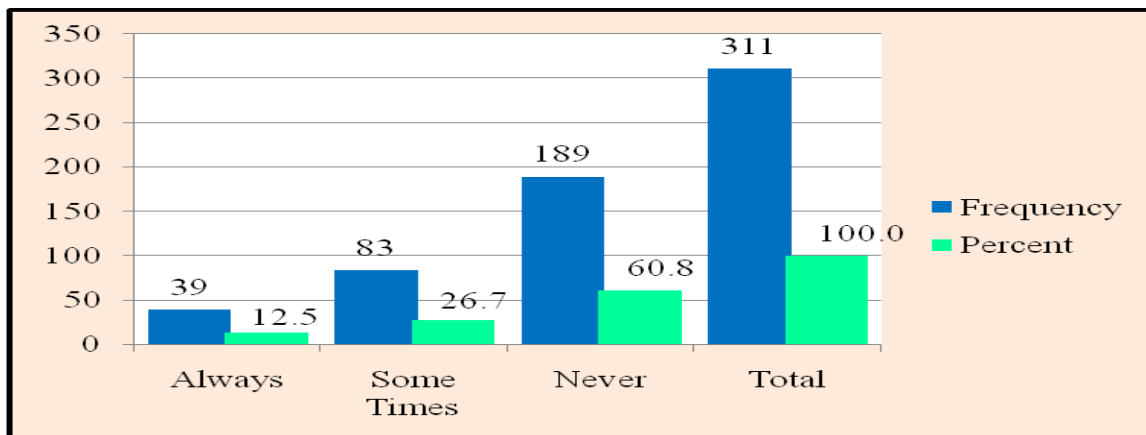
As the above Figure 8 present the number of students per class room in your school, Students response shows (N=118) 37.9% of the students response indicate number of students per class room is 71 and above students, (N=95) 30.5% of the students response indicate the number of students are between 66-70 students, (N=75) 24.1% of the students response indicate the number of students per class room is between 61-65 students, (N=23) 7.4% of the students response indicate the number of students per class room is between 56-60 students. As the researcher’s opinion and the literature tells us if the class size is more than 50 students, it is not faire because the teacher is unable to control/manage students while teaching in class room and practical activities. In addition, it is difficult to manage and transfer the intended lesson properly. So according to the above figure the number of students per class is more than 50 students.

Figure 9: The effect of large class size on classroom participation



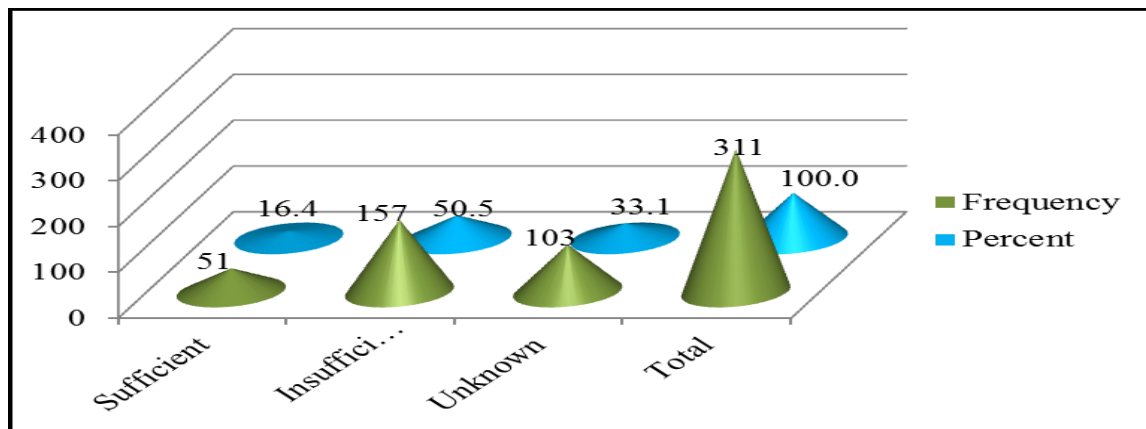
The above figure indicates that (N=161) 51.8% of students responded that large class size has its own negative impact highly on teaching learning process of physical education, (N=94) 30.2% of students responded that large class size has its own negative impact moderately on teaching learning process of physical education, 33(10.6%) of the students responded that the impact of large class size is "Low" and (N=23) 7.4% of students responded that large class size has no negative impact or never affect the teaching learning process of physical education, Therefore, from the majority point of view it is very difficult to teach physical education in large class size students, Because it may cause problem for the teacher to control and problem of addressing materials.

Figure 10: Physical Education teachers use supportive teaching aids in practical session



The above figure shows that 39(12.5%) of respondents suggested that the physical education teachers always employ supportive teaching aids in the physical education class. However 83(26.7%) suggested that the physical education teachers sometimes use supportive teaching aids in the physical education class. Whereas, 189(60.8%) of them suggested that the physical education teachers never use teaching aids in physical education classes. Unless the teachers use supportive teaching aids the students will not understand lesson easily as expected and it can result in negative impact in teaching learning process in physical education.

Figure 11: Distribution of Physical Education teaching materials



The above figure shows that (N=51) 6.4% of respondents suggested that the distribution of PE teaching materials are sufficient, (N=157) 50.5% suggested that the distribution of PE teaching materials are insufficient. However (N=103) 33.1% suggested that they do not know about the distribution of PE teaching materials in their school. Unless the distribution of PE teaching materials are sufficient in the school the students will not understand lesson easily as expected and it can result in negative impact in teaching learning of PE.

4.3. Interpretation and Analysis of Teachers and School Principals Interview Response

4.3.1. Quality of instructional time and class size

For school Physical education teachers and school principals took part in the interviews who are teaching and working in Haro Dumal secondary and Harewa secondary schools on the number of Physical Education period per week, whether the instructional time designed for PE class is sufficient or not, how the instructional time affects the quality of teaching learning process, the problem of large class size, if there are the problem of large class size in their school and the effects of large class size in their school. All the teachers' interviewers replied that number of Physical Education period per week is one. So this is not enough to teach PE. In addition to this, ministry of education should increase the number of periods per week and include physical education subject in entrance exam. All the teachers' interviewers said that the instructional time designed for PE class is not sufficient and if there is no sufficient time to teach the lesson it affects the quality of teaching learning process and the desired goal of the subject cannot be achieved. As the interviewers response there is the problem of large class size in both schools and this affects the teaching learning process of PE.

4.3.2. Availability of Instructional Materials

From both secondary schools, Physical education teachers and school principals' responses on the availability and adequacy of teaching materials and facilities to teach Physical Education, how the shortage of teaching materials and facilities affect the quality of teaching learning process, do the school leaders support in fulfilling Physical education learning materials and facilities, the budget spent to purchase Physical Education facilities and equipment. All the teachers' interviewers replied that there are no adequate teaching materials in the school, school administrators and other concerned bodies have to fulfill sport facilities and equipment's for physical education

department and teachers should try to prepare equipment's from local material. Two physical education teachers said that the shortage of teaching materials and facilities affect the quality of teaching learning process at high degree. Whereas one physical education teacher said that the shortage of teaching materials and facilities affect the quality of teaching learning process at moderate. The school leaders do not support in fulfilling Physical education learning materials and facilities. The budget spent to purchase physical education facilities and equipments are very low.

4.3.3. Preparedness of Teachers toward Teaching

According to the teachers' responses on attending PE workshop of physical education teachers, preparing Physical Education documents/records, using various teaching methodologies, involving in continuous professional development activities to enhance the quality of teaching. All the teachers respondents said that they did not attended any PE workshop and also they did not prepared any Physical Education documents/records. All interviewers said that they did not use different teaching methodologies but teachers should apply student centered teaching method. In addition to this, the schools implement CPD program accordingly to increase teacher's skill and performance.

4.3.4. Perceptions of Participants on PE as an Important Part of Learning

For school Physical education teachers and school principals took part in the interviews on Perception of physical education as a field of study, interest of teachers to teach physical education, Perceptual equality of Physical Education with other subjects by school administration and school society, the attitude of students toward Physical Education subject, The believes of school principals that students have equal participation to theoretical and practical session during PE period, Physical Education as an important part of learning, All teachers responded they believe that physical education is as a field of study like other subjects but they do not have interest to teach PE because students have fewer interests to participate during physical education period as compared with other subjects. All school principals responded PE is an

important part of learning but the attitude given to PE is very low and students have no interest to participate in PE during theoretical class but they have fewer interests in practical sessions. All interviewers said that the reason to reduce or decrease the interests of students during physical education period are past experience, lack of motivation, teaching methodology, lack teaching materials, lack teachers confidence. Not only these reasons physical education department do not get any support from external bodies except the financial support receive from their respective schools budget, schools have no sufficient physical education teachers to teach physical education, .And also schools have no adequate facilities and equipment.

4.3.5. Support/Encouragement Given to PE in the Schools

According to the teachers' responses on school leaders support in fulfilling physical education teaching materials and facilities, if not what is reason why School leadership support in fulfilling Physical Education teaching materials and facilities, School Principal encourage teachers to teach Physical Education lesson, number of PE workshops organized in the school this year, the school principal contribution to increase teacher's skill and performance. All teachers' respondents said that school leaders did not support in fulfilling physical education teaching materials and facilities because schools have no sufficient budget to purchase physical education teaching materials and have no enough land to prepare different playing fields and courts.

All school principals' respondents said that they encourage teachers to teach Physical Education lesson but they did not organized any PE workshops in the school this year and they have a plan to organize PE workshops and different sport competitions for the next year. As school principals said the schools have to implement CPD program accordingly to increase teacher's skill and performance and they implementing this program according to the interviewers responses.

4.3.6. Number and Adequacy of PE Staff/Teachers in the Schools

The school principals took part in the interviews on the number of physical education teachers in the school and who teach physical education in the school. According to the data gathered by interview from the school principals the number of PE teachers in Haro Dumal secondary school is two and one PE teacher in Harewa secondary school. In Haro Dumal secondary school PE teachers were teaching physical education subject. Whereas in Harewa secondary school PE teacher and other teachers were teaching physical education subject according to the school principals response.

4.3.7. PE Activities and Participation in the School

The school principals from both schools interviewed on the Suggestion on the ways of improving the PE activities in the school, the extent students participate during physical education period and how to increase the participation of students during physical education period. According to the school principals respondents the results revealed that to improving the PE activities in the school such strategies as; funding teams for easy movement, motivating through competitions, examining the activities of PE, regular practices of various skills, provision of PE apparatus and allocating PE lesson were almost equally suggested by majority of school principals. All the school principals interviewers replied that the extent students participate during physical education period is very low and in order to increase the participation of students during physical education class, teachers or other concerned bodies should create awareness for students about the benefits of physical education subject, teachers should apply student centered teaching method, school administrators and other concerned bodies have to fulfill sport facilities and equipment's for physical education department and teachers should try to prepare equipment's from local materials.

4.4. Presentation of School Observation Results

4.4.1. Availability of School Facilities

Table 6: Observation result on the availability of PE facilities

No.	Availability of school facilities		Haro secondary school		Dumal school		Harewa secondary school	
			Available	Partially available	Not available	Available	Partially available	Not available
1	PE reference books				✓			✓
2	Athletic facilities	Athletics field			✓			✓
		Javelin			✓			✓
		Shoot put			✓			✓
		Hurdle			✓			✓
		High jump stand and bar			✓			✓
		Long jump pit			✓			✓
3	football game field			✓				✓
	Football balls			✓				✓
	volleyball court			✓				✓
	Volleyball balls			✓				✓
4	Mat				✓			✓
	Parallel bar				✓			✓
	Horizontal bar				✓			✓
	Swedish box				✓			✓
	Water facility				✓			✓
	Room for changing cloth				✓			✓
5	Condition of the school, Attraction and safety			✓				✓

According to above table observational checklist analysis result in Haro Dimal secondary school on availability of school facilities like Physical Education reference books, athletics field, Javelin, Shoot put, Discus, Hurdle, long jump pit and high jump stand and bar are not available. Whereas the team game facilities like football game field, footballs, volleyball court and volleyballs are partially available. The Gymnastic facilities like matt, parallel bar, horizontal bar, Swedish box, water facility and room for changing cloth are not available.

According to above table observational checklist analysis result in Harewa secondary school on availability of school facilities like Physical Education reference books, athletics field, Javelin, Shoot put, Discus, Hurdle, long jump pit and high jump stand, bar are not available and also the team game facilities like football game field, footballs, volleyball court and volleyballs are not available. The same is true with the gymnastic facilities like matt, parallel bar, horizontal bar, Swedish box, water facility and room for changing cloth.

4.4.2. Participation of students in PE class

Table 7: Observation result of students' participation in PE class

No.	Participation of students in PE	Haro Dumal secondary school			Harewa secondary school		
		Always	Sometimes	Not at all	Always	Sometimes	Not at all
1	The students discuss issues in group			✓			✓
2	Students practice demonstrations		✓			✓	
3	The teacher wears appropriate sportswear		✓			✓	
4	The teacher motivates the students to participate			✓			✓
5	The students are motivated to participate in PE classes			✓			✓
6	The teaching method used are appropriate for students to participate in PE classes			✓			✓

According to above table observational checklist analysis result in Haro Dumal secondary school on participation of students in PE; students did not discuss issues in group. Whereas sometimes students practice demonstrations and the teachers wear appropriate sportswear. According to the observation above the PE teachers did not motivate the students to participate and also the students are not motivated to

participate in PE classes. The teaching methods used are not appropriate for students to participate actively in teaching learning process PE classes.

According to above table observational checklist analysis result in Harewa secondary school on participation of students in PE; students did not discuss issues in group. Whereas sometimes students practice demonstrations and the teachers wear appropriate sportswear. The above fulfilled observational checklist shows that the PE teachers did not motivate the students to participate and also the students are not motivated to participate in PE classes. The teaching methods used for the given contents are not appropriate for students to participate actively in teaching learning process PE classes.

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1. Summary

The attempt of the researcher is to investigate the factors affecting the teaching learning process of physical education. The main purpose of this study was to assess factors affecting the teaching learning process of physical education in Haro Dimal secondary school and Harewa secondary school of Berbere woreda, Bale Zone, Oromia Regional State. In order to achieve the purpose of the study the following basic research questions were raised.

1. What factors in the school environment promote the teaching learning process of physical education in the two schools?
2. What are the major factors that affect the teaching learning process in theoretical and practical classes of physical education?
3. To what extent the influencing factors affect the teaching learning process of physical education?
4. What measures were taken to improve the teaching learning process of physical education?

In order to find out the answer for the above basic research questions, the researcher was adopted descriptive survey method and a variety of data gathering instruments such as; Questionnaires, interviews and observation were used as instrument of data collection. The obtained quantitative data were analyzed using SPSS Version 20.0, frequency, percentage, tables and figures was employed to analyze the data collected by questionnaire and qualitative method was employed for interview, open ended questions and observation. The sample population of the study was students, PE teachers, school Principals. Different issues are raised and have been farther discussed. Finally, the analysis of data leads to the following findings.

Enrollment of students or large Class size problem in all secondary schools of Berbere woreda, as concerned many teachers and students reported that the number of students

per class room is above 66. If the problem of large class size is there it results the following negative effects like lack of effective communication, affect method of teaching, problem of class room management and difficult to identify students with special needs.

The results indicated that the major factors affect facing teaching and learning process of PE was lack of enough facilities that could facilitate the teaching learning process. As far as the teaching materials are concerned, many teachers and students reported that, there is no sufficient sport equipment. The observation results also strengthen this idea like Shortage of gymnastics field and apparatus, track and field equipment, football field, handball court, basketball court, volleyball field and different types of balls. In addition to this the shortages of physical education textbooks and reference books in secondary schools of Berbere woreda.

The study indicated attitude of PE teachers towards teaching and practicing physical education in schools are very low. Because lack of knowledge and skill for practicing and Shortage of school facilities such as equipment and play grounds. Additionally, even the existing sport fields are not convenient to make Practice, so that they are the source of frustration for injuries to the students and teachers and were suggested by the respondents.

The attitude of students towards learning Physical Education subject especially practical class is low according to the data gathered from the respondents because of the lack of awareness, lack of teacher confidence and available playground and lack of student's interest. To change the lack of interest and to improve students' involvement in learning physical education, they show their interest with creating awareness and doing regularly physical activities.

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

Physical education teachers realized that engaging in physical education period is bored and complicated. Not only these, they do not understand physical education subject as a subject, because physical education period is given once a week, there is no suitable infrastructures in the schools and students have less awareness of the subject.

Most of the students said that PE teachers did not give motivation during practical sessions of physical education subject, PE teacher did not provide equal chance for all students during physical education period, and did not support students during physical education class.

All PE teachers' respondents replied that the school principals did not fulfill the sport materials and facilities because of financial constraint.

Most of the students said that school principals did not support students during physical education class.

The interest of students to participate during physical education class was less because of; the lack of teaching materials, large class size, teaching methodology (teachers approaches), insufficient instructional time, the role of school management, lack of motivation of PE teachers and working condition of the school compound.

5.2. Conclusions

Based on investigation and the finding on the topic under discussion the researcher concluded that there is the need to improve the teaching of PE in the Haro Dumal and Harewa secondary school of Berbere woreda in both theory and practical lessons.

As a result of observation, most schools under the study use a physical education period as collecting waste products in compound and play time of students rather than a normal class of a subject and there is no suitable infrastructure in the schools and they have less awareness for physical education subject.

Based on the findings of the study physical education teacher did not give motivation and they did not provide equal chance for all students in physical education class.

The finding of the study indicates that Berbere woreda secondary schools do not have available sport facility and equipment. Even if there are some materials in the school PE teachers did not use different teaching methods and mechanisms to motivate and improve students' experience in teaching physical education lesson.

The school compound had no adequate material and facilities to give Physical education lesson properly that was a major problem for student's involvement in learning physical education wisely. The teaching learning process of physical education has been affected by lack of materials and large class size.

According to the findings of the study, the school administration did not support for physical education teachers in fulfilling of teaching materials including sportswear because of the lack of budget.

Based on the findings, the study concludes that the major factors affecting teaching learning process of PE in secondary schools of Berbere woreda was lack of enough facilities that could facilitate learning process and shortage of instructional materials regarding to teaching of physical education subjects in secondary schools. The study

pointed out that there was shortage of teaching materials like student text book, handball , volleyball, basketball, football, gymnastics apparatus and also the shortages of facilities like gymnastic field, track and field, football field, handball court, basketball court and volleyball field which delay their participation in teaching learning theoretically as well as practically in physical education subject.

5.3. Recommendations

Based on the major findings and conclusion of the study the following recommendation on factors affecting teaching learning process of physical education were forwarded.

Since large class size has drawback to provide equal opportunity for students in the class of the secondary school; directors, the community and the woreda education bureau should carry out responsibility to bring manageable class size by means of minimizing the number of student in a class and built additional classroom.

Teachers should impress school administrators and other concerned bodies to fulfill PE teaching learning inputs and Schools should be facilitated by using the government and the society's resource buying sport materials, making available water supply and building of cloth changing rooms.

Whenever possible physical education teachers should try to produce local teaching materials to deal with theoretical and practical lessons there by enable to solve the immediate materials shortage.

To increase class room interaction, teachers have to encourage and motivate students to develop positive attitude and participate in asking and answering questions in PE classes.

Physical education teachers should create awareness on students by applying student centered teaching approach in order to motivate students in both practical and theoretical class.

There should be enough time allotted for physical education class in order to address the necessary information and to make students accomplish expected lesson objectives.

The students should be informed about the value of physical education which makes them to pay more attention in teaching learning process of physical education.

Physical Education teachers have to use supportive teaching aids to make the lesson more memorable and tangible by the students.

The school should implement CPD program accordingly to increase teacher's skill and performance.

Generally, as the findings of the study discovered that the importance of teaching PE classes in those secondary schools was found to be low. Thus, Berbere woreda Education bureau and administration of secondary schools of Haro Dumal and Harewa should conduct follow up study on a regular basis in order to identify problems that hinder the teaching learning process of PE.

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7. APPENDICES

HARAMAYAUNIVERSITY
POSTGRADUATE PRORAM DIRECTORATE
DEPARTMENT OF SPORT SCINCE

Appendix- A

Questionnaire for Students

Dear Student

I am conducting a study on the “*Factors Affecting the Teaching Learning Process of Physical Education in Secondary Schools.*” Hence, this questionnaire is prepared to elicit information from students. The purpose of this questionnaire is to obtain information about the factors affecting the teaching learning process of physical education class. Your genuine response contributes much to the success of the research to be under taken. Hence, you are kindly requested to fill the questionnaire.

Thank you!

Directions

- ❖ Please circle the letter of your choice and fill the appropriate answers if the questions require written responses.
- ❖ Dear respondent upon completing this questionnaire, you are kindly requested to return it to the researcher.
- ❖ Writing your name is not necessary;

Section I. Background Information

1. School Name:- _____

2. Sex:- Male Female

3. Age:- 14-15 years 16-17 years 18-19 years 20 and above
4. Grade Level:- 9th 10th

Section II. Questions

1. Do you think PE is an important part of learning?

- A. Yes B. No

2. Do you have interest to participate during physical education period?

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

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

a. _____

b. _____

c. _____

d. _____

e. _____

f. _____

4. To what extent do those factors affect you?

- A. High B. Medium C. Low D. Never

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

- A. Yes B. No

6. To what extent physical education teacher motivate Students during practical sessions?

A. High B. Medium C. Low D. Never

7. Does physical education teacher provide equal chance for all students during physical education period? A. Yes B. No

8. To what extent physical education teachers support you during physical education period? A. High B. Medium C. Low D. Never

9. What is the numbers of students per class room in your school?

1. Below 55 sts 2. 56 -60 sts 3. 61-65 sts 4. 66-70 sts 5. 71 above

10. To what degree large class size affect the class room participation?

A. High B. Medium C. Low D. Never

11. How often do physical education teachers use supportive teaching aids?

A. Always B. Sometimes C. Never

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

A. Sufficient B. Insufficient C. Unknown

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Appendix- B

Interview for Physical Education Teachers

Dear Teacher

I am conducting a research entitled “*Factors Affecting the Teaching Learning Process of Physical Education in Secondary Schools.*” Hence, a semi-structured interview guide is prepared to gather relevant information to answer the research questions. The main purpose of this interview is to collect information regarding to the factors that affecting the teaching learning process of physical education class in Haro Dimal Secondary and Harewa Secondary schools in Berbere Woreda. Thus, your direct participation has been found essential and you have been selected to participate in the interview. So, you are kindly requested to provide information needed objectively and honesty. It is assured that the collected information will be kept confidential and used for research purpose only.

Thank you!

Interview Questions

Section I: Personal information

1. Sex: - Male Female
2. Age: - Under 20 21-25 26-30 31-35
- Above 36

3. Work experience:-Below 5 years 6-10 years 11-15 years
 Above 16 years

4. Qualification: - Diploma Degree MA/MSc

Section II: Quality of Instructional Time and Class Size

1. How many periods per week do you have for physical education class?
2. Does the instructional time designed for PE class is sufficient to achieve the desired objectives?
3. If you say No, for question “No” 2 how does the instructional time affect the quality of teaching learning process?
4. How much was spent in school budget to purchase PE facilities and equipment in your school?
5. Is their problem of large class size in your school?
6. If there is the problem of large class size in your school, what are the effects of this problem?

Section III: Availability of PE Instructional Materials

7. Are the available learning materials and facilities adequate to teach physical education?
8. If you say No, for question number 6, how does the shortage of learning materials and facilities affect the quality of teaching learning process?
9. Is the school leadership supportive in fulfilling physical education learning materials and facilities?
10. If No, what do you think is the reason?
11. Does the teacher use different material and teaching aid?

Section IV: Preparedness of Teaching Learning of PE

12. Have you attended PE workshops since you left the training college?
13. Do you prepare PE documents/records?
14. Do you use various teaching methodologies in your teaching learning process?
15. Do you involve in continuous professional development activities/trainings to enhance the quality of your teaching?

Section IV: Perception, attitude and support from school community towards teaching Physical Education

16. How do you perceive physical education as a field of study?
17. Do you like teaching physical education?
18. Do you believe physical education has equal perception with the other subjects by school administration and school society?

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Appendix- C

Interview for School Directors and Vice Directors

Dear School Directors and Vice Directors

I am conducting a study on the “*Factors Affecting the Teaching Learning Process of Physical Education in Secondary Schools.*” Hence, this interview question is prepared to elicit information from School Directors and Vice Directors the main purpose of this interview is to collect information regarding to the factors that affecting the teaching learning process of physical education class in Haro Dimal Secondary and Harewa Secondary schools in Berbere woreda. Thus, your direct participation has been found essential and you have been selected for the interview. So, you are kindly requested to provide information needed objectively and honesty. It is assured that the collected information will be kept confidential and used for research purpose only.

Thank you!

Section I: Personal Data.

1. Name of the school: _____
2. Sex: Male Female
3. Age: Under 20 21-25 26-30 31-35 Above 36
4. Statues: Directors Vice Directors
5. Level of Education: Certificate Diploma Degree MA/MSc
6. Specialization: Major Minor Others
7. Year of Service: Below 5 6-10 11-15 16-20 Above 21

Section II: Interview Questions

1. Do you think PE is an important part of learning?

- A. Yes B. No

2. How does the school encourage teachers to teach PE lesson?

- A. High B. Medium C. Low

3. How many PE teachers do you have in the school?

- A. 0 B. 1 C. 2 D. 3 and above

4. What is the attitude of the students toward PE subject according to your opinion for?

- A. Very good B. Good C. Not good

5. Do you believe that students have equal participation to theoretical and practical session during physical education period?

- A. Yes B. No

6. Suggest ways of improving the PE activities in the school

7. Who teach PE lessons in the school?

- A. Specialist Teachers B. Generalist Teachers

8. How many PE workshops have you organized this year?

A. None

B. 1

C. 2 and above

9. To what extent students participate during physical education period?

A. High

B. Medium

C. Low

10. How to increase the participation of students during physical education period?

11. What is the school principal contribution to increase teacher's skill and performance?

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Appendix- D

Observation Checklist

This observation is organized to gather factors affecting teaching physical education in secondary schools of Berbere woreda and to undertake survey study.

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

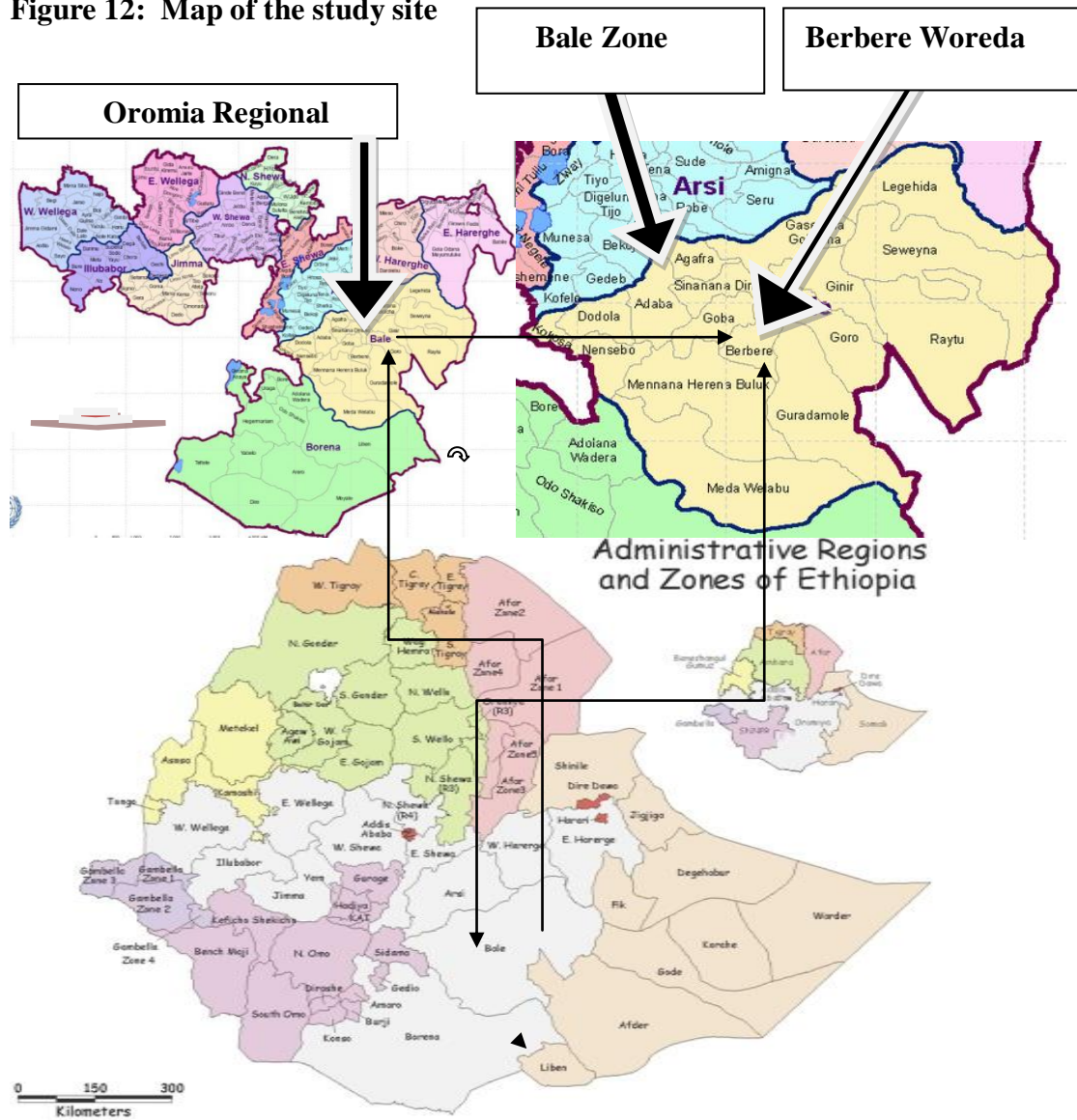
- ✓ Name of school:- Haro Dumal and Harewa Secondary Schools
- ✓ Name of Observer :- Gutema Bonsa
- ✓ Date of Observation :-22/03/2012 E.C and 23/03/2012 E.C
- ✓ Subject to be observed:- Physical Education
- ✓ Length of Time for visit :- Six hours

No.	Availability of school facilities		Haro Dumal secondary school			Harewa secondary school		
			Available	Partially available	Not available	Available	Partially available	Not available
1	PE reference books				✓			✓
2	Athletics facilities	Athletics field			✓			✓
		Javelin			✓			✓
		Shoot put			✓			✓
		Hurdle			✓			✓
		High jump stand and bar			✓			✓
		Long jump pit			✓			✓
3	football game field			✓			✓	
	Football balls			✓			✓	
	volleyball court			✓			✓	
	Volleyball balls			✓			✓	
4	Mat				✓		✓	
	Parallel bar				✓		✓	
	Horizontal bar				✓		✓	
	Swedish box				✓		✓	
	Water facility				✓		✓	
	Room for changing cloth				✓		✓	
5	Condition of the school, Attraction and safety			✓			✓	

No.	Participation of students in PE	Haro Duml secondary school			Harewa secondary school		
		Always	Sometimes	Not at all	Always	Sometimes	Not at all
1	The students discuss issues in group			✓			✓
2	Students practice demonstrations		✓			✓	
3	The teacher wears appropriate sportswear		✓			✓	
4	The teacher motivates the students to participate			✓			✓
5	The students are motivated to participate in PE classes			✓			✓
6	The teaching method used are appropriate for students to participate in PE classes			✓			✓

Appendix- E

Figure 12: Map of the study site



Source: www.maplandia.com > Ethiopia > Berbere-g.../Bale Zone 2011 E.C