

**TEACHING METHODOLOGY IN PHYSICAL EDUCATION: THE
CASE OF BERBERE WOREDA SOME SELECTED GOVERNMENTAL
PRIMARY SCHOOLS BALE ZONE, OROMIA REGIONAL STATE**

MEd THESIS

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**Teaching Methodology in Physical Education: The case of
Berbere Woreda Some Selected Governmental Primary School Bale Zone,
Oromia Regional State**

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Postgraduate Program Directorate
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EDUCATION**

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DEDICATION

I would like to dedicate this thesis to my dear Father Jima Ademu , My Mother Shewaye Aredo,my wife Addis Zeleke and all My Brothers, who sacrificed his time in facilitating situation, share experience and support with materials in all of my study.

STATEMENT OF THE AUTHOR

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

This is submitted in partial fulfillment of the requirement for the Degree of Master Education in teaching Physical Education, Haramaya University and to be made available at the Haramaya University library under the rule of the library. I assertively declare that this Thesis has not been submitted to any other institution anywhere for the award of any academic Degree, Diploma, or Certificate.

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BIOGRAPHICAL SKETCH

The Author was born in Bale zone, Sinana Woreda on March 12, 1976 E.C . He attended his primary school at Obora primary school and secondary school at Robe High Schools. Then he joined Metu Teachers training college and get certificate of teaching. In 1996 he joined Robe Teachers training College and graduated with diploma in teaching physical education. He also joined Haramaya University in 2002 E.C and graduated with Bachelor of Education (Bed) degree in sport science. In 2009 E.C, he joined the school of graduate studies at Haramaya University for his M.Ed degree in Sport Science. The author is married and he has a daughter.

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ACRONOMYS AND ABBREVIATIONS

ALM	Active Learning Method
DTM	Different Teaching Method
FGD	Focus Group Discussion
IDTM	Implement Different Teaching Method
MOE	Ministries of Education
PE	Physical Education
PES	Physical Education and Sport
SPSS	Statistical Package for Social Science
TM	Teaching Method

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TEACHING METHODOLOGY IN PHYSICAL EDUCATION: THE CASE OF BERBERE WOREDA SOME SELECTED GOVERNMENTAL PRIMARY SCHOOLS BALE ZONE, OROMIA REGIONAL STATE

ABSTRACT

The aim of the study was to assess teaching methodology in physical education: The Case of Berbere Woreda some selected governmental primary schools; Bale Zone, Oromia regional state. The study employed a descriptive survey research design quantitative and qualitative research approach. Three primary schools were selected by Purposive sampling technique, 2 Supervisors, 3 Principals and 6 physical education teachers were selected by using availability sampling techniques and 284 students were selected by simple random sampling lottery techniques. Data for the study was collected through questionnaires, focus group discussion, interviews, and observation. Questionnaires were prepared and administered to students. The data collected through close ended questionnaire were analyzed by using frequency ,percentages and mean using SPSS version 20. The data gathered through open ended questionnaire, FGD , interviews and observations were analyzed qualitatively through narration. The study findings indicated that the magnitude of applying active learning methods during physical education was found to be low. Almost all of the teachers employ lecture method frequently which more tends to teacher-led, the teachers did not take necessary training concerning teaching methods, which enable them effective professional teachers. Even though they believe in contribution of active learning for effective education, they lack awareness about those methods and how to apply in classroom. Beside this, schools facilities were inadequate, low attitudes of students towards teaching methods, passiveness of students, and large class size were the challenges. Based on the findings, conclusions were made and recommendations forwarded to alleviate the existing problems. Accordingly, physical education teachers should encouraged to become more knowledgeable and skillful in implementing teaching methods approach. This can be done through workshop inter-staff discussion and by offering higher diploma program in the form of in-service training that facilitates sharing of idea to improve understanding of teaching methods.

Keywords: Teaching, Active Learning, Teaching Methodology, Teaching Strategy

1.INTRODUCTION

1.1.Back Ground of the study

According to (Bailey, 2006.) Physical Education and Sport (PES) have numerous advantages linked with active participation. (Talbot, 1999.) notes that physical education helps children to develop self-respect, helps in integrating social, cognitive and physical growth, develops knowledge of the function of aerobic and anaerobic physical programs in health, positively improves self-esteem, and enhances social, affective and cognitive development (Talbot, 1999.) Physical activity maintains healthy joints and muscles so that one can undertake their daily activities and be physically fit.

Moreover; PE is the integral part of the total education. It is the only subject area in the school devoted to the study of human movement, the acquisition of motor skills, and the promotion of fitness. It is also concerned with the total development of the individual encompassing the development in the psycho motor, cognitive, and affective domains. (Allender et al., 2006.) Physical activity minimizes obesity rates among children attending pre-schools (Russell et al., 2004.) (Bailey, 2006.) indicates that the results of PEs' can be understood in terms of children's development in five domains: physical, life style, social, affective and cognitive development.

The development of motor skills, fitness, knowledge, and attitudes conducive to life time participation is a commonly acknowledged goal of the secondary school physical education program (Wuest, A. D. and Bucher, A. C. 2006.) It is an important to use different teaching methodology at primary school in teaching learning process to produce students who are responsible and competent in learning, personal activities and community services. To achieve the goal of physical education subjects the teaching and learning process should takes place by implementing different and various teaching methodology and the class room teachers will be equipped with different teaching methodology that makes teaching and learning more live.Rao,2003.

Teaching is the action of a person imparting knowledge, skill or giving instruction; or the job of a person who teaches using the appropriate methods. Clark and Starr, 1986. cited in minister of education/MoE/, 1999:4 note that teaching is an attempt to assist students in acquiring or

changing some skills, knowledge, ideal, attitude, or appreciation. Therefore, teaching is a set of processes and procedures used by the teacher to emphasize on aspects of student's development such as physical, spiritual, emotional, social, and cognitive aspects. (Fry, H., Ketteridge, S. and Marshall, S. 2003:26.) have also noted that teaching involves helping students to know something not known before, and constitutes a process of change. Teaching is the interaction of the teacher with a group or individual students using different methods of teaching appropriate to the content to be delivered which has a positive implication for quality of student learning. Teaching becomes effective if teachers develop and use different methods of teaching which are appropriate to the content to be delivered.

According to (Biadgelign, 2010:99.) methods of teaching are general means, manners, ways, procedures, or steps by which a particular order is imposed upon teaching or presentation of activities. Methods of teaching also signify a constellation of systematic arrangements and techniques cast to fit curricular elements consisting of educational goals, objectives and outcomes in line with the maturity and readiness level of students.

In clearer terms, methods of teaching refer to construction of how teaching ought to be done to bring quality of student learning which requires the capacity and commitment of the teacher. It is also a purposeful pedagogical organization of activities and implementing them according to certain rules in order to make learners reach at specified objectives. Supporting this, (Biadgelign, 2010:99.) notes that teaching methods may be viewed as a series of discrete steps that the teacher uses or takes so as to achieve the predetermined objectives.

Therefore, the quality of teaching is determined by the quality of student learning as the teacher uses appropriate and relevant methods of teaching.

1.2. Statements of the problem

Physical Education (PE), 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.

Thus; the objective of teaching can be improved by implementing different teaching methods in actual classroom interaction in PE classroom. Because teaching methods can highly construct

quality of education through direct engagement of both teachers and students for common goal. Again, through using different teaching methods students not only receive information from lectures and book, they also collect information, record it systematically, discuss it, compare it, analysis it, draw conclusions from it and communicate about it (ICDR, 1999.) Thus; this objectives can be improved by high capacity and commitment of PE teachers, school leaders and other stake holders as teaching methods determine the effectiveness and qualities of education.

It's obvious that PE is a subject designed in curriculum to be taught in all levels of education from KG to higher institutions in Ethiopia. However; from the researcher experience in teaching PE subject at Baha Biftu, Haro Dumal and Gabe Keku primary schools for many years, teachers were still teaching this subject without using different teaching methods to develop learners competence in their actual classroom interaction. Thus, it is almost little known in these three governmental primary schools about the benefit of Active Learning Methods as an integral part of classroom instruction. As a result; students at these three governmental schools were not competent in both physical exercise and theoretical activities of PE subject.

In fact, PE teachers are expected to use different teaching methods in their teaching and learning activities rather than single teaching method like as lecture method in order to produce active and competent students those can solve their problems by their own effort. Because different teaching methods could offer advantages like addressing the issues pertinent to time constraints, serves as a diagnostic tool, improve learning and guiding teaching in particular and raising the standard of education in general. Many people, however, are still in doubt about the effectiveness of this system. People such as school principals, supervisors, parents and teachers seem to have put the blame on students for their poor performance of physical education activities leaving a side their responsibilities.

In addition to the mentioned problems, the local research conducted relating to teaching methodologies in PE classroom at different levels shown how the problem is serious. For example, (Wassihun, 2006.) in his research that entitled “ Implementation of student-centered method of teaching in PE class” AAU, stated that teachers do not encourage students to practice different PE tasks using different methods. This might result the failure of the students to be creative and competent in PE classes. In these studies, the perceptions of teachers and students on teaching methods, their attitudes and practices were studied separately. Especially, the studies

were focused on higher education level. This study, however, focused on teaching methods most commonly used by teachers in PE classroom, the major problems of implementing different teaching methods in PE classroom and the strategies used by PE teachers to overcome the problems. Generally, even though it is not specifically indicated where the problem lies and what kind of difficulty that students and PE teachers experience to implement Active Learning Methods in their classroom, the extent to which each problems are related, and their major sources are not identified yet. Hence, to investigate the ongoing problems and challenges so as to suggest possible intervention strategies to design possible solutions for the problem of implementing Active Learning Methods in PE classroom at the selected three governmental schools; the study was aimed to answer the following research questions.

1. What teaching methodologies are most commonly employed by PE teachers in teaching physical education at Haro Dumal, Baha Biftu and Gabe Keku primary schools?
2. What are the major problems of implementing different teaching methods in teaching physical education in actual classroom interaction?
3. What are some of the strategies the teachers practice to overcome those problems?

1.2. Scopes of the study

Preparing and implementing teaching methodology is broader issues and hence difficult to be dealt with in such time bounded study. And here in Berbere Woreda there are many public primary schools but to conduct such a study in all schools was difficult. Because of that, delimiting the scope of the study became very important. Thus, the scope of this study was delimited to Berbere Woreda three public primary schools grade seven and eight in focus. To make the study manageable and reachable the scope was delimited to only the practical and theoretical teaching methodology in physical education only.

1.3. Significance of the Study

The issue of implementing teaching methods in PE classroom has been studied with increasing frequency in recent years because of the influence it could have on physical education learning, performance, and achievement of the learners. Thus; this study which focuses on the implementation of teaching methods in PE classroom was hoped to have the following contributions for different groups.

This study was important to the PE teachers because it may offer them an alternative teaching methods when they are not successful in teaching students with single teaching method in their classroom. As a result, PE teachers will be aware of the existence of variety of teaching methods which could be more essential to develop students awareness on PE subject.

In addition, to the teachers benefit, this study might provide information for learners as they would get opportunity to involve in their teaching and learning activities through engagement in and out of classroom either with their teacher or classmates.

Moreover; the school principals and supervisors could get important feedbacks about the existing practice of implementing different teaching methods and its challenges to invite regarding bodies to give training for both teachers and students for further improvement. Finally, the findings could be significant to other interested researchers to conduct similar or other related topics.

1.5. Objectives of the study

1.5.1. General Objective

The main objective of this study was assessing teaching methodology in physical education classroom in Berbere Woreda governmental primary schools.

1.5.2. Specific Objectives

The Specific Objectives of These study were:

1. To identify the teaching methodology most commonly employed by teachers in teaching physical education at governmental primary schools.
2. To investigate the major causes of using different teaching methods in teaching physical education.
3. To identify some strategies the PE teachers practice to overcome those problems

2. REVIEW OF RELATED LITERATURES

2.1. Definitions and Concepts of Physical Education

Physical Education is a learning process designed to foster the development of motor skills, health related fitness, knowledge and attitude relates to physical activities through a series of carefully planned and conducted experiences. The learning environment is thoughtfully structure to enhance the overall development of each student within the three learning domains. Locating and evaluating the barriers that impacts and cause females to avoid secondary elective physical education courses, it is clear that one needs to look at this more thoroughly and creates solution in the form of curricula, program and instruction to ensure that numbers do not decrease future (Gibbons and Humbert, 2006.)

Therefore, in principle schools have to increase the number of qualified physical educator; involve students in the decision making process in physical education classes; promote making schemes that encourage participation; segregation class based on ability/gender; extend mandatory physical education in secondary school and create „individual“ focus courses to increase female enrolment in our physical education classes. Similarly, making physical education mandatory at the senior level will increase enrolment rates. If students must take a senior physical education credit then enrolment will increase and all students will gain more knowledge, skills and ability in physical education and further understand the important it will have no their everyday life (Felton, 2005.)

2.2. The Concept of Teaching

Teaching is an act of providing, directing and following up activities to facilitate formal or informal learning. It is a collection of practical activities aimed at bringing is a collection of practical activities aimed at bringing about learning or understanding. Hence, it is a task work rather than achievement word it is said that the best way of telling weather a certain activity is teaching is to see whether it intentionally brings about understanding in pupils and inclination to apply the understanding appropriately it is a pattern of activities that enables the teacher to know his pupils and their modes of behavior so as to direct them to the anticipated behavioral change or modification and a desired end Teaching is not dictating ruling conditioning forcing indoctrinating or taming for such approaches do not appeal to the mention and inclination to accept or reject treatises in such a way that it takes in to consideration the students intellectual

capacity and ability for independent judgment as such it belongs to the sphere of intelligence it appeals to the understanding intelligence of the learner and does not function with threat and intimidation this aim of teaching or the achievement of learning takes shape either as a change of behavior and conduct resulting from students practices or in terms of not knowing to knowing or from not being able to solve a certain problem to solving it etc. as such teaching involves three inseparable elements namely the teacher, the learner and the subject matter or learning experiences.

Teaching is also defined as the as part of instructional of the teacher with a group or individual students. It is a process by which both establish a shared environment of values, beliefs, knowledge and appreciation that have impact on their perception of what is real this definition views teaching as a process of interaction rather than transmission of information going beyond a simple summing of fact in student minds. The classroom situation must be created and be made conducive to interaction. (Morgan, P. J. 2008.) The interactive situation is established by the function of each act of the teacher. In other word, the acts of the teacher have strong impact on interaction for better understanding of teaching as interaction; it is advantageous to examine some acts of the teacher.

To begin with, let us see the extent to which the teacher uses his power. The teacher has some power given to him as a result of his responsibility. It comes to him in the form of decision making, giving or denying rewards, and tries to improve its use for better relationship rather than maximize it. A teacher who over – uses power to solve all problems, and who makes decision to show that he is the boss not only nurtures an environment of tension that is not healthy for learning and living, but also forces students to be passive and indifferent, thus, depriving them of growing, maturing through making sound judgment and experiencing self-direction interaction means mutual respect and mutual goal achieving. It does not take place in an environment dominated by one person’s supremacy and or rule (Bennett, C. I, 2003).

2.3. Definition and Concept of Teaching Methodology

Teaching methodology are ways or means by which teachers impact or convey a given subject matter content to learners and enable him or her to acquire knowledge, develop skills and form attitudes, convictions, characters and value systems. Methodology of teaching refers to the

formal structure of sequences of acts commonly shown by teaching or instruction. It covers both the strategies and tactics (they are or mode of teaching or instruction) of trashing it involves the choice of what is to be taught at a given time and the means by which it is to be taught teaching methods may be defined as that phase of the work of the teacher concerned with organizing and conducting learning activities. Methodologies in general means a particular order imposed upon teaching or presentation of activities, it refers to the construction of how teaching ought to be done. To follow any method means to teach, teaching is not confined to method, it is more than method. There is also a way of viewing method not as in the above description, or as a series of discrete steps the teacher uses or talks to achieve some goals. It is viewed as the sum total of the teachers work with learners to determine learners goals, to plan, direct, guide and facilitate their roles in carrying on their goal seeking activates, and to evaluate their achievement or goal accomplishment. Method is also described as principles of procedures based on rules and laws. Similarly, teaching methodology is the rational ordering and balancing in the light of knowledge and purpose, of the several elements that enter into the educational process, by taking into consideration the nature of the pupil and materials of instruction and the total learning situation including steps, procedure, subject matter and instructional activities (Pill S , 2014).

Methodologies of instructional defined as “parts of leading and steering the instruction process and must be adjusted to the content of instructional” also, as ways of teacher’s steering and leading the process of students learning aimed at plan full and systematic acquiring of subject matter. Bach method encloses a complex of different special teaching”. instruction is the plan fully shaped process of aimed teaching and learning of conscious imparting and acquiring the fundamentals of sciences and socialist ideological educational based on the Marxist Leninist principles of scientism and partiality, on the unity of scientific training and ideological education. It is the main filed of socialist training and educational directed to the development of all sides of personality.” Instruction is also described as a component of teaching in which the teacher is the deliberate convey or of information to his students. It involves the practice of imparting of knowledge or information. As there are no interactions activities or choice involved in instruction, when used in this sense, it is more limited than teaching, and knowledge is imparted by way of lecture and recitation (Pill S, 2011).

(Mascolo, M. 2009) Instruction is also used alternatively with indoctrination which is instruction in fundamental or rudiments in order to imbue individuals with partisan or sectarian opinion, point of view or principle. Indoctrination is any method of instruction that aims at fixing the pupils' beliefs so that they are unshakable indoctrination even as an attempt to inculcate beliefs which are aspects of learning experiences is devoid of interaction this is when it is used in the broader sense.

2.4. Historical Development of Methods of Teaching

According to (Singh, 1989) cited in MoE (1999:62), the development of methods of teaching has been traced back to ancient Greece. The most long-lived and widespread set of teaching methods are those associated with the study of language and literature. Ancient educational methods emphasized memorization and analogical reasoning, a form of reasoning in which one thing is inferred to be similar to another thing in a certain respect, on the basis of the known similarity between the things in other respects.

2.5. Effective Teaching Methodology

Effective teaching strategies should provide students with an understanding of the importance of regular exercise to health and developmentally appropriate ways to meet physical activity goals (Ratliffe, 2002). Quality PE should meet the needs of students by nurturing positive attitudes towards physical activity. In addition, physical educators must consider maturity level, physical make-up, prior experiences and level of motivation, as these factors can affect rates of learning (Stirling and Belk, 2002). Effective teaching strategies for the diverse range of developmental level will help teachers overcome these barriers as indicated in the following five sections and these include: 1) Focusing student attention on the importance of physical activity to enhance physical fitness, 2) Providing a curriculum of activities that is characterized by purposeful choice, challenge, novelty and fun, 3) Drawing students' attention to the purpose and relevance of physical activity and fitness concepts, 4) Promoting the important role of the teacher in fitness promotion, and finally, 5) Designating a physical education specialist at the early year level.

The one-child policy in China has led to a society where many parents dote on their only child, who is likely to have been brought up in comfort. This often results in a child who lacks a sense of social responsibility and strong willpower. Therefore, it is expected that students' from such backgrounds will not be used to rigorous workouts and will complain of the pain and

repetitiveness of the exercises at first. If the teachers are unable to retain the students' interests, then it is likely that the students will not practice the movements on their own during their spare time, nor will they master the skills. The teachers are aware that the traditional way of teaching through lectures and demonstrations prove ineffective in changing the students' attitudes and performances (Pisotet *al.*, 2014).

More creative methodologies have to be used to increase the interactions and communication between teachers and students, as can be seen in the examples below.

1. Teachers have designed various games to stimulate the interest of the students, including scissors-paper-rock and seek the truth of wushu skills. In addition, easy-to-read, brief and easy-to-remember children's rhymes were created to correspond to boxing movements.
2. Teachers have weaved wushu moral education into short stories and allowed students to debate about the moral of the stories, often using examples of national heroes to illustrate the fine points of patriotism and sportsmanship.
3. To teach simple but tedious movements, some teachers have created new games to get the students to perform the same movements, but now within the context of games. This way, students play while learning and learn while playing, and no longer see the movements as boring or repetitive.

2.6. Challenges of Applying Different Teaching Methodology in PE

Workers in the educational field, in general, and physical education teachers (PETs) in particular, face many problems, which vary by the differences of the factors causing them. These factors are related to stress, putting them in front of wide responsibilities and challenges which need to face (Betram and Kaleeswaran, 2017). The school is one of the most important educational institutions that achieves integrated growth to the individuals from all physical, psychological, mental, social and health aspects; because of the different and various cognitive and skillful programs provided by the school, so that the individual will be able to adapt to his surrounding environment to achieve the objectives of the family and the community (Oudat, 2016). Methodology is one of the basic pillars of the educational process, to a wide extent, on the role and level of the teacher's performance and his/her achievement of the tasks and educational responsibilities that he had to accomplish (Shane, 2016). In many countries, teaching the

physical education is facing several challenges, such as decreasing in the teaching time, curriculum, shortage in equipment, negative view of the teachers as well as students and guardians about physical education (Wang, 2017). Applying different teaching methodology have face many challenges due to the challenges the school education itself such as shortage of the resources and abilities, overcrowded classrooms, and shortage in the curricular, organizational and executive structure.

2.6.1. Teacher's classroom management skill

Classroom management is the most important for implementing appropriate methods of teaching. It is also a skill that all effective teachers must master, because of this, without the skill to manage a classroom, even well planned methods can fail. Therefore, effective classroom management is crucial importance. Remarkd that little or no learning could take place in an environment that is not well managed. The quality of classroom management behavior of the teacher contributes to creating a quite learning situation in which pupil can learn. This actually results in bringing about good behavior and disciplines in classrooms which are essential to successful teaching and learning on the other hand, miss behavior in the classroom prevents pupils learning from effectively (Wang, 2017).

In general, instruction and class room management are highly interrelated tasks in that success in one depends on the success in the other. Effective teacher is, therefore, one who is skilled in analyzing classroom interaction and particularly sensitive to what is happening in his or her classroom. The teacher must be able to get students cooperation and maintain their involvement in learning tasks. His/her treatment of topics should be interesting and lively; with plenty of opportunities for the students to be actively involved in what is going on the whole it can be deduced from the forgoing discussion that good classroom management are always good instructions. A teacher who has good classroom management skills will find it easier to establish and maintain class disciplines on the other hand, poor classroom management is often associated with demonstration of ineffective management of proper teaching methods (Velloo and Ali, 2016).

2.6.2. Teacher's knowledge of the subject matter

Teaching is not a mere occupation where people can go in to without the possession of the requisite qualification. One of the major qualities that a teacher needs to possess to implement

the curriculum plan effectively is a sound knowledge of the subject he/she teaches and the fundamental methods and techniques of teaching (Yaman, 2008). A common agreement that teachers who possess both pedagogical knowledge and subject matter knowledge will be more effective in curriculum implementation than teachers who are deficient in one of these areas. Therefore, professional teachers must be more knowledgeable about their subject and about how to make the connection between the former and the latter (Al-Oun and Al- Leheeb, 2015).

As to many educators, command of the subject matter to be taught is an obvious necessity for any teacher, for example has indicated that a teacher must have a mastery of the content being taught if he/she is to be truly effective. Concerning the importance of teacher's subject matter knowledge for effective teaching they suggest that teachers should have knowledge of the content and the objective included in the curriculum.. It is also worthy to note that development of this expertise requires especially designed training. Therefore, man power training both short and long term courses, workshops, seminars and other similar orientation might strengthen effective implementation and management of proper methods of teaching(Gumbo *et al.*, 2017).

2.6.3. 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 (Martynovaaet *al.*, 2016).

2.6.4. Time allotment in teaching

Time (period) allotment is one of the most important factors that challenge proper methods of teaching physical education classes. Physical educators are almost unanimous in the belief that a daily period is required in both elementary and secondary schools if the developmental, recreational and skill needs of young people are to be met with reasonable adequacy. Not all the physical activity needed for health growth and development can be 38 provided during one school period daily. However, a daily period of liberal length does allow time for considerable healthful activity. Further it permits the teaching of variety of physical activities that develop skills, abilities and interests that form a basis for further participation in worthwhile activities (Michael, 2011).

It is suggested that since five minutes at the start and ten minutes at the end are needed for dressing and showing, the longer the period the higher the percentage of time available for physical activity. Relatively long periods are advantages for PE classes when schedules are divided into short periods, the desired ability and possibility of double periods for PE should be considered (Ibid). In addition to this some schools physical education classes favor a period near the middle of the morning or near the middle of the afternoon. One reasons given for favoring these mid-half-day times are, a break from and variation of sedentary classroom activity is needed, before school and after school physical activity makes PE classes near the beginning or the end of a session unnecessary, early morning hours should be reserved for more difficult subjects and rigorous physical activity should be avoided after meals. Generally, according to some writers as much as possible considering a long period of time and making a period near the morning or near the afternoon may favored to facilitate teaching physical education classes effectively (Martynovaaet *al.*, 2016).

2.6.5. Lack of adequate support of administrator

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).

2.6.6. Learning environment

A positive classroom environment is established and reinforced constantly by both teacher and students. Teachers' model appropriate behavior at all times. Teachers take responsibility for preparing, maintaining and providing equipment and instructional space, both on and off campus. Teachers make facilities and equipment available to maximize practice and learning based on individual needs and class size (Bailey, 2006). Teachers establish a positive learning environment to support student learning. The climate includes acknowledging success of all students who are moving toward personal goals and who are making individual improvements in skills, understanding and fitness. Teachers seek to promote enjoyment in physical activity, class participation, interest in motor skills and personal fitness.

Teachers are to be aware and understand the positive educational opportunity of minorities and diversity in their student body. The select groups that are diverse in characteristics of race, gender, skills and behavior are created and maintained for extended periods of time to facilitate cooperation, respect, responsibility, cohesiveness, etc. Teachers help students learn "what to do" at different levels of competition and set up decision-making situations so students can learn how to make correct "how," "where" and "when" reactions to competitive demands. Teachers structure competitive experiences that parallel real world experiences in an atmosphere where mistakes can be made with controlled, constructive consequences. Appropriate activity selections supported by adaptations and modifications produce successful experiences that become challenging and fun for participants (Nhamo and Muswazi, 2014).

2.6.7. Instructional facilities and materials

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).

2.7. Considerations in Choosing Teaching Methods

Teachers who are able to identify what their respective students are expected to acquire/master, confidently can select what type of method to employ. That method or the combination of the different methods, for that particular task or topic, therefore, can be regarded as the best. According to Ramsden (2003:54), the choice of a given teaching method should depend on a variety of elements. They include the age and developmental level of the students, what the students already know and need to know to succeed with the lesson, the subject-matter content, objective of the lesson, the available people, time, space and material resources, the knowledge and skill of the teacher about teaching methods, learning theories and the physical setting, students' background knowledge, environment, and learning goals.

In selecting teaching method, the teacher's analytical ability comes to play considering the situation at hand. There are some factors that will guide the teacher's choice of method to use in teaching a particular lesson; such factors include: The subject matter, Instructional objectives, the learner, the teacher, the time, Instructional materials and the environment.

2.8. Different instructional models and approaches used for physical education

There are currently eight dominant instructional models and approaches to teaching physical education. These are by no means the only approaches used to teaching physical education but they occur most frequently in the literature. Five (5) have been adapted for physical education from other settings or content areas. The remaining three (3) were developed exclusively for use on physical education settings.

The five models and approaches adapted for physical education from other settings included: Direct instruction, Cooperative Learning, Personalized System for Instruction (PSI), Peer Teaching and Inquiry Teaching. The three models and approaches developed exclusively for physical education are: 1, Sport Education 2, Tactical Games Approach (i.e. Teaching Games for Understanding, Games-based Approach, Play Practice, and Game Sense) and 3, teaching for Personal and Social Responsibility through Physical Activity. (Killen, R. 2007).

2.8.1. Direct Instruction approach in Physical Education

This traditional Physical Education lesson model typically relies upon the direct teaching of new skills in isolation followed by a drill to practice the new skill via repetition and then concluding with a game (or modification thereof) to apply the skill in context. This traditional model of Physical education instruction typically relies heavily on direct instruction teaching strategies. Unfortunately, many pre-service and even experienced teachers associate direct instruction as a ‘poor’ teaching approach as opposed to ‘constructivist’ teaching approaches being ‘good’. The evidence is however, quite to the contrary.

In (Hattie’s, 2009) synthesis of research on direct instruction, he found it is one of the most influential teaching strategies linked to student achievement and direct instruction as a teaching strategy in physical education is no exception. In fact, some of the most effective physical education curriculum that has demonstrated improved direct instruction method within primary/elementary schools using controlled trialed studies has been based on direct instruction teaching methods. Examples of these include Sport Physical Activity and Recreation for Kids Physical Education study in the United States and Move it Groove it study in Australia.

2.8.2. Cooperative Learning approach in Physical Education

According to (Dyson, B., & Casey, A. 2012). Cooperative Learning in physical education: A research-based approach. London: Routledge. Evidence suggests that Cooperative Learning (CL) is more effective than both competitive and individualistic approaches to learning. Some evidence in physical education specifically states that cooperation is far superior to the narrow conception of competition (winning and losing) in promoting achievement for all age groups. Certainly a recent review of literature highlights that Cooperative Learning can promote student achievement in the physical, social, cognitive, and affective domains. Cooperative Learning has also been shown to promote inclusion, engagement, and active participation in learning with diverse learners who hold varying learning needs. The fundamental underpinning of a Cooperative Learning approach in physical education is that students' 'sink or swim together'. In other words, students are dependent on one another to learn and not just the teacher. Indeed, Cooperative Learning places academic and social learning on par with one-another and students are required to work together in small groups to learn without direct or persistent instruction from the teacher. Consequently, and in order for teachers to support students in working together and constructing new understandings, the teacher should plan for and implement a number of micro strategies. However, please note that these vary dependent on different interpretations of the Cooperative Learning approach adopted and might also be referred to as benchmarks, elements. A meta-analysis of the effects of face-to-face cooperative learning. Educational Research Review, 10, 133 -149

- **Heterogeneous Groups:** students should be organized into mixed ability, ethnic background and gender groups of 4-5 members. Students should work in these groups for the duration of a unit.
- **Group Goals:** teachers should plan for physical, cognitive, social and affective learning goals.
- **Role of Teacher:** the teacher should support learners and their learning by providing adequate resources for group work, guiding students to new understandings and by providing specific advice and feedback as and when students need it.
- **Positive Interdependence:** students should be dependent on each member of the group in order to complete the group goal. For example each member of a group may adopt a role (a

coach, recorder, and encourager) during lessons or each member of the group may hold a different piece of information.

- **Individual Accountability:** students are assessed on their contribution to group work and their performance or measures are put in place to ensure each group member contributes to tasks. For example, tick sheets can be used to note each member's participation and contribution or each member's score in a task can contribute to the group's overall score.
- **Promote face-to-face interaction:** students have positive interactions with members of their group and they demonstrate good communication skills and the ability to work together. The teacher needs to plan for time for discussion during lessons and can organize a team by asking them to stand toe-to-toe, knee-to-knee, face-to-face.
- **Group Processing:** this is the time for students to reflect on their learning, how well they worked together and what the group needs to do to improve. This discussion involves all group members contributing and the teacher often provides the group with pre-planned questions. For example, what happened? So what? And what now? Group processing often occurs at the end of a lesson but can also be used during lessons to help groups understand their successes and how they need to improve.
- **Cooperative Learning structure:** teachers should aim to follow a Cooperative Learning structure during lessons and over the course of a unit. For example, structures include learning teams, jigsaw, pairs-check-perform, and many more.

2.8.3. Personalized System for Instruction in Physical Education

The Personalized System of Instruction (PSI) model was developed by Keller and Sherman during the 1960's. It was developed out of the field of experimental behavioral psychology and based on five major characteristics.

1. Self-pacing, 2. Mastery learning, 3. Teacher acting as motivator, 4. Emphasis on the written word for study materials and 5. Student proctors

The goal of using the Personalized System of Instruction approach is to allow students to learn independently so that the teacher could interact with the students needing the most assistance. The Personalized System of Instruction approach acknowledges that not all students have the same interests and abilities. It therefore allows students to progress at a rate that coincides with their individual abilities. Students with higher skills are allowed to progress at faster rates while

other students may take additional time to complete each activity. The evidence supporting the Personalized System of Instruction is very similar to the other mastery learning programs however descriptions of the use of Personalized System of Instruction to teach physical education are limited (Hannon, et, al, 2008).Tousignant (1983) described Personalized System of Instruction use for teaching a high school tennis program. She acknowledged that the system has its drawbacks and potential benefits due to the need for careful planning by the teacher. The key features to the effective implementation of the Personalized System of Instruction model in a physical education program include;

1. Students proceed through the course at their own pace;
2. Students demonstrate mastery of each component of the course before proceeding to the next;
3. Teachers are involved more in ‘tutorial-type’ support of students in that they provide motivation for students to complete work, teaching intervention as required and help individual students attain the stated goals of the physical education course. Tousignant, M. (1983). PSI in PE – it works. *Journal of Physical Education, Recreation and Dance*,3334.

2.8.4. Peer Teaching in Physical Education

According to Houston-Wilson C., Dunn, J., vander Mars, H., &McCubbin, J.(1997). The effect of peer tutors on motor performance in integrated physical education classes. *Adapted Physical Activity Quarterly*, 14: 298-313. Using peers as co-teachers (of themselves and others) is a quite powerful teaching strategy. Particularly if the aim is to teach students the ability to self-regulate and control their own learning and to becoming teachers of themselves. It is less effective if it is employed as a teaching strategy whereby older students simply teach struggling younger students. In a physical education context however, peer teaching has been predominately used in primary schools and as a method of fostering inclusion of students with disabilities into regular physical education classes. In some specific physical education studies, the concept of Class Wide Peer Tutoring (CWPT) has been suggested as being a better teaching strategy than traditional approaches of peer teaching. In CWPT involves the whole class adopting reciprocal roles of tutor and tutee in the physical education classes. It has been demonstrated as an effective teaching strategy in regular and adaptive/inclusion physical education programs across primary and secondary school settings.

2.8.5. Inquiry-based Teaching in Physical Education

Darst, P.W, Pangrazi, R.P., Brusseau, T.A., and Erwin, H, (2014). Dynamic physical education for secondary school students (8th Ed.). Pearson: Boston. Inquiry-based teaching stems predominately out of Science Education and aims to develop challenging situations in which students are asked to observe and question constructs, posture explanations of what they observe; devise and conduct experiments in which data are collected to support or refute their theories; analyses data; draw conclusions from experimental data; design and build models; or any combination of these types of activities. As such, these types of learning experiences are designed to be open-ended in that students are not expected to simply reach the 'right' or 'correct' answer for the question they are confronted with. When an inquiry-based teaching method is being used, the teacher is more concerned with student 'processes' of reaching their conclusion. In PE context, inquiry-based teaching approaches are often used when students already have a basic understanding of sports and games. Teachers can use this teaching strategy to help students understand when to apply certain skills. What to do they are not in possession of the ball, or where they can best move to receive a ball, or defend against a pass to name a few examples. Inquiry-based teaching can be used to foster student critical thinking in game situations and provide them with the opportunities to explore games and sports in new and innovative ways. However, if students do not have the basic understanding, proficiency and application of motor skills, the inquiry-based teaching approach may not be an appropriate teaching strategy.

3. MATERIALS AND METHODS

This section deals with; description of the study area, study design, population of the study, sample size and sampling techniques, data collecting instruments, data collecting procedure, pilot study, data analysis and ethical issues were briefly discussed.

3.1. Description of the Study Area

This study was conducted to assess teaching methodology in physical education class in Berbere Woreda primary schools Bale Zone Oromia Regional State. Berbere Woreda is 530km from Addis Ababa the capital city of Ethiopia. The administrative center of Berbere woreda is Haro Dumal. The total population of the Woreda is estimated as 90,642 in which 6.23% of the population are urban dwellers and the rest of others live in rural area. The estimated area coverage is 1,348.28 square kilometers, in which 20.5% is arable (4.3% is under cultivation), 36.4% pasture, 41.7% forest or heavy vegetation cover, and the remaining 1.4% is considered swampy, degraded or otherwise unusable. Thus, the woreda is well known by cash crop production like coffee which cultivated on around 5000 hectares ,peppers, fruits and vegetables as income generation of peoples' of the woreda. Thus, Berbere is among Bale Zone woredas' in Oromia Regional State.

(Source: The administrative center of Berbere Woreda)

3.2. Research Design

This study would be conducted in order to assess teaching methodology in physical education class at Haro Dumal Baha Biftu and Gabe Keku primary schools grade 7-8 in focus. The researcher employed descriptive research design, for it can guided him to use both quantitative and qualitative tools in collecting and analyzing data. According to McNabb (2010), descriptive research design is a scientific method which involves observing and describing the behavior of a subject without influencing it in anyway. The main goal of this type of research is to describe the data and characteristics of what are being studied. Thus, descriptive survey scrutinizes the actual situation in a chosen setting.

3.3. Population of the Study

To cope with this study, Haro Dumal Baha Biftu and Gabe Keku primary schools were selected. The target population of the study were physical education teachers who are currently teaching physical education (PE) in grade 7-8,Schools principals, Supervisors and grade 7- 8 students of

the selected primary schools. In these schools, there were 14 sections/classes of grade 7-8 in which 6 sections were from grade seven and the remaining 8 sections were grade eight. The total number of grade 7-8 students at H/Dumal primary School was 470 (male=224 and female=246), Baha Biftu was 381 (male=197 and female=184) and Gabe Keku was 140 (male=76 and female=64). Therefore, the total number of grade 7-8 students in these selected schools was 991 (male=497 and female=494). The total number of Physical Education teachers who were currently teaching Physical Education (PE) in grade 7-8 at this primary schools was 6 (male=4 and female=2) and 3 principals in which all are males as well as 2 Supervisors (male=2). Altogether the number of population in this study was 1002 (male=506 and female=496).

3.4. Sample Size and Sampling Technique

In this study, availability sampling technique and simple random sampling methods were used to select samples out of the entire population. Accordingly, availability method was used to select teachers who are currently teaching Physical Education in grade 7-8, Supervisors and schools principals at Gabe Keku, Haro Dumal and Baha Biftu primary Schools and simple random sampling lottery technique to select students from the total grade 7-8 students at this primary schools. Availability sampling method is used when the number of participant was manageable to be included in the sample representative. Hence, as a number of PE teachers who were teaching grade 7-8 at these three governmental schools were 6, schools principals were 3 and Supervisors were 2, the researcher used availability sampling method. On the other hand, the rationale behind selection of simple random sampling technique for the students was, according to Kothari (2006), first, it gives each participant in the population an equal probability of getting into the sample; and all choices are independent of one another. Secondly, it gives each possible sample combination an equal probability of being chosen. Therefore, the selection of each unit was done by the following procedure. Thus a researcher, primarily, collected all grade 7-8 students role number from each section, and then prescribed their role number and section on slips of paper and put them in a carton box so that the required samples were drawn like a lottery in each section at the selected primary schools. Accordingly, from the total 991 students at primary schools 284 students were selected. Therefore, 284 (28%) students (male=138, female=146), 3 principals (male=3), 2 Supervisors in which both of them are male and 6 Physical Education teachers (male=4, female=2) altogether 295 representatives were the participant of this study. To calculate sample size, simplified formula provided by (Khotari, 2004) was used in which a 95% confidence level and Precision (margin of error = 0.5) are assumed. Thus, $n = N /$

$[1 + N (e)^2]$ Where ‘n’ is the sample size, ‘N’ is the population size, and ‘e’ is the level of precision.

3.5. Data Gathering Instruments

In assessing teaching methodology in physical education classroom, the researcher employed our data gathering instruments to strengthen and increase the reliability of data. Hence, questionnaire for students, FGD, interview for teachers and supervisors, classroom observation were employed.

3.5.1. Questionnaire

Questionnaire is the essential tool for data gathering from different population. In this study there were both open ended and close ended questions in order to get plenty of data and help to answer the research questions. Sharma, (2000) stated that questionnaire enables a researcher to collect data from large groups of individuals within a short period of time, and it is also easy to administer to a number of subjects in one place at a time. Thus, the researcher used both close-ended and open-ended questionnaire to gather data from the respondents. To this end the researcher used close-ended questionnaire to obtain information about the general views of teachers and students regarding assessing teaching methodology in physical education classroom and the actual practice of methods in PE. To achieve this, a 34 item survey was developed by the researcher. It was designed by using a Likert scale, where 1 indicates strongly disagree, 2 indicates disagree, 3 stands for uncertain, 4 indicates agree and, 5 is for strongly agree. The items were based entirely on the literature review and different scholars or researchers ideas on the similar titles in order to obtain information about students’ familiarity with different methods in physical education. The questionnaires were prepared in English language and translated in to Afan Oromo language by researcher for students to reduce communication barriers.

Similarly, the researcher used open-ended questionnaire as it believed that it is very useful for small scale research and for producing personal comments from the respondents (Hopkins (2000). Moreover, according to Kumar (1996), open ended questions are extremely useful for “seeking opinions, attitudes, and perceptions” (1996:111). So, using this technique was found to be of paramount importance in generating data on issues related to the subjects’ views and opinions about the importance of assessing methods in Physical Education classroom.

Hence, 5 open-ended items were developed in Afan Oromo for students by the researcher in order to supplement the information obtained from the quantitative survey.

3.5.2. Focus Group Discussion

It was argued that the focus group discussion approach produces a wealth of detailed information allowing the researcher to gain insight into the thinking of individuals. This is to mean that this technique provides a means for in depth study without the categorization constraints of quantitative surveys. Moreover, it was thought that when teachers discuss in groups a certain issue, they would generate richer ideas.

As a result, one focus group discussion which contain six teachers were selected by using purposive sampling as the number of teachers from three schools were small in number (manageable). This is why PE teachers could be able to communicate well within their group to discuss on the given issues as they were expected to give more and reliable information regarding the Active Learning Methods. Concerning the number of participants in a group, Derebssa, et al., (1999) as cited in Amarem (2006) states that six people may be best for maximum interactions among participants. Considering this, 6 focus group discussion questions were prepared for PE teachers in English language and translated in to Afan Oromo in order to reduce communication barriers during discussion. This methods was used to enquire PE teachers how to use different Active Learning Methods in their PE classrooms during classroom interaction (see Appendix-E).

Before the discussion, the researcher introduced the participants the purpose of the discussion and encouraged them to freely express their idea. During the discussion the participants' opinion were noted down by the researcher. Thus teachers FGD lasted for 1:00 hour.

3.5.3. Interview

What initiated the researcher to select this tool of data collection instrument was that he could contact teachers face to face in the classroom in order to assess the implementation of teaching methods in PE classroom.

The researcher used interview to check the reliability of the data that was obtained from the students' responses of questionnaire. Thus; interview was made with a total of 6 physical

education teachers, 3 School principals and 2' supervisors of Gabe Keku, Haro Dimal and Baha Biftu primary schools. Regarding the interview of principals, supervisors and PE teachers, the researcher selected teachers' and Supervisors' participants without sampling, because their number was small and manageable. This is for the comfort ability of the researcher since he has planned to take them as participants by the time that he got them in the staff room.

As a result, the researcher prepared five semi-structured separate questions of interview for PE teachers and five interview questions for both Principals and supervisors. During the interview the researcher prepared interview questions for PE teachers, Principals and Supervisors in English language and translated in to Afan Oromo in order to reduce communication barriers.

Before the interview session, the researcher informed the subjects about the purpose of the interview and arranged appropriate times. The issues discussed in the interview with Physical Education teachers principals and supervisors were questions related to what methods of teaching most commonly PE teachers use in their classroom, what challenges PE teacher faced to implement Active Learning Methods in their classroom, time allotment for doing the activities, students' participation and teacher's roles. Almost all of the questions were open-ended. (See Appendix 2). The interview session with PE teachers, Principals and supervisors lasted about 8-10 minutes for each interviewee. During the interview, the responses were noted down by the researcher for farther analysis.

3.5.4. Observation

The main objective of observation was to see when Physical Education teachers implement the practice of assessing teaching methods in PE classroom and the learner's practice the methods during classroom interaction. Moreover, the classroom observation was to crosscheck the answers given by the students during questionnaire and interview of teachers and supervisors. For this reason, the researcher selected 3 (50%) of grade seven sections (A, D, G) and 4 (50%) of grade eight sections (A,C,D,H) using systematic sampling technique because this sampling is essential to offer equal opportunities to all sections during selection. As a result, the researcher prepared observation checklist, based on the objectives of the study mainly challenges students faced, the role of teachers and students as well as their strategies used in assessing the methods was observed. So, that after the researcher prepared his checklist and program with the teachers; he observed with his co-observer four PE teachers and seven sections two times each during the Physical Education lesson to check the responses that were given during questionnaire and

interview by teachers, principals, supervisors and students. Hence, the average agreement calculated for each of the lesson observed was 86.25%, 83.33% and 62.5 % respectively. According to Good and Brophy (1990) observers should achieve general agreement from 60-90% to get reliable data.

Generally, 14 observations were made to crosscheck the responses that were given by both teachers and students during questionnaire and interview.

3.6. Data Collection Procedure

The researcher adopted three steps in collecting the data for the study. First, relevant literature was reviewed to get adequate information on the topic. Second, objectives and research question were formulated to show the direction of the study. Third, data gathering tools were developed and piloted. After that questionnaire was distributed and collected, FGD was done with PE teachers ,and interview with teachers, principals and supervisors was held. Finally, class observation was done.

3.7. Pilot Study

The pilot study was conducted to see whether the intended instruments could work as planned. It was also to develop the standard of the questions in the questionnaire and interview to make the questions easily understood to the respondents who were meant to answer them. Hence, 12 grade 7-8 students six students from each grade and 2 PE teachers from Miyera primary school were taken as participants through random sampling technique for small scale study. Baker, (1994: 182-183) found that a sample size of 10-20% of the actual study is a reasonable number of participants to consider enrolling in a pilot. Then they i.e. (students) were asked to answer the questionnaire. As a result, the questionnaire was edited and modified in the light of the problems the respondents faced in answering, and the responses got from them. Again, questionnaires were also given to the thesis advisor and other colleagues for further comments, criticisms and evaluation. As a result, 4 items were omitted, 7 items were edited and 3 items were added because of the pilot study. Similarly, interview items were given to Miyera primary school Physical Education teachers to check ambiguous items. So that 2 items of interview were omitted and 2 were edited. Finally, the survey was finalized for the fieldwork as the researcher omitted unnecessary questions and clarified ambiguous ones to obtain the needed information.

3.8. Method of Data Analysis

In this study, data were analyzed and interpreted both qualitatively and quantitatively in order to support one another. Regarding this, Auer Bach and Silverstein (2003) argued that qualitative and quantitative research is complementary, equally valid research strategies. Thus, data gathered through questionnaire, FGD, interview and observation were analyzed both quantitatively and qualitatively. Accordingly, frequency, percentage and mean scores are used to analyze the quantitative data. In similar fashion, information generated from FGD, interview and classroom observation was described qualitatively. The data analysis procedure consisted of likert-type item analysis for all specific objectives of the study. According to Taylor (1973) as cited in Beyene (2008), Likert assigned numerical values to responses and the numerical representation (the coding) of the items went through ‘strongly agree’=5; ‘agree’=4; ‘undecided’=3; ‘disagree’=2; and ‘strongly disagree’=1.

To analyze the response of the questionnaire the raw data entered in to computer to be analyzed using SPSS version 20. To this end, the tables were presented before the analysis and interpretation. After that, the data was first presented in frequency, percentage and the mean was calculated. Finally, based on the mean value each item was presented.

3.9. Ethical Considerations

When conducting research in an academic or professional setting, one needs to be aware of the ethics behind the research activity (Driscoll 2006). According to him, ethical considerations “are paramount in any type of research”. Apart from protecting the informants, following research ethics also enables the researcher to retain a good relationship with the informants and increases the credibility of the study. It is of foremost importance that educational researchers respect the right, privacy, dignity and sensitivities of their research populations and also the integrity of the institutions within which the research occurs.

As a result, the researcher was accountable to the public and promoted a variety of other important moral and social values while he was interacting with different individuals to gather data. Bearing this in mind, the researcher guaranteed the participants’ confidentiality and the participants’ were remained anonymous throughout the study.

4. RESULTS AND DISCUSSION

4.1. Data Analysis

This result section presents the study variables beginning with sex of the respondents and followed by teaching methodology most frequently used by Physical Education teachers, role of respondents in applying teaching methodology, the situation of school environment in implementing different teaching methodologies, and the strategies used by PE teachers to overcome the problems of implementing teaching methods to develop learner's Physical Education proficiency.

4.2. Background and Information of the student Participants

4.2.1. Sex and Age of Learner Respondents

The sex and age of learner respondents is presented in Table 1.

Table 1: Sex and Age of Respondents (N = 284)

SEX& FREQUENCY			AGE							%	
			13-14	%	15-20	%	21-25	%	>25		Total
Sex	N	%									
Male	138	48.59	118	85.5	16	11.59	4	2.9	0	138	100
Female	146	51.41	126	86.3	19	13.01	1	0.68	0	146	100
Total	284	100	244	85.92	35	12.32	5	1.76	0	284	100

Key=(N=number of the respondents)

As we can see from Table 1, 138 (48.59 %) of the respondents were male, whereas, 146(51.41%) of them were female. In this research to avoid gender bias, every necessary effort has been made to engage both genders equally. But, because of the number of female students, is greater than male, in each class, female participants were larger than male. See Table 1.above.

Similarly, as it can be seen in the Table 1 above,85.92% (244) students were in between 13-14 age. This indicates that most of the students at Gabe Keku,Haro Dumal and Baha Biftu primary

schools were enrolled to school at normal enrolment rate. However, only about % 14.08(40) respondents were enrolled at gross rate. From this one can deduce that the majority of the students' joined the school at the age of seven which is the standard school age determined by the Ministry of Education.

4.2.2. Sex, Teaching experience and Academic qualification of Teachers, Principals and Supervisors Respondents

The Sex, Teaching experience and Academic qualification of Teachers, Principals and Supervisors Respondents was presented in Table 2.

Table 2: Sex, Teaching experience and Academic qualification of Respondents (N = 11)

Characteristic of the respondents									
Items	Category of items	Respondents							
		PE Teachers		Principals		Supervisors		Total	
		F	%	F	%	F	%	F	%
Sex	Male	4		3		2		9	100
	Female	2		0		0		2	100
	Total	6		3		2		11	100
Teaching Experience	1-5 years	-	-	-	-	-	-	-	-
	6-10 years	3	50	2	75	-	-	5	45.45
	11-15 years	3	50	1	25	1	50	5	45.45
	16-20	-	-	-	-	1	50	1	9.1
	>20	-	-	-	-	-	-	-	-
	Total	6	100	3	100	2	100	11	100
Academic Qualification	TTI	-	-	-	-	-	-	-	-
	Diploma	2	33.34	-	-	-	-	2	18.18
	Degree	4	66.66	3	100	2	100	9	81.82
	Masters	-	-	-	-	-	-	-	-
	Total	6	100	3	100	2	100	11	100

Key=(N=Number of Respondents)

As shown in table 2 above, 4 (66.66%) teachers of respondents were male and 2 (33.34%) were female. Similarly, 3 (100%) Principals and 2 (100%) Supervisors were male. This showed that, the schools were male teachers and leaders dominated. Regarding to the qualification of the respondents, 9 (81.82%) of them were first-degree holders and 2 (18.18%) of them were diploma holder and there were no respondents with qualification below diploma and above first degree in three governmental schools. Concerning the experience of respondents, the majority of them had more than 6 years of service as indicated in the table 2. Thus; 5 (45.45%) of the respondents had the experience between 6-10 and 5 (45.45%) of other

respondents had 11-15 years of service. But 1 (9.1%) respondent had more than 16 years of service. In general, 10 (90.9%) of the respondents had more than 6 years of service. Thus, majority of the respondents could provide pertinent information that would be helpful for the success of this finding

4.3. Items Related to the Implementation of DTM in PE Classroom.

Attempts were made to check the Students' response to implement different Teaching Methodology in PE classroom. The respondents were required to respond to the items by saying "strongly agree", "agree", "undecided", "disagree" or "strongly disagree". Responses were scored in such a way that correct response means high practice of implementing Teaching Methodology in PE classroom and incorrect response means low or none practice of implementing Teaching Methodology in PE class. Notice that, correct responses are given to score of 5 followed by score of 4 to strongly agree and agree respectively and incorrect responses are given to score of 1, followed by score of 2 to responses of strongly disagree and disagree respectively. As we can see from the students response of Active Learning Methods in PE classroom, there was a general consensus on the importance of implementing teaching methodology in PE class.

4.3.1. Responses on TM PE Teachers Implement in their Class.

Table 3: Responses on Teaching Methodology PE Teachers Implement in their classroom.

KEY: Strongly agree"=5, "agree"=4, "undecided" =3, "disagree"=2 "strongly disagree"=1

I	Items Related to Teaching Methodology PE Teachers Implement in their classroom	Fr & %	5	4	3	2	1	Total	Mean
1	My teacher uses Problem solving method in PE classroom.	Fr %	20 7.04	32 11.27	4 1.41	78 27.46	150 52.82	284 100	1.92
2	My PE teacher implements Jigsaw method in PE classroom.	Fr %	12 4.23	8 2.82	40 14.08	81 28.52	143 50.35	284 100	1.81
3	Think pair-share method is the method that we use frequently in PE classroom.	Fr %	20 7.04	26 9.15	2 0.70	96 33.80	140 49.31	284 100	2.1

4	Our PE teacher implements Demonstration method in PE classroom.	Fr %	58 20.42	72 25.35	4 1.41	56 19.72	94 33.10	284 100	2.76
5	Group work is the method that we always practice in our PE classroom.	Fr %	28 9.86	37 13.03	20 7.04	88 30.99	111 39.08	284 100	2.23
6	Our PE teacher teaches us using Peer-teaching in PE classroom.	Fr %	52 18.31	17 5.98	33 11.62	92 32.40	90 31.69	284 100	2.48
7	Our PE teacher uses Brain storming method during PE period.	Fr %	14 4.93	36 12.68	48 16.9	82 28.87	104 36.62	284 100	2.21
8	Our PE teacher teaches us using Pyramiding method frequently.	Fr %	2 0.70	6 2.11	8 2.82	132 46.47	136 47.90	284 100	1.61
9	Our PE teacher teaches us through Lecture method in PE classroom.	Fr %	146 51.40	98 34.51	20 7.04	12 4.22	8 2.82	284 100	4.67
10	Cross-over Groups is the teaching method our PE teacher applies in the class.	Fr %	42 14.80	58 20.42	44 15.49	66 23.23	74 26.06	284 100	2.74
11	Our PE teacher teaches us using Gold fish bowl method in PE classroom.	Rr &	11 3.87	21 7.39	22 7.75	74 26.06	156 54.93	284 100	1.77
	Total mean								2.39

The respondents' answer to the Teaching methods PE teachers employed in the classroom to develop students physical education skills was analyzed and summarized in Table 3. As can be seen from this table, the participants had negative responses of different Teaching methods used by PE teachers to implement in PE classroom with the low total mean value 2.39. Thus, out of eleven methods, eight teaching methods were ranged at the low level including Problem solving methods, Pyramiding method, Brain storming method, Jigsaw method, Think pair-share method and many more. However; only lecture method is at high level with the very high mean value 4.67.

On the contrary, the teaching methods that obtained the lowest mean values were the methods which were highly neglected by the PE teachers as their grand value is less than 3. Generally, we can conclude from the above table that the total mean rating was (2.39) less than the average rating point i.e. (3.00). This suggests that the role of teachers in using different methods to develop learners' PE

competence was not promising. This shows that teachers did not practice their own roles properly. Moreover, regarding the role of teachers to use different methods in PE classroom, data collected from the result of open-ended questionnaire, FGD, interview and classroom observation were here under. During students open-ended questionnaire, they asked 'what teaching and learning methods do their teacher implement in PE classroom regularly to enhance learners' physical fitness. Almost all students said that their teachers use frequently lecture method in their PE classroom. Students further said that the reason behind is school environment condition, large number of students in the classroom, lack of awareness about different teaching methodologies in PE were teachers and students major drawback of using Active Learning Methods in their classroom.

Similarly, during FGD PE teachers asked 'What Teaching methods do they use in their PE classroom to develop learners competence in their subject. 'They reported that they frequently use lecture methods, demonstration and sometimes group discussion. They said that; "Even though we know the advantages of using different teaching methods in PE classroom, lack of school facilities, teaching materials, number of students and their interest to learn PE, lack of time to practice different activities were the major problems of implementing Active Learning Methods in PE classroom."

Moreover; during interview teacher (**T1**) was asked that "What Teaching methods do you use frequently in PE classroom to develop learners competence". He replied that, "In my PE class, I frequently use lecture methods as learners are large in number and there is no enough time to initiate all learners at that short time."

In addition to this, teacher (**T2** and **T3**) said that: "Even though there are a lot of Teaching methods to develop students PE competence, we are familiar to lecture method, demonstration method and sometimes role play. Because we are not familiar with other methods and the given time for practicing is not enough to let all students in activities."

Teacher (**T3**) added that, "In my PE classroom, I don't like to use different Active Learning Methods because I lacked knowledge of using this methods and students themselves have no interest as they frequently like to play football and handball outside of the classroom." Teacher (**T4**) still underestimated teaching methods like Problem solving method, Pyramiding method, Jigsaw method, Think pair-share method, and Gold fish bowl method for PE teaching and learning by stating that

“From my experience, students are not really serious in participating on those tasks as it is difficult and tiresome. So, I don’t use these methods in my PE classroom rather I teach my students by lecture method”. Similarly, in principals and Supervisors interview, they asked what types of methods or tasks their teachers use to teach their learners in PE classroom. One of principal (**P1**) said, “I have awareness about active learning in my own understanding because educational training policy gives emphasis to these strategies, however; it’s a teacher who does a lot in a classroom by lecturing. This may be passive learning method as all activities carryout by teacher without student participation; in teacher centered methods more focuses is in memorizing fact than applying what they learn.”

Supporting the first principal idea, principal (**P2** and **p3**) said that; “Our PE teachers do not like to use different teaching methods in their class rather they blame government and school leaders as the school facilities and classroom condition are not comfortable to implement different methods in PE class leaving their responsibility a side. “Moreover; one of Supervisor (**S1**) asked what types of teaching methodologies do your teachers use in PE classroom. He replied that “In my schools most of the PE teachers use methods like demonstration, lecture and more time they stay in the field outside the classroom making learners to play in the field. While the learners play in the field, PE teachers simply sit and order the learners to play a football and volleyball frequently. As to me this is not implementing Active Learning Method rather it’s wasting time.”

Generally it can be understood from Table 3, some useful teaching methods like Problem solving method, Pyramiding method, Brain storming method, Jigsaw method, Think pair-share method, Gold fish bowl method etc. seem to be neglected by PE teachers. This affected teaching and learning activities and resulted in learners failures.

4.3.2. Observation Results on Roles of Teachers to Practice Teaching Methodology

implementing in PE Class.

Table 4: Observation Results on Items Related to TM implementing in PE classroom

No	Teacher's role	Yes	%	No	%	Total
1	Teacher uses Problem solving method in PE classroom.	5	35.71	9	64.29	14
2	PE teacher uses Demonstration method in PE classroom.	6	42.86	8	57.14	14
3	Teacher uses Gold fish bowl method in his/her PE classroom.	0	0	14	100	14
4	Teacher uses Peer-teaching method in PE classroom.	5	35.71	9	64.29	14
	Teacher uses Brain storming method during PE period.	4	28.57	10	71.43	14
5	Teacher frequently use Lecture method in PE classroom.	13	92.86	1	7.14	14
6	PE teacher uses Jigsaw method in his/her classroom.	0	0	14	100	14
7	PE teacher uses Pair-share method in PE classroom.	2	14.29	12	85.71	14
8	PE teacher uses Group work method in his/her classroom.	4	28.57	10	71.43	14
9	PE teacher uses Peer-teaching method, and etc., in PE classroom.	2	14.29	12	85.71	14
10	PE teacher uses Cross-over Groups method and many more in his/her PE classroom.	3	21.43	11	78.57	14
11	PE teacher uses Pyramiding method and many more in his/her PE classroom.	0	0	14	100	14

As it can be seen from table 4, the observation results depicted that, almost all PE teachers employ

lecture method which tends more to teacher-centered methods . Rather than this one or two strategies, they do not employ the remaining strategies that were listed in the above table. What we conclude from this is that, almost all teachers employ teacher-centered teaching methods which were more focused in lectures. Therefore, when teachers employ lecture methods, the probability of students to interact as well as participate in different activities would be low. However, the effectiveness of teaching-learning process requires the use of different instructional strategies that create opportunities to interaction like cooperative learning, problem solving, cross-over group, pyramiding etc. Many scholars expressed that cooperative learning is helpful to encourage students to work together for their success.

Moreover, as many educators are stressed and described it that if teachers are on the position to help students to learn, they have to select and use teaching methods that produce learning. Therefore, to be effective in the teaching learning process, teachers must use different instructional methods and techniques.

4.4. Items Related to the Major Problems that hinder the Implementation of Teaching Methods in Physical Education Classroom.

4.4.1.Items Related to the Role of Teachers in Implementing Teaching Methods in Physical Education Classroom.

Table 5: Responses on Role of Teachers to Implement TM in PE classroom.

Strongly agree”=5, “agree”=4, “undecided” =3, “disagree”=2 “strongly disagree”=1

II	Items Related to the Role Teacher in Implementing Teaching Methods in Physical Education Classroom.	Fr & %	5	4	3	2	1	Total	Mean
12	My PE teacher Create meaningful learning experience in PE classroom.	Fr %	36 12.68	60 21.13	33 11.62	89 31.33	66 23.24	284 100	2.69
13	During PE period, our teacher recognizes and reinforces the individual contribution for more successes.	Fr %	44 15.49	36 12.68	8 2.82	83 29.22	113 39.79	284 100	2.34
14	Our PE teacher Provides opportunities	Fr	48	54	40	80	62	284	2.61

	for students to reflect on lesson and learning process itself for more understanding.	%	16.9	19.01	14.08	28.17	21.84	100	
15	My PE teacher gives me constructive feedback when I do well in my practice.	Fr %	42 14.80	58 20.42	44 15.49	66 23.23	74 26.06	284 100	2.74
16	Our PE teacher goes around the group and encourages us to become actively participate in the field and in the classroom	Fr %	64 22.54	52 18.31	38 13.38	78 27.46	52 18.31	284 100	2.99
	Total Mean								2.68

The summary data presented in Table 5, indicates that the mean rating is less than the average rating point i.e. 3. This means the total mean of responses is 2.68. This suggests that the role of practicing the implementation of teaching methods in PE classroom was not promising. From this idea, we can conclude that teachers were not caring out their own roles properly (See Table5).

In addition to the result obtained through questionnaire on the implementation of teaching methods in PE classroom, open-ended questionnaire, interview, and classroom observation findings were presented as follows. Students in open ended questionnaire responded to item three, the question ‘Whenever Active learning methods implement in PE classroom, whether the teacher encourage his/her students for farther engagement’.

All teachers agreed that they did not encourage their learners as the number of students in each class was more than 65 in average to touch each individual for farther improvement of physical competence of learners. Teachers also added that they were not interested in implementing different teaching methods thinking that the class was out of control. However, as Fiseha (2001) recommended teachers tasks should to use classroom methods that encourage the learners to be as active as possible by analyzing and interpreting knowledge through the use of higher order thinking skills. So, one can conclude from this idea that teachers were not performing what has been planned either by school or government.

Similarly, when FGD was done with PE teachers on item three, 'what major challenges they faced to implement teaching methods in their classroom and what solution they found to alleviate the problem.' They agreed that the major challenges they frequently faced to practice different teaching methods were; first they did not have awareness and training on how to use Active Learning Methods in their PE class; second, they clearly didn't know their role and responsibilities in teaching and learning classroom ; third, students had no interest to participate actively in different tasks in PE classroom, School leaders were not responsible to supply different teaching materials and technical support to PE teachers; fourth, School facilities were not available to implement different Active Learning methods and finally, time allotment for PE classes as well as PE teachers work load were the major drawbacks of implementing teaching methods in PE classroom. Teachers listed as a solution the following comments.

Thus, teachers should get opportunity of different training on Active Learning Methods; school leaders and other stake holders should facilitate schools for safe and comfortable teaching and learning activities in addition to technical support of PE teachers in the classroom.

In addition to FGD, while interview was done with teachers, on 'does he/she implement different teaching methods in physical education classroom and whether he/she encourage his/her students for farther practicing,' teachers like as (**T1, T2, T3** and **T4**) said that; "In implementing teaching methods, even though we know different methods, we couldn't implement it. Because school facilities, number of learners in each class and playgrounds and sport tools like as balls, javelin, shot put, hurdles, gymnastic ,volleyball courts, basketball courts, football fields, handball field etc. are not comfortable for practicing the methods."

Teachers like (**T5** and **T6**) on the other hand added that; "Totally there is no the implementation of Active Learning Methods in our classroom because school principals and supervisors do not supply us teaching equipment and technical support to develop the awareness of physical education. Even they think PE as running in the field and playing different games out side of the classroom."

Generally, it can be concluded from the data gathered through different tools that PE teachers at Haro Dumal, Baha Biftu and Gabe Keku primary schools were not implementing different Teaching Method to develop learners physical fitness competence. The findings from different tools above showed that lack of teachers experience, playgrounds, classroom conditions and

interest were the main reasons. In addition to the above open-ended and interview results, classroom observation result in relation to the teacher's role was made below.

4.4.2. Observation Results on Roles of Teachers to Implement T in PE classroom.

Table 6: Observation Results on Roles of Teachers in Implementing TM in PE classroom.

No	PE Teacher's role	Yes	%	No	%	Total	Total
12	Clarifying the learning objective to the learners.	4	28.57	10	71.43	100	14
13	Teacher clearly explained to the students how to do PE activities.	3	21.43	11	78.57	100	14
14	Gives more emphasis to Active Learning Methods.	2	14.29	12	85.71	100	14
15	Manage his or her classroom time effectively by encouraging learners towards the practice of different teaching methods.	0	0	14	100	100	14
16	Arrange the students in heterogeneous groups to help each other during the implementations of teaching methodologies.	0	0	14	100	100	14
17	Teacher sets PE tasks at an appropriate level of difficulty.	2	14.29	12	85.71	100	14
18	Uses different techniques and tasks to implement Active Learning Methods.	0	0	14	100	100	14
19	Encourages the students to participate actively in different activities.	4	28.57	10	71.43	100	14
20	Teacher is as a facilitator during the implementation Active learning method.	0	0	14	100	100	14
21	Moves around the individual or groups and motivates students while learners do different tasks.	3	21.43	11	78.57	100	14
22	Gives constructive feedback to the students'	2	14.29	12	85.71	100	14

	work.						
23	Summarize the lesson.	3	21.43	11	78.57	100	14

To implement Active Learning Methods in PE classroom, the role of teacher has its own impact on teaching-learning process. Therefore, assessing the teacher's roles against some points related to implementation is essential. Hence, during classroom observation almost all teachers didn't completely do this: most of the time they didn't introduce the learning objectives to the learners, and they didn't give more emphasis on the implementation of teaching methods to develop learners PE performance. With regard to arranging the students in heterogeneous grouping, teachers didn't attempt it.

Again, during observation, most of the time, teachers used the teacher-centered methods in which teacher play a very vital role without student participation. In contrast, Silberman (1996) expressed that during active learning, the learner is seeking something to answer a question, information to solve problems, or do tasks while discussing with others. From this idea, it can be concluded that teachers were instructors who know everything whereas students were passive receivers. Again, one of the main important role of the teachers was to give summarization at the end of the day's lesson but when the researcher made observation, the teachers didn't summarize the lesson any time. Therefore, the result concerning teachers' roles indicate that teachers were still reluctant to practice different teaching methods in PE classes and emphasize on the traditional way of teaching. So, teachers were not identifying their roles properly to practice oral skill in PE classroom.

4.5. Items Related to the Role of Students in performing TM in Physical Education Classroom.

Table: 7 Items Related to the Role of Students in performing TM in PE Classroom.

Key: Strongly agree"=5, "agree"=4, "undecided" =3, "disagree"=2 "strongly disagree"=1

II	Students Role in performing	Fr	5	4	3	2	1	Total	Mean
I	Active Learning Methods in PE Classroom.	%							
17	I express my need and feelings freely to my PE teacher during classroom interaction.	Fr %	42 14.8	26 9.15	22 7.75	68 23.94	126 44.36	284 100	2.26

18	I equally and actively participate and motivate in the activities given for me with my peers in PE classroom.	Fr %	32 11.27	51 17.96	4 1.40	82 28.87	115 40.5	284 100	2.66
19	I am interactive among my groups, and I ask my PE teacher for help when something went wrong during the actual practice.	Fr %	26 9.15	38 13.38	44 15.5	96 33.8	80 28.17	284 100	2.52
20	I know the roles and responsibilities that are expected from me during active learning in PE classroom, and I act confidentially.	Fr %	40 14.08	28 9.86	22 7.75	88 30.99	106 37.32	284 100	2.31
Total Mean									2.44

The summary data presented in Table 7, indicates that the mean rating is less than the average rating point i.e. 3. This means the total mean of responses is 2.44. This suggests that the role students in practicing different Active Learning Methods in PE classroom was not promising.

Thus, the issues raised in items 17, 20, 19 and 31 were perceived low level with the mean scores being at the ends of the low range, 2.26, 2.31, 2.52, and 2.66, 1.18 respectively. Among the students' responses to these 4 items, most students tended to disagree with the statement that they actively participate in teaching and learning methods in their PE classroom.

We can conclude from this idea that Active Learning Methods is used to diagnosis students' strength and weakness through a year to create competent students rather than confined to a single method.

Moreover to support data that was collected through close-ended questionnaire, the data obtained through open ended questionnaire and interview were presented here:

To support data obtained from questionnaire, the third open-ended questionnaire enquired students 'whether their teacher encourage them to perform activities using different teaching

methods or not'. Students agreed that they didn't have confidence in practicing different PE activities. Especially, female students were very shy as they were not confident enough in practicing different physical exercise outside the classroom wearing sport clothes based on social norms. Learners said that if they were asked by their teacher to perform different tasks, most of them afraid of performing activities rather they like to play a football, handball, running as well as hide-seeking games. This is why teachers do not encourage their students to practice PE activities through Active Learning Methods. This was, really a great problem encountered our teachers in PE classroom.

Furthermore, teacher (**T1**) also added during interview: Most of the time female learners feel uncomfortable with PE tasks. Even sometimes they go to the extent of missing classes if they know that they have PE Class.

As stated above, some students admitted that they lacked confidence in practicing PE exercises using different teaching methods to develop their competence. During interview, for example, teachers (**T2, T3, and T4**) added that;

“Including my class, many students afraid of practicing PE tasks using different teaching methods because they lacked the required knowledge of physical exercises as we (teachers) do not encourage them to do so thinking we had no much time to touch all individuals”. Another teachers (**T5 and T6**) in interview also commented that most of the time we made no attempt to assess our students' PE competence because we seem disappointed with our students' PE performance. Thus it's clear that the overwhelming majority of teachers found the students' background problematic.

In addition to teachers' interview, Principals such as (**P1, P2 and P3**) replied while they were interviewed about the major problems that hinder the implementation of teaching methods in PE classroom. Even though teachers have basic skills on implementing different teaching methods in PE classroom, students are not volunteer to do so. We think that they i.e. students consider practicing different PE tasks through different teaching methods is exhaustive. Moreover, they added that many students felt inhibition that they were worried about making mistakes, fearful of criticism, or simply shy when they perform activities.

We can conclude from this information that students were not willing to practice PE tasks using Active Learning Methods rather they are more interested learning through lecture methods

thinking that teachers were all knower. This means learners preferred a passive style of learning as they were afraid of being judged by others.

In addition to the above responses, Supervisors(**S1** and **S2**) during interview raised that: “Physical Education teachers have no training opportunities regarding the implementation of Active Learning Methods in our school. This may be one of problems that hinder the implementation of different teaching methods in PE classroom.” Regarding this idea, Amare (2002, p 21) cited that the implementation of teaching methods needs knowledge, skills, motivation and dedication on the part of teachers. The necessary knowledge and skills can be improved through training in the preparation and use of different Active Learning Methods activities. As training opportunity enables teachers to update their previous knowledge; lack of getting enough training about the implementation of teaching methods is a problem.

4.5.1. Observation Results on Role of Student in performing TM in PE Classroom.

Table 8: Observation Results on Role of Students in performing TM in PE Class.

No	Learners' role	Yes	%	No	%	Total
24	Simply listen to the teacher's lecture in the classroom.	12	85.71	2	14.29	14
25	Express their feelings, ideas, views etc. freely while they face challenges in their tasks.	3	21.43	11	78.57	14
26	They take responsibility for their own learning.	2	14.29	12	85.71	14
27	They are interested while participating in in physical Education activities.	5	35.71	9	64.29	14
28	They clearly know that they are implementing different teaching Methods when they learn PE.	0	0	14	100	14
29	They need their teacher to do everything in PE classroom.	14	100	0	0	14

Since students are either victims or contributors of ill-implemented methods, an attempt was made to observe them from several dimensions. Most of the time, students simply listen to their teacher explanation. That means they follow a passive style of learning. Majority of the students didn't carry out their activities freely rather they expect their teachers for every steps and tasks. Moreover, students were not willing to participate actively to practice different tasks using

The summary data presented in Table 9, indicates that the mean rating is less than 3.0 i.e. (2.49). This suggests that the respondents' response on school environment situation to implement Active Learning Methods in PE classroom is between the rating point 'disagree' and 'undecided' i.e. score of responses of 2 and 3 respectively. This tells us, the school environment situation to implement Active Learning Methods in PE classroom was not convenient and it affected the implementation of teaching methods in PE classroom negatively. In line to this, Mantissa and Wills (1995) explained that the classroom condition should be conducive enough so that students feel free and comfortable to make group or move freely. (See Table 9).

Generally, to strengthen data obtained through close-ended questionnaire regarding school environment related problems that affected the implementation of teaching methods in PE classroom, interview, open-ended questionnaire and classroom observation were discussed here under.

In addition to data from Table 9, many teachers in open-ended questionnaire agreed that lack of PE equipment like playground, fields, and others hinder the implementation of Active Learning Methods in PE classroom. This idea is aligned with Gutierrez (2005) who argues that in the public primary schools in Colombia, the PE skills are not developed due to lack of learning resources. The author, also states that the consequence of these barriers is the problems that learners have in their physical education classroom.

Moreover, during their interview, teacher (**T1**, **T4** and **T3**) said, there were a lot of school environment related factors that affected the implementation of Active Learning Methods in PE classroom. Among these, large class size was one of the major issues indicated as a challenge towards implementing teaching methods. They indicated that attempting to practice different PE tasks through various teaching methods with large number of students was a big challenge as it consumed more time. Emphasizing this issue, most teachers said that it was difficult to handle 64-70 students in the class rooms and to come up with an effective implementation of teaching methods. Teaching load per week was also noted as a major problem for teachers to implement practical teaching methods to improve learners PE competence having another responsibilities like unit-leader, member of school management, home-room teacher and many more.

4.6.1. Observation Results on School environment conduciveness to implement Active Learning Methods in PE classes.

Table 10: Observation Results on School environment conduciveness to implement ALM in PE classes.

No	Classroom Condition	Yes	%	No	%	Total
30	The desks and chairs are easily movable both for teachers and students to facilitate teaching methods.	3	21.43	11	78.57	14
31	The classroom is well cleaned and attractive	2	14.29	12	85.71	14
32	There is enough space for interaction in groups.	4	28.57	10	71.43	14
33	There is large number of students in a class.	14	100	0	0	14
34	Is the PE field attractive to apply different tasks?	0	0	14	100	14
35	Are playgrounds and other equipment's suitable and available in the school for practical activity?	0	0	14	100	14
36	Is the class size appropriate to practice Active Learning Methods?	1	7.14	13	92.86	14

As data summarized in Table 10, the classroom condition to implement teaching methods is not good. The average number of students in each class was large i.e. 65 and it was very hard for PE class. The desks and chairs were not easily moveable, the classroom was crowded by chairs and students and it shows that there was no enough space for interaction. Here we can conclude that the class size was the core challenges to implement Active Learning Methods in PE class

4.7. Strategies Practiced by PE teachers to Overcome the Problems of Implementing Teaching Methods in PE class.

Table 11: Students' Response on Strategies Practiced by PE Teachers to Overcome the Problems of Implementing TM in PE class.

V	Items Related to Strategies Practiced by PE Teachers to Overcome the Problems	F r & %	5	4	3	2	1	Total	Mean
28	My PE teacher provides me an opportunity of practicing different Physical exercise using different teaching methods.	Fr %	26 9.15	34 11.9 7	10 3.52	90 31.6 9	124 43.6 7	284 100	2.11
29	As regular class time is not sufficient to practice PE activities using different methods, our teacher arranges for after school PE classes for more practices.	Fr %	32 11.2 7	51 17.9 6	4 1.40	82 28.8 7	115 40.5	284 100	2.66
30	As our PE teacher manages a mixed ability classroom by designing different tasks with different methods, the fast learners are challenged and the slow learners are guided through.	Fr %	50 17.6 1	44 15.4 9	2 0.70	99 34.8 6	89 31.3 4	284 100	2.52
31	In our PE classroom, our teacher sometimes arranges us to observe the other teacher's PE class to share experiences on teaching and learning activities.	Fr %	42 14.8 0	58 20.4 2	44 15.4 9	66 23.2 3	74 26.0 6	284 100	2.74
32	our PE teacher selects active students to act out as role models during classroom interaction and encourages other students to act as a way to deal with students' inhibition in class.	Fr %	44 15.4 9	36 12.6 8	8 2.82	83 29.2 2	113 39.7 9	284 100	2.34
33	Our PE teacher takes us out of the	Fr %	2 0.70	6 2.11	8 2.82	132 46.4 7	136 47.9 0	284 100	1.61

	classroom and expose us to practice different physical exercises through different methods by involving us with other classes.								
34	Our PE teacher collaborates with other PE teachers to find a solution to their common pedagogical problems in order to develop our PE competences.	Fr %	28 9.86	37 13.0 3	20 7.04	88 30.9 9	111 39.0 8	284 100	2.23
	Total Mean								2.3

As it can be seen from Table 11, students' response towards Strategies Practiced by PE Teachers to overcome the Problems of implementing different teaching methodologies in PE classroom were provided as representatives. Accordingly, the results shown that the mean values for seven strategies used by PE teachers to alleviate the problems of implementing Active Learning Methods in PE classroom are below the expected ideal mean 3. This indicates that the respondents seem to have inadequate knowledge about the strategies PE teachers use to overcome the problems of using different teaching methods in PE classroom. The lowest mean value for item 26,31 and 32 for example, clearly shows PE teachers didn't practice different strategies to overcome the problems of implementing in order to develop learners physical education competence.

Moreover, the summary data indicated that the mean rating is less than the average rating point i.e. 3. This means the total mean of responses is 2.3. This suggests that the respondents responded the strategies practiced by PE teachers to alleviate the problems of implementing Active Learning Methods in PE classroom is not promising (See Table 11).

In addition to the above strategies used by PE teachers to overcome the problems of implementing different teaching methods questionnaires, results of students', teachers', principals' and Supervisors responses towards the strategies PE teachers practice to alleviate the problems of implementing different teaching methods were gathered through open-ended questionnaire, FGD and interview as follows. Attempts were made to find out respondents response whether PE teachers practice different strategies to overcome the problems of

implementing different teaching methodology in their PE classroom. Thus, in open ended questionnaire, students asked whether their PE teacher practices different strategies to overcome the problems that hinder the implementation of Active Learning Methods in actual classroom interaction. In response to the open-ended questions almost all students came up with a list of problems they experienced while trying to put teaching methods into practice. They further said their PE teachers do not feel obliged to strictly apply different teaching methods and techniques prescribed by Curriculum Development Centre in the primary Education Curriculum. Rather they seem to be influenced by their own classroom reality. Moreover; students replied that their PE teachers are unable to take their students' interest in to account while designing the lessons due to several constraints such as large size classroom, the level of students, and unavailability of authentic materials.

On the other hand, in FGD of teachers on item five, they asked 'whether they have practiced different strategies to overcome the problems of using different teaching methods in PE classroom. 'Almost all of them agreed that teaching methods is the level at which theory is put into practice and at which choices are made about the particular skills to be taught, the content to be taught, and the order in which the content will be presented. However; due to different constraints like large number of students in each class which ranges from 64-70; managing the class by handling disruptive students; lack of learners interest to practice different tasks in and out of classroom; lack of school administration awareness; time constraints and the availability of teaching materials were some of the factors that interrupted PE teachers to use different strategies to overcome the problems of implementing different Active Learning Methods in PE class.

Similarly, during their interview on item 5 ,PE teaches asked 'whether they practice different strategies to overcome the problems of implementing different teaching methods in their class and teacher (T1) replied that: " Really, I have not practiced a single strategy because the school managements don't provide any kind of guidance to me how to use different teaching methods in my classroom. How to deal with the students and how to do the activities is up to me. So I simply teach my students using a single method which is lecture based."

In supporting this idea, teacher (T2 and T3) also said that: "We don't agree with the idea of practicing different strategies to overcome the problems of implementing Active Learning Methods in PE classroom for the following reasons. Thus, unsupportive school environment,

more number of teaching hours assigned to us, irregularity of the students in the class, and challenges of providing individual students an opportunity to practice different activities and monitor the students' progress within 40 minutes are some hindrances of practicing different strategies to overcome the problems of teaching methods implementation." Similarly, another teachers (**T4** and **T6**) agreed that: "Even though we like to use different Active learning methods, we have no as such experience on how to use different strategies to solve the problems of using different teaching methods in our classroom as we lacked technical training on the implementation of this methods."

PE teachers farther said that the school management like principal and supervisor that are formed by political appointment do not work efficiently to create a favorable working environment for them. They are often favored or criticized by the school administration based on their political ideology rather than their professional performance. According to them, such a school environment creates frustration among them and demotivates them in their profession to practice different strategies to overcome the problems implementing different teaching methodology in PE classroom.

From this idea, one can conclude that PE teachers had interest to practice different strategies in alleviating the hindrances of Active learning methods, but it was not that much detail which may be because of lack of practicing, uncomfortable school environment, and lack of training on implementation of this methods.

Following teachers interview, school principals asked the same question whether they have practiced different strategies to overcome the problems of implementing different teaching methods in their school (**Pr 1** and **Pr 3**) said that:

"We believe that PE teaching and learning cannot be effective unless the students get enough exposure to different tasks/activities in the actual classroom. However; large classroom is challenging us to provide individual students an opportunity to practice different activities and monitor their progress within 40 minutes. Because of this, our teachers are facing problems while trying to make students to practice PE tasks using different teaching methods inside and outside the classroom.

In addition to teachers and principals idea during supervisors interview ,they asked whether they have practiced different strategies to overcome the problems of implementing different teaching methods in their school. One of the Supervisor (**S1**) replied that;

“in our schools, most of the time we direct our teachers and principals to use some of the significant strategies to overcome the problems of implementing Active Learning Methods in their classroom like: providing the students with an opportunity to practice PE activities in groups and pairs in a large class; arrange for after school PE classes for more engagement; managing a mixed ability classroom by designing different versions of a task so that the fast learners are challenged and the slow learners are guided through; collaborate with other PE teachers to find a solution to their common pedagogical problems ,and Observe the other teacher’s class and asking the other teacher to observe their class to share experience on teaching and learning activities. However; our teachers and school leaders are not ready to change the challenges of implementing different teaching methods in their schools.

Similarly, Supervisor (**S2**) said that; “As to me, teaching method is the most preferable way of teaching that motivate learners to participate in every activities to be creative and competent for their own learning. However; in our schools, teachers have no interest to use different teaching methods to teach their students in PE classroom because schools facilities are not as such comfortable in addition to their low interest of practicing different strategies to reduce challenges of implementing different teaching methods in PE classroom”.

Therefore, what we conclude from this idea is that even though school supervisors gave teachers and principals technical support on how to use different strategies to reduce the problems of practicing different teaching methods in their PE classroom, there was no direct application in actual classroom interaction .To sum up, all regarding bodies were not ready to overcome the problems of using different teaching methods in PE classroom using different strategies although there are different hindering factors (See Appendix -E).

5. SUMMARY, CONCLUSION AND RECOMMENDATION

5.1. Summary

The objective of this study is to assess teaching methodology in physical education in Berbere Woreda governmental primary schools.

This study was targeted to address the following basic research questions.

1. What teaching methodologies are most commonly employed by PE teachers in teaching physical education at Haro Dumal, Baha Biftu and Gabe Keku primary schools?
2. What are the major problems of implementing different teaching methods in teaching physical education in actual classroom interaction?
3. What are some of the strategies the teachers practice to overcome those problems?

In order to answer the above basic questions, the descriptive survey research method was employed. To gather important data for this study; questionnaire, FGD, interview and classroom observation were applied. These data were analyzed by using mixed approach. Accordingly, the results obtained from the quantitative surveys (closed questionnaires) administered to students revealed that the subjects of the study generally did not agree with the idea of practicing different Teaching Methodology in PE classroom as useful educational strategies for improving learning and guiding teaching listing some constraints as evidence.

As evident in the study from the respondents response, the mean values for the implementation of various teaching methods in PE classroom were generally found to be below the expected ideal mean 3.00 (see table 3). Similarly, quantitative survey (close-ended questionnaire) revealed that teachers and students role, selection of teaching methods in PE class, and school environment problem affected the implementation of different teaching methods in PE classroom see (Table 3, 4, 5, 6, 7, 8,9..). The qualitative data gathering instruments (open ended questions, FGD, interview and classroom observation) also, demonstrated that the actual implementation of Active Learning Methods was almost neglected by both teachers and students for the following major problems. Thus; managing a large size classroom is too difficult to implement Active Learning Methods in PE classroom; performing different tasks in under-resourced classrooms; and dealing with a politically biased school management committee and lack of teachers awareness to practice different teaching strategies were some of the challenges

that hindered the implementation of different teaching methods in PE classroom. This is because the summary of grand mean value regarding to using different teaching methods was found to be less than the ideal mean i.e.3 (Table 3).

Generally, the implementations of some teacher centered methods like lecture method and demonstration method were used only by PE teachers for formality to attend the classes rather than developing learners PE competence. Similarly, in relation to teachers' interview, they agreed that sometimes they use different teaching methods or techniques in PE classroom. However, during classroom observation in actual classroom, PE teachers were not effective as some major roles like facilitating and controlling classroom conditions were not observed. Furthermore, PE teacher's lack of opportunities to get Active Learning Methods training and their preference to traditional method of teaching was found to be one of the major problems. Therefore, the teachers were not effective since they couldn't identify their major roles properly. Nevertheless, the contributions of students for the implementation of Active Learning Methods in PE classrooms were underestimated even though they are part of teaching-learning process.

The other point considered in this study was the classroom condition. Chairs and tables in classrooms were not easily moveable and there were large number of students in class due to these factors, the implementation of different teaching methods was failed at Haro Dumal, Baha Biftu and Gabe Keku primary schools. To sum up, PE teachers were not trying out what seems to work in their context by ensuring opportunity to the learners for farther practicing through taking extra time to deal with different tasks.

5.2. Conclusion

Based on the findings of the study the following conclusions were drawn:

The teachers' and students' practice towards Active Learning Methods in PE class affected its implementation in the actual classroom interaction. Accordingly, as it has been seen from both quantitative and qualitative data in this study, both students and teachers assured that they had positive idea towards teaching methods. However, they were not seen in the actual classroom. Thus, it can be concluded that their positive idea did not lead them to employ the techniques in classroom situation.

Although the nature and the scope of the study did not seem to allow drawing any far-reaching conclusions or generalizing the results, it seems to be clear that having good idea alone are not indicators of good practice. As evident in this study, there were a number of other factors that affected the practicality of Active Learning Methods in PE class. As the study indicated, for the major hindrances that blocked the implementation of Active Learning Methods all (i.e. teachers, students and school environment) were accountable. As it was said in the summary, teachers were the main agents that caused the problem of implementing teaching methods in PE classroom. Because, they were not committed to develop students physical education competence using different teaching methodologies.

Furthermore, students on their part preferred traditional style of learning as they expect everything from their teachers thinking that teacher is all knower were also another drawbacks of implementing different Active Learning Methods in PE classroom. Similarly, absence of playgrounds and other practical tools in the field, large number of learners in one class and other instructional materials were exaggerated problems. Generally, the study pointed out that the principles of implementing Active Learning Methods in PE classroom have been ignored practically.

5.3. Recommendations

Based on the findings of the study, the researcher would like to forward the following recommendations for the improvement of the practices of teaching methodologies in PE classroom. It is also equally important to note that the recommendations described below are meant to be informative rather than authoritative. Implementation of Active Learning Methods in PE classroom has been found low and how students perceived each other and interact with the method in the classroom is a neglected aspect of instruction. Hence, the researcher believes unless teachers get training, it was a challenge for them to be equipped with the necessary assumptions of Active Learning Methods that enable them to implement different teaching methodologies effectively. Therefore:

1. Teachers need to be offered more theoretical and practical knowledge so that they can apply meaningful teaching and learning methods to their teaching to effectively implement practical Active Learning Methods in classroom instructions.

2. A new version of professional development (CPD) and higher diploma program (HDP) that focused on improving teachers' knowledge and skill of teaching methods must be provided to develop teacher knowledge of implementing Active Learning Methods in PE classroom in particular.
3. The practices and experiences of schools which excel in quality education must be replicated and scaled up through inter school and intra school experience sharing.
4. Class size was found as one of the challenges for implementing teaching methods due to large number of students in each class. So, the number of students should be appropriate for PE class. Therefore, proper attention should be given by school leaders while assigning students to different classes.
5. PE teachers should integrate Active Learning Methods procedures and strategies with classroom practice of physical exercise and teaching to provide special support for students with very poor PE background rather than last period cramming lecture method.
6. Schools leaders and community together should strive to fulfill instructional materials and facilities for physical education classroom to be equipped with necessary knowledge and skills, which would enable them to play a crucial role in facilitating teaching learning process in general and the application of active learning methods in particular.
7. Conducive school facilities are very important for implementing different Active Learning Methods in PE class. Thus, it seems important that the school administrators and other stakeholders play their part in improving facilities by allocating enough budget to facilitate school environment for teaching and learning.
8. Students should be actively engage in teaching and learning activities by their own interest through different teaching methods to develop the awareness of physical Education concept. By making Active Learning Methods more explicit and systematic, students can deeply engaged in the learning process. It is important that teachers find ways of increasing students' participation that are appropriate for their context.
9. Finally, the research findings in this paper will encourage an extension of research (as mentioned earlier in this paper) in to teachers' and students' knowledge and understanding on how to implement Active Learning Methods in PE classroom hopefully. Therefore, this study is not intended to make any generalization, so any concerned and interested body can make use of this study as avenue for further studies and is suggested to contribute a lot.

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1. APPENDECE

Appendix-A

Students' questionnaire

Dear Student,

This questionnaire is designed to collect information on teaching methodology in Physical Education classroom grade 7-8 in focus. Thus, the researcher kindly requests you to give the required information provided. Your contribution is highly important for the success of this study. The researcher would like to assure you that all the response you give will be confidential and kept safely according to the details on consent form that is given to you on the separate signed sheet. Your name is not necessary in this information.

Thank you in advance for your co-operation

The researcher

Part 1: Personal Information

Note:

- No need of writing names.
- Your response will only be used for the purpose of the research.
- Confidentiality of your response will be maintained.

.Thank you in advance.

Personal information by putting "X" in the box.

Sex Grade Age

1.Male	<input type="checkbox"/>	1,1-4	<input type="checkbox"/>	1, 13-14years	<input type="checkbox"/>
2, Female	<input type="checkbox"/>	2, 5-8	<input type="checkbox"/>	2, 15-16 years	<input type="checkbox"/>
		3, above	<input type="checkbox"/>	3, 17 year	<input type="checkbox"/>

Part 2: Teaching Methodology implementing in PE classroom

Below are items related to teaching methodology in Physical Education classroom. Please give your response to each item based on your understanding. Your response could vary from "strongly agree" to "strongly disagree" and use a tick "√" mark to give your responses.

key: strongly agree = 5 , Agree =4, Undecided = 3, Disagree = 2, Strongly disagree = 1.

No	Items Related to Teaching Methodology implementing in PE classroom	5	4	3	2	1
1	My teacher uses Problem solving method in PE classroom.					
2	My PE teacher implements Jigsaw method in PE classroom.					
3	Think pair-share method is the method that we use frequently in PE classroom.					
4	Our PE teacher implements Demonstration method in PE classroom.					
5	Group work is the method that we always practice in our PE classroom.					
6	Our PE teacher teaches us using Peer-teaching in PE classroom.					
7	Our PE teacher uses Brain storming method during PE period.					
8	Our PE teacher teaches us using Pyramiding method frequently.					
9	Our PE teacher teaches us through Lecture method in PE classroom.					
10	Cross-over Groups is the teaching method our PE teacher applies in the class.					
11	Our PE teacher teaches us using Gold fish bowl method in PE classroom.					
2.	. Items Related to the Major Problems that hinder the Implementation of Teaching Methods in Physical Education Classroom.	5	4	3	2	1
	2.1. Items Related to the Role Teacher in Implementing Teaching Methods in Physical Education Classroom.					
12	My PE teacher Create meaningful learning experience in PE classroom.					
13	During PE period, our teacher recognizes and reinforces the individual contribution for more successes.					
14	Our PE teacher Provides opportunities for students to reflect on lesson and learning process itself for more understanding.					
15	My PE teacher gives me constructive feedback when I do well in my practice					
16	Our PE teacher goes around the group and encourages Us to become actively participate in the field and in the classroom					
	2.2.Items Related to the Role of Student in performing Teaching Methods	5	4	3	2	1

in Physical Education Classroom.						
17	I express my need and feelings freely to my PE teacher during classroom interaction.					
18	I equally and actively participate and motivate in the activities given for me with my peers in PE classroom.					
19	I am interactive among my groups, and I ask my PE teacher for help when something went wrong during the actual practice.					
20	I know the roles and responsibilities that are expected from me during active learning in PE classroom, and I act confidentially.					
2.3. Items Related to School Facilities in implementing Teaching Methods in Physical Education Classroom.		5	4	3	2	1
21	The desks and chairs are easily movable both for teachers and students to facilitate teaching methods.					
22	The classroom is well cleaned and attractive					
23	There is enough space for interaction in groups in PE classroom.					
24	There is large number of students in a class.					
25	Is the PE field attractive to apply different tasks?					
26	Are playgrounds and other equipment's suitable and available in the school for practical activity?					
27	Is the class size appropriate to practice Active Learning Methods?					
3. Strategies Practiced by PE Teachers to Overcome the Problems		5	4	3	2	1
28	My PE teacher provides me an opportunity of practicing different Physical exercise using different teaching methods.					
29	As regular class time is not sufficient to practice PE activities using different methods, our teacher arranges for after school PE classes for more practices.					
30	As our PE teacher manages a mixed ability classroom by designing different tasks with different methods, the fast learners are challenged and the slow learners are guided through.					
31	In our PE classroom, our teacher sometimes arranges us to observe the other teacher's PE class to share experiences on teaching and learning activities.					

32	our PE teacher selects active students to act out as role models during classroom interaction and encourages other students to act as a way to deal with students' inhibition in class.					
33	Our PE teacher takes the students out of the classroom and expose them to practice different physical exercises through different methods by involving them with other classes.					
34	Our PE teacher collaborates with other PE teachers to find a solution to their common pedagogical problems in order to develop our PE competences.					

Appendix-B

Open Ended Questionnaire for the Students

Direction: Answer the following questions

1. What do you think about teaching methodologies in PE classroom by your own understanding? Give your response on the provided space briefly.

2. Whenever Active learning methods implement in PE class, teacher should encourage his/her students; and learners simply receive what their teachers order them to do so. How do you react to this idea?

3. What Teaching and learning methods does your teacher implement in PE classroom regularly to enhance your physical Education competence?

4. List the hindrance of implementing different teaching methodologies in PE classroom in your school.

-
5. Has your PE teacher tried out some strategies to overcome the problems of using different teaching methods in your classroom ? If so, please mention the strategies your teacher has tried out in his/her classroom.

Thank You in Advance!

Appendix –C

Focus group discussion Question for Teachers

Dear Teachers;

Hence, you are kindly requested to provide genuine information for the questions which is of paramount importance for the quality of the research, as well as to bring practical solutions to the issues under study. Thus, I will like to thank you in advance for your cooperation.

Note:

- No need of writing names.
- Your response will only be used for the purpose of the research.
- Confidentiality of your response will be maintained.

Thank you once again.

Personal information by putting “X” in the box

Sex	Work experience	Qualification
1.male <input type="checkbox"/>	1, less than 5 years <input type="checkbox"/>	1, certificate <input type="checkbox"/>
2. Female <input type="checkbox"/>	2, 6-10 years <input type="checkbox"/>	2, diploma <input type="checkbox"/>
	3, 11-15 years <input type="checkbox"/>	3, Degree <input type="checkbox"/>
	4, above 16 years <input type="checkbox"/>	4, MA <input type="checkbox"/>

Instruction i: read carefully and encircle the letter that you believe or write your response for the following questions on the space provided.

1. How do you perceive teaching methods in Physical Education classroom by your own understanding?
2. What Teaching methods do you use in your PE classroom to develop your learners competence in your subject , and what aspects do you assess in actual classroom interaction?
3. What major challenges do you face to implement Active Learning Methods in your Physical Education classroom; and what methods did you use to alleviate this problem ?

4. What do you think about role of PE teachers, students, School principals, Supervisors and other stakeholders in implementing different Active Learning Methods in PE classroom?
5. Discuss on availability of your school facilities like play grounds, sport tools, classroom condition, time allotment(work load per week) ,school leaders condition, number of learners in the classroom to implement different teaching methods in PE classroom.
6. Have you tried out some strategies to overcome the problems of implementing different teaching methods in your PE classroom ? If so, please mention the strategies you have tried out in your classroom.

Thank you for your cooperation!!

APPENDIX-D

Physical Education Teachers Interview

Background Information of the Interviewee

Part one: Background of Informants

1. Your age A. 18-20 B. 21-30 C. >31
2. Your qualification: A. TTI B. Diploma C. Degree D. MA
3. Work load per week A. 10-15 B. 16 -20 C. 21-25 D.>26
4. Teaching experience A. 5-10 B. 11-15 C. 16-20 D. >21
5. Number of students in your class A. 40-55 B. 56-70 C. 71-80 D. other

Teachers Guided Interview

First of all, I would like your cooperation and willingness to my interview. The objective of this interview is to investigate the implementation of teaching methodologies in PE classroom' grade 7-8 in focus. The interview has two parts. The first one deal with teacher's personal information and the second part is questions on teacher's perception and challenges on the implementation of teaching methodology, teaching methodologies that teachers frequently implement in PE classroom, and the hindrances of implementing active learning methods in PE Classroom. Dear teacher, the success of this study is determined by your own answers which will be given for every question. Therefore, I kindly request you to listen to every question carefully and to contribute your own share. In this respect, I want to tell you that any information that you are going to give me will be kept confidential and used only for this study.

Thank you in advance for your co-operation!

The researcher

Part II: teaching methodologies that teachers frequently implement in PE classroom, and the hindrances of implementing active learning methods in PE Classroom.

1. What teaching methods and tasks do you practice in PE classes to develop your students' physical Education competence, and do you think that the way you have been taught affects the way you teach now?
2. What are the major challenges of implementing different active learning method in PE classroom in your school, and related alternative solutions of these challenges?
3. How do you carry out your role while you implement different Teaching Methods in your PE classroom; and how your students perform different tasks for farther improvement of physical exercise activities?
4. Have you ever participated in seminars or workshops on teaching methodologies? If your answer is yes, how did you find it? If not, why?
5. Have you tried out some strategies to overcome the problems of implementing different teaching methods in your PE classroom ? If so, please mention the strategies you have tried out in your classroom.

Thank you in advance!

Appendix-E

Interview for school principals and Supervisors

Dear principal/Supervisor

This interview is to gather relevant data for the thesis on teaching methodology in teaching physical education for the partial fulfillment of the degree of masters of education in teaching physical education. The response you give to the following questions would be important for the study.

Thank you in advance.

Personal information by putting “X” in the box.

Sex	Work experience	Qualification
1. male <input type="checkbox"/>	1, less than 5 years <input type="checkbox"/>	1, certificate <input type="checkbox"/>
2. Female <input type="checkbox"/>	2, 6-10 years <input type="checkbox"/>	2, diploma <input type="checkbox"/>
	3, 11-15 years <input type="checkbox"/>	3, Degree <input type="checkbox"/>
	4, above 16 years <input type="checkbox"/>	4, MA <input type="checkbox"/>

Instruction i: read carefully and write your response for the following questions on the space provided.

1. How do you give technical and financial support to the PE teachers and students continuously to develop the awareness of using different teaching methodologies?
2. What are your contribution and responsibilities in implementing Active Learning Methods in PE classroom as school leader?
3. What teaching methodologies do you think your PE teachers frequently implementing in their classroom?
4. What are the major hindrances of implementing different teaching methods in your school, and what are solutions to alleviate this problem?
5. Have your PE teachers practiced out some strategies to overcome the problems of implementing different teaching methods in their PE classroom ? If so, please mention the strategies they have tried out in their classroom.

Appendix-F

Checklist for classroom observation

Teacher _____ Date _____ Grade & Section observed ___ No of students' in the class _____ Starting Time _____ Ending Time _____

Instruction: Tick 'Yes' if the appropriate activity is observed or 'No' if it is not observed.

No	Instructional Activity	Availability on the lesson		
		Yes	No	Total
1.	Teacher's Role			
1	Clarifying the learning objective to the learners.			
2	Teacher clearly explained to the students how to do PE activities.			
3	Gives more emphasis to Active Learning Methods.			
4	Manage his or her classroom time effectively by encouraging learners towards the practice of different teaching methods.			
5	Arrange the students in heterogeneous groups to help each other during the implementations of teaching methodologies.			
6	Teacher sets PE tasks at an appropriate level of difficulty.			
7	Uses different techniques and tasks to implement Active Learning Methods.			
8	Encourages the students to participate actively in different activities.			
9	Teacher is as a facilitator during the implementation Active learning method.			
10	Moves around the individual or groups and motivates students while learners do different tasks.			

11	Gives constructive feedback to the students' work.			
12	Summarize the lesson.			
II.	Learners' Role			
13	Simply listen to the teacher's lecture in the classroom.			
14	Express their feelings, ideas, views etc. freely while they face challenges in their tasks.			
15	They take responsibility for their own learning.			
16	They are interested while participating in in physical Education activities.			
17	They clearly know that they are implementing Active Learning Methods when they learn PE.			
18	They need their teacher to do everything in PE classroom.			
	2. Items Related to Teaching Methodology implementing in PE classroom			
19	Teacher uses Problem solving method in PE classroom.			
20	PE teacher uses Demonstration method in PE classroom.			
21	Teacher uses Gold fish bowl method in his/her PE classroom.			
22	Teacher uses Peer-teaching method in PE classroom.			
23	Teacher uses Brain storming method during PE period.			
24	Teacher frequently use Lecture method in PE classroom.			
25	PE teacher uses Jigsaw method in his/her classroom.			
26	PE teacher uses Pair-share method in PE classroom.			

27	PE teacher uses Group work method in his/her classroom.			
28	PE teacher uses Peer-teaching method, and etc., in PE classroom.			
29	PE teacher uses Cross-over Groups method and many more in his/her PE classroom.			
30	PE teacher uses Pyramiding method and many more in his/her PE classroom.			
3. School environment conduciveness to implement ALM in PE classes.				
31	The desks and chairs are easily movable both for teachers and students to facilitate teaching methods.			
32	The classroom is well cleaned and attractive			
33	There is enough space for interaction in groups.			
34	There is large number of students in a class.			
35	Is the PE field attractive to apply different tasks?			
36	Are playgrounds and other equipment's suitable and available in the school for practical activity?			
37	Is the class size appropriate to practice Active Learning Methods?			

Maxxanee -A

Gaaffii barataa

Kabajamoo Barataa,

Gaaffiin Kutaa kana jala jiru barattoonnii akka deebii itti kennaniif kan qopha'eedha. Innis, Rakkoowwaan baruu-barsiisuu Barnootaa Guddinaa fi jabeenya qaamaa mana barumsaa marsaa 1ffaa gidduu gala 2ffaa kutaa 7 -8 Barbaree keessa jiran addaan baasuu yoo ta'u, kaayyoo barnoota karoorfame galmaan ga'uuf rakkoowwaan galaman gahins baruu-barsiisuu barnoota Guddinaaf jabeenyaa qaamaa irratti fidan hambisuun barbaachisaadha. Kanaafuu, fiixaan bahinsa qorannoo kanaaf ammantaa fi qulqullina guutuun yeroo keessaan aarsaa gootee deebii laatteef guddaa galatoomii.

Hubachisa.

- Maqaa barreessuun hin barbaachisu.
- Filaannoof deebii sirriidha jettutti mari.
- Deebii filachuuf ajaja kenname hordofi.

Kutaa 1ffaa

Maqaa Mana Barumsaa _____

Odeeffannoo dhuunfaa "X" jedhii guuti

Saala:	Umurii:	Hojii: Barataa/tuu
Dhiiraa <input type="checkbox"/>	10 gadi <input type="checkbox"/>	Kutaa 5 <input type="checkbox"/>
Durbara <input type="checkbox"/>	11-15 <input type="checkbox"/>	Kutaa6 <input type="checkbox"/>
	16-20 <input type="checkbox"/>	Kutaa 7 <input type="checkbox"/>
	21-25 <input type="checkbox"/>	Kutaa 8 <input type="checkbox"/>

1. Gaaffii hojiirra oolmaa mala barsiisuu kutaa GJQ waliin wal qabatu		5	4	3	2	1
1	Barsiisaan kiyya kutaa barnoota GJQtti mala barsiisuu rakkoo hiikuu ni yaddadama.					
2	Barsiisaan kiyya mala barsiisuu makoo kutaa GJQ hojiirra ni oolcha.					
3	Mala yaada wal jijjiiru walatti aansuun kutaa GJQ keessatti ni fayyadamu.					

4	Barsiisaan keenya mala Daawwannan barsiisuu GJQ hojiirra ni olcha .					
5	Mala gareen barachuu kutaa guddinaa fi Jabeenya Qaamaa yeroo hunda shaakalama.					
6	Barsiisa keenya Kutaa brnoota GJQ keessatti mala hiraan barachuu.ni fayyadama					
7	Sagantaa BGJQtti barsiisaan keenya mala barsiisuu sammuu sisi'eesutti ni fayyadama .					
8	barsiisaan keenya GJQ mala barsiisuu gullichaa walitti aansuun ni fayyadamu.					
9	Barsiisaan GJQ keenya mala barsiisuu od-ibsabaay'ibaa kutaa GJQ tti fayyadama.					
10	Mala barsiisuu garee wal jala mala dabarsuun barsiisuu barsiisaan GJQ keenya hojiirra oolcha .					
11	barsiisaan GJQ keenya mala barsiisuu Gold fish bowel kutaa GJQ ni fayyadama					
2. Gaafilee rakkoo ijoo hojiirra oolmaa mala barsiisuu kutaa guddinaa fi jabeenya qaamaa.		5	4	3	2	1
a. Gaafilee barsiisaan guddina qamaa hojiirra oolmaa mala baruu barsiisuu kutaa GJQ keessatti gahee inni taphachuu qabu kan wal qabatu .						
12	Barsiisan kiyya guddinaa fi jabeenya qaamaa kutaa GJQ keessatti muuxxannoo barachuu hiikkaa qabu kalaqa.					
13	Yeroo sagantaa GJQ barsiisan keenya nu jajjabeessuun fi nu kakaasuun fiixan bahiinsa dhuunfaa keenyatiif gumaacha nu godha.					
14	Barsiisaan GJQ keenya carraa barattoonni of ibsuu danda'anii fi adeemsa barachuu mataa isaanitiif caalatti akka hubatan ni kakaasa.					
15	Barsiisan GJQ kiyya yeroon ani shaakala kiyya keessatti waan fooyye hojjadhe duub deebii na ijaaru naaf kenna.					
16	Barsiisan GJQ keenya gareerra naanna'uun dadamaqinaan hirmaanna isaan alaa fi golatti qaban ni jajjabeessa.					
b. Gaafii barattoonni gahee gqhuumsa mala barsiisuu kutaa guddinaa fi jabeenya qaamtiin wal-qabatu.		5	4	3	2	1
17	Yeroo kutaa GJQ Hawwii fi fe'ii kiyya barsiisaa GJQ kiyyatti nan ibsadha.					
18	Kutaa GJQ keessatti Ani qixaa fi dammaqinaan hirmaachu fi si'oominan gochaa kenname keessatti ani hiriya wajjin hirmaa'a.					
19	Ani garee kiyya keessatti fi barsiisaa GJQ kiyya yeroo shaakalu yoon dogongore akka na gargaaru nan gaafadha .					
20	Yeroo barnoota guddinaa fi jabeenya qaamaa keessatti dammaqinaan barannu.					
c. Gaafilee haal mijaa'insa mana barumsaa mala barsiisuu kutaa GJQ wajjin wal qabtan.		5	4	3	2	1
21	Mana barumsaa keessa meeshaaleen ispoortii kannen akka kubbaa, eeboo, waqaraa, utaalcha danqaraa, meeshaalee qiriphaa, fi iddoo taphaa kan akka dirree kubbaa saaphannaa, dirree kubbaa kaachoo, dirree kubbaa miilaa fi kkf ni jira.					
22	Haalli kutaa keenyaa adeemsa baruu-barsiisuu GJQ tiif hawwataa fi kan					

	namatti toluudha.					
23	Kutaa keenya keessatti GJQ mala dammaqinaan barachuu baarataa lakkofsan xiqqaa fi teessoo socha'u ni jira.					
24	Hogganaan manabarumsa fi supparvaayizarrri barsiisan GJQ akka guddatu yeroo hunda ni deeggaru .					
25	Mana barumsaa keenya keessa sa'aatii gahaan,kitaaba barataa fi qajeelchi ba/saa gahaan ni jira.					

3. Tarsiimoo barsiisaan Barnoota guddinaa fi jabeenya qaamaa rakkoo kana furuuf hojjatame		5	4	3	2	1
26	Barsiisaan BGJQ kiyya mala barsiisuu adda addaa fayyadamuun akka ani sochii qaamaa adda addaa gaggeessuf carraa naa kenn.					
27	Sa'aatii idileetti GJQ mala barsiisuu adda addaatiin shaakaluuf sa'aatiin waan hin geenyefbarsiisan keenya sa'aatii isileen alaa mijeessun akka caalaa shaakallu ni taasisa .					
28	Akka barsiisaa BGJQ keenyatti kutaa keessatti dandeettii makaa gaggeessuufshaakala adda addaa bocuun mala barsiisuu adda addaatin barataa cimaa qabuun barataa suuteyyii gargaaruun raawwata.					
29	Akka kutaa guddinaa fi jabeenya qaamaa keenyatti barsiisan keenya yeroo tokko tokko barsiisaa GJQ kutaa biro ilaaluun baruu-barsiisuu irratti muxxannoo wal jijjiiru.					
30	Barsiisan GJQ keenya barattoota ciccimoo filuun kutaa keessatti barattoota biroof fakkeenya akka ta'an jajjabeesuun kutaatti akka amaleefatamu taasisa. .					
31	Barsiisaan GJQ keenya barattoota kutaan ala fudhachuun mala barsiisuu adda addaattin shaakala adda addaa keessatti hirmaachisa .					
32	Barsiisan GJQ keenya Barsiisota GJQ biro Wajjin ta'uun rakkoo waliigala barsiisuuf fala barbaaduun dorgommii guddinaa fi jabeenya qaamaa keenya ni guddisa.					

Maxxanee --B

Gaafii banaa Barattootaf

Kallattii; Gaafii armaan gadii deebisi

6. Ati akka mataa keetitti mla basiisuu guddinaa fi jabeenya qaamaa akkamitti hubatta?deebikee iddoo duwwaa kennme irratti barreesi.

7. Yeroo malli damaqinaan barachuu kutaa GJQ hojiirra oolu barsiisaan barattoota isaa jajja beessuu fi barataan salphumatti waan barsiisan isaanii sirreesu furachuu.yaada kana hagam takka fudhatta?

8. mala baruu barsiisuu barsiisan keessa yeoo hunda inni kuaaGJQ hojiirra oolchu dorgomaa sin taasisaa?

9. Mana barumsaa keess keessatti malli barsiisuu adda adda barnoota GJQ akka hojiirra oolmaa wantoota rakkoo ta'a tarreessaa .

10. Mala barsiisuu adda addaa kutaa BGJQ hojiirra oolchuf rakkoo mul'ateniif kanneen furuuf tarsiimoon ati fayyadamte jira? Yoo jiraate tarsiimon ati gola kee ceesisuuf taasifte tarreessi .

11. _____
-

Gargaarsa keessaniif galatoomaa!

Maxxanee –C

Gaafii marii xiyyeefannoo barsiisotaaf

Kabajamoo Barsiisaa;

Odeeffannoon murteessan isin qulqullina gaafilee armaan gadiif kennitan qorannoo kanaaf baay'ee barbaachisaa fi akkasumas furmaata qabatamaa kan fiduudha. Nuwajjin taatanii waan nudeeggartaniif isin galatooffanna.

Hubachisa.

- Maqaa barreessuun hin barbaachisu.
- Filaannoof deebii sirriidha jettutti mari.
- Deebii filachuuf ajaja kenname hordofi.

Kutaa 1ffaa

Maqaa Mana Barumsaa _____

Odeeffannoo dhuunfaa “X” jedhii guuti

Saala	Muuxxannoohojii	Sad.barnoota1.
1. Dhiiraa <input type="checkbox"/>	1waggaa 5 gad <input type="checkbox"/>	1, certificate <input type="checkbox"/>
2. Dubara <input type="checkbox"/>	2,waggaa 6-10 <input type="checkbox"/>	2, dipiloomaa <input type="checkbox"/>
	3, waggaa 11-15 <input type="checkbox"/>	3, Digirii <input type="checkbox"/>
	4, waggaa 16 ol <input type="checkbox"/>	4, Maastarii <input type="checkbox"/>

Qajeelfama i:Of eennoon dubbisuun gaafii armaan gadiif deebii sirriiti kan jettan barreess

7. Kutaa barnoota GJQ keessatti mala barsiisuu mataa keetii hangam hubatta?
8. Kutaa GJQ keessatti akka barattoonni kee dorgomaa ta'aniif malli barsiisuu ati fayyadamtu fi walitti golaa sirrii dha jettee fudhattu maali ?
9. Rakkoon guddan hojiirra oolmaa mala dammaqinn barachuu BGJQ siqunnamee fi malli ati rakkoo kan furuuf fayyadamte maali?

10. Mala dammqinaan barachuu adda addaa kutaa barnoota FJQ keessatti hojiirra oolchuuf gaheen barsiisaa, barataa,dura bu'aa,suphavaazaraa,fi qooda fudhattoonni biro qaban akkamitti yaadda ?
11. Mala baruu barsiisuu adda addaa kutaa barnoota GJQ keessatti hojiirra olchuuf argama haala mijataa mana barumsa keessanii kan akka iddoo taphaa,meeshaalee ispoortii,haala golaa,sa'aatii kenname,haala hoggansa m/b, baay'ina barataa gola keessa irratti mari'adha.
12. Mala barsiisuu adda addaa kutaa BGJQ hojiirra oolchuf rakkoo mul'ateniif kanneen furuuf tarsiimoon ati fayyadamte jira? Yoo jiraate tarsiimon ati gola kee ceesisuuf taasifte tarreessi .

Waan nu deeggartaniif galatoomaa!!

Maxxanee –D

Odeeffannoo haala duubaa gaafatamaan

Kutaa tokko; Odeeffannoo haala duraa

6. Umrii kee A. 18-20 B. 21-30 C. >31
7. Sadarkaa barumsaa kee: A. TTI B. Dipiloomaa C. Digirii D. Digirii lammaffaa
8. Baay'ina kutaa torbeetti baesiifsu A. 10-15 B. 16 -20 C. 21-25 D.>26
9. Muuxxannoo A. 5-10 B. 11-15 C. 16-20 D. >21
10. Baay'ina barattoota gola keessa jiran A. 40-55 B. 56-70 C. 71-80 D. kan biro

Qajeelcha Gaafannoo Barsiisaa.

Gaaffannoo Kutaa kana jala Barsiisan akka deebii itti kennaniif kan qopha"eedha. Innis, Rakkoowwaan baruu-barsiisuu Barnootaa Guddinaa fi jabeenya qaamaa mana barumsaa marsaa lffaa gidduu gala 2ffaa kutaa 7 -8 Aanaa Barbaree keessa jiran addaan baasuu yoo ta"u kaayyoo barnoota karoofame galmaan ga"uuf rakkoowwaan galaman gahinsa baruu-barsiisuu barnoota Guddinaa fi jabeenyaa qaamaa irratti fidan hambisuun barbaachisaadha. Kanaafuu, fiixaan bahinsa qorannoo kanaaf ammantaa fi qulqullinaa guutuun yeroo keessan arsaa gootee deebii laatteef guddaa galatoomii

Deeggarsa nuuf gootaniif galatoomaa

Kutaa II: Mala baruu barsiisuu barsiisaan yeroo hunda kutaatti hojiirra oolchu fi gufuu hojiirra oolmaa mala damaqinaan barachuu kutaa barnoota guddinaa fi jabeenya qaamaa

6. Malli baruu barsiisu fi gochi shaakala kutaa barnoota guddinaa jabeenya qaamaa guddina dorgommii barattoota GJQ tiif ni ta'a jettee yaaddu karaa ati barsiiftu ni miidha jette yaadda ?
7. Rakkoowwan hojiirra oolmaa mala damaqinaan barachuu kutaa BGJQ akka mana barumsa keessanitti fi furmaati rakkoo kanaan wal qabatu maal?
8. Kutaa BGJQ keessatti mala barsiisuu adda addaa hojiirra oolchuf hahee ati baate fi gahumsi barattoonni tee gochaa adda addaa sochii guddinaa fi jabeenya qaamaa of fooyyesuuf godhan hamami?

9. Siminaara ykn leenjii gabaabaa mala baruu-barsiisuu irratti hirmaattee? Yoo deebin kee eyyee ta'e akkamitti argite? Yoo miti ta'e maalif?
10. Mala barsiisuu adda addaa kutaa BGJQ hojiirra oolchuf rakkoo mul'ataniif kanneen furuuf tarsiimoon ati fayyadamte jira? Yoo jiraate tarsiimon ati gola kee ceesisuuf taasifte tarreessi.

Gargaarsa keef galatoomi !

Maxanee-E

Gaafii afaanii dura bu'aa m/b fi suparvaazaraaf

Kabajamoo; Dura bu'aa mana barumsaa/Suparvaarara

Gaafannoon kun raga barbaachisaa qorannoo mala barsiisuu barnoota guddinaa fi jabeenya qaamaa digirii lammaffaa guddinaa fi jabeenya qaamaa karaa guutuu ta'een kennuufi. Deebiin isin gaafii armaan gadii irratti nuuf kennitan qorannichaaf baay'ee barbaachisa.

Gargaarsa keessaniif galatoomaa.

Kutaa Iffaa

Maqaa Mana Barumsaa _____

Odeeffannoo dhuunfaa "X" jedhii guuti

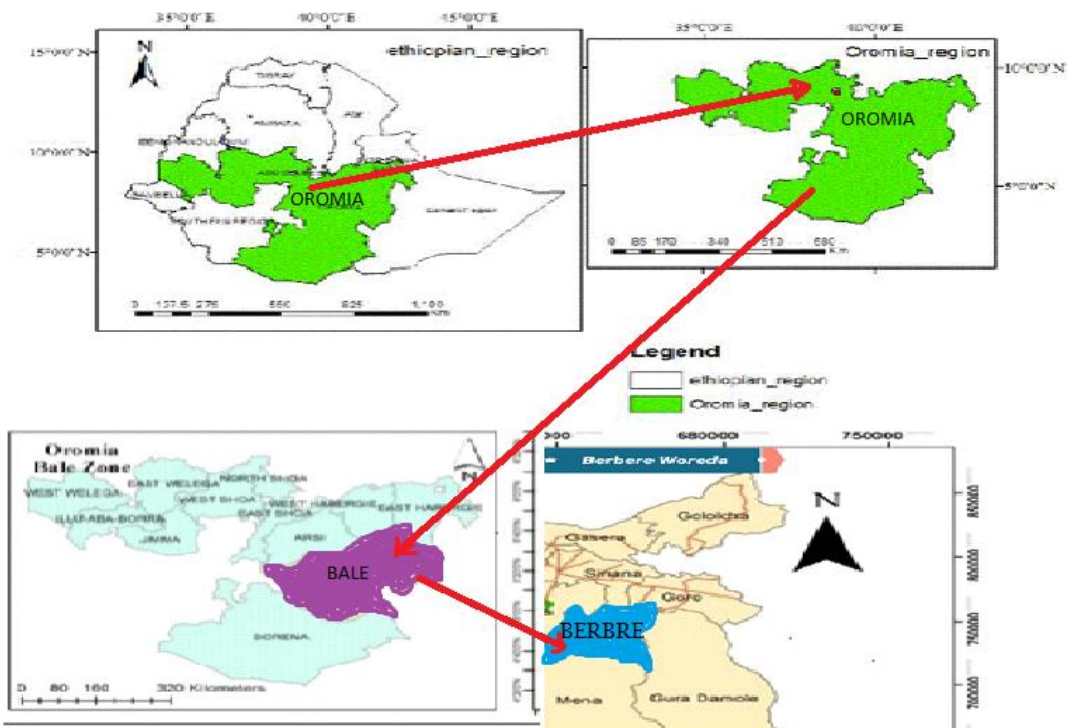
Saala	Muuxxannoo hojii	Sad. barnoota 1.
1. Dhiiraa <input type="checkbox"/>	1 waggaa 5 gad <input type="checkbox"/>	1, certificate <input type="checkbox"/>
2. Dubara <input type="checkbox"/>	2, waggaa 6-10 <input type="checkbox"/>	2, dipiloomaa <input type="checkbox"/>
	3, waggaa 11-15 <input type="checkbox"/>	3, Digirii <input type="checkbox"/>
	4, waggaa 16 ol <input type="checkbox"/>	4, Maastarii <input type="checkbox"/>

Qajeelfama i: Of eennoon dubbisuun gaafii armaan gadiif deebii sirriiti kan jettan barreessa.

6. Itti fayyadama mala barsiisuu irratti hubannoo isaanii akka guddifataniif walitti aansuun deegarsi teeknikaa fi maallaqaa ati barsiisaa GJQ fi barataaf kennite hangami?
7. Akka hoogganaa mana barumsatti itti gaafatamummaa fi gumaachi ati hojiirra oolmaa mala damaqinaan barachuu kutaa GJQ goote maal?
8. Malli baruu barsiisuu barsiisaan BGJQ walitti aansuun kutaatti hojiirra olchu maali jete yaadda?
9. Gufuu ijoon hojiirra oolmaa mala baruu barsiisuu adda addaa mana barumsaa keessanii fi malli ati rakkoo kan furuuf fayyadamte maali?
10. Mala barsiisuu adda addaa kutaa BGJQ hojiirra oolchuf rakkoo mul'ataniif kanneen furuuf tarsiimoon ati fayyadamte jira? Yoo jiraate tarsiimon ati gola kee ceesisuuf taasifte tarreessi .

Appendix-G

Figure 1: Map of study site



Source: www.maplandia.com >ethiopia>berbere-b.../