

**PRACTICE AND CHALLENGES OF TEACHING-LEARNING  
PROCESS IN PHYSICAL EDUCATION: THE CASE OF BALCH  
SECONDARY SCHOOL OF MENJAR SHENKORA WOREDA,  
NORTH SHEWA ZONE, AMHARA REGIONAL STATE, ETHIOPIA**

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**Practice and Challenges of Teaching-Learning Process In Physical  
Education: The Case of Balch Secondary School Of Menjar Shenkora  
Woreda, North Shewa Zone, Amhara Regional State, Ethiopia**

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## **DEDICATION**

I dedicate this thesis manuscript to my brother: AtaklteAbebe for his dedication to the success of MEd. thesis.

## STATEMENT OF THE AUTHOR

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## ACRONYMS AND ABBREVIATION

<b>MOE:</b>	Minister of Education.
<b>PE:</b>	Physical Education
<b>PES:</b>	physical Education and Sport
<b>PET:</b>	Physical Education Teacher

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## **Practice and Challenges of Teaching-Learning Process In Physical Education: The Case of Balch Secondary school of Menjar Shenkora Woreda, North Shewa Zone, Amhara Regional State, Ethiopia**

### **ABSTRACT**

*The purpose of the study is to analyze and describe the practice and challenges of the teaching-learning process of physical education. This study utilized a descriptive survey design and stratified random sampling, purposive, and available sampling technique. The study was carried out in Balch secondary school in Menjar Shenkora Woreda Administration. The principals of the school were interviewed; two (2) school directors whereas three (3) PE teachers and one hundred thirty (130) students of the school filled a questionnaire. The results were presented using frequency or respondents' table and 66.66% of teachers are 1-5 year experience, 66.66% of teachers are not interested to teach PE., 66.66% of teachers sayed that the curriculum is not appropriate and also 66.66% of teachers answer as the credit hour of PE. is not enough.. The data were analyzed by using both quantitatively and qualitatively accordingly the research revealed the following results that the major challenge in the practice of teaching and learning of physical education was the negative attitude and lack of interest of physical education teachers and students towards teaching and learning process of physical education and lack of enough facilities that could facilitate the learning process. The study concluded those physical education teachers, the school directors including Balch secondary school Education Bureau, students, and student's parents especially the school neighborhood's residents' or communities should collaborate and create an awareness and share information on how to improve and strengthen the delivery of physical education programs in Balch secondary school. The study recommended the school directors should be aware of the challenges facing the physical education teachers and take appropriate measures to address them and minster of education should evaluate the curriculum of physical education subject, increase the number of periods per week and include physical education subject in matric exam to increase the participation of students and physical education teachers interest in physical education department.*

**Keywords;** *Physical education, practice, teaching, learning, and challenge*

# 1. INTRODUCTION

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

## 1.1 Background of the Study

Education plays a role in the promotion of respect for human rights and democratic values, creating the condition for the legality, mutual understanding, and cooperation among people. Education enables individuals and societies to make all-round participation in the development process by acquainting them with knowledge, ability, skills, and attitudes. Also, the main aim of education is to strengthen the individual's and society's problem-solving capacity, the ability to create new ideas and culture starting from us basic to at all levels. Education does not operate in isolation, and rather it must be integrated with research, practice, and development that contribute towards an all-rounded development of the society MoE (2003).

Physical education is an education given through physical activities to develop all aspects of personality (physical, emotional, social, mental and spiritual development). Through physical education programs, students can develop not only their physical (body) but also the mental and social aspects of the students can develop. In many nations throughout the world most public schools, colleges, and universities recognized the importance of physical education by making it part of the required curriculum Duncan, S.C (1993).

Allender et al. (2009) in their research, argue that doing aerobic, muscle-strengthening, and bone-strengthening physical activity of at least a moderately-intense level can slow the loss of bone density that comes with age. Bailey( 2009) indicates that the results of PES can be understood in terms of children's development in five domains: physical, lifestyle, social, affective, and cognitive development.

## **1.2. Statements of the Problem**

Teaching physical education classes practically and theoretically is very important to develop the overall personal qualities (physical, social, mental, and emotional), to be healthy and well enough through individuals' life. But the physical education class period or time itself is not enough to develop both theoretical and practical aspects for students.

In different high schools of Ethiopia especially in Balchi secondary school, PE teachers face a lot of challenges concerning physical education time allocation, class sizes, teachers' professional affiliation, examination and assessment, school sport, and use of technology, among others. However, while the importance of PE is widely acknowledged, competition from other academic subjects has forced many schools to reduce or cancel some PE programmes'. The researcher conducted this research to find some solutions for Balchi secondary school to achieve the objective of high school quality of the physical education teaching-learning process.

### **2.2.1. Research Question**

Therefore to achieve the overall aim, the researcher was answered the following questions;

- What are the major factors that affect the teaching-learning process of physical education in the school?
- What is the level of teacher preparation in handling physical education lessons in school?
- What problems do PE teachers face during the teaching-learning process in classroom theoretical as well as a practical class?

## **1.3. Scope of the Study**

To make the study more manageable and to complete within the available time it is limited only to Balchi secondary school' one of the government school which is found in Menjar Shenkora woreda administration education office, specifically in Balchi kebele

The study was assessing the practice and challenges of the teaching-learning process of PE might have come up with good results, it was conducted in all secondary school of Menjar Shencora woreda. However, the researcher focused on three Physical Education teachers.

#### **1.4. Significance of the Study**

The study aims at investigating the teaching-learning process of Physical education and digging out the main challenges that affect the teaching-learning process in secondary school.

Hence the findings of the study will have the following significance. It would seek to find solutions to the poor preparation of physical education teachers, lack of resources, and negative attitudes towards physical education, among other challenges that face the teaching and learning of physical education. It may contribute to improve the quality of the teaching-learning process. It may help to create awareness about the current implementing problems in the teaching-learning process. The study may also serve as a supporting document and initial point for further study in the areas.

#### **1.5. Objective of the Study**

##### **1.5.1. General objective**

The main objective of this study is to analyze and describe the practice and challenges of the teaching-learning process of physical education specifically in Balchi secondary school, in Menjar Shenkora Woreda, North Shewa Zone, Amhara Regional State, Ethiopia.

##### **1.5.2 Specific objective**

- To identify the major factors affecting teaching-learning process of physical education class
- To assess the level of teachers preparation for handling physical education lessons in Balchi secondary school
- To explore the major challenges and problems that face PE teachers in the teaching-learning process of Physical education class.

## 1.6. Operational Definition of Terms

**Health:** Can be defined as physical, mental, and social wellbeing and as a resource for living a full life.

It refers not only to the absence of disease, but the ability to recover and bounce back from illness and other problem. (Source: Definition of Health Medicine Net)

**Physical education:** is an education given through physical activities to develop all aspects of personality physical, social, emotional, mental and spiritual development. Duncan, S.C (1993).

**Lifestyle Development:** Bailey (2006) proposes that several factors enhance the development of physical activity as a constituent of a healthy standard of living. Evidence suggests health-related habits acquired in childhood are maintained into maturity

**Affective Development:** From the evidence, regular activity can have a useful effect on the emotional well-being of children and young people Bailey (2009). Concerning children's self-confidence, the evidence is strong..

**Social Development:** According to Bailey (2009) Physical Education and Sport (PES) environment is considered an exciting situation since both natural and unnatural social relations mostly occur and because the public nature of learners makes both social good and bad habits

## **2. REVIEW OF RELATED LITERATURE**

This chapter presents a review of related literature under such sub-topics such as the concepts of physical education, the global and national status of challenges related to resources in PE, global and national status of teachers and learners' attitudes, and teacher's readiness in handling PE.

### **2.1. The Concepts of Physical Education**

Physical education is an education given through physical activities to develop all aspects of personality physical, social, emotional, mental and spiritual development. Through physical education programs, students can develop not only their physical (body) but also the mental and social aspects of the students can develop. In many nations throughout the world most public schools, colleges, and universities recognized the importance of physical education by making it part of the required curriculum Duncan, S.C (1993).

Moreover, physical education is important for all ages and abilities of people in the form of physical activity to lead the quality of life. Wuest Bucher(1999) suggests that traditionally, physical education and sports programs focused on providing services to school-aged populations in the school setting. Today, physical education and sport have expanded to include persons of all ages and abilities. Involvement in carefully designed programs can enhance the health and quality of life for participants. School physical education programs focus on the promotion of lifespan involvement in physical activity. Students learn the skills, understandings, and attitudes that will enable them to participate in various physical activities throughout their lives.

School physical education programs focus on helping students' attain competency in the fundamental motor skills (e.g. throwing, catching...) and movement concepts (e.g. balance) that form the foundation for later development of specialized games, sports, and fitness activities. As students' progress through school, skill, and fitness development are accompanied by increased knowledge and understanding of physical activities (Rink ,1998).

Concerning this, Bucher (1999) described physical education as an integral part of the total education process and has its aim; the development of physically, mentally, emotionally,

and socially fit citizens through the medium of physical activities, which have been selected to realize their outcomes.

In addition to the above point (Rink, 1998), elaborated that the primary and unique contribution of physical education makes to the learner is to promote positive attitudes towards active and healthy lifestyles. Due to these on the educational program physical education highly provides responsibilities to contribute to the molar development of the learners.

All secondary schools as educational institutions in the country must have buildings, facilities, and libraries with modern references, quality, and certified teachers, managers, and other essential related facilities. They are also responsible to implement the curriculum and aim to produce quality students having subject knowledge and skills to deliver the subject and create all-around personally fulfilled citizens. Physical education and sport as a field of study have their own curriculum for all educational levels (Rink ,1998).

To this end, the researcher finds it worthy to describing physical education as an integral part of the secondary school curriculum, which can contribute a lot significant to educational goals, including the development of each individual to his or her fullest potential and enhancement of each person's quality of life of the teacher and learners" attitudes, and teachers" preparedness in handling PE.

## **2.2. History of Education in Ethiopia**

Until the early 1900s, formal education was confined to a system of religious instruction organized and presented under the aegis of the Ethiopian Orthodox Church. Church schools prepared individuals for the clergy and other religious duties and positions. In the process, these schools also provided religious education to the children of the nobility and the sons of limited numbers of tenant farmers and servants associated with elite families. Such schools mainly served the Amhara and Tigray inhabitants of the Ethiopian highlands. Misguided policies caused very few children to receive an education. As a result, Ethiopia did not meet the Educational standards of other African countries in the early 1900s.

Toward the end of the nineteenth century, Menelik II had also permitted the establishment of European missionary schools. At the same time, Islamic schools provided some education for a small part of the Muslim population. (MoE 2003)

At the beginning of the twentieth century, the education system's failure to meet the needs of people involved in statecraft, diplomacy, commerce, and industry led to the introduction of government-sponsored secular education. The first public school to provide a western-style education was the emperor Menelik II, which was opened in October 1908 under the guidance of Hanna Saliband several Copt teachers. Pankhurst (1924), notes that "no fewer than 3,000 students had passed through the school", and states that in 1935 the school had 150 pupils. That same year, Emperor Menelik II established a primary school in Harar.

In 1925 the government adopted a plan to expand secular education, but ten years later there were only 8,000 students enrolled in twenty public schools. A few students also studied abroad on government scholarships; Pankhurst provides minimum numbers for several countries: at least 20 studied in Lebanon, 19 in Egypt, 12 in Sudan, 63 in France, 25 in England, 8 in the United States, 10 in Switzerland, 10 in Italy, and smaller numbers in Germany, Belgium, and Spain.

Today, we have improved our system of education and opened a lot of primaries, secondary & preparatory, and universities with appropriate distribution in ever sub-states of the country.

The curriculum, documents like syllabus, textbooks, and teachers guide form elementary schools up to secondary first and second cycle level needs schedule in the county. The university education is also arranged properly and equipped with the manpower and material resources in the old and newly opened universities. (MoE 2003)

In Ethiopia, similar to other countries of the world physical education is given as one type of school subjects like biology, chemistry mathematics and etc. The physical education school curriculum is serving students from the KG.-university level. Physical education subject from KG.-grade 12 is evaluated with P/F for each grade level. At the college level, physical education is given as compulsory for major physical education diploma students and as P/F for common course students. In university level, it is also taught as compulsory for major students and no instruction is given to nonphysical education major students (MoE, 2007)

### **2.2.1 History of Physical Education in Ethiopia**

In Ethiopia, for the past three and half decades, physical education and sport have increasingly become an academic discipline. In the past physical education and sport was coldly allied to the larger area of education of which its attention has focused in the development of students in different schools. Today the attention given for the role of physical exercise and sports which has now become part of activities in schools, colleges and universities, organizational setting, sport and health clubs has been increasing than ever before. The demand of the society in the area of physical activities for maintain and developing total health and well-being will force professional in the area to revise the past approaches. Sport science program under qualified leadership aids in the enrichment of an individual's life. It aims at building a sound body, a sharp minded and a whole-some personality. It is essential for the cultivation of vitality, obedience, discipline, and positive attitude towards life and the world. The desire to prepare skilled and qualified sport professional is increasingly felt in the country today. (Jmma university 05,22,2013)

### **2.3. Challenges Related to Resources in Physical Education**

Despite the devastating scientific proof of the benefits of physical programmed and the fact that the 1948 UNESCO chapter enshrined PE as a fundamental human right, PE is in a dangerous situation worldwide (Mackendrick, 1996)

PE is mostly taught by generalist teachers with modest knowledge or with no PE education methods. Hardman(1999) of Manchester University, in his research on the critical status of physical education (Berlin, November 1999) showed the essential status of PE around the globe, despite the social and economic class. One of the main issues identified by (Hardman, 1999) is resources. According to the audit report, the reduction of funding compromises the quality and quantity of physical education programs in schools. The provision of amenities and their maintenance is insufficient in many schools across the globe. Besides, worldwide, only 31% of countries have enough amenities. In the poor countries, there are major challenges in providing a full variety of amenities: But even in countries with more recognized systems of physical education programs, there were cases of poor maintenance and loss of amenities noted (Hardman, 1999).

In an Australian journal of teacher education presented by Jenkinson and Benson(2009), the challenges to physical education and physical activities are stated. The barriers can be institutional and teacher-related. Dwyer et al, (2003) reported that PE is allocated lower status and priority in learning institutions, lack of achievement measures for PE and physical activity, and inadequate infrastructure. According to Hardman, (2000), Physical Education is not mostly taught in many learning institutions even though it is a compulsory subject in the school curriculum, thus denying learners the opportunity of developing their skills and knowledge in physical education.

Concerning the above point, in the primary school cycle, an average of 94 minutes is ranging between 30 – 180 minutes, Hardman and Marshall, (2000). European regions vary in time allocation for primary schools and secondary schools. Central and Latin American schools also vary in time allocation in both primary and secondary schools. Physical education curriculum allocation has increased in the period between 2000 and 2005.

In Ethiopia, the challenges of physical education resources are enormous. The availability of resources is pegged on the social and economic status of the institution. Highly endowed institutions have better physical education resources. Coombs, (1970) asserts that scarcity of textbooks, Libraries, and physical education amenities will limit the educational system from responding completely to new demands. To improve education based on quality, better learning materials and resources are needed. Almond, (1997) emphasized the significance of having suitable human resources, plan and provide enough instructional materials and physical amenities to sustain educational efforts.

Resources required for effective physical education activities in most Ethiopian public primary, secondary schools are insufficient. Lack of space like playfields are very common in most schools found in public or governmental schools.

Kirui and Too,(2012), alludes to the fact that there ought to be a commitment to work dynamically so that the position of PE, inside and outside education system is both completely acknowledged and developed- through measures to improve the curriculum, sports amenities and equipment, the position of physical education and the initial in-service training of tutors.

According to a study by Hardman, (2000), PE is allocated very few hours and both teachers and learners look down upon the status of PE as compared to other examinable

subjects. A study by Sparks et al, (1990), also eludes to the findings of Hardman, (2000) that teachers and other stakeholders ignored and accorded low status to PE.

A study by the Ministry of Education, 2007, in New Zealand on healthy and confident kids suggests alignment of current PE activities in primary schools and secondary school with precedent PE credentials. The report advocates for programs, which are relevant and useful to modern children.

#### **2.4. Teachers' and Learner' Attitudes towards Physical Education**

Mc Cullum et al., (2005), Decoby et al., (2005), and Dewier et al., (2003), have reported of teacher-associated barriers in the primary school curriculum. The obstacles include

Teachers lack confidence or interest in handling PE activities; teachers not planning PE documents, having had personal negative knowledge in PE and absence of training, understanding, skill, and prerequisites to provide PE as cited by Xiang et al., (2002).

An article by Gourneau, (2005), on five attitudes of effective teachers, states that pre-service teachers are interrogated about their teaching profession; they always respond that they want to make a positive difference in the lives of learners. Further, teachers say that they have a chance to be better teachers than the teachers they experienced.

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

Furthermore, Boyle (2008) in the Australian journal of teacher education depicts that teachers feel that students are lured by the greater accessibility of inactive opportunities. According to an article-(physical Education and Sports policy for schools, 2011), Motor skills and physical fitness development begins in the initial years of primary school. During the period, the students are physically and academically competent in benefiting from instruction in PE and are greatly motivated to learn. However, right through school life, age-suitable training must be provided during PE (Physical Education and Sport and

Sport Policy for Schools, 2011). With these ideas in mind, people can well plan for the growth of our young person's arising from many deliberations, explanations, experiences, and events.

A study carried out by (Gitonga, 2011) of teacher-trainee attitude towards PE has been noted in Kenyan primary schools. Njoroge affirms that in all the teacher's colleges, PE is mandatory for every teacher-learner and must be taken despite interest, gender, age, or physical environment. Therefore, students and teachers appear to correlate the subject with little esteem. The negative attitude factors developed by the trainee-teachers are carried to schools they are posted to after training.

According to an article (physical Education and Sports policy for schools, 2011), Motor skills and physical fitness development begins in the initial years of primary school.

During the period, the students are physically and academically competent in benefiting from instruction in PE and are greatly motivated to learn. However, right through school life, age-suitable training must be provided during PE (Physical Education and Sport Policy for Schools, 2011). By incorporating this idea in mind, people can well plan for the growth of our young persons arising from several deliberations, explanations, experiences, and events.

## **2.5. Teachers' Preparedness in Conducting Physical Education**

This is another aspect that determines the quality of physical education and activity prepared and delivered by the teachers in schools. The general primary school-based result reflects not only the absence of research across the secondary grades in schools but could probably be accredited to both secondary and specialist primary school teachers having committed PE unit as part of their training (Barroso et al., 2005) ;(Morgan and Hansen, 2008) and (Morgan and Bourke, 2005)

This specialization should prepare teachers with the skills to overcome challenges effortlessly and enable them to plan and apply for programs accordingly. (Katherine et al, 2011) in their manuscript of physical education assets, class management, and learner physical activity levels, empirically appraise a proposed mock-up of physical education (PE) programs excellence ingrained in the (Donabedian,2003) organization – progression-result approach to presentation monitoring. Structure indicators of excellence include

human (e.g. student to teacher ratio, accessibility of tutors completely listening carefully on PE), curricular (e.g. accessibility of curricula and lesson preparation resources associated with best practices in PE), and material (e.g. right to use amenities and apparatus) resources that contain the circumstances below which PE is provided.

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

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

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

The aspect of teachers' preparedness to teach physical education can to some extent influence the attitude of teachers in handling physical education in schools. According to (Kirui, 2012), a successful student teaching experience is the keystone of pre-service teacher preparation. As envisioned, one of the main challenges of effective curriculum instruction in physical education in schools is the nature of supervision of teachers during training. Also, if the preparation of teachers is not enough well, the result will be disparities between the promises and realities in schools in the implementation of innovation or even existing curriculum policies as in the case of physical education in secondary as well as in remaining levels of schools. This aspect contributes very much to

the poor attitude and poor quality of teaching physical education programs both primary and secondary schools in Kenya just like Ethiopia. Lack of specialist PE teachers is a major undoing in primary schools in Kenya thus affecting the attitude and quality of PE programs in the learning institution.

Pétrie,et.al, 2007 noted that, seven years after it was made public, teachers had little knowledge of the 1999 HPE curriculum.

Many teachers reported continuing using a conservative lesson progression, involving a warm-up, ability-teaching practice, game, and warm-down movement when teaching PE (Pétrie,et.al, 2007).

According to a research article by Crum (1990) and Stuart (2000) potential teachers do not come in ITE programs with a clear conscience of their beliefs about PE as their conceptions are already bent by their experiences in PE classes and involvement in exercise, participate, and game.

From the study of PE Morgan, Bourke, and Thompson, 2001, PE teachers have great pressure on an individual's choices, practices, and routine as future teachers of PE.

According to the study by Timperley, 2007, experienced teachers are to be given a chance to take part in regular in-service focused on PE.

## **2.6. The Role of Physical Education in School and Colleges**

Education contributes to the development, advancement, and perpetuation of the nation's culture as well as for creating all rounded citizens. The desirable aspects of society are preserved and maintained through the transmission of this value to youth. Education gives individuals the knowledge and the skills to function effectively, act responsibly, and contribute to society.

Through education, individuals or society have the opportunity to acquire knowledge, problem-solving skills and to contribute to purposeful societal change. Educational institutions play a primary role in developing society's human resources. Schools, colleges, and Universities are the most powerful and effective institutions that society has to impart the intellectual skills, knowledge, understanding, and appreciation needed by its citizens to make wise decisions and good judgments and to logically analyze problems and work

towards their resolution. Directly or indirectly, educational institutions are the main agents of society's progress. Education must prepare individuals to meet the challenges of society. (Wuest Bucher, 1999) since physical education is a part of education in higher institutions its importance is discussed as follows by different scholars. (Knapp C, 1968) states that physical education is two-headed coin one side represents the development and maintenance of physical characteristics including strength, endurance, good posture, flexibility, balance, and neuromuscular skills.

The other side represents what is happening to the total person as he/she develops these physical attributes and that is a growth regarding interests, social and emotional qualities, and general feelings of self-realization.

Concerning the above points, Bucher, 1999 as cited Abinet, 2004 also points out that physical education should be concerned with improving one's fitness and health. Students indicate that they want to learn new skills and many sports activities, students, at these age levels also indicate that physical education should be more than just a developing body. Yet, it should also develop the mind and prepare students for their future work.

To strengthen the scholar's idea, the main importance /role of physical education in college (school) is to help the individuals to acquire the knowledge, attitudes, skills leading to exercise including recreation through physical activity and to ensure that these become an integrated part of one's life pattern.

According to Vinod Kumar Singh and Yogesh Kumar Singh (2008), the teacher of physical education must have the power of realizing the past and should be careful about the future in a living present, must, have a touch of imagination, as well as a vastly larger amount of positive knowledge. If this not happened, teaching physical education has been suffered very much from poor teaching, implementation of curriculum, and the class environment.

## **2.7. The Purpose of the Teaching-Learning Process**

The primary purpose of the teaching and learning process is to bring about in the learner desirable change in behavior through critical thinking. This process does not take place in a vacuum but rather in an environment structured to facilitate learning.

McGuffey. C. 1982 described the environment of an organization as all elements relevant to its operation and they include direct and indirect action elements. School, college, and university facilities constitute are the major components of both direct and indirect action elements in the environment of learning. Several studies have shown that a close relationship exists between the physical environment and the academic performance of students (Ogunsaju, 1980). Maintained that the quality of education that student-teacher receive bears direct relevance to the availability or lack there in physical facilities and overall atmosphere in which learning takes place. The school facilities consist of all types of buildings for academic and non-academic activities, equipment for academic and non-academic activities, areas for sports and games, landscape, farms, and gardens including trees, roads, and paths. These facilities play a vital role in the development of the educational goals and objectives by satisfying the physical and emotional needs of the department teachers and students of the school.

The physical needs are met through the provision of safe structure, adequate sanitary facilities, a balanced visual environment, an appropriate thermal environment, and sufficient shelter space for his work and play. Their emotional needs are met by creating pleasant surroundings, a friendly atmosphere, and an inspiring environment. (Fenker, 2004) The International Facilities Management Association described facilities management as the practice of co-ordination of the physical workplace with the people and the work of the organization; it integrates the principles of business administration, architecture, and the behavioral and engineering sciences. School facilities management is the application of scientific methods in the planning, organizing, decision-making, coordination, and controlling of the physical environment of learning for the actualization of the educational goals and objectives. This involves among other things, collective decision making with the selection of a site for the establishment of new schools, design, and construction of new school plants including grounds, renovation, and modernization of old plants, provision of equipment for academic and non-academic activities, maintenance of all facilities and review of management practices and processes.

Accordingly, schools, colleges, and universities to provide quality sports facilities that enable all department teachers and staff to work well and all students to learn. What we mean by quality educational facilities are an institution with: a teacher's room with desks

and storage; a playing area for students; adequate teaching materials; reference materials; (MOE, 2003)

Student's school exists for teaching and learning. Human and material resources are deployed for this purpose. Schools' facilities are the material resources provided for staff and students to optimize their productivity in the teaching and learning process. The realization that the transfer of knowledge does not only take place in the four walls of the classroom from the teacher to the students but rather that learning takes place through discovery, exploration, interaction with the internal and external environment has necessitated the creative and innovative development of teaching and learning facilities that reflect these changes. Schools exist to serve the socio-economic and political needs of the ever-changing society; consequently, they are in constant interaction with their external environment.

Further stated that since teaching and learning do not take place in a vacuum college facilities give meaning to the planned curricula and extra-curricular activities. A discussion of the school plant starts with the conceptualization of the educational programs to be offered in the school. The nature and types of the educational program will determine the nature and types of the school plant to be provided. (Unruh, 1974) emphasized that both teachers and students need places to search, read, write, confer, interact, view, listen, think, experiment, and record.

In light of the fact that physical education is one of the few areas of the school curriculum, that addresses students' learning in a multidimensional fashion (that is, affective, cognitive, and psychomotor growth). Physical education teachers' evaluation process must reflect and must be congruent with the objectives of the curriculum. It would be illogical, for example, to grade students using a written test only in a volleyball unit, if the entire unit is not devoted to a cognitive domain ( mental concept, knowledge of rules and strategies, skill analysis, mechanical principles, and wellness concept) but the affective (social behaviors, relations with others, attitudes, appreciation, leadership, cooperative, sportsmanship, and emotional control and development) and psychomotor elements (motor ability, motor skills and proficiency, skill in games, and physical fitness components) must be the part and parcel of the evaluation process (Wuest and Lombardo, 1994); (Rink, 1998).

## **2.8. The Organization, Structure, and Management of the Education System**

The educational system has been organized inconsistent with the Federal Government's State Structure. Accordingly; each of the nine National Regional States and the two City Administrations has its bureaus of education responsible for administrating and managing the educational system. Within each of these existence a network of management structures involving the Administrative Education Office. The latter is the smallest educational authority responsible for all educational institutions in its ministration or a territory. Each National Regional States Education Bureaus and Administrative education office are both administratively and financially responsible with a substantial subsidy from the Federal Government for the general education and technical vocational training well as teacher training colleges that operate in their respective States.

The initiation or motives of pupils is the most pervasive and ubiquitous purpose, to plan and organize the teaching-learning process to enable functional to the teachers and students Thus certification, selection, feedback, selection of school teams are also motivational and is used as a motivational force by teachers. Even the way accountability works in the form of National Curriculum testing and reporting to parents are all motivating to the teacher in some way and used by them to motivate pupils. The teacher is constantly working at motivating the pupil as it is the intervening factor between pupil abilities and pupil attainments (Carroll, 2005). It must not be forgotten that assessment is a double-edged word as far as motivation is concerned. If the assessment is not positive, such as failure to get a qualification, gaining a low grade, negative feedback, diagnosis showing many weaknesses, failure to get into teams, it can be a de-motivating force. Therefore, the assessment can quite easily fulfill other purposes but fail to motivate. In PE the activities and sports themselves are often thought to be their motivation. Furthermore, the development of abilities and performance in most activities is enhanced by and thrives on competition, the results and evaluation of which are used to compare and judge performances against others (norm reference) and standards (criterion), and to motivate to further success and learning. Sport competitions are particularly used in this way.

However, competition can emphasize pupils' lack of abilities or success, particularly when comparisons are made with others.

## 2.9. The Curriculum of Physical Education

Teachers understand the curriculum (in terms of age, relevance, and integration) and develop and use supplementary materials in the classroom to improve student learning according to the American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD, 1979) a quality physical education program for grades K–12 includes instructional periods to telling at least 150 minutes per week at the elementary level and 225 minutes at the secondary level, qualified physical education specialists, and adequate equipment and facilities. In general, the curriculum should consist of:

- A. Instruction in a variety of developmentally appropriate motor skills that challenge students to develop physically, cognitively, socially, and emotionally;
  - B. Fitness activities that educate and help students understand and improve or maintain optimal fitness levels;
  - C. Instruction in concepts that lead to a better understanding of motor skills and fitness development;
  - D. Opportunities to engage in experiences that enhance cooperation and develop multicultural awareness; and
  - E. Experiences that foster the desire for lifelong participation in physical activity.
- (AAHPERD, 1979)

The National Association for Sport and Physical Education has provided guidelines in the form of grade-level benchmarks, as well as an operational definition of the physically educated person. Such a person is skillful in a variety of physical activities; physically fit, participates regularly in physical activity, and knows the benefits of physical activity and its contributions to a healthy lifestyle, respects diversity, and acts in a socially responsible manner. The question remains, however, of how much direction and specificity in the form of standards and assessment are needed.

## **2.10. Facility and Equipment's**

### **2.10.1. Facility**

Physical conditions of the school playground a great role in students' activity and responds to teachers to one another and the studies, in terms of the comfort they feel in their surroundings.

Educational facilities are the physical infrastructures that contribute directly or indirectly to the teaching and learning process in the educational system.

The infrastructural facilities and physical environment give educational institutions their appropriate shape and atmosphere for teaching and learning.

These facilities and the environment also describe the quality of the institutions in terms of their staff (students, attraction to outsiders, aesthetics, healthy, safety, and relevance).

Physical education learning experience becomes effective through the proper use of a supplementary teaching environment. Each school should have sufficient facilities to achieve the desired objectives.

### **2.10.2. Equipment**

To secure the development of physical or mental strength and those social and moral qualities of the students, which may be gained through well-directed physical activities, certain spaces, equipment, and supplies are necessary.

According to Knapp, 1968, the kind and amount of material resources available affect the type and quality of physical education programs and to a large extent the types of methods used.

Good physical education programs do exist despite the lack of expensive materials of many kinds. Such programs have composited by maximum use of natural resources, adapting methods to make optimum use of available limited equipment and facilities, and generally sound and creative administrative practices.

The administration must continually struggle to provide the best possible facilities equipment and organizational design to assure good learning.”

Therefore, prior care must be taken in selecting equipment, and school should be constructing that equipment which is helpful in physical development. When properly used teaching aids can increase the depth and speed of teaching-learning activity and also the status of the subject (NelsonHagn,1966) as cited in (Abinet,2004)

### **3. METHODS AND MATERIALS**

#### **3.1 Description of the Study Area**

The study was conducted at Minjar Shenkora is one of the woredas in the Amhara region of Ethiopia. It is named in part after a historic district of Shewa, Minjar which was the southern most district of Shewa and near the location of the woreda. Located at the southern end of the North Shewa zone, Mnjara Shenkora is bordered on the east, south, and west by the Oromia Region, on the northwest by Hageremariam Kesem, and on the northwest by Bereht; the Hageremariam (Kesem) river forms the boundary between this woreda and Hageremariam kesem and Bereht. The administrative center of this woreda is Arerti; other towns in the woreda include Balchi (summary and statistical report of Ethiopia 2005 census results).

#### **3.2 Research Design**

The nature of the research is descriptive survey type. The study has described the teaching-learning processes of physical education and the major challenges faced in Balchi secondary school of Menjar Shenkora Woreda Administration.

The data for this study is both qualitative and quantitative, particularly to the descriptive survey method. Because the descriptive survey method helps to explain educational phenomena in terms of the condition or relationships that were held by the teachers, school directors, and students and it is a means through which opinions, attitudes, and suggestions for educational practice can be obtained. Also, this method enables the researcher to examine the teaching-learning process and factors hindering the application of them (Kou, 1998), the main challenges in Balchi secondary school in the department of physical education.

#### **3.3. Source of Data**

In this study, primary data sources were taken according to the nature of the problem. The primary data was obtained from questionnaires, observation, and interviews for Balchisecondary schhol students, teachers and school directors.

### **3.4 Study population**

The sources of the population were Balch Secondary school; Menjar Shenkora Woreda; North Shewa Zone PE teachers and school directors of Balchi secondary school. At present, the total population of the study of the school is 1296 students, three PE teachers, and two directors. Among students, 541 are grade nine, 320 are grade tenth, 254 are grade eleventh and the rest 181 are grade twelve

### **3.5 Sampling Size and Sampling Techniques**

There are four government secondary schools in Minjar Shenkora Woreda Administration office. Balchi secondary school is one of them. The researcher was selected this school by purposive sampling method due to the accessibility of transport, the sensitivity of the problem.

The researcher was used a stratified random sampling method to draw a sample of each grade of students which enables the researcher to include at an equal ratio from each grade and gender. Additionally, the researcher also used available or census sampling technique to select three PE teachers and two school directors. According to Miller and Smith (1983) and ISRAEL (1992) taken 10 % of the total population of students for the study is appropriate whenever there is a large total population. However, at present, the total population of the study of the school is low in numbers so the researcher take 10% of the total population for the study among students i.e.  $1296 \times 10\% = 130$ . Accordingly, 130 students were selected as a sample from all grades by considering number difference in grade proportion in each grade.

For the applicability of the objectives set for the study, a total of 135 respondents (three physical education teachers, two school directors, and one hundred thirty students) were required to give their responses about the teaching-learning process and challenges of physical education in Balchi secondary school.

### **3.6 Data Collection Tools**

The questionnaires, classroom observation, and interviews included in the study were prepared based on the basic questions and review of related literature.

The researcher tries to validate the instrument that was developed as following before the actual data collection were started, the instrument was given to colleagues to get valuable comments and criticism on the strength and weakness of the items based on the comment obtain necessary information was made and gives to the thesis advisor for further comments, criticism, and evaluation. Then the instruments were tried out in a small scale study that was undertaken in Balchi secondary school who was later excluded in the actual study. The purpose of this test was to check the appropriateness of the items and to make the necessary correction based on the feedback hence, some of the questions were refined thus, the instruments were found to reliable measure to collect data for the main study and then administrates as scheduled. A brief orientation about the whole purpose of the study was given for the respondents. A close follow-up was applied to correct problems that arise during the filling of the questions. The distribution and collection of questionnaires were taken in collaboration with the physical education teachers. Finally, the interview with the school director and PE teachers were conducted questionnaire, classroom observation and Interviews were used in the study.

#### **3.6.1 Questionnaire**

The questionnaires were prepared according to the nature of the problem by the researcher. The questionnaire has two parts, open and close-ended. The need for both questionnaires and interviews (physical education teachers, students' and two directors was taken the questionnaires) is that research requires not only factual information but also an opinion, attitudes other views of respondents. To collect better and relevant information, the questionnaires are both close-ended and open-ended while the opinion ire includes attitude scales.

The researcher validated the instruments that were developed as follows: before the actual data collection was started; the instruments were given to colleagues to get valuable comments and criticisms on the strengths and weaknesses of the items. Based on the comments that may obtain, necessary modifications were made and given to the thesis advisor for further comments, criticisms, and evaluation.

And the questionnaires prepared in the international language and translate into students local language for more understanding of the respondents, the questionnaire of students include eleven closed-ended and four open-ended questions and of physical education teachers include thirteen closed-ended and three open-ended questions in addition to this interview and observations are a part of my data collecting instruments.

### **3.6.2 School Observation**

The researcher has also made use of observation for gathering additional relevant information for the study. The school and classroom have been observed to get the relevant information that observation is useful to indicate how the school organized and prepared for PE according to a variety of activities such as Football, Volleyball, Basketball, gymnastic, teaching room, material store, teacher office, and others case. Hancock (1998:89) also says,

“Because of the richness and credibility of information it can provide, observation being a desirable part of data gathering instrument”

Therefore, to obtain more information, observation in the actual school compound and learning process was used as a data-gathering instrument. For observation, the checklist is employed. Accordingly, the school were observed three times. Hence, a total of three observations were marked by using primarily developed checklist for the purpose of this study. The observations were focusing on the school have full facilities that are important to physical education learning.

### **3.6.3 Interview**

As indicated in Wilkinson and Bhandarkar (1999:288), “interviewing is necessary to get deep feeling perceptions, values or how people interpret the world around them, and past events that are impossible to replicate”

In light of this, to supplement the data obtained through questionnaires the researcher conducted interviews with administrators using open-ended questions, which are related to the challenges and practice of physical education teachers during teaching-learning processes.

### **3.7. The Procedure of Data Collection**

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 questions were formulated to show the direction of the study. Third, data gathering tools were developed and piloted. After the questionnaire was distributed and collected, classroom observations have taken place. Finally, the interview with instructors and students was conducted.

To have valuable and reliable data for research purpose there is a need to follow predetermined procedures. In doing so, the researcher arranges the desire tools for the sake of gathering information from the respondents.

The researcher endeavored to create a conducive environment with the school community. As a result, permission to access the required information was earned from the students and instructors.

As a preliminary step of data collection, the student researcher contacted the headmasters and instructors in the school and the researcher explained the purpose of the study. As it was dealt in the sampling techniques subsection, the process of selecting participants of the study, which is one of the most difficult steps to conduct descriptive survey research, was conducted with the very willingness of the record officer and permission of the headmaster and the school administrator.

### **3.8 Method of Data Analysis**

The data collected through tests was analyzed interpreted and tabulated into a meaningful idea using manually and in a computer to evaluate the changes observed among participants that were the implementation. The closed-ended and open-ended questionnaire employed for both teachers and students is a percentage in the table and each table contained the item, the number and percent of respondents for each question. The data that collected through questionnaires, interviews, and observation analyzed and interpreted.

### **3.9 Ethical considerations**

Regarding ethical consideration, the researcher was governed by Haremaya university rule and code of conduct ethics in maintaining privacy, confidentiality, and or other related values. The researcher promised to the participants of the study that the information which was collected from the respondents shall not be transferee to a third party in candid or it will not be exploited for undertaking other than the purpose of the research study.

## 4. RESULT AND DISCUSSION

This chapter deals with the presentation and analysis of the data collected through questionnaires, observation, and interviews. The data are presented in tables, analyzed using percentage and textual description.

### 4.1. Background Information of the Respondent

#### 4.1.1 The response obtained from Teachers

As shown in Table 1 below, the population of the study included three physical education teachers of selected high school of Balchi. The researcher decided to take about a hundred percent of the population as a participant of the study, to make the sampling more representatives and the study more valuable.

**Table 12: Background information on physical education teachers by age**

NO	Total teacher			Age							
				20-30		31-40		41-50		51-60	
Sex	No	%	No	%	No	%	No	%	No	%	
1	M	2	66.66%	1	33.33%	-	-	-	-	-	-
2	F	1	33.33%	1	33.33%	1	33.33%	-	-	-	-
3	T	3	100%	2	66.33%	1	33.33%	-	-	-	-

As table 1, shows the age composition 66.66% of all teachers' are between 20-30 years, 33.33% of them are between 31-40 years, and the remain no respondents have between 41-50 & 51-60 years.

**Table 13: Education Background of physical education teachers**

No	Sex	Certificate	%	Diploma	%	degree	%	Master	%
1	F	-	-	-	-	1	33.33%	-	0%
2	M	-	-	-	-	2	66.66%	-	0%
3	T	-	-	-	-	3	100%	-	0%
G/TOTAL		-	-	-	-	100%	100%	-	0%

When we see the above table, which shows the educational background of teachers from the total numbers of respondents 100 % are degree holders, out of those 33.33% are female and 66.66% are male.

**Table 14: Distribution of sampled teachers' respondents by years of service**

No	Sex	1-5		6-10		11-15		16-20		21>	
		No	%	No	%	No	%	No	%	No	%
1	F	-		1	33.33%	-	0%	-	0%	-	0%
2	M	2	66.66%	-	-	-	0%	-	0%	-	0%
3	T	2	66.66%	1	33.33%	-	0%	-	0%	-	0%

As the above table shows from the total numbers of teachers, (2) 66.66% Male respondents have between 1-5 year service. Whereas (1) 33.33% Female and teachers and no males have between 6-10 years of services. They remain no male and Female respondent have between 11 - 21 years' service.

#### 4.2 Discussion on Delivered Questionnaire

The discussion on the response of the questionnaire on 27 close and open-ended types of written questions guide prepared for school teachers and students of indicated high schools. The written questions try to raise questions and discuss were assesses overall teaching-learning process and mechanism of physical education. This process is important to find out the challenges and problems of physical education teachers during the teaching-learning process in that sample secondary school of Balchi.

Based on the presented questionnaires to teachers, The researcher made an indication of each question's responses. As can be seen from the tables below, we have seen that the written close-ended question analyzed and put on four major parts. Whereas the data obtained from open-ended questions, observation, and interview presents as supplements in the text where needed.

## 1. Responds by Teachers

**Table 15: Response by teachers about the question.**

No	List of Questionnaire	High		Medium		Low		Very low	
		No	%	No.	%	No.	%	No.	%
1	How is your interest in teaching physical education?	1	33.33%	1	33.33%	1	33.33%	–	–
2	How much you participate in sports activities to enhance or make a solution for the efficiency of material?			1	33.33%	1	33.33%	1	33.33%
3	How much the PE curriculum is appropriate?			1	33.33%	1	33.33%	1	33.33%

table 4, indicates teachers' response to their interest in teaching physical education (33.33%) of the respondents has shown high interest in teaching physical education, (33.33%) of those are Medium and (33.33%) are also is indicated Low. Based on the answer in an open-ended question as explained why their interest is low, the reason in most schools there is no good condition for teaching physical education, such as there is no appropriate playground, available material, shower, storehouse. Similarly, the researcher observed those conditions.

In the interview with the school administration, most of the school teachers did not have the interest to do their work properly, and they can't be models for their students. The interview made regarding the above case with the directors & department head revealed that the actual situation did reflect this reality. But, Thus can be concluded that the teacher, department heads& directors are not properly accomplishing their duties &responsibly.

As observed on the table the response on participating in sports activities to enhance the efficiency of materials no teachers response is High, 1(33.33) are medium, 1(33.33) are low and remain 1(33.33%) is very low.

Also, the response on appropriateness' of curriculum on PE (Physical Education) shows that no teachers respond are High, 1(33.33) are medium, 1(33.33) are low and remain 1(33.33%) is very low.

It is very difficult, if not, impossible to achieve the educational objectives with such a situation. About this point, teachers were asked about their perception of the designed syllabus in terms of the period allotted. The researcher joins with an (open-ended) question to the teacher that is about the PE curriculum effectiveness, the response of the teacher is, there is no curriculum in our school, and regarding physical education.

Accordingly, most of the teachers believe that the designed syllabus with its versatile method of the teaching-learning process. But what is very problematic for them to implement the syllabus is that the number of periods allotted is very small. That is, let alone one period even two periods per week are not enough to implement the syllabus as designed. Due to this fact, the teachers are not interested even to think of the practical sessions, let alone properly covering it. Being reluctant and allowing students to play ball games could be taken as problems emerged from the period allotment.

Besides, it is believed that the period distribution (be it one or two per week) must be conducive for practical lessons. That is, it should be before the break and it should not coincide with the time of the greatest solar isolation of the day. It is found that in most of the schools, the period distribution is not good for physical education.

**Table 16: Response by teachers about the question**

No	List of Questionnaire	Yes		No	
		No.	%	No.	%
1	Are there any challenges that affect You to teach physical education, especially practical parts in the field?	2	66.66%	1	33.33%
2	Do you think that society's culture affects PE participation in learning and practicing sports activities, especially in the field?	2	67%	1	33.33%
3	Do your schools have enough teaching material?			3	100%
4	Do you think students actively participate during PE class?	2	66.66%	1	33.33%
5	Is the credit is appropriate to finish PE textbook?	1	33.33%	2	66.66%
6	Do your relationship with the school administrator is good?	3	100%	-	-

As table 5, teachers respond to any challenges that affect teaching physical education, especially practical parts in the field? Shows that 66.66% of them answered yes and the rest 33.33% say no.

Last but not least, is the availability of materials is the main challenges to hinder practical class. With this respect, the teacher had observed that there are little or no materials for practical activities especially basketball, gymnastic, athletics, and handball in most schools. The reasons why there is a great shortage of those materials are there is a great shortage of money as described by the directors of the school. There is a lack of suitable training fields or there is no playground is the reason. Lastly, there is a bad condition that is not expected, this problem is a school administrator and PE teachers are careless for the subject condition and their responsibilities.

As indicated in the above table the question about society's culture is affected by practicing physical education activities in the field. The respondent also similar answers, for this question 66.66% agreed, and the remain 33.33% said no, On Luck of enough teaching material for teaching and learning process of physical education, and at the same time all teachers said yes on the response.

The question that asked about teachers is motivating their students in teaching class, 66.66% of the response on the participation of the student on Physical education class show that positive and the rest 33.33% negative.

The response on the assigned credit hour of appropriateness to finish PE textbook shows that 33.33% of the respondents said appropriate and the rest 66.66% is said no.

**Table 17: Response by teachers about class size question**

No	List of Questionnaire	Below 20		21-40		41-60		61 and above	
		No.	%	No.	%	No.	%	No.	%
1	How is the class size during teaching physical education?							3	100%

**Table 18: Response by teachers about how many periods they have in a week question.**

No	List of Questionnaire	<15 Period		16-20 Period		21-30 Period		>31 Period	
		No.	%	No.	%	No.	%	No.	%
1	How many periods do you have in a week?	3	100%						

Table 6 presents the response on the class size of teaching physical education and it shows a 100% response indicates several students are 61 and above class size of teaching physical education. And In table 7 the response indicates that 100% of teachers have <15 periods per week and there are no respondent teachers above 16-31 periods per week.

At the same time, questionnaires on Physical Education presented and deliver for their response to sample students from respected selected sample schools, I also have made an indication on each question responses below.

#### 4.3.1. The response obtained from students

**Table 19: Background information of students' respondent by their age**

Grade	sample of F and M students				Total		Age					
	M	%	F	%	No	%	13-16	%	17-20	%	21 >	%
9 <sup>th</sup>	28	21.5%	25	19.2%	53	40.7%	26	20%	20	15.3%	22	2%
10 <sup>th</sup>	18	13.8%	14	10.7%	32	24.6%	10	7.6%	13	10%	46	3%
11 <sup>th</sup>	12	9.2%	14	10.7%	26	20%	6	4.6%	12	9.2%	44	3%
12 <sup>th</sup>	7	5.3%	12	9.2%	19	14.6%	3	2.3%	8	6.1%	65	5%
Total	65	50%	65	50%	130	100%	45	34.6%	53	40.7%	17	13%

As indicated in the first part of this chapter, a total of 130 students were involved in the study. As shown in the above table those respondents are from selected Balchi secondary schools. As shown in table 8: concerning the respondents 65(50%) of them are female and 65(50%) are male students.

The researcher decided to take about 10 percent of the population as a participant of the study from grade 9<sup>th</sup>, 53 which is 40.7% from grade 10<sup>th</sup>,32 (24.6%) from grade 11<sup>th</sup> 26(20%) from grade 12<sup>th</sup> 19 (14.6%) participated as representatives students in this study.

As the above table also indicates the information of Student age; from the total respondents 45 (34.6%) are between 13-16 years 53 (40.7%) of the respondents are between 17-21 and 32 (24.6%) and the remaining is 21 years. Therefore, we can understand from the above table that the majority of students are young.

**Table 20: Response of students about questions.**

No	List of Questionnaire	Yes		No	
		No.	%	No.	%
1	Are you interested in learning physical education?	116	89.2%	14	10.7%
2	Is there any challenge that hinders you to participate in PE class?	88	67.6%	42	32.3%
3	Do you think your PE teacher motivates you?	109	83.8%	21	16.1%
4	Do your schools have enough teaching material?	10	7.6%	120	92.3%
5	Do you think that societies culture affect learning practical Activities of PE class?	82	63%	48	37%
6	Is the period per week enough?	118	90.7%	12	9.2%

As can be seen from the table 116 students which are 89.2% of students are interested in learning physical education and 14 (10.7%) are not interested.

Additionally, information obtained from an open-ended question the reason why those students respond no is lack of awareness (it likes simple subject), There is the reputation of the lesson, it indicates to say the subject is invalid or only for refreshment, the subject is not included in the entrance exam, lack of model qualified professionals according to their income and their work.

The above Table also shows 88(67.6%) of students said yes means there are challenges and hinder to participate in PE and 42 (32.3%) is said No there is no. as this shows the majority of response indicates factors those affect the participation of students. As open-ended question those challenges are, naturally lack of student's interest, sport wears and, in every grade level there is the reputation of the lesson with this reason the subject is to be unchangeable and boring, lack of available material, lack of teacher that should be model for students and lack of available playground.

However, about teachers motivate students, the majority and 109 (83.8%) the respondents said yes, and 21(16.1%) of the respondents, on the other hand, said no. The Response of 10 (7.6%) of the student is yes and said their respective schools have enough teaching materials and the majority of the students which is 120 (92.3%) are disagree and said there is lack of enough teaching material for teaching and learning process of physical education class.

Generally, as it can be seen from table 9 above out of 130 respondent students 82, (63%) of them are said yes and 48, (37%) of them said No. The question about social culture is affecte to practicing PE (Physical Education) activities in the field. On the other hand, 118 (90.7%) of the student said that there are enough periods per week for the subject and 12 (9.2%) are said no there is no enough periods for the subject.

**Table 21: Response of students about the question.**

No	List of Questionnaire	High		Medium		Low		Very low	
		No.	%	No.	%	No.	%	No.	%
1	Do you give equal participation for physical education like other subjects, in learning and practicing the discipline both in class and infield?	40	30.7%	68	52.3%	15	11.5%	7	5.3%
2	What are the societies or communities attitudes towards practicing physical education?	14	10.7%	65	50%	42	32.3%	9	6.9%
3	How much you are interested to engage in physical education field activities?	49	37.6%	60	46.1%	15	11.5%	6	4.6%

Table 10 indicated that 40 (30.7%) of the students give high attention & equally participated on Physical education class as other subjects, 68 (52.3%) of them have medium attention, On the other hand, 15 (11.5%) give low attention and 7 (5.3%) of them participated very low for Physical education.

In addition, the data obtained from open-ended question students respond about the reason why their attention is low for this subject, it is because of lack awareness and available playground, naturally lack of student's interest, in every grade level there is the reputation of the lesson with this reason the subject to be unchangeable, shortages of available material and awareness of teacher that should be model for students.

Additionally, information that obtained from interview and observation implied the same answer as those listed above. The student's response to the social attitude on physical education, 14 (10.7%) of the response is high, 65 (50%) is medium, the remain 42 (32.3%) is low, and very low by 9 (6.9%) of the student.

In addition, the response based on the interests of students on the engagement of field activities in physical education 49 (37.6%) of participant answered are high, 30 (46.1%) is medium, 15 (11.5%) is low and 6 (4.6%) is very low.

**Table 22: Response of students about the question.**

No	List of Questionnaire	Practical class		Theoretical class		Both	
		No.	%	No.	%	No.	%
1	Which part of your class do you like more?	14	10.7%	46	35.3%	70	53.8%

Table 11 above shows that the student response on what they like to be the PE class is, indicate that 14 (10.7%) of the students want only practical class, 46 (35.3%) are want the class to be theoretical and 70 (53.8%) wants the class to be both.

### 4.3 Discussion on Classroom and Field Observation

The discussion on the classroom and field observation focused on what we observed in the classroom and field in the selected sample school physical education classes.

The observation focused on four major and basic observation points those are:

**class rooms'** the size of the class is not compatible with the number of students and also the class has no proper light and window.

**Play Ground:** as the researcher's observation there is no comfortable field for practical class and even the available field is not enough in terms of size.

**Teachers' preparation:** in the school teachers are not well prepared while teaching and they have no daily lesson plan and annual plan.

**School Environment:** there is no clear compound to the school and there is disturbance at the time of teaching by whom unknown individuals.

On the observation the observer have seen as there is adequate seats and toilets in the school compound.

## **5. SUMMARY CONCLUSION AND RECOMMENDATION**

### **5.1 Summary**

Physical education is an education given through physical activities to develop all aspects of personality (physical, emotional, social, mental and spiritual development). Through physical education programs, students can develop not only their physical (body) but also the mental and social aspects of the students can develop. In many nations throughout the world most public schools, colleges, and universities recognized the importance of physical education by making it part of the required curriculum.

Education plays a role in the promotion of respect for human rights and democratic values, creating the condition for the legality, mutual understanding, and cooperation among people. Education enables individuals and societies to make all-round participation in the development process by acquainting them with knowledge, ability, skills, and attitudes.

Also, the main aim of education is to strengthen the individuals and societies problem Therefore to summarize the overall aim, the researcher considered the following questions;

- What are the major factors that affect the teaching-learning process of physical education class?
- What is the level of teacher preparation in handling physical education lessons in school?
- What problems do PE teachers face during the teaching-learning process in theoretical as well as a practical class?

It is believed that the practice and challenges of Physical education teachers are one of the obstacles of the teaching-learning process and educational system without the good condition and proper availability of necessary materials, and it is doubtful to achieve the objectives of teaching learning. To assesses various challenges that affect the teaching-learning process of physical education is paramount important to determine what teaching-learning processed as satisfactory, who good the school system is, how good the individual teaches and administrations are that changes are brought.

## 5.2 Conclusion

Through questioner, interview and observation the researcher has come up with the following major Conclusion

- Most teachers of physical education do not appropriately develop an interest in their subject. Due to this lack, many teachers less likely to fulfill their professional duties and responsibilities.
- Many teachers are poor at teaching the subject, where they do not use the various method, equipment appropriately, rather the use of reputation lessons that are tedious and that do not provide students the opportunity to participate in the teaching-learning process.
- The school environment is not appropriate for the instruction of physical education.
- There is lack of an appropriate training field, dressing room, shower and materials.
- The period allotment as well as the school program (Schedule) of physical education in many respects has serious problems.
- Such as it is not enough and not properly arranged in the school program, that is it mostly concludes with the time of the highest solar isolation, sometimes just arranged after a meal, and before the tough subject even PE teachers give their period for other subject teacher.
- They are mostly careless because of lack of support and lack of appreciation.
- As this result, they were a response to the question about the curriculum is “in our school, there is no physical education curriculum “truly it likes.

### 5.3 Recommendation

Based on the above findings of the study the following recommendations are forwarded:

- ✓ Directors and or owners of the schools, should arrange successive training and consultative workshops to the health and physical education teachers;
- ✓ Based on the nature and the contribution of the subject the concerned bodies particularly the minister of education should look for additional periods so that an effect of teaching will be realized in the fact the allotment of a period should be made based on serious study.
- ✓ Menjar Shenkora woreda administration education office should collaborate hand to hand with the school.
- ✓ The city council and other concerned peoples and organizations have to solve the school problems, i.e. which the availability of scares playgrounds, and the lack of materials and facilities. The director of high school should give emphasis on the evaluation and appreciation of teachers and a period of health and physical education schedule arrangement.
- ✓ The school and the Menjar Shenkora woreda administration education office should pay due attention to budget allotment of the government school so that necessary material will be bought in sufficient quantity.
- ✓ Last but not least, the concerned body of the Menjar Shenkora woreda administration office or owner of the school should prepare additional classes in the school because of minimizing the challenges and factors comes with a large number of students in a class, this could mitigate or overcome the problem, overlapping the periods, with the highest solar isolation of the day and not to arranged well and it is just after a meal.

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## **7. APPENDIXES**

## Appendix A

### 1. A questionnaire filled by teachers

#### A. Introduction

These questions will prepare to gather teacher's opinions about the practice and challenges of physical education teachers in the teaching-learning process and to undertake a survey study.

#### B. Basic information

Dear respondents (PE teachers) for further information please fill the following basic instructions with marking "write" (like this √) on the space provided

- Sex: Male \_\_\_\_\_ Female \_\_\_\_\_
- Age: 20-30 \_\_\_\_\_ 31-40 \_\_\_\_\_ 41-50 \_\_\_\_\_ 51-60 \_\_\_\_\_
- Qualification :Certificate: \_\_\_\_\_ Diploma \_\_\_\_\_ Degree \_\_\_\_\_ Masters \_\_\_\_\_
- Year of service in teaching: 1-5 \_\_\_\_\_ 6-10 \_\_\_\_\_ 11-15 \_\_\_\_\_ 16-20 \_\_\_\_\_ 21 > \_\_\_\_\_
- Your major subject: \_\_\_\_\_
- Subject you are teaching: \_\_\_\_\_

#### C. Notice

- \* No need of writing your name
- \* Circle letter of your choice
- \* Use only the provided blank space

#### \* Questions

1. How is your interest in teaching physical education?

- A. High                      B. Medium                      C. Low                      D. Very low

2. If your answer to the above question number 1 is 'C' or 'D' give your own opinion.

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3. How much the PE curriculum is appropriate?

- A. High                      B. Medium  
C. Low                        D. Very low

4. If your answer to the above question number 3 is 'C' or 'D' give your own opinion.

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5. Are there any challenges that affect you to teach physical education, especially practical parts in the field?

- A. Yes                        B. No

6. If your answer to the above question 5 is 'Yes' list them.

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7. Do you think that society's culture affects PE participation in learning and practicing sports activities, especially in the field?

- A. Yes                        B. No

8. Does your school have enough teaching material?

- A. Yes                        B. No

9. Do you think students actively participate during PE class?

- A. Yes                        B. No

10. How is the class size during teaching physical education?

- A. Below 20    B. 21-40            C. 41-60            D. 61 and above

11. How many periods do you have per week?

- A. Less than 15 Period                      C.16-20 period  
B. C.21-30 periods                          D. Above 30 period

12. Is the credit is appropriate to finish PE textbook?

- A. Yes    B. No

13. Do your relationship with the school administrator is good?

- A. Yes    B. No

## APPENDIX B

### 2. A questionnaire filled by students

#### A. Introduction

These questions will prepare to gather information from students about the practice and challenges of physical education teachers during teaching-learning processes and to undertake a survey study.

#### Basic information

**Dear respondents (students) for further information please fill the following basic instructions with marking “write” (like this √) on the space provided**

- Sex-Male -----Female-----
- Age: 13-16 \_\_\_\_\_17-20\_\_\_\_21above-----

#### B. Notice

- ★ No need for writing your name
- ★ Circle letter of your choice
- ★ Use only the provided blank space

#### Questions

1. Are you interested in learning physical education?

A. Yes

B. No

2. If your answer to question number 1 is ‘B’ give your reasons.

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3. Is there any challenge that hinders you to participate in PE class?

A. Yes

B. No



12. How much you are interested to engage in physical education field activities?

- A. Higher      B. Medium      C. Low      D. Very low

13. Is the period per week enough?

- A. Yes      B. No

14. Which part of your class do you like more?

- A. Practical class      B. Theoretical class      C. Both

## **APPENDIX C**

### **3. Interview questions for school administrators**

These interview questions will prepare to gather school administrator's opinions about the practice and challenges of physical education teachers in the teaching-learning process and to undertake a survey study.

1. What is your attitude about physical education subject?
2. Do you participate in sports activities?
3. How much do you facilitate the condition to develop physical education?
4. What do you say about the curriculum of PE?
5. How much the school appraises (appreciate) PE teachers?
6. How many schools contribute to PE teachers to upgrade their qualifications through further education?
7. Do you believe PE has an acceptance with society like other subjects?
8. Does your school have enough teaching materials for PE practical classes?
9. What are the factors you think can affect the teaching-learning of PE?
10. What are the solutions for those factors that affect the teaching-learning of PE that you believe?

## APPENDIX D

### 4. Classroom /Field Observation checklist Sheet

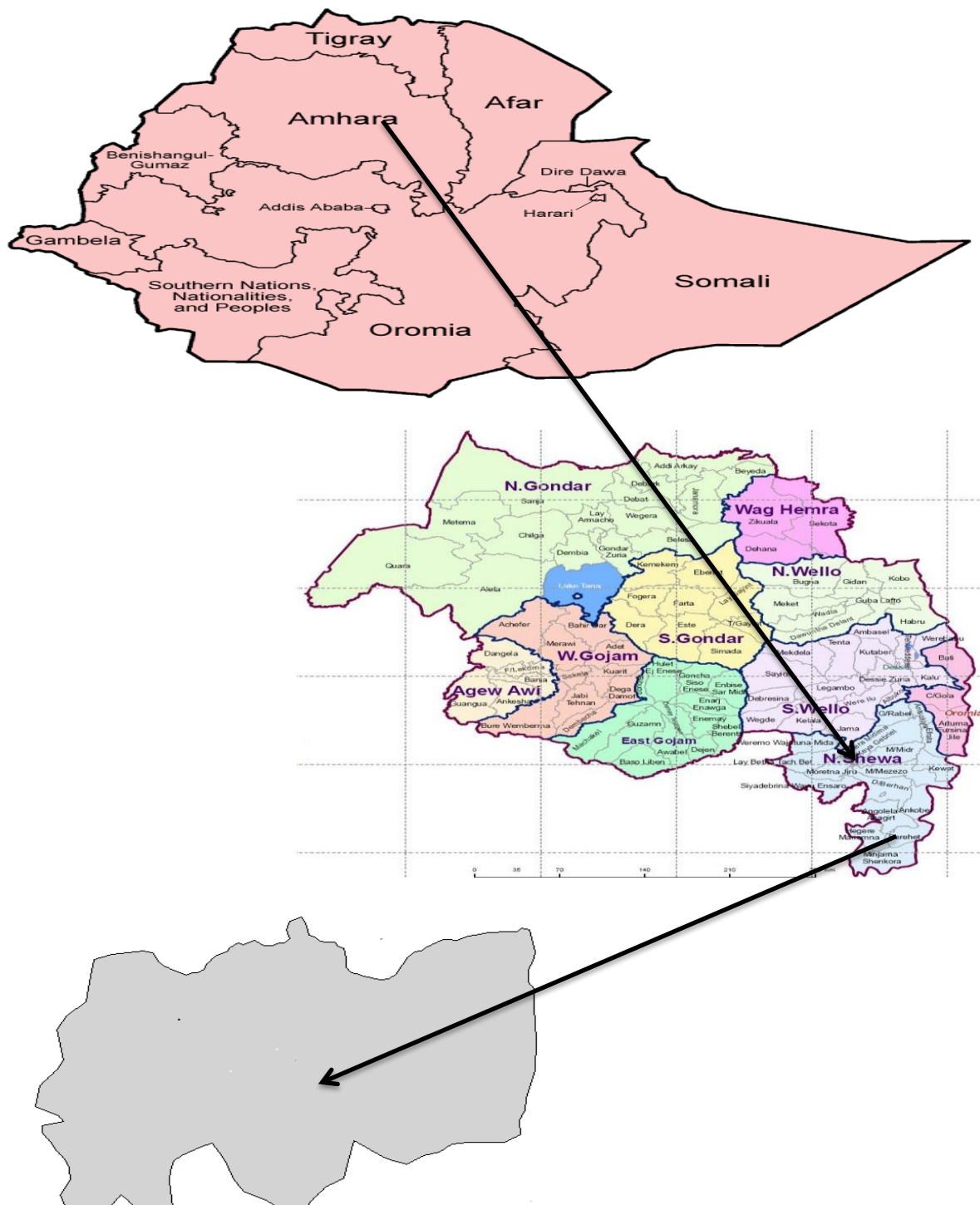
#### A. Introduction

For a selected school of Balchi secondary school, these observations are prepared to gather information from schools about the practice and challenges of physical education teachers during teaching-learning processes and to undertake a survey study. The observations provide very importantly to forward constructive information to researcher data.

1. School Name \_\_\_\_\_
2. Subject \_\_\_\_\_
3. Duration of Time to observe \_\_\_\_\_
4. Date of observe \_\_\_\_\_
5. No of class observed Grade 9<sup>th</sup> \_\_\_\_\_ Grade 10<sup>th</sup> \_\_\_\_\_ Grade 11<sup>th</sup> & \_\_\_\_\_  
Grade 12<sup>th</sup> \_\_\_\_\_
6. No of physical education teachers teaching in each grade level Grade 9<sup>th</sup> \_\_\_\_\_ Grade 10<sup>th</sup> \_\_\_\_\_ Grade 11<sup>th</sup> \_\_\_\_\_ Grade  
12<sup>th</sup> \_\_\_\_\_

### APPENDIX E

Figure 1. Map of the study site Menjar shenkora woreda



[https://en.m.wikipedia.org/wiki/North\\_Shewa\\_Zone\\_\(Amhara\)](https://en.m.wikipedia.org/wiki/North_Shewa_Zone_(Amhara))