

**CHALLENGES OF ACCESSING INSTRUCTIONAL MATERIALS IN TEACHING
PHYSICAL EDUCATION IN SOME SELECTED SCHOOLS IN WEST HARARGHE
ZONE, OROMIA REGIONAL STATE, ETHIOPIA.**

MEd THISES

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MARCH 2022

HARAMAYA UNIVERSITY, HARAMAYA

**Challenge of Accessing Instructional Materials In Teaching physical
Education In Some Selected Secondary School In West Harerghe Zone,
Oromia Regional State, Ethiopia**

**A Thesis Submitted In Department Sport Science postgraduate-
program Directorate**

HARAMAYA UNIVERSITY

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

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March , 2022

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DEDICATION

This thesis is dedicated to my wife Alemtsehay Getahun for her best support and to be
Contributing various directions

STATEMENT OF THE AUTHOR

By my signature below, I declare that this Thesis is my own work. I have followed all ethical and technical principles of scholarship in the, data collection, data analysis compilation of this Thesis. Any scholarly matter that is included in the Thesis has been given recognition through citation. This Thesis is submitted in partial fulfillment of the requirements for a Master of Education degree at Haramaya University. The Thesis is deposited at Haramaya University Library and is made available to borrowers under the rules of the Library. I solemnly declare that this Thesis is not submitted to any other institution anywhere for the award of any academic degree, diploma, or certificate. Brief quotations from this Thesis may be made without special permission provided that accurate and complete acknowledgment of source is made. Requests for permission for extended quotations from or reproduction of this Thesis in whole or in part may be granted by the head of the school or Department, when in his or her judgment the proposed use of the material is in the interests of scholarship. In all other instances, however, permission must be obtained from the author of the Thesis.

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BIOGRAPHICAL SKETCH

I was born from my father Abdurhman Ali and my mother NafisaUsman in Chiro town, west harerghe zone , Oromia Region State, Ethiopia, on February 21, 1977..I am Started Elementary education in chiro number 3 (1983 _1987),,Junior education in chiro number 1 (1987_1988) and Secondary school in chercher comprehensive (1988_1991).But also after obtained (ESLCE) I am graduate on certificate (1994) from Harer Teacher college ,and diploma(2006_2009) from Assela in teaching of education In addition Higher education(2012_2017) From Haremaya University successfully completed in Bachelor of sport science degree, study in physical education..Beside, June 2017, joined Haramaya University to pursue his post-graduate study in the college of Sport Science .generally I am 25 years work experience,.

ACKNOWLEDGEMENTS

First of all, I thank the almighty God who helped me to accomplish this study. I also wish to express my deepest gratitude to my adviser Dr.Shemeles Mekonnen and co adviser Dr.Dest Eneyew for your constructive suggestion, critical comment and scholarly advice that have shaped this thesis immeasurably. Special thanks should also to my Sister Rehana Abdurhman for their various types of contributions in editing and moral support for the success of thesis. It is an honor to thank, MOE for sponsoring my graduate study and to conduct this studies .also My thanks go to all my instructors for enabling me to acquire the necessary skills and sharing me their experiences.

ACRONYMS AND ABBREVIATIONS

AG	Apparatus Gymnastic:
PE	Physical Education
MOE	Minister of Education
PA	Physical Education
WHO	WorldHealth Organization

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Challenge of Accessing Instructional Materials In Teaching physical education In Some Selected Secondary School In West Harerge Zone Oromia Regional State Ethiopia

ABSTRACT

The main objective of this study was to assess Challenge accesses of instruction material in teaching physical education in some selected secondary schools of West Harerghe zone. To achieve the intended objective of this study descriptive survey method was used. The main instrument of data collection was questionnaire, interview and observation. from 3150 total population 143 respondents were used for the study. In the selection of the sample population stratified and simple random sampling were used. The data was analyzed in percentage, mean and standard deviations. Based on the analysis the finding of study shows that, challenge accesses physical education instructional materials that have been supplied for teachers in secondary schools to teach physical education, absence of enough annual budget to buy and repair physical education facilities and equipment, absence of suitable playing area for sport activities in the school, absence insufficiency of the condition of physical education facilities and instructional materials in the school to utilize the available materials to teach the physical education effectively. finally, possible recommendations were forwarded based on the major finding so as to failure of subject , decaling of student interest lack concentration and recognition so ,minimize problem encountered the implementation of teaching quality of physical Education.

Key words : *Challenge , Accesses , Instructional Materials*

1. INTRODUCTION

1.1 Background of the Study

Advanced motor skills, improves students' self-confidence, and provides opportunities for increased levels of physical fitness that are associated with high academic achievement. The Physical Education Model Content Standards for the secondary Schools affirms the standing of physical education; rigs essential to achievement, and participation is not the same as (.Baribor 2003).Mastering fundamental movement skills at the secondary schools establishes a foundation that facilitates further motor skill acquisition and gives students increased capacity for a lifetime of successful and enjoyable physical activity experiences.(Baribor 2003).

These standards focus on the content of physical education corporate the detail required to guide the development of consistent, high-quality physical education instructional programs aimed dent learning and achievement. The standards provide a comprehensive vision of what students need to know and be able to do at each grade levels life span, providing physically active experiences Baribor (2003).The physical education that supported by adequate instructional materials has helped Students to on state knowledge and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities, achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies and demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity Eya and Onuora (2004).

Generally there are two types of equipment's in physical education lesson. Capital and expendable equipment's. Capital equipment is larger permanent or fixed. It includes football posts, basketball back boards and gymnastic apparatus. It is more durable and does not often need replacing(.Eya and Onuora 2004).

Expendable or consumable equipment's which include smaller items such as valley ball, football, hand ball, relay baton and racket etc. In addition to this the availability of qualified physical education teachers is associated with increased student knowledge of physical fitness and activity levels during class. Human resource is at great importance for the success of any organization. (Eya and Onuora 2004).

Thus human resources are assets without which any organization could not realize its potential. It should be noted here that these resources require for their development to enhance growth through education which is as regarded as a very important factor of human development. In order to make education meaning full and worthwhile, provision of adequate educational resources like facilities, equipment, qualified teachers, sport materials etc. has to be thoroughly considered. It seems because of this that, the education and training policy of our country MOE (1994:27) stresses on the supply, distribution and utilization of educational materials, educational technology and facilities in order to promote the quality, relevance and expansion of education

The greatest challenge in developing countries is having resources allocated for education is declining. However one of the greatest challenges in physical education is lack of adequate facilities and Instructional materials for teaching-learning process. On the other hand Teachers can prepare instructional materials when they cannot get teaching materials available in their school or when the available materials not adequate for teaching learning purpose. Instructional materials are prepared by teachers and students themselves for immediate use in their schools from simple local materials, like hurdle, bars, javelin and horizontal bar etc. preparing instructional materials in teaching learning activities(. Eya and Onuora 2004).

These problems and the importance of instructional materials and equipment's are the ones which enforced the researcher to study the problems of the availability of resources for achieving quality physical education utilization in most secondary school West Harerge zone. Because of these reason the researcher will be like to investigate the availability and utilization of instructional materials.

1.2 Statement of the Problem

Instructional materials are defined by different authors though they convey the same meaning when interpreted. Instructional material could be explained as devices through which knowledge, skills, attitude, ideas, beliefs and values got transmitted to the learner by the teacher .(. Aka1999) defined instructional materials as materials designed to enrich the teaching and learning processes and hence contribute to better learning. Many physical education teachers complain that most of the instructional materials, equipment's and facilities are not available adequately.

Like other subjects physical education facilities and equipment's are equally important to teach physical education effectively that is to be enable the students maintain physical fitness and become competent in fundamental skills(.Eya and Onuora 2004).

The previous studies made on the primary schools confirmed that access to adequate human resources, as indicated by low student-to-physical educator ratio and the availability of teachers exclusively focused on PE, is directly influenced the amount of time that students participate in PE per day, the availability of qualified PE instructors is associated with increased student knowledge of physical fitness and activity levels during class. High number students-to-physical educator ratios and large class sizes are associated with reduced student physical activity, the positive effects of resource availability on lesson length and student activity levels and material (eg, access to facilities and equipment) resources that comprise the conditions under which PE is provided was determined the activities of physical education in the primary schools. Similarly, the other study had also illustrated that Unavailability of resources of physical education had influenced physical education teaching quality, and the activities that constituted the PE implementation (Katherine 2010).

Furthermore, the study that had done by Peter(2014) on the effects of Class Size and Equipment Availability on Student Involvement in Physical Education in the Queensland on three primaries

indicated that Class Size and Equipment Availability of resources have effects on Student Involvement physical education instructional material and resources in teaching learning process of physical education at secondary schools. Thus this research was conducted on the secondary schools in that the research will check whether the above findings were also appear in this current study and the previous study had been made outside so that the previous were rechecked in the context of the setting area of this study. The main objectives of the study was to challenge o accessing of instructional materials in physical education in some selected secandery schools of west harerghe zone.the following basic questions were formulated.

- 1 What are the major challenge of accessing of instactional materials isecandery school physical education teacher ?
- 2 Whatchallenge were tackled the accessingimplementing physical education practical lesson in secandery school to teach p.e?
- 3 Are there availablephysical education instinctual materials that have been supplied or teacher in secandery school to teach p.e ?

1.3 Scope of the Study

This study was conducted in Oromia region of west harerghe zone secondary schools. The boundaries of the study are confined to west harereghe zone 3 secondary schools. In addition the study was delimited tor achieving quality physical education to make it manageable and within the capacity of the researcher financial, materials and time resources also concerns government secondary school in 2021_2022) academic year

1.4 Significant of the Study

The results of this study have importance for teachers, principals, supervisors and educational office managements to get information on the available and unavailable physical education instructional materials. On the basis of the information they get from the result of this study, they can plan for the future to fulfill the unavailable physical education materials so that the teaching learning process of physical education can be improved in the secondary schools

1.5 Objective of Study

1.5.1 .1General Objectives

The general objective of the study was to identify Challenge accessing instactionalMaterials in teaching in physical education

1.5.2 Specific Objectives

- ❖ To identify the major challenge accessing of instructional materials in secondary schools to teach physical education.

- ❖ To identify the challenge of implantation of physical education in practical lesson in secondary school to teaching p
- ❖ To identify available physical education instructional materials that have been supplied for teacher in secondary school to teach physical teacher.

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2. LITERATURE REVIEW

2.1 Importance's of Instructional Materials for Teaching Learning Process

Instructional materials in physical education lesson play a great role in improving and developing the aim of physical education. The aim of physical education must be to make every child physically, mentally and social fit and also to develop in him such personal and social qualities that will help him to live happily with others and build him up as a good citizen. Through guided instruction and participation in selected total body sports, rhythmic and gymnastic activities conducted according to social and hygienic standards. Mapaderum(2002) According to(Heinich et.al 1982) have discussed that “instructional materials serves as a catalyst to change in the whole instructional environment and facilitate for intellectual development”. Instructional materials are instructional devices which are used in the class room to encourage teaching learning process.

To achieve quality physical education can be enhanced by establishing, protecting and improving both resources and instructional materials(. Oni1995) and(Mapaderum2002) emphasized that “the availability and adequacy of instructional materials promote effective teaching and learning activities in school while there in adequacy affect the academic performance negatively and leads to poor learning environments.” In physical education practical lesson, equipment and facilities are not available in secondary schools. It might be too difficult for the teaching-learning process. But well-maintained, safe and appropriate facilities and sport exercise equipment will enhance student opportunities for adequate physical activities. (Mapaderum2002).According to (Amare 1995) and (MOE 2002).described that availability of instructional materials determine the quality of education and teachers effectiveness.

From different types of instructional materials, students gain more knowledge and skills and can improve their ability, performance and understanding.

2.2 Accessing of Physical and Material Resources in secondary Schools

According to (Adeyemi and Adu 2010), it is widely accepted that education is one of the leading instruments for promoting economic development as it encompasses some processes individuals go through to help them develop and utilize their potentials. Further (Okeke 2007) points out that, through education, individuals acquire knowledge,

Skills and attitude that are necessary for effective living. According to (Onsonu et al.) 2006), central to the educational process is secondary education which provides a vital link between basic education and the world of work on one hand and further training on the other. (Usman (2007) noted that central to the education process are educational resources which play an important role in the achievement of education objectives and goals by enhancing effective teaching and learning.

According to (Adeogun and Osifila (2008) physical resources include laboratories, libraries, classrooms and a host of other physical infrastructure while material resources include textbooks, charts, maps among others. (Akisanya 2010) commenting on educational resources says they are important because the goal of any school depends on adequate supply and utilization of physical and material resources among others as they enhance proper teaching and learning the reason why this study is important. A study by (Altbach 1993) noted that nothing has ever replaced the printed word as the key element in the educational process and as a result textbooks are central to schooling at all levels. According to (Owoeye and Yala 2010), in some instances textbooks provide the only source of information for students as well as the course of studies for the subjects (Squire 1991) writing on teachers reliance on textbooks stated that those seeking to improve the quality of education in instructional materials would inevitably lead to changes in actual teaching. While the selection of a textbook has been judged to be of vital importance to academic achievement, it is sad to say that relevant books are not available for teaching and learning activity

According to (Odulaja (1989), lack of textbooks could be identified with high cost. Since the educational process functions in a world of books according to (Yala (2010), the chief purpose of a school library is to make available to the pupil at his or her easy convenience all books, periodicals and other reproduced materials which are of interest and value which are not provided as basic or supplementary textbooks. They further noted that as a resource the library occupies a central and primary place in any school system as it supports all functions of the school. According to Fowowe (1988) a library must be up to date and at the same time allow access to older materials. (Farombi 1998) argued the saying that seeing is believing as the effect of using laboratories in teaching and learning of sciences and other science related disciplines as students tend to understand and recall what they see than what they hear or were told. The laboratory is essential to the teaching of sciences and the success of any science course is much dependent on the laboratory provision made for it. Affirming this (Ogunniyi (1993) said that there is a general consensus among science educators that the laboratory occupies a central position in science instruction. This is supported by (Chiriswa 2002) who noted that effective teaching and learning depends on the availability of suitable adequate resources such as books, laboratories, library materials and host of other visual and audio teaching aids which enhance good performance in national examination.

. It is against this background that this study was necessary to assess whether with the introduction of constituency development fund in 2003 and subsidized secondary education in 2008, textbooks, laboratories and libraries are available in secondary schools because they are acquired through government funding.

2.3 Relevance Equipment and Media

Instructional strategies reflect the availability of appropriate athletic equipment and media. And It should go without saying that teaching would be much easier .If all the physical resources we could want were obtainable on request. But a creative and diligent teacher can develop make shift materials, borrow from other sources and modify teaching procedures within the limits of the situation.(Heinich et.al 1996)

According to(Heinich e.al.) 1996) states that “the majority of instructional materials used by teachers are ready made and available from the school district or other easily acceptable source” they state that teachers have at least three options in obtaining instructional materials

Firstly, they use materials that are readily available in the school pedagogical center; similarly, teachers and students can have access to the local community resources by organizing field trip or by inviting resources persons to the class room to share their experience. Heinich et.al.)(1996). Secondly, when the materials obtained are only partly relevant to the subject of the study, then they can be modified or adapted by the teachers to meet their specific objectives.

2.4 The Role of Equipment's and Facilities in Physical Education

Equipment and facilities are Aids or tools used to teaching of sport and physical education (Stave F.L Walley(1997) indicates the role of equipment and Facilities as quality equipment and well maintained facilities are essential to good teaching and good coaching. If equipment and facilities are not available in the schools it might be too difficult for students to acquire or gain the Necessary skill of physical education

According to Willing (1968) “ When facilities are lacking insufficient as in many elementary schools, then the class in physical education held in classrooms, corridors and basements; such place limits the physical education programs. When facilities and equipment are lacking, children do not learn the skill of coordination that are essential for their proper development”. At this point one thing must be clear for a sound physical education program to be conducted teachers should not be handicapped by lack of adequate supplies of equipment and instructional materials.

According to the above concepts physical education and sport equipment's in school level have great role in improving and developing the aim of physical education teaching learning process.

2.5 Types of Instructional Material

Instructional materials include all the materials that are used by the teachers and students to make the teaching learning process more concrete and meaning full.

Printed and static materials, Included under printed materials are texts, works, and mimeographed material and such non moving visual aids as slides transparencies, photographs, charts, and illustrations. These means of communication can orient the students, provide goal direction and present actual content as well as mechanical principles that might effectively transfer to the learning movements involved in skills.(willing (1968).

According to (Heinich and others (1996) “printed materials are text books, teacher guides, manuals, work sheets,etc .are important visual materials in the teaching learning process”

The other types of instructional materials are audio materials which includes Tape records, records and radio. Auditory media in the form of tape recorders, Records and radios generally rival or compliment the teachers’ oral communication as well as the visual media in orienting the students, gaining his attention, motivating him, presenting content and administrating instructions and directions. In addition, recording encourage individualized approaches to learning. According to(Heinich and others (1996) Agrawal (1996) and training main department (TMD) (2002) have almost similar are classifications of the materials these are audiovisual and visual materials.

According(kinder boards (2001), Audio visual materials, included television, video tapes and demonstration, films and study trips these are materials which improve both sight and hearing senses.

In general physical education text book at grade 9 and 10 includes several lessons that needs instructional materials that includes ball games, athletics, gymnastics, apparatus gymnastics, high jump, discuss, shot put. Muscular exercises need materials that include pull ups, sit and reach test ruler, box, stopwatch and running area.

2.6Challenge of Instructional materials

2.6.1 Financial and Material Support

Instructional materials require financial and material support. This means physicaleducation and sport materials need certain amount of Budget allocation. According to(Amare (1998) “teaching without instructional materials is Tantamount to Farming with the use of Finger hails” so that the

teaching learning process needs the use of appropriate technology one of the sources of this problem is limitation of budget.

Leadership is one of the most important factors affecting the availability of instructional materials. A principal has a very important role to fulfill physical education and sporting materials to facilitate the teaching learning process. Financial provision for the purchase of instructional materials has vital importance. To this end school should look for sources of budget both from government and non-government agencies. Besides to this, the school community should also devise an inbuilt income generating activities for such purpose .(Brown, etal.) (1977). .

2.6.2 Adequacy of Instructional Materials

The primary purpose of teaching and learning process is to bring a significant change in behavior through active participation and critical thinking of the learner. This cannot take place without the availability of instructional materials (Afework and Asfaw,(2014).

(Oladejoet *al.* (2011) referred instructional materials as objects or devices, which help the teacher to make a lesson much clearer to the learner. Instructional materials are also described as concrete or physical objects which provide sound, visual or both to the sense organs during teaching. In this study Instructional materials involve students' textbooks, teacher's guides and reference books, maps and globes. These are key ingredients in learning and teaching thus enhance students' academic achievement (Wiggins, 1998) cited in (Afework and Asfaw,(2014).

Instructional materials are very important in the whole process of teaching and learning to any subject. They make learning more pleasant to the students because they offer a reality of experience, which stimulates self-activity and imagination on the part of the students. they also supply concrete basis for conceptual thinking and hence, reduce meaningless word responses from students (Nyamubi, (2003).

Likewise Campbell (1999) agreed that Instructional materials enhance the teaching/learning process by exhibiting information necessary to acquire knowledge and skills. Tanzania Institute of Education (TIE) (2007) outlined that, apart from teachers, instructional materials are the most important resources needed at classroom level. If the curriculum is to succeed, the preparation and production of instructional materials must be handled with utmost care.

2.7 The State of Facilities and Equipment's

Effective sport organization require organizational and administrative variables such as personnel, facilities, equipment, finance, incentives, planning, training facilities and equipment provisions are important aspect of physical education and sport administration.(Bucher and krotee (2002).

Excellent program is the key word in physical education and competition; this requires well equipped and good play ground for training, standard facilities and equipment are essential per-requisites to good and impressive performance. Lack of adequate facilities hampers sport progress in many ways as discussed in this paper. (Bucher and krotee (2002).

In order to catch young people secondary schools physical education requires a variety of sports, physical education facilities, supplies and equipment both indoors and outdoors.

Lack of adequate and standard facilities and equipment hampers physical education and sports programs in many ways.

The effective performance of physical education and sports programs in secondary schools involves the determination, allocation and development of budgets for the achievement of the school sports programs(Bucher and Krotee(2002).

Physical education and sport programs require large amount of money, because facilities such as courts and pitches are constructed and maintained for the use of the students. Equipment and supplies such as balls, nets, javelin, rackets, hockey sticks, bats, gymnastic and athletic (track and field) materials require either purchasing, replacement or repairs (Bucher and Krotee(2002).

(Bucher and Krotee(2002) pointed that facilities should be planned and constructed with an eye to the future. Too often, facilities are constructed and out-grown their use in a very short time.

Most facilities constricted in secondary schools are very difficult to expand or exchange. Because the increased population, limited space and material costs are barriers for the achievement of effective physical education programmers.(Bucher and Krotee(2002).According to (Awosika (2009), pate et.al) (1997) it might be impossible to achieve satisfactory Scarcity of physical education facilities supplies and equipment constitute a big log in the successful program of physical education.

Traditionally, at the secondary school level, facilities, supplies and equipment management are usually the responsibilities of those persons who are in charge of physical education and sports programs. The facilities for which they are responsible including outdoor facilities such as play grounds, pools, courts and fields and indoor facilities such as locker and shower rooms ,racket, sport court, weight and exercise rooms. Without adequate or available facilities and instructional materials at school level teaching physical education can be affected negatively and create poor learning environment. Bucher andkrotee (2002).

2.7.1. Quality of School Facilities and Equipment

The quality of school facilities seems to have an indirect effect on learning. In this case, the quality of the learning environment was strongly correlated with pupils' achievement. In Latin America, a study that included students in grades three and four found that children whose schools lacked classroom materials and had an inadequate library were significantly more likely to show lower test scores and higher grade repetition than those whose schools were well equipped. (Williams, D., 2000).

The quality of school buildings may be related to other school quality issues, such as the presence of adequate instructional materials and textbooks, working conditions for students and teachers, and the ability of teachers to undertake certain instructional approaches. Other factors such as on-site availability of lavatories (bath room and toilet) and a clean water supply, classroom maintenance, space and furniture availability all have an impact on the critical learning factor of time on task when pupils have to leave school and walk significant distances for clean drinking water, for example, they may not always return to class (Miske & Dowd, 1998). In general, parents often consider the location and condition of learning environments when assessing school quality and this can influence school participation. (Bucher and Krotee (2002).

Adequate equipment and appropriate facilities are provided to implement the curriculum. An adequate budget for physical education is provided on a yearly basis apart from the athletic program, adequate number of indoor and outdoor teaching stations are available for the number of students, classroom space is available for school physical education programs, equipment and facilities are clean, safe and are inspected on a regular basis (Mary Thissen-Milder, 2006).

Providing facilities that are clean, safe, and adequate for the number of students needs in physical education is different; the following are recommendations appropriate to the grade level of the student. Upper elementary school students need more space than lower elementary school students because of their body size and the nature of the program. The outside facility should include both a hard surface as well as a grass field. The grass field area should be large enough for students to run safely in group activities (100 yards x 100 yards) or (91.4 m x 91.4m). (Mary Thissen-Milder, 2006). Provide equipment that is safe, supports a comprehensive program, and is adequate for the number of students in each class. The equipment needs for physical education vary by grade.

2.7.2 Maintenance culture of Physical Education Facilities and Equipment

Maintenance of most public properties which belong to nobody is less concern of some citizen of the countries. Maintenance culture should be established by the physical education administrator, with proper repairs of physical education facilities, supplies and sport equipment. (Bucher and Krotee (2002).

Maintenance can help in protecting further damage of the resources and lays a good ground for reuse otherwise demand or force to buy the newer one. That is costing for the organization.

."Bucher and Krotee(2002) pointed that equipment and facilities should always be maintained in a serviceable condition procedures for caring for facilities, equipment and supplies should be re-utilized so that repairs are provided as needed. All used equipment and supplies should be checked and them repaired, replaced, or served as needed. Such used items should be cleared and stored properly.

The maintenance of proper environment is essential to ensure the long period use of the equipment. Both humidity and temperature must be controlled. There are a large number of different types of maintenance schedules, and they all present difficulties. One concept is to do much of the work as possible. When the students are not in class, the problem with this approach is that it requires people to work at add hours.(Bucher andkrotee (2002).

In order for equipment to have a long and productive life equipment's should be maintained properly and kept in a safe and usable condition. Brown (1977, carron, 1982, Howe 1981).Maintenance culture of equipment facilities should be attractive and esthetically pleasing with the utilization of good color and design.

According to (Williams Jesse (1974) the following basic principles should serve as guide for equipment maintenance procedures.

- 1/ There should be definitive policy regarding the care and maintenance of equipment.
- 2/ Players or students should be instructed in the care of equipment.
- 3/ Designated person or coach should be directly responsible for the care and maintenance of equipment.
- 4/ Anaccurate record of all equipment including conditions, size, age, and utility should be kept.
- 5/ Equipment should be maintained, repaired and stored in accordance with manufactures recommendations.+
- 6/ Equipment should be cleaned properly after each use.
- 7/ Adequate method of out of season strong should be utilized for equipment and facilities.

Proper maintenance culture' a facility will last longer, provide a healthier and safe environment, be less costly, and provide a more satisfying experience for user groups, planning and constricting facilities in physical education and sport are team efforts. If proper plans construction and materials are selected then maintenance should be made easier of school

pedagogical centers and instructional materials may be influenced by the traditional method of teaching, lecture method. So that both commitment and self-initiation to the preparation and utilization of instructional materials in school pedagogical center is important precondition for effective teaching-learning process. Bucher and Krotee (2002).

2.8 Training Improvisation of Instructional Materials

(Balogun (2002) identified two main constraints militating against the successful improvisation of Science equipment. These are the technical and the human factors respectively while the technical factors relate to the question of degree of accuracy and precision that is possible with the improvised equipment, the human factor relates to the teachers' skill in developing the resources while providing the appropriate learning experience to the learners.

Also, (Maduabunmi (2003) reported lack of adequate professional training as a major problem militating against the effective use of local resources for Science teaching. (Oyediran, Isola, 2010) then stressed the need for a definite well planned training program of improvisation for teachers. He suggested regular meaningful workshop on improvisation technique for Science teachers to improve and up-to-date their competence

2.9. Local literature review

2.9.1. Importance of Quality Physical Education and in School Sport

According to (Bailey (2006) clarifies that, for many children, school is the main environment for being moreover involves in physically active through either PES programs or after school activities. The provision of physical education and sport in schools is the only means of assuring all children with the experience of physical activity more specifically appropriate to their developmental and learning needs, physical development and wellbeing. Sedentary live activity and its negative consequences for future health consider health related benefits that may arise by good value of children experiencing through physical activity in the context of physical education. As (Bailey (2006) identifies that, physical activity has significant role in reducing risk factors associated with many chronic diseases.

Similarly, PE promoting and fostering enjoyment of movement and motor skill confidence and competence at an early age helps to ensure healthy development and later participation in physical activity. Research evidence supports that children and adolescents who are physically active tend to become active adults. Physical activity increases fitness, improves muscle tone; aids respiration, circulation and dietary control, benefits digestion, promote rehabilitation after illness and has a positive effect on energy expenditure and energy balance. The positive effect of motor stimulation on brain and neural connections in early childhood and elementary education is a key influence on problem solving ability and academic achievement (NASPE, 2004). Receptively, Bailey (2006) identifies that, there is now fairly consistent evidence that regular activity can have a positive effect upon the psychological well-being of children and young people. More specifically, he reported that the evidence is particularly strong with regards

to children's self-esteem associated with regular activity that is crucial to reduced stress, anxiety, depression and well-planned and presented PES can contribute to the improvement of psychological health in young people.

According to MOE, (2004) "In the last ten years, substantial quantitative achievements have been made in education mainly students' enrollment and expansion of schools." Although quantitative progress has been made, the quality education being offered is not the desired level. The issue of quality of education is important as that of quantitative expansion. There is a great debate among educationalists at all levels about the quality of education. Quality of education depends on several issues, among others educational planning, management, teacher's professional competence, and efforts of students, instructional supervision and classroom teaching-learning situation (MOE: 2002). In none with this, Ahmed (1998) mentions that, the effectiveness and efficiency of an organization are relied on the quality of performance of the stuff. Schools are within the dynamic and changing social system, teachers and other staff personnel's continually face new and challenging situation every time. Thus teachers have great need to get appropriate supervisory support to become professionally competent.

3. MATERIALS AND METHODS

3.1 Description of the study area

The study was conducted at one of the towns in the regional state of Oromia, westharerghe zone is located in the of Oromia regional state .far from the capital city of Ethiopia 255 km,one of the largest regional states of the country it has a latitude and longitude of 38°5'N 40°2'E40°N 36. E68°E and an elevation of 1394 meters (Mieso town. administration office 2007).The part of boarder on the south by Gubakoricha by west Afar regional state by North Somalia regional state by East Dobawereda South east by Chirowereda.(Wikipedia)

3.2 Research Design

The purpose of the study was to investigate the availability of Resources, Facilities, and instructional materials, sport equipment's and to find out the Challenge of accesses instructional materials and facilities in west harerghe zone secondary schools. To realize these objectives a descriptive survey method was used. A survey research design is very valuable tool for assessing opinions and trend. The researcher employed descriptive survey because it provides the researcher with detail descriptions of the existing conditions about the problem and survey studies aim at describing the characteristics of a population by examining a sample of that group (Dornyei 2007): through detail descriptions to investigate the existing problems.

3.3 Source of data

The primary data that had been collected from sample respondents of this study. The primary data were collected from the students, teachers, principals, , The subjects of this study were the three secondary schools west harereg zone 'mieso, asebot ,Gumbiboredode students, teachers, principals,

3.4 Population

The target populations of the study were student who attended regular education comprised three secondary schools of west harereghe zone with a population of 3144 students ,3 PE Teacher, 3 Principal.

3.5 Sampling Techniques

There 26 secondary schools in west harereghe zone.sampling techniques were employed for this study.3 secondary schools were selected through a lottery method, in that mieso, asebot, gumbiboredode, secondary schools were selected as the sample schools for this study. From 3150 total population of students in the 3 secondary schools, 143 sample students were selected through stratified sampling technique. Stratified sampling was a probability sampling technique wherein the researcher divides the entire population into different subgroups or strata, then randomly selects the final subject proportionally from the different strata.

Therefore, stratified sampling was used since the sample respondents were taken from three different secondary schools of west harereghe zone.

Table 1: The proportional allocation of students from each school was taken to get the actual target sample.

No	Name of school	Population of study	Sampling
1	Miesso	1500	69
	Assebot	1300	58
	Gumbibordode	344	16

3.6 Data Collection tools

3.6.1 Questionnaires

Questionnaire are suitable for survey research. They make a research less expensive and give more accurate information. Because of this the researcher selects questionnaires as a part of data gathering tools for this study. Questionnaires were developed for two types of respondent's physical education teachers in secondary schools and secondary school students. Questionnaires were close ended and open ended items were developed for students and teachers. The items were based on the challenge of accessing instructional materials, Importance of instructional materials, school financial and material support for physical education, budget allocated by the school principals for facilities and equipment. .

3.6.2. Interviews

Interview a form of selfreport that is relatively simple approach to data collocation.(Leedy and Ormrod(2005)described that interviews the major tool in which a qualitative value to seeks to understand the perceptions, feeling and knowledge of people in programs through in-depth, intensive interviewing. One of the most common uses of interview is to collect life history and biographical data about the research participants (Anastas andurbina,(1997,stokes, Mumford and owens,1997) interviews are also an essential component most types of qualitative research. Because of this the researcher selects interview as a part of data gathering tools for this study.

Interviews were conducted to PE teacher. Interview were concerned the challenge of accessing instructional materials, financial and material support to sport facilities and equipment, availability of reference books, the use of teachers and students in instructional materials was included. The structural interview was used in collecting data from physical education teachers.

3.6 3. Observation

This approach is an efficient way to collect data on to quantifying some type of behavior. In order to record information gained through observation, As to Best and Kahn (2003) the information obtained through observation is more accurate, more valid, and more reliable than any information gathered through other means. In this regard, the implementation of PE practical lessons with respect to students' learning teaching process.

3.7 Data Collection Procedure.

The researcher was obtained a research recommendation letter permit from Haremaya University. On the basis of the permission that was requested Mieso biro of education, through an introduction letter to each school directors. so researcher then had visited the selected schools and sought permission from the head teacher to conduct the study after which questionnaires were administered to the head teachers, and students

3,8 Data Analysis

Descriptive statistical analysis was used to analyze the data that were collected for this study. Mean, median and mode are used to measure the central tendency of a distribution in estimating of the "center" of a distribution of values, The Standard deviation was used to show the relation that set of scores has to the mean of the sample, percentages, frequency distribution and range were used to analyze the data that were collected and analyzed in SPSS 20 software and qualitative analysis was used to analyze the data that were collected through observation and interview

3.9 . Ethical Considerations

In the process of the study, the following ethical issues were seriously considered. Firstly, all the respondents were provided with information regarding the objectives of the study, and Ethical issues related ahead of collection activities. Secondly, the provision of information Were totally depend on the willingness of the respondents and they were not forced to give information they do not want to. Moreover, all the information obtained from the respondents had been confidential. Thus any information which may affect personality security of the respondents was not included in relation to their names. Besides, no attempt was made to obtain data in a canning way. More importantly, teachers were told not to their names on questionnaire papers.

4. RESULTS AND DISCUSSIONS

In this chapter the quantitative data that were collected through questionnaire were analyzed in quantitatively in percentages, means and standard deviations in that the demographic information of students was analyzed and discussed. The data that were collected through close-ended questions were analyzed and followed with discussions. The qualitative data that were collected through interview and observations were analyzed qualitatively and followed with discussions.

4.1. Analysis and discussions on quantitative Data

The quantitative data were collected through questionnaire from students, teachers, department heads and store keepers of three secondary schools. The collected data were analyzed and discussed in the following tables as well as followed with text explanations.

4.1.1. Demographic information of the responded

The personal information of students like, sex, age and personal information of teachers like sex, age and educational were presented under the following figure and followed with discussions.

Table2, Frequency Profile teacher

No	Variables	characteristics	frequency	Percent	Valid percent	Cumulative percent
1	Age physical education teacher	16_25	2	33%	33	33%
2		25_35	2	33%	33	33%
3		35_40	1	17%	17	17%
4		40_50	1	17%	17	17%

The age teacher were ranged between (18_25),the least number of age (25_40)

Table,3Frequency for age profile of student

No	Variables	characteristics	Frequency	percent	Valid percent	Cumulative Percent
1	Ageof Student	16_17	75	52%	52%	52%
2		18_19	57	40%	40%	40%
3		Above 20	11	8%	8%	8%

As it was seen in the above figure 2, the ages of the students were ranged between 16 and 17 and 18 and 19. The highest numbers students were ranged between 16 and 19 years. The least numbers of student's ages were ranged between 20 and above year.

Table4, Frequency profile of sex

No	Variables	characteristics	frequency	percent	Valid percent	Cumulative Percent
1	Male student	16_20 year	115	84%	84.6%	84.6%
2	Female student	16_20	22	16%	16%	16%

As it was seen in the above table, 115(84%) of the respondent are male and 15(16%) were female respectively. This implies that significant number of respondent of this research were male and female students respondents.

Table.5. Frequency of educational profile of the teacher

Variables	Categories	Frequency	Percent (%)
Educational levels	Diploma	1	17
	Degree	3	50
	Second degree	2	33

As it was seen in the above table 3(50.%) of the teachers were degree holders, 1 (17%) Of the respondents were diploma holders and the other 2 (33%) of the teachers were second degree

Table 6. Analysis on the response of students

ITEMSN	N	MEAN	Standard Division
What is accesses of physical education instactional Materials, equipment ,and facility in your school for Teaching physical education?	143	.1.245	.523
How do the challenge instructional materials used by teachers in teaching the subject in secondary school?	143	.1.114	..415
How do you rank the role of using sport equipment and facilities that have been implemented for teaching learning process in your school?	143	.1.007	..792
At what extent are the physical educations instructional materials are absents?	143	.1.084	.768.
What is the student's utlization for physical education subject?	143	1.026	.303
What the challenge of accessing instactional materials	143	.512	.112.

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the supply of physical education instructional equipment's and facilities in their school for teaching physical education, the available instructional materials used by 3 teachers in teaching the subject in secondary school, on ranking the role of using sport equipment and facilities that have been implemented for teaching learning process in your school, on the extent at which are the physical education instructional materials are challenging, the students-physical education subject and the frequencies at which the instructional materials have been used. The collected data were analyzed in mean scores and standard deviations and presented as follows.

The responses of,1.245 of mean scores and .523 of standard deviations have indicated that the rate of availability that you give in the supply of physical education instructional equipment's and facilities in your school for teaching physical education was moderately available. The responses of 1.114 of mean scores and ..415 of standard deviations had shown that the available instructional materials used by teachers in teaching the subject in secondary school were moderately used.

The responses of 1.007 of mean scores and .792 of standard deviations have indicated that on ranking the role of using sport equipment and facilities that have been implemented for teaching learning process in your school was low.

The responses of 1.084 of mean scores and .768 of standard deviations had shown the extent at which are the physical education instructional materials are available was scarcely available. The responses of 1.026 mean scores and .303 of standard deviations had indicated that the students- book ratio for physical education subject was 1-2 and the responses of had shown that the frequencies at which the instructional materials have been used was very rarely.

Conclusions were derived using inferential statistics that had been derived based on the descriptive statistics that had been presented in the above table 3. The central tendencies were calculated based on the value that were given for each choice. The first, the second and the third items have four alternative choices of items, in that the values that were given for choices of items were 1, 2, 3 and 4. If all the sample respondents gave responses for 4, $4 \times 143 = 572$ responses were obtained and if all the sample respondents gave their responses for 1 $1 \times 143 = 143$ responses were obtained. The addition of responses that were collected for 4 which were 572 responses and the responses that were collected for 1 which were 143 $= 715 / 2 = 357.5 / 143 = 2.6$ central tendency was obtained. The 2.6 central tendencies had helped the researcher to provide conclusions. The mean scores above 2.6 that ascending above up to 2.74 were considered as medium, the value ascending from 2.75 up to 3.49 were considered as high, the value that were ascending from 3.5 up to 4.49 were considered as very high. Therefore, the rate of availability of the supply of physical education instructional equipment and facilities in their school for teaching physical education was very low, the available instructional materials used by teachers in teaching the subject in secondary school was very low and rank that was given for the role of using sport equipment and facilities that have been implemented for teaching learning process in your school was very low

Table 7. Analysis on the response of students

Items	N	Mean	Std. Deviation
What is challenge of accessing instactional materials?	143	1.98	.681
What challenge of accessing the implantation of practical lesson .p.e	143	1.87	1.082
What Are there any impact in instructional materials and sport facilities?	143	2.00	.656

The concept mean scores and standard deviations and discussed as follows. The responses of 1.98 of mean scores and .681of standard deviations had shown the challenge accesses instactional materials were present. The responses of 1.87 of mean scores and 1.082 of standard deviations had indicated the presence challenge of accessing of implementation practical lesson and the responses of 2.00 of mean scores and .656 of standard deviations had shown the presence of factors that affect the availability of instructional materials and sport facilities.based on the descriptive statistics that had been presented in the above table 6. Conclusions were derived using inferential statistics had been derived based on the descriptive statistics that had been presented in the above table 6. The central tendencies were calculated based on the value that were given for each choice. The first, the second and the third items have four alternative choices of items, in that the values that were given for choices of items were 1 and 2. If all the sample respondents gave responses for 2x143, =286 responses were obtained and if the all the sample respondents were gave their responses for 1x143=143 responses were obtained. The addition of responses that were collected for 2 which were 490 responses and the responses that were collected for 1 which were 143=429\2=214.5 =1.5 central tendency was obtained. The 1.5 central tendencies had helped the researcher to provide conclusions. The mean scores above 1.75 that ascendingabove up to 2.00 considered as yes. This implies that the presence pedagogical cent

Table 8. Analysis on the responses of for physical education teachers and primicipal.

ITEMS	N	Mean	S. divession
What do you say about the condition of physical education facilities and instruction materials in your school?	6	1.21	.200
What is the reason for challenging of instructional materials?	6	3.67	.300
What is the role of facilities and equipment to implement physical education class?	6	3.68	.351
What extent they are available in field practice?	6	1.35	.507
How suitable is playing area for sport activities in your school?	6	2.00	.607

Data was collected on the basis of point's like the condition of physical education facilities and instruction materials in their school, on the reason for scarcity of instructional materials, on the role of facilities and equipment to implement physical education class, on the available of instructional materials in the library and suitability of playing area for sport activities in their school. The collected data was analyzed in mean scores and standard deviations

The responses of 1.21 of mean scores and .200 of standard deviations have indicated that the condition of physical education facilities and instruction materials were not enough and as required for teaching physical educations. The responses of 3.67 of mean scores and .300 of standard deviations had shown that the reason for challenge was lack of budget. The responses of 3.68 of mean scores and .351 of standard deviations have indicated that the role of facilities and

equipment to implement physical education class was making the lessons effective. The responses of 1.35 of mean scores and .507 of standard deviations had shown the extent at which the instructional material are available in the library was very scarcely. The responses of 2.00 of mean scores and .607 of standard deviations have indicated that suitability of playing area for sport activities in your school was not as required.

Conclusions were made using inferential statistics that had been derived based on the descriptive statistics that had been presented in the above table 5. The central tendencies were calculated based on the value that were given for each choice. For the item which had three items of choices the central tendency was calculated. If all the sample respondents gave responses for 3, $3 \times 143 = 429$ responses were obtained and if all the sample respondents gave their responses for 1, $1 \times 143 = 143$ responses were obtained. The addition of responses that were collected for 3 which were 429 responses and the responses that were collected for 1 which were 143 = $572/2 = 286/143 = 2.0$ central tendency was obtained. The 2.0 central tendencies had helped the researcher to provide conclusions. The mean scores above 2.0 that ascending above up to 2.74 were considered as medium, the value ascending from 2.75 up to 3.49 were considered as high, the value that were ascending from 3.5 up to 3.75 were considered as very high. The mean scores below 2.0 descending from 2.0 up to 1.75 were low and the value that descending from 1.74 up to 1.5 was very low. Therefore, the reason for challenge of instructional materials was lack of budget, the condition of physical education facilities and instructional materials in your school was extremely low and the extent at which reference materials are available in the library was extremely low.

Table 9. Analysis on the responses of for physical education teache and school principal,

Items	N	Mean	S.divession
Is there any annual budget to buy and repair physical education facilities and equipment?	6	1.28	.681
Is there any donor (NGO) to fulfill the necessary instructional materials for teaching physical education?	6	1.27	1.072
Is there any community support for fulfill the necessary materials	6	1.32	.789
Are there any accesses that promote in teaching learning of physical education?	6	2.00	.656

As it was shown in the above table four items were designed and data was collected from teachers focusing on the presence of annual budget to buy and repair physical education facilities and equipment, on the presence of physical education reference book in your library, on the sufficiency of budget to fulfill the necessary materials and on the presence of factors that affects the availability of instructional. These collected data was analyzed in mean scores and standard deviations and discussed as follows.

The responses of 1.28 of mean scores and .681of standard deviations have indicated that the presence of annual budget to buy and repair physical education facilities and equipment was too scarce to fulfill all the necessary instructional materials and facilities

The responses of 1.27 of mean scores and 1.072 of standard deviations had shown that the budget to fulfill the necessary instructional materials for teaching physical education was not sufficient as required.

The responses of 1.32 of mean scores and .789 of standard deviations have indicated that the budget was not sufficient to fulfill the necessary materials for physical education teaching and learning process and the responses of 2.00 of mean scores and .656 of standard deviations had shown that there were factors that affect the availability of instructional.

Conclusions were made using inferential statistics that had been derived based on the descriptive statistics that had been presented in the above table 6. The central tendencies were calculated based on the value that were given for each choice. For the item which had three items of choices the central tendency was calculated. If all the sample respondents gave responses for 2, $2 \times 143 = 286$ responses were obtained and if all the sample respondents gave their responses for 1, $1 \times 143 = 143$ responses were obtained. The addition of responses that were collected for 2 which were 286 responses and the responses that were collected for 1 which were 143, $429 / 2 = 214.5 / 143 = 1.5$ central tendencies was obtained. The 1.5 central tendencies had helped the researcher to provide conclusions. The mean scores above 1.5 were considered as yes and the mean scores below 1.5 were considered as no. This implies that there was no sufficient budget to fulfill the necessary instructional materials for teaching physical education and there were impact of instructional

4.2. Analysis on the qualitative data that collected through Interviews and observations

4.2.1. Analysis on the Responses of Directors on their efforts that have been made for the supply of instructional materials for teaching physical educations.

The first interview question was asked to know the presences of adequate supply of physical education facilities and instructional materials interims of quantity required for teaching secondary students. The responses of the respondents have indicated as there were inadequate supplies of instruction materials in their schools.

The second interview question asked was to identify the presences of annual budget to buy equipment and material support for physical education. The annual budget that had been planned for the schools were insufficient budget to buy equipment and material support for physical education.

The third interview question asked was to identify the presences of comfortable playing areas for sport activities in their school. The sport fields in the schools were not well organized and it was also not comfortable for the practical lessons.

The fourth interview question asked was to know the kind of comments they have about teacher's commitment and self-initiation in using instructional materials. Teachers have good

teach since they have been teaching by managing the challenges of inadequate supply of materials.

The fifth interview question asked was to identify the factors that have affected the availability of physical education materials. The factors that had affected the availability of instructional materials were lack of enough budgets, absence of comfortable sport fields for practical lessons and absence of attentions from government and the community.

The last interview question asked was to know the types and practice of maintenance of instructional materials that have been used and the amount of budget that have been allocated for maintenance. The scarce instructional materials were maintained and have been used as the instructional materials to teach the practical class.

4.2.2. Analysis on the responses of librarians on the availability of instructional books of physical education

The first interview question asked was to identify the kind of physical education materials available in the school library. Very few books were available and they have been sometimes used by the teachers, the reference books were not enough for students since the numbers of books were very few.

The second interview question asked was to the students- book ratio in physical education subject. The student book ratio was 1:2 and students have used turn by turn to do exercises and to write their notes.

The third interview question asked was to identify their suggestion on conditions of budget allocation and material support that have been given for physical education. The budget allocation was inadequate and insufficient to buy necessary references for the library.

The fourth interview question asked was to identify the factors that have affected the availability of physical education instructional materials in the school library. The factors that had affected the availability of instructional materials were lack of enough budget and lack of allocating even the inadequate budget properly.

The last interview question asked was to know the effort that have made by the schools to full fill physical education instructional materials in their schools. The effort by the school to fulfill the reference books in the library was not done as required.

4.2.3. Analysis on the responses of the heads of school Utilizations of physical education materials from the pedagogical center.

The first interview questions asked was to identify the types of physical education materials that found in quantity and quality at school pedagogical center. There were not found as required in the pedagogical center of the schools.

The second interview question asked was the presences of the utilizations of equipment and instructional materials during sport activities by physical education teachers in the schools. The utilizations of instructional materials were very low since the materials that were found in the pedagogical center insufficient as required.

The third interview question asked was to know the presences of annual budget to buy equipment's and to maintain instructional materials in school pedagogical center. The budget was too much in adequate and sometimes even there no budget that allocated for pedagogical center.

The fourth interview question asked was to identify kind of comments they have about teacher's commitment and self-initiation in using physical education instructional materials. Although the instructional materials were inadequate teachers have commitment to use the available materials at hand.

The last interview question asked was to identify the factors that affect availability of physical education materials in school pedagogical center. Absence of enough instructional material in the pedagogical center, absence of enough budget that has been allocated for the pedagogical and the of raw materials to produce the teaching aid were impact of instructional materials in the pedagogical center.

4.2.4. Analysis on the observations

The observations were conducted in looking the availability of pedagogical center, presence of library, store room, instructional materials and equipment's. The pedagogical center, library and store room in the schools. However, there were no separate pedagogical center, library and store room in the schools.

PE Equipment's are carefully selected to enhance physical development, help children enjoy physical fitness and show them how to be active throughout their lifetime. In the schools very few reference books and very few balls, footballs, volleyballs, basketballs were available and they were inadequate when it was compared with the ratio of students. There were no jump ropes, and bags in the schools.

4.3. Discussion of findings

The data were collected for the study that had been done on the challenge of accessing instructional materials physical education in some selected secondary schools of West harereghe zone from students, physical education teachers, and principals' interview and observations. The collected data were analyzed quantitatively, qualitatively and were discussed above. the collected quantitative data and qualitative data were analyzed quantitatively and qualitatively. Based on the analysis that was made for this study the findings were identified. the results that were obtained from students through questionnaire, from teachers and administrators through interview and through observations on the theoretical lessons in the class room and practical lessons on the field observations were similar to each other in challenge of accessing instactional in physical education .

Discussions were done on the basis of results that which were obtained through the previous studies that had been conducted by different researchers with the results that had been obtained through the study that been conducted currently side by side. Previous studies had indicted by different researchers have established that physical education material in secondary schools were inadequate in the world all over. For example World Bank (2008).

The study that had done on the role of equipment and facilities had shown that adequate equipment and appropriate facilities are provided to implement the curriculum on the basis of the adequate budget that has been provided for physical education on a yearly basis apart from the athletic program, adequate number of indoor and outdoor teaching stations are available for the number of students, classroom space is available for school physical education programs, equipment and facilities are clean, safe and are inspected on a regular basis (Mary Thissen-Milder, 2006Jokon Ro, Oslo (2004) also suggested about the budget for facilities and equipment as follows. "Annual budgeting and planning affects may be the most challenging tasks you will face each year. Based on the analysis that was made for their study the findings were identified. Generally the findings of the study are here by discussed the following headings.

1. Availability of physical education facilities in schools.
2. Availability work training and workshop.
3. Implementation of physical education facilities in schools.
4. Implementation of physical education equipment and supplies in schools.
5. Utilization of physical education facilities in schools.
6. Accesses of physical education equipment and supplies in schools.

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5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1. SUMMARY

The main objectives of the study was to assess, . Thus, descriptive survey design was chosen as it enabled the researcher to describe the current status of an area of study. In this descriptive survey method the quantitative and qualitative approaches were used. Quantitative approach was used for the data that were collected through questionnaire and qualitative approach was used for the data that were collected through interview and observations. Quantitative data and qualitative data were analyzed quantitatively and qualitatively for this study. Based on the analysis those were made for this study the findings of this study were identified and were presented side by side with the basic research questions of this study as follows.

The first research question asked was to assess the major challenge utilization of instructional materials at secondary school level to teach physical education. The finding of this study had indicated that absence of enough annual budget to buy and repair physical education facilities and equipment, absence of physical education reference book in the library, absence of suitable playing area for sport activities in the school and insufficiency of the condition of physical education facilities and instruction materials in the school were the factors that affected the availability of instructional materials in the secondary schools

The second research question to identify major challenge were tackled accessing of instructional materials in practical lesson secondary school of to teach physical education : the finding of this study had indicate lack of recognition ,lack of awareness ,lack of giving attention mostly reflected in school community and school principal

The third research question asked was to identify the presence of available physical education instructional material that have been supplied for teacher in secondary school to teach physical education ,The finding this study had indicated there were no available physical education instructional materials that have been supplied for teacher in secondary school to teach physical education

5.2. Conclusions

Based on the result of this study, the researcher concluded that the issue of availability of instructional materials for secondary schools.

- * To ensure the adequate material and facility available for utilization in schools was planning and the role the concerned body participation in process of planning is very important.

- * The absence of PE instructional materials and equipment could contributed a lot for the failure of practicability of the content of the subject, in this regard the study pointed out there was shortage of teaching materials in sport activities for students to practice. .

- * The educational material and facility are the determinants factors in education. However, it has been found that in adequately found and unutilized in the secondary schools. .

5.3. Recommendations

Based on the findings and conclusion of the study, the following recommendations were made

1, The school community and principal should give attention for failure of subject, devaluation of interest student, and recognition physical education..

2, The PE teachers should utilize the available instructional materials to teach PE effectively.

3, Department heads and principals have to encourage PE teachers to produce and utilize instructional materials which are locally made to promote and solve the problem of teaching and learning processes of PE.

4, The shortage of sport materials and sport fields discourage students. Therefore school should allocate budget to purchase sport material hence it was too difficult to reach to conduct P.E due to lack of access materials and facilities.

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7. APPENDIXES

APENDEX A

Questionnaire for students

This questionnaire is formulated to collect necessary information about the availability of instructional materials, physical education facilities and Impact of instructional materials in secondary school (9-12) grade of west harerghe zone. The success of the study depends up on your genuine information so that your cooperation in honestly and frankly answering the question will contribute significantly for the effectiveness of the study.

Part one:

personal information

1/ Woreda-----

2 /Name of the school-----

3/ Sex-----

4/ Age-----

5/ Grade-----

Part two: Questions

1/ What is the rate of availability that you give in the supply of physical education instructional equipment and facilities in your school for teaching physical education?

A/ Very high available B/ highly available C/ moderately available D/ not available

2/ How do the available instructional materials used by teachers in teaching the subject in secondary school?

A/ they are properly used B/ are not properly use C/moderately used D/ rarely used

3/ How do you rank the role of using sport equipment and facilities that have been implemented for teaching learning process in your school? A/ high B/ average c/fair d/ low

4/ Is there pedagogical center in your school? A/ yes B/no

5/ If your answer is yes for question 4 at what extent are the physical education instructional materials are available?

A/ Sufficiently available B/, scarcely available C/ not available as required

6/ what is the student's book ratio for physical education subject?

A/ 1:1 b/ 1:2 c/ 1:3 d/ if other specify

7/ Do you use physical education reference book in school library? A/ yes B/ no

8/ If your answer is yes for question 7 how often do you use? A/ always B/ sometimes

C/ very rarely

9/ Are there any factors that affect the availability of instructional materials and sport facilities?

A/ yes B/ no

10/ If your answer to question number 9 is yes what are the factors that affects the availability of physical education materials and sport equipment?.....

.....
.....

11. What are the challenges that have limited the availability of physical education instructional materials? -----

12. What do feel about the availability of physical educations instructional materials? ----

13. What types of instructional materials have been available to teach physical education on the field?

.....
.....
.....

14. Can you List down the physical education instructional material that have been used during the class room and field education?-----

15. To what extent have these physical education instructional materials helped you to get practical and theoretical knowledge?-----

16. Which factors affect more the teaching learning process of physical education in your school? -----

APPENDIX B

Questionnaire for physical education teachers, department heads, store keepers

This questionnaire is formulated to collect necessary information about the availability of instructional materials, physical education facilities and Impact of instructional materials in secondary school (9-12) grade of West harereghe zone. The success of the study depends up on your genuine information so that your cooperation in honestly and frankly answering the question will contribute significantly for the effectiveness of the study.

Part one: personal information

1/ Name of the school

2 / Sex.....

3/ Age

4/ Year of service.....

5/ Educational Qualification

Part two: Questions

1/ What do you say about the condition of physical education facilities and instruction materials in your school? A/enough b/ moderate c/ not enough

2/ If your answer for question number one is c what is the reason for scarcity?

A/ Lack of budget b/ lack of recognition c/ giving less importance d/un known

3 /What is the role of facilities and equipment to implement physical education class?

A/ make the lessons effective b/ motivate the students to learn c/ d/ help the teach to present the lesson clearly

4/ Is there any annual budget to buy and repair physical education facilities and equipment?

A/ yes B/ no

5/ If your answer is yes for question 4 is it sufficient to fulfill the necessary materials?

A/ yes B/ no

6/ Is there physical education reference book in your library? A/ yes B/ no

7/ Your answer is yes for question 6 at what extent they are available in the library.

A/ sufficiently B/ scarcely C/ very scarcely

8/ How suitable is playing area for sport activities in your school?

A/ very suitable B/ suitable C/ not as required D/ difficult to decide

9/ Are there any factors that affects the availability of instructional?

A/ yes B/ no

10/ If your answer for question number 9 is yes what are the factors that affects the availability of physical education instructional materials?-----

11 / what methods used to overcome the shortage of equipment and facilities in your school?

A/ using local materials B/borrowing C/maintain and using D/wait until the school proves

Appendix C

Interview for Directors, librarians, and school pedagogical center heads

This interview is formulated to collect necessary information about the availability of instructional materials, physical education facilities and Impact instructional materials in high schools (9-12) grade of West harereghe zone. The success of the study depends up on your genuine information so that your cooperation in honestly and frankly answering the question will contribute significantly for the effectiveness of the study.

Part one: personal information

1-Name of the school-----

2-Sex-----

3-Age-----

4-year of service-----

5-Educational qualification-----

Part two: Interview for Directors

1/ how adequate supply of physical education facilities and instructional materials interims of quantity required for teaching secondary students?

2/ is there any annual budget to buy equipment and material support for physical education?

3/ is there comfortable playing areas for sport activities in your school?

4/ what kind of comments do you have about teacher's commitment and self-initiation in using instructional materials?

5/ what are the challenge of accessing of physical education materials?

6/ what is the practice of maintenance of instructional materials and budget allocation for maintenance?

Part one: personal information

1-Name of the school-----

2-Sex----- 3-Age-----

4-year of service -----

5-Educational qualification-----

Part two: Interviews for librarians

1/ what kind of physical education materials are available in your library?

2/ what is the students accessing in materials physical education subject?

3/ what are your suggestion about budget allocation and material support for physical education?

4/ what are the challenge affect availability of physical education instructional materials in practice?

5/ what effort made to full fill physical education instructional materials?

Part one: personal information

1/ Name of school.....

2/Sex-----

3/Age-----

4/ Year of service

5/Educational qualification-----

Part two: Interviews for pedagogical center heads

1- What types of physical education materials are in quantity and quality at school pedagogical center?

2 do physical education teachers utilize equipment and instructional materials during sport activities?

3- Is there annual budget to buy equipment's and to maintain instructional materials in school?

4- What kind of comments do you have about teacher's commitment and self-initiation in using physical education instructional materials?

5- What are the factors that affect availability of physical education materials?

APENEDEX D**LIST OF FIGURE IN THE APPENDIX****Figure 1**

1. Map of Study Site



Source: From woreda Map of Meiso