



**COLLAGE OF NATURAL AND COMPUTATIONAL SCIENCE  
DEPARTMENT OF SPORT SCIENECE**

**THE CHALLENGES AND THE CURRENT PROSPECTS OF TEACHING  
PHYSICAL EDUCATION IN SIKELA SECONDARY SCHOOLS,  
ARBAMINCH, ETHIOPIA**

**SENIOR RESEARCH RESEARCH**

**BY**

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AUGUST, 2021

WOLKITE, ETHIOPIA.

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DEPARTMENT OF SPORT SCIENCE**

**The Challenges and The Current Prospects of Teaching Physical Education in  
Sikela Secondary Schools, Arbaminch, Ethiopia**

**Senior Research Submitted In Partial Fulfilment of the Requirements for the  
Degree of Bachelor of Science in Sport Science**

**By: Hiwot Getachew**

**Advisor: Abay Y. (M.SC.)**

AUGUST, 2021  
WOLKITE, ETHIOPIA

## DECLARATION

I hereby declare that this research entitled on **‘The challenges and the current prospects of teaching physical education in Sikela secondary schools, Arbaminch, Ethiopia** is my original research, it has not been presented earlier for award of any Degree or Diploma to any other University or College and that all sources of materials used for the study have been duly acknowledged. I have produced it independently except for the guidance and suggestion of my research proposal advisor.

Researcher:

Signature

Date

Researcher Name

\_\_\_\_\_

\_\_\_\_\_

## APPROVAL SHEET

It is certified that this research entitled on **“The challenges and the current prospects of teaching physical education in Sikela secondary schools, Arbaminch’** is based on original study carried out by: Researcher Name under my supervision.

Advisor:                      Signature                      Date

Advisor Name              Abay Yisamaw

### Approved By Board of Examiners

Name	Signature	Date
Mr/Mrs/Ms .....	_____	_____
Mr /Mrs/Ms .....	_____	_____

## **ACKNOWLEDGEMENTS**

First and foremost, I want to give my thanks to *Almighty God* for giving me the strength to start and go through with my research. .

I would like particularly to extend my heart-felt acknowledgement and appreciate the efforts, guidance and encouragement of my advisor Mr AbayYisamaw in his follow-up and shaping me successfully to carry out this research proposal from the beginning to the end.

## **LIST OF ACRONYMS / ABBREVIATIONS**

ICSSPE	International Council for Sport Science and Physical Education
IOC	International Olympic Committee
UNESCO	United Nations Educational Scientific and Cultural Organization
WHO	World Health Organization
PESSCL	Physical Education, School Sport and Clubs Links
CPD	Continuous Professional Development
APE	Adapted Physical Education
CSHP	Coordinated School Health Program
MOE	Ministry of Education
FMOE	Federal Ministry of Education

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## ABSTRACT

*The main purpose of this study was to assess the challenges and current prospect of physical education in Sikela Secondary School (grade 5 &8). The sample consisted of 373 students and 5 physical education teachers drawn from the Sikela Secondary School (grade 5 &8). Regarding sampling technique, students were selected from schools by using simple random sampling technique. Physical education teachers were selected on the bases of availability of sampling technique or purposive sampling technique. The research methodology employed in the study was a descriptive survey. Questionnaires were the major data gathering instruments used in the study. Interview and observation were supportive data gathering instruments. Percentage and frequency count were used to analyze and interpret the data. The results showed that students level of participation in physical education class and indifferent sport is low, disability issues are not considered in high schools' curriculum to give chance for special need students; students' and school administrators' attitude towards physical education were low, instructional materials and facilities were inadequate, the allotted time to physical education was not enough, physical education was not considered as basic subject, physical education teachers were not competent to teach physical education, and large class size based on the findings, recommendation was made towards the curriculum to minimize the existing problem. According to this, physical education teachers should encourage students to participate, schools and community together should strive to fulfil instructional materials and facilities, creating awareness on schools and students about physical education.*

**Key words: Challenges, Physical Education, Sikela**

# CHAPTER ONE

## 1. INTRODUCTION

### 1.1. Background of the Study

Physical education in schools is obviously one important setting for achieving the goals of a healthy life style. In order to fulfil the objectives of physical education as well as other educations, curriculum should be designed based on students need and relates their life. All aspects of educational structure derive a particular policy from the nature and needs of pupils. Learning can take place only as it is meaningful to learning. To be effective, therefore, secondary educations physical education programs must be based up on understanding of the general nature of needs' abilities and behaviour specific characteristics of the students which the secondary schools serves, and ways in which physical education uniquely contributes the growth and development of students (Knapp & Hagman,1953).

Preparation and developments of curriculum should be seen in the light of what has been done to include the interests, needs and educational back ground of the students and their level of performance, the content of the curriculum should be appropriate to the knowledge level of the learners. One of the roles of physical educators in school is to modify and prepare activities that suit to their students' interest and abilities, regarding to this Wuest and Bucher, (1995) states that one of the primary goal of physical education educators teaching at the secondary school level is to socialize students in to the role of participant in physical activities suited to their needs and interests. (Pangrazi and Darst (2006) states that "the most important goal of secondary school physical education program should be to help youngsters to incorporate some form of physical activity into their life style".

High school physical education program is the primary venue achieving active life style. Their potential to contribute to the health goals in enormous, and in some schools, physical education is regarded as integral components of comprehensive school health program. These programs can reach the mission of students; can help them to develop skills, understandings and habits for a healthy lifestyle. Health policy reports call for daily, high quality physical education for all students K-12. high school physical education in addition to improvement in the student's physical skills and well-being, the critical condition that it can make to his/her development is

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becoming more widely recommended and accepted in school psychological health and academic areas is becoming more widely recognize and accepted in most countries.

Currently, in Ethiopia, physical education is not considered that much a significant subject. Since most high schools in Ethiopia, the time allotment reduced to one period per week, the number of students participating in daily education is declining and some researchers show that, daily participation in physical education by high school students decreased. Physical education programs in high school have been criticized for declining student's fitness level, for failure to reach sport skills, for life times are serious and not bring addressed by professionals. School physical education program, also face constraints due to budgetary problem, the time allotted to physical education is decreased (Wuest and Bucher,1995).

As in elementary physical education, lack of time is a problem at the secondary level. Here however, the problem is somewhat different. Since the mid-1970s, many states have actually reduced the amount of time that the students are required to take physical education in the secondary schools? Four year requirement in state such as California and Illinois have been reduced and in other states virtually eliminated. In some states, groups of concerned professionals have joined to defeat efforts to reduce the state requirement for secondary physical education. However, in the recent past, has there been an increase in the state mandated time for secondary school physical education. This does not mean high schools cannot develop elective programs that go beyond any state requirement. In fact, some do! However, during periods in schools it is difficult to increase, and parents are concerned with issues such as science laboratories and computers, most secondary schools are unwilling to provide the resources necessary to support an elective program of physical education that goes beyond the requirement of the state law Seiden Top, 2001, P-275.Many scholars argued that whatever it is the teachers are well qualified and trained with subject matter knowledge and methods of teaching it is impossible to meet the educational objectives without the interest and positive attitude of the school community.

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

Physical education is defined as an educational process that uses physical activity as means to help an individual acquire skills, fitness, knowledge, and attitudes that contribute to their optimal

developments and well being. Conducive atmosphere and resources (material and human resources) are very important to run the teaching learning process in the schools. Curriculum implementation could be affected by many factors. These factors hinder the proper utilization of physical education in the school setting. The followings are among the many challenges for the normal functioning of curriculum in the school.

Well trained subject teachers should be available: the role of the teacher is crucial in implementation process, he/she must have the necessary knowledge, attitude and skill, Fullan & Profret (1977) noted for effective implementation process adequate training prior and essential. The teachers, students and the community have to develop positive attitudes: Temechegn(2001) stress the fact that “a Quality curriculum will be meaning full if there are well qualified teachers with favourable attitudes to implement it.”The school administrative bodies should give necessary support for teachers:-on their role of implementation McLaughlin (1978) notes that “Implementation is incredibly hard, and that successful implementation generally requires a combination of pressure and support by school administration” From the nature of the subject, physical education needs the support from the school administrative bodies and the other stock holders.

The availability of facilities and equipment’s: the effective classroom teaching needs adequate amount of facilities and equipment. With this regarded Vaspoor (1993) mentioned that poor material and facilities due to economic problem are the main bottleneck in the implementation of educational reform in developing countries. The need for appropriate methods of teaching and evaluation techniques is crucial element to achieve the physical education objective. Lombardo (1994) noted that, “teachers who are determined to improve their teaching will benefit from employing a diversity of techniques to evaluate their own performance”. Lack of education for students of all types (Inclusive):- School lesson has education for the students of all type to satisfy the need of all students. Curriculum problem: - The reduction of time, and lack of national exam for physical education similar to other academic subjects should be improved to give direction for student’s future specialization.

The existence of the above listed and other important requirements is necessary to avoid the challenges of physical education. Therefore, taking the stated requirements into consideration,

the researcher could have study in selected sample secondary school of Gamo Gofa Zone Arbaminch town Sikela Secondary School (grade 5&8). The study focuses on the challenges and prospective of physical education in Arbaminch town Sikela Secondary School (grade 5 &8) having identified the problem, the study tried to answer the following basic questions.

### **1.3. Research Questions**

- 1) What are the major challenges that affect the teaching process and development of physical education in Sikela Secondary School?
- 2) What is the present status of physical education in Sikela Secondary School?
- 3) How do physical education teachers and students view the present & future prospective of physical education in Sikela Secondary School?

### **1.3. Objectives of the Study**

#### **1.3.1. General Objective**

The general objective of the study was to investigate the challenges and prospects of physical education in Sikela Secondary School (grade 5-8).

#### **13.1. Specific Objectives**

The specific objectives of this study were:

- 1) To assess the major challenges that affects the teaching process of physical education in Sikela Secondary School (grade 5 - 8)?
- 2) To identify the present status of physical education in Sikela Secondary School grade 5 - 8?
- 3) To investigate physical education teachers and students view to the present & future prospective of physical education in Sikela Secondary School.

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

All the educational objectives of learning are to meet the immediate and the ultimate needs of the students and the community. The achievement of the objectives depends up on the efficiency and the leaning process and the willingness of the learners. Even though best curriculum is planned, the intended out comes will be attained if and only if the plan could be translated in effective

practice. Effective practice will be gained by giving motivation and supplying adequate (man power & material) resources. Therefore, the researcher believes that the results of the study will provide the following benefits. The research can help different stakeholders should come up with solutions possible interventions and strategies. It may help policy makers and educational leaders to examine and evaluate the relevance of curriculum appropriateness to the grade level and review accordingly;

### **1.5. Delimitation of the Study**

The study was delaminated to government school and focuses on the challenges and prospects of teaching physical education in Sikela Secondary School (grade 5 &8). The external problems such as cultural, economic and climatic conditions and on the other hand internal problems such as school inputs like students' interest, teacher's competency, curriculum, school facilities, school managements, and the like. Thus, the study emphasizes competence of teachers, evaluation mechanisms, climatic conditions of the school's locations, teaching methodology, motivation, the appropriateness of curriculum in addition to disability issues.

### **1.6. Limitations of the study**

Lack of reference materials such as books (published on this idea), and shortage of sufficient finances and time constraints are the major limitations. However, the researcher tried to show how to overcome these difficulties by using different mechanisms.

## CHAPTER TWO

### 2. LITERATURE REVIEW

#### 2.1. Theoretical Review

The current status of Physical Education in Schools World Wide, Technical Report for the World Health Organization. Most secondary schools are suffering from lack of resources such as personal (trained manpower), and material resources (equipment's), facilities, shortage of books sport manuals, lack of attention for the subject, lack of appropriate physical education curriculum for each grade level and etc. And then, the research document is based on the review of related literatures those collected from the high schools of the different countries of the world in addition to that some literatures are referred from (Federal Ministry of Education) FMOEs research document and for individual researchers in the post graduate level.

A perceived decline in the position and presence of physical education in school curricula worldwide was apparent in some countries in the 1970s and 1980s. Subsequent manifestations of a deteriorating situation were evidenced by a number of conference themes, a range of journal articles reporting on the perilous position of physical education in schools, several international and national surveys, on-going analyses of national and international trends (see Hardman 1993, 1994, 1996, 1998a, 1998b, 1999) and a plethora of international agencies' and regional continental organizations' Position, Policy, Advocacy and Declaration Statements (refer Hardman and Marshall, 2000, pp.1-2). It is a matter of historical record that the widespread concerns, particularly in the 1990s, led to the International Council for Sport Science and Physical Education (ICSSPE) initiated.

The Physical Education World Summit culminated in the formulation of Action Agenda and an Appeal to UNESCO General Conference and the Ministers with responsibility for Physical Education and Sport (MINEPS III) meeting in Punta del Este, Uruguay (30 November - 3 December 1999). Generally, since the Berlin Summit developments in school physical education policies and practices across the world have been diverse. Essentially, because the situation in economically under-developed and developing regions has changed little in the five years since the Berlin PE Summit and UNESCO Punta del Este Declaration in 1999, and whereas there have

been significant developments in economically developed countries, this Section provides a overview of the relatively unchanged situation on the African and Indian Sub-Continent and a more detailed review of main features of developments in those continental regions and countries, where developments in school physical education have been more significant.

### **2.1.1 Africa**

Shortage of facilities and adequately trained personnel are widely reported throughout the continent as are the peripheral value in the curriculum (regarded as non-educational, non-productive use of time, is treated as recreation/play time especially in primary schools) and inadequate monitoring inspections in secondary schools (e.g. in Benin, Botswana and Uganda). Generally, priority is accorded to language and mathematics with even meagre allocated physical education/sport resources often diverted to other subjects. In some countries (e.g. Botswana and Malawi) physical education for girls often suffers from optional status with many preferring not to take part, a situation, which is exacerbated by dearth of amenities such as changing rooms. In South Africa, physical education as a school subject no longer exists though it is a focus (physical development and movement) of the learning area “Life Orientation” along with health promotion, social development, personal development and orientation to the world of work foci in grades R-9 (General Education and Training Band) (Van Deventer, 2003).

The majority of African countries have either no or minimal provision for physical education for children with a disability. Typical is a Benin government official’s comment that his country does “not have any program, which deals with the physical education teaching to the disabilities”. In Botswana a Professor of Physical Education observes that” cultural beliefs and attitudes do not allow the handicapped to be exposed to free physical activities and sports, for fear of their being injured or being ridiculed by their normal peers” but that “some of the courses offered at the Department of Physical Education to all grades of programs includes those on adapted Physical Education including the adapted sports”.

### **2.1.2. History of Physical 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 for other religious duties and positions. In the process,

these schools also provided religious education to the children of the nobility and to 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. 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 Ecole Imperial Menelik II, which was opened in October 1908 under the guidance of Hanna Sahib and a number of Copt teachers. By 1924, Pankhurst 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 primary, secondary & preparatory and universities with appropriate distribution in ever sub- states of the country. The curriculum, documents like syllabus, text books and teachers guide form elementary schools up to secondary 1st and second cycle level needs time schedule in the county. The university education is also arranged in the proper manner and equipped with manpower and material resources in the old and newly opened universities. In Ethiopia, similar to other countries of the world physical education is given as one type of school subject like biology, chemistry math's and etc.

### 2.1.3. MOEs Period Allotment in Secondary Education 1<sup>st</sup> cycles

Table 1: Sikela Secondary School Education 1<sup>st</sup> Cycle (Grade 5-8)

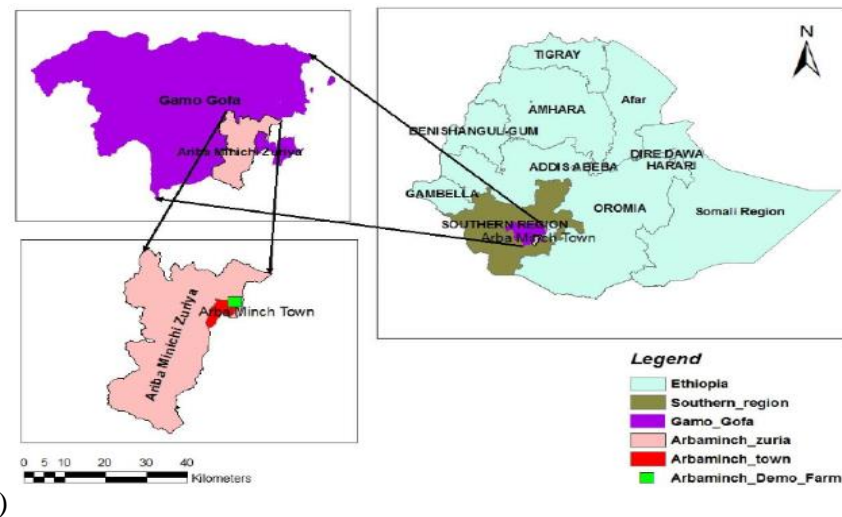
No	Area	Subject	Grade			
			5	6	7	8
	Language	-English	6	6	6	6
		-Optional Language Amharic	5	5	3	3
		Gamoththo	4	4		
	Mathematics	Math's	6	6	6	6
	Natural Science	Basic Science	6	6		
	Social science	Physics			4	4
		Chemistry	-	-	4	4
		Biology			4	4
		Civics	-	-	2	2
		Geography			2	2
		History			2	2
		Art	6	6	-	-
	Physical education	Physical education	2	2	2	2
			35	35	35	35

## CHAPTER THREE

### 3. RESEARCH METHODOLOGY

#### 3.1. Description of the Study Area

Arba Minch is located in south west Ethiopia Goffa zone of SNNPR. At 505km from Addis Ababa and 275km from Hawassa respectively astronomically located at 5°57-6°1 north latitude and 36°37-37°98 east longitude in an area of 12, 5814 square kilometre. Mount Gughe the highest point of SNNPR is here in Goffa, 4207m above sea level. Arba Minch administrative capital of the zone found at an elevation of 1285m above sea level with tropical savannah climate type (Arba Minch Town Culture and Tourism Government CommunicatioOffice-2013.



Source: (Google Map, 2011)

**Figure 1: Map of Arba Minch Town**

#### 3.2. Research Design

The design of this research is chiefly used descriptive survey method & basically the aim of this research is to describe the challenges of physical education subject implementation in Sikela Secondary School (grade 5 - 8). Thus, and data was collected both with qualitative using paper-and-pencil & non-intensive data collection instruments and quantitative like interview and observation methods.

### **3.3. Sample Size Determination**

The data used for this study were collected from Sikela Secondary School (grade 5 &8). From this secondary school 373 participant are taken from total number of 1867 students and 41 sections. The researcher selected four sections, one from grade 5 (five), one from grade 6 (six), one from grade 7 (seven) and the other from grade eight (8) totally four (4) sections with simple random method among the sections mentioned above. All 5 physical education teachers and 3 top level school administrators from the Sikala Secondary Scholl were taken with purposive sapling to respond the questionnaire. In addition to these researchers made also the practical and theory class observation.

### **3.4. Instruments of the Data Collection**

The required data are obtained utilizing the following instruments of data collection. The method of analysis employed in the study was a descriptive method. The research comprises of the primary and secondary data sources. Primary data is collected through employing multitude of data gathering techniques including structured questionnaire, key informant interview and observation check list. Secondary data is gathered from published and unpublished journals and books, project documents, web sites and other sources. Percentage and frequency count were used to analyze and interprets the data.

#### **3.4.1. Observation**

Observation is one of very important source of data gathering instrument employed in this study. As Miller and Brewer: 2003, “observation is fundamental part of social activity and a critical tool to look on the forms of social interaction”. I used observation to look the implementation of physical education classrooms which were observed for two weeks for a total of 6 periods (3-practical &3-theory periods) each has 40’ minutes. Each teacher from the total of 3 teachers is observed practical and theoretically while teaching physical education program in their subject areas.

### **3.4.2 Questionnaire**

Structured questionnaire helped me to collect the desired data from the sample students, teachers, and directors from Sikela Secondary School (grade 5 &8). Close and open-ended questions were included in the questionnaires. Even though most of the questions were close ended, some open-ended questions were parts of the questionnaires for students, teacher & school directors.

### **3.4.3. Interview**

Interview was one of the instruments used to gather data in this study. In qualitative data collection method, depth interview is an important tool for data gathering process. Amharic language was used for this purpose so as to facilitate communication between the interviewer and interviewees. Interview was delivered to the subject teachers, directors, and students to identify their opinions, views, feelings, perception, and/or practices regarding to challenges during implementation of physical education.

### **3.5. Data Analysis**

The data that were gathered through multi tools were analyzed both quantitatively and qualitatively. Data that gathered through questionnaire and observation mainly analyzed quantitatively supported by frequency and percentile. Data that gathered through interview analyzed qualitatively.

### **3.6. Validity**

Validity is insured by a prolonged engagement, persistent observation triangulation and member checking (Denzin & Lincoln: 2000). To ensure validity, the researcher used triangulation of data from questionnaire, interview and observations that reveals similar result. The following diagram clearly shows the triangulation of instruments of data collection.

## CHAPTER FOUR

### 4. RESULTS AND DISCUSSIONS

This section, tries to present analyze and interpret the collected data. For data collection, one (1) government school Sikela Secondary School (grade 5 &8) the whole subject teachers were observed, interviewed and responded the questionnaire. The students of the observed classes four (4) sections were participated to respond to the questionnaire and from these respondents, 3 selected individuals, were interviewed by the researcher. Similarly, representing Sikela secondary school, were involved in the interview.

Table 2. Characteristics of the Teachers Sikela Secondary School

	Sex				Total (N)	%
	M (N)	M (%)	F (N)	F (%)		
5-8	1	20	4	80	5	100%
Qualification Degree	1	20%	4	80%	5	100%

The above table shows the characteristics of the observed teachers while teaching in the classroom & practical lesson time. Therefore, from this I can understand in Sikela Secondary School from five physical education teachers, one of the teacher's has 4 years experience the other teacher has the experience of more than 18 years. And as shown on the table one of the teachers has the experience of 5 and the other teacher has the experience of more than 18 years. This means that Sikela Secondary School in are first degree graduates. However, as i observed in Sikela\ there is no female physical education teacher. And the work load of the teacher was more than 41 sections in average. The schools' current weekly time allocation for teaching physical education is a single period of time per a week. Therefore, with this time allotment, health related physical fitness is not expected. This reduced time allotment in the school setting would bring challenge on educational objectives of teaching physical education.

Table 3. The Characteristics of the Students

Schools	Age	F					M				Total
sikela		G. 5	G.6	G.7	G.8	Total	G.5	G.6	G.7	G.8	
		15-23	45	46	46	45	182	48	49	48	48
	Total	45	46	46	45	182	48	49	48	48	191

As it mentioned earlier the participants were from two sections of Sikela Secondary School. And table 2 shows us the student respondents from secondary schools of Sikela,. Out of 373 students 344 (97.05%) are in the age of 11-20 years, 11(2.95%) of the students are in the age of 21-23 years. This shows that almost all of the respondents from the Sikela Secondary School are categorized in the age of 11-20 years old. In terms of gender, out of 373 students, 191 respondents (51.3%) are male students and 182 (48.79%) respondents are female students. This implies that equivalent numbers of male and female students are participated to responds.

As shown in the table 4 below student respondents from Sikela Secondary School (grade 5 &8) 318 (85%) have attended the regular class of physical education and the rest from 55 (15%) of them replied that they are not regularly attending the physical educating class without being absent. The interview result conducted to teachers replied that most of the students during physical education period have attended their regular classes without being absent. As we observed the instructional process of physical education during practical and theoretical period and the attendance list of the subject teacher, the most majority of students. Do you attend properly the school physical education instruction without being absent?

Table 4: The respondents’ response about the students’ regular physical education class attendance without being absent

Do you attend properly the school physical education instruction without being absent?	Alternatives	Total No. students from 373	percentage
	Yes	318	85
	No	55	15
Total		373	100

As we observed from table 5, out of 299(80%) of the student respondents and all of 5(100%) teacher respondents replied that the current time allotment to physical education in Sikela Secondary School (grade 5 &8) is not enough to teach physical education and the rest respondent 74 (20%) of the student respondents answered that the current time allotments in the school, are enough for teaching physical education. As researcher interviewed the school administrative bodies, they also replied that they don’t believe the current reduced time allotment from the actual MOEs period distribution to physical education is not enough. But to get a period for IT

(Information technology), they found temporary solution to take one period from physical education subject. So that this shows, the majority of the students and all of the Physical education teachers from Sikela Secondary School (grade 5 &8) said that the current time allotment (one period per week) is not enough to teach physical education subject. And similarly, the administrators from each school also believe that one period per a week would not be satisfactory to meet the objective of physical education subject. The respondents' response about the impacts clarifies that they observed after the reduction of regular two periods per a week in to one has created shortage of physical education.

Table 5 Responses towards the current time allotment of physical education in Sikela Secondary School by students, teachers in the school

Item (Alternatives)	Responses (out of 373 students)	%	Item(Alt.)	Responses (out Of 5 teachers)	%
Yes	74	20%	Yes	-	
No	299	80%	No	5	100
Total	373	100%	Total	5	100

From the researcher's gathered data with questionnaire and interview, the students' and subject teachers' response on the impacts they observed after the reduction of regular two periods per a week in to one is meant as follows:

- Lack of attention to the subject
- Reduction of student's fitness level
- Problems to relate theory with practice
- The playing areas were not kept clean and safe

Therefore, quality physical education in the school could be gained with sufficient time allotment and with intensive training in regular physical education program. And thus, this quality physical education program is essential in helping students gain competence and confidence in a variety of movement forms. It should provide a sound framework forth design and assessment that develop the students' motivation, fitness, cognitive, affective/behavioural, and active lifestyle needs, and should focus on life-time involvement. To avoid the decline of physical education program in the school has to be-give attention with all stockholders in the community and in the national level.

Table 6. The students' response on the sufficient number of physical education teachers in the school

Item	Alternatives	Respondents out of (373) students	%
Are their sufficient physical education Teachers in your school?	Yes	224	60%
	No	149	40%
		373	100%

As we observed on the above table 6, 224 (60%) of the students responded that there are sufficient amount of teachers who are teaching physical education in the school and the rest 149 (40%) of the respondents answered that there are not sufficient amount of physical education teachers in their school. -As we interview results from the subject teachers and the researchers' observation check list emphasis, there is no sufficient teachers in three schools. In addition to this, as we observed the weekly load of each physical education teacher shows more than 41 sections specially in Abaya secondary school. And hence, it is better to provide additional, trained physical education teachers to solve the current problem.

Table 7. The student response whether sex has influence or not on school physical education practice.

Item (Alternatives)	Response ( out of 373 students)	%
Yes	160	45%
No	213	55%
Total	373	100

As shown in the above table 7, 160 (45 %) of the respondents answered that sex has influence in school's physical education participation. And the rest 213 (55%) of the respondents answered that sex has no influence in physical education participation. This indicates that, more than half of the students are responded that sex has no influence in physical education participation. Moreover, researcher observed few male and some female students sitting near the field of practical class. During this practical period of the teaching learning process of physical education, the researcher wants to ask the case for female students sitting on the bench. After oral communication with those female students, the students answered that they were left aside

from the practical period due to their menstruation problem. From this point of view menstruation is temporary case and sex has no much influence except in hard muscular work.

Table 8: The responses of students, teachers of the school on people’s perception to physical education

Item	Response ( out of 373 students)	%
Yes	190	50.93%
No	183	49.07%
Total	373	100%

As shown in the above table, 190 (50.93%) of the respondents answered that the students and teachers’ positive attitude and perception towards physical education subject with equal respect to other subjects. The rest 183 (49.07%) of the respondents are replied that there is no positive attitudes and perception towards physical education so that almost half of the respondent responded that they perceive physical education subject equal to other field of studies on the contrary the rest half of the respondents are perceiving ideas that physical education has no equal value and status with other field of studies. The interview result of teachers and administrators implies that there is lack of awareness to the objective of physical education subject with school community and the society. In addition to that the nature of the subject (that needs more of muscular coordination) brings challenges on the implementation of school’s physical education subject.

Table 9: The students’ response to questions showed that they have good perception for physical education.

Reasons for having good perception towards physical education subject	Alternatives (Yes given by student	Respondents out of (373) Stu	%
The objective is more than physical Development	Yes	74	20%
It enhance the knowledge of health habit not to smoke	Yes	85	22.78%
I like the subject	Yes	68	18.23%
It relief tension	Yes	146	40%
Total		373	100%

On table 9, from the total respondents of 86 students, 74(20%) of the respondents answered that physical education objective is more than physical development. 85(22.78%) of the respondents reasoned out that physical education enhances the knowledge of health habit not to smoke 68(18.23%) of the respondents replied that they liked physical education subject and 149(40%) of the respondents answered they perceived physical education relief tension during stress.

Table 10: The students’ response the reasons that they had bad perception for physical education.

Reasons of having bad perception to wards physical education subject	Alternatives(N) given by the students	Respondents (out of 373) Students	%
I don’t like the subject	No	125	33.51%
I have poor relationship with my teacher	No	62	16.75%
Previous unsuccessful experience	No	125	33.51%
I think our teacher does not give fair mark	No	61	16.35%
Total		373	100%

In table 10, from the total of 125 students, (33.51%) of the respondents answered they don’t like physical education subject, 62 (16.75%) of the respondents replied that they have poor relationship with their subject teacher and 125 (33.51%) of the respondents answered that they developed negative attitude due to their unsuccessful physical education performance. The rest 61 (16.35% of the respondents answered that they are not satisfied with the assessment of physical education teacher. So that we can understand from this response the reasons for bad perception result from the students and from teachers lack of proper evaluation.

Generally, the school community and society develop knowledge on the benefit of schools’ regular physical education from leaner fitness and bodies lower blood pressure to improve mental health and cognitive functioning. Therefore, we believe that the School Physical Education and Sports Program should promote physical activity, should teach skills as well as form or change behaviour, and should be able to influence health and wellbeing across the life span. Also, that a quality program of Physical Education must be a core requirement in all schools and a central component in a comprehensive school's health program (Allen worth&

Kolbe 1987). Helping students learn to be active during their early lives will provide an important foundation for lifetime physical activity.

Table 11. The students response about the qualities observed on physical education teacher (Teachers competency) in regular

(Teachers competency) In regular Instruction	Rank given to teacher's quality by the students										
	1st	2nd	3rd	4 <sup>th</sup>	5th	6th	7th	8th	9th	Total	%
Utilize different teaching aids	18	25	30	42	56	55	55	47	45	373	100
Clarity on content	15	27	31	42	56	55	47	55	45	373	100
Effort to achieve the objective	19	26	30	42	55	56	55	46	46	373	100
Effective in classroom Management	45	25	30	56	42	55	55	47	18	373	100
Punctuality and being role model	18	25	30	42	56	55	55	47	45	373	100
Providing adequate answer to questions provided by the students	19	26	32	40	55	56	56	46	45	373	100
Utilizing appropriate tech/methods	17	25	30	42	56	55	56	47	45	373	100
Considering individual difference	18	25	30	42	56	55	55	47	45	373	100
Utilization of continuous Assessment	16	27	31	43	55	56	56	47	44	373	100
Total	185	231	274	391	487	498	490	429	378	3354	900

### 1. Teacher's utilization of different teaching aids.

As mentioned in the above table the respondent's response about the use of teaching aids by the teacher from the total 373 students, 67 respondents ranked the 8th choice and this is the highest number in the population. 365 of the respondents ranked the 7th choice and this number is the 2nd highest number in the population. 67 respondents ranked 5th choice and this number is the 3rd highest number in the population. This means 5th, 7th & 8th choice for teacher's utilization of different teaching aids during physical education instruction process. Therefore, we can understand from this table teacher's use of teaching aids in instruction process is low. So that use

of teaching aids in instruction process by the teacher has to be improved to give quality physical education program.

## **2. Clarity of content**

As mentioned in the above table the respondent's response about the use of teaching aids by the teacher from the total 373 students, 67 respondents ranked the 6th choice to them and this is the highest number in the population. 65 of the respondents ranked the 4th choice and this number is the 2nd highest number in the population. 52 respondents ranked 3rd choice and this number is the 3rd highest number in the population. This means 3rd, 4th & 7th choice for teachers' subject matter knowledge during physical education instruction process.

Therefore, we can understand from these table teachers have enough knowledge to teach physical education.

## **3. Effort to achieve the objective**

As mentioned in the above table the respondents' response about the teachers' effort to achieve the objective of physical education from the total 373 students, 67 respondents ranked the 1st choice and this is the highest number in the population. 51 of the respondents ranked the 4th choice and this number is the 2nd highest number in the population. 55 respondents ranked 4th choice and this number is the 3rd highest number in the population.

This means 1st, 2nd & 4th choices are for teachers' effort to achieve the objective of physical education during physical education instruction process. Therefore, we can understand from these table teachers' efforts to achieve the objective of physical education is high.

## **4. Effective in classroom management**

As mentioned in the above table the respondents' response about effective classroom management by the teacher from the total 373 students, 68 respondents ranked the 1st choice and this is the highest number in the population. of the respondents ranked the 2nd choice and this number is the 2nd highest number in the population. 56 respondents ranked 3<sup>rd</sup> choice and this number is the 3rd highest number in the population. This means 1st, 2nd & 3<sup>rd</sup> choices are for teachers' effectiveness in the classroom management during physical education instruction

process. Therefore, we can understand from these table teachers have very high qualities in classroom management.

### **5. Punctuality and being role model**

As mentioned in the above table the respondents response about punctuality and being role model of the teacher from the total 373 students, 66 respondents ranked the 5<sup>th</sup> choice and this is the highest number in the population. 60 of the respondents were ranked the 3<sup>rd</sup> choice and this number is the 2<sup>nd</sup> highest number in the population. 65 respondents ranked 4<sup>th</sup> choice and this number is the 3<sup>rd</sup> highest number in the population. This means 3<sup>rd</sup>, 4<sup>th</sup> & 5<sup>th</sup> choices are for teachers' punctuality and being role model during physical education instruction process. Therefore, we can understand from these table teachers are some what punctual and role model in their teaching physical education.

### **6. Providing adequate answer to questions raised by the students**

As mentioned in the above table the respondents response about Providing adequate answer to questions provided by the students from the total 373 students, 66 respondents ranked the 4<sup>th</sup> choice and this is the highest number in the population. 66 of the respondents ranked the 5<sup>th</sup> choice and this number is the 2<sup>nd</sup> highest number in the population 62 respondents ranked 6<sup>th</sup> choices and this number is the 3<sup>rd</sup> highest number in the population. This means 4<sup>th</sup> 5<sup>th</sup> & 6<sup>th</sup> choices are for teachers' providing adequate answer to questions raised by the students during physical education instruction process. Therefore, we can understand from these table teachers have average knowledge in providing adequate answer to questions raised by the students to teach physical education.

### **7. Utilizing appropriate tech/ methods**

As mentioned in the above table the respondent's response about the use of appropriate teaching methods by the teacher from the total 86 students, 16 respondents ranked the 4<sup>th</sup> choice and this is the 1<sup>st</sup> highest number in the population. 16 of the respondents ranked the 5<sup>th</sup> choice and this number is the 2<sup>nd</sup> highest number in the population. 15 respondents' were ranked 3<sup>rd</sup> choice and this number is the 3<sup>rd</sup> highest number in the population. This means 3<sup>rd</sup>, 4<sup>th</sup> & 5<sup>th</sup> choices are for teachers' use of appropriate teaching methods during physical education instruction process.

Therefore, we can understand from these table teachers use of appropriate teaching methods to teach physical education is average.

### **8. Considering individual difference**

As mentioned in the above table the respondent's response about the use of teaching aids by the teacher from the total 373 students, 68 respondents ranked the 8th choice and this is the highest number in the population. 63 of the respondents ranked the 7th choice and this number is the 2nd highest number in the population. 67 respondents ranked the 6th choice and this number is the 3rd highest number in the population. This means 6th, 7th & 8th choices are for teachers' ability of considering individual difference during physical education instruction. Therefore, we can understand from these table teachers have low level of considering individual difference while teach physical education.

### **9. Utilization of continuous assessment**

As mentioned in the above table the respondents' response about the use of continuous assessment by the teacher from the total 373 students, 68 respondents ranked the 9th choice and this is the highest number in the population. 64 of the respondents ranked the 8th choice and this number is the 2nd highest number in the population. 64 respondents ranked 7th and this number is the 3rd highest number in the population. This means 7th, 8th & 9th choices are for teachers' use of continuous assessment during physical education instruction. Therefore, we can understand from these table teachers are poor in the use of continuous assessment during teaching physical education.

Table 12: The respondents' expectation about school community's positive or negative views on relevance & appropriateness to physical education curriculum

Item (Alternatives)	Response(out of373 Students)	%
Yes /Positive	190	50.93%
No/Negative	183	49.07%
Total	373	100%

As shown on the above table 190 (50.93%) of the respondents are answered the school communist have positive attitude to the relevance & appropriateness of physical

education curriculum. 49 (07%) of the respondents are responded that the school communities have negative attitude towards to the relevance and appropriateness of physical education curriculum.

This means more than half of the school communities show positive attitudes towards the relevance and appropriateness of physical education curriculum. On the contrary the rest of the school communities have negative attitude towards the relevance and appropriateness of the physical education curriculum. From this we can understand knowingly or unknowingly with their back ground experience, lack of exposure to sport activities, peer pressure, cultural influence and personal problem of the community they might be forced to develop negative attitude to physical education curriculum.

As shown on the above table 190 (50.93%) of the respondents answered that the school communist has positive attitude to the relevance & appropriateness of physical education curriculum. 49 (07%) of the respondents are responded that the school communities have negative attitude towards to the relevance and appropriateness of physical education curriculum.

This means more than half of the school communities show positive attitudes to wards there relevance and appropriateness of physical education curriculum. On the contrary, the rest of the school communities have negative attitudes towards the relevance and appropriateness of the physical education curriculum. From this we can understand knowingly and unknowingly with their back ground experience, lack of exposure to sport activities, peer pressure, cultural influence and personal problem of the community they might be forced to develop negative attitude to physical education curriculum

Table 13: The students' response on the types of suitable play grounds in the school

Types of suitable play grounds in the school	Response (out of 86 Students)	%
Foot ball	74	20%
Volley ball	108	29%
Basket ball	30	8%
Hand ball		-
Athletics	23	6%
All are No suitable	138	38%
Total	373	100%

As shown on the above table out of 373 students 74 (20.40%) of the respondents replied that foot ball field is suitable in their school. 108 (29.91%) of the respondents answered that volley ball court is suitable in their school. 30 (8.30%) of the respondents responded basketball is suitable in their school. There is no respondents replied for the suitability of hand ball court in their school. 23(6.28%) of the respondents answered Athletic field is suitable in their school. 138 (38.11%) of the respondents answered that the sport play grounds in the school are not suitable. This means that the majority of the respondents supported the idea that their school sport play grounds are not suitable for practical physical education program. As seen from the outcomes, the teachers and the school administrative bodies, response result has the same to students' response. In addition to this the observations based on schools play grounds show similar result to the students and administrative bodies response. So that school and the stokeholds of the education because have to aggregate to improve the standards of physical education play grounds in secondary schools.

Table 14: The students' response on the availability of facilities in the school

Types of facilities in the School	Alternatives	Response out of 373 Students	%	Response out of 5Teachers	Alt.	%
Gymnasium	No	373	100	5	No	100
Dressing room	No	373	100	5	No	100
Shower rooms for Students & Teachers	No	373	100	5	No	100
Sport library	No	373	100	5	No	100
Office for the department	Yes	373	100	5	No	100
Store for materials	No	373	100	5	No	100

As we observed from the above table all of the respondents 373 (100%) of the students and similarly all of the respondents 5 (100%) of the teachers responded that there is no gymnasium, dressing room, shower rooms for students and teachers, sport library, store for materials are not present in the school. on the contrary, all of the students and the subject teachers are responded there is office for physical education department. This shows only office for physical education department is present in the school. As researcher observed all of the above-mentioned ideas are the same and the office of physical education department is for teaching staff and store for sport equipment's. In addition to this the size of the office is small. Due to this reason the room does

not accommodate chairs with number of the teachers and it has no sufficient spaces to display sport equipment's with their specific items. Therefore, the school administrators and the stockholders should give attention for quality education avoid the problems for absence of sport store room building room, for the absence sport library organizing sport library with in the school library of outside school library in school campus. For gymnasium, shower rooms and dressing rooms the school administrative bodies and the other stockholders have to work jointly fulfil the need of sport science department.

Table 15: The student's and teacher's response about the availability of sport equipment's in the school

Response (Items)	Response (out of 373 Students)	%	Responses (Items)	Responses out of 5 Teachers	%
Yes	-		Yes		
To some extent	155	42.60	To some ext	1	20
No	218	57.40	No	4	80
Total	373	100	Total	5	100

As shown on the above table out of 373 students, no body responded for there was no available sport equipment's in the school.155 (42.60%) respondents saying that there are some amount of sport equipment's in the school .The rest 218 (57.40%) of the respondent replied that there is no available sport equipment's in the school. out of 5 teachers no body line responded there is available equipment's in the school and the rest 1 (20%) of the respondents saying that there is some amount of sport equipment's in the school. the rest 4 (80%) of the respondents are replied that there is no available sport equipment's and materials in the school.

This implies that more than half of the students and the majority of the teachers' responded that there are no available sport equipment's and materials in the school.

- Types of equipment's and materials in the school

As we gathered information from the interview result the teachers and the students responded similar idea. For this matter, they reason out that materials in the school like handball, gymnastic apparatus such as parallel brand athletics equipment's like standard hurdles, starting bocks for running events, jumping poles for high jump, jumping pit for broad jump are not present in the school. foot balls, volley balls and basket balls are not satisfying the need of the students while

they are performing enter- mural, extra- mural programs and regular practical teaching sessions. As researcher observed the above-mentioned problems are obvious and which hindered the implementation of physical education program in Sikela Secondary Scholl (grade 5 &8). So that, the school communities and the administrators have to provide some necessary materials and equipments to physical education department by mobilizing the stockholders. In addition to that they have to subsidize annual budgets for sport equipment's. In addition to that sport department has to plan in advance to fulfil easily made &risk-free materials to prepare from locally available material and more sophisticated materials should bought with their full garnet to avoid any risk on the athlete.

Table 16: Teachers response about the availability of teaching materials like text books, teachers guide, syllabus and reference materials

Response about the availability of teaching materials	Out of 65Teachers	%
Yes		0
To some extent	2	40
No	6	60
Total	5	100

As shown in the above table, out of the total of 5teachers 2 (30%) of the respondents are replied that there are some amount of teaching materials are available in the school.4(60%)of the respondents responded there is no available teaching materials like text books, teachers guide, syllabus and reference materials in the school. No respondents are responded for the presence available teaching materials in the school. This means the school is suffering with shortage of text books, teachers guide, and syllabus and reference to teach physical education. Therefore, the school administrators and the others stakeholders have to find solutions for the shortage of physical education teaching materials. The solution might be found by means of coping, buying, lending or communicating with regional and regional educational bureau for the shortage of teaching materials in the school.

Table 17: The respondents' response about students' & teachers' interest on physical education subject when classroom instruction is going on.

Item	Responses(out of 373 students)	%	Item	Responses (out Of 5 teachers)	%
High	244	60%	High	3	60%
Medium	95	40%	Medium	2	40%
Low	75	20%	Low	-	

As in the above table respondents out of 373 students 54 (63.90 %) of the respondents responded that they have high physical education subject interests when they are learning in the class room. 95 (26.91%) of the respondents replied that they have medium level of interest while they are learning physical education subject. The rest 36 (9.19%) of the students replied that they have no interest to learn physical education. The teachers response shows from the total of 5 teachers 4(60%) of the respondents replied they have high interest in their teaching physical education 2(40%) of the respondents of the teachers responded that they have medium level of interest in physical education. This means more than half of the respondents of the students, and some of the respondents have medium level of interest for learning physical education, the rest few of the students have less interest in learning physical education subject.

On the contrary the majority of the respondents of the teachers have high level of interest in teaching physical education. Some teachers have medium level of interest in teaching physical education and the rest few of the respondents from teachers again responded they have less interest in teaching physical education. This shows the majority of the students and the subject teachers have high and medium level of interest to physical education subject and few of both students and teachers' respondents responded they have less interest of physical education subject. As researcher's observation the majority of the students and teachers during practical and theory classroom teaching learning process have high interest to physical education lesson. The rest few of the students and the subject teachers have less interest to physical education subject. The reasons to less interested groups are:

- The lack of support (from administrators)
- The absence of physical education subjects in the national exam.
- Due to the reduction of time allotment from its previous status.

- Lack of sufficient budget. To fulfil sport materials
- Lack of facilities and equipment's.
- Absence of short and long in-service professional
- Attitudinal problem of community and peers
- Lack of play grounds for different sport activities
- The need of high commitment and dedication to the subject by all stockholders.
- The risk full nature of the subject (Sport injuries).
- The weather condition of the environments / the hot weather condition of the area.
- The bulky nature of content to finish with limited short time of /one period/.
- The lack of concerned bodies (sport officer) made available to each district.

Table 18: The respondents' response about the influence of weather condition for the implementation of physical education

Item	Responses (out of 373 students)	%	Item	Responses (out Of 5 teachers)	%
Yes	334	90	Yes	5	100
No	37	10	No	0	0
Total	373	100		5	100

As shown in the above table out of 373 students 334(90%) of the respondents replied that weather condition of the school location could affect the implementation of physical education. 39(10%) of the respondents of the students responded that the weather condition of the school location could not affect the implementation of physical education. From out 5 teachers all the teachers are responded that the weather condition of the place would not affect the implementation of physical education. This means 90% of the respondents of the students and all (100%) of the respondents of the teachers are responded the weather condition of the school location could affect the implementation of practical physical education class. Therefore, the secondary schools in Arbaminch town are highly affected by hot weather condition. So that, the school administrators should adjust the timetable considering the strong sun light hours of the day.

Table 19: The respondent’s response whether they are getting professional in-service training or not

Response about the Professional in-service training	Out of 5 Teachers	%
Yes	-	0
To some extent	1	20
No	4	80
Total	5	100

The respondent’s response out of 6 teachers 1(20%) of the respondents responded that the teachers are getting some amount of in-service training in their service years in teaching physical education. 4 (80%) of the respondents responded that they don’t have given educational in-service training in their service years of teaching physical education. This means the majority of the teachers of physical education were not getting in-service training in their service years. On the contrary, few of number of physical education teachers in the schools provided with in-service training in the school. Generally, training is necessary for physical education of Sikela Secondary Scholl (grade 5 &8). The necessity of training of teachers to implement educational program in effective way is unquestionable. In this area Shuster (1963) states” Teachers fail to utilize the best procedure of teaching due to the failure of administration to provide in service growth and support for change”. Moreover, Negatu (2004) also said that in-service training “promotes efficiency, maintains enthusiasm, increase information expands interests and in general keeps teachers professionally alive and up-to-date.”Thus from the above mentioned evidences and from eye whiteness’s it might be possible to deduce that almost all of the physical education teachers that have no received any in service or on-job training regarding the content of the subject they are teaching.

Table 20: The respondent’s response on the physical education subject to be as one of the national exam

Item	Responses (out of 373 students)	%	Item	Responses (out Of 5 teachers)	%
Yes	297	80	Yes	4	80
I am not sure	74	20	No	1	20
No	0	0	NO	0	0
Total	373	100		5	100

The respondent's suggestion on the physical education subject being as one of the national exams. As shown in the above table out of 373 students 297(80%) of the respondents that responded physical education subject has to be held in national exam. And 74(20%) of the respondents from the students responded that they are not sure whether or not physical education subject is held in national exam. On the other hand, out of 5 teachers 4 (80%) of the respondents replied that physical education subject has to be held in the national exam cooperated with other field of studies. The rest 1(20%) of the teachers respondents are replied that they are not sure whether physical education has held in the national exam or not. So that almost all of the students and the teachers respondents are replied that they have need of implementing physical education subject to be held in the national exam.

The respondents' reason out that physical education is an integral part of total educational process that is aimed to develop physical, mental, skill and motor, social and emotional wellbeing through the medium of physical activities. So that student with physical education interest will get chance of being to choose physical education as a field of specialization or field of study to enhance their performance with that line. From this we can understand at the end of grade 6, there should be physical education zonal exams and also 8, grade levels there should be physical education regional exams to select interested and talented with theory and practical concept of physical education. This conceptual knowledge physical education leads to the students to have awareness in rules of the game, practical procedures, philosophy and methodological development of physical education.

As we know at the end of grade 8, pupils take the national Primary School Certificate exam. Two 4-year cycles of primary education are now followed by 2 years of general secondary education. At the end of Grade 8<sup>th</sup>, Grade regional Examination. This exam is administered by the Ministry of Education's National Organization for Examinations. After having successfully completed this exam, pupils can cope to attend the two general upper grades or follow vocational training the need of physical education for peoples of all type and especially organizing formal education in the school setting is unquestionable including physical education in the state's national examination. This application of physical education in the national examination can enhance the quantity and quality physical education curriculum in the nation. The curriculum improvement

also leads us to improved health, active life style and positive attitude towards physical education and sport.

Table 21: The respondent response on whether their physical education lesson is inclusive or not.

Item	Responses (out of 373 students)	%	Item	Responses (out of 5 teachers)	%
Yes	336	95	Yes	4	80
No	37	10	No	1	20
Total	373	100		5	100

As show on the above table out of 337 students 18(5%) of the respondents responded that their physical education class was inclusive. 354 (95%) of the respondents from the students responded that their physical education lesson was not inclusive. On the same way out of 5 teachers 4 (80%) of the respondents responded that physical education lesson in their school was inclusive. The rest 1(20%) of the respondents from the teachers responded that physical education lesson was given inclusive. Therefore, almost all of the respondents of the students and teachers are responded that the school’s physical education lesson was not inclusive. The rest few of the students and teachers’ respondents responded that the physical education in their school lesson was inclusive. As the researchers interview result, eye witnesses of observation check list and text book evaluation there is no the curriculum guide for teaching inclusive in the high schools except exercise types for females and male students. The definition of adapted physical education by scholars is providing physical education designed for students with disabilities or gifts or talents who also have special learning needs. To implement special need physical education the respondents’ students and teachers reason out the following short comes.

1. Lack enough knowledge.
2. Lack of available materials.
3. Shortage of time.
4. Attitudinal problem of the school environment.
5. The commitment of the participant (student) with special need.
6. Teacher’s commitment and dedication to work with students of special needed is low.

As the researchers gathered information from the interview the physical education teachers tell me that they have problem of text book that concerns special need students and there was no course while they were at the university. So that they have no subject matter knowledge plus

method of teaching, and organization skill to teach special need students. Few teachers share their experience as follows, exercise for fitness, dividing the body part and exercise type e.g. Exercise for upper body if the special needed individual has the defect in this lower limb. Exercise for the lower body if the special need individual has the disability in his upper body. In addition to that the respondents replied as if they are providing balls to throw and to kick with their normal limbs.

- The challenges of teaching physical education in secondary schools are listed by the students, teachers, administrative bodies, and interview questions and researcher's observation. These challenges are:
  - Time allotment reductions
  - Shortage of materials like text books, teachers guide and syllabus & references
  - Large class size
  - Absence of play grounds like hand ball and basketball courts and lack of suitable foot ball field, athletics jumping pits.
  - Teaching environment (weather condition)
  - Attitudinal and perception problems with most community members, & concerned bodies not to be seen its objective other than physical development.
  - Lack of equipment's like gymnastic apparatus, high jump poles, stopwatches and measuring clapper and sprint starting blocks.
  - Lack of facilities like gymnasium, office for the staff members, shower rooms, storerooms for the physical education department.
  - Lack of proper budget allocation
  - Reduction of interest with some physical education teachers.
  - Absence of appropriate dressing to the physical education teachers.
  - Absence of sport library and reference materials in the school.
  - Period imbalance comparing with other teaching subject like biology, civics physics and so on.
- The unrelated condition of health related fitness program with physical education current time allotment.

- Lack of in-service training, workshops and frequent upgrading service for physical education teachers comparatively to other academic subjects.
- Lack of inclusive (physical education for the students of all type) teaching physical education in the schools
- The suggestions as solution for the challenges of teaching physical education in Secondary school are listed by the students, teachers, administrative bodies, and interview questions and researchers observation. These suggestions are:
  - The MOE and the other stockholders have to aggregate to bring quality physical education.
  - Has to revise the curriculum to include the special needs student.
  - Provide materials and equipments.
  - Giving general refreshment course for physical education teachers.
  - Giving in-service training for teachers and coaches about adapted physical education
  - Giving awareness about health, fitness and physical education and sport relationship to change peoples attitude towards physical education
  - Extra-curricular activities (intra-murals inter house or inter-class activities) should be enhanced to increase social integration.
  - Period allotment would be match with MOEs secondary schools time allotment.
  - Recommended class size would be 30-35 for aquatics, gymnastics and other high risk activities the number of the students in practical physical education class should be less than 30.
  - To increase students' and teachers' interest sport dress should be appropriate
  - Physical education subject has to be perceived and treated equally with other subjects by time allotment; budget, with man power, facilities and equipments in the school.

## CHAPTER FIVE

### 5. SUMMARY CONCLUSION AND RECOMMENDATION

#### 5.1. Summary

Education is the process through which students acquire knowledge, develop skill, change in behaviour and formulate personality. In the formal education; the most important aspect is giving solution for the challenges to implement the existing curriculum. The main objective of this study is to investigate factors hindering the implementation of physical education, identifying the major challenges that affect the implementation of physical education in Sikela Secondary Scholl (grade 5 &8) of Arbaminch town. The research methodology employed in the study was a descriptive survey. Data gathering instruments were questionnaire, interview and observation. The participants were students, teachers, & administrative bodies to collect data Sikela Secondary Scholl (grade 5 &8) selected with random sampling the data collected were quantitatively analyzed using statistical methods, percentage and proportion, of which the percentage is the major statistical method used for analysis.

Therefore, the major findings are summarized and presented as follows.

1. Physical education subjects each section in school:-

- Does not get support (from administrators)
- Lacks application in the national exam.
- Does not provide inclusive physical education lesson

2. Time allotment is often insufficient to achieve fitness and other instructional goals.

3. Large class size, sex difference & heterogeneity of skill levels of the students in class make more difficult to teach secondary physical education.

- Materials like text books, teachers guide and syllabus and references
- Facilities ( play grounds , athletics track and field's and sport buildings for secondary school physical education are often inadequate, which can hamper program development
- Equipment like gymnastic apparatus, high jump poles, athletics equipment and etc.

5. The multi activity program does not allow enough time in any one activity to realize important goals.

6. Intramurals activities in the school are affected by time, facilities, and staffing problems.

7. Lack of in-service training and different workshops for physical education teachers in the schools minimize the interest of the subject teachers.
8. Many people believe that physical education has not yet been accepted as the subject of basic importance in the school curriculum.

## **5.2. Conclusions**

From the finding we can make the following conclusions on the challenges of teaching physical education in three governmental schools.

- Teachers are important for curriculum development and curriculum implementation. In order to make teachers perform tasks effectively, they should be trained on the contents of the subject, utilization of different teaching skills, the application of inclusive physical education program in the class, and implementation of continuous assessment .In this regard the findings indicate that the teachers in Sikela Secondary Scholl (grade 5 &8) of Arbaminch did not get in-service training to reinforce physical education teaching learning process.
- Even though most of the teachers and the students have positive attitude towards physical education, some of the teachers and students have lack of interest and motivation. This lack of interest and motivation for the subject by the students and teachers has negative impact on implementation of regular physical education program.
- Factors considered as challenges for teaching physical education in three secondary schools are:-
  - Lack of facilities & equipments
  - Inadequacy of time allotment
  - Lack of in-service training
  - Lack of supplementary materials
  - Class size
  - Lack of support from school principals & supervisors
  - Attitudinal problems of students, communities and even some of subject teachers
  - Absence of physical education subject in the national exam.

But the teachers' efforts to over come these challenges of teaching physical education program in the school are appreciable.

- Even though there is command method on the field and lecture method in the classroom teaching learning process of physical education, the participation of the students were good.
- The teachers are good in effort to achieve the objective, in class room management and being role model in their teaching learning process. Never the less, they are poor in application of continuous assessment and teaching adapted physical education for students of all type.
- Teachers are members of the curriculum development but the actual situation of the school does not allow the teachers to participate in the curriculum development.
- Generally, we could conclude that even if there is allot of challenges to teach physical education in the schools the devotion of the teachers to collaborative teaching and encouragement among students are not negligible.

### **5.3. Recommendation**

From the finding we can make the following recommendation on the challenges to implement teaching physical education.

Teachers are important for curriculum development and curriculum implementation. So that,

I. The teachers:-

- Should get in-service training to enhance their content knowledge, utilization of teaching aids, implementation of lesson for students of all type (inclusive) apply active learning in the class and use continuous assessment strategies in their classroom instruction.
- Should be given opportunities to participate in curriculum development.
- Participate in community service specially related to their subject with coaching and refereeing.
- Have to give awareness about the goal and objectives of physical education to the community and other stockholders in the form of workshops and seminars.
- Provide effective and enjoyable instructional programs.

II. Concerning Ministry of Education (MOE).

- The MOE should look for additional periods so that to effective syllabus will be realized and to meet the objective of health related physical fitness for students of all type.
- At least physical education and sport officer should be made available to each district.

- Include physical education subject in national examinations to give chance to interested groups.
- Check and follow the ground implementation of physical education by all stake holders (to minimize the attitudinal problem on physical education).

III. The school administrative bodies and department of physical education and other concerned bodies should work in collaboration to make the students aware of the objective of the subject. In addition to that the school has to:-

- Involve families and communities in the promotion of physical activity.
- Provide teachers with in-service training to enhance their knowledge, subject methodology and skill.
- Provide uniforms including shoes allowance for physical education teachers and the school sport clubs.
- Mobilize the school community and other concerned bodies for sport budget to solve the problems of facilities and equipments that hindered the implementation of physical education in the school.
- Create the school environment that supports physical activity as a part of a coordinated school program (creating conducive atmosphere to execute curricular activities in the school setting).
- The school principals and supervisors should give strong and necessary support to physical education department; more over arrange the period schedule by consulting physical education department due to the difficulty to do practical activity during highest solar insolation and after meal.

IV. Families and communities make sure the physical education program includes adequate students participations in practices and contests with no discrimination based on gender and race

V. Finally, we recommend that all stake holders and other volunteers in the school and out side the school campus have to work together to solve the challenges of teaching physical education in secondary school

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## Appendix:

### **COLLAGE OF NATURAL AND COMPUTATIONAL SCIENCE DEPARTMENT OF SPORT SCIENCE**

Questionnaire for Students Dear students, the main aim of this study is to investigate the challenges and the current prospects of physical education Sikela Secondary School in Arbaminch. Be confident that the information gathered will be used only for the research. Hence, you are kindly requested to provide the necessary information that is very help full to the quality of the research as well as to bring practical solutions to the problems. Therefore, I would like to thank for your cooperation's.

Note:

1. Not necessary to write name. Age- from 15-20 from 21- 23
2. Possible to give more than one answer if there is.
3. Answer by circling one correct answer among the given alternatives
4. Answer those questions which need elaboration (explanation) accordingly.
5. Thank you! For your cooperation beforehand. Part 1. General Information for the students
  1. Do you attend properly the school physical education instruction with out absenteeism? A. Yes B. No
  2. Do you think the current physical education time allotted in your school is enough? to meet the objectives of physical education? A. Yes B. No
  3. Is their sufficient physical education teacher in you school? A. Yes B. No
  4. Do you think that sex has influence on students' physical education participation in your school?  
A. Yes B. No
  5. Do you think students' attitude towards physical education subject is equal to other subjects in their school?  
A. Yes B. No
  6. If your answer for number 5 is "Yes," please justify your reasons as much as possible. ----

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7. IF your answer for question 5 is” No,,” please write your reasons. -----  
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8. Do you have good perception about physical education subject? A. Yes B. No  
9. If your answer for question number 8 is yes, what are your reasons? Because,  
A. My teacher told me that the purpose of physical education is no more physical development.  
B. I believe that the class size for practical class is overcrowded.  
C. I like the subject D. If you have other specification-----

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10. If your answer for question number 8 is “No,” what are your reasons? Because ,  
a. I don’t like the subject  
b. I have poor relationship with my teacher  
c. Previous un successful experience  
d. I think our teacher does not give faire mark.  
e. If other specify your reasons-----

-----  
11. Which of the following qualities is observed from your physical education teacher?[Rank form the most quality 1st to the least quality you observed].  
. -----A. Utilize different teaching aids  
. -----B. Clarify on content  
----- --C. Effort to achieve the objective  
----- --D. Effective in classroom management  
-----E. Punctuality and being role model  
----- -F. providing adequate answer to questions proposed by the students  
. -----G. Utilizing appropriate teaching methods  
-----H. Considers individual differences

12. Do you think that students and your school community view the relevancy and appropriateness of physical education curriculum and allotment of time to physical education?

A. Yes B. No

13. Is their suitable sport play grounds in you school? A. Yes B. No

14. If your answer for question number 13 is “Yes,” then, circle more than one that concerns your school.

A. Foot ball field B. Volley ball court C.B. ball court D. Hand ball E. Athletics track

15. Do you think that sport equipments are available in your school? A. Yes B. To some extent C. No

16. If your answer for question number 15 is “Yes” circle more than one that concerns your school.

A. Gymnastic apparatuses and mats B. Foot ball’s C. Volley ball’s D. basket balls. hand balls F. Athletics equipments & etc.

17. Which of the following type of facilities is available in your school? A. Gymnasium B. Dressing room for the students. Shower rooms for the students & teachers D. Sport library E. None of the above

18. Does the weather condition in Arbaminch town affect the practical implementation of physical education in regular class program? -----  
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19. Please list down the main challenges that you face during teaching learning process of your physical education practical periods?-----  
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20 List down some of the possible solutions for problems encountered during implementation of

Teaching physical education in you school?-----  
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**Wolkite University School of graduate Studies Department of Sport Science**  
**General Information for Physical education teachers**

Dear teacher, the main aim of this study is to investigate the challenges and the current prospects of physical education of Sikela secondary schools in Arbaminch. Be confident that the information gathered will be used only for the research. Hence, you are kindly requested to provide the necessary information that is very help full to the quality of the research as well as to bring practical solutions to the problems. Therefore, I would like to thank you for your cooperation

Part I General information

Name of the school ----- Sex-----Age- fom20-30 from  
31& above

Qualification----- Years of service-----Work load-----

1. Do you prepare and use your own physical education lesson plan?

A. Yes B. To some extent C. No

2. Do you have interest in teaching physical education subject in secondary school? A. Yes B. To some extent C. No

3. Do you expect that the school time allotment for physical education period is satisfactory? A. Yes B. No

4. Is their sufficient text books, teachers guide and syllabus for each grade level in your secondary school?

A. Yes B. No

5. how did you get students interest to physical education subject when you are teaching? A. High B. Medium C. Low

6. How much go your school administrative bodies would support physical education with budget, idea, and the likes ?A. High B. Medium C. Low

7. Do you believe that parents, students back ground and culture of the society can affect the implementation of physical education in your school? A. Yes B. To Some extent C No

8. Do you have office and material displaying room in your school community? A. Yes B. No

9. Do you believe that the current physical education curriculum satisfies the needs & interests of the students? A. Yes B. To Some extent C. No

10. What impacts did you observe after the reduction of regular two periods per a week of physical education to one period in you school?

A. Lack of attention to the subject B. The reduction of students' fitness level C. problems to relate theory with practice D. All of the above

11. Does the school provides you with any professional development in short, long and advanced in-service training program? A. Yes B. To some extent C. No

12. Do you suggest physical education curriculum has to include in the national examinations to give directions to the specialization of the students? A. Yes B. No

13 If your answer for question number 12 is "Yes," Please list some of your reasons for farther modification of the curriculum? -----  
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14. If your answer for question number 12 is "No," Please list some of your reasons?  
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15. Does your physical education lesson (inclusive) for students of all type of the school? A. Yes B. No

16. Mention some points we use to address practical physical education lesson to students with disabilities into regular physical education periods -----  
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17. Would you list your possible solutions to avoid the challenges of physical education subject in secondary schools?-----  
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### **Interview for Subject Teachers**

The purpose of this interview is to get information about how physical education teachers teach physical education lesson in their regular teaching program?

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

2. teachers Experience-----

3. Sex-----Age- from 20-30 from 31& above

1. Do you think that physical education teachers in your school have enough knowledge and effective teaching skills in their subject area? How? -----  
-----
2. What do you think about the motivation and the interest of the physical education teachers in their subject area? -----.
3. Do you think that the school administrative bodies could support the school co curricular activities (enter and extramural sport programs) and regular physical education teaching program with material, budget & idea? If it is so please mention how much it is satisfying the program? --  
-----  
-----
4. What do you think the main problems that hinder the implementation physical education classes ?-----  
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5. Do you suggest some possible solutions for challenges to implement physical education teaching program in the school? -----
- .6. Do you give us some suggestions about curriculum design and implementation of physical education subject in secondary schools?

**Observation Check List for School Setting**

Date of Visit ----- Name of the School-----

Instruction I put check mark√) ( in column which tells “V. Good” “Good” “Poor”“No”. Roll No

Variables to be observed V. Good Good Poor No

- 1 Availability of suitable play ground in the school
2. Availability of gymnasium, shower, dressing room &etc for students’ practical sessions.
- 3 Sport equipments (materials) for peoples of disabilities in the school.
- 4 The presence of teaching aids like cones, jumping ropes and etc.
- 5 Availability of balls such as footballs, volley balls basket balls and etc.
- 6 Availability of Gymnastic apparatus and equipments in the school.
- 7 Availability of supplementary references in the library.
- 8 The presence of track and field (athletics) facilities and equipments in the school.
- 9 Attractiveness of physical and environmental condition.

**Observation Check List for Theory Class**

General information

1. Date of visit-----Grade----- section observed-----Topic-----
2. Length of the observation period-----Number of periods allotted per week-----
3. Number of students in the class-----

4. Sex-----Age-----Qualification----- major-----Minor-----Total teaching experience----

Bio data of the teachers being observed

Instructions: Put check mark (√) in the column which tells “Yes”, “To some extent” “No”

Roll No Variable to be observed Yes To some Extent No

1 Teacher’s ability of planning the instructional activities based on the student’s, need, interest and ability.

2 Teachers ability of allowing and motivating the students to express themselves

3 Teachers manner of conduct and willingness to listen students problem

4 Teachers ability of identifying individual differences

5 Teachers ability to explain the questions raised by the students which aren’t clear in the lesson delivery.

6 Teachers ability of guided by the lesson plan

7 Teachers ability of clarify the objectives of the lesson

8 Teachers ability of using different teaching styles such as students working in pair, small groups and individually.

9 Teachers effective use of text book, reference materials and teaching aids

10 Teachers ability of asking questions with a simple language that are related to the content of the lesson

11 Teachers personality & being good role model

12 Appropriateness of the teaching methods used by the teacher to teach the lesson

13 Teachers ability of using different assessment and evaluation techniques