

WOLKITE UNIVERSITY

COLLEGE OF NATURAL AND COMPUTATIONAL SCIENCE

DEPARTMENT OF SPORT SCIENCE

ASSESEMENT ON THE STATUS OF PHYSICAL EDUCATION SUBJECT IN CASE OF ABA FRANSUA MARKOS GUBRE PRIMARY SCHOOL GRADE 8

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APPROVAL SHEET

This is to certify that the research entitled "assesement on the status of physical education subject in case of aba fransua markos gubre primary school grade 8*"* submitted in partial fulfillment of the requirements for the bachelor degree in sport science, of the department of sport, and has been carried out redwan kemal ,nejat yusuf, misgana dilamo, under my/our supervision. to the best of my knowledge, is an original work and not submitted earlier for any degree either at this university or any other university.

Therefore i recommend that the student has fulfilled the requirements and hence here by can submit the thesis to the department.

Advisor: **Mrs Betelhem. M**

Name of chaire man	**signature**	**date**
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Name of examiner	**signature**	**date**
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DECLARATION

I, declare that this research entitled: *"*assesement on the status of physical education subject in case of aba fransua markos gubre primary school grade 8*"* is outcome of my own effort and study and that all sources of materials used for the study have beenappropriately acknowledged. to the best of my knowledge, this study has not been submitted for any degree in this university or any other university. it is offered for the partial fulfillment of the bachelor degree in sport science.

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ABSTRACT

The main purpose of the study was to investigate factors that affect the status of physical education in Aba fransua markos gubre primary school in case of grade 8th students. The main objective of this study was survey study on the status of physical education and sport in case of aba fransua markos gubre primary school grade 8th students. In addition, the researcher used randomly sampling techniques for the study. Furthermore, questionnaires were provided for randomly selected students teachers used to gather any necessary data finally, based on data gather questionnaire and interview. The result of this study was show that there are a number of factors that affect the student's motivation towards the status of physical education and sport. As most of the respondent reply the main factors are insufficiently of material, the students exercise, back ground, their motivation (level) their physical fitness level, the shortage of teaching period for physical education and sport, lack of practice behind the normal program are some of them.

CHAPTER ONE

1. Introduction

1.1 Back ground of the study

Children grow if they are given with proper education during their early age and that it is why two days education gave much emphasis about the development of children; according to the books of changing society in physical education and sport 2 editions (1987) Addis Ababa Ethiopia. Since physical education is one of the subject in elementary school, high school, colleges and universities; it has a great contribution in shaping education and using physical education children acquire both different skill and develop proper conduct, (Nona 1987). So that, physical education has been consider as part of intellectual education which requires competent and knowledgeable teachers. The behavior and physical abilities of children are greatly influenced by the physical education teachers. There are some requirements which helps better application of the subject for the student out of those understanding the nature of the children and creating suitable teaching learning process envied developing skills and manners, This can be achieved only when the teacher has the required qualification that is in training manner knowledge of this subject matter and like sport equipment are equally important to teach physical education efficiently and enable the children to maintain physical fitness and fundamental skill (Tamirat B;1998).

How it began the brief history of physical education would start in just about 1820 when schools focused on gymnastics, hygiene training and care and development of the human body. By the year 1950, over 400 institutes had introduced majors in physical education. The Young Men's Christian Association launched its very first chapter in 1851 and focused on physical activities. Colleges were encouraged to focus on intramural sports particularly track, field and football. But physical education became a formal requirement following the civil war when many states adopted to pass laws that required schools to incorporate a substantial physical education component into their curriculums. But it was not till 1970 that an amendment was made to the Federal Education Act that allowed women from high school and college to compete in athletic competitions. Sex-based discrimination was completely outlawed from government funded programs at this point (Knapp.c, 1968).

Physical Education in College athletics received a major stimulus when National Collegiate Athletic Association was created in the early twentieth centuries. There was a rise in popularity of sports within colleges and universities and funding greatly increased. Colleges took great pride in their athletic programs and sports scholarships became a norm. There was also a surge in people who enrolled in sports education programs to meet the growing demand for professionals in the field. Decline in Physical Education But this is not meant to imply that the history of physical education has been all rosy. Late in the twentieth century there was certainly a decline in the commitment to physical education. The growing offering of extra subjects and electives in schools means that the shift was focusing away from physical education and towards academics (Dickinson. (1978).

The country also faced a recession around 1970 and 1980 and the dearth of government funding means that physical education programs were often the first to be cut from schools and universities. The modern age But recent awareness of the need for balanced curriculums particularly given the national concern over the state of obesity and children's attention towards non-physical activities like video games has brought physical education back in the spotlight. The government has re-signaled its commitment to physical education by making it mandatory in public schools in early classes. But it remains an elective at the high school level. One of the most interesting developments in the history of physical education has been how the definition of physical education has evolved. While it only encompassed traditional sports in the beginning, it now includes several less physical activities such as yoga and meditation which are considered critical to helping students develop a sense of control in such a stressful age (Kupus womy 1991).

1.2 Statement of the problem

The concentration of this study was however, to discuss as the little also suggests the status of physical education and sport program of the secondary stage would provide a wide range of learning experience for the youngster. The previous study on the state of physical education in Aba Fransua Markos Gubre primary school is scanty. So, this study is to improve the problem of study area because, researcher to assess the factor that affect students participation in physical education.

1.3 Objectives of the study

1.3.1 General objective of the study

The general objective of this study is to assess the status of physical education subject in Aba Fransua Markos Gubre primary school.

1.3.2 Specific objective of the study

The specific objectives of the study are:

- To assess the state of physical education and sport in Aba Fransua Markos Gubre primary school.
- To identify the major challenges and opportunities in delivering Physical education subject in the Aba Fransua Markos Gubre primary school.
- To recommend possible solutions to promote the status of physical education subject in the Aba Fransua Markos Gubre primary school.

1.4 Research Questions

This study was attempted to answer the following basic research questions:

1. What is the state of physical education and sport in Aba Fransua Markos Gubre primary school?
2. What are the major challenges and opportunities in delivering Physical education subject in the study area?
3. What should be done to promote the status of physical education subject in the study area?

1.5 Significance of the study

The objective of this study was the status of physical education and sport at Aba fransua markos gubre primary school. There was little on research piece done the natural and condition of the status of physical education and sport at primary school. Some significance of the study includes the following:

1. It was provided useful information to indicate the existing situation of physical education and sport.

2. It was provided the students fit and strength of the body.

3. It was gives the hit to the society in physical education and sport.

4. It was enables teachers to use more appropriate assessment of sport.

1.6 Delimitation of the study

The goal of this study was to examined select aspects of daily physical education programs in order to assess their relative student behavior and attitude outcomes specifically, the purpose of this study was to determined if students involve in a program of status of physical education exhibited more positive attitudes towards in Aba fransua markos gubre primary school in grade 8^{th}.

1.7 Limitation of the study

Some limitation of this study was finance, shortage of time, shortage of reference material and lack of experience; because of this the researcher was limited to do the research on Aba fransua markos gubre primary school.

1.8 Operational definition of terms

- **Physical education;** is a systematic instruction in sport exercise and hygiene of given aspect of school or college program (Butcher C.A, 1972).
- **Education: -**is an instrument to produce citizens who a quire skill, habit and different from one another to solve personal and social problems (hamerF,1991).
- **Physical: -** is relating to the body as distinguished from the mind or sprit (Nona, 1987).
- **Teaching;** is an important field of study in psychology it is the process of changing in behavior result from experience or practice (Butcher 1972)
- **Group work;** is a form of cooperative learning. Its aim is to cater for individual's difference (Hammer, 1991).
- **Skill: -** special ability in a task or sport (Kupus,womy,1991).
- **Participation: -** is the process through which stake holder's influence and share control over priority setting and improving life solutions. (Nona, 1987).
- **Attitude;** the way that you think and behave towards (hamerF,1991).
- **Status;** the social professional position of relation to other (Dickson, 1987).

1.9 Organization of the study

This proposal was consists of three chapters. chapter one introduction, background of the study, statement of the problem, objectives of the study, significance of the study, limitation and delimitation of the study, operational definition of terms, organization of the study, chapter two:

review of related literature; concept of physical education, the importance of physical education, and factors that affect the status of physical education. Chapter three methodology of the study: study area, research design, sample techniques, data gather instrument, procedure of data collection, data analysis techniques, chapter four analysis data and chapter five is summary and conclusion.

CHAPTER TWO

2. Review of related literature

Under this section the researcher was give high light on some important points about factors that affect the status of physical education and sport in some related issues.

2.1 Concepts of physical education

Physical education is one of the main subjects of many education systems. It properly conducted and it helps a lot for developing mental ability, physical ability and works a lot for a health. So, it is used for developing fundamental skills, physical education is phase of education concerned to the teaching skill education of knowledge development most public school, colleges, university recognizing the importance and privileges, education by making as a sport and recreation curriculum. This organization is according to physical education by nation throughout world (Nona, 1987).

2.2 The importance of physical education

Relevance is a key word in modern education to acquire good outcomes. To charity the importance of physical education in primary school some schools. Physical education is a place to learn fair and sport man ship. They also emphasized the point that it can prove useful in their pleasure hours. Shortly, the importance of physical education in primary school helps as to produce a good citizens and shaping they physically and mentally (Butcher 1972).

The importance of physical education to the physical, cognitive, and social aspects of child development has been acknowledged by many federal, state, and local health and education agencies. Many private entities throughout the country likewise have offered their support and recommendations for strengthening physical education. For example, the Institute of Medicine (2012a), in its report Accelerating Progress in Obesity Prevention: Solving the Weight of the Nation, points to the need to strengthen physical education to ensure that all children engage in 60 minutes or more of physical activity per school day. Similarly, the National Physical Activity Plan (2010), developed by a group of national organizations at the forefront of public health and physical activity, comprises a comprehensive set of policies, programs, and initiatives aimed at increasing physical activity in all segments of schools. The plan is intended to create a national culture that supports physically active lifestyles so that its vision that “one day, all Americans

was physically active and they will live, work, and play in environments that facilitate regular physical activity" can be realized. To accomplish this ultimate goal, the plan calls for improvement in the quantity and quality of physical education for students from prekindergarten through 12th grade through significant policy initiatives at the federal and state levels that guide and fund physical education and other physical activity programs. (Nona,1987).

2.3 Factors that affect the status of physical education

It is clear that the status of physical education can be affected by different factors; some of them are below. Methods of teaching teachers use in physical education there are many valuable teaching methods. However there is no best method which well assures a major success regarding this (hammer, 1991) stress a selected method is not always worked. New techniques and methods combination must be created for many new situations. (Hammer, 1991). According to Title IX of the No Child Left Behind Act (Part A Sec 9101–11), core academic subjects include "English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography." If physical education were designated as a core academic subject, it would receive much-needed policy attention that would enhance its overall quality with respect to content offerings, instruction, and accountability. In support of the inclusion of physical education as a core subject, Senator Tom Udall (D-NM) reintroduced the Promoting Health for Youth Skills in Classrooms and Life (PHYSICAL) Act on February 27, 2013, to support and encourage the health and well-being of elementary and secondary school students. With physical education not being considered a core subject, and amid growing concern regarding the increase in childhood obesity and physical inactivity, several national studies and reports have emphasized the importance of implementing state statutes, laws, and regulations both mandating time requirements for physical education and monitoring compliance. Yet although several national governmental, nongovernmental, private industry and public health organizations have recommended specific day and time/ minute requirements for physical education, no standardized state policy has emerged. Vainer and flat 1995 stated that each teacher must find his or her own best teaching methods (vain or and flat 1995).

2.4 Methodology of teaching

Some methods of teaching are; Involve students in the classroom activities. Introduce Varity. Provide feedback.

2.4.1 Involving Students in the Classroom Activities

According to (Dickinso,1978) learners involvement in direction making has positive impact on the subject It is clear that the above question they involving students in the classroom decision making helps arrow students interest and builds confidence in their learning. Involve in classroom activities during teaching learning process affect the status of the subject, (Dickinson, 1978).

2.4.2 Introducing Varity

It is better saying that introducing Varity and something interesting participative students towards learning (Varity teaching approach may make rather understanding subject in teaching). Therefore in doing whatever activity in the classroom it is useful. For the feature to vary the procedure they follow (mohasic and author 1988).

2.4.3 Providing Feed Back

According to many scholars feedback is a major source of student's participations in any form of learning. People usually like to know that they have done wrong and they generally welcome contractive advice on improving their performance. (Mohasic, 1988) for many years research have found out that position feedback is Mach more effective than negative feedback in changing pupil's behavior (Mohasi, 1988). It is possible to deduce from the work in different scholars that giving appropriate and positive feedback to students is an important activity, which could promote the subject to have good status. (Nano, 1989).

2.5 Physical or geographical condition of the school

Physical condition of the school plays a great role on student activity and responds to teachers to one another and to their students. According to the comfortable situation, in their surrounding administration (improper) lack of environment supplies, the school physical education plus the school site may have a great impact on the status of physical education in primary school.

2.6 Discipline and conduct within the physical education class

The nature of physical activity a raise two types and misbehavior that would not ordinary found in the regular classroom. But on the other hand it also reduces the kinds and undesirable. Classroom behavior which arises from long period of in activity for the tasks of convenience it is better to discipline by grouping in to teachers made and students made discipline (kuppuswamy, 1991).

2.7 Attitude of the learners towards the subject

Students must be interested in what towards they learn. Taking this in to account has status that education is an active process. It involves the active effect of the learner. The learners learn only those things which they can perform. If the school situation deal with mater of interest; the learnt was actively participated in them and thus to deal effectively with those situations. Furthermore; it is acquired that the increased of the effectiveness which tend to meet the situation as rise. (Tayer, 1994).

CHAPTER THREE

METHODOLOGY OF THE STUDY

3.1 Study area

Gurage zone is found in the Ethiopian Southern, Nation, Nationalities and peoples Region (SNNPR).This zone is named for the gurage people whose homeland lies in this zone. This study will be conduct in gubre sub city at Aba Fransua Markos primary school, which located 160 km south-east of Addis Ababa

3.2 Research design

For the study on the status of physical education in Aba fransua markos gubre primary school researcher was employ a descriptive survey study which encompass a number of the factors to determine the status of physical education in Aba fransua markos gubre primary school.

3.3 Sample and sampling technique

The researcher was target on Aba fransua markos gubre primary school grade 8. From the total population 326 students of grade 8^{th}, the girl Students was 103 and the remaining were 223 boys. 40 students were selected by simple random sampling technique the girl students was 15 and boy 25 and the bone physical education teachers were also consider as the subjects by purposive sampling technique as a sample by using random sampling techniques.

3.4 Source of Data

The sources of data needed are primary and secondary data sources. In order to gather detailed information about to assess the status of physical education subject in Aba Fransua Markos Gubre primary school. Sport science students and teachers used as primary data source. Different available written materials, books, journals, website on the issue were intensively reviewed by secondary data source.

3.5 Data gathering instrument and procedure

For this study, in the order to get useful information the researcher used questionnaire and observation. The instrument was used to for collecting data; paper, pencil, pen, and etc. Questionnaires prepare for students and teachers were administrating samples to point out the problem. Both the teachers and students questions were prepared in English there will be three (3) closed and two (2) open ended questions prepared in English for the students whereas three (3)

close ended and three (3) open ended questions were prepare in English for physical education subject teacher.

3.6 Procedure of data collection

The data that are necessary for the study were collect from the samples subjects with in the same day in order to maintain the validity of each questionnaire. The questionnaire was distributed based on the objectives of the study to the samples and the filled in questionnaire collected back from the sample as well.

3.7 Data analysis techniques

The researcher was organized the result from questionnaire and observation in tabular form and alternate choice were analyzed using presently system. The finding that comes out by using observation where discussed using the check list step.

CHAPTER FOUR

4. ANALYSIS AND INTERPRETATION DATA

4.1 Analysis of data

The quantitative presentation and qualitative interpretation of data collected through questionnaires and observation was deals in this chapter. On this section the result in such as a manner that they give a clear picture of response made by all respondents.

Table1.Characteristics of student's respondents

No	Items	Alternatives	No of respondents	Percentage
1	Sex	Male	25	62.5%
		Female	15	37.5%
		Total	40	100%
2	Age	13-20	40	100%
		21-30	-	-
		31-35	-	-
		Total	40	100%
3	Grade level	8	40	100%

According to the above table 100% of the responding was female students and male students this indicates all of the respondents participating in the questionnaire were female and male.

Table 2 Characteristics of teacher's respondents

No	Items	Alternatives	No of respondents	Percentage
1	Sex	Male	1	100%

		Female	**1**	**-**
		Total	2	100%
2	Service year	1-5	**-**	**-**
		6-11	2	100%
		12-20	**-**	**-**
		Total	2	100%
3		12 complete	**-**	**-**
		Diploma	2	100%
		Degree	**-**	**-**
		Total	2	100%

According to the above table 2 100% of the respondents were male and female. This indicate that all of the respondents participate in the study were male and female teachers.

Table 3 having the problem in learning teaching the subject

Items	No of respondent	Percentage
High	14	35%
Low	26	65%
Total	40	100%

As this represented in table 3 is regarding the problem of physical education 35 % of the sample (14 students) believe that physical education is directed toward the problem of learning and teaching process of the school while 26(65)% the sample respond that physical education is directed to there is no problem in learning the subject at all.

Table 4 the sufficient of materials in the school

Items	No of respondents	Percentage
	5	12.5%
No	35	87.5%
Total	40	100%

As it is represented in table 4 on the sufficiency of the teaching materials in the school 87.5 % of the respondents replied that the sufficiency materials in the school is nowhere as 12.5% of the respondents replied that is yes as result most of the students reported that the sufficiency of materials in the school is very low.

Table 5 the will of students to be physical education

Item	No of respondents	Percentage
High	15	37.5%
Medium	12	30%
Low	13	32.5%
Total	40	100%

As it can be seen the table 5 on the will of students to be physical education teacher 37% of respondents replied that they are willing to become physical education teacher where as 30% of the respondent said that medium to become physical education teacher and 32.5% of the respondent said that low to become physical education teacher. The researcher asked students why they medium want to be physical education teacher is the reason that those students forwarded are because they want to be a teacher at all being a teaching is training job the communities attitudes with positive feeling on becoming physical education teacher.

Table 6 the student's attitude towards physical education

Item	No of respondents	Percentage
Very high	12	30%
High	8	20%
Medium	12	30%
Low	8	20%
Total	40	100%

As it can be seen table 6 regarding the attitude of students towards physical education 30% of the respondents reported that they like very highly in general where as 20% of the respondents replied that high and 30% of the respondents reported that medium to the subject respectively and 20% respondents are low. Why that replied I very highly like physical education that researcher had asked using questionnaire most of the students have forwarded their justification the very significance once are because of the role of physical education play to nature in refreshing the body and it keeps body posture with this respect we can say that the school is successful.

Table 7 the acceptance of physical education teacher by their students

Item	No of respondents	Percentage
High	25	62.5%
Moderate	15	37.5%
Low	-	-
Total	40	100%

As it can be seen from table 7 can the acceptance of physical education teachers by the students 37.5% of the respondents reported that physical education teachers are moderate by the accepted by the students while 65.2% of the respondents replied that it is high. As a result relatively large number of physical education teachers by their students is high.

4.2 Students response for open ended items

Q 6 in question number 1 your answer is yes why?

1. Because of that there was no sufficient material to teach to physical education in the school. 87.5% (35 of the students responded that the school had no sufficient material in terms of Physical education department.)
2. The second issue was the shortage of teachers to teach physical education in the school.
3. And lastly, the main problem was in teaching- learning field ground to practice different types of skills about physical education.

Q 7 What is your hobbies in case of physical education?

- To be a good coach in football club (30 (75%) students responded)
- To be a good physical education teachers to teach physical education teachers to teach physical education in high school, colleges and university.
- To be good manager in case of physical education club.

Q 8 how you relate your initiation of physical education with other subject?

- I have a good initiation to physical education relating with other subject that it makes good posture and well health 33(82.5%) students responded.
- Initiation of physical education is very high because of that it players a key role in the present world.
- Also I have a good relation with physical education comparing with other subjects because of that physical education have so many function to our body example strengthen of the body, flexibility of our body, health and fitness of our body to prepare circulation of our body and etc.

4.3 Analysis of the collected data from physical education teachers

Table1. The academic qualification of physical education teacher in aba fransua markos elementary school.

Item	No of respondents	Percentage
12 complete	-	-
Diploma	2	100%
Degree	-	-
Total	2	100%

As it can be seen from table 1, on the qualification of physical education teachers in aba fransua markos elementary school all the physical education teachers were identified to be diploma level of teachers

Table 2 the interest of student to learn physical education

Item	No of respondents	Percentage
Very high	2	100%
High	-	-
Medium	-	-
Low	-	-
Total	2	100%

As it can be seen from table 2 all the teachers of physical education are highly interested to the subject. Therefore their school should provide the physical teachers with the necessary materials supplied to run physical education properly.

Table 3 the attitudes of other towards physical education in aba fransua markos elementary school

Item	No of respondents	Percentage
Give equal attention	2	100%

Give less attention as to other	-	-
Not know	-	-
Total	2	100%

As it is respondent in table 3 100% of the respondents showed that two physical education teachers have given equal attention as to other subject.

Table 4 whether the teacher use the allocated time during practical class effectively or not

Item	No of respondents	Percentage
Yes	-	-
No	2	100%
Total	2	100%

As the table 4 shows about the use age of allocated time practical class 100% of the respondents reported that is difficult to use the allocated time for practical classes effectively because of there is shortage of playing ground in the school to do practical class

Table 5 the assistance of school administration to physical education teachers in aba fransua markos elementary school

Item	No of respondents	Percentage
Yes	-	-
No	2	100%
Total	2	100%

As it is presented in table 5 100% of the respondents reported that they the school administrator should not provide them with any assistance possible regarding problems facing the department.

Table 6 short training provided for physical education teacher in aba fransua markos elementary school

Item	No of respondents	Percentage
Yes	2	100%
No	-	-
Total	2	100%

As it is indicated in table 6 100% of the respondents reported that they take only short training course in the area of physical education.

4.4 teachers response for open ended items

Q7 mention the availabilities of teaching materials in the school that used to teach physical education?

To teach physical education the material which is found the school is text book, fool ball, mate, table and etc which are used to teach physical education and sport in school.

Q8 playing and practical teaching ground is found in your school? Yes mention it there is a field of volley ball, football, and athletics running and playing ground is found in the school to teach students in practical classes of physical education and sport. In general these are playing and practical teaching fields in our school.

4.5 Analysis of the observation

Based on the observation the researcher had come across with the available equipment and practical field in the school for physical education lessons. As a result the quantity of materials available in the school is every source. It is very difficult to run physical education lessons with in such atmosphere. As can be seen the available playing grounds for practical teaching fields. Regarding this issue the running of physical education in the school was highly affected and also the student attitude would be unfavorable

As it is presented the observation the school was provides with the annual lesson plan of physical education with the annual lesson well prepared with weekly and daily lesson plan. This is very helpful in sustaining well organized session throughout the year the only failure well observed by the researcher was the absence of monthly lesson plan

In addition to the above discussion the researcher also observed the teachers moral and ethical in relation with the student's motivation to learn the subject. Thus the teachers have medium and come to bored. On the other side students are highly passive it does not show good motivation to learn the subject.

CHAPTER FIVE

5. SUMMARY CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary

The aim of this study was the status of physical education in aba fransua markos elementary School: this study had come up with a number of points that they should be remodeled by the school. The purpose of the study was to find the status of physical education and sport subject in case of aba fransua markos elementary school grade 8. For this, 40 samples were selected as the samples. Out of which 40 students who were studying Grade 8 of aba fransua markos elementary School and Two physical education teacher were selected by using simple random. The vary failure of the school was the study revealed the school does not have practical teacher on field. With this problem, the learning process can be highly affected and the students interest towards to learn the subject low.

5.2 Conclusions

This study had focused on the status of physical education in aba fransua markos elementary school. Based on the finding of chapter 4, the school has availability of teaching materials which is compulsory for physical education lesson. On the other hand, the school has been faced with a number of factors that would deteriorate the status of physical education in aba fransua markos elementary.

Generally to improve the exiting status of physical education the school should take remedial actions on those major failures which have been revealed by this study. The other influential factor for running the physical education in aba fransua markos elementary School was the provision of equipment and materials by the school. With this regard shortage of materials would affect the process of physical education. This would result in bringing the students attitude to unfavorable condition.

5.3 Recommendations

Based on the findings of the research, the following policy recommendations are suggested to improve the status of physical education in aba fransua markos elementary school in the study area; the researcher reflected the following points as suggestion.

- The school administrator shall assign enough budgets for the department of physical education to construct well organized playing ground field for practical class.
- This would result in proper running of teaching learning process of the school and develop student's ability by doing on exercise on the field.
- The school administrator shall assign enough budgets for the development of physical education and also to supply with sufficient teaching equipment. This would result to improve the attitude among the students.
- Physical education teachers should try to incorporate teaching materials from local source.
- The teachers should also be strong enough to cope up with certain difficulties rather becoming bored to teach the subject.
- Physical education in school should do their best effort to bring such a large number of students to accept them.

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APPENDIX 1

COLLEGE OF NATURAL AND COMPUTATIONAL SCIENCE
DEPARTMENT OF SPORT SCIENCE

ASSESEMENT ON THE STATUS OF PHYSICAL EDUCATION SUBJECT IN CASE OF ABA FRANSUA MARKOS GUBRE PRIMARY SCHOOL GRADE 8

Survey questionnaire for aba fransua elementary school grade 8th students.

General introduction

1. Back ground Information

1 sex A. male B. female

2 Age___

1 sex A. male B. female

2 service year A. 1-5 B. 6-11 C. 12-20

3 level of education. A. 12 complete B. Diploma. C. Degree

4 have the problem in learning teaching the subject?

A. Yes B. No

5 The sufficient of material in school?

A. Yes B. No

2.6 The will of students to be physical education

A. High B. medium C. Low

2.7 The Students attitude towards physical education

A. very high B. high C. medium D. low

2.8 The acceptance of the physical education teacher by their students?

A. high B. moderate C. low

2.9 What is your hobby in physical education?

_____

2.10 How you relate your initiation of physical education with other subjects?

_____

APPENDIX 2

COLLEGE OF NATURAL AND COMPUTATIONAL SCIENCE DEPARTMENT OF SPORT SCIENCE

ASSESEMENT ON THE STATUS OF PHYSICAL EDUCATION SUBJECT IN CASE OF ABA FRANSUA MARKOS GUBRE PRIMARY SCHOOL GRADE 8

Question for teachers

1. The academic qualification of physical education teachers in aba fransua elementary primary school

    1. 12 complete B. diploma C. degree

2. The interest of student to learn physical education

    A. Very high B. high C. medium D. low

3. The attitudes of other towards physical education in primary aba fransua elementary school grade 8^{th}.

    A. Give equal attention B. Give less attention as to other C. Not know

4. Whether the teacher use the a located time during practical class effectively or not

   A. Yes B. No

5. The assistance of school administration to physical education teachers in aba fransua elementary school

   A. Yes B. No

6. Short training provided for physical education teacher in aba fransua elementary primary school

   A. Yes B. No

Open ended question for teachers

- Mention the availabilities of teaching materials in the school that used to teach physical education?

  _____

  _____

- Playing and practical teaching ground is found in your school? Yes mention it

  _____

  _____