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ASSESSMENT OF THE PRACTICE AND CHALLENGE OF IMPLEMENTING PHYSICAL EDUCATION PRACTICAL SESSION IN SELECTED SECONDARY SCHOOL OF AWI

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BAHIR DAR UNIVERSITY

SPORT ACADEMY

DEPARTMENT OF SPORT SCIENCE

**ASSESSMENT OF THE PRACTICE AND CHALLENGE OF
IMPLEMENTING PHYSICAL EDUCATION PRACTICAL
SESSION IN SELECTED SECONDARY SCHOOL OF AWI
ZONE**

BY: MERIEM MUHAMMED

JANUARY, 2021

BAHIR DAR, ETHIOPIA

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PHYSICAL EDUCATION PRACTICAL SESSION IN SECONDARY SCHOOL OF AWI
ZONE**

BY: MERIEM MUHAMMED

**A THESIS SUBMITTED TO THE DEPARTMENT OF SPORT SCIENCE IN PARTIAL
FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF
EDUCATION IN TEACHING PHYSICAL EDUCATION**

ADVISOR: BEWKETU CHEKOL

**JANUARY, 2021
BAHIR DAR, ETHIOPIA**

APPROVAL SHEET

ASSESSMENT OF THE PRACTICE AND CHALLENGE OF IMPLEMENTING PHYSICAL EDUCATION PRACTICAL SESSION IN SECONDARY SCHOOL OF AWI ZONE

BY: MERIEM MUHAMMED

APPROVES BY BOARD OF EXAMINATION

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Declaration

I, the undersigned, hereby declare that this research report is my own work. It is being submitted for the degree of Masters of Sport science at Bahir Dar University. It has not been submitted for any other degree or examination at this or any other university. All sources of materials used for this thesis have been duly acknowledged.

Name: Meriem Muhammed

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Date: _____

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Table of Contents

APPROVAL SHEET	i
Declaration	ii
ACKNOWLEDGMENTS.....	iii
Table of Contents	iv
LIST OF TABLES	vii
ABSTRACT	viii
INTRODUCTION	1
1.1. Background of the Study.....	1
1.2. Statement of the problem	2
1.3. Objectives of the Study	3
1.3.1 General objective of the study	3
1.3.2 Specific objectives of the study	4
1.4. Research Questions	4
1.5. Significance of the Study	4
1.6. Delimitation of the study.....	5
1.7. Limitations of the Study.....	5
1.8. Organization of the study	5
1.9. Definition of key Terms	6
CHAPTER TWO	7
REVIEW OF RELATED LITERATURE	7
2.1. Goals of Physical Education for Secondary Schools	7
2.1.1. Motor Skill Development	7
2.1.2. Social Development.....	8
2.2. Teachers' Pedagogical Responsibility	8
2.2.1. Planning.....	9
2.2.2. Administration Functions	9
2.3. Factors that Affecting the Implementation of PE Practical Session	10
2.3.1. School Factor.....	10
2.3.2. Physical Environment.....	10

2.3.3. The Social Environment	10
2.3.4. The Human Factors i. Teachers	11
2.4. Other Factors	15
2.4.1. Skills in Writing Objective for Learning	15
2.4.2. Instructional Activities	16
2.4.3. Learning Time	16
2.4.4. Planning the Use of Facilities and Equipment.....	17
2.4.5. Co-curricular Programs	17
2.4.6. Safety Guidelines.....	18
2.4.7. Assessment and Evaluation	19
2.4.8. Teaching for Success in High School Physical Education Curriculum.....	19
2.4.9. Learning Environment.....	20
2.4.10. Instructional Strategies	22
2.5. Curriculum Implementation	22
2.6. The Importance of Physical Education Curriculum for Secondary Schools.....	23
CHAPTER THREE	25
RESERCH METHODS	25
3.1. Research Design.....	25
3.2. Research Approach	25
3.3. Study Area.....	25
3.4. Study Population	25
3.5. Sample and Sampling techniques.....	26
3.6. Data collection instruments	26
3.6.1. Questionnaire.....	26
3.6.2. Interview	26
3.6.2. Observation.....	27
3.7. Pilot Study	27
3.8. Methods of data analysis	27
3.9. Ethical Consideration	28
CHAPTER FOUR.....	29
RESULTS OF THE STUDY	29

4.1 Demographic Characteristics of the Respondents.....	29
4. 2. Responses of students and teachers on the practice and challenge of implementing physical education practical session.....	30
4.2.1. Independent sample t-test of respondents on the practice and challenge of implementing physical education practical session by sex	36
4.2.2. Independent sample t-test of students on the practice and challenge of implementing physical education practical session by grade level	37
4.2.3. Independent sample t-test of respondents on the practice and challenge of implementing physical education practical session by position	38
4.2.4. One way Analysis of variance of students on the practice and challenge of implementing physical education practical session by age	39
4.3. Supervisors and principals responses from interviews on Strategies.....	40
4.4. Discussions	40
CHAPTER FIVE	43
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS.....	43
5.1. Summary	43
5.2 Conclusions	46
5.3. Recommendation.....	48
<i>References</i>	50
APPENDICES	53
APPENDIX- A	53
APPENDIX- B	54
APPENDIX- C	55
APPENDIX-D	56
APPENDIX-F.....	57

LIST OF TABLES

Table 1: Background characteristics of students.....	29
Table 2: Background characteristics of the teachers.....	30
Table 3: The Mean and Standard deviation scores of respondents' on the practice and challenge of implementing physical education practical session.....	31
Table 4: The practice of implementing physical education practical session.....	32
Table 5: The challenge of implementing physical education practical session.....	34
Table 6: Independent sample t-test on the practice and challenge of implementing physical education practical session by sex	36
Table 7: Independent sample t-test on the practice and challenge of implementing physical education practical session by grade level.....	37
Table 8: Independent sample t-test on the practice and challenge of implementing physical education practical session by grade level by position.....	38
Table 9: Summary of ANOVA on the practice and challenge of implementing physical education practical session by age.....	39

ABSTRACT

By using mixed approach the study investigated the practice and challenge of implementing physical education practical session in Secondary Schools of Awi zone. A total of 186 participants; 160 students, 20 teachers 4 principals and 2 supervisors were selected by using simple random sampling, comprehensive and purposive sampling techniques respectively. Three data gathering tools questionnaire, interview and observation were used. Data were analyzed using descriptive and inferential statistics and narrative descriptions. Results from students' and teachers' questionnaire depict that respondents show a low level of agreement on the practice items towards the practice of and challenge of implementing physical education practical session in Secondary Schools of Awi zone. This study investigated how demographic variables; sex, grade level, age and positions affected the practice of and challenge of implementing physical education practical session. Of the variables sex, age, grade level and positions were significant predictors of statistical variation towards the implementation of physical education practical session in Awi zone. From the qualitative data, some of the common major problems identified are listed as follows: shortage of budget to fulfill those materials that are very important for physical education practical sessions, less attention is given to physical education practical sessions from the administrative body, lack of sport fields etc. Thus, it is recommended that Physical education subject has to be perceived and treated equally with other subjects by time allotment; budget, with man power, facilities and equipment's in the school.

Key words: Practice, Challenge

CHAPTER ONE

INTRODUCTION

1.1. Background of the Study

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).

We know that sport science education is forwarded not only to generate few sport professionals but also to have healthy society in the country. Since ancient times, sports activities in the shape of running, jumping throwing have been a natural part of man's existence whether it was hunting animals for food or escaping from the wild and dangerous species. However, these activities became pleasurable. The development in the present country in all walk of human life has surprised the progress of thousands of years and sports also became a part of life. It has become a very important and integral part of the total educational process. Through the well-directed program, children develop skills; engage in activities that are conducive to healthy living to their physical, social, mental and emotional health. (Anthony,2000). Knowledge is expressed not only in words or symbols but also inactions. The practical form that knowledge can be represented in a physical education class by encouraging thinking within physical education lessons, students are being encouraged to think ethically, use their problem solving and decision-making, inquiry and reflective skills (Richard, 2008).

The practical sessions in schools are important to increase students' cardiovascular fitness, muscle strength, endurance, flexibility, agility, coordination, skill and tactical knowledge. To improve explosive movements' physical education teachers can use different types of practical methods, including different physical exercises that improve fitness components especially speed, strength and power for students (Angus, 2008). According to Bailey (2006) the designing of a physical education program, is a practical activity that is based upon a set of beliefs about the role of education in society, that theory and practice are inseparable". For this reason we need to go beyond "learning as cognitive."

Physical education is aimed to foster the development of motor skills, health related fitness, knowledge and attitudes relative to physical education through a series of carefully planned and conducted experiences (Chappell, 2001). The learning environment is thoughtfully structured to enhance the overall development of each student within the true learning domains. The experiences are conducted in such a way as to promote positive feelings towards oneself as a mover and an appreciation for the contribution that physical activity can make to one's quality of life (Wuest & Lombardo, 2000).

The real purpose of education is to bring about significant changes in the students 'pattern of behavior (MacMurrer, 2008). Practical session in Physical Education is the main and it takes the lion share of the learning process even learning physical education without practical session could not be attractive important for students (Richard, 2008). According to Dawn and John (1999), Physical Education teachers are in a unique position to provide leadership to the rest of the community in achieving our natural health goals. School programs provide the best means to reach millions of people and reduce the disparities in health among different segments of the population. It can be instrumental in helping children establish physical exercises.

Learning physical education in practical is enjoyable and students will develop a positive self-image and social skills that will provide personal competence in work and leisure situations. According to Dawit (1999) and Solomon (2000), there is a gap between the planned curriculum of physical education and implemented practical activities with different level of schools. Consequently, these situations lead the researcher to investigate the main factors that make the gap between the physical education curriculum and the real implementation practical session in schools. Therefore, this study was designed to investigate the practice and challenges of implementing Physical Education practical session in secondary schools of Awi zone.

1.2. Statement of the problem

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

Physical education can play an important role in high school students for Positive self-concept development, an outgrowth of a number of positive experiences, Social development results from interactions between peers; learn to work cooperatively in small, medium and large groups encountered through physical activity (Fall, 2007). According to Dawn and John (1999), physical education contributes to students' academic and intellectual growth.

The physical education teachers are not teaching based on the methods and the techniques prescribed by the syllabus. So that it is difficult to implement due to serious shortage of teaching materials, non-availability of sufficient budget and play grounds ,Willingness of concerned teachers to use new methods of teaching (Solomon 2000).

According to Alex (2006) the role played by the teacher in the implementation of a curriculum is one of the factors that influence the quality of education In Ethiopia's educational system. During curriculum implementation we may face many challenges in reality on the ground. Challenges have been encountered in the course of its implementation. Thus, assessment of the implementation is essential so that the challenges can be detected. Therefore many researchers studied on the characterization and extent of the implementation of physical education for different school levels comparing with the designed curriculum, but in my study the basic factors that hinder the implementation of physical education practical session in high schools which is not studied so far separately have been investigated. To this end the objective of this study was to investigate the practice and challenges of implementing Physical Education practical session in secondary schools of Awi zone.

1.3. Objectives of the Study

1.3.1 General objective of the study

The overall objective of the study was to investigate the practice and challenges of implementing Physical Education practical session in secondary schools of Awi zone.

1.3.2 Specific objectives of the study

1. To assess the current practices of implementing physical education practical session in secondary schools of Awi zone?
2. To examine the challenges of implementing physical education practical session in secondary schools of Awi zone?
3. To determine if there is a significant difference of respondents' towards the practice of physical education practical session across their demographic characteristics (Sex, age, grade level and position)?
4. To determine if there is a significant difference of respondents' towards the challenge of physical education practical session across their demographic characteristics (Sex, age, grade level and position)?
5. To indicate possible mechanisms that help to minimize challenges in implementing physical education practical session in secondary schools of Awi zone?

1.4. Research Questions

The following research questions are raised to be answered at the end of the study:

1. What are the current practices of implementing physical education practical session in secondary schools of Awi zone?
2. What are the challenges of implementing physical education practical session in secondary schools of Awi zone?
3. Is there a significant difference of respondents' towards the practice of physical education practical session across their demographic characteristics (Sex, age, grade level and position)?
4. Is there a significant difference of respondents' towards the challenge of physical education practical session across their demographic characteristics (Sex, age, grade level and position)?
5. What possible measures are there to minimize the challenges experienced in implementing physical education practical session in secondary schools of Awi zone?

1.5. Significance of the Study

The central purpose of this study was investigating the practice and challenges of implementing Physical Education practical session in secondary schools in the study area. The study may contribute a lot as review for other investigators in this area. In view of this, the findings of the study are believed to have the following benefits:

- It provides input for the concerned bodies to set strategy for a better Physical Education practical session.
- It provides the information for physical education teachers about the contribution of physical education for student's knowledge and society development
- It gives information to school leaders and teachers to facilitate the better practical session.
- It serves as a ground and may encourage others to study the problem in a wider scope and depth.

1.6. Delimitation of the study

This study was delimited in its scope to Physical Education practical session in Awi zone, Amhara regional states. In addition to this, the study was also limited only to investigate the practice and challenges of implementing Physical Education practical session in secondary schools of Awi zone. Hence, the results of the study were only reflect and applicable to Physical Education practical session in Awi zone.

1.7. Limitations of the Study

To complete this research there were different challenges and limitations such as time and resource constraints to have a data in a wide area, difficulty of getting respondents in schools and shortage of reference books and internet services in the university which were closed due to Covid 19 disease.

1.8. Organization of the study

To be clear for the readers the study was divided in to five chapters. The first chapter deals with Background of study, Statement of the Problem, Objective of the study, Basic research questions, Significance of the study, Delimitation of study, Limitation of the study. The second chapter was about Review of related literature. The third chapter covers the Research methods and Procedures. And data analysis and interpretation were presented in chapter four. In the last chapter summary, conclusions and recommendations were given.

1.9. Definition of key Terms

The definitions of the following key terms will be used during the course of this study:

Challenge: refers to a set of obstacles that prohibit the practice of implementing Physical Education practical session in secondary schools of Awi zone.

General secondary school-: refers to schools that provide education which lasts for eight years and is divided into two cycles: basic education (Grades 9-10) and general education (Grades 11-12).

Practice: refers to the act of doing something regularly in relation to implementing Physical Education practical session in secondary schools of Awi zone.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1. Goals of Physical Education for Secondary Schools

The goals of physical education for secondary schools are improving physical health and develop a good attitude towards various physical activities that will result in lifetime participation in physical activities (MoE ,2003). One of the major goals of education is to prepare students to be lifelong learners. The general objectives of physical education for secondary school syllabus are acquire and refine motor skills essential for everyday activities, develop health-related fitness, attain knowledge on the benefit of physical education and health-related physical fitness, develop an application for the contribution that regular physical activity makes to lifelong health.

These outcomes embrace the acquisition of physical skills, promotion of participation, achievement of fitness, attainment of knowledge, and development of attitude when viewed from the more traditional perspective, the goals of physical education relate to the student development in three interrelated domains and some of assessment techniques are important in practical session (MoE,2003).

2.1.1. Motor Skill Development

Teachers will find that their students exhibit a wide range of different with respect to motor skill development. Some students have mastered the fundamental manipulation of psychomotor skill, and the non-psychomotor skills that serve as a foundation for the more specialized sports skills that are typically emphasized at this level. Other students lack competency in the fundamental skills. Teachers must assess students' abilities at the start of instruction, accept students at their entry level, and provide a sequential progression of activating to allow each individual to attain the stated more skill objectives. Effort and participation should be encouraged, extra help should be provided if necessary, personal accomplishments should be recognized. Learning experiences that provide for success while developing skill proficiency increase the probability that students will incorporate physical education into their lifestyle (Susan, 2004).

2.1.2. Social Development

Opportunities to work cooperatively with others, to assume responsibility with appropriate guidance to make decisions, and to lead and to follow contribute to the development of social skills. There is a need to be sensitive to individuals who are loners and who have not yet developed an appropriate social relationship with their peers. These individuals may suffer from shyness and perhaps low self-esteem. Participation in physical education provides a common interest and means for helping adolescents learn how to interact with their peers. Students' interest in their appearance and bodies provides an opportune time discuss the many physiological changes that are occurring and to help students gain an appreciation for individual differences. Information on nutrition, weight control, and exercise may be well received by students (Susan, 2004).

2.2. Teachers' Pedagogical Responsibility

PE teacher is in a unique position to provide leadership to the rest of the community in achieving our natural health goals. School programs provide the best meets to reach millions of people and reduce the disparities in health among different segments of the population. PE program can be instrumental in helping children establish PA patterns that are beneficial to their health and incorporating them into their lifestyle (Hopkins, 2002). They offer several suggestions about what teachers can do to foster an equitable approach to physical education teacher can: Use teaching style that provides for the accommodation of a diversity of student's needs, Be sensitive to individual differences and avoid embarrassing or belittling students in front of their peers, Focus on students' abilities and work to strengthen areas of need, Use activities to help overcome stereotypes and to enable students to learn to appreciate themselves and their peers, Modify activities and rules to provide for meaningful participation by all students, Become aware of students' interaction with other students, Choose students for class leaders role model I skill demonstrators equitably don not always choose males or athletics, Promote self-responsibility while encouraging students to be supportive once of other's efforts, Help students appreciate the uniqueness of each person, Model positive, equitable interaction with all students.

2.2.1. Planning

Teaching is a goal oriented activity in which specific outcomes are actively sought. Planning can contribute to the attainment of desired instructional outcomes by helping teachers focus on objectives and identify strategies to achieve them. Planning gives direction to one's efforts and contributes to wise use of instructional time. A teacher who coach may use this time or prepare for the afternoon's practice schedule contests, or contract officials. In other schools, weekly lesson plans are subjected to being checked by the department chairpersons or the principal (Grout & Long, 2009).

2.2.2. Administration Functions

Physical education performs are numerous. Main try student's records, information on students' achievement on fitness and skills tests and anecdotal records of behavior. Many teachers also coaching interscholastic sport team in addition to teaching their physical education classes. Coaching is a demanding responsibility, especially when it is viewed in conjunction with the many other responsibilities associated with teaching. Teaching and coaching impose numerous responsibilities for physical education, forming individuals; it is like having two full time jobs (Alex, 2006).

2.2.3. Curriculum Development

A part of physical education pedagogical responsibility is the development of a well thought out curriculum and a continuous revision of curriculum to meet students' needs. Curriculum development requires the physical education together input from a variety of sources. Consideration of facilities, equipment budget, time allotments, and scheduling constraints is important. Program promotion, physical education must assume the responsibility for actively promoting their programs. Program promotion starts with a quality program. A variety of different approaches will be effective in informing students, parents, and community members about the merits of a quality PE (Alex, 2006).

2.3. Factors that Affecting the Implementation of PE Practical Session

2.3.1. School Factor

Effective schools are distinguished from inefficient ones by the frequency and extent to which teachers learn together, plan together, test ideas together, discuss practices together, reflect together, grapple together with the fundamental vision and focus of developing students to fullest capacity. Effective schools are a learning community, a place where teachers and administrators study, work and learn together with the mission of improving student achievement. All efficient schools have a culture and it is the information one gets from a culture that sends a message to the student that they will be productive and successful. The effective teacher thinks, reflects and implements (Ontario,2010).

2.3.2. Physical Environment

The physical environment can affect both conditions for learning and opportunities for physical activity and healthy living. The physical environment includes the school building and grounds, routes to and from the school, and materials and equipment used in school programs. A healthy physical environment would include clean and accessible facilities, shade structures and a naturalized play environment, the availability of healthy food choices, and the absence of environmental carcinogens, including any that might be found in cleaning products. Visual cues, such as bulletin boards and signs with healthy-school messages, can be an indicator of a healthy physical environment. The design of the built environment can enhance or restrict opportunities for physical activity and healthy living (Ontario 2010).

2.3.3. The Social Environment

The social environment has a positive impact on students' learning. Students are more able and more motivated to do well and achieve their full potential in schools that have a positive school climate and in which they feel safe and supported. "School climate" may be defined as the sum total of all the personal relationships within a school. When these relationships are founded in mutual acceptance and inclusion and are modeled by all, a culture of respect becomes the norm. Students, teachers, and parents can all benefit from a social environment, and there are various

practices that can foster such an environment – from formal measures (e.g., school policies, programs, and guidelines that promote inclusion and the removal of systemic barriers; bullying prevention, healthy foods, and anaphylaxis protocols; clubs and organized support groups) to informal behavior (e.g., occurring within unstructured peer interaction or free play) (Ontario 2010).

2.3.4. The Human Factors

i. Teachers

Teaching is a key to student success. Teachers are responsible for using appropriate and effective instructional strategies to help students achieve the physical education curriculum expectations, as well as appropriate methods for assessing and evaluating student learning. Teachers bring enthusiasm, addressing individual students' needs and ensuring high-quality learning opportunities for every student. The attitude with which teachers approach physical education is critical, as teachers are important role models for students (Ontario 2010).

Teachers should follow the principle of “first, do not harm” and ensure that the learning setting is always physically and emotionally safe. It is important to be aware of and carefully observe how students feel about the various requirements of the program, from changing their clothing for physical education classes to participating in activities, demonstrating learning, working with others, and discussing health topics. To ensure physical safety, teachers must follow all board safety guidelines. It is also critical to student success to create an atmosphere in which students of all body shapes and sizes, abilities, gender identities and sexual orientations, and ethnic cultural, racial, and religious backgrounds can feel accepted, comfortable, and free from harassment(Susan,2004).

To increase their comfort level and their skill in teaching physical education and to ensure effective delivery of the curriculum, teachers should reflect on their own attitudes, biases, and values with respect to the topics they are teaching, and seek out current resources, mentors, and professional development and training opportunities, as necessary. Using a variety of instructional, assessment, and evaluation strategies, teachers provide numerous opportunities for students to enhance their living skills as they develop the knowledge and skills required for active living, movement competence, and healthy living (Ontario,2010).

These hands-on learning experiences should enable students to make meaningful connections between what they already know and what they are learning. Teachers should reflect on the results of the learning opportunities they provide, and make adjustments to them as necessary to help every student achieve the curriculum expectations to the best of his or her ability (Richard 2008). Learning in physical education can play a key role in shaping students' views about life, relationships, healthy development, physical activity, and how they learn (Susan, 2004).

ii. Students

Students' responsibilities with respect to their own learning develop gradually and increase over time, as they progress through elementary and secondary school. With appropriate instruction and with experience, students come to see how an applied effort can enhance learning and improve achievement. As they mature and develop their ability to persist, to manage their behavior and impulses, to take responsible risks, and to listen with understanding, students become better able to take more responsibility for their learning and progress. Learning to take responsibility for their improvement and achievement is an important part of every student's education(Grout&Long,2009).

Mastering the skills and concepts connected with learning in the physical education curriculum requires on-going practice, an effort to respond to feedback, personal reflection, and commitment from students. It also requires a willingness to try new activities, work with peers, and always follow safety practices. Through on-going practice and reflection about their development, students deepen their appreciation and understanding of themselves and others, and of their health and wellbeing. Students' attitudes towards physical education can have a significant effect on their learning and their achievement of the expectations. Students who are strongly engaged and who are given opportunities to provide leadership are more likely to adopt practices and behaviors that support healthy, active living (Macdonald & Brooker, 1997).

Economic status is common that the influence of the economic level of the community on its schools is considerable. The state of the nation's economy, the economic soundness of local businesses and industries, and the level of employment within the community are some of the economic factors that can positively or negatively affect various school programs and the equality of the education students receive. In relation to physical education this means well

planned plans, adequate equipment, and enough qualified personal with salaries high enough to attract and retain them. It also means an appropriate class size for learning, a varied instructional program, an inclusive intramural program, and a full interscholastic program. Where communities are experiencing hard economic times the school budget may not be supported. Over a period of time, this lack of financial support can have a severe impact the quality of education with reference to physical education, the consequences can include inadequate facilities, shortage of equipment and supplies, overcrowded class, Sensitivity to different economic conditions within the needs of their students while some students may come from very wealthy backgrounds, other students may be living at or below poverty level. These students may face the problems of hunger, fear, and insecurity that may interfere with their ability to learn (Ontario, 2009).

Some students with special education needs are able, with certain accommodations, to participate in the regular curriculum and to demonstrate learning independently. (Accommodations do not alter the provincial curriculum expectations for the grade level.) The accommodations required to facilitate the student's learning must be identified in his or her IEP (IEP Standards, 2000). A student's IEP is likely to reflect the same accommodations for many, or all, subject areas. Providing accommodations to students with special education needs should be the first option considered in program planning. Instruction based on principles of universal design and differentiated instruction focuses on the provision of accommodations to meet the diverse needs of learners. If a student requires modified expectations in physical education, assessment and evaluation of his or her achievement will be based on the learning expectations identified in the IEP and on the achievement levels outlined in this document (IEP Standards, 2000).

iii. Parents

Parents play an important role in their children's learning. Studies show that students perform better in school if their parents are involved in their education. By becoming familiar with the physical education curriculum, parents can better appreciate what is being taught in each grade and what their children are expected to learn. This awareness will enhance the parents' ability to discuss their children's work with them, to communicate with teachers, and to ask relevant questions about their children's progress (Ontario, 2010).

Knowledge of the expectations will also help parents to understand how their children are progressing in school, to interpret teachers' comments on student progress, and to work with teachers to improve their children's learning. Effective ways in which parents can support their children's learning include the following: attending parent-teacher interviews, participating in parent workshops and school council activities (including becoming a school council member), and encouraging their children to practice at home and to complete their assignments.

Parents can be supportive by promoting and attending events related to healthy, active living at their children's school (Ontario, 2010). Parents who work in the health or recreation fields, for example, may be able to contribute as guest speakers or as volunteers during health or physical education classes or co-curricular activities. Parents and all adult role models can also provide valuable support for their children's learning by being physically active themselves and making healthy choices connected to eating, substance use, relationships, personal care, and injury prevention (Douglas, H. 2008).

Parents help to show children the value of their learning in physical education by taking an interest in the curriculum topics and helping to make connections at home. Such an interest encourages students and promotes a positive attitude about healthy, active living. Through discussion with their children, parents have an opportunity to learn about new approaches in physical activity and about emerging health issues. Helping students apply their learning may involve things like including children when making food purchasing decisions and preparing meals, discussing activity choices and ways of building fitness into each day's activities, and creating or facilitating activity opportunities. By recognizing the achievements of their children in physical education, parents can help them develop confidence (Bailey, 2006).

iv. Community Partners

Community partners are an important resource for a school's physical education program. Relationships with public health units, community recreation facilities, social service agencies, universities and colleges, businesses, service groups, and other community organizations can provide valuable support and enrichment for student learning. These organizations can provide expertise, skills, materials, and programs that are not available through the school or that

Supplement those that are. Such partnerships benefit not only the students but also the life of the community (Susan, 2004).

Public health units are one of the most valuable sources of support in the community for physical education programs, as they can provide health expertise in a number of areas that are relevant to the curriculum. Local health unit staff are involved in work on initiatives such as childhood immunization, oral health, safe food handling, reproductive and sexual health, the prevention of chronic diseases (e.g., through tobacco control or promotion of healthy eating), the promotion of physical activity, the prevention of injury, and the control of infectious diseases (Bailey, 2006).

Public health practitioners can, for example, work with teachers, administrators, students, and parents to assess the health priorities and needs of the school and participate in developing and supporting plans to foster healthy activities, programs, or policies within the school environment (Gary, 1988).

iv. Administration

According to Jacky and Marianne (2007), found that projects sustenance and success was highly related with principals. Students with teachers of positive attitude towards teaching and curriculum are found to be high-level achievers in learning. Administrations are one of the human factors that influence implementation understating the crucial role of school administrations in implementation is incredibly hard and that successful implementation generally required a combination of pressure (introducing new idea)

2.4. Other Factors

2.4.1. Skills in Writing Objective for Learning

Learning is generally defined as an observable change in behavior as an outcome of the teaching process. How does a teacher know that learning has occurred in the field? How does a physical education know for certain that a student has achieved specified educational goals? It is the purpose here to assist the teachers in their efforts to evaluate the teaching process by identifying learning outcomes. These learning outcomes are in the form of observable, measurable behaviors that the teacher has brought about through the establishment of two type of object instructional and behavioral (instructional objectives are those goals or aims that the

teacher defines for the program of activities or the unit under study. The presentation of instructional objectives will be addressed first (Grout and Long, 2009).

2.4.2. Instructional Activities

Content behaviors are those tasks performed by the teacher that directly contribute to the development of PE content and the intended outcomes of the lessons. These instructional activities include such tasks as explaining and demonstrating a skill, using questions to check student's comprehension, and engaging students productively in activity. Teachers must also activity monitor students' efforts and provide them with feedback to facilitate improvement. They must be alert to modify learning tasks to meet individuals differences provision must be made to assess students' progress and evaluate learning. Teachers must seek to maximize the amount of class time they spend engaged in instructional activities. Teacher who directs the students on how to get equipment for practice or how to move from one activity to the next are also engaging in managerial behaviors efficient performance of these tasks ensures that the time available for instruction is maximized(Calfee, 1986). According to Dawn and John, (1999), any discussion of class room organization must begin with some attention to resources and facilities that the specific setup demands for its implementation. And when there is no lack of equipment and materials that appear geographically to understanding of the pupil, teaching cannot be challenged indeed.

2.4.3. Learning Time

Teachers plan adequate instructional time for all students to acquire the concept or skill being taught. Teachers plan for maximum practice trials and monitor progress so that time spent on particular learning activities is appropriate. Meaningful practice is progressive in scope and sequence to facilitate learning. Conceptual instruction transfers from one activity to another reinforcing the similarities found in sport. Teachers limit groups to low numbers e.g., three team members so activity produces maximum contact with equipment, learning, and participation (Grout& Long, 2009).

2.4.4. Planning the Use of Facilities and Equipment

When planning the use of facilities and equipment, teachers should organize the learning environment in a way that allows for movement and ensures student comfort and safety. It is important to plan routines that students can follow as they move to and from the gymnasium or activity space, make transitions from one activity to another, and collect and put away equipment. Planning time and creating guidelines for changing clothes, using equipment, and other procedures can maximize student comfort and participation(Mary,1999). The curriculum contains a wide assortment of examples and prompts that illustrate different ways of meeting the expectations. Teachers can use these as a source of ideas for adapting the delivery of the expectations to meet the particular needs of their students. When making decisions about equipment and facilities, teachers should ensure that they are distributed in a way that provides fair and equal access to support the development of specific skills and add interest to physical activities, a variety of equipment should be used(Grout and Long, 2009). When supplies are limited, teachers will have to be resourceful to ensure that each student has opportunities to use as many different kinds of equipment as possible. Teachers must provide specific instruction to students on the appropriate handling of equipment, ensure that equipment is in good repair and suitably organized (Mary, 1999).

2.4.5. Co-curricular Programs

Within the context of a healthy school, the physical education curriculum provides all students with the skills and strategies they need to participate in a wide variety of physical activities. A supportive school environment will provide opportunities for students to continue their learning either in the school, at home, or in the community. Intramural programs allow all students to participate in activities that are informal and not highly competitive. Interschool programs offer students opportunities to participate in more organized and competitive activities. Other recreational activities and clubs also provide opportunities for students with common interests to participate in physical activities in non-competitive settings. In planning and organizing the physical education curriculum, schools should use community organizations, facilities, and programs as resources to provide students with additional experiences and opportunities for physical activity and healthy living (Richard, 2008).

2.4.6. Safety Guidelines

Teachers must model safe practices at all times and communicate safety requirements to students in accordance with school board and ministry policies. Teachers are responsible for ensuring the safety of students during classroom activities and also for encouraging and motivating students to assume responsibility for their own safety and the safety of others. Teachers should follow board safety guidelines to ensure that students have the knowledge and skills needed for safe participation in physical education activities (Reston, 1998).

Safety guidelines should outline the practices to be followed for each activity, addressing questions related to equipment, clothing and footwear, facilities, special rules and instructions, and supervision. They should also reflect school board policies on how to conduct activities. While all physical activity involves an element of risk, administrators and teachers have an obligation to provide a safe environment to minimize that risk.

Safety awareness, based on up-to-date information, common sense observation, action, and foresight, is the key to safe programming (Richard, 2008). Concern for safety should be an integral part of instructional planning and implementation. In a safe learning environment, the teacher will: be aware of up-to-date safety information; plan activities with safety as a primary consideration; observe students to ensure safe practices are being followed; have a plan in case of emergency; show foresight; act quickly.

Moreover teachers must think about safety before having students participate in any activity. They must consider any potential dangers, assess those dangers, and implement control measures to protect the students from the risks. By implementing safer instructional practices, such as using logical teaching progressions and transitions and choosing appropriate and developmentally appropriate activities, teachers can reduce risk and guard against injury. Students demonstrate that they have the knowledge, skills, and habits of mind required for safe participation in physical education activities when they: understand why rules are in place; follow established routines. When considering student safety, including their physical safety, it is important to ensure that students feel comfortable emotionally and psychologically (Richard, 2008).

2.4.7. Assessment and Evaluation

Assessment is the process of gathering information from a variety of sources (including assignments, day-to-day observations, conversations or conferences, demonstrations, projects, performances, and tests) that accurately reflects how well a student is achieving the curriculum expectations in a subject. As part of assessment, teachers provide students with descriptive feedback that guides their efforts towards improvement. Evaluation refers to the process of judging the quality of student work on the basis of established criteria, and assigning a value to represent that quality(Siedentop,1998).

All curriculum expectations must be accounted for in instruction, but evaluation focuses on students' achievement of the overall expectations. A student's achievement of the overall expectations is evaluated on the basis of his or her achievement of related specific expectations. The overall expectations are broad in nature, and the specific expectations define the particular content or scope of the knowledge and skills referred to in the overall expectations. Teachers will use their professional judgment to determine which specific expectations should be used to evaluate achievement of the overall expectations, and which ones will be covered in instruction and assessment (e.g., through direct observation) but not necessarily evaluated (Dawn,2006).

2.4.8. Teaching for Success in High School Physical Education Curriculum

In different schools found in the world teachers follow the School Board's approved curriculum for each year of required instruction. Teacher-based curriculum decisions are built on Oregon State Standards in Physical Education. Standards include expressive and efficient movement, fitness for lifetime, self-management and social behavior. Teachers provide a variety of activities ranging from non-competitive to highly competitive activities and across a variety of categories. Curriculum is designed to address the diverse needs of all students and is presented in a format that will promote success, challenge, and enjoyment for all students. Teachers facilitate structured student choices. Teachers also promote opportunities and resources in the community where students can participate in activities learned in class (Douglas, 2008). When deciding on activities to be included in the curriculum, the teacher will also consider student interests, age, physical characteristics, knowledge, and abilities. Teachers will modify content for students of varied skill levels. Teachers use various forms of pre-assessment to find

out student skill levels and to help plan. Lessons are designed to develop and challenge a wide range of student abilities, beginning with simple skills and progressing to complex skills. The teacher helps students understand and apply the knowledge, skills, strategies, and tactics that are common across many sports. Selected activities provide opportunities to demonstrate the parallel between the “game setting” and the similarity found in “real life”. Teachers include activities which are considered “lifetime sports” and can be engaged in throughout life in both non-competitive and competitive contexts (Fall,2007).

Teachers present the unique knowledge of the disciplines of exercise science and physical education and stress co-curricular, inter-disciplinary applications in their instruction. Teachers emphasize acquiring the knowledge to support critical thinking and problem solving. This knowledge includes the scientific bases found in movement skills, the application of exercise physiology and biomechanics, learning about movement patterns and execution of everyday activities. Teachers provide information about safety as a key aspect of all instruction (Mary,1999).Teachers facilitate development and maintenance of physical fitness. They provide instruction about the techniques of training for fitness, setting personal goals, adjusting programs for age change, injury, or disability. Teachers use assessment and are knowledgeable of standardized fitness testing procedure. Teachers’ help students interpret and utilize assessment data for achieving desired fitness levels. Teachers convey to students the fact that physical fitness is not just a high school experience but provides a lifetime of benefit that can be maintained by well-planned and well-executed physical activity participation (Reston,1998).

2.4.9. Learning Environment

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

students with respect, and recognize individual accomplishments. Teachers maintain high expectations for student achievement, challenging all students to perform to their full potential". Monitoring of the students will be fair, respectful and safe, with open communication both verbally and through journal writing (Chappell, 2001) Teachers reinforce positive social experiences through challenging activities and competition that require student cooperation and shared planning to reach a desirable outcome.

Teachers engage students in learning the importance of rules and require compliance with them to make a game safe, fair, and fun. Teachers make connections from games to the rules found in a society. Teachers monitor qualities of leadership, communication, responsibility, trust, and cooperation among students and employ strategies to enhance student growth. Experiences taught contribute to building each individual's confidence (Grout and Long, 2009). Teachers are to be aware and understand the positive educational opportunity of minorities and diversity in their student body. The select groups that are diverse in characteristics of race, gender, skills and behavior are created and maintained for extended periods of time to facilitate cooperation, respect, responsibility, cohesiveness, etc. Teachers plan group "trust" activities to promote inter-dependence, cooperation, problem solving, communication, and interaction that contribute to the development of respect among group members. Teachers inform students about cultural context of activities even when local diversity may be limited (Susan, 2000).

Teachers select activities for student participation that range from non-competitive to more competitive in an attempt to satisfy the interests of all students. Teachers guide the experiences of students as they develop skills, strategies, and social dispositions to enable them to be successful in participation. Teachers help students learn "what to do" at different levels of competition and set up decision-making situations so students can learn how to make correct "how," "where," and "when" reactions to competitive demands. Teachers structure competitive experiences that parallel real world experiences in an atmosphere where mistakes can be made with controlled, constructive consequences. Appropriate activity selections supported by adaptations and modifications produce successful experiences that become challenging and fun for participants (Chappell,2001)

2.4.10. Instructional Strategies

Teachers use a variety of teaching styles including command, peer, guided discovery, problem solving and practice, and plan learning experiences accordingly. “Choice of teaching style is determined by instructional goals, the needs and attributes of the students, class size, and safety. Teachers monitor learning styles of students and design lessons to support the full range of learning styles. Teachers plan adequate instructional time for all students to acquire the concept or skill being taught”. Meaningful practice is progressive in scope and sequence to facilitate learning. Conceptual instruction transfers from one activity to another. The District limits class size so activity produces maximum contact with equipment, learning, and participation (Grout & Long, 2009).

Teachers plan, monitor, and evaluate class activity to maximize participation. They provide sufficient equipment for effective practice. Teachers design modified games providing for full and meaningful participation of all students. Warm-up activities reinforce/practice skills from previous lessons as well as to lead into the day’s lesson. Warm-up activities are safe, appropriate exercises that accommodate different fitness levels. Teachers monitor execution of warm-ups and stretching to be sure all students benefit and that the activity achieves its purpose. Teachers design outside of class assignments that extend class activities and provide authentic practice or reinforcement of skills and knowledge. Teachers extend experiences from in-class activity lessons to community and family activities. Teachers use technology in many phases of their programs. Teachers are provided opportunities of in-service training to increase their skills learn about new software and hardware and incorporate state-of-the art technology appropriately into the curriculum to enhance instruction and student learning (Macdonald & Brooker, 1997)

2.5. Curriculum Implementation

The production of a curriculum guide or the written curriculum is not the final stage in the process, unless careful steps are taken to support such implementation via regular and appropriate staff development activities, change will not occur. Rather, the new program will be consigned to the proverbial circular file. It is critical at the point of implementation to select judiciously a school or grade that could serve as an appropriate field test site. After selecting a

field testing site plan must be devised to formatively monitor and assess the implementation of the program (Dawn,2006).

According to Derebssa (1999) the curriculum cannot achieve its aims unless it is implemented in the way it is intended to be implemented. It is a critical phase in the cycle of planning and teaching a curriculum. Careful planning and development are obviously important, but they count for nothing unless teachers are aware of the product and have the skills to implement the curriculum in their classroom. Moreover, curriculum implementation is a process of putting the developed or planned curriculum into effect. The term implementation refers to the actual use of a curriculum. It should not view as a clear cut yes or no to use or not to use a new program or change. According to Calfee (1986), implementation would require restructuring and replacement of many things includes recognizing and adjusting personal habits, ways of behaving program emphases, learning spaces and existing curricula and schedules. It means getting educators to shift from the current program to the new program a modification that can be met with great resistance.

Based on, Ornstein and Lunkins (1998) implementation to be a process involving the reduction of differences between existing practices and practices suggested by innovators or change agents. The implementation attempts to influence behavioral change in a direction or directions deemed necessary (Hopkins, 2002). View implementation as a separate component in the curriculum action cycle. It is logical step once a program has been developed and piloted. It involves extensive actions by many parties. To conclude, any plan comes to implement as intended as possible otherwise it remain on the paper.

2.6. The Importance of Physical Education Curriculum for Secondary Schools

Physical Education is an important part of the secondary school curriculum as an integral component of the total education of students; it contributes to the overall goals of education. Additionally, physical education makes a unique contribution to the education of the student, it is the only subject area in the school devoted to the study of human movement, the acquisition of motor skill, and the promotion of fitness. It is concerned with the total development of the individual, encompassing development in the psychomotor, cognitive, and affective domains. The development of motor skills, fitness, knowledge, and attitude conducive to a lifetime of

participation is a commonly acknowledged goal of the secondary school physical education program (Wuest & Lombardo,2000). In addition to this he also added that the Secondary Schools years are an important time for physical education. During this time adolescents should have the opportunity to be exposed to a variety of sports and outdoor activities and to develop competence in a few selected ones. Gaining knowledge about human movement is an important part of the physical education experience. Since physical activity habits are formed early in life, attention must be given within the physical education program to helping students incorporate physical activity into their lifestyles at this age (Wuest & Lombardo ,2000).

CHAPTER THREE

RESEARCH METHODS

3.1. Research Design

In order to investigate the practice and challenges of implementing physical education practical session in secondary schools of Awi zone, a descriptive survey research design was employed. As Yogesh (2006 : p.111) indicated “in a descriptive survey we are concerned with conditions or relationships that exist, practices that prevail, beliefs, points of view or attitudes that are held, processes that are going on, influences that are being felt, and trends that are developing.”Yogesh also stated descriptive surveys or studies also serve as direct sources of valuable knowledge concerning human behavior. This is because it enables to describe a particular state of affairs determining the type, forms and magnitude of its existence.

3.2. Research Approach

The study was used a mixed research approach. “Quantitative research is based on the measurement of quantity or amount. It is applicable to phenomena that can be expressed in terms of quantity”. (Kothari, 2004: p.5). Qualitative data was also collected through interview and observation to supplement the quantitative data.

3.3. Study Area

The study was carried out in Awi zone, Amhara regional states. Awi is one of the 12 zones of the Amhara region in Ethiopia. Awi Zone is located in the North West part of Ethiopia particularly in Amhara regional state, 203km far from Bahir Dar. It comprises nine Woredas and three City administrations.

3.4. Study Population

The target population was preparatory students, physical education teachers, school principals, and school supervisors those are participated in four preparatory schools in 2012 E.C.

3.5. Sample and Sampling techniques

By using simple random sampling techniques 4 preparatory schools from 42 Secondary schools in Awi zone were selected. These are Chagni, Zigem, Tirigi and Mantawha preparatory schools. From the total 1600 students, 160(10%) students were selected by using simple random sampling techniques. The sample size is taken depending on the guideline for sampling which suggested that for such studies one should at least select 10-20 percent of the accessible population for the sample(Yogesh, 2006: p.103). In addition to this 20 physical education teachers were selected through comprehensive sampling and 4 principals and 2 supervisors were selected by using purposive sampling techniques. Therefore, the main study was conducted on sample of 186 of the total population in Awi zone.

3.6. Data collection instruments

Data collection instruments used for this study were questionnaire, interview and observation.

3.6.1. Questionnaire

A questionnaire consisting of both closed and open ended question items were prepared for students and teachers. The main purpose of using extensive closed ended questions is to gather huge data from a large number of respondents within relatively short time. In preparing close ended question items, likert scale was employed. The scale will consist of five scales: 5= strongly agree, 4= agree, 3= partially agree, 2= disagree, and 1= strongly disagree. The open-ended questions in a questionnaire used as they allow the respondents to respond their answers in their own words.

3.6.2. Interview

Semi structured interview was used to collect information from principals and school supervisors. To collect information on the practice and challenges of implementing Physical Education practical session in secondary schools of Awi zone, four school teachers and two supervisors were selected to respond a six item interview guide questions which especially focused on the practice and challenges of implementing Physical Education practical session in secondary schools of Awi zone.

3.6.2. Observation

Observation was the data gathering tool employed in this study, to check the availability of different school facilities and teaching and learning materials in the sample schools. As to Best and Kahn (2003: 141), the information obtained through observation is more accurate, more valid and more reliable than any information gathered through other means.

3.7. Pilot Study

The pilot study which aimed at ensuring item clarity and reliability was done on 30 randomly selected students and teachers in West Gojjam zone preparatory schools. The questionnaire was administered properly. Participants were informed that they can put a question mark in front of the question that is not clear to them.

After collecting the questionnaire, each item was checked for appropriateness. The results of the pilot test were analyzed using statistical package for (SPSS version 20). Thus, Cronbach's alpha and inter-item total correlation were computed to see the internal consistency of items of each instrument. Hence, the Cronbach's alpha values of the practice scale (students were .84(total) and the Cronbach's alpha values of the challenge scale were .82(total). Following the pilot test, items which had negative correlation to the total items were rephrased and modified to suit the purpose of the study. Finally, four demographic questions, 10 practice scales of five point Likert Scale, 10 challenge scales of five point Likert Scale, two open-ended and 6 interview questions were ready for the main study.

3.8. Methods of data analysis

The data generated in this study were analyzed using both quantitative and qualitative analysis techniques. To analyze the quantitative data descriptive and inferential statistics were employed. Data gathered from questionnaires were analyzed using descriptive statistics mainly mean, percentile and standard deviation and inferential statistics mainly t- test and ANOVAs. In addition data collected through interview and observation questionnaire was analyzed through narrative descriptions.

3.9. Ethical Consideration

Research ethics deals with how we treat those who participate in our studies and how we handle the data after we collect them. Each discipline has its own ethical guidelines regarding the treatment of human research participants. According to Israel and Hay (2006 cited in Creswell, 2009), Researchers need to protect their research participants; develop a trust with them; promote the integrity of research; guard against misconduct and impropriety that might reflect on their organizations or institutions; and cope with new, challenging problems. As it is stated above, it is the duty of the researcher to consider ethical issues beginning from the selection of research problem up to research report. In the process of conducting this research honesty, integrity, openness, respect, confidentiality, and social responsibility were taken into account.

CHAPTER FOUR

RESULTS OF THE STUDY

4.1 Demographic Characteristics of the Respondents

As explained earlier, sex, grade level and age are considered as the demographic characteristics of students who participated in this study. The following table provides the summary of these characteristics as described by frequency and percentage.

Table 1: Background characteristics of Students

N	Variable	Sub Variable	Frequency	Percent %
1.	Sex	Male	90	68.7%
		Female	70	31.3%
		Total	160	100%
2.	Grade level	Grade 11	80	50%
		Grade 12	80	50%
		Total	160	100%
3.	Age	15-17 years	60	37.5%
		18-20 years	80	50%
		21& above	20	12.5%
		Total	160	100%

As can be observed from Table 1, 160 secondary school students were participated in this study. Among these, 90(68.7%) of the participants were males; and the remaining 70(31.3%) were females. With regard to respondents' grade level, the study obtained, 80(50%) of them were grade 11 students and 80(50%) of them were grade 12 students. With regard to respondents age, the results of the study showed that among 160 respondents 60(37.5%) were ranges between 15-17 years, 80(50%) were between 18-20 years and 20(12.5%) were between 21 and above years old.

Table 2: Background characteristics of Teachers

N Variable	Sub Variable	Frequency	Percent %
1. Sex	Male	10	50%
	Female	10	50%
	Total	20	100%
2. Educational level	Degree	12	60%
	MA	8	40%
	Total	20	100%
3. Year of experience	0-5 years	4	20%
	6-10 years	10	50%
	11& above	6	30%
	Total	20	100%

As can be observed from Table 2, 20 secondary school teachers were participated in this study. Among these, 10(50%) of the participants were males; and the remaining 10(50%) were females. With regard to respondents' educational level, the study obtained, 12(60%) of them were degree holders and 8(40%) of them were MA holders. With regard to respondents year of experience, the results of the study showed that among 20 respondents 4(20%) were ranges between 0-5 years, 10(50%) were between 6-10 years and 6(30%) were between 11 and above years.

4. 2. Responses of students and teachers on the practice and challenge of implementing physical education practical session

In order to investigate the current practice and challenge of implementing physical education practical session in secondary schools of Awi zone, data were collected using questionnaires containing 10 practice items and 10 challenge items. Each items is rated using five point Likert scale ranging from 1=strongly disagree to 5=strongly agree. High score indicates high level of agreement by respondents on the given statement. The following table summarizes the mean and standard deviation scores of the practice and challenge of implementing physical education practical session in secondary schools of Awi zone.

Table 3: The Mean and Standard deviation scores of respondents' on the practice and challenge of implementing physical education practical session

	N	M	SD	Minimum	Maximum
Practice	180	2.48	1.13	1	5
Challenge	180	2.34	1.02	1	5

SD=deviation, M= mean, P<0.005, Scales: ≤1.49= strongly disagree, 1.5-2.49= Disagree, 2.5-3.49 = neutral, 3.5-4.49 = Agree, ≥ 4.5 = strongly agree

Table 3 indicates the mean and standard deviation scores of respondents on the practice and challenge of implementing physical education practical session. According to the table, the minimum score of respondents is 1 whereas, the maximum is 5. The mean and standard deviation score of respondents are 2.48 and 1.13 respectively. The mean score is closer to the minimum raw score implying that respondents had low level of agreement on the practice of implementing physical education practical session in the study area. On the other hand, table 3 indicates the challenges of implementing physical education practical session. According to the table, the minimum score of respondents is 1 whereas, the maximum is 5. The mean and standard deviation score of respondents are 2.34 and 1.02 respectively. The mean score is closer to the minimum raw score implying that respondents had low level of agreement on the challenges of implementing physical education practical session in the study area.

Table 4: The practice of implementing physical education practical session

No	Practice	N	1	2	3	4	5	M	SD
1	Physical education teachers can use the lesson plan for practical session.	180	68 37.6	57 31.5		54 24.9	10 5.5	2.29	1.34
2	Physical education teachers can wear sport cloth when they are in the practical session.	180	29 16.0	94 51.9	2 1.1	12 6.6	43 23.8	2.70	1.45
3	Physical education teachers can motivate students to participate in practical session.	180	77 42.5	36 19.9	3 1.7	48 26.5	16 8.8	2.39	1.47
4	Physical education teachers use teaching aid that helps to teach the practical session.	180	5 2.8	105 58.0	5 2.8	39 21.5	26 14.4	2.87	1.21
5	Physical education teachers can make discussion with parents to increase the participation in physical education with practical session.	180	90 49.7%	10 5.5	5 2.8	65 35.9	10 5.5	2.42	1.50
6	All students can wear sport cloth when they are in the practical session.	180	79 43.6%	86 47.5	5 2.8	5 2.8	5 2.8	1.73	.87
7	Most students are participating in physical education practical session.	180	23 12.7%	84 46.4	7 3.9	41 22.7	25 13.8	2.78	1.31
8	There is a sport club in the school that can support the talent and interest of the student.	180	77 42.5%	29 16.0	5 2.8	44 24.3	25 13.8	2.51	1.56
9	Physical education teachers are flexible in wearing of sport clothes to increase the participation of girls in practical session.	180	73 40.3	41 22.7	8 4.4	30 16.6	28 15.5	2.44	1.52
10	The availability of teaching materials to teach physical education is sufficient.	180	1 0.6	106 58.6	9 5.0	35 19.3	29 16.0	2.92	1.20

M=Mean, SD=Standard deviation, 1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree

As can be observed in Table 4, the majority 125(69.1%) of them responded strongly disagree/disagree on the statement 'Physical education teachers can use the lesson plan for practical session', 64(30.4%) strongly agree/agree. Similarly, 123(67.9%) strongly disagree/disagree, 64(35.3%) strongly agree/agree and 2(1.1%) of them responded neutral on the statement Physical education teachers can wear sport cloth when they are in the practical session. Teachers and students were asked if Physical education teachers can motivate students to participate in practical session; the majority 113(62.4%) of them responded strongly disagree/disagree, 64(35.3%) of them responded strongly agree/agree and 3(1.7%) of them responded neutral. 110(60.8%) of them responded strongly disagree/disagree for the item read as 'Physical education teachers use teaching aid that helps to teach the practical session', 65(35.9%) responded strongly agree/agree and 5(2.8%) of them responded neutral.

As indicated in Table 4, the majority of students 100(55.2%) felt strongly disagree/disagree that Physical education teachers can make discussion with parents to increase the participation in physical education with practical session, whereas, 75(41.4%) of the respondents said strongly agree/agree and 5(2.8%) of them responded neutral. 165(91.3%) of them responded strongly disagree/disagree, 10(5.6%) responded strongly agree/agree and 5(2.8%) of them responded neutral on the statement All students can wear sport cloth when they are in the practical session. Similarly, the majority of the respondents', 107(57.1.3%) felt strongly disagree/disagree that Most students are participating in physical education practical session, 66(36.5%) strongly agree/agree and 7(3.9%) of them responded neutral.

With regard to item 8 of table 4, the majority of student and teacher respondents 106(56.5%) strongly disagree/disagree with the existence of sport club in the school that can support the talent and interest of the student. Whereas, 69(38.1%) of respondents strongly agreed/agreed and 5(2.8%) of them responded neutral. Item 9 of table 4 was related to Physical education teachers are flexible in wearing of sport clothes to increase the participation of girls in practical session. In response to this item, 114(63%) responded strongly disagree/disagree, 58(32.1%) strongly agreed/agreed and 8(4.4%) of them responded neutral. While responding to item 10 of table 4, the majority of respondents 107(59.2%) strongly disagree/disagree that the availability of teaching materials to teach physical education is sufficient. Whereas 64(35.3%) respondents strongly agreed/agreed and 9(5%) responded neutral concerning the issue.

Table 5: The challenge of implementing physical education practical session

No	Challenge	N	1	2	3	4	5	M	SD
1	Prevalence of materials like, Ball, clothes, Javelin, shot put, e.t.c in the school.	180	76 42%	44 24.3 %	10 5.5%	40 22.1 %	10 5.5 %	2.35	1.39
2	The wearing style that is ordered to the student is conflicting with their religion and moral values.	180	76 42%	44 24.3 %	10 5.5%	40 22.1 %	10 5.5 %	2.24	1.34
3	physical education teacher start class on time	180	55 30.4%	65 35.9%	7 3.9%	37 20.4%	16 8.8%	2.41	1.34
4	Positive attitude of students towards practical session.	180	76 42%	44 24.3%	10 5.5%	44 24.3%	6 3.3%	2.22	1.31
5	Shortage of time allotted to physical education practical session.	180	55 30.4%	61 33.7%	7 3.9%	40 22.1%	17 9.4%	2.46	1.37
6	Positive attitudes of other subject teacher and administrator.	180	37 20.4%	77 42.5%	10 5.5%	40 22.1%	16 8.8%	2.56	1.28
7	Availability of play and play ground in the school.	180	56 30.9%	65 35.9%	7 3.9%	31 17.1%	21 11.6%	2.42	1.38
8	Students get sufficient food.	180	79 43.6%	43 23.8%	10 5.5%	43 23.8%	5 2.8%	2.18	1.29
9	The session is no attractive and flexible.	180	55 30.4%	61 33.7%	7 3.9%	43 23.8%	14 7.7%	2.44	1.34
10	There is availability of dressing room and shower	180	76 42%	47 26%	10 5.5%	47 26%	-	2.16	1.22

M=Mean, SD=Standard deviation, 1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree

As can be observed in Table 5, the majority 110(66.3%) of them responded strongly disagree/disagree on the statement 'Prevalence of materials like, Ball, clothes, Javelin, shot put, e.t.c in the school', 50(27.6%) strongly agree/agree and 10(5.5%) of them responded neutral. Similarly, 120(66.3%) strongly disagree/disagree, 50(27.6%) strongly agree/agree and 10(5.5%) of them responded neutral on the statement the wearing style that is ordered to the student is conflicting with their religion and moral values. Teachers and students were asked if physical education teacher start class on time; the majority 120(66.9%) of them responded strongly disagree/disagree, 53(29.2%) of them responded strongly agree/agree and 7(3.9%) of them responded neutral. 116(64.1%) of them responded strongly disagree/disagree, 56(30.9%) responded strongly agree/agree and 10(5.5%) of them responded neutral.

As indicated in Table 5, 114(66.9%) of them responded strongly disagree/disagree for the item read as 'Positive attitude of students towards practical session', 56(28.9%) responded strongly agree/agree and 10(5.5%) of them responded neutral. Similarly, the majority of students 121(66.8%) felt strongly disagree/disagree that Availability of play and play ground in the school, whereas, 52(27.7%) of the respondents said strongly agree/agree and 7(3.9%) of them responded neutral. 122(67.4%) of them responded strongly disagree/disagree, 48(26.6%) responded strongly agree/agree and 10(5.5%) of them responded neutral on the statement students get sufficient food. Similarly, the majority of the respondents', 107(57.1.3%) felt strongly disagree/disagree that Most students are participating in physical education practical session, 66(36.5%) strongly agree/agree and 7(3.9%) of them responded neutral.

With regard to item eight of table 5, the majority of student and teacher respondents 122(67.4%) strongly disagree/disagree with the statement students get sufficient food. Whereas, 48(26.6%) of respondents strongly agreed/agreed and 10(5.5%) of them responded neutral. Item 9 of table 5 was related to the session is no attractive and flexible. In response to this item, 116(64.1%) responded strongly disagree/disagree, 57(31.5%) strongly agreed/agreed and 7(3.9%) of them responded neutral. While responding to item 10 of table 5, the majority of respondents 123(68%) strongly disagree/disagree that there is availability of dressing room and shower. Whereas 47(26%) respondents strongly agreed/agreed and 10(5.5%) responded neutral concerning the issue.

Additionally, respondents were given the opportunity to list hindering factors of the implementation of physical education practical sessions by using open-ended question, interview and observation. Accordingly, some of the common major problems identified by them are listed as follows: shortage of budget to fulfill those materials that are very important for physical education practical sessions, less attention is given to physical education practical sessions from the administrative body, lack of sport fields and materials around the schools in the community, so that students can practice the lesson they learnt in the school and protect themselves from bad habits which leads them to HIV/AIDS or other diseases, lack of support for students who have special needs, gifted and talented, due to shortage of sport fields and resources the practices that are implemented in the schools are very limited, the existing sport fields are not convenient to make practice, so that they are the source of frustration for injuries to the students and teachers, Less girls' participation due to biological causes, and Students are not interested to use the calorie they have, so that they cannot return it after practice because of lack of food they have, and hence prefer to use it for other subjects, Lack of attention to the subject

4.2.1. Independent sample t-test of respondents on the practice and challenge of implementing physical education practical session by sex

The second purposes of this study were to investigate the difference in practice and challenge between males and females respondents' towards the implementation of physical education practical session in secondary schools of Awi zone. Accordingly, independent sample t-test of students on the practice and challenge of implementing physical education practical session by sex were employed.

Table 6: Independent sample t-test of respondents on the practice and challenge of implementing physical education practical session by sex

		<i>N</i>	<i>M (SD)</i>	<i>T</i>	<i>Df</i>	<i>Sig. (2-tailed)</i>
Practice	Male	110	1.78(.689)	-17.07	178	.000
	Female	70	3.60(.710)			
Challenge	Male	110	2.38(1.08)	.666	178	.000
	Female	70	2.28(.946)			

As can be observed in Table 6, respondents' sex did have a statistically significant difference in practice towards the implementation of physical education practical session in secondary schools of Awi zone($T (178) = -17.07, P < .05$). Similarly, respondents' sex did have a statistically significant difference in challenge towards the implementation of physical education practical session in secondary schools of Awi zone ($T (178) = .666, P < .05$). This indicated that respondents' sex did have a statistically significant difference in practice and challenge towards the implementation of physical education practical session in secondary schools of Awi zone.

4.2.2. Independent sample t-test of students on the practice and challenge of implementing physical education practical session by grade level

The other purposes of this study were to investigate the difference in practice and challenge between grade 11 and grade 12 students towards the implementation of physical education practical session in secondary schools of Awi zone. Accordingly, independent sample t-test of students on the practice and challenge of implementing physical education practical session by grade level were employed.

Table 7: Independent sample t-test of students on the practice and challenge of implementing physical education practical session by grade level

		<i>N</i>	<i>M (SD)</i>	<i>T</i>	<i>Df</i>	<i>Sig. (2-tailed)</i>
Practice	Grade 11	80	1.53(.094)	-16.64	158	.000
	Grade 12	80	3.34(.967)			
Challenge	Grade 11	80	2.66(1.12)	6.058	158	.000
	Grade 12	80	1.83(.527)			

As can be observed in Table 7, students' grade level did have a statistically significant difference in practice towards the implementation of physical education practical session in secondary schools of Awi zone ($T (158) = -16.64, P < .05$). Similarly, students' grade level did have a statistically significant difference in challenge towards the implementation of physical education practical session in secondary schools of Awi zone ($T (158) = 6.058, P < .05$). This indicated that respondents' grade level did have a statistically significant difference in practice and challenge

towards the implementation of physical education practical session in secondary schools of Awi zone.

4.2.3. Independent sample t-test of respondents on the practice and challenge of implementing physical education practical session by position

The other purposes of this study were to investigate the difference in practice and challenge between students and teachers towards the implementation of physical education practical session in secondary schools of Awi zone. Accordingly, independent sample t-test of respondents on the practice and challenge of implementing physical education practical session by position were employed.

Table 8: Independent sample t-test of respondents on the practice and challenge of implementing physical education practical session by position

		<i>N</i>	<i>M (SD)</i>	T	Df	Sig. (2-tailed)
Practice	Students	160	2.44(1.13)	-2.060	178	.041
	Teachers	20	2.99(.966)			
Challenge	Students	160	2.24(.968)	-3.649	178	.000
	Teachers	20	3.11(1.18)			

As can be observed in Table 7, respondents' position did have a statistically significant difference in practice towards the implementation of physical education practical session in secondary schools of Awi zone (T (178) =-2.060, P<.05). Similarly, respondents' position did have a statistically significant difference in challenge towards the implementation of physical education practical session in secondary schools of Awi zone (T (178) =-3.649, P<.05). This indicated that respondents' position did have a statistically significant variation in practice and challenge towards the implementation of physical education practical session in secondary schools of Awi zone.

4.2.4. One way Analysis of variance of students on the practice and challenge of implementing physical education practical session by age

The other purposes of this study were to investigate the difference in practice and challenge among students' age, accordingly, one way analysis of ANOVA of students on the practice and challenge of implementing physical education practical session by age were employed.

Table 8: Summary of ANOVA of students on the practice and challenge of implementing physical education practical session by age

		<i>N</i>	<i>M(SD)</i>	F	Df	Sig.
Practice	15-17 years	60	1.52(.087)	44.01	157	.000
	18-20 years	80	2.86(1.19)			
	21& above	20	2.44(.477)			
Challenge	15-17 years	60	3.05(1.03)	34.34	157	.000
	18-20 years	80	1.64(.274)			
	21 & above	20	2.26(.791)			

As indicated in Table 8, students' age did have a statistically significant effect in practice towards the implementation of physical education practical session in secondary schools of Awi zone. ($F(2, 157) = 44.01, P = .000$). Similarly, students' age did have a statistically significant effect in challenge towards the implementation of physical education practical session in secondary schools of Awi zone. ($F(2, 157) = 34.34, P = .000$). This indicated that students' age did have a statistically significant difference in practice and challenge towards the implementation of physical education practical session in secondary schools of Awi zone.

4.3. Supervisors and principals responses from interviews on Strategies

Regarding to the implementation of physical education practical session in secondary schools of Awi zone, supervisors and principals were asked to give their comments. Based on this, they recommended the following points in common: the ministry of education 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 equipment's, 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 people's 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 equipment in the school.

4.4. Discussions

The finding of the present study revealed that the mean and standard deviation scores of respondents on the practice and challenge of implementing physical education practical session. The minimum score of respondents is 1 whereas, the maximum is 5. The mean and standard deviation score of respondents on the practice scales are 2.48 and 1.13 respectively. The mean score is closer to the minimum raw score implying that respondents had low level of agreement on the practice of implementing physical education practical session in the study area.

The result of the present study is consistent with the idea that effective schools are distinguished from inefficient ones by the frequency and extent to which teachers learn together, plan together, test ideas together, discuss practices together, reflect together, grapple together with the fundamental vision and focus of developing students to fullest capacity. Effective schools are a learning community, a place where teachers and administrators study, work and learn together with the mission of improving student achievement. All efficient schools have a culture and it is

the information one gets from a culture that sends a message to the student that they will be productive and successful. The effective teacher thinks, reflects and implements (Ontario,2010).

Parents play an important role in their children's learning. Studies show that students perform better in school if their parents are involved in their education. By becoming familiar with the physical education curriculum, parents can better appreciate what is being taught in each grade and what their children are expected to learn. This awareness will enhance the parents' ability to discuss their children's work with them, to communicate with teachers, and to ask relevant questions about their children's progress (Ontario,2010).

On the other hand, the minimum score of respondents is 1 whereas, the maximum is 5. The mean and standard deviation score of respondents on the challenge scales are 2.34 and 1.02 respectively. The mean score is closer to the minimum raw score implying that respondents had low level of agreement on the challenges of implementing physical education practical session in the study area.

Teachers plan for maximum practice trials and monitor progress so that time spent on particular learning activities is appropriate. Meaningful practice is progressive in scope and sequence to facilitate learning. Conceptual instruction transfers from one activity to another reinforcing the similarities found in sport. Teachers limit groups to low numbers e.g., three team members so activity produces maximum contact with equipment, learning, and participation (Grout& Long, 2009).

Students' responsibilities with respect to their own learning develop gradually and increase over time, as they progress through elementary and secondary school. With appropriate instruction and with experience, students come to see how an applied effort can enhance learning and improve achievement. As they mature and develop their ability to persist, to manage their behavior and impulses, to take responsible risks, and to listen with understanding, students become better able to take more responsibility for their learning and progress. Learning to take responsibility for their improvement and achievement is an important part of every student's education (Grout&Long,2009).

The result of the present study depict that respondents' sex did have a statistically significant difference in practice towards the implementation of physical education practical session in

secondary schools of Awi zone ($T(178) = -17.07, P < .05$). Similarly, respondents' sex did have a statistically significant difference in challenge towards the implementation of physical education practical session in secondary schools of Awi zone ($T(178) = .666, P < .05$). This indicated that respondents' sex did have a statistically significant difference in practice and challenge towards the implementation of physical education practical session in secondary schools of Awi zone.

The result of the present study revealed that students' grade level did have a statistically significant difference in practice towards the implementation of physical education practical session in secondary schools of Awi zone ($T(158) = -16.64, P < .05$). Similarly, students' grade level did have a statistically significant difference in challenge towards the implementation of physical education practical session in secondary schools of Awi zone ($T(158) = 6.058, P < .05$). This indicated that students' grade level did have a statistically significant difference in practice and challenge towards the implementation of physical education practical session in secondary schools of Awi zone.

The result of the present study showed that respondents' position did have a statistically significant difference in practice towards the implementation of physical education practical session in secondary schools of Awi zone ($T(178) = -2.060, P < .05$). Similarly, respondents' position did have a statistically significant difference in challenge towards the implementation of physical education practical session in secondary schools of Awi zone ($T(178) = -3.649, P < .05$). This indicated that respondents' position did have a statistically significant variation in practice and challenge towards the implementation of physical education practical session in secondary schools of Awi zone.

The result of the present study depict that students' age did have a statistically significant effect in practice towards the implementation of physical education practical session in secondary schools of Awi zone. ($F(2, 157) = 44.01, P = .000$). Similarly, students' age did have a statistically significant effect in challenge towards the implementation of physical education practical session in secondary schools of Awi zone. ($F(2, 157) = 34.34, P = .000$). This indicated that students' age did have a statistically significant difference in practice and challenge towards the implementation of physical education practical session in secondary schools of Awi zone.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1. Summary

The purpose of this study was to investigate the current practice and challenges of implementing physical education practical session in Secondary Schools of Awi Zone. In order to accomplish this objective, the following basic research questions were raised in the present study.

- What are the current practices of implementing physical education practical session in secondary schools of Awi zone?
- What are the challenges of implementing physical education practical session in secondary schools of Awi zone?
- Is there a significant difference of respondents' towards the practice and challenge of physical education practical session across their demographic characteristics (Sex, age, grade level and position)?
- What possible measures are there to minimize the challenges experienced in implementing physical education practical session in secondary schools of Awi zone?

In order to find out answers for the above research questions, 160 students and 20 teachers, 4 principals and 2 supervisor participants were selected by using simple random, comprehensive and purposive sampling techniques respectively. Three data gathering tools questionnaire, interview and observation were used. The measure in the questionnaire used five point scales. Quantitative and qualitative analysis was made on the gathered data and discovered the following main findings.

The finding of the present study revealed that the practice of implementing physical education practical session was not good. There was a low level of agreement on the practices of implementing physical education practical session in secondary schools of Awi zone, the mean and standard deviation score of respondents are 2.48 and 1.13 respectively. The mean score is closer to the minimum raw score implying that respondents had low level of agreement on the practice of implementing physical education practical session in the study area.

Regarding the challenges of the physical education practical session, shortage of material like balls, cloths, and sport equipment, etc, and shortage of play and training ground were the highest problems that highly affected implementation of the physical education practical sessions. Furthermore, Physical education practical sessions were not attractive and flexible and the wearing style that is ordered to the student was conflicting with their religion and moral value. The minimum score of respondents is 1 whereas, the maximum is 5. The mean and standard deviation score of respondents are 2.34 and 1.02 respectively. The mean score is closer to the minimum raw score implying that respondents had low level of agreement on the challenges of implementing physical education practical session in the study area.

Similarly, shortage of budget to fulfill those materials that are very important for physical education practical sessions; less attention given to physical education practical sessions from the administrative body, less girls' participation due to biological causes, and lack of support for students who have special needs, gifted and talented, were additional challenges that suggested by respondents. Moreover, due to shortage of sport fields and resources the practices that are implemented in the schools are very limited. Additionally, the existing sport fields are not convenient to make practice, so that they are the source of frustration for injuries to the students and teachers. Lastly, lack of sport fields and materials around the schools in the community, so that students can practice the lesson they learnt in the school and protect themselves from bad habits which leads them to HIV/AIDS or other diseases were among the challenges that suggested by respondents.

The current study found that there was statistically significant difference in respondents practice towards the implementation of physical education practical session by sex ($T(178) = -17.07$, $P < .05$). Similarly, respondents' sex did have a statistically significant difference in respondents' challenge towards the implementation of physical education practical session ($T(178) = .666$, $P < .05$). This indicated that respondents' sex did have a statistically significant difference in practice and challenge towards the implementation of physical education practical session in secondary schools of Awi zone.

When examining students' grade level, a statistically significant difference in practice towards the implementation of physical education practical session was detected ($T(158) = -16.64, P < .05$). Similarly, students' grade level did have a statistically significant difference in challenge towards the implementation of physical education practical session ($T(158) = 6.058, P < .05$). This indicated that students' grade level did have a statistically significant difference in practice and challenge towards the implementation of physical education practical session in secondary schools of Awi zone.

When examining students' position, a statistically significant difference in practice towards the implementation of physical education practical session was detected ($T(178) = -2.060, P < .05$). Similarly, respondents' position did have a statistically significant difference in challenge towards the implementation of physical education practical session ($T(178) = -3.649, P < .05$). This indicated that respondents' position did have a statistically significant variation in practice and challenge towards the implementation of physical education practical session in secondary schools of Awi zone.

Interestingly, the result of the present study depict that students' age did have a statistically significant effect in practice towards the implementation of physical education practical session in secondary schools of Awi zone. ($F(2, 157) = 44.01, P = .000$). Similarly, students' age did have a statistically significant effect in challenge towards the implementation of physical education practical session in secondary schools of Awi zone. ($F(2, 157) = 34.34, P = .000$). This indicated that students' age did have a statistically significant difference in practice and challenge towards the implementation of physical education practical session in secondary schools of Awi zone.

Finally, among the solutions for the hindering factors and unsuccessful activities, as suggested by the respondent government should be better to equip secondary schools with the needed physical education equipment and sport fields even at Woreda level. In addition to special efforts must be made to ensure that everyone is included in physical activity, regardless of age, ability or any other characteristics. Furthermore, attitude change for physical education, and each concerned body must carry out its responsibility were suggested by the respondents.

5.2 Conclusions

Based on the findings of this study, the researcher has arrived at the following conclusions.

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 practical session.

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.

Even though the using of teaching aids (if they are available) that help to teach the practical session were moderate and the schools had somehow sport computation; the frequency of the competitions were problematic. The availability of teaching materials to teach Physical education was not sufficient. Additionally, teachers are not flexible in wearing of sport clothes to increase the participation of girls. As a result, students in the study area were not provided with meaningful practical skills prescribed for the level. Therefore, the implementation of physical education practical session in secondary schools was below the expectation.

Factors considered as challenges for teaching physical education in three secondary schools are:- Lack of facilities & equipment's, 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.

The teachers were not good in effort to achieve the objective, in class room management and being role model in their teaching learning process. Also, they are poor in application of continuous assessment and teaching adapted physical education for students of all type. And the participation of the students was not good.

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.

In conclusion, even if there is a lot of a challenge 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

In the light of findings of the study and conclusion made, the following recommendations are forwarded as strategies. It is recommended that;

1. The finding of the present study revealed that the practice of implementing physical education practical session was not good. There was a low level of agreement on the practices of implementing physical education practical session in secondary schools of Awi zone. 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 and Provide effective and enjoyable instructional programs.
2. The Ministry of Education suggest 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.
3. 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 equipment's 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 co-curricular activities in the school setting).

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APPENDICES
BAHIR DAR UNIVERSITY
SPORT ACADEMY
DEPARTMENT OF SPORT SCIENCE

Dear respondents:

The purpose of this questionnaire was to collect relevant data on the study titled “practice and challenge of implementing physical education practical session in secondary schools of Awi zone”. Since your responses are vital for the success of the study, you are kindly requested to read all questions and fill the questionnaire genuinely. Be sure that your responses will be used for academic purpose only and information will be strictly confidential and kept only with the researcher.

General directions

1. You do not need to write your name on the questionnaire;
2. Read all the instructions before attempting the items in the questionnaire;
3. There is no need to consult others to fill the questionnaire;
4. Please, use a tick mark “√” or “X” to choose one of the suggested scales. For the short questions write your opinion in brief.

Thank you in advance

APPENDIX- A
Demographic Characteristics of the Respondent

Here are some items about your background information and you are required to please put an “X” or (√) mark in the space provided.

1. School.....
2. Sex: Male Female
- 3 Age: 14-16 years 17-20 years 21&above years
4. Grade level 11 12
- 4 Educational background of teachers: First Degree Second Degree
- 5 Positions: Teacher Student

APPENDIX- B

Practice of physical education practical session

Instruction: This part contains 10 statements. When considering physical education practical session; to what extent do you agree with the statements below? Please put an “X” mark in the box provided to indicate how you feel about the following items. Please select the response that best fits your choice with 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree.

No	Items	Scales				
		5	4	3	2	1
1	Physical education teachers can use the lesson plan for practical session.					
2	Physical education teachers can wear sport cloth when they are in the practical session.					
3	Physical education teachers can motivate students to participate in practical session.					
4	Physical education teachers use teaching aid that helps to teach the practical session.					
5	Physical education teachers can make discussion with parents to increase the participation in physical education with practical session.					
6	All students can wear sport cloth when they are in the practical session.					
7	Most students are participating in physical education practical session.					
8	There is a sport club in the school that can support the talent and interest of the student.					
9	Physical education teachers are flexible in wearing of sport clothes to increase the participation of girls in practical session.					
10	The availability of teaching materials to teach physical education is sufficient.					

APPENDIX- C

Challenges of physical education practical session

Instruction: This part contains 10 statements. When considering physical education practical session; to what extent do you agree with the statements below? Please put an “X” mark in the box provided to indicate how you feel about the following items. Please select the response that best fits your choice with 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree.

No	Items	Scales				
		5	4	3	2	1
1	Prevalence of materials like, Ball, clothes, Javelin, shot put, e.t.c in the school.					
2	The wearing style that is ordered to the student is conflicting with their religion and moral values.					
3	physical education teacher start class on time					
4	Positive attitude of students towards practical session.					
5	Shortage time allotted to physical education practical session.					
6	Positive attitudes of other subject teacher and administrator.					
7	Availability of play and play ground in the school.					
8	Students get sufficient food.					
9	The session is no attractive and flexible.					
10	There is availability of dressing room and shower					

1. What are the additional basic problems of physical education practical session in your school? Please list some of them.

2. What do you recommend to improve the participation of students in physical education practical session?

BAHIRDAR UNIVERSITY

SPORT ACADEMY

DEPARTEMENTS OF SPORT SCIENCE

INTERVIEW QUESTIONS

The purpose of this interview is to collect relevant data on the study titled as “practice and challenge of implementing physical education practical session in secondary schools of Awi zone”. Since your ideas are vital for the success of the study, you are kindly requested to freely express your ideas concerning the issue. Be sure that your responses will be used for academic purpose only and information will be strictly confidential and kept only with the researcher.

Thank you in advance

APPENDIX-D

Interview Questions for principals and supervisors

1. How do you express the practice of physical education practical session?
2. What are the challenges of the implementation of Physical education practical session in preparatory schools?
3. What strategies did to improve the participation physical education practical session?
4. Do you suggest possible solution for challenges to implement physical education practical session in the school?
5. Do you think that the school administrative bodies could support the school co-curricular (enter and extra mural sport program) and regular physical education teaching program with material, budget, and idea? If it is so, please mention how much it is satisfying the program?
6. Do you give us some suggestions about curriculum design and implementation of physical education in preparatory school?

APPENDIX-F
Observation check list

No	Items	yes	No	Remark
1	The availability of teaching equipment			
2	The availability of teaching aid			
3	The use of lesson plan			
4	The availability of suitable play ground in the school			
5	The presence of dressing room and shower			
6	Attractiveness of physical and environmental condition			
7	The function of sport club			
8	The availability of sport equipment for people with disability.			