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PRACTICE AND CHALLENGES OF PHYSICAL EDUCATION TEACHERS IN TEACHING LEARNING PROCESS IN CASES OF SOME SELECTED SCHOOLS OF AMARO SPECIAL WOREDA

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SOME SELECTED SCHOOLS OF AMARO SPECIAL WOREDA**

THESIS BY
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JANUARY, 2021
BAHIR DAR, ETHIOPIA

BAHIR DAR UNIVERSITY
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Certification

This is to certify that the thesis prepared by Mesfin Fetene, entitled: **Practice and Challenges of physical education teachers in teaching learning process**, submitted in Partial fulfillment for the Degree of Masters of science in sport science complies with the regulations of the University and meets the expected standard with respect to originality and quality.

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Declaration

I Mesfin Fetene hereby declare that the thesis entitled “**practice and Challenges of physical education teachers in teaching learning processes**” submitted by me for the award in Master of education in Bahir Dar University which is my original work and it has not been presented for the award of any degree, diploma, fellowship or other similar titles of any other university or institution and that all sources of materials I have used or quoted for this thesis have been dully indicated and acknowledged by a complete reference.

This thesis will be submitted for examination with my approval as a University adviser.

Adviser Name Tesfaya Desalgn (PhD)

Signature _____

Date _____

Mesfin Fetene

Signature: _____

Date: _____

Dedication

This thesis would be dedicated to my breather Feleme Fetene , my mother Teytu Worim, my friend Begonet Mohamed, Staff member Kilash Kifile for their lifelong care, support, advising. Thank you very much, I wish to all of you, and your family happy, joyful, succeed, healthy and long life thank you.

Mesfin Fetene

Signature _____

Date _____

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List of Table contents

Contents	page
ACKNOWLEDGEMENTS.....	i
List of Table contents	ii
List of Table.....	v
CHAPTER ONE.....	1
1. INTRODUCTION.....	1
1.1 Back ground of the study	1
1.2 Statement of the problem.....	3
1.3 Basic Research Questions	4
1.4. Objective of the study	4
1.4.1. General objective.....	4
1.4.2. Specific objectives.....	4
1.5. Significance of the study.....	5
1.6. Delimitation of the study (scope of the study).....	5
1.7. Limitation of the study.....	6
1.8 Ooperational Definition of key terms	6
1.9 organization of the study.....	7
CHAPTER TWO.....	8
REVIEW OF RELATED LEATRATURE	8
2.1 What big challenges do new PE teachers face?.....	8
2.2 Challenges to Proper Practice of Physical Education Curriculum {From Physical Education and Sport Policy for Schools [SAINT LUCIA] Scheduled for September 2002}.....	8
2.3. Challenges those influences PE teaching.....	16
2.3.1. Challenges Related with the Teacher.....	16
2.3.2 Challenges related with the administrator	19
2.3.3 Challenges Related to Resources in Physical Education.....	23

2.4 Ways of minimizing the challenges that hinder teaching PE include the following ...	26
2. 4 1. Teachers actively supervise students.....	26
2. 4. 2. Teachers quickly respond to off-task students	27
2.5 Planning.....	28
2.5.1 the purpose of planning	28
2.5.2 Teaching tips	28
2.6. Teacher effectiveness and teaching methods	33
2.7 Promoting a positive climate for learning A. Positive climate	35
CHAPTER THREE	37
Research Methods.....	37
Introduction.....	37
3.1 Research Design.....	37
3.2 Description of the study area	39
3.3 Total population of the study	39
3.4 Sampling Techniques and Procedures	41
3.4 1 Sample of the study	41
3.5 Source of The study	42
3.6 Instrument of Data collection.....	43
3.6.1 Questionnaires	43
3.6.2 Interview	44
3.7 Procedure of Data Collection.....	44
3.8 Method of Data Analysis	45
3.9 Validity of Instruments	46
3.10 Reliability of the Instruments.....	46
3.11 Ethical Consideration.....	47
CHAPTER FOUR	48
4 RESULTS AND DISCUSSIONS.....	48
Introductions	48
4.1 Demographic information of PE Teachers.....	48

4.2. Discussion on the Findings of the Study.....	51
4.3 Response obtained from students.....	62
CHAPTER FIVE	69
SUMMARY, CONCLUSION AND RECOMMENDATION	69
5.1 Summary	69
5.1.1 The challenges that PE teachers in the secondary schools of Amaro special woreda have faced during teaching learning process in the classroom and practical session in teaching PE.....	71
5.1.2 The major practices of PE teachers during teaching-learning process.....	72
5.1.3 The use of PE subject teaching materials used in secondary school.....	72
5.2 CONCLUSION	73
5.3. Recommendation	74
5.3.1 Recommendation for woreda education office	74
5.3.2 Recommendation for school administrators	75
5.3.3 Recommendation for PE teachers	75
REFERANECE.....	76
APPENDEX 1	79
APPENDEX 2	83
APPENDIXE 3	85

List of Table

Table 1summary of total population frame of the study.....	40
Table 2Total number of population of the study	42
Table 3Instrument of data collection/Questionnaire.....	44
Table 4 Sex distribution of the respondents (n=19).....	48
Table 5age distribution of the respondents (n=19).....	49
Table 6Academic qualification of the respondents (n=19).....	49
Table 7The respondents services year in teaching' (n=19).....	50
Table 8 Physical education teacher's challenge related with the students active participation to learn the subject like other.....	52
Table 9sport facilities for PE teachers	55
Table 10 Period allotment.....	57
Table 11 PE teachers' challenges	59
Table 12 Sex distribution of respondents	62
Table 13 Age distribution of respondents.....	63
Table 14 Grade level of the students	63
Table 15 the problem that hinders the student's participation in PE class.....	64
Table 16 ASvailability 0f sport facilities to learn PE in your school.....	66

CHAPTER ONE

1. INTRODUCTION

This chapter presents over view justification about **practice and challenges of physical education teacher in teaching-learning proceses**. It starts from background of the study followed by the satement of the probelem,objective of the study,(general and specific objective) researech question,significance of the study,scope of the study,limitation of the study and operational defination of the terms.

1.1 Back ground of the study

High school physical education program is the primary venule to achiving active life style. Their potential to contribute to health goals in enormous and in some schools physical education is regaredes as integeral components of comperenisve school health program. Those programs can reach the mission of students; can help them to develop skill, understanding and habits for health life style. Health policy reports call for daily, High quality physical education for all students KG- grade12. (Taddesse G, 2012)

High school physical education in addition to improvement in the students physical skill and well-being, the critical conditon that it can make to his/her developement is becoming more widely recommended and accepted in school pyschological health and academic areas is becoming more widely recognize and accepted in most counteries. But currently, in Ethiopia physical education is not consederd that much as a significante subject. Since most high school in Ethiopia, the time allotment reduced to one period per week, the number of students participating in dialy education is declining and some researchers show that dialy participation in physical education by high school students decresed.

Physical education program in high school have been criticized for diclining students fitenss level for failure to reach sport skill, for life times are serious and not bring addressed by professionals. School physical education program also face a lot of challenges due to budgetary probelem, the time allotted to physical education is decereased(Wuest and Bucher, 1995).

As in elementary physical education, lack of time is aproblem at secondary level. Here howevre the probelem is some what different.

Since the mid-1970's many states have showed actually reduced the amount of time that the students are required to take physical education in the secondary school. Many scholars argued that whatever it is teachers are well qualified and trained with subjective matter knowledge and methods of teaching but, it is impossible to meet the educational objectives without the interest and positive attitude of the school community.

In physical education, students learn critical concepts and develop attitudes, skills and behaviors that lead to lifelong physical, mental and social wellness. As far as teachers are concerned the International Bureau of Education (1993) remarked, "no one is in any doubt that the chief agent in the process of educational reform is the teacher." Posner (1992) also stated that teachers play a crucial role in determining the success or failure of curriculum implementation.

Thus the teacher with his/her attitude, skill and experience is the most important of all in determining the success or failure of teaching learning.

The Ethiopian education policy incorporates the structure of education in relation to the development of student profile, educational measurement and evaluation, media of instruction and language teaching at various levels, the recruitment training, methodology, organization, professional ethics and career development of teachers. The general objective of the policy is to bring up citizens who can take care of and utilize resources wisely, who are trained in various skills, by raising the private and social benefits of education and the specific objective in educational structure, secondary education will be of four years duration, offering basic and general secondary education to prepare students for further general education and training. Teacher education and training components will emphasize basic knowledge, professional code of ethics, methodology and practical training. Teachers will be certified before assigned to teach at any level of education. (FDRGE 1994). Teachers starting from primary to higher education will be required to have the necessary teaching qualification and competency in the media of instruction, through pre-service and in-service training. In order to achieve the purpose and objective of physical education in Ethiopia physical education program requires the consideration of many different factors to teach. Understanding the process by which individuals learn skills, teacher guidance in the selection of teaching style and strategies, teachers, the class climate, motivation, discipline etc.

Furthermore, teachers must thought fully consider how they will meet the needs of all students within the program, including these with special needs. Effective administrative procedures can help teachers to be more efficient and accomplish required tasks in similar manner. Evaluation should be an integral part of the program that teachers can determine the extent of achievement of teaching learning goals. Teachers who are determined to improve their teaching will be benefit from employing a diversity of techniques to evaluate their own performances, promotion of health and physical education program through the various public relations, strategies is an important responsibility of each physical education teacher (Wuest and Lumbardo 1994).

Therefore, this study sought to gain the teachers experances on issues regarding curriculum, pedagogy and ademistration of physical education challenges facing physical education teachers are similar across countries programmers in high schools. From these experience the study identifys that best practice in school physcal education, the challenges that faced by teachers and how these challenges are over come would be studied.

1.2 Statement of the problem

The secondary school physical education teacher face alot of challenges concerning curriculums, time allocation, class size, teachers professional affiliation, examination and assessment, school sport and use of technolog, among others. However, while the importance of physical education is widely acknowledged, competition form other acadamic subject will be forced many school to reduce or cancel some physical education progerammer. There fore there is agreat need for teacher to collaborete and share information on how to improve and to strengthen the delivery of physical education programmers in secondary Schools.

Today teaching learning of physical education is countered with different challenges in schools. Mazengia (2011).found that how quality and insufficient quantity of equipment and facilities problem of getting Syllabus, less commitment and low physical fitness level Of PE teachers as the major challenges for the implementation of PE. He added that PE is practiced by traditional method of teaching and extra class activities which are the essential of PE curriculum were not provided for the students' .Further Mazengia noted that as the result of these implementation challenges the predetermined objective are not achieved. Therefore, PE should be given equal value to the other subject (Fullan and Profreit, 1977).

There for the researcher believes that this problem should have been investigated and controlled to achieve the objective of secondary school quality of physical education teaching-learning process in case of selected five (5) high school of Amaro special woreda.

1.3 Basic Research Questions

This research would have try to answer the following research question.

- What are the challenges that PE teachers in the secondary schools of Amaro special woreda have encountered during teaching learning process in the classroom and practical session in teaching PE?
- To what extent does the PE subject teaching materials used in secondary school?
- What are the major practices of PE teachers during teaching-learning process?
- What are the mechanisms used by secondary school PE teachers to solve the problems that challenges teaching PE as another subject?
- What recommendation will be settle to alleviate the challenges of teaching physical education in Amaro special worda selected high school.?

1.4. Objective of the study

1.4.1. General objective

The general objective of this study is to show and investigate the **practice and challenges of physical education teacher in teaching-learning process** in case of selected high school of Amaro special worda.

1.4.2. Specific objectives

In line with the above broad aim, the following specific objective would be drawn for this study.

- To investigate the environment for teaching and learning of physical education.
- To identify major challenges that affect PE teachers in teaching classroom and practical skills (outside the classroom.)
- To show the possible suggestion and solution to overcome the challenges to lay the foundation for future understanding of PE teachers in secondary school.
- To recommend the concerned body as they facilitate the materials to the PE teachers.
- To list out the PE teachers practices that he or she used in teaching learning process.

1.5. Significance of the study

This study would have the following significance.

1. It may create awareness for the teachers to face their challenges and to advise appropriate means to avoid the challenges and prepare themselves for their future teaching improvement.
2. It may create awareness to identify the areas of the challenges that affect teaching among school administrations and who are directly or indirectly concerned with PE.
3. It would help in prioritizing the existing education problem so as to give emphasis and reduce the problems that affect the quality of secondary school physical education..
4. It would show the problem that affects educational process of physical education for concrete body.
5. The study would change the attitude of school community those who have misunderstanding about physical education.
6. It would be give awareness for students, physical education teachers and school community.
7. It would be used as literature in study area.
8. It would show the major challenges that the physical education teacher will be face.

1.6. Delimitation of the study (scope of the study)

The study was conducted to some (five) selected secondary school of S N N P R of Amaro special Woreda because of time and money constraints. The total population of the study was 19 PE teachers, 5 school directors and 368 students from the eight (8) secondary schools in amaro special woreda. The external problem such as cultural, economical and climatic conditions and on the other hand internal problem such as school inputs like students interest, teachers competency, curriculum, school facilities, school management and the like will be considered during the study.

The research would conduct to the problems participating and performing of the teaching learning of physical education both theoretical and practical class. Even though, high school in Amaro special woreda are too many, the study may illustrate in the case of Etate, Jijola, Kelle, Kereda and Darba high school.

1.7. Limitation of the study

The researcher doesn't believe that the study is totally free from any type of limitations. As a result the below listed factors would be the limitations of the study.

- The researcher living place far away from the adviser.
- Lack of recent literature in the study area.
- Lack of materials.
- The study conducting high school area distance far away from each other.
- Shortage of reference book.
- The causes of Covid-19(it limitless the study by removing students and teachers from the school so, the student researcher was talk longer time to collect the questionnaire back from the respondent.
- Lack of internet access in the study area.

Due to those problem the researcher may up and down to accomplish the study via reading too small numbers of literature

1.8 Operational Definition of key terms

Education is process of human learning by which knowledge or skill is imparted.(According to grade 9 physical education students text book)

Evaluation is the process, determining the value of worth of a program towards the ultimate goals of making decision through test and measurement.

Effective teaching and learning is the extent to which the set goals or objectives of a school program are accomplished.

Challenges are the barriers or problem affecting the positive outcome.

Curriculum is the subjects comprising a course of study in a school or college.

Facilities are responsible materials include outdoor and indoor facilities such as playground, pools, courts fields balls, whistle etc.

Learning is the process of acquiring knowledge and skill by training.

Methodology refers the set of methods mean way of doing things in the correct order.

Observation it is a technique of assessments of students practical work where the teacher watches the completion of given task and assesses the process and the product.

Physical is refers to the human body and characteristic such as muscular strength, muscular endurance etc (according to grade 9 physical education students text book)

Physical education is process of learning through physical activities designed to improve physical fitness, develop motor skill, knowledge and behavior of health and active living, sport management and emotional intelligence according to Baily(2006)

Sport is an organized competitive form of play (according to grade 9 physical education students text book).

1.9 organization of the study

This study would be organized five chapters, chapter one is about the problem and its approaches, statement of the problem, research question, objective of the study, significance of the study, delimitation of the study, limitation of the study and definition of operation key terms. Chapter two about review related literature. Chapter three will deal about research design and methodology of the study and chapter four will discuss about data presentation, analysis and interpretation, and the last chapter five will include summary, conclusion and recommendation.

CHAPTER TWO

REVIEW OF RELATED LEATRATURE

2.1 What big challenges do new PE teachers face?

Research on educational issues has brought forward many matters in various domains of education. Major challenges for teacher education in the twenty-first century are:

- 1 The raising of the status of teaching profession to a level at which attracts the best qualified applicants.
- 2 Harnessing rapidly developing teaching to provide maximum learning opportunities for students-teachers, especially those in remote areas and those in developing countries, where conventional resources such as libraries are impossible to resource adequately.
- 3 Discovering the optimum balance between theory and practice in the curriculum of teacher education in the many and varying contexts in which it is provided.
- 4 Developing teacher education structures and curricula that provide optimal balances among the academic, humanitarian, aesthetic and moral domains of human experience.
- 5 Designing research that takes account of many complex factors that impinge upon the process of teacher education, so that a greater understanding may be gained of the ways in which students learn to teach in the myriad of contexts in which they live.(Hargreves 1993)

2.2 Challenges to Proper Practice of Physical Education Curriculum {From Physical Education and Sport Policy for Schools [SAINT LUCIA] Scheduled for September 2002}

1. Scheduling

For physical education to be meaningful or to be of value, it must be offered with regularity. The importance of daily periods should be recognized and achieved wherever possible. (This remains a challenge in times of fiscal constraint.) For secondary schools volley ball, hand ball, basketball, football, athletics, swimming, dance and table tennis.

Time Allotment

- From grade 7 - grade 12, 2 single periods per week from 40 minutes per session

- Physical Education should be a part of every student's schedule
- Extra-Curricular activities (intra-murals, inter-house or inter-class activities should be compulsory). (Schools should prepare students for competitions by first organizing their internal competition)
- Intra-murals should be scheduled at least once per week for a maximum of two hours
- Time should be available for unstructured activities (break-time, lunchtime).

Generally, a major increase in time allotted to physical education resulted in significant gains in physical fitness.

2. Class Size

Classes in physical education should be approximately the same size as classes in other subjects offered in school. This is as essential for effective teaching, individualized instruction, and optimal performance in physical education as it is in other content subjects. Physical education contributes to educational objectives in an equal basis with other subjects in the curriculum.

Similarly, Bucher (2002) explained proper class size is just as essential for effective teaching, individualized instruction, and optimal performance in physical education. An acceptable size of physical education class is 30 students make up class, with enrollment never exceeding 35 for one instructor. According to Singh (2008), large classes demand more time for organizational activities. Thereby reducing the time for physical activity large class size of physical education contribute to a decrease in a student's learning, acquisition of motor skills, the achievements of essential knowledge and skills, and has greater risk of injury as well as reducing teacher feedback.

- Class size should be comparable so that its educational objectives can be attained. Recommended class size; maximum of 30--35
- However, aquatics, gymnastics, and other high-risk activities call for reduced student-to-teacher ratio with 20 students.

3. Instructional Loads and Staffing

The instructional load of the physical educator should be of prime concern to management. To maintain a high level of enthusiasm, vigor and morale, it is important that the load be fair and equitable.

4. Facilities/Equipment

The provision of adequate physical resources including facilities, equipment and maintenance can help in influencing attitudes and facilitating program success. The physical education and sports program's learning environment suggests that facilities should be available to children engaged in large-muscle activity involving climbing, jumping, skipping, kicking, throwing, leaping and catching, and those also engaged in fundamental motor-skills activities and others in low organization games, various cooperative; team activities and competition.

According to Bucher (2002) facilities for which they are responsible include outdoor facilities such as playground, pools, courts, and fields. And indoor facilities such as lockers, shower rooms, weight and exercise room, clipping walls and gymnasium.

As Daughter (1979) adequate facilities are needed for effective instruction, goal fulfillment, and the successful teaching physical education. Lack of sufficient teaching station and play area is one of the reasons that poor programs in physical education. Therefore, we can conclude that schools should build on the bases of fully equipped facilities to all subjects as well as physical education. Otherwise these lacks of facilities affect the implementation of the curriculum in each school settings.

5. Training for Physical Education Teachers

The college training of physical education has been traditionally referred to as professional preparation according to the belief that teaching is indeed a profession such formal training approach is relatively recent development in educational history, particularly in the broad areas that constitute physical education, for organized college programs designed to train physical educators, particularly for teaching are little more a century old (FreemanS 221), further stated that there are areas of professional preparation essential for future physical educators. It has long been recognized that the qualifications and qualities of a good teacher and coach are synonymous. Personnel recruitment, selection and training are very important. In selecting and

hiring, the most qualified personnel should be recruited. They include consideration of the special qualifications for teaching and coaching, the general qualifications of physical educators and the unique qualifications for special needed.

- Physical Education Teachers should be trained/qualified
- In-service training should be offered as well
- Uniforms including shoes allowance should be provided for Physical Education Teachers. Trained/qualified Physical Education Teachers should be employed at every Secondary School: 1 male/1 female
- At least one Physical Education & Sports Officer should be made available to each district for communicating school's ministry of education.
- Practicing teachers and coaches should be certified First Aide
- Student-athlete who represents their school or the country at sporting activities should not be at a disadvantage in terms of their academic work; therefore, arrangements should be made to provide special tuition for students.

6. Health and Safety

Competitive sport should contribute to the health and wellbeing of the student Everything possible should be done to protect the Health and Safety of the participants. Playing areas should be kept clean and safe

Games should be scheduled that result in equal and safe competition

- Injured players should be examined by a physician and administered proper treatment
- All protective equipment should fit players properly
- Competition should be scheduled between teams of comparable ability.

7. Girls and Women in Sport.

Proponents of equality in girl's and women's sports have opened the window of opportunity concerning participation in women's sports in recent years.

Women have become accepted as athletes, with full rights to experience the competitive urges so long restricted by our gender-dominated society. With reference to "The Brighton Declaration on

Women and Sport", whose main aim is to develop a sporting culture that enables and values the full involvement of women in every aspect of sport, the following recommendations are made:

- Ensure that all girls have the opportunity to participate in sport in a safe and supportive
- environment which preserves the rights, dignity and respect of the individual
- Increase the involvement of women in sport
- Equal opportunity to participate and be involved in sports regardless of race, religion, sex, disability, social origin, etc. (Elimination of Discrimination)
- The planning, design and management of facilities should equally meet the particular needs of girls and young women in school sports Financing of sports should be equal for both men and women.

8. Education/awareness

Substance abuse is a reality that must be recognized. The substance abuse problem in the world of professional and college sports is of great concern for all. It is not limited to the adult world; they endanger the entire young generation.

Athletes found using drugs should be sanctioned (elaborate)

Every child regardless of creed, race, sex, and handicap should be given an opportunity to participate in sports

- Students/athletes should be educated on health and safety
- Standardize skill and theoretical evaluation should be available to schools
- There should be provisions made to include Drug Education in the Physical Education Program.

9. Sports for the physically and mentally Challenge (disabilities)

Persons with disabilities can receive the same benefits as their non-disabled peer group, if Adapted Sports Activities are included in the school sports program. Students in the adapted/development sport program need activities that have carry-over value. They may continue exercise programs in the future, but they also need training in sports and games that will be useful in life to:

- Prepare the challenged for sport competition particularly where no opportunities and programs now exist
- Provide special training for volunteer coaches to enable them to work with youngsters in physical fitness, recreation and sport activities
- Plan and design appropriate and adequate facilities, equipment and supplies that would cater for the needs of the challenged

10. Budget/Financial Assistance

Physical Education and Sports Personnel have argued that competitive sports programs have great educational value. They are curricula in nature, they represent an integral part of the educational program, and as such deserve to be treated the same. This means that they contribute to the welfare of students like any other subject in the curriculum. On this basis, therefore, the finances necessary to support such a program should come from the Ministry, and from:

Financial allocation should be made for each district and it pass to schools

Students should pay a fee for sports development in their respective schools

11. Media

There should be national coverage of school sports. Newspaper, print and electronic media should be used to provide appropriate space and publicity for the program and its activity

12. Physical Education and Other Areas of the Curriculum

Physical education has many objectives that are developed as the children engage in other subjects, such as Irish, English, geography, art, music, mathematics, and, especially social, personal and health education. Children's learning in these subjects can also be enriched through a program of physical education that is broad and balanced. For instance, a child who learns to read a plan or a map in the geography lesson can use this skill when undertaking an orienteering activity. Thus, the outdoor and adventure activities lesson can provide an opportunity for the child to develop this skill in a practical way. The child who engages in a discussion about the rules of games or the development of a gymnastic sequence is presented with many opportunities for language development. It is important that schools consider the links that exist between physical education and other subjects. Careful planning will ensure that physical education objectives are clearly defined within integrated activities

13. Physical Education in the School

High-quality physical education programs are an integral part of any coordinated school health program (CSHP). In childhood and adolescence, regular participation in physical activity helps prevent many chronic diseases and maintain an overall healthy lifestyle.¹ Unfortunately, many schools are decreasing the availability of physical education programs and daily recess are on.

Standards based on achievement now mandatory for all schools, research shows that increased physical activity leads to higher test scores in math, reading and writing, increased concentration in class, and a decrease in disruptive behavior. This research reveals that schools need to have youth learn the benefits of and participate in a quality physical education program. Achieving this can be as simple as mandating daily recess periods and extracurricular activities, such as after-school competitive sports, into school policy. Below you will find action steps and resources to help implement physical education into a CSHP.

14. Families and Communities Responsibilities for School Physical Education

Families and communities must: -

- Advocate for physical education classes and after-school programs that are attractive to all students by encouraging school administrators and board members to support activities that promote lifelong physical fitness, not just competitive sports.
- Make sure the physical education program includes adequate student participation in practices and contests with no discrimination based on ability, gender or race.
- Be volunteer to help the children's sports teams and recreation programs.
- Teach children safety rules and make sure that they have the clothing and equipment needed to participate safely in physical activity.
- Ensure that physical facilities meet or exceed safety standards.
- Work with schools, businesses, and community groups to ensure that low-income young people have transportation and appropriate equipment for physical activity programs.

- Communicate with schools, teachers and coaches about appropriate physical education including competitive sports teams.

15. The Problem of Library

During this century there has been a marked development in the use of reading materials in all subject fields. Kozman (1947) stated that regarding resources are used to study a particular problem being considered by a group, to help individuals in seeking solution to specific problems, to supplement class discussion, to provide archer and broader background for a subject. So that physical education is suffering from special library for quality physical education lesson.

16. Teaching Aids

Teaching aids are devices presenting units of knowledge through visual stimuli to help learning. Audio-visual aids will have to be harnessed to make the teaching of physical education lively and interestingly. To give a welcome relief from normal routine Variety of aids like picture maps, films, film strips, models, cartoons, charts, graphs etc. should be drawn into the course. The objective of teaching aids in physical education is to supplement the spoken word, make physical education real and life like, develop and improve attitudes and interests, make learning permanent, and supplement the text books.

Scheduling(time allotment), large class size, instructional load and staffing, facilities and equipment training for physical education teachers, health and safety, participation of girls and woman's in sport , budget/finance, media, physical education in relation other field of study, application of physical education in the school, the responsibilities families and communities for physical education, the problem of library and teaching aids are mentioned as the factors that can affects the implementation physical education. <http://www.caricom.org/jsp/> these the above-mentioned factors are greatly affect the implementation of physical education in Amaro special woreda secondary schools.

2.3. Challenges those influences PE teaching

learning process It is believed that there are many challenges that affect the teaching learning processes. Those factors can be discussed while being divided under two major categories.

2.3.1. Challenges Related with the Teacher

As far as teachers are concerned the international of education remarked, “no one is in any doubt that the chief agent in the process of educational reform is the teacher.” Posner (1992) also stated the teachers’ play crucial role in determining the success failure of curriculum implementation and teaching effectiveness. Thus, the teacher with his/her altitude, skill, and experience is the most important of all in determining the success or failure the process of curriculum implementation let’s have a look at each dimension turn by turn.

A. Teachers Attitude

Is the basic ground to act in a positive or negative way towards persons, ideas or events happening in the environment? And most educators are convinced those teacher attitudes are very important dimensions. Those teacher attitudes are very important dimensions in the teaching process. A successful innovation depends substantially on teacher’s attitude towards proposed curriculum alterations.

Students with teachers of positive attitude towards teaching and the curriculum are found to be high-level achieves in learning (Keynes 1986, cooper 1986 and Calhan 1988), consider the teacher’s attitude as very important aspects in the teaching learning process.

The trust is the important ingredient, which the facilitator provides. The more effective teacher was related higher on every attitude measured by any inventory, they were seen as more real, as having higher level of regard for their students showed more empathies understanding. No matter how good the written curriculum is and the extent of back resource supplied, no matter how much incentive (through stick or carrot) is applied through the accountability of a national assessment scheme, no matter how much politicians exhort, unless teachers are with a goods enthusiasm for the subject and method with their students, teaching will never become better than adequate (Wool 1994).

Teacher attitude and performance are correspondence according to Cooper (1986) teacher's attitudes are very important and have the direct effect on our behavior, they determine how we view ourselves and interact with the environment.

Therefore, without the positive attitudes to the subject and approaches of teaching, not teachers to be effective in any way negative attitude may harm or injure the whole process of teaching, a teacher with positive attitude and the necessary theoretical and technical knowhow is the one who can demonstrate his/her ability to bring about the intended learning our comes.

B. Teacher's Skill

One of the skills required by the teachers to resolve challenges effectively to promote effective teaching learning environment of physical education is his/her pedagogical belief. In relation to pedagogical belief (skill) O. Neil (1995) writes:

“Given that a syllabus statement is text from which readers must construct meanings on which to plan actions, teachers interpret syllabus statements on the bases of their pre-constructed conceptualizations of the subject and their pedagogical theory of what it means to teach and learn.”

The other challenges related to teachers is the knowledge they have in relation to this, McCormick, et al, (1995) mentioned that teachers will teach best in areas which they are knowledgeable, have effective materials and techniques, Waltey (1981), Posner (1992), Bennet and Carre (1995) also claimed that teacher's knowledge and understanding of the subject matter is a major challenges that influence teaching learning process of physical education an effective teacher has a quality to engaged different activities in education. Harrison (1989) regarding the quality of effective teacher writes.

- Aspiring high expectations for students
- Managing classes in ways that increase academic learning time and opportunities to learn
- Creating a supportive learning environment in which students are treated as individuals and in which they know that help is available.

- Selecting material at an appropriate level of difficulty for students moves then through at a rapid pace and accomplishes this is small.
- Teaching to mastery
- Employing active, direct instruction, including teacher-controlled coverage of extensive content through structured learning activities and appropriate pacing monitoring of pupil performance immediate academically oriented feedback and a task oriented get relaxed environment. According to Wuest and Lombardo (1994) beyond the pedagogical responsibilities' teachers are expected to participate in instructional responsibilities.

“Health and physical education teacher must assume other responsibilities in addition to their pedagogical responsibilities some of these responsibilities are explicitly stated in teacher contracts, while others are unwritten expectations for teachers. These institutional responsibilities are wide ranging encompassing such tasks as supervision, advisement, counseling, parent conferencing, and participating on school wide committees, and professional responsibilities.”

In addition to this health and physical education teachers must be minded full of their professional obligation another important skill required by the teacher is the skill of lesson presentation this means the ability to transfer knowledge effectively to the learner a good questioner, demonstrator, good skill full to class room management etc. are important skills.

C. Teacher experience

Is another important challenge that contributes to the effective teaching learning process of P.E in this case usually, teachers experience is expected to have positive relationship with teaching effectiveness. A longitudinal study conducted for five years with one group of teachers showed that there is a significant quality increase in teaching behavior. Such as, making instruction systematic and stimulating (Adams, 1982). Adams and others (1980), Adams and Martray (1981) have also found out that teachers' self-concern decreased in magnitude from the time of student teaching practice through five-year teaching, while task pattern related to instruction increased along with more years of service in underlining the importance of experience.

Feiman-Nasmer and Buchmann (1985) stated that firsthand experience is particularly evident in contributing to learn to teach. Similarly, Vare (1994) reorganized the positive side of experience arguing experienced school teachers work with college professors as partners to prepare perspective teacher and to facilitate the continual professional development of teachers furthermore, Borko and Butcher (1984) have indicated that lower level of teaching performance would be obtained with less experienced teachers (below 6 years of teaching) than those with more experience (minimum of 6 years).

Gage and others (1960) also found that teaches with less than 5 years of service tend to be rated lower than teachers with more than 8 years of service. Erkyhun and other (1991) have spotted positive correlation between experience and performance of teaching there by including the higher the service year's teachers have the better performance they could have a teaching and lesson planning.

Other than experience and attitude, teachers' qualification, as indicator of the quality and quality of training received, has remained to have a telling effect on effective instructional performance. In line with this, UNESCO (1966) has stressed,

“Advance in education depends largely on the qualification and ability of the staff...” and the major challenges is limiting teaches' awareness was found to be deficiency in training programs.

2.3.2 Challenges related with the administrator

The organizational factor: -

- Instructional Facilities and Material
- Class Size
- Effects of the school context on teacher- student relation
- Time Management Skill

A. Instrumental Material and Facilities

According to Mitzal (in Azeb, 1998) any discussion of class room organization must begin with some attention to resources and facilities that the specific setup demands or effectiveness

of PE teaching learning process. Mitzel further describes that, when there is no lack of equipment and materials that appear geographically to the understanding of the pupil, teaching cannot be challenged indeed. In light of this statement Tirusew (1998) also describes that for effective teaching learning to take place, class room must be adequately organized and conducive enough.

The crux of educational quality among others heavily relies up on the environmental (both internal and external) conditions and materials of the class room whenever theoretical issues are presented in classrooms for students, it is practically proved that students get the most out of them when they are supported by teaching materials (Houlok, 1990). The writer further maintained that classroom should have furniture that are comfortable and easy to move from one point to another and can be arranged for different purposes. The same writer argued that a class room should encompass teaching materials like text books. Guides maps charts pin boards, play grounds etc.

There for, teaching materials and other classroom situations are pare amount importance in the process of teaching and learning where tack of appropriate materials appropriate material result in hampering effective transmission of knowledge.

B Class Size

It refers to the no of pupils require scheduled to meet in the administrative and instructional unit, known as class or section, usually under the direct guidance of a single teacher (Manre, 1956) class size concerns educators for various reasons because learning can only occur positively when lessons are under appropriate conditions both for the students and teachers. The classroom size has its own impact in facilitating or hindering activities of teaching and learning.

According to Tirusew (1998), since teaching learning process depends almost entirely on communication between teachers and students, the no of students in a class determines the amount and quality of knowledge imparted to and gained by the students. Thus, the large the size of the students' number in a class, the more difficult communication between the teacher and students becomes, the more the effectiveness of teaching will be hindered, and the lower the quality of education will be.

There are arguments, which support the idea, that class size by itself has methods of teaching. But on the other side there are scholars who strongly favor the need for appropriate number of students in one class. The idea of class size is becoming a concern and an essential point of discussion among scholars.

Because it is assumed that as the class size increase, students face any or all of the following problems any Gibbs cited in Barneit (1995):

- ✓ Lack of clarity of purpose
- ✓ Lack of knowledge about progress
- ✓ Lack of advice on improvement
- ✓ In ability to support independent study
- ✓ Inability to support wide reading
- ✓ Lack of opportunity to discussions
- ✓ An ability to scope with variety of studies

- ✓ An ability to motivate students. In the same token smith (1961) has also mentioned the following disadvantages that come as the result of large class
- ✓ Individualization of instruction in limited
- ✓ Instruction tends to be lecture with out-group participation
- ✓ Oral communications with in the classroom from pupil to pupil and to teachers and minimized.
- ✓ Written work is assigned less frequently and when assigned, receives less teacher attention.
- ✓ Pupils are less well known to teachers as individuals.

A universal complaint, even among teachers with usual success large section, was inability in such classes to find adequate time to treat individual difference in pupils (Monere, 1956), a study made in the united states of America as in the policy of 1960's indicated that 35 in the maximum limit for effective school classes. Harries (1960) also mentioned that the class size in

school as teacher taught 30 to 34 students each in 27% of the states; while in the other 18% of states fewer than 25% students, in 11% of them 40 or more students to be taught the average was 31 students in one class.

Smith (1961) supports the idea of having limited class size. He asserted that class room contains exceeding 25 pupils is becoming large and when the class size is increased to 30 or more, educator believe instruction suffers at the same time, it tended to encourage closer and more personnel staff, student relationship.

As to how many students to have in secondary school classrooms there is a general consensus among educators in the field that the number of students is to be, relatively smaller. Knapp (1968) noted that.

“Generally speaking, classes should be limited to 30 students and 40 should be regarded as a maximum it is true, of course, that type of program, teaching method and available facilities affect the number that can adequately be provided for in one class. An undesirable lock-step program, which pays little or no attention for individualization of instruction, can accommodate large numbers in small spaces. Command response teaching, in which all members of a group respond with a definite movement to a teacher command, puts little premium on small classes.”

Besides, Knapp (1968) in trying to answer the question, how class size affects effective teaching? He replied a teacher who approaches individual instruction by insisting upon guiding every detail of every student’s movement can provide individual instruction for only a very small group.

Therefore, instruction in limited class size requires more preparation before class begin. Space equipment and activities must be clearly determined to efficiently organize at least two groups working simultaneously with in the same area. Provision must be made for providing information to the group clearly, quickly, and efficiently to avoid student’s dependence on the teacher (as in the command style lesson) for direction, visual information, modeling, and explanations.

C. Time Management Skill

The learning in a class is an important teaching variable and is a consequence of teaching methodology. It varies significantly from teacher to teacher for the same subject and within similar internal and external environments. The academic learning is a consequence of effective time management in the class room. The various tasks performed in the class room are of important consequence such as, time taken to put the class to order and get started, the lesson plan, and the discussion on issues or questions raised by students. All these have an impact on student learning and, therefore, require proper attention.

Time wasters have an adverse effect on student learning in classroom. Those students who spend more time on pursuing the course contents are able to learn more and resultantly achieve better results.

Teachers do make class room time schedules but it is not enough, what matters are as to how effectively the allocated time used. An effective use of class room time and schedule will have a positive effect on scholastic achievement of students.

The positive results of effective time use have prompted researchers to study it in more detail and various terminologies have emerged as under;

- Allocated time
- Engaged time
- Academic learning time

A teacher who believes in effective class room time management will always make a proper plan for the time to be spent in the class. He will avoid late coming as this gives the student time to build noise level which takes time to subside and is thus a time waster. A good time management teacher would always tell the rules and regulations to the students to be followed in the class room along with the expected behavior (Sadker and Sadker, 1986).

2.3.3 Challenges Related to Resources in Physical Education

In spite of the devastating scientific proof of the benefits of physical programmer and the fact that the 1948 United Nations Educations Science and Cultural Organizations (UNESCO) chapter

enshrined Physical Educations (PE) as a fundamental human right, PE is in a dangerous situation worldwide (UNESCO,1966). Mackendrick (1996) notes that PE is mostly taught by generalist teachers with modest knowledge or with no PE education methods. Hardman (1999) of Manchester University, in his research to the critical status of physical education (Berlin, November 1999) showed the essential status of PE around the globe, in spite of the social and economic class. One of the main issues identified by Hardman (1999) is resources. According to Hardman (1999) to the audit report, the reduction of funding compromises the quality and quantity of physical education programs in schools. The provision of amenities and their maintenance are insufficient in many schools across the globe. Besides, worldwide, only 31% of countries have enough agreement.

In the poor countries, there are major challenges in providing a full variety of agreement. But even in countries with more recognized systems of physical education programs, there were cases of poor maintenance and loss of agreement (Hardman, 1999). Fourteen in an Australian journal of teacher education presented by Jenkins on and Benson (2009), the challenges to physical education and physical activities are stated.

The barriers can be institutional and teacher related. According to Dwyer et al. (2003) reported that PE is allocated lower status and priority in learning institutions, lack of achievement measures for PE and physical activity and inadequate infrastructure.

According to a study by Hardman and Marshall (2000) on the condition of Physical Education in Schools, absence of policies for national PE, program is stated but not fully carried out, PE tutors are not specialists, lack of government's support, inadequate structures and facilities and lack of time for teaching were the major obstacles of PE in most primary schools. Within the broad education system, a greater part of countries has legal necessities for physical education in schools for at least some part of the mandatory schooling years. Together with states where there is no mandatory prerequisite for physical education but where it is usually practiced, PE program achievements rises. Physical education is neither mandatory nor might it be offered for girls (Hardman and Marshall, 2000). Hardman and Marshall (2000) further noted that due to educational reform, PE is fused with health education, which result to the decrease in the teaching and learning time of physical programs. According to Hardman and Marshall (2000), for the last decade, many states have reformed their education systems. Whilst it is encouraging

that physical education has remained or become mandatory in a great majority of countries, since 2000, it has lost its compulsory position in 6% of countries.

According to Hardman and Marshall (2000), Physical Education is not mostly taught in many learning institutions even though it is a compulsory subject in the school curriculum, thus denying learners the opportunity of developing their skills and knowledge in physical education. The study of Hardman and Marshall (2000) continues that, more governments are squeezing physical education out of the education system and adding more compulsory academic courses, which hold little benefit, compared to PE. Hardman and Marshall, (2000) suggested the development of national policy to inculcate and implement policies and structures to control time of PE allocation in the curriculum.

In additions, Hardman and Marshall (2000) reported, in the primary school cycle, there is an average 94 minutes ranging between 30 – 180 minutes (Hardman and Marshall, 2000). European regions vary in time allocation for primary schools and secondary schools. According to the study conducted by Coombs (1970) asserts that scarcity of textbooks, Libraries and physical education amenities will limit educational system from responding completely too new demands.

In order to improve education based on quality, better learning materials and resources are needed. Almond (1997) emphasized the significance of 16 having suitable human resources, plan and provide enough instructional materials and physical amenities to sustain educational efforts. Resources required for effective physical educational activities in most Kenyan public primary schools are insufficient. Lack of space like play fields are very common in most schools found in slum areas.

Inadequate funding from the government has compounded the lack of physical education resources in public primary schools in Kenya. Stakeholders who would have supplemented the government efforts in providing physical education have not responded positively to this problem.

In a nutshell, there is need for support to enhance the availability of physical education resources for quality teaching and learning in our schools. Kirui and Too (2012), allude to the fact that there ought to be a commitment to work dynamically so that the position of PE, inside and outside education system is both completely acknowledged and developed- through measures to improve the curriculum, sport amenities and equipment, the position of physical

education and the initial in-service training of tutors. According to a study by Marshall and Hardman (2000), PE is allocated very few hours and both teachers and learners look down upon the status of PE as compared to other examinable subjects. A study by Sparkes et al (1990), also stated to the findings of Marshall (2000) that teachers and other stakeholders ignored and accorded low status to PE. Marshall and Hardman (2000), suggested that the “overloaded curriculum” restricts teachers from scheduling and implementing PE, designing discourses about the state of affairs of 17 children’s health. Consequently, the requirement for physical education and the appointment of physical activity experts. A study by Ministry of Education (2007) in New Zealand on healthy and confident kids suggests alignment of current PE activities in primary schools with precedent PE credentials.

The report advocates for programs, which are relevant and useful to modern children. Gatman (2005) in his research suggests that primary schools PE teachers should continuously update themselves on PE teaching activities, which are future focused

2.4 Ways of minimizing the challenges that hinder teaching PE include the following

2.4.1. Teachers actively supervise students.

Physical education typically through in a large space during practice sessions students are often dispersed throughout that large space. A teacher cannot be in all places at the same time. But by means of active supervision strategies, the teacher can make it seem as if he or she is everywhere. Active supervision means that a teacher moves about the space often and somewhat unpredictable routes. In active supervision, teachers also regularly scan the space to make sure they know what is going on. As soon as students realize that the teacher knows what is going on, they will tend to remain on-task.

In the early stages of school year, active supervision is best accomplished if the teacher stays near the perimeter of the space so that most of the students are in sight at all time.

2. 4. 2. Teachers quickly respond to off-task students

Students who off-task needs to be directed backward to the task, Teachers can do this in a number of ways. They can issue a verbal desist they can simply move closer to the students. They can provide an on-task prompt that redirects the students will learn that the teacher is a more of what is going on in the space and will be less inclined to get off- task.

2. 4. 3. Teachers support on- task students.

A kind word is important to students who are really trying to be on-task. Teachers can direct positive feedback to an individual or to group. Teachers should do this frequently at the beginning of the year so that students realize that their efforts are appreciated. Teachers should try to provide to supporting, positive feed-backs for every one desist they need to give. Gradually, teachers who do this will discover that they need to desist less often and the ratio of positive feed-backs to desist will become much larger.

It is important to understand that good behavior needs to be supported by teachers! Teachers should not hesitate to compliment students-genuinely and often.⁴ Teachers have high expectation for on-task behavior. Most teachers do expect to stay on-task, but they seldom communicate that the expectation to the students. It is important that students understand clearly that teaches expect them to on-task and to make an effort to learn. Teachers can communicate these expectations in a number of ways. The most direct way is simply to tell students periodically that these are the expectation. A second way is to prompt often during lesson, especially at the beginning of the school year. Verbal prompts that keep students on-task and generally energize students have been called “hustles (Siedentop Ibid).statements such as “Let’s make an effort to day, “keep at, keep at it, “work hard now “, and “Lets hustle on this drill” are example of verbal prompts that keep students on-task. Teachers can also communicate on task expectations when they are providing skill feedback.

2.5 Planning

2.5.1 the purpose of planning

Research and simple common sense indicate that effective planning is one of the most significant factors affecting teaching performance. Of course, through planning, alone does not guarantee good teaching and learning, but without it, teaching and learning are severely restricted. Mawer (1995) identifies a host of attributes resulting from appropriate planning by teachers, including;

- Greater use of equipment and facilities;
- More directions;
- More careful and precise organization of lessons;
- Clear presentation;
- More specific feedback;
- Greater Variety and better progression of activities, better timing of lesson;
- Greater ability to analyze pupils' needs;
- Higher levels of activity and time 'on task' among pupils;

Each of these attributes can make contribution to the success of a lesson and the quality of pupils learning. The process of planning a lesson or a series of lesson allows teachers to articulate their thinking (William, 1996 a): to think thing through carefully and systematically.

A. Lesson plans

Effective teachers plan no matter, what method they use to teach or how independent they. A guiding principal is that the lesson experienced the teacher, the more detailed the plans should be. More experienced colleagues have a great deal of knowledge and skill related to class organization and presentation, and many of their practices have become automatic and need not be written down.

2.5.2 Teaching tips

Teaching skills can be learned, practiced, and perfected. Just as in sport, where the development and refinement of separate skills does not necessarily add up to a competent player, the acquisition of separate teaching skills does not automatically add up to a competent teacher. The

successful application of a large number of skills in the right combination at the right time tends to define both the competent player and the competent teacher. This section is devoted to tips on using important teaching skills (Seidentop, 1986).

A. Provide instruction

Teacher introduces skills, explain games, explain practices drills, and provide feedback to a group about their performance. Each of these situations requires the teacher to provide verbal instruction.

- Carefully plan what you want to say, make notes, and use them.
- Limit the information. Do not over load students with technical details, but the specific in what you say.
- Use language appropriate to the skill and the students' previous experience with it.
- Make sure that you use language properly. Do not embarrass yourself and the profession by having a student correct your grammar.
- Talk solely and emphasize crucial point clearly.
- Try as often as possible to provide a demonstration (visual information along with the verbal description).
- Make sure that the students are paying attention. Check their understanding by asking questions intermittently.
- Speck up, be assertive, and show enthusiasm and leadership in the way you talk (ibid).

B. Provide demonstration

Students need to see how a skill looks, what a drill involves, and how a strategy is used. Each of these situations will require some demonstration. Done well, demonstrations can contribute strongly to more efficient learning done poorly, they probably related learning.(seidentop1986)

- Be sure the demonstrator is an adequate model, that is, able to do properly what is being shown.
 - ✓ If equipment or materials are necessary set them up beforehand rather than waste time while students wait.

- ✓ Show the entire skill /organization/ strategy first. Give an overall understating before focusing in details or parts.
- ✓ Do the demonstration at the place where the skill or strategy will be used.
- ✓ Emphasize safety points if relevant
- ✓ Organize the students in such a way that they can at least partially use the skill or strategy as you show it to them. This involves the students and directs their attention to the demonstration.
- ✓ Do not get too technical limit information be crisp and do not over dwell.
- ✓ Check for understanding before you disperse the students (ibid).

C. Supervise Student practice

Active Supervision is one of the most important teaching skills. It is important for keeping students on task and also for your being in a position to see their performance and to provide them useful feedback.(seidentop 1986).

- At the outset tries to stay on the perimeter of the space so as to keep all the students in view.
- Do not get so caught up in watching one student that you do not glance often to see what the other students are doing.
- Try to avoid moving in predictable patterns.
- Do not hesitate to use your voice across the space to let students know you are supervising. This does not mean stopping misbehavior; it also means providing supportive comments and positive prompts. The key point is that students have to learn that you are aware of what is going on.
- Stop students unsafe or disruptive immediately.

D. Provide behavioral feedback

- Teachers need to provide students with feedback about their social and organizational behavior in class. This feedback of course should not always be in the form of critical corrective or punitive statements. Good behavior needs to be supported too.(Seidentop1986).
- Make sure that your feedback is specific to the class rules and expectations
- Try to avoid giving feedback only when you see some miss behavior.

- Provide frequent feedback early in the school year or term.
- Support appropriate behavior with compliments.
- Provide personal feedback to individual and also comments to the group as a whole.
- Along with feedback statements try to provide the reasons why the good behavior is important. This helps to develop standards among the students.

E. **Provide skills feedback**

Most physical educators agree that the right skill feedback at the right moment can greatly enhance learning. This is not doubt true for individual skills as well as group efforts.(Seidentop 1986).

- Try to be in a good position to see the performance so that you get information.
- Make feedback statement specific to what the instructional cue or prompt has been; i.e., do not tell a student to focus on one aspect of a skill and then provide feedback on another aspect.
- Try to give specific information with most feedback statements. “ nice giving” and “ well done” are positive comments, but feedback needs to have greater specificity.
- Try to provide as many positive feedbacks as corrective. Although corrective feedback is use full and necessary, it is also important that students learn what they have done correctly and well.
- When possible, tell students why a correction is necessary (bend more at the knees so that can generate more power).
- Try to show as well as tell. Visual feedback information can be given more quickly and is more relevant to the learner than long, involved descriptions.
- Do not hesitate to use positive models to provide group feedback. Singling out a student who is doing something well not only provides recognition for that student but is a good service of feedback for other students.
- Try to stay with a student or group long enough to see if your feedback is used. It is important that students try to employment your suggestion.

F. Use questions

- ✓ Teachers often ask questions of students as an instructional strategy or as a means for checking student understanding. Questioning is a skill that teachers do not often do well.(Seidentop1986). Make Questions brief and clear. Do not ask multiple Questions in one statement. 33
- ✓ Try to distinguish between Question that have specific answers (convergent) and these that are many answers (divergent/, and make sure that you use the type that is relevant to your purpose.
- ✓ Ask the question and then call for volunteers or name a student to respond. Avoid calling on a student and then asking the question.
- ✓ Allow time for student to respond. Do not answer for them if they are a bit slow.
- ✓ If you are concerned with facts and understanding ask simple, direct questions that have simple, direct answer. Do not make a quiz show out of your questions unless that is your purpose.
- ✓ If you wish to involve more students, redirect your questions to elicit answer from several students. However, if you use the redirect technique, wait until several students have responded before you provide confirmation and feedback.

G. Provide accountability

Formal accountability is provided by a grading system or some form of contingency management If formal accountability is primarily provide by teacher interaction and basic teaching strategies students are not fools-they find to adjust their performance and behavior to the expectations and accountability of learning environment. In other words, teachers are likely to get just what their system requires.(Seidentop 1986).

- Make sure the accountability system is clear to students early in the experience.
- Be consistent in your application of accountability. Avoid charging the system for individual students, students view in consistency as a major defect
- Keep the group alert to your expectations by frequent promoting that involves information relevant to the accountability system.

- Make sure you communicate realistic positive expectations about student performance. If you do not communicate that you believe students can do something, then, do not expect to believe they can do it.
- Give public recognition to achieve merit and progress, show students that you value both. And do not hesitate to praise good performance.
- If the accountability system involves recording results of student performance, make sure that the recording is done accurately. This is particularly relevant when students are recording one another's performance results or when they are recording their own results.
- See that formal and informal accountability systems reward consistent improvement in small increments. Do not arrange a system that requires months of improvement before recognition is provided.
- Be fair. Do not demand too much performance for too little reward; conversely, do not give too much reward for only minor important or performance.
- Preserve standards; otherwise the educational environment will quickly deteriorate.

2.6. Teacher effectiveness and teaching methods

Effective teaching is characterized by predictable set of strategies that have little to do with “method”. Effective teachers use these strategies; teachers who are less than effective usually do not. A strategy typically consists of several discrete teaching skills. For example, the strategy of active supervision consists of the teacher's moving in unpredictable patterns around the teaching space, frequently checking on students not in close proximity, promoting on task behavior desisting in appropriate behavior quickly and accurately, and providing academic feedback. It seems to us that teaching skills are very much like sport skills. You can fairly quickly master the basic skill of tennis. You can fairly learn how to serve, how to learn when each of these should be used. However, to be a good tennis player, you have to put the skills to use at the right time, in the right order, and in the right way. Learning to be an effective teacher is like that too. We will present the effective teaching skills as separate skills. They can be practiced separately, and this kind of practice is important. Gradually, however, you must bring the skills together. Doing this requires some serious practice under good conditions. People do not become good tennis

players without lots of practice, some good help along the way, and the right conditions. And they have to want to be good players. The same holds true for learning to be an effective teacher:

A Effective teaching strategies

Effective teachers the back bone of education. They are not magicians; they are skilled professionals and they work hard at what they do. Thus effectiveness lies in their careful and skill full application of teaching strategies to ever-changing and complex situations. We believes that physical education, in order to survive as a school subject, must be able to demonstrate tangible out-comes and students must show recognizable achievement gains. Students must know more. Must be better players. They must be more committed to an active, healthy, playful life style. Although there are legitimately different ways to conceptualize and implement physical education programs for youth to be successful, the programs must accomplish something. In other words, we believe that main business of physical education is for students to learn and that learning should be the central goal for physical education everywhere. We have reason to believe that this assumption about learning and performance is not widely shared in physical education. Survey of grading practice indicates that student subject matter performance is not among the items that contribute to evaluation of students.

If those data are correct, and experiences tell us that they are, then the right uniform, a good attendance record, and a good behavior are all that one needs to get top grade in physical education. Many physical educators feel that it is UN fair to hold students accountable for performance. Other feel that physical education should be fun (we agree) and that any kind of grading on performance negates that possibility (we disagree). The purpose of raising this issue here is to underscore the idea that effective teaching can be judged only in terms of the goals of the teacher. If student learning is not a teacher main goal, then strategies that are specifically related to learning are not important .Our assumption is that learning is the main agenda of physical education and that “effectiveness” for teachers is related to student performance. Effective teaching is characterized by a predictable set of strategies that have little to do with “method”. Effective teachers use these strategies; teachers, who are less than effective, usually do not. A strategy consists of several discrete teaching skills. For example, the strategy of active supervision consists of the teacher’s moving in unpredictable patterns around the teaching space,

frequently checking on students not in close proximity, promoting on task behavior, desisting in appropriate behavior quickly and accurately, and providing academic feedback.

B. Allocate a large percentage of time to correct

under appropriate conditions, students will learn more if they have more time to learn. There are several ways to examine the use of time in physical education classes. First how much time the teachers allocate for student learning? We can usually answer this question by examining daily lesson plans. Second, for how much of that allocated time are students actually engaged? Engaged time is a better measure of student opportunity to learn than is allocated time. The learning task must match the student's skills and abilities, the students must have a fair chance at being successful. This is exactly the notion that led to the development of the concept of academic learning time (Siedentop Ibid). Academic learning time is a unit of time in which a student is engaged with a task which he or she can be successful academic learning time is quality learning time. Research indicates that ALT in physical education class is typically quite low, often no more than 3 to 5 minutes per student per 30 minute class in the secondary school. The concept of ALT-PE provides a simple convenient criterion by which to judge teaching effectiveness in physical education.

Effective teaching means structuring the lesson so as to maximize the amount of time in direct practice by each individual at a level which insures a continuing development of the skill, The ALT-PE system supplies the missing element, or indeed major component, needed to evaluate effective teaching in physical education. Time on task, academic learning time opportunities to learn –call it what you will, and measure if you can-this is the vital component of an effective lesson.

2.7 Promoting a positive climate for learning

A. Positive climate

the climate of the lesson is its general atmosphere or tone. A climate that is positive and supportive can have a great influence on the motivation of pupils and their attitude to learning. Kyriacov (1991:60) characterizes a successful class room climate as being purposeful, task-oriented, warm, supportive and [with a] sense of order. Some teachers are very good in creating a strong sense of purpose in their lessons; some promote a supportive and caring environment.

Good teachers do both. Research certainly suggests that this is the view of pupils. For example; Saunders (1979) reviewed the findings of studies of pupils' descriptions of good teachers and constructed the following picture. Good teachers: are purpose full and control of themselves:

- Know what they want to teach and check that the pupils are learning;
- Take positive action when they discover and respond by changing role smoothly and appropriately;
- Try to understand the point of view of learners;
- Show respect for others
- Are concerned for all the pupils; In other words, according to pupils, good teachers represent a combination of purposefulness and sensitively.

CHAPTER THREE

Research Methods

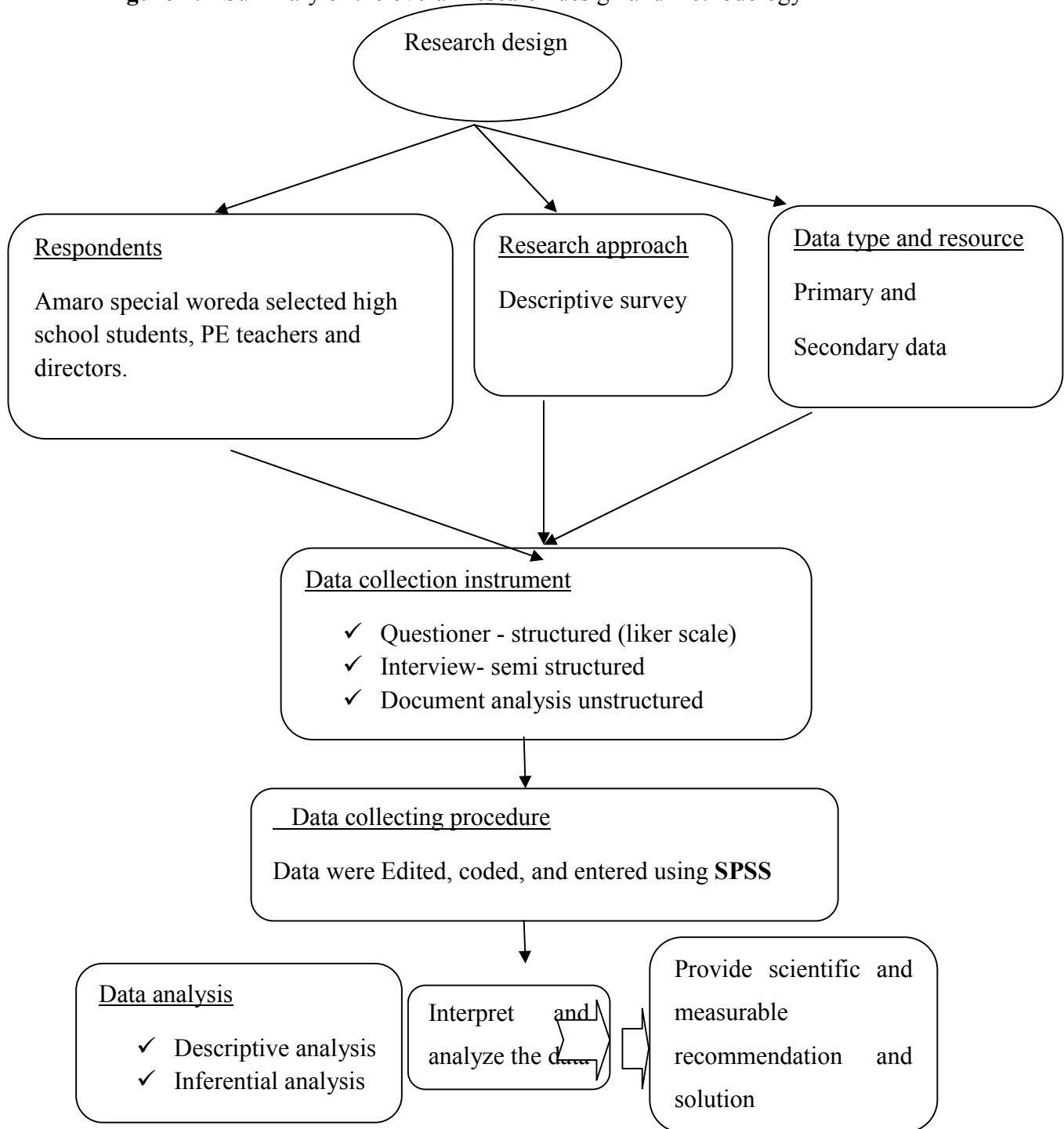
Introduction

The purpose of this chapter were to presents the underlying principls of research methods and materials choice of the appropriat research method for the study .The chapter will be arranged as follows, Rresearch design,Description of the study area, Rresearch method,Population of the study,sampling methods, Sample of the study,Sourceof data, Instrument of data collection,procedure of data collection,Methods of data analysis and ethical considration.

3.1 Research Design

Descriptive survey design will be employed with the assumption that it is helpfui to obtainsuffecient information from large numbers of respondantsand to describe the prevailing in-school factors and opinion related tothe on going challenge of physical education teachers in teaching-learning process.It also helps to draw vaild general conculsion,in order to achieve this objective,the researcher used adescriptivesurvey research design. kumar(2006)says descriptive survey research design is an excellent research type for obtaining thick description of a complex issue in its conntext.Mixture of both quantitative and qualitative reseach approch will be appropriate because the problem under invastgation demands considering the two approches. Aquantitative study model and qualitative anlasis fram-work will be developed as theortical fram work that would have inform the analysis and interpratation of study results in subsequent section.

Figure 1: - Summary of the overall research design and methodology

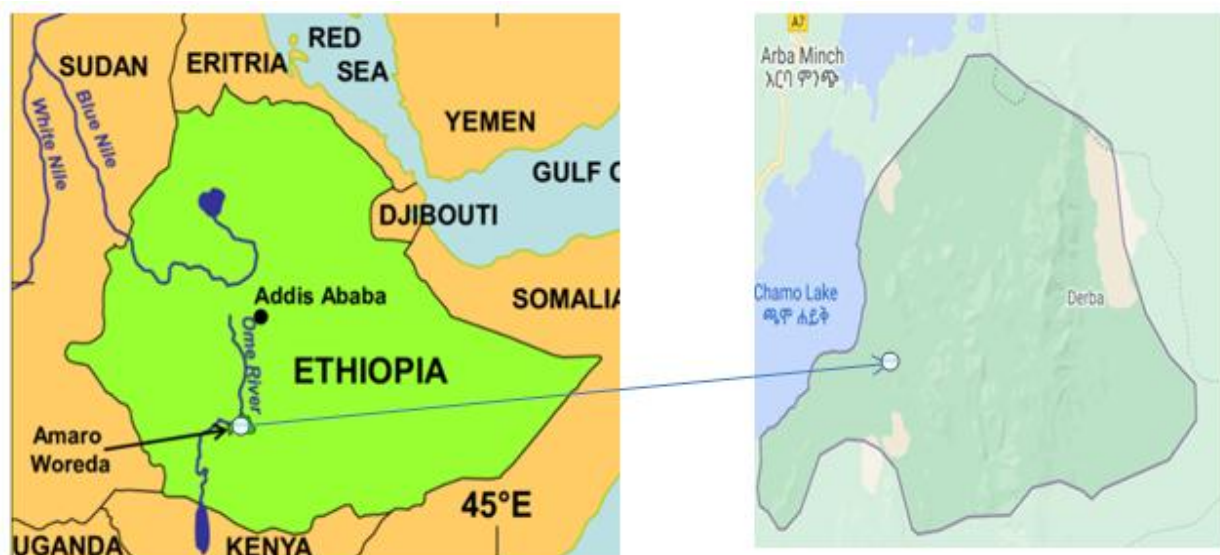


Source: Adapted from Creswell (2008) with own modification

3.2 Description of the study area

The south nation national peoples regional state is one of the nine regional states of the federal democratic republic of Ethiopia (FDRE). The region is divided into different zones and special woredas. However, the study was conducted in Amaro special woreda, five (5) selected high schools which were selected randomly and purposely out of eight (8) high schools. These are Deriba, Etate, Jijola, Kelle, and Kereda high schools. However:

- Amaro is one of the special woredas in the (SNNPR) of Ethiopia.
- The people are called **Koore** and their language is Koorete. Amaro is one of the areas in which members of Koore nations widely live in, their neighboring areas of Gamo Gofa, Guji, Konso, Derashe, and Burji.
- It is 478 km far away from the capital city of Ethiopia.



3.3 Total population of the study

There are 8 secondary schools in the study area, from this the researcher would have selected 5 secondary schools to conduct the study and to get enough information for the study. The researcher believes that the sample size of five secondary school students is very large to participate in each student in the study. So, due to different constraints such as time, large size of target population

and up to date materials and others the researcher enforced to take representative of the total population from each five secondary school to use.

Since the target population was heterogeneous, the simple random sampling technique had been used to select the sample and to make the population more homogenous. As mentioned in chapter one the total population of the study were students, P.E teacher and school director are 4686 of Etate, Jijola, Kelle, Kereda and Derba high school. Among the total population of 368 from grade level of 9th and 10th students, 19 P.E teacher and 5 school directors had been selected to conduct this study. Accordingly 368 of the students would be selected using simple random sampling method and 19 P.E teacher would be selected by purposive sampling techniques and 5 school director would be parts of the study. total population of the study were 392.

The school would be sampled using in different simple random sampling method and to some extent purposive sampling technique will be used because each grade level has to be represented by providing different chance depending on their class size. this is done to bring about different sample from each school based on the total numbers of the students in each school. so 368 students were participants of this study selected by using simple random sampling method, All 19 P.E teachers was participants of this study was selected by using purposely sampling method and 5 school directors would be selected by purposive sampling techniques then totally sample of this study were 392.

Table 1 summary of total population frame of the study.

<i>School name</i>	<i>Student No</i>		<i>P.E. teachers number</i>	<i>School director number</i>
	<i>Grade 9th</i>	<i>Grade 10th</i>		
Derba	600	268	4	1
Etate	234	106	2	1
Jijola	736	428	3	1
Kereda	367	188	3	1
Kelle	1079	656	7	1
Total population	3016	1646	19	5

3.4 Sampling Techniques and Procedures

According to Schutt(2008) purposive sampling was one of the methods used in non probability sampling is a sampling method in which the selection of population elements is unknown. like wise Torrance (2012) the researcher will sample with a purpose in mind and the researcher will have two or more specific predefined groups.

The first things the researcher will do is to verify that the respondents does in fact meet the criteria fore being in the samples purposive sampling can be very use full for situation where one needs to reach a target sample quickly and the researcher will use also simple random sampling because in simple random sampling the selection of one students does not affect the selection of the others students.during selection,all students in the class will have equal chance of being chosen. Therefore the researcher will purposivel and randomily select the study area ie Derba,Etate,Jijola, Kereda and Kelle high school from amaro special woreda .then the researcher had make asimple random sampling to select sample from the students and purposively select P.E teacher and school director from each high school

3.4 1 Sample of the study

The studyhad been include 5 high school students, P.E teachers and school director.In order to obtain equal chance for men and women, stratified sampling technique would be used. According to the formula for Proportions provides a simplified formula to calculate sample sizes. A 95% confidence level and $P \leq 0.05$ Where n is the sample size, N is the population size, and e is the level of precision (Yamane, 1967). When this formula is applied to the above sample, we get the following equation.

Using the above proposed formula, sample study selected from the students of the study would be selected as follows.

$$n = \frac{N}{1 + N(e)^2}$$

:

$$n = \frac{4662}{1 + 4662(0.05)^2} = 368$$

Where n =sample of the study

N = total population of the study

e = constant

Then, sample students total from each school were selected using the stratified sampling. Therefore, the sample size for this study was 19 PE teachers, 5 school directors, and 368 students' total number of sample size. Proportional stratified sampling technique was used to limit number of respondents of student's sample. Similarly, the total populations of the study were 392.

Table 2-total number of population of the study

No	population of the study	total number
1	Student from selected five high school	368
2	P.E teachers from selected five high school	19
3	school director from selected five high school	5
4	Total population of the study	392

3.5 Source of The study

To obtain reliable data on the challenges and practice of P.E teachers in teaching-learning process, the researcher was used both primary and secondary data source.

The primary data would be collected through close ended standardized linkert scale type questionnaire from students and P.E teachers. Such data collection instrument was developed in order together large data and avoid pressure on the respondents (Creswell, 2003) and semi structured interview will be administered to the school director.

Secondary data will be collected from various documents, literatures, books written on issue related to the topic, internet and other reports. The use of triangulation or multiple data collection methods was away of enhancing the credibility of data collected (Best and Kaha, 1999). In order to have complete picture of the view of challenge and practice of P.E teacher in teaching-learning process.

3.6 Instrument of Data collection.

The data gathering tools employed in the study are questionnaires, interview and document analysis.

3.6.1 Questionnaires

The researcher had used questionnaires to collect data from students and teachers' respondents. It was a kind of questionnaire with rating scales at which respondents report what is true for them or the material being evaluated (Kothari ,2004). This type of instrument is used when there is a need to examine students attitude or reaction on the materials being evaluated (Morrison and Scott , cited in Tariku). Questionnaires were believed to better to get large amount of data from large number of respondents in a relatively shorter time with minimum cost. Hence, questionnaires had been prepared in English Language and administrated to the respondents with the assumption that they can understand the language. The questionnaire consists of two parts.

The first part deals with the general background of the participant. The second part contains both closed ended and open-ended question item that helps the researcher to address the basic research questions of the study. Close ended questions will be developed using Likert scale to identify to what extent the respondents agree or disagree. Likert scale is easy to construct; it takes less time to construct; simplest way to describe opinion and provide more freedom to respond. The likert scale used for this study consists of two types firstly 5 = strongly agree, 4 = agree, 3 = undecided, 2 = disagree, and 1 = strongly disagree. For the teachers and Secondly 1=Higher 2=Medium 3 =Low 4=V Low for the students.

From various previous studies, and the researchers own preparation 43 practices and challenges of PE teachers items was adopted for this study. This instrument incorporates those issues including student's active participation, sport facilities for PE teachers, PE teacher's challenges and period allotment questioners was prepared and adopted from the various previous studies by the researcher.

Table 3 Instrument of data collection/Questionnaire.

No	Questionnaires item	Amount of item	Adopted from
1	Students active participation item for both teachers and students	10+8=18	Tadess Abera2006/2014
2	Sport facilities for PE teachers and students	7+7=14	Prepared by the researcher
3	Period allotment	3	Prepared by the researcher
4	PE teachers challenges	8	Berhanu Galcha 2010/2018
5	Total Item	43	-

Source—adopted from various previous studies and prepared by the researcher

3.6.2 Interview

A semi –structured interview had been prepared and conducted. Semi –structured interview would be used to get additional information about the topic under investigation and to cross-check the data collected through the other data gathering tools. Because of its interactive nature, interviewing has many advantages over types of data gathering strategies (Best and Kahn, 1998 cited in Gebiyaw, 2011). Unstructured interview will be prepared in English and interviewed in Amharic language for the school’s director. The interview would be conducted with the interviewee in Amharic language to avoid communication barriers. The purpose of interview is to get in-depth information that may not be easily secured by the questionnaires. Interview notes will be taken: summarized and translated in to English language.

3.7 Procedure of Data Collection

The researcher had gone through series of data gathering procedure. The expected relevant data had been gathered by using questionnaires, interview and document analysis. In doing so, having letter of authorization from Bahir Dar University for gathering data will be the first step. Then the researcher directly had gone to sample the selected five high schools in Amaro special woreda in order to report his study idea and to make agreement.

After making agreement with the concerned participants, the researcher would introduce his objective and purposes. Then the questionnaires will be distributed to sample students and teachers in selected high schools.

The participants will be allowed to give their own answers to each item independently as needed by the researcher. They will be closely assisted and supervised by the researcher himself. Finally, the questionnaires would be collected back at the right time and the interview would be conducted with 5 school director.

3.8 Method of Data Analysis

The data had been analyzed both quantitatively and qualitatively. Quantitative data would be analyzed by using frequency, percentage and mean scores. On the other hand, qualitative data would be analyzed by narration and description.

A/ Quantitative Data

As regards to the quantitative data, responses had been categorized and frequencies had been tallied. Percentage and frequency counts would be used to analyze the characteristics of the population as they help to determine the relative standing of the respondents. The items of the questionnaires would be presented in tables according to their conceptual similarities.

The scores of each item would be organized and analyzed statistically compiled and imported in to SPSS version 20 to calculate frequency, percentage and the descriptive statistics value of different item. Percentage and frequency would be used because these are easier to interpret and useful to compare the trend over item or among categories.

Moreover, the study had employed by descriptive statistics value for the analysis of questionnaires.

It takes all the measures of central tendency and dispersion into account and support percent. Likert scale would be employed to identify to what extent the respondents agree or disagree are:

The scale consists of five rating scales; 5=strongly Agree 4=Agree 3=Neutral, 2=disagree and 1= strongly disagree.

B/ Qualitative Data

The researcher tried to find out the alternative solution for the challenges and practice of the open-ended, and interview questionnaire employed for both teachers and school directors and document analysis were analyzed qualitatively using words. The data collected using structured interview, open ended question items would be analyzed and interpreted qualitatively. The handwritten notes of interview would be transcribed, categorized and compiled together into themes; summary sheets had been prepared and translated into English.

Accordingly, analysis and interpretations had made on the basis of the questionnaires, and interviews, finally, the overall course of the study would be summarized with findings, conclusions and some possible solution

3.9 Validity of Instruments

In this study, the questionnaire items alignment with the objective of the study should be evaluated by advisor so that the feedbacks and the correction had been helped the researcher what is intended to. When we come to the interview, the researcher group has a chance to the respondents from miss understanding. Moreover, because the respondents will not be forced by anyone, the condition can enhance the trustworthiness of their answers.

3.10 Reliability of the Instruments

To ensure its reliability, the student researcher will be asked pilot study participants to complete the questionnaires and to provide feedback thereafter. For pilot testing 7 randomly selected PE teachers and 48 students from one school purposely selected will be made to fill the questionnaire. Using the data collected for the pilot study, student researcher will check the reliability of the instruments by using the Cranach's alpha.

The coefficient alpha for the ---items will be found to be 0.94, indicating homogeneity within the items and also demonstrating the each item contributes to measurement of a single construct(Cohen et al. ,2007) . According to Cohen et al.(2007), Cranach's alpha reliability coefficient of or higher is acceptable in social science research.

3.11 Ethical Consideration

After receiving official letter of cooperation from Bahir Dar University, the researcher will communicate all schools and individual participants legally and smoothly.

The purpose of the study will be made clear and understandable for all respondents. Any communication with the concerned bodies will be accomplished at their voluntarily consent without harming and threatening the personal and school wellbeing. In addition, all information obtained from individual respondents and the school records will be kept confidential.

CHAPTER FOUR

4 RESULTS AND DISCUSSIONS

Introductions

This chapter deals with presentation and analyzing of the data collected through questionnaires, document analysis and interview. The data were presented in tables, analyzed using percentage and textual description. This section deals with the general background information, sample representatives and the general feedback of the questions of the research data obtained from the respondents.

4.1 Demographic information of PE Teachers

As shown below in table 1. The population of the study included 19 physical education teachers of the selected schools. The researcher decided to take all teachers as a participant of the study because the study more focus on PE teachers challenges that affects the teaching-learning processes.

Table 4 Sex distribution of the respondents (n=19)

Item		Frequency	Percent	Valid percent	Cumulative percent
Sex	Male	18	94.7	94.7	94.7
	Female	1	5.3	5.3	5.3
	total	19	100	100	100

Table1.1 shows that the sex of respondent from the total sample (18) 94.7 % of male teachers and (1)5.3% is female teacher. This shows that among all PE teachers who are selected for this study 94.7% are male and 5.3% are female, this indicates that the female teachers participation who are selected for this study are very less than that of the male.

Table 5 age distribution of the respondents (n=19)

Item		Frequency	Percent	Valid percent	Cumulative percent
Age	20-30	2	10.5	10.5	10.5
	31-40	15	78.9	78.9	78.9
	41-50	2	10.5	10.5	10.5
	Above 51	-	-	-	-
	Total	19	100	100	100

Table 1.2 revealed that the age of respondent who are selected for this study 10.5 % of the respondents were between 20-30 years, 78.9% of respondents were between 31-40 and 10.5%.of the respondents were between 41-50 years. In additions to this, among all PE teachers who are selected for this study 78.9% of the respondents were between 31-40 years this indicates that most of the respondents participated in this study were under productive ages.

Table 6 Academic qualification of the respondents (n=19).

Item		Frequency	Percent	Valid percent	Cumulative percent
Academic qualification	Certificate	-	-	-	-
	Diploma	2	10.5	10.5	10.5
	First degree	16	84.2	84.2	84.2
	Second degree	1	5.3	5.3	5.3
	Total	19	100	100	100

Table 1.3 represented that the educational backgrounds information of all physical education teachers who are selected for this study were found in above the Diploma levels in selected schools. The table also revealed that 10.5 % of respondents are diploma holders, 84.2% of respondents are degree holders and 5.3% are master's degree holders respectively. The results show that majority of physical education teachers were trained and this indicates the teachers have a good skill to practice the challenges that affects the teaching-learning program of PE in secondary school.

Table 7 The respondents services year in teaching' (n=19)

Item		Frequency	Percent	Valid percent	Cumulative percent
Services year	1-5	5	26.3	26.3	26.3
	6-10	5	26.3	26.3	26.3
	11-15	6	31.6	31.3	31.3
	16-20	2	10.5	10.5	10.5
	21 above	1	5.3	5.3	5.3
	Total	19	100	100	100

Table 1.4 represented that all PE teachers' service years in all selected schools which involved in the study are found each category levels. As revealed in table 4.4 10 (52.6%) of the respondents are between 1-10 years of teaching experiences, 6(31.6%) of the respondents are between 11-15 years of teaching experiences, 2(10.5%) of the respondents are between 16-20 years of teaching experiences and 1(5.3%) of the respondents are found above 21 years of teaching experiences. whereas maximum number of respondents are found 10 (52.6%) and 6(31.6%) service years. In contrast to this, small numbers of PE teachers have large numbers of service years are found in this study. This indicated that most of the PE teachers have medium service years in aspect of teaching physical education subject.

4.2. Discussion on the Findings of the Study

This part of the study is devoted to presents discussion of the data obtained from respondents in relation to the practices and challenges of PE teachers in teaching learning process in government secondary schools of Amaro special woreda. The data are presented in tables, analyzed using percentages and mean value. In this process the first section deals with the general background information of the total population can be presented. The second section deals with the sample representatives; those are as a subject or respondents. And the third section was in light of the basic questions of the research data collected have been analyzed and interpreted. As it can be seen from the table below, we have seen that the written close ended question analyzed by using in the mean value. Whereas the data obtained from open ended question and interview presented as supportive in the text were needed. The respondents included in this study were (19) PE Teachers responded open-ended and closed-ended questionnaires,5 school director were interviewed from five school and 368 students were responded closed-ended questionnaires then the total population of this study were 392 respondents were responded to and resulting answers interpreted in terms of the frequency, percentage, and mean scores. Item scores for each category were arranged under five rating scales. The range of rating scales were ≤ 1.49 = strongly disagree, $1.5 - 2.49$ =Disagree, $2.5 - 3.49$ = undecided, $3.5 - 4.49$ = Agree, ≥ 4.5 = strongly agree were used in teachers questionnaire were as the range of rating scales used for the students are Higher, Medium ,Low, Very Low are used in students questionnaire.

Mean value were used for respondents response to analyze the data. As a result, practices and challenges of PE teachers in teaching learning process of teachers response with a mean value below 2.49 were rated as strongly disagree in their level of application; mean values from 1.5 – 2.49 were rated as Disagree ; mean values from 2.5 – 3.49 were rated as undecided and mean value from 3.5 – 4 were rated as Agree. And, from 4.5 – 5 were rated as strongly agree. Finally, the data obtained from the interview sessions and document analysis were presented and analyzed qualitatively to substantiate the data collected through the questionnaires and to validate the findings of the study.

Table 8 Physical education teacher's challenge related with the students active participation to learn the subject like other.

No	Item	Fry	Level of agreement						x	SD
			SA	A	UN	D	S D	To tal		
1	Do you think that your students can actively participate in your class?	Fry	3	1 5	1	-	-	19	3.84	0.96
2	Do you think that teaching PE is the same with another subject in the level of student's participation?	Fry	4	3	10	2	-	19	3.47	0.96 4
3	During teaching-learning, I respond positively to the students questions?	Fry	7	8	3	1	-	19	4.11	0.87
4	I think that the society's culture affects P.E participation in learning and practicing sport activity in the field?	Fry	4	1 0	2	3	-	19	3.8	0.97
5	Do your students actively participate in the theoretical and practical session?	Fry	5	9	2	3	-	19	3.84	1.02
6	Do you demonstrate the physical activities during practical session?	Fry	6	8	4	-	1	19	3.95	1.03
7	As PE teachers do you encourage the students to participate in sport outside regular class?	Fry	6	6	1	6	-	19	3.63	1.26
8	Do you think that, your students can actively participate in different PA?	Fry	5	2	6	6	-	19	3.32	1.2
9	Does the school encourage the PE teachers to participate in different physical activities?	Fry	3	7	5	4	-	19	3.47	1.02
10	How much you participate in sport activities to enhance or make solution for efficiency of material?	Fry	5	3	10	-	1	19	3.6	1.07

Key: SD=standard deviation \bar{x} =Mean and degree of freedom=96 scales; ≤ 1.49 =S.disagree, 1.5-2.49=Disagree, 2.5-3.49=Undecided, 3.5-4.49=Agree, ≥ 4.5 =S agree

KEY FRY=Frequency

As shown in item 1 of table 2.1, respondents were asked to rate their agreement level on the students actively participation in PE class. Accordingly respondents response with the mean value of ($\bar{X}=3.84$ and $SD=0.958$) then the teachers expressed that they agree with the mean value of ($\bar{x}=3.84$) which shows that the students can actively participate in PE class.

Respect to this but the school administrators were interviewed for their participation in different PA program in their school most of them were not participated in different PA this indicates that the school administration not have interest to do different PA and facilitate the teaching materials to the PE teachers, thus can be conclude that most of the challenges regarding with material shortage were come from the school directors that they are not properly accomplishing their duties and responsibly.

With regard to item 2 of table 2.1, one of the questions raised to respondents were teaching PE is the same with another subject in the level of student's participation. The respondents expressed their responses with the mean value of ($\bar{X}=3.47$ and $SD=0.964$) then the teachers response with the mean value of ($\bar{x}=3.47$) were agree to teaching PE is the same with another subject.

In item number 3 of table 2.1, respondents were asked to indicate their agreement on giving positive responses to the students question .The respondents expressed their response with the mean value of ($\bar{X}=4.11$ and $SD=0.875$) then the teachers response with the mean value of ($\bar{X}=4.11$) were agree to give positive response to the students.

Item number 4 of table 2.1, respondents were asked to indicate their society's culture affects PE participation in learning and teaching sport activity in the field. The respondents were expressed their response with the mean value of ($\bar{X}=3.79$ and $SD=0.976$) then the teachers response with the mean value of ($\bar{X}=3.79$) were agreed that the societies culture can affects PE participation in learning and teaching sport activity in the field.

As it can be observed in item 5 of table 2.1, respondents were asked to expressed their degree of agreement on the students actively participate in the theoretical and practical session. The

respondents were expressed their response with the mean value of ($X=3.84$ and $SD=1.015$) then the teachers response with the mean value of ($X=3.84$) were agree to the students actively participate in the theoretical and practical session.

In item number 6 of table 2.1, respondents were asked to express their degree of agreement on the question do you demonstrate the physical activities during practical session. The respondents were expressed their response with the mean value of ($X=3.95$ and $SD=1.026$) then the teachers response with the mean value of ($X=3.95$) were agree on the question they can demonstrate the physical activities during practical session.

Concerning item number 7 of table 2.1, respondents were requested whether the PE teachers do encourage the students to participate in sport activity outside regular class. The respondents were expressed their response with the mean value of ($X=3.63$ and $SD=1.257$) then the teachers response with the mean value of ($X=3.63$) were agree that the PE teachers do encourage the students to participate in sport activity outside regular class.

With regard to item number 8 of table 2.1 one of the question raised to the respondents was your students can actively participate in different PA .the respondents were expressed their response with the mean value of ($X=3.32$ and $SD=1.204$) then the teachers response with the mean value of ($X=3.32$) were undecided so that the students can not actively participate in different PA.

As it can be observed in item number 9 of table 2.1, respondents were asked to indicate their degree of agreement on the school encourage the PE teachers to participate in different physical activities. The respondents were expressed their response with the mean value of ($X=3.47$ and $SD=1.020$) then the teachers response with the mean value of ($X=3.47$) were undecided so that the school do not encourage the PE teachers to participate in different physical activity.

Regarding to item number 10 of table 2.1, respondents were asked to indicate their agreement on their participation in sport activities to enhance or make solution for suffusion of materials. The respondents were expressed their response with the mean value of ($X=3.58$ and $SD=1.071$) then the teachers response with mean value of ($X=3.58$) were agree, therefore the PE teachers were participate in sport activity to enhance or make solution for suffusion of materials.

Table 9 sport facilities for PE teachers

NO	Items	Fry	Level of agreement						X	SD
			SA	A	UN	D	SD	Total		
1	I use teaching aids adequately during teaching –learning	Fry	-	6	8	4	1	19	3.00	0.882
2	The school provides you sport facilities to teach the subject.	Fry	1	3	8	4	3	19	2.74	1.098
3	Your school do have the availability of materials support to teach the subject	Fry	1	3	8	7	-	19	2.89	0.875
4	I prepare and use may own PE lesson plan.	Fry	5	6	5	3	-	19	3.68	1.06
5	There are enough availability of teaching materials such as teachers guide, text book and another	Fry	-	4	7	6	2	19	2.68	0.95
6	I have office and materials displaying room in may school.	Fry	1	2	10	2	4	19	2.68	1.1
7	I think that sport equipment are available in may school	Fry	1	2	9	3	4	19	2.63	1.12

Key: SD=standard deviation x=Mean and degree of freedom=96 scales; ≤ 1.49 = s Disagree, 1.5-2.49=Disagree, 2.5-3.49=Undecided, 3.5-4.49=Agree, ≥ 4.5 =S agree

With regard to item number 1 of table2.2 respondents were asked to expressed their agreement on the use of teaching aids adequately during teaching learning.

The respondents were expressed their response with the mean value of ($X=3.00$ and $SD=0.882$) then the teachers response with the mean value of ($X=3.00$) were undecided so that the PE teachers do not use teaching aids adequately during teaching learning.

As shown item number 2 of table 2.2 the respondents were asked to tell that their school provides sport facilities for them to teach the subject. The respondents were expressed their response with the mean value of ($X=2.74$ and $SD=1.098$) then the teachers response with the mean value of ($X=2.74$) were undecided so the school do not provides sport facilities to teach the subject.

With regard to item number 3 of table 2.2, respondents were asked to expressed their agreement on the school do have the availability of materials support to teach the subject. The respondents were expressed their response with the mean value of ($X=2.89$ and $SD=0.875$) then the teachers response with the mean value of ($X=2.89$) were undecided these indicates that the school do not have the availability of material support to teach the subject.

With regard to item number 4 of table 2.2, respondents were asked to show their agreement on prepare and use their own PE lesson plan. The respondents were expressed their response with the mean value of ($X=3.68$ and $SD=1.057$) then the teachers response with the mean value of ($X=3.68$) were agree therefore, the PE teachers prepare and use their own lesson plan.

AS shown in item number 5 of table 2.2, respondents were asked to tell that their schools do have enough availability of teaching material such as teachers guide, text book and another. The respondents were expressed their response with the mean value of ($X=2.68$ and $SD=0.946$) then the teachers response with the mean value of ($X=2.68$) were undecided so the school do not have enough availability of teaching materials.

Respect to this the school administrators were interviewed with the same item most of them said there are shortages of PE teaching materials such:

- Shortage of text book
- Dressing room
- Gymnasium
- Materials stores
- Play ground

- Shortage of time for PE
- Large numbers of students in one class are the many problem related to the practices of PE teachers.

As shown in item number 6 of table 2.2, respondents were asked to tell as they have office and materials displaying room in their school. The respondents were expressed their response with the mean value of ($X=2.68$ and $SD=1.108$) then the teachers response with the mean value of ($X=2.68$) were undecided so the school do not have office and materials displaying room for PE teachers.

As it is revealed in item number 7 of table 2.2, respondents were asked to indicate their agreement on the available of sport equipment in school. The respondents were expressed their response with the mean value of ($X=2.63$ and $SD=1.116$) then the teachers response with the mean value of ($X=2.63$) were undecided these indicates that there is no the available of sport equipment in school.

Accordingly sport facilities for PE teachers based item all the respondents responses mean value result shows that their response degree is indicated in undecided level so these shows that the sport facilities for PE teachers is not well organized which mean the school do not facilitate enough materials to the PE teachers to practice the lesson.

Table 10 Period allotment

No	Item	Fry	Level of agreement						x	SD
			SA	A	UN	D	SD	Total		
1	Do you think that the current PE period allotment is enough to finish the text book per a year?	Fry	1	4	5	7	2	19	2.74	1.09
2	Do you satisfied by the time allotment for PE as physical education teachers.	Fry	1	1	8	8	1	19	2.63	0.89
3	The period allotment is enough to cover the content of the text book	Fry	1	5	4	9	-	19	2.89	0.99

Key: SD=standard deviation \bar{x} =Mean and degree of freedom=96 scales; ≤ 1.49 =S.disagree, 1.5-2.49=Disagree, 2.5-3.49=Undecided, 3.5-4.49=Agree, ≥ 4.5 =S agree

As shown in item number 1 of table 2.3, respondents were asked to show their agreement on the current PE period allotment is enough to finish the text book per a year. The respondents were expressed their response with the mean value of ($X=2.74$ and $SD=1.098$) then the teachers response with the mean value of ($X=2.74$) were undecided therefore the current PE period allotment is not enough to finish the text book per a year.

With regard to item number 2 of table 2.3, respondents were asked to show their agreement as they satisfied by the time allotment for PE as physical education teachers. The respondents were expressed their response with the mean value of ($X=2.63$ and $SD=0.895$) then the teachers response with the mean value of ($X=2.63$) were undecided therefor the PE teachers were not satisfied by the time allotment for physical education teachers.

As it is revealed in item number 3 of table 2.3, respondents were asked to show their agreement with the period allotment is enough to cover the content of the text book. The respondents were expressed their response with the mean value of ($X=2.89$ and $SD=0.994$) then the teachers response with the mean value of ($x=2.89$) were undecided therefore the period allotment is not enough to cover the content of the text book.

Accordingly period allotment based item all the respondents response mean value result shows that their response degree is indicated in undecided so these shows that the current period allotment is not well organized which mean one period per weak is not enough.

Table 11 PE teachers' challenges

NO	Item	Fry	Level of agreement						x	SD
			S A	A	U N	D	SD	Tot al		
1	Do you suggest the educational curriculum can affects the PE program?	Fry	2	5	6	5	1	19	3.11	1.1
2	There are challenges that affect you to teach PE especially in practically session.	Fry	-	5	9	4	1	19	2.95	0.85
3	Is there small class size in your school to teach PE in practical session?	Fry	3	4	7	3	2	19	3.16	1.21
4	How the large class size can affects the teaching learning process during practical session?	Fry	6	3	2	5	3	19	3.21	1.54
5	Does your school have a materials shortage that hinders your school to teach the students in practical session?	Fry	5	7	3	4	-	19	3.68	1.1
6	How the educational curriculum period allotment can challenges teaching PE program?	Fry	4	10	3	2	-	19	3.84	0.89
7	In your teaching do you believe that your students do feel happy by your professional knowledge?	Fry	2	10	4	2	1	19	3.53	1.02
8	Do you think that the current educational curriculum for teaching PE is appropriate?	Fry	-	2	6	6	5	19	3.33	1.46

Key: SD=standard deviation x=Mean and degree of freedom=96 scales; ≤ 1.49 = S Disagree, 1.5-2.49=Disagree, 2.5-3.49=Undecided, 3.5-4.49=Agree, ≥ 4.5 =S agree

As shown in item number 1 of table 2.4, respondents were asked to give their suggestion on educational curriculum can affects the PE program. The respondents were expressed their response with the mean value of ($X=3.11$ and $SD=1.100$) then the teachers response with the mean value of ($X=3.11$) were undecided, this indicates that the educational curriculum which is designed for PE is not satisfactory to teach the subject.

AS shown in item number 2 of table 2.4, respondents were asked to show their agreement on the challenges that affect the PE teachers to teach the subject especially in practically session. The respondents were expressed their response with the mean value of ($X=2.95$ and $SD 0.848$) then the teachers response with the mean value of ($X=2.95$) were undecided with this respect the teachers had listed their challenges on open ended questionnaire there are little or no materials for practical activities especially gymnastic, athletics, handball playing courts in most school. The reasons why there is a great shortage of those materials are:

There is a great shortage of many as described by the directors of the school.

There is lack of suitable training field or there is no playground is the reason.

Lastly there is a bad condition that is not expected, this problem is school administrator and PE teachers are careless for the subject condition and their responsibilities.

Largely it can be concluded that the practice of the physical education effectiveness is challenged with many problem such as:

- Shortage of materials (teaching facilities)
- Shortage of play ground
- In appropriateness of period allotment
- Lack Of baht room, dressing room etc.
- Large class size those are the many challenge that can affect the practice of PE teacher

As it is shown in the item number 3 of table 2.4, respondents were asked to tell that there is small class size in the school used to teach PE in practical session. The respondents were expressed their response with the mean value of ($X=3.16$ and $SD=1.214$) then the teachers response with the mean value of ($X=3.16$) were undecided this indicates that small class size were not used for

teaching PE in practical session. With respect to this the respondents had listed on open ended item large class size is the many problems to practice the PE subject in practical session.

As it is revealed in item number 4 of table 2.4 respondents were asked to tell how the large class size can affect the teaching learning process during practical session. The respondents were expressed their response with the mean value of ($X=3.21$ and $SD=1.548$) then the teachers response with the mean value of ($X=3.21$) were undecided Based on the mean value it is possible to conclude that the large class size can affects the teaching learning process during practical session.

AS shown in item number 5 of table 2.4, respondents were asked to tell that does the school have a materials shortage that hinders the school to teach the students in practical session .The respondents were expressed their response with the mean value of ($X=3.68$ and $SD=1.108$) then the teachers response with the mean value of ($X=3.68$) were agree Based on this mean value it is possible to conclude that the school do have shortage of materials that hinders the PE teachers to teach the students in practical session. Respect to this the respondents had listed on open ended item the material shortage is the many problems that hinders practices of PE teachers.

As it is revealed in item number 6 of table 2.4, respondents were asked to tell that how the educational curriculum period allotment can challenges teaching PE program.

The respondents were expressed their response with mean value of ($X=3.84$ and $SD=0.898$) then the teachers response with the mean value of ($X=3.84$) were agree respect to this mean value result it is possible to conclude that the educational curriculum period allotment can challenges teaching PE program.

As shown in item number 7 of table 2.4, respondents were asked to tell that in your teaching do you believe that your students do feel happy by your professional knowledge. The respondents were expressed their response with the mean value of ($X=3.53$ and $SD=1.020$) then the teachers response with the mean value of ($X=3.53$) were agree based on this mean value it is possible to conclude that the students feel happy by their PE teachers professional knowledge during his teaching.

As it is revealed in item number 8 of table 2.4, respondents were asked to show their agreement on item do you think that the current educational curriculum for teaching PE is appropriate. The respondents were expressed their response with the mean value of ($X=3.33$ and $SD=1.455$) then the teachers response with the mean value of ($X=3.33$) were undecided based on this result it is possible to conclude that the current educational curriculum for teaching PE is not appropriate respect to this the respondents had listed on open ended item the current period allotment for teaching PE is not enough which is very small. That is, let alone one period even two period per week are not enough to practice the subject as designed .Due to this fact the teacher are not interested even to think of the practical sessions ,let alone properly covering it. In addition it is believed that the period distribution (be it one or two per week) must be conducive for practical session. That is, it should be before break and it should not coincide with the time of the greatest solar isolation of the day.it is found that in most of the school, the period distribution is not good for health and PE.

4.3 Response obtained from students

Background Information of Students respondents

Table 12 Sex distribution of respondents

Item		Frequency	percent	valid percent	Cumulative percent
Sex	M	193	52.4	52.4	52.4
	F	175	47.6	47.6	47.6
	Total	368	100	100	100

Table 3.1 shows that the sex of respondent from the total sample (193) 52.4 % of were male students and (175)47.6% of the respondents were female students. This shows that among all the students respondents who were selected for this study 52.4% were male respondents this indicates that the male respondents were greater than that of the female.

Table 13 Age distribution of respondents

Item (Age)	Frequency	percent	Valid percent	Cumulative percent
10-15	85	23.1	23.1	23.1
16-20	203	55.16	76.9	76.9
21-25	80	21.73	21.73	21.73
26-30	-	-	-	-
Above 30	-	-	-	-
Total	368	100	100	100

Table 3.2 revealed that the age of respondent who are selected for this study 23.1 % of the respondents were between 10-15 years, 55.16% of respondents were between 16-20 and 21.73%.of the respondents were between 21-25 years. In additions to this, among all the students respondents who were selected for this study 55.16 of the respondents were between 16-20 years this indicates that most of the respondents participated in this study were under youth ages.

Table 14 Grade level of the students

Item (Grade level)	Frequency	percent	Valid percent	Cumulative percent
9th	241	65.5	65.5	65.5
10th	127	34.5	34.5	34.5
Total	368	100	100	100

Table 3.3 represented that the grade level information of the respondents students who are selected for this study were grade 9th and 10th levels in selected schools. The table also revealed that (127) 34.5 % of respondents were grade 9th students and (241) 65.5% of the respondents were grade 10th students.

Table 15 The problem that hinders the student’s participation in PE class.

No	Item	Fr y	Level of agreement					X	SD
			Hi	Me	L	VL	Tot al		
1	How your teachers enhance you to participate in PE class?	Fr y	172	164	8	24	368	1.6 8	0.808
2	How your teachers present the exercise in a simple way?	Fr y	140	193	17	18	368	1.7 6	0.754
3	How your teachers provide adequate answer for the question raised by you?	Fr y	75	220	52	21	368	2.0 5	0.756
4	How is the teacher-students relation during teaching learning?	Fr y	47	249	49	23	368	2.1 3	0.704
5	How you participate in PE program like practical session?	Fr y	22	151	118	77	368	2.6 8	0.871
6	Your teachers do have lesson plan to teach you?	Fr y	23	17	153	175	368	3.3 0	0.825
7	Do you give equal participation for PE like other subjects in Learning program?	Fr y	30	113	73	152	368	2.9 4	1.023
8	Do your relationship with your teacher is good?	Fr y	27	60	100	181	368	3.1 8	0.958

SD=standard deviation, **X**=Mean, p-value at $\alpha=0.05$ and degree of freedom=96 Scales

≤ 1.49 =very low performance, $1.5 - 2.49$ =low Performance, $2.5 - 3.49$ = medium performance, $3.5 -4.49$ = high performance).

In Table 3.4 (item 1), respondents were asked to rate their level of agreements regarding thus, How your teachers enhance you to participate in PE class?

Thus, students response with a mean value of ($X=1.68$, and $SD=0.808$) then the students were rated low performances that they were not satisfied. From the mean value of ($X=1.68$) this it can be stated that the PE teachers were not enhance their students to participate in PE class.

As it is indicated on item 2, of table 3.4 respondents were also asked how your teachers present the exercise in a simple way. Thus, students responses with a mean value of ($X=1.76$, and $SD=0.754$) then the students were rated low performances that they were not satisfied. From the mean value of ($X=1.76$) this it can be stated that the PE teachers were not present the exercise in a simple way.

Table 3.4 items 3 indicate that the students were asked how your teachers provide adequate answer for the question raised by you. Thus, students responses with a mean value of ($X=2.05$, and $SD=0.756$) then the students were rated low performances that they were not satisfied. From the mean value of ($X=2.05$) this it can be stated that the PE teachers were not provide adequate answer for the question raised by the students.

As depicted in Table 3.4 (item 4), students were asked How is the teacher-students relation during teaching learning? Thus, students responses with a mean value of ($X=2.13$ and $SD=0.704$) then the students were rated low performances that they were not satisfied. From the mean value of ($X=2.05$) this it can be stated that the teachers-students relation during teaching learning is not that much smooth.

As indicated on table 3.4, item5, further question also raised, for respondents to rate how you participate in PE program like practical session? Thus, students responses with a mean value of ($X=2.68$ and $SD=0.871$) then the students were rated medium performances that they were not full satisfied. From the mean value of ($X=2.68$) this it can be stated that the students were not had full participation in PE program like practical session.

In Table 3.4 (item 6), respondents were asked to rate their level of agreements regarding thus, your teachers do have lesson plan to teach you? Thus, students responses with a mean value of ($X=3.30$, and $SD=0.825$) then the students were rated medium performances this indicates that they were not full satisfied. From the mean value of ($X=3.30$) this it can be state that the PE teachers were not had lesson plan to teach their students.

Table 3.4 items 7 indicate that the students were asked do you give equal participation for PE like other subjects. Thus, students responses with a mean value of ($X=2.94$, and $SD=1.023$) then the students were rated medium performances this indicates that they were not full satisfied. From the mean value of ($X=2.94$) this it can be stated that the students were not give equal participation for PE like other subjects.

In Table 3.4 (item 8), respondents were asked to rate their level of agreements regarding thus, Do your relationship with your teacher is good Thus, students responses with a mean value of ($X=3.18$, and $SD=0.958$) then the students were rated medium performances this indicates that they were not full satisfied. From the mean value of ($X=3.18$) this it can be state that the students relationship with their teachers is not good.

Table 16 availability Of sport facilities to learn PE in your school.

No	Item	Fry	Level of agreement					X	SD
			H i	Me	L	VL	Tota l		
1	During teaching-learning, your teacher use instructional medias/teaching aids?	Fry	79	57	85	147	368	2.82	1.176
2	Your teacher tells you to dress sport wears during practical session?	Fry	58	87	104	119	368	2.77	1.068
3	How is availability of sport materials such as text book, ball field and others for gymnastic and athletics activities?	Fry	55	124	107	82	368	2.59	0.995
4	Your school does have dressing room and base room for both Teacher and students?	Fry	19	123	66	160	368	3.00	0.899
5	Does your PE teacher always come to class?	Fry	25	173	73	97	368	4.39	5.81
6	Are there sufficient PE teachers in your school?	Fry	65	129	80	94	368	2.55	1.056
7	Do your schools have enough teaching materials?	Fry	75	111	52	130	368	2.64	1.161

SD=standard deviation, **X**=Mean, p-value at $\alpha=0.05$ and degree of freedom=96 Scales ≤ 1.49 =very low performance, 1.5 – 2.49 =low Performance, 2.5 – 3.49 = medium performance, 3.5 –4.49 = high performance.

In Table 3.5 (item 1), respondents were asked to rate their level of agreements regarding thus during teaching-learning, your teacher use instructional medias/teaching aids, Thus, students responses with a mean value of ($X=2.82$, and $SD=1.176$) then the students were rated medium performances this indicates that they were not full satisfied. From the mean value of ($X=2.82$) this it can be state that the teacher were not use enough instructional medias/teaching aids.

In Table 3.5 (item 2), respondents were asked to rate their level of agreements regarding thus your teacher tells you to dress sport wears during practical session? Thus, students responses with a mean value of ($X=2.77$, and $SD=1.068$) then the students were rated medium performances this indicates that they were not full satisfied. From the mean value of ($X=2.77$) this it can be state that the PE teachers were not advises their students to wear sport dress during practical session.

In Table 3.5 (item 3), respondents were asked to rate their level of agreements regarding thus How is availability of sport materials such as text book, ball field and others for gymnastic and athletics activities? Thus, students responses with a mean value of ($X=2.59$, and $SD=0.995$) then the students were rated medium performances this indicates that they were not full satisfied. From the mean value of ($X=2.59$) this it can be stated that the availability Of sport materials are not enough to teach the subjects others like.

In Table 3.5 (item 4), respondents were asked to rate their level of agreements regarding thus Your school does have dressing room and base room for both teacher and students Thus, students response with a mean valueof ($X=3.00$, and $SD=.0899$) then the students were rated medium performances this indicates that they were not full satisfied.

From the mean value of ($X=3.00$) this it can be stated that the school do not have dressing room and base room for both teachers and students.

As indicated on table 3.5, item5, further question also raised, for respondents to rate. Thus, does your PE teacher always come to class? Students responses with a mean value of ($X=4.39$ and

SD=5.81) then the students were rated high performances that they were full satisfied. From the mean value of ($X=4.39$) this it can be stated that the students were showed that their teachers always come to class.

In Table 3.5 (item 6), respondents were asked to rate their level of agreements regarding thus Are there sufficient PE teachers in your school? Thus, students responses with a mean value of ($X=2.55$, and $SD=1.056$) then the students were rated medium performances this indicates that they were not full satisfied. From the mean value of ($X=2.55$) this it can be stated that the PE teachers are not sufficient in the studied school as the students responded.

As indicated on table 3.5, item7, further question also raised, for respondents to rate thus do your schools have enough teaching materials? Students response with a mean value of ($X=2.64$ and $SD 1.161$) then the students were rated medium performances this indicates that they were not full satisfied. From the mean value of ($X=2.64$) this it can be stated that the students respondents were showed that there were not enough teaching materials in the study school.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

On the basis of the analysis and interpretation of the data gathered from questionnaires, interviews and document analysis the following summary, conclusion and recommendations were made.

5.1 Summary

This chapter has three parts: summary, conclusion and recommendation. The part of summary is intended to recapitulate the major ideas discussed in the previous chapters. It is believed that practice and challenges of Physical education teachers is one of the obstacle of teaching learning process and educational system without good condition of fulfillment of proper availability it is doubtful to achieve the objectives. To assess various challenges that affects the teaching learning process of Physical education is paramount important to determine what teaching learning process is satisfactory, how good the school system is, how good the individual teachers and administrations are that changes are brought, etc.

To answer the research question students, teachers, school administrators of high school in Amaro special woreda are taken as the population size 4686. From the total population 368 are students, 19 PE teachers and 5 school administrators. Out of the total target population 368 students and 19 PE teachers and 5 school administrators' total 392 samples were corrected to the study. In order to achieve the intended objective, qualitative and quantitative research method is chosen. There is great need for teachers to collaborate and to share information on how to improve and to strengthen the delivery of PE programs in secondary schools.

The purpose of this study was to assess the practices and challenges of PE teachers in teaching-learning processes in five (5) selected secondary school of amaro special woreda.

In order to achieve this purpose the following basic research questions were answered.

1. What are the challenges that PE teachers in the secondary schools of Amaro special woreda have encountered during teaching learning process in the classroom and practical session in teaching PE?
2. What are the major practices of PE teachers during teaching-learning process?
3. To what extent does the PE subject teaching materials used in secondary school?
4. What are the mechanisms used by secondary school PE teachers to solve the problems that challenges teaching PE as another subject?
5. What recommendation will be settled to alleviate the challenges of teaching physical education in Amaro special woreda selected high school?

The study was conducted in five randomly selected secondary schools in Amaro special woreda. This research was conducted by using descriptive survey method. The data were gathered from primary and secondary data sources. The primary data source includes students, teachers and school administration. Thus, to conduct the study appropriate research method, sampling techniques (simple random sampling and purposive sampling techniques) and instruments have been developed and employed.

The secondary data sources were document analysis. Simple random sampling techniques were employed to five High schools; i.e. Derba, Etate, Jijola, Kereda and Kelle high schools. In this research both quantitative and qualitative research approaches and survey method were implemented. As to sampling technique simple random sampling and purposive sampling method are used. Questionnaires were prepared and distributed to students and teachers. Moreover, interviews were made with school administrators. Again document analysis reviews were also used to strengthen and enrich the data obtained from the questionnaire and interview. The collected data and responses were tabulated and interpretation has been made using statistical method such as percentage, mean value and standard deviation. After the analysis and interpretation of the triangulated data the following points taken as the main findings of the study.

5.1.1 The challenges that PE teachers in the secondary schools of Amaro special woreda have faced during teaching learning process in the classroom and practical session in teaching PE.

Regarding to the PE teachers challenges there were shortage of materials or teaching facilities as most of the respondents were responded on the item number 1,2,3,4,and 8 of table 2.4 the respondents were showed their disagreement with the point.

Regarding to the educational curriculum period allotment item number 6 of table 2.4 that it can challenges the teaching learning program of PE most of the respondents were agreed that the current period allotment can challenges PE program.

Regarding to the PE teachers challenges there were factors and challenges for normal functions of Physical educations subject in the school such as lack of training for PE teachers, negative attitude of students towards the subject, lack of facilities and equipment, inadequate period allotment per a week, and excluding PE subject in the National EXA. Therefore, this study was investigated the practice and challenges of PE teachers in teaching- learning proses of physical education in some selected schools.

Largely it can be concluded that the practice of the physical education effectiveness is challenged with many problem such as:

- Shortage of materials (teaching facilities)
- Shortage of play ground
- In appropriateness of period allotment
- Lack Of baht room, dressing room etc.
- Large class size those are the many challenge that can affect the practice of PE teachers.

5.1.2 The major practices of PE teachers during teaching-learning process

With regard to the PE teachers practices such as preparing lesson plan, notes, playing filed facilitating balls, text books etc. The respondents were responded low performances in item number 6 table 3.4 this shows that the PE teachers were not well practiced their works.

With regard to the PE teachers practices Physical Education Teachers should be trained/qualified In-service training should be offered as well the respondents were agreed by the professional knowledge but they were not well practice their work and they are not talked in service training during teaching learning time. With regard to the PE teachers practices Practicing teachers and coaches should be certified First Aides to train the students.

With regard to the PE teachers practices Student-athlete who represent their school or the country at sporting activities should not be at a disadvantage in terms of their academic work; therefore, arrangements should be made to provide special situation for students by the PE teachers.

5.1.3 The use of PE subject teaching materials used in secondary school

With regard to the use of PE teaching materials in secondary school the respondents were showed their disagreement in item number 1-7 of table 2.2 there was shortage of PE teaching materials in the school and they lasted the materials that they shows shortages are:

- Shortage of text book
- Dressing room
- Gymnasium
- Materials stores
- Shortage of time for PE
- Shortage of play ground
- In appropriateness of period allotment
- Lack Of baht room, etc.

Therefore the most PE teacher's challenges to practice the subject would be come from school as the school does not facilitate the teaching materials to the teachers.

5.2 CONCLUSION

Through the data gathered by questioner, interview and document analysis the researcher had come up with the following major Conclusion; .

1. In many schools the school environment is not appropriate for the instruction of health and physical education. This is because most schools lack an appropriate training field, bathroom, dressing room, shortage of text book, Gymnasium, materials store, inappropriateness of period allotment, shortage of time for PE etc.
2. The period allotment as well as the school program (Schedule) of health and physical education in many respects has serious problems. For one thing it is not enough; secondly, it is not properly arranged in the school program. That is it mostly concludes with the time of the highest solar Isolation, sometimes just arranged after meal, and before tough subject.
3. Most teachers in some school were not fulfilling their duties such as in teaching: where as they give their period for other teachers. They are mostly careless this is because lack of an appropriate training field, bathroom, shortage of text book, Gymnasium, inappropriateness of period allotment etc. As this result they were responds to question about curriculum is “in our school there is no physical education curriculum “truly it likes design.
- 4 Most teachers of health and physical education do not appropriately develop interest towards their subject. Due to this lack many teachers less likely fulfill their professional duties and responsibilities.
5. The study shows that in all five selected high schools they don't have enough sport equipment. Therefore, it was too difficult for PE teachers to conducts teaching PE subject. The researcher was also able to study that, the time allotment for PE subject is not enough particularly in High school , therefore this challenges cause the PE teachers unable to finish the course on time and not achieving the objectives of the subject.
6. The study indicated that majority of physical education teachers were have enough service years and well trained in aspect of teaching physical educations subject and this indicates that the PE teachers have a good skill for effective implementation of PE in all schools level.

Moreover the majority of PE teachers have not positive attitude towards teaching physical education and also most of the students have not a good interest towards PE subject. Additionally most of the PE teachers have not motivated their students to have a good interest towards the subject. Even though some of PE teachers have a good attitude, to motivate their students, there also some PE teachers have interest, to practice and implementation the subject.

5.3. Recommendation

Based on the above findings of the study the following recommendations were forwarded

5.3.1 Recommendation for woreda education office

1. The study also revealed that in most selected schools, there is no budget support to facilitate the teaching-learning processes so, the woreda education office can facilitate the materials such as: text books, references books, Gymnasium materials, etc. to the school.
2. Woreda education office most consider those PE teachers challenges: lack of an appropriate training field, bathroom, dressing room, shortage of text book, Gymnasium, materials store, inappropriateness of period allotment, shortage of time for PE etc. And can solve the problem to facilitate the teaching-learning processes.
3. Education office or owners of the school, particularly those school has problem, in collaboration with Amaro special woreda should arrange successive training and consultative workshops to the health and physical education teachers; so that the teachers will develop the necessary conviction, attitude and skill and expertise in using various methods, educational training etc.
4. The Amaro special woreda education office in collaboration with the investment office, The city administration and other concerned peoples and organizations have to solve the school problems, i.e. which the availability of Facilities, play grounds, and the lack of materials, etc.
5. The Amaro special woreda education office and the city administration office should pay due attention to budget allotment of the government school, so that necessary material will be bought in sufficient quantity.
6. The Amaro special woreda education office and the city administration provide: general refreshment course for P.E teachers, to develop the PE teacher's skill in work.

5.3.2 Recommendation for school administrators

1. The director of high school should give due emphasis to the evaluation and appreciation of teacher and period of health and physical education arrangement schedule. This could overcome to the problem, overlapping the periods, with the highest solar isolation of the day and not to arrange it just before tough subjects and just after meal.
2. To avoid the decline of PE program in the school, the school has to be given attention with all stakeholders.
3. Some of teachers and students have no interest on PE subject; therefore, further investigation should be carried out on the interest of teachers and students towards the PE subject.
4. According to the present study indicates, few students do not know PE periods per a week. This implies that those students have not care for the subject of PE.

Therefore, the researcher suggests that all stakeholders should follows student's whether or not students attended in the class particularly in PE class.

5.3.3 Recommendation for PE teachers

1. Some of physical education teachers and students have no interest on PE subject; therefore further investigation should be carried out on the interest of teachers and students towards the physical education subject.
2. Some of teachers have not done effectively on teaching of PE subject. Therefore, the further study should carried out on reason why the teachers have not done effectively
3. In order to facilitate the teaching-learning proses the PE teachers use instructional materials properly and wisely. Even if it is not enough he/she most prepare the local materials.
4. .In order to solve the challenges the PE teachers do have smooth relation with school administrators.
5. The PE teachers most solve attitudinal and perceptional problems with mostly students and concerned bodies.
6. The PE teachers use different mechanisms: like lesson plan, notes, assessments, teaching aids etc.to practice and solve the challenges that the PE teachers face.

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APPENDEX 1

BAHIR DHAR UNIVERSITY

POST GRADUATE PROGRAM

Department of sport science studies

Questionnaire for Teachers

This questionnaire is to be filled by secondary school physical education teachers on **the practice and challenges of physical education teachers in teaching-learning process** and to undertake survey study.

Direction one=The main purpose of this questionnaire is to gather primary and relevant data to assess the practices and challenges of physical education teachers in teaching –learning process in secondary school of Amaro special woreda. It is designed for study purpose and you have been selected to participate in this study. Hence, you are kindly requested to give the necessary information on issues related to the study. The student’s researcher believes that the success of this study depends on your honest and genuine response to the question. I want to assure you that your repose will be kept confidential and the information you provide will be used for the study on the practice and challenges of PE teachers in teaching-learning process

Direction two= Information concerning on the practice and challenges of PE teachers in teaching-learning process. Please indicate your opinions by putting tick () mark in the box of your choice of closed-ended item from the given rating scales indicated below. Give brief description of your opinions for open ended questions.

Every response is given based on your school context problem or challenges that PE teachers faces. →5=strongly agree 4=Agree 3=Undecided 2=Disagree 1 =strongly disagree

Note=you do not need to write your name on the questionnaire. Thank you for giving enough information.

Part one respondent's basic information.

Sex Male-----Female-----

Age 20-30-----31-40-----41-50-----51 Above-----

Academic qualification A Certificate-----B Diploma----- C First degree-----D Second degree/Masters-----

Years of experience in teaching A 1-5 years B 6 -10 years C 11-15 years

D 16-20 years F above 20 years

NB Use rating scales to answer the ff questions

5=strongly agree 4=agree 3= Undecided 2=Disagree 1=strongly disagree

Table 1: Physical educationteacher's challenge related with the students active participation to learn the subject like other.

No	Item related to PE teacher's challenges related with students' active participation to learn the subject.	SA	A	U	D	S D
1	Do you think that your students can actively participate in your class?					
2	Do you think that teaching PE is the same with another subject in the level of student's participation?					
3	During teaching-learning, I respond positively to the students questions?					
4	I think that the society's culture affects P.E participation in learning and practicing sport activity in the field?					
5	Do your students actively participate in the theoretical and practical session?					
6	Do you demonstrate the physical activities during practical session?					
7	As PE teachers do you encourage the students to participate in sport outside regular class?					
8	Do you think that, your students can actively participate in different PA?					
9	Does the school encourage the PE teachers to participate in different physical activities?					
10	How much you participate in sport activities to enhance or make solution for efficiency of material?					

Table 2 sport facilities for PE teachers

No	Item related to sport facilities or the availability of materials	AS	A	U	D	SD
1	I use teaching aids adequately during teaching – learning					
2	The school provides you sport facilities to teach the subject.					
3	Your school do have the availability of materials support to teach the subject					
4	I prepare and use may own PE lesson plan.					
5	There are enough availability of teaching materials such as teachers guide, text book and another					
6	I have office and materials displaying room in may school.					
7	I think that sport equipment are available in may school					

Table 3 Period allotment

No	Item related to time allotment for PE teachers	SA	A	U	D	SD
1	Do you think that the current PE period allotment is enough to finish the text book per a year?					
2	Do you satisfied by the time allotment for PE as physical education teachers.					
3	The period allotment is enough to cover the content of the text book					

Table 4 PE teachers' challenges

NO	Item related to PE teachers challenges	SA	A	U	D	SD
1	Do you suggest the educational curriculum can affects the PE program?					
2	There are challenges that affect you to teach PE especially in practically session.					
3	Is there small class size in your school to teach PE in practical session?					
4	How the large class size can affects the teaching learning process during practical session?					
5	Does your school have a materials shortage that hinders your school to teach the students in practical session?					
6	How the educational curriculum period allotment can challenges teaching PE program?					
7	In your teaching do you believe that your students do feel happy by your professional knowledge?					
8	Do you think that the current educational curriculum for teaching PE is appropriate?					

Please, give additional information about PE teachers challenges in relation to teaching-learning processes that you face in your school-----

APPENDEX 2

BAHIR DHAR UNIVERSITY

POST GRADUATE PROGRAM

DEPARTMENT OF SPORT SCINENCE STUDIES

QUESTIONNAIRE FOR STUDENT

This Questionnaire is to be filled by Amara special woreda selected secondary school students *on the Practice and challenges of PE teachers in teaching learning process* and to undertake survey study. The main purpose of this questionnaire is to gather information from students about practice and challenges of physical education teachers during teaching-learning processes. The opinions you provide are very important to forward constructive suggestions to researcher data. It is not necessary to write your name on question paper. Thank you for your co-operation.

Direction one information concerning on the practice and challenges of PE teachers in teaching-learning process. Please indicate your opinions by putting tick () mark in the box of your choice of closed-ended item from the given rating scales indicated below.

NB: use rating scales to answer the given questions **1= Higher 2= Medium 3=Low 4=V low**

Part one respondent's basic information

Sex Male-----Female-----

Age 10-15-----16-20-----21-25-----26-30-----above 30-----

-

Grade level 9th-----10th-----

Table 1 the problem that hinders the student's participation in PE class.

No	Item related to the students participation.	Hi	Me	Lo	VL
1	How your teachers enhance you to participate in PE class?				
2	How your teachers present the exercise in a simple way?				
3	How your teachers provide adequate answer for the question raised by you?				
4	How is the teacher-students relation during teaching learning?				
5	How you participate in PE program like practical session?				
6	Your teachers do have lesson plan to teach you ?				
7	Do you give equal participation for PE like other subjects in learning program?				
8	Do your relationship with your teacher is good?				

Table 2 availability Of sport facilities to learn PE in your school.

No	Item related to sport facilities to the students	Hi	Me	L	VL
1	During teaching-learning, your teacher use instructional medias/teaching aids?				
2	Your teacher tells you to dress sport wears during practical session?				
3	How is availability of sport materials such as text book, ball field and others for gymnastic and athletics activities?				
4	Your school does have dressing room and base room for both teacher and students?				
5	Does your PE teacher always come to class?				
6	Are there sufficient PE teachers in your school?				
7	Do your schools have enough teaching materials?				

APPENDIX 3
BAHIR DHAR UNIVERSITY
POST GRAGUATE PROGRAM
DEPARTMENT OF SPORT SCIENCE STUDIES

Interview question for school administrators

These interviews are prepared to gather school administrator's opinions about **the practice and challenges of physical education teachers in teaching-learning process** and to undertake survey study.

- 1 Do you facilitate enough teaching materials in your school as school administrators?
- 2 How much do you facilitate the teaching-learning condition to enhance the Preprogram in your school?
- 3 What are the major challenges that affect the PE teaching-learning program in your school?
- 4 How do you participate in different physical activity program in your school?
- 5 Do physical education teacher prepare lesson plan in your school?
- 6 Are there available facilities like dressing room, gymnasium, materials stores, play grounds etc. in your school to practice and solve the problem related to teaching-learning?
- 7 How much you support your school physical education teachers with budget and idea to solve the challenges?
- 8 Do you give me some idea about curriculum design and the practice of PE subject in secondary school?
- 9 What are the major factors that challenge the practice of PE in your school?
- 10 Please list down some of the possible solution for problems concerned during practice of PE in your school?