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Challenges and Opportunities of Female Students In Learning Physical Education: The Case of Azena Secondary School

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**EVALUATING THE TEACHING LEARNING PROCESS OF PHYSICAL
EDUCATION: THE CASE OF FERES BET GENERAL SECONDARY
SCHOOL, ETHIOPIA**

BY

YIMARAL SHIBABAW TAYE

AUGUST 2022

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**ATHESIS SUBMITTED TO BAHIR DAR UNIVERSITY SPORT
ACADEMY, DEPARTMENT OF SPORT SCIENCE IN PARTIAL
FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF
MASTER OF EDUCATION IN TEACHING PHYSICAL EDUCATION**

BY

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**AUGUST, 2022
BAHIRDAR, ETHIOPIA**

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ADVOSOR’S APPROVAL SHEET

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As thesis research advisor, I hereby certify that I have read and evaluated this thesis entitled:
“evaluating the teaching learning process of physical education the case of feres bet general secondary school” Prepared under my guidance by Yimaral Shibabaw. I recommended that it was submitted as fulfilling the thesis requirements.

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As a member of board of examiners of the master of education thesis open defense examination, we certify that we have read and evaluated the thesis prepared by Yimaral Shibabaw Taye and examined the candidate. We recommended that the thesis can be accepted as fulfilling the thesis requirements for the degree of master of education in teaching physical education.

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DECLARATION OF AUTHORSHIP

I, hereby that this thesis for the partial fulfillment of the requirement for the Degree of master of education in teaching physical education on the title of” **evaluating the teaching learning process of physical education; the case of Feresbet general secondary school of Degadamot Woreda West Gojjam Zone** is my original work and all sources of materials used in this thesis have been acknowledged. It has not previously formed on the basis for the award for any degree, Diploma, other institution of higher learning or publication except where due acknowledgement is made in acknowledgement

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DEDICATION

I dedicate this thesis manuscript to my beloved wife Yeshi Dilu. As well as the researcher extended his dedication to my families.

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First and foremost, I would like to forward a special thanks to my GOD and his mother st, Mary who always help me throughout my life. I am so glad that GOD has given me health and patience to accomplish this study.

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Abbreviations

CPTLP	Challenges of physical education teaching learning process
CRM	Class room management
ETLPPE	Evaluation of teaching learning process of physical education.
PE	Physical education
NASPE	National association of sport and physical education
SL	Self learning
MOE	Minster of education

Abstract

The primary purpose of the study was to evaluate the teaching learning process of physical education the case of feresbet general secondary school. In Degadamot Woreda there are 5 general secondary schools. From these, Feresbet general secondary school was selected by using purposive sampling technique. Twelve physical education teachers, three hundred sixty three students and four school principals were selected from Feresbet general secondary school as respondents. Stratified sampling technique was employed to select students from the sample school. This study was a descriptive survey research design utilized both qualitative and quantitative approaches. To do this research the researcher was used primary and secondary source of data to get adequate information regarding to the problem. Primary source of data was obtained from principals, teachers and students. Secondary source of data was obtained from internet sources, written articles, different books, journals and governmental offices .Data were collected through questionnaires, interview, and observation. The data collected from those tools were analyzed quantitatively and qualitatively. Quantitatively the data analyzed by using percentage and frequency in tables and qualitatively the analysis was made in words. The results indicated that implementation of physical education practical class in the sample school has not fully practiced, because of the following major challenges shortage of instructional materials and necessary facilities, the presence of large number of students per class, teachers failure to use variety of teaching styles,Disciplinary problems of students like coming to late ,absentism,talking and shouting. Failure to bring sport wears during practical class. Lack of teacher's skill in demonstrating, providing constructive feedback, organizing, motivating and communicating with students during practical class and lack of professional support and continuous follow up from the concerned bodies such as Woreda school administrators. To overcome these challenges the following recommendations have been forwarded. These are, providing sufficient materials and facilities, building additional class, use variety teaching methods, design rules and regulations to minimize the disciplinary problems of students, physical education teachers should practice the skill well and the concerned bodies should be given emphasis for physical education practical classes.

Key words: *evaluating, physical education teaching learning process.*

CHAPTER ONE

INTRODUCTION

1.1. Background of the Study

Students acquire knowledge, develop skills, change their behavior, and develop their personalities through education. In addition to this education is a necessary and basic investment since it results in the form of human resource development, which return supports the whole elements of the country's growth. Learners must adhere to all curriculum requirements posted on the school's walls in order to further the growth of the nation. A developed human resource with responsibility and ethics will be produced through each subject of education. Since achieving the curriculum's objectives is the ultimate goal of each instruction's study (MOE: 1999: 2). Physical education in school is obviously one important setting for achieving the goals of a healthy lifestyle. Physical activity and health teaching children (science of healthful living and skills) is needed for an active lifestyle (NASPE, 2004).

Recognizing this, the United States Congress approved House concurrent resolution 97 in 1987, urging everyday physical education in schools to be of the highest caliber. The reality is that not many students actually participate in physical education every day, and there are also serious concerns regarding the caliber of the work done in physical education classrooms. (Charles Siedentop Andrew Taggart and others, *teaching and Curriculum Strategies*, 2001). Attention must be paid to physical education to improve student health and welfare because one goal of education is to equip students to be contributing members of society. To enhance students' wellbeing and health, physical education must be prioritized (Wuest and Bucher, 1995). Providing a variety of fitness-enhancing and age-appropriate physical activities, quality physical education includes fitness activities into a regular physical education lesson. 2011:2014 Chen et al.

Students in a regular physical education session have enough opportunities to engage in moderate to strenuous exercises to improve their physical fitness levels because quality physical education gives students meaningful and suitable teaching practices (NASPE, 2004; Rovegno and Bandhauer 2013). Physical education and other educational goals should be achieved through the use of effective learning methodologies. "The presentation of the subject matter is the main concern of strategies." (Dowell 1975, p. 47).

Learning teaching strategies for different curriculum areas is a key component to a developing teacher's education. Teaching strategies play a key role in educating students, without strategies or range of strategies children are left to educate themselves. Well trained physical education specialists are needed to implement physical education teaching learning process.

They should have skill and knowledge Fullan & Proffitt (1977) noted for effective implementation process, adequate training prior and essential. A lot of thought has not been paid to using diversity in our school. According to Vaspoor (1993), inadequate resources and facilities caused by economic issues are the greatest obstacle to bring educational change in developing nations. Large class size also affects the teaching and learning processes in physical education (Hastie, Sanders Rowland 1999). Simply the standard teaching method of physical education in our educational learners in learning circumstances. Additionally, poor teaching techniques cause students to make mistakes. Many teachers did not provide enough room for independent practice or student initiative, and they did not take into account individual differences.

Based on the information that teachers impart to their students as knowledge and skills. Based on the assumption that the student's level is low, the learner is free to accept any input from the teacher throughout a lesson without objecting to it or having any reservations. This style of instruction was founded on the teaching by objectives approach, which was used to define the modes (various strategies) for its formulation, particularly the application objectives, and to determine the objective level sequences. By implementing new teaching techniques, students will be able to gain the skills needed for everyday living both within and outside of the institution, proportional to individual variances and learner growth features (Z. Ali Omar and Ghada Abdul Jalal al-Hakim (2008.the first version). The self-learning process increases students' chances to learn using the best method and strengthens their preferences for self-learning course material. Additionally, the self-learning (SL) approach enables students to educate themselves utilizing any materials or sources in order to accomplish certain goals without the teacher's direct involvement. New Mahmoud Ibrahim Wali (2006), through a series of meticulously planned and executed experiences, physical education is a learning process intended to foster the development of motor skills, health-related fitness, knowledge, and attitudes regarding physical activity.

The three learning domains are integrated throughout the learning environment to promote each student's overall growth (psychomotor, cognitive and affective). These educational opportunities assist children in developing a good self-image as mover and an understanding of the value that physical activity can bring to one's quality of life by teaching them how to move safely, effectively, and efficiently (Deborah and Benet 1994). To encourage each student's entire development, the three learning domains are incorporated throughout the learning environment (psychomotor, cognitive and affective).

By teaching children how to move safely, effectively, and efficiently, these educational opportunities help them build a positive self-image as movers and a comprehension of the value that physical activity can bring to one's quality of life (Deborah and Benet 1994). Grieser (2007) argued that classroom management is the phrase teachers use to describe the act of ensuring that lessons continue to be taught even in the face of disruptive behavior on the part of pupils. The phrase suggests both the treatment and prevention of disruptive conduct. For many teachers, it is a challenging component of their work, and issues in this area lead to some of them quitting their jobs. Negative student attitudes and discipline are important factors. Additionally, classroom management can be defined as the strategies teachers employ to establish a productive learning environment that actually helps students achieve specific learning objectives and goals (Evetson and Weinstein, 2006).

According to Burden (2003), once a teacher loses control of their classroom in practical class, it becomes increasingly more difficult for them to regain that control. Classroom management is unquestionably related to concerns with respect, discipline, and motivation. Teachers continue to fiercely argue methodologies, and different approaches are used depending on their views of education as psychology. Although many teachers view employing behavior techniques alone as being unduly simplistic, behavior modification constitutes a significant portion of traditional classroom management. Whereas, according to Holst (1993), teaching strategies are the part of a teacher's job that involves planning and leading learning activities. The choice of methods is regarded as the core element of the lesson plan or teaching strategy. The approaches vary from being direct and teacher-centered to being indirect and more student-centered.

Guided discovery, problem solving, and exploration are three common student-centered teaching techniques. These techniques need more work and preparation from the teacher, but the advantages they provide are absolutely worth the extra time. Without making an effort, a teacher will find it difficult to understand the procedures. It took a lot of practice on the part of the teacher in question for them to feel at ease and be successful employing these tactics. Without making an effort, a teacher will find it difficult to understand the procedures. It took a lot of practice on the part of the teacher in question for them to feel at ease and be successful employing these tactics. In practical classes, effective classroom management and teaching techniques are essential at all levels since they enable the development of superior teaching practices as well as their implementation. The proper application of the teaching and learning process for physical education is, however, influenced by a number of elements.

The facilities and equipment used for teaching and learning should be sufficient and comfortable, the ideal class size should be used, the subject should be taught using a variety of teaching methods, student behavior should be safe, and physical education teacher should be competent and effective.

. As a result, the main focus of this study was on the evaluation of the teaching and learning of physical education in the case of Feresbet general Secondary School in the Degadamot Woreda.

1.2. Statement of the Problem

The management of practical classrooms must be improved for the benefit of physical education practical classes at all levels. The safety and well-being of students in practical class are influenced by the strategies employed to control student conduct, foster a supportive learning environment, and facilitate instruction. Additionally, there are occasions when teachers must act to address issues that interfere with the learning environment According to Burden (2003), having a set of tools to tackle problems is useful, including techniques for handling conflict and rage. Therefore, the most crucial duty for physical education teachers in practical classes is to facilitate the learning process. The order of the class is frequently affected by certain actions teachers take at the start, middle, and end of the lesson.

These include taking attendance, giving instructions, allocating materials, summarizing the lesson, and addressing customs. These instructional management skills have aided in organizing

and facilitating instruction, which has an impact on the teaching and learning process. Many studies were conducted on the physical education teaching learning process in teaching practice in different times and in different countries. For instance, (Birhanu, 2012; Diriba, 2018; & Telale, 2018), this research was not conducted in Dega Damot Woreda by another researcher. Those studies were not focused on the evaluation of the physical education teaching and learning process. The teaching learning process of physical education was not implemented properly at the school. For this reason, the researcher attempted to evaluate the physical education teaching and learning process at Feres bet General Secondary School in Damot Woreda.

1.3. Objectives of the study

1.3.1. General objective

The main objective of this study is to evaluate the teaching learning process of physical education the case of feresbet general secondary school.

1.3.2. Specific objectives

The specific objectives of the study are:-

1. To identify the adequacy of, teaching materials to teach physical education at Feres bet general secondary school.
2. To assess the effect of class size on the implementation of PE teaching learning process at the school.
3. To identify the teaching style of physical education teachers in the implementation of physical education teaching learning process in the school.
4. To find out the disciplinary conditions of students that affect physical education teaching learning process in the school.
5. To assess the quality of the physical education teachers to teach physical education at the school

1.4. Research Question

This study was attempted to answer the following research questions :

1. What do you think about the adequacy of teaching materials, to teach physical education at Feres bet general secondary school?
2. Does large class size at feresbet general secondary school affect teaching learning process of physical education?
3. What are the appropriate teaching styles followed by HPE teachers to conduct physical education class at feresbet general secondary school?
4. What are the disciplinary conditions that affect the implementation of physical education teaching learning process in the school?
5. What is the quality of physical education teachers in teaching learning process of physical education in the school?

1.5. Significance of the study

The researcher was believed that this research has the following expected significances:

- ❖ It is beneficial for physical education teachers to recognize the variables that affect the teaching and learning process of physical education at Feresbet General Secondary School.
- ❖ It is expected to enhance the positive attitudes towards physical education, and it will be used as a bench mark for teachers, students, and administrators to gain tangible knowledge about the challenges of the physical education teaching and learning process.
- ❖ It might be up to the responsible individuals to think of what we do to increase the students' participation and how to minimize the negative attitudes towards the subject. In addition to this, it will have a great role in applying further related information about the subject.
- ❖ It will help physical education teachers to identify their gaps in the teaching and learning process of physical education.
- ❖ In general, the researcher believes that teachers, students, school administrators, the researcher himself, and other concerned individuals will be beneficiaries of this study.

1.6. Delimitation of the study

This study was conducted in the Amhara region, west Gojjam zone, Degadamot Woreda at Feres bet general secondary school. There are so many factors that affect the teaching and learning process of physical education at school. But to conduct research on all problems would be impossible due to many factors. Therefore, to make the research specific, manageable, and researchable, the study was delaminated on the following selected variables: facilities and equipment; class size; quality and skill of teachers; teaching style; and disciplinary conditions of students. In this study, only physical education teachers (10 male and 2 female), students (9th male 57 and female 62), 10th (male 34 and female 40), 11th (male 45 and female 52), and 12th (male 36 and female 37), school principals (4) were included.

1.7 Limitation of the Study

The researcher had faced the following limitations:

The researcher had faced a lack of internet sources, electric light and journals. The inadequacy of available relevant research material is one of the limitations encountered in this study. The scarcity of sufficient books and literature in the area of study was the major shortcoming that the researcher encountered during the execution of the study.

1.8. Operational Definition of terms

- **Challenges;** problems affecting positive outcome.
- **Facilities:** The physical means or equipment required in order to do something (Anijo, 2004).
- **Inattentiveness:** inability to complete work and activities (Burden, 2003).
- **Learning** is a permanent behavioral change as a result of experience and training.
- **Management:** The Judicious of means to accomplish an end.
- **Physical education:** Programs related physical fitness, motor skill development, social development and knowledge (Deborah, 1994).
- **Practical class:** A physical education class conducted through mainly physical activities
- Classroom:** Is a learning space, a room in which both children and adult learn (Daniel 2003)
- **Teaching** is the concerted sharing of knowledge and experience

1.9. Organization of the study

.This study consists of five chapters. Chapter one consists of an introduction, background of the study, statement of the problem ,objective of the study, significance of the study, delimitation of the study, limitation of the study of the study, limitation of the study, operational definition of terms and organization of the study. Chapter two contains the literature review. The third chapter contains the research method, such description of the study area, design of the study, source data, populations and sampling techniques, data gathering instruments, and method of data analysis. The fourth chapter consists of presentation, data analysis, and discussion of the collected data based on the respondent's response. The last chapter (chapter five) consists of a summary, conclusion, and recommendation.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Challenges of physical education teaching learning process

2.1.1 Availability of teaching materials and facilities

Skillfully organized and wise planning will assure that each period of instruction is meaningful for the learner, but the class/laboratory room should be conducted with the availability of materials and facilities, especially to teach physical education. A good environment is essential for an effective teaching and learning process. To ensure this environment includes a certain amount of planning and organizing of the necessary equipment that is used for the learners (Fait, 1965). Furthermore, Fait proposed that physical education programs are dedicated in part by the areas available for conducting the class, with a gymnasium for indoor use and a play field for outdoor use (Bucher, 1993).

The majority of the teachers complained that they had inadequate teaching and learning materials. The difficulty with learning materials mainly affected the availability of appropriate teaching and learning materials in the new curriculum. It was clear that they needed a lot of support in the form of materials and equipment. Veal (1988) found that some of the problems those teachers experience when trying to implement alternative assessment are equipment. Facilities, number of teachers, ability and number of students, and teachers' expertise

2.1.2 Class Size

For conducive teaching-learning process, the number of students should be limited to thirty, and forty as a maximum. It is true that the type of program, teaching method, and availability of facilities affect the number of students in one class (Knapp and Hayman, 1953). The balanced number of students' size is used for effective student management, individualized instruction, and an effective teaching learning process. It refers to the number of pupils required to meet in the administrative and instructional unit, known as a class or section, usually under the direct guidance of a single educator for various reasons, because learning can only occur positively when lessons are under appropriate conditions both for the students and teachers.

The size of the layout of the classroom has an impact on whether or not teaching and learning activities are facilitated or hindered. Njabili

(1999) CRM increases in both learners' and teachers' workload throughout the year. This involves extensive record keeping and monitoring.

According to Tirusew (1998), the number of students in a class impacts the quantity and quality of knowledge that is transferred to and acquired by the students because the teaching-learning process depends almost entirely on communication between teachers and students. Consequently, the more students there are in a class, the harder it will be for the teacher and students to communicate, the less effective the instruction will be, and the lower the quality of education will be. The class size should never exceed 45 students (Bucher, 1967). To Helena (2009), the teacher becomes the cue of students' misbehavior, one of the presence of a large class size. There are arguments which support the idea that class size by itself has methods of teaching. But on the other hand, there are scholars who strongly favor the need for an appropriate number of students in one class. The idea of class size is becoming a concern and an essential point of discussion among scholars. Smith (1961) supports the idea of having a limited class size. He asserted that class rooms containing more than 25 pupils are becoming large, and when the class size is increased to 30 or more, educators believe instruction suffers. At the same time, it tends to encourage closer and more personnel-student relationships. 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, Teachers indicated that the workload became higher as they were required to mark and keep records of the progress of all learners. It was also observed that despite the intensive in-service training and the availability of the guidelines encouraging teachers to practice continuous assessment, a good number of teachers in the pilot schools continued to practice continuous testing by administering assessments or tests at the end of the first month and the end of the second month. MOE, 2000) states that the class size should never exceed no more than 40 students. It is difficult to expect quality education. Thus, this can affect the implementation of physical education practical classes. Similarly, class size is too large for the teachers and students to implement practical CRM and teaching methods in physical education.

2.1.3 .Teacher related factors

2.1.3.1 Class room management

According to this view, successful teachers are very effective managers of the classroom environment; they can create a positive learning environment. In order to establish a healthy learning environment in the classroom and take steps to keep it there by directing and correcting student conduct, teachers engage in classroom management. Burden (2003).g. community where students are actively involved in their learning and the management of the classroom.

Classroom management is not an end in itself; it is merely one part of the teacher's overall instructional and leadership role; it cannot be separated from the other functions of teaching.

In addition, each teaching model has its own unique classroom management action which is determined by the teacher and students with the addition of different factors (Burden, 2003).

Teachers are sometimes uninterested in controlling disciplinary problems. This inappropriate behavior includes lack of managing principles, maintaining an authoritarian climate, blaming students, lack of clear instructional goal, dealing with one student at a time, lack of recognition of students' ability, de-motivating of students, Burden , (2003).

Brophy (1997) asserts that teachers' dominance over classroom communication in practice, their lack of effort to class room management

2.1.3.2 Motivation of teachers

Knapp and Hayman (1998) claim that rewards like teacher approval, prizes, and high grades can encourage more genuine interest in an activity. They tend to say do not instead of do thus directing attention to the undesirable. Also they are likely to result in poor Unfavorable motivations include fear of punishment and a desire to escape criticism, which some teachers use as an incentive.

Emotional conflict and relationships, any evaluation of the student's readiness must take into account his level of motivation. The perceptive and competent teacher is aware that when an idea is inspired, students perform most readily and skillfully.

The astute and capable teacher is aware that when students are motivated by a concept, they perform most readily and skillfully.

How can a teacher engage a student while also encouraging him to exhibit certain behaviors? It can happen that the learning experience itself is challenging, satisfying, and rewarding enough to push students in the right way.

2.1.3.3 Reinforcement of teachers

According to Good and Brophy (2000), reinforces are an event or consequence that increases the strength or future probability of the behavior it follows. Reinforcement is used to strengthen behaviors that are valued and to motivate students to do things that will benefit them. Behaviors that are reinforced will be retained behaviors that are not reinforced will be extinguished. You need to consider carefully who to reinforce, under what conditions, and with what kinds of reinforcement. Reinforces can assume a variety of shapes, and conditions, praise and criticism being two of the most often used types. In physical education classes, high grades, prizes, teacher comments decoding a basket and the like are potential positive enforces.

They inform the student that he is expressing appropriate behaviors. When the student is criticized, punished or given a poor grade, he will tend to stop his negative reinforced behaviors (Singer and Dick 1974).

2.1.3.4 Teachers rules and procedures of classroom management

According to Burden (2003) rules are general codes of conduct that are intended to guide individual behavior in an attempt to promote positive interaction and avoid disruptive behavior guide the way students interact with each other, prepare for class and conduct themselves during class. Rules are necessary to have teaching and learning take place, and they need to be realistic, fair and reasonable. Procedures are approved ways to achieve specific tasks in the classroom.

They are intended to help students accomplish a particular tasks, rather than prevent in appropriate behavior as in the case of rules. The use of procedures or routines has several advantages (Weidman and Hammond, 1987) they increased the shared understanding of an activity between teachers and students, reduce the complexity of the classroom environment to a predictable structure, and allow for efficient use of time.

2.1.3.4.1 Quality of effective teacher

Butcher (1975) stressed the need for effective teaching and suggested effective teachers should have the following qualities.

- ❖ Teachers of physical education must be familiar with all the skills and techniques that are necessary for satisfactory instruction.
- ❖ **Dedication:** Unless teachers are dedicated, it is difficult for them to maintain the enthusiasm and aggressiveness necessary for teaching.
- ❖ **Successful** teachers are friendly, extroverted, and able to relate to students. The ability to establish harmonious relationships and rapport with differing individuals. Student workers, administrators, and parents are highly desirable characteristics for a physical education teacher a new emphasis in professional interest and dignity

- ❖ **Personal Qualification:**
- ❖ **Health:** the teacher of physical education must be in shape, because the nature of the work necessitates excellent health at on times.
- ❖ **Voice:** the tone in which a teacher addresses students is of extreme importance
- ❖ **appearance:** sometimes physical education teachers, in their efforts to relate to their students disregard good taste in dress and mannerism
- ❖ **creativity:** creative teachers are innovative, imaginative

- ❖ **humor:** Humor can minimize friction in a faculty meetings it can receive tension in the practical class . Emotional stability: a nervous and irritable teacher will create disciplinary problems and will compound the seriousness of an otherwise trivial class.
- ❖ **Leadership:** Good leadership is vital to any physical education program. The teacher who is well prepared and creative is vastly more effective than the well-equipped gymnasium/sports field or the most expensive equipment.

- ❖ **Individual differences:** Although it is widely acknowledged that students in physical education practical classes differ physically, mentally, and emotionally, teachers rarely take this into account when developing daily programs.

Professional interest and dignity: superior educators are those who constantly seek to improve themselves through research study and participation in professional efforts. awareness of the advanced base of knowledge in sport psychology, sport sociology, exercise physiology, and kinesiology

- ❖ **Professional relationship:** Maturity, good judgment, and a professional manner enhance the ability to function properly as a teacher in relationships with students, faculty, and the community at large.

Enthusiasm: instilling enthusiasm in oneself is a characteristic of teacher behavior that keeps a teacher alive and productive throughout the school year. In addition, Daugterly and Lewis (1979) suggested that by making teaching interesting, a teacher can achieve effectiveness. This implies that the teacher domination method of instruction that is prevalent in today's schools does not motivate students. However, it is possible for teachers to give instruction in what they feel is important without becoming boring.

In general, all of the ideas presented above about a teacher's instructional programs and methods indicate that the teacher is the foundation of effective education. If a student's behavior initiates teacher behavior, and most research indicates that it does, then to become a more aware individual with an integrated self, a positive self-concept, and a warm personality should be the goal of the teacher.

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individual with an integrated self, a positive self-concept, and a warm personality should be the goal of the teacher.

In the teaching and learning environment of general secondary school physical education, an atmosphere of trust, warmth, freedom, and enthusiasm is essential for a meaningful experience. As a result, new approaches to teaching and new theories on how many students learn emerge on a regular basis, making education in our current culture an ever-changing, dynamic function.

Physical educators, therefore, must not only be familiar with traditional theories of learning and their applications and their shortfalls, but must also be alert to improved concepts and new applications in learning mechanisms. The ability to solve problems and promote the teaching and learning environment of physical education is one of the skills expected of physical education teachers. In relation to pedagogical belief (skill), O'Neil(1995) writes, the other challenges related to teachers' knowledge they have in relation to McCormick et al. (1995) stated that teachers will perform best in areas in which they are knowledgeable, have effective materials and techniques, Waltey(1981),Posner(1992), Bennett and Care (1995)also claimed that teachers' knowledge and understanding of the subject matter is the major challenge that influences the effective implementation of the physical education teaching learning process.

2.1.4 Discipline

2.1.4.1. Behavior

Based on Knapp and Hayman's (1993) explanation, behavior is mentioned as one's action resulting from needs that exist as tensions. Tensions are normal and desirable; they are entirely necessary to progress. Tension results in abnormal behavior only when it becomes extreme and unsatisfied over long periods of time. Moreover, Knapp and Hayman gave more ideas concerning behavior. Everyone has problems, but the number of real problems students have is relatively small and would be much smaller if parents and teachers better understood the reasons why boys and girls behave as they do, like human beings.

It is important to face reality, to face problems and attack the intelligently. Teachers should help students to analyze their problems and to plan solutions. Aggression in various forms represents common and normal behavior. Direct aggression, when possible and socially approved, provides a rapid means of relieving tension. But direct aggression is frequently not possible.

Hence, behavior has the above definition according to Knapp and Hayman (1992), who, in his view, states behavior as follows. "Before implementing the program, defining the target behavior is vital as it lets you know how often the student shows the behavior." In addition, Burke (1992), in his view, gives more emphasis on defining target behaviors. Precisely defining target behavior involves forming an operational or behavioral definition. A behavior definition is a statement that specifies exactly what behavior is to be observed and targeted in the intervention.

2.1.4.2. Misbehavior

It is important to recognize that the best way to deal with discipline problems is to avoid them in the first place. According to Burden (2003), one should develop challenging, interesting, and exciting lessons and treat students with dignity and respect for an effective classroom environment and teaching strategy. Students who are off task are not performing the planned instructional activity. They may be pausing to think about an issue, daydreaming, or doing other things that are not disruptive but prevent them from being engaged in the instructional activities. Students who are off task need to be addressed differently than students who are purposely misbehaving and interfering with the academic activities. Daughtery and Lewis (1979) also said that misbehavior frequently occurs because lesson content is not relevant, the student is not involved in the learning process, or the mode of practical session is uninteresting.

Some student actions are clearly misbehavior and negative teacher interventions. In many cases, however, the situation is not quite so simple. Some students' actions that appear to be quite similar are reacted to differently by teachers when the actions are performed by different students at different times or different contexts (Doyle, 1986).

2.1.4.3. Types of Misbehavior

Based on Burden (2003), inappropriate by individual students can be classified in to four general categories.

- ✓ **Hyper active:** high level of activity and non-aggressive contact, often due to neurological dysfunction.
- ✓ **Inattentiveness:** the inability to complete work and activities, a high level of destructivity.

- ✓ **Conduct disorder:** the inability to accept correction, the tendency to tease others, and a high level of defiance. Impulsivity: has constant demand for attention, has an orientation to the present, and unpredictable. Wolfgang (2003), in this side mentioned about behavioral objectives when dealing with misbehavior. Wolfgang expressed behavior that you wish to change in order to be ever about the target behavior.

Moreover this, to decrease an inappropriate target behavior exhibited by a student who fails to respond to your initial efforts and to increase his use of desirable behaviors, you must beginning by choosing and defining behavioral objectives for this student and committing this objectives to writing.

2.1.4.4. Causes of misbehavior

Student's cause

One way to understand classroom control is to determine why students misbehave. Based on Burden (2003) the following are major factors.

- **Health factors:** student behavior problems may be related to health factors, lack of sleep, an allergy illness, or an inadequate diet greatly affects the student's ability.
- **Physical impairments:** physical impairment such as a vision or hearing loss, paralysis, or sever psychological disorder may also contribute to behavior problems.
- **Neurological conditions:** some student may have a mental disorder that affects their behavior in some way. Such students may be inattentive (easily distracted, do not follow directions well, shift from one unfinished task to another, and seem not to be hastening).
- **Medication or drugs:** whether legal or illegal, may also be a factor. Alcohol or drug abuse also may contribute to unusual behavior at school.
- **Influence from the home or society:** conditions in the student's home may be related to behavior problems. Student's behavior problems may be associating, parental supervision and types of discipline, home routines, or significant events such as divorce or the death of a friend or relative.
- **School and classroom factors:** this include factors such as the curriculum, effectiveness of teachers, administrators and staff, school routines, adequacy of facilities, and even other students in the classroom during practical activity, students crowding may also be involved.

2.1.5 Teaching style

The realization of effective physical education classroom management and teaching strategies during practical activity is influenced by teaching methods. Some of them will be discussed further below.

Physical education is an integral part of the educative process that uses physical activity as a primary means to promote psychomotor, cognitive, and socio-affective growth in order to enhance the quality of life (Holst, 1993). The idea nowadays is to address all domains of learning. When teaching, there are an assortment of styles or methods a teacher may choose from. These methods are ways of organizing and presenting learning experiences to students. The styles range from a direct, teacher-centered approach to an indirect, more student-centered approach. In the past, direct, teacher-centered methods have been used predominantly. However, recently the trend seems to be shifting towards a more indirect, student-centered approach. Normally, the student-centered teaching style is more time-consuming and requires more preparation by the teacher. However, the benefits to be gained from these methods are definitely worth the extra time spent developing the lesson. The methods are not easy for a teacher to grasp without putting effort into it. In order for a teacher to become comfortable and successful with using these methods, it will take substantial practice on the part of the teacher involved.

. The teaching methods discussed in this report will start with the teacher-centered, command approach, followed by practice, reciprocal, and the task approach. Thereupon, it will continue with increased student-centered methods, such as guided discovery, problem solving, and exploration. As you progress along the continuum of teaching styles, the teacher's influence on decision-making diminishes and the student takes over as the primary decision-maker.

2.1.5.1. Command

The command style is the most teacher-directed style of the seven strategies. In this type of strategy, the teacher is the exclusive decision maker. Decisions on what to do, how to do it, and the level of achievement expected are all determined by the teacher (Nichols, 1994). With this style, the teacher will give a demonstration of the expected performance, as well as emphasize and explain specific important points of the movement. The demonstration gives the students an opportunity to see the skill performed accurately and to observe the critical elements of the task.

The teacher may guide the class through the various steps in carrying out the task. The students repeat the performance many times as they learn to put the movements together in the proper sequence and timing. The teacher also makes additional helpful commitments to a student or a group of students when necessary. Some examples of when it would be advantageous to use the command style are when showing a student how to overhand throw, instructing a specific dance step, or teaching someone to shoot a free throw in basketball. These are all tasks that have to be done in a specific fashion, making the command style a very efficient method of accomplishing the task.

2.1.5.2. Practice

The practice style is one of the most common teaching strategies in physical education. It is very similar to the command style in that the teacher is the primary decision maker, and the task will also start with a demonstration and description of what is to be achieved.

The demonstration does not necessarily have to come from the teacher; it may come from another student or even from audiovisual aids. The student does practice the skill, either on their own or with a group, as the teacher observes their performance and offers feedback.

The difference between the command and practice style is that the practice style does permit some decision making the students. For instance, the students may decide where they will be working with or without, a partner (Nichols, 1994).

The practice style is very useful, especially when coaching. For example, if the coach is showing the team how to forearm pass a volleyball he/she would first explain the forearm pass, telling when and why it is used and describing the critical fundamental points of the forearm pass. This would followed with one or more demonstrations of the skill being executed, once again emphasizing the key elements of the skill. The players are then given time to practice the skill, either by themselves, or with the partner .At the end of the practice the coach may ask the players to discuss the points of emphasis before going to the next lesson.

2.1.5.3. Reciprocal

The reciprocal style allows more decision making by the students as compared to the command and practice styles, which are much more teacher dominated. With this style the teacher develops a reciprocal task sheet which describes the task to be performed and points out what the observer

should be looking for to see if the performer is executing the task properly. The students are the observers and are responsible for viewing the performance of their classmates and providing feedback on each attempt (Nichols, 1994). The reciprocal task sheet may include pictures and a description of the task to assist the observer. It should also explain the role of the performer and observer, as well as give the amount of time or number of trails to be given in each practice session.

The session is usually initiated with a demonstration, a description of the skill, and an interpretation of the reciprocal sheet. Once this is accomplished, one student performs the task as their partner observes the performance and records when the proper criteria has been met. The observer also provides positive feedback to help improve their partner's performance of the skill. After the performer has properly executed the task a specific number of times the partner switch roles. With this style the duty of the teacher is to walk around observing the students and clarifying the tasks for both the performer and observer.

2.1.5.4. Task

The benefit of task style is very favorable in terms of recognizing particular needs and allowing for personal differences among the students. It grants the students the freedom to choose not only the task they will work on but also the level at which they will start from (Nichols, 1994). Since the students work on their own, the level of success they attain is not known by anyone else.

The style is designed to that the students will begin working at a level in which they feel comfortable with, thus leading to successful experience.

This style gives the teacher a chance to roam about offering assistance to anyone needing it. Whenever a situation occurs whereby a specific piece of equipment is limited supply, the task style can be very appealing by reason that it does not require all the students to use the same piece of equipment at the same time.

Permitting the students to decide for themselves what activities they will work on and letting them work on their own may be the greatest attribute of the task style. On the other hand it may also be the greatest disadvantage of the style. Giving the students this much freedom can only work if they are willing to be responsible enough to carry out the task. The teacher must be

aware of those who are not accomplishing the task and give them help in selecting the appropriate level to start from.

2.1.5.5. Guided Discovery

The guided discovery method crosses over into the student-centered section of the continuum. The approach continues to use teacher-designed movement tasks. However, it is done in a way that allows the students to make individual decisions about how to move. In other words, the teacher defines the intended outcome of the movement response but does not determine how it will be attained. This method is useful if the teacher is trying to get the students to discover the most desirable movement for a certain task or to develop a new skill (Nichols, 1994). This allows the students to experiment with different movements in order to achieve the desired goal. It will also increase their understanding of why certain movements are more advantageous and effective than others. This method is also an ideal way for students to discover possible strategies for specific games. The idea behind this method is that the students will make up their own minds about how they will move, however limitations are enforced that narrow the student's choices, thus limiting the range of movement responses. This eventually leads to the single desired outcome the teacher was looking for. This method permits the students to experiment with the movement, to make comparisons with other movement responses, and to analyze the possible motor responses (Nichols, 1994).

2.1.5.6. Problem solving

The strategy of problem solving is very similar to the strategy of guided discovery except for one important difference. With the guided discovery approach there was only one proper way of performing the final movement or task, therefore the final outcome would always be the same.

With the problem solving approach several solutions can be the end result (Nichols, 1994). In problem solving, as with guided discovery, the teacher will present a movement challenge that has certain guidelines. The guidelines may be a limitation on the use of space, directions, or movements permitted.

The goal is not to find a single correct answer as with guided discovery, instead the objective is for the students to find as many different solutions to the challenge as possible (Nichols, 1994). Any movement response that fits within the guidelines is totally acceptable.

2.1.5.7. Exploration

Exploration is the most student-centered style on the continuum (Nichols, 1994). With this style the students are permitted to move as freely as they desire, while staying within the limits of safety. The style is similar to that of problem solving, except the students are exploring the movements in a less restrictive and more natural environment with much less teacher direction (Nichols, 1994).

This style can be very beneficial when introducing concepts, ideas and new equipment. It is also a good way to obtain fresh unique responses and ideas from the students. Because this style provides the students with a great amount of freedom to work at their own pace and do what they want it is important to understand that the teacher does not simply set up the equipment and let the students play totally on their own. The teacher that has some say in what the students do. For example, the teacher may ask how many different things can you do with that ball? The teacher must keep in mind the individual needs of students and set new challenges when they are ready to progress.

2.2. Teacher's instructional program and methods

According to Daughterly and Lewis (1979), the implications of any teaching methods are determined by several factors. Methods are depending up on age level, ability, classification, type of activity, purpose of activity, special problem and discipline, goals of the teacher and the extent of federal legislation concerning race, sex and accommodating the handicapped. What the teacher expects to teach and what the students expect to learn necessitate not only a variety of teaching methods but also a basic understanding of practical class discipline, a genuine appreciation of the culturally disadvantaged, and a sound foundation in the guiding principles of the learning process.

Daughterly and Lewis stressed on their view and said, teachers view motivation, or the lack of it, as the key to student success or failure in physical education. In some school, chief administrators have adapted innovative methods instruction that affect the total school system.

Educators continue to search for more effective systems, teaching methods and techniques to improve the quality of the school program. Methods include a variety of educational experiences

such as lectures, demonstrations or independent study that motivate, produce, results and modify behaviors.

Again according to Daughterly and Lewis (1979), there are two strong different class disorder; careful organization and quality instruction, if classes are planed properly and the program provides instruction for student's achievement, teachers prevent confusion during practical class (gymnasium). In addition Singer and Dick (1974), in instructional matter said, if a teacher or a school program is to be had accountable for its actions, with the burden of proof on the teacher rather than on the students, than the teacher must not only state his objectives but must sequence his instruction so as to reach those stated outcomes. It is no longer acceptable for group as they can, memorize and regulate at specified moments.

Nor is it satisfactory for an instructor to throw out a ball to students in the gymnasium in the hope that they will acquire skill, change their attitudes and develop fitness without his effectively mediating the learning process. Based on Singer and Dick (1974), in order to organize his instructional sequence in a systematic way, the teacher must:

- Know the activities (content) to be thought.
- Be aware of students entry characteristics their aptitudes, abilities and skills.
- Be familiar with research and theory in learning that are applicable to instructional methods in the form of guiding learning principles.
- Know how to formulate and evaluate instructional objectives.
- Know various forms of instructional media.
- Be aware of available human and other resources.
- Be able to organize strategies systematically.

2.3. Objectives of physical Education

These four phases are organic education, psychomotor education, character education and intellectual education; finally they became the four primary objective of the new physical education.

Wherever education through the physical has been promoted and applied, chances are excellent that it has been explain and justify by reference to the four objectives and the goals began to

shape the purpose of the programs of physical education in schools, even the extent that teachers were supposed to aim of some goal development. Although the goals have been defined somewhat differently by different leaders, these differences are minimal. Deborah and Bennet (1994) found that the four aims' definitions were strikingly comparable to their original notions.

Human movement, particularly the sensation of large movements as opposed to the more delicate movement of the body, is the primary concern in the field of physical education. More specifically physical education is concerned with the relationship between human movement and other area of education. That is with the relationship of the body's physical development to the mind and the soul as they are being developed. The term physical in physical education refers to the body. It is often used in reference to various bodily characteristics such as physical health, physical development, physical strength and physical appearance. When you say physical education you are referring to the process of education that concerns activities that develop and maintain the human body.

When a person engages in athletic and gymnastic exercises that support the growth and maintenance of the body while playing different games, education also occurs (Deborah and Bennet 1994).

Physical education is a learning process designed to foster the development of motor skills, health related fitness, knowledge and attitudes relative to physical activity through a serious of carefully planned and conducted experience. The learning environment is through fully structured to enhance overall development of each student within the three learning domains (psychomotor, cognitive and affective). These learning experience help students to understand how human moves and how to execute movements safely, effectively and efficiently in such a way as to promote positive feeling towards oneself as a mover and an appreciation for the contribution that physical activity can move to one's quality of life (Deborah and Bennet 1994).

Generally , physical education an integral part of the total education process, is a field of endeavor that has as its aim the development of physically, mentally, emotionally and socially fit citizens through the medium of physical activities that have been selected with a view to realizing these outcomes (Bucher, 1975).

2.3.1. Physical Development Objectives

The goal of physical development is to help children develop their physical talents by fostering the growth of their body's diverse organic systems. As a result, one gains the capacity to maintain adaptive effort, bounce back, and resist exhaustion. The value of these objective is based on the fact that an individual will be more active, have better performance and be hear their, if the organic system of the body are adequately developed land fractioning properly. Muscular activity plays a major role in the development of the organic system of the body. The term organic here refers to the respiratory, circulatory, muscular and skeletal systems of our body that are directly subject to changes as an effect of practicing physical activities. These systems are stimulated and trained through varied activities.

The activities should be of sufficiently vigorous mature. So that and these like organic systems are sufficiently stimulated. The increase in functional efficiency as a result of this stimulation by vigorous physical activities promotes optimal health. The end result of the changes on organic efficiency is that the trained individual is able to perform work for a long period of time, with less expenditure of energy and more efficiently than the untrained individuals.

2.3.2. Motor and movement development objective

It is said that physical education is the only subject area it should that is responsible for motor development of students.

The development of motor skills results in an enjoyment of participation in sports not only in school life, but also throughout life after school. This helps to stay active and increase the quality of life. In physical education activities, the function of efficient body movement is to provide the individual with the ability to perform with a degree of perfection.

Usually individuals enjoy doing particular sports, have most likely developed basic motor skills that enable them to perform the movement in the sport (Deborah and Bennet 1994).

2.3.3. Cognitive Development Objective

This objective deals with the accumulation of a body of knowledge and the ability to think and interpret this knowledge.

Basically the cognitive development focused on the area of physiology (exercise physiology), psychology (sport psychology), anatomy, biomechanics, bio-kinetics and nutrition (Edward Hitchcock Jr., 1828-1911) For instance sport nutrition it is a person who is an expert in the area of nutrition for sport persons and the development of their physical fitness. Eating well is in principle based on your need of selection, but it is enough assignment to master and answer the several questions, i.e. what are the essential nutrients? Which type of food supply, which nutrient and fiber, how much do you need, when we take, how to take (liquid, solid) are the basic issues to follow up scientific motivational principle?

2.3.4. Social and emotional development objective

The other aspect of physical education objective is the feeling of success and satisfaction in physical activities. Such factors can be realized through successful experience in game activities. Students develop self-confidence and happiness in their achievement. Happiness reflects friendliness, cheerfulness and spirit of cooperation. All of which help students to be contained and to conform the necessary standards that have been established. Physical education can provide for this successful experience by offering a variety of activities and developing the necessary skills for success in these activities. The goal of social development is to support a person in making changes that will benefit them personally, socially, and as a member of society (Bucher, 1964, P, 155). Time (period) allotment is one of the most important factors that influence the implementation of PE.

Regarding this Knap (1968), noted that, physical educators are almost unanimous in the belief that a daily period is required in both elementary and secondary schools if the developmental, recreational, and skill needs of young people are to met with reasonable adequacy. Not all the physical activity needed for health growth and development can be provided during one school period daily. However, a daily period of liberal length does allow time for considerable health full activity.

Further it permits the teaching of variety of physical activities that develop skills, abilities and interests that form abases for further participation in worthwhile activities Knap (ibid).How long should the daily period be? It is suggested that since five minute at the start and ten minutes at the end are need for dressing and showering, the longer the period the higher the percentage of time available for physical activity. A sixty minute period allows 75% of the total time for

activity other than dressing, where as a forty minute class permits 62.5%. Relatively long periods are advantage for PE class. When schedule are divided in to short periods, the desire ability and possibility of double periods for PE should be considered (Ibid)

2.4. Advantages and disadvantages of each teaching methods

2.4.1. Command and practice style

The command and practice style have very similar advantages and disadvantages. Some advantages of the styles are they provide a very direct path to the objective; as a result this gives the students a clear picture of how the expected performance is to be attained. Since the teacher chooses what will be taught and how the class will be arranged there is not much time wasted in organizing the class, thus making these methods a remarkable efficient and effective way to teach skills (Nichols, 1994).

Due to the speedy organization associated with the command and practice styles each is very beneficial when dealing with large crowds or limited time.

The command and practice style of teaching has many significant disadvantages as well. Most importantly they are both insensitive to individual differences and needs. The styles demonstrate one way of performing the skill or task and only accept one response in return. On account of this the content is generally aimed toward the students with average ability.

Thus, for those students who lack the skills needed to perform at this level, as well as those who have greater skills than the activity requires, their individual needs are not met with these styles. Another notable drawback of the teacher telling the students how to respond is it does not encourage original or innovative thinking by the students.

2.4.2. Reciprocal

The reciprocal style has several noteworthy advantages and disadvantages. Its advantages include such things as the clarity of the task for everyone and the opportunity for feedback with each trial, which would practically be impossible if the teacher were the only person providing feedback students have to observe one another and provide feedback on their partners performance, consequently this contributes to their understanding and comprehension of the task at hand. This style makes the students assume responsibility for the learning of others; it should

improve their communication skills, promote patience and tolerance and develop analytical skills (Nichols, 1994).

The disadvantage of the reciprocal style can be found within the complexity of the task and the developmental level of the student. The reading level of the reciprocal sheet may be too advanced for particular students. Many may not be able to properly analyze another's performance thus the feedback may be inaccurate. Due to the fact that a number of students may not be socially or emotionally developed, certain students may have difficulty working with others and accepting the feedback in a positive and helpful manner. Another fault of this style is it can be severely time consuming during the beginning stages as the students has to adjust and feel comfortable in their new role as an observer.

2.4.3. Task

The benefit of the task style is it is very favorable in terms of recognizing particular needs and allowing for personal differences among the students. It grants the students the freedom to choose not only the task they will work on but also the level at which they will start from (Nichols, 1994). Since the students work on their own, the level of success they attain is not known by anyone else. The style is designed so that the students will begin working at a level in which they feel comfortable with, thus leading to a successful experience. This style gives the teacher the chance to roam about offering assistance to anyone needing it.

Whenever a situation occurs whereby a specific piece of equipment is in limited supply, the task style can be very appealing reason that it does not require all the students to use the same piece of equipment at the same time.

Permitting the students to decide for themselves those activities they will work on and letting them work on their own may be the greatest attribute of the task style.

On the other hand, it may also be the greatest disadvantage of the style. Giving the students this much freedom can only if they are willing to be responsible enough to carry out the task.

The teacher must be aware of those who are not accomplishing the task and give them help in selecting the appropriate level to start from.

2.4.4. Guided Discovery

The advantage of the guided discovery method is it truly entices the students to think for themselves. It also supports the development of positive self-concept on the account that each student will successfully find an answer to the movement challenges (Nichols, 1994). Furthermore, this method is useful in equipping students with the proper utensils to implement what has been learned to other movement situations.

The greatest disadvantages to this kind style are the tremendous amount of time it demands. It can take a lot of time before the teacher finally guides the students to the proper movement sequence; therefore patience is the vital quality the teacher must possess.

2.4.5. Problem solving

Problem solving, like guided discovery, involves a great deal of cognitive activity and allows the students to display even more of their individuals through the movement responses. The method allows the students to work at a pace in which they can comprehend what's happening. It also helps students develop problem solving skills, as well as enhance creativity. The main disadvantage is once again the time consumption involved in developing the lesson and reaching the lesson objective. The teacher has to carefully plan the lesson and be able to anticipate possible solutions in order for it to be successful. Furthermore, the teacher must possess the ability to react on the spot in order to help particular students expand their movement possibilities (Nichols, 1994).

2.4.6. Exploration

The exploration style is best used with students involved in their first physical education experience (Nichols, 1994). The style allows the students to discover their capabilities while working on their own, consequently enhancing the creativity within the movements.

The method is designed to have everyone experience instant success, thus providing the students with increased confidence in their ability to move. The major drawback is the inappropriateness of the method if a particular movement outcome is desired.

2.4.7. Student-centered strategies

As mentioned before, the teacher centered strategies are effective if you want an organized class, are limited in time, have a large crowd, or want the students to have a clear picture of the

objective. However, the student-centered approach meets the individual needs and differences of all the students. It allows the students to be more involved in the decision making and makes them think for themselves, usually resulting in more enjoyment and a better understanding of the movements. The benefits of using student-centered styles easily outweigh the time that it demands, but there are certain concerns about using this type of strategy. Since these methods require the students to assume more responsibility for their learning, with less direction and seemingly less structure offered by the teacher it is crucial that the teacher establish a good working relationship with the class before attempting student centered methods (Gibbons, 1993). In order for a teacher to be effective they need to be a positive role model, an efficient planner, effective communicator, a thorough assessor of behavior, and be consistent in their expectations of students.

The students must have an idea of what is acceptable and appropriate behavior before developing more independent learning.

The teacher has to be aware of those who have, or have not, previously received learning experience using the student-centered approach. Students having only experienced learning through the teacher-centered approach will normally have difficulty adjusting to the new approach.

The teacher needs to gradually introduce the approach and only use it for short, periods, until the class feels more comfortable in exploring movement and solving problems on their own (Nichols, 1994).

Generally physical education teachers have several methods of teaching that may be employed. These vary in terms of who makes the decisions of what will be learned and how the learning will occur.

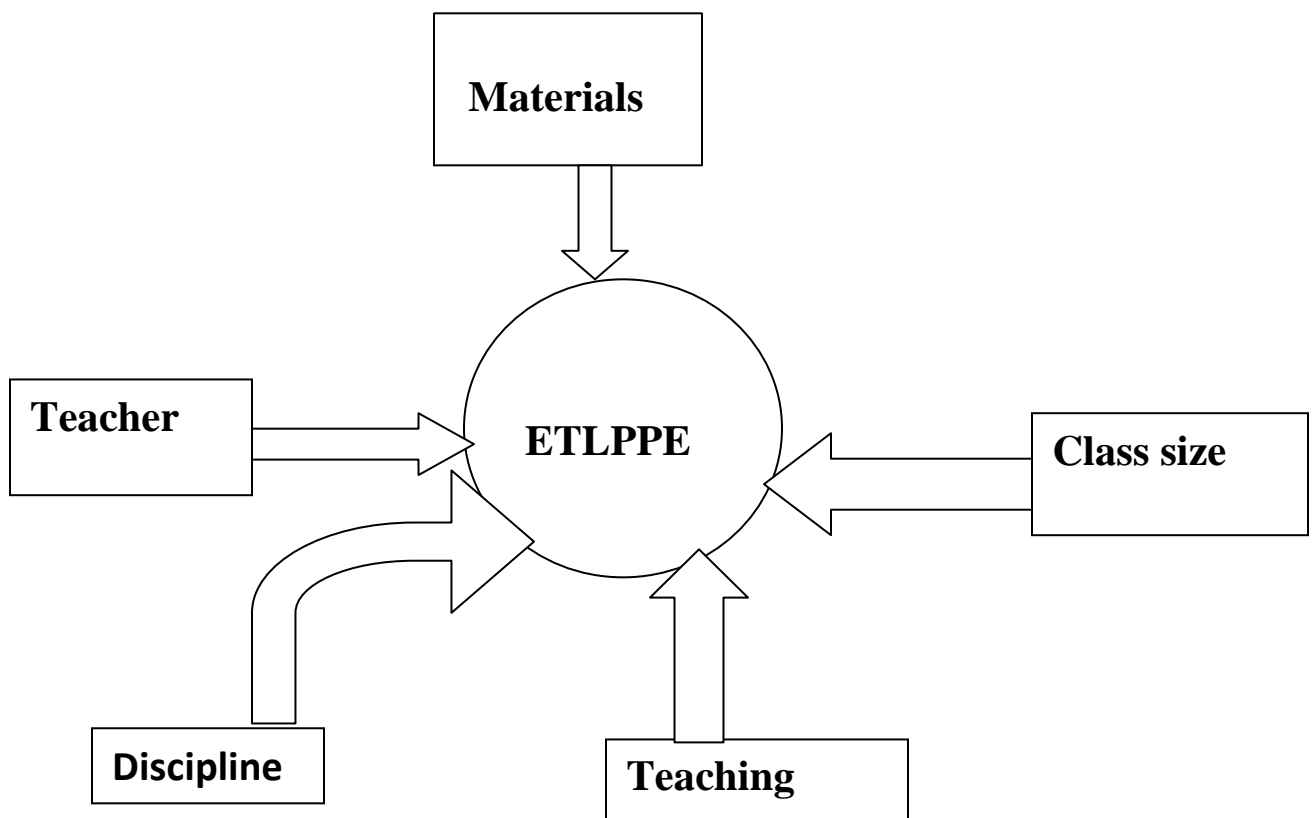
Some methods are teacher-centered, whereby the teacher is the primary decision maker, and others are more student-centered allowing the students increased input on what they do. As mentioned earlier the most teachers centered are the command style. Decisions of the content to be learned how it will be learned, and so on are all determined by the teacher. The similar practice style is also very teacher-centered. The teacher will demonstrate and clarify the skill or task, the students go and practice it while the teacher observe them and provides feedback when necessary. With the reciprocal style the students have to take on more responsibility. They are

accountable for the learning of their peers as they have to analyze their partner's performance and give feedback. The task style shares the decision making. The teacher decides how and what will be learned, and the students choose the task or level at which they will begin working on.

The teacher guides the students through an assortment of activities eventually leading to the discovery of the proper movements for a specific task, in the discovery style. Problem solving and exploration strategies are the most student-centered, by reason that they each allow the students to decide for themselves the movement responses (Nichols,

2.4.8. Conceptual Framework of the Study

Followed these determinants forwarded by scholars that provided and discussed in the above review of related literature and research works, attempt has made to develop conceptual framework of the proposed study. Accordingly, this particular study gave emphasis on material, facility and equipment, knowledge and skill of teacher, class size, teaching style, disciplinary condition of students. All in all the main focus and scope of this study was summarized via the following conceptual framework.



CHAPTER THREE

RESEARCH METHODS

3.1. Introduction

In this chapter, descriptions of the study area, design of the study, population, sample size and sampling technique, source of the data, data collection instrument, procedure of data collection, methods of data analysis, and ethical considerations were included.

3.2. Description of the Study Area

This study was conducted at Feres Bet general secondary school in Dega Damot Woreda of West Gojjam Zone, Amhara National Regional State (ANRS). Dega Damot has a total area of 831.23 square kilometers. It is part of the West Gojjam Zone, which is bordered on the south by Dembecha, on the southwest by Jabitehinan, on the west by Quarit, on the north by Gonji kollela Woreda, and on the east by the Misraq GojjamZone. The major town of Dega Damot Woreda is Feres Bet. Feresbet is located about 400km from Addis Ababa and 113km away from the regional town of Amhara. The study area is characterized by 70 % Dega and 30 % Woinadega. It has an average annual rainfall of 1653 ml. The area has auni-modal rainfall pattern which usually starts in May and stops in October, and there is a chance of getting a little rainfall from February to April. The mean annual temperature of the area varies from 9.3⁰C to 18.3⁰C and the average annual monthly temperature varies throughout the year from 20⁰C to 24⁰C. The absolute maximum temperature occurs in mid-April and is about 29 0 c, and the absolute minimum temperature occurs in December and is 9.10 c (ASE, 2004). December to February are the dry seasons, and June to August are the wet seasons of the present study area.

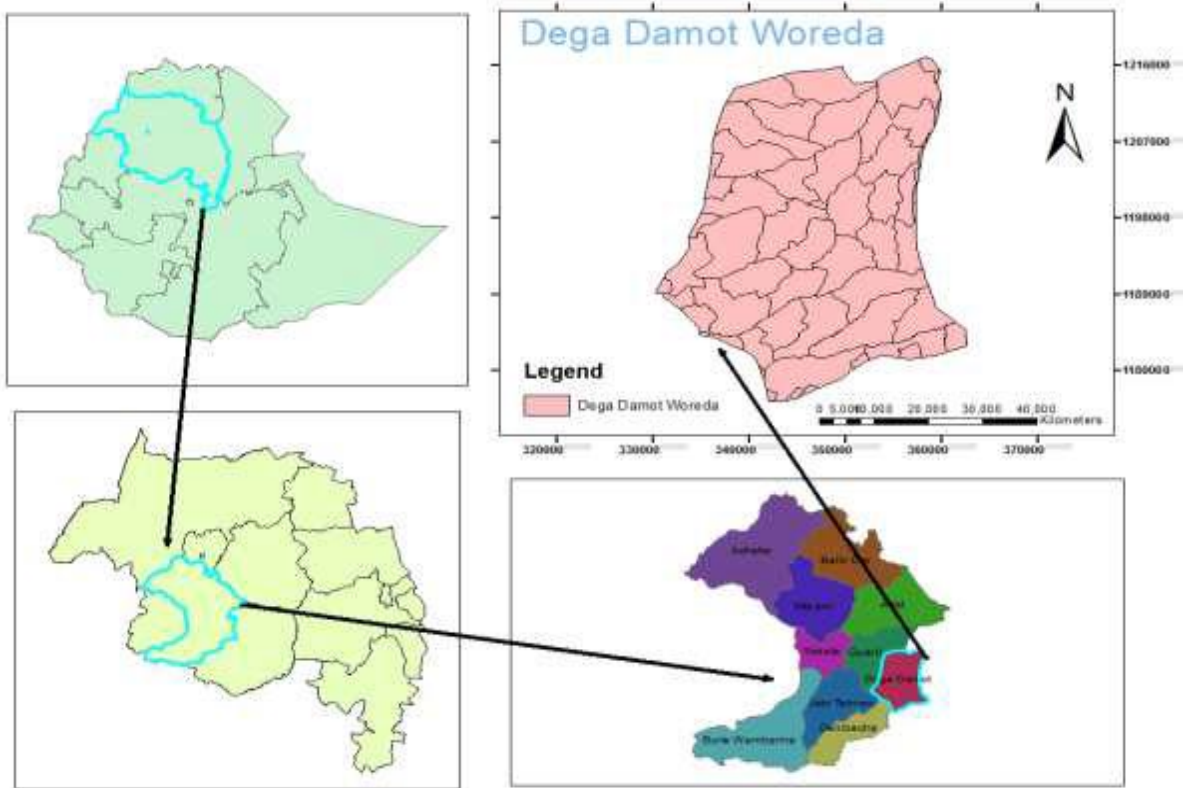


Figure 1. Map of study area

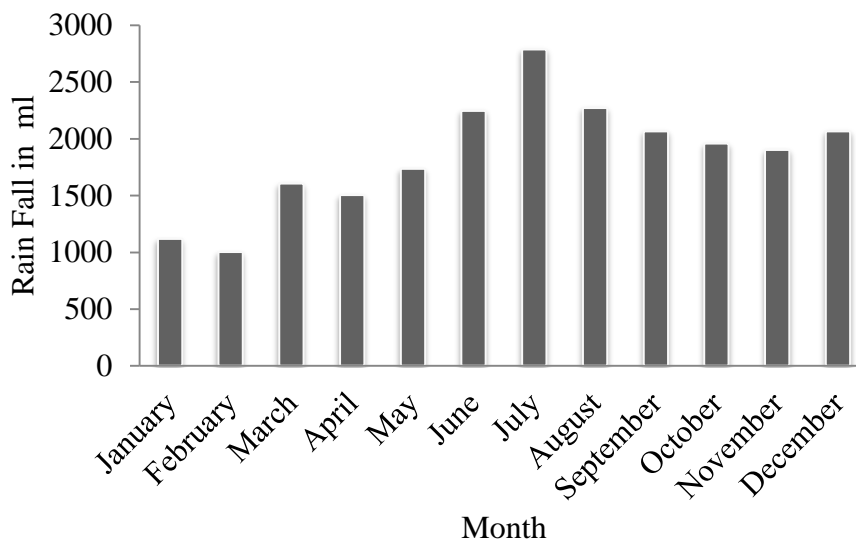


Figure 2. Annual rainfall distribution of Dega Damot Woreda in mm 2009-2019 per month
(Source: Amhara Region Meteorological Station Feres Bet substation)

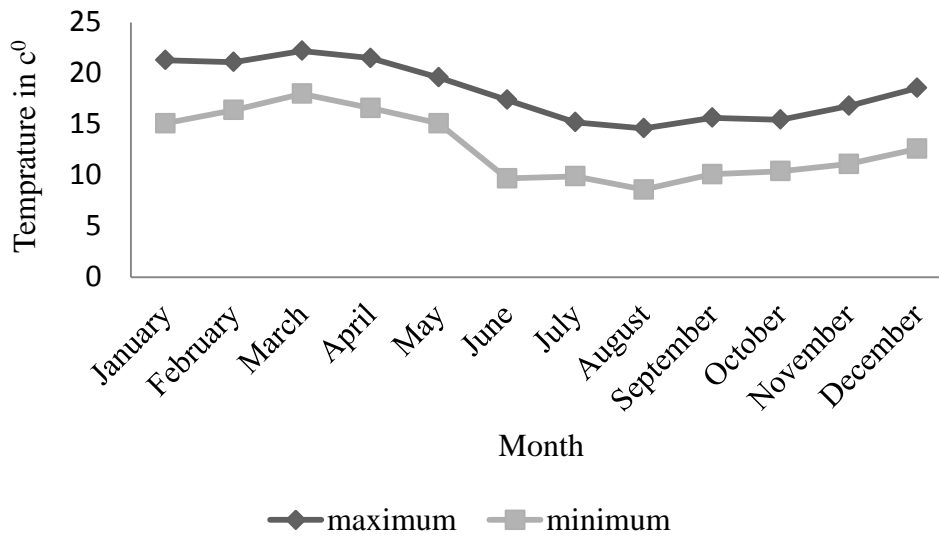


Figure 3. Annual temperature of Degadamot Woreda

Figure 4. Average minimum and maximum temperature of Dega Damot Woreda ‘during (2009-2019).

3.3. Design of the study

A research design was the arrangement of conditions for collection and analysis of data in a procedure. This study is a descriptive survey research design was utilized both qualitative and quantitative approaches based on the data conduct through direct participating questionnaire, interview and observation. This research design was the most desirable because the study was tried to describe, identify analyze and interprets the condition that affect physical education teaching learning process in Feres bet general secondary school. It also enables to draw conclusion based on the facts obtained from respondents. In addition to these survey studies were provide information on large groups of people with very little effort and in accost effective manner (demotes *etal.* 2005). In order to address the intended purpose, the researcher would be used a descriptive survey method in research design for the appropriateness of the aptness of data. By using this research design the researcher was tried to identify and describe the hindering factors that affect teaching learning process of physical education.

3.4. Population of the study

The population of the study included Feres Bet general secondary school students, physical education teachers, and school principals, with a total population of 6806 students, 17 physical education teachers, and 4 school principals.

3.4.1 Sampling technique

To study the entire population from Feresbet General Secondary School in Damot Woreda is not always feasible because of the impossibility of checking all items in the population. Thus, it is worthwhile to systematically, objectively, and adequately choose a sample school for the study. Hence, out of the total five general secondary schools, Feres bet general secondary school was selected by using a purposive sampling technique due to the seriousness of the problem in this school. Concerning the selection of respondents, 12 physical education teachers and four principals from Feres bet general secondary school were selected using a purposive sampling technique. Due to the total number of students in the school being relatively large, Hence, out of 6806 students, 363 were selected by using a proportional stratified sampling technique. According to Cochran W.G (1988:75), in a large population study, the formula

$$n = \frac{Z^2 NQP}{d^2(N-1) + Z^2 PQ} \text{ Where;}$$

n denotes the desired sample size

P = the estimated population to be included in the sample. I.e. 50% of N.

$$Q=1-P$$

6806 = total population

Z = Standardized normal variable and its value This corresponds to a 95% confidence interval equal to 1.96

d=Allowable error (0.05)

So therefore, n = 363

Table 1. Number respondent students selected from each grade level

Grade	Population size	Sample taken
9 th	2243	119
10 th	1392	74
11 th	1808	97
12 th	1363	73
Total	6806	363

Table 2 number of teachers who teach HPE

Grade	Population size	Sample taken
9 th	5	4
10 th	3	2
11 th	5	3
12 th	4	3
Total	17	12

3.5. Source of data

To do this study, the researcher used primary and secondary data sources to get an adequate amount of information regarding the factors that affect the physical education teaching and learning process at Feres Bet general secondary school.

3.5.1 Primary source of data

To get primary data, the researcher was provided with closed-ended and open-ended types of questionnaires for physical education teachers and students, as well as semi-structured interview questions for school principals. Generally, physical education teachers, students, and school administrators were used as the primary sources of data in this study.

3.5.2. Secondary source of data

Secondary data collection is another main tool for research work, for which the researcher uses books, journals, publications of international organizations, and reports of government agencies and offices.

3.6. Data collection instrument

In this study, the researcher used the following data collection instruments to get adequate information from the respondents: Those data collection tools were, namely, questionnaires, interviews, and observations. In order to check the validity and reliability of data, a triangular research method was used.

3.6.1. Interview

Interviewing is one of the most common and powerful methods that can be used to understand human experiences. Interview is a privilege to gather the stories of people through interviewing and to come to understand their experience through their stories. The purpose of qualitative interviewing is to understand others meaning making. Interview is a very useful instrument to understand reasons why and how things happen and the way they are happening. The researcher had prepared 8 interview questions for school principals using open-ended questions with semi-structured interview, which are related to barriers such as facility, class size and disciplinary factors that affect physical education teaching learning process. The interview was delivered to school principal to identify their opinion, view, feeling, perception and practice regarding to the challenges of physical education teaching learning process at feresbet general secondary school. The interview questions were not translated in to Amharic for school principals because it is easy to deal the questions briefly. The interview was developed by the researcher on the bases of his experience on teaching physical education and the idea gained from different literatures.

3.6.2. Questionnaire

Questionnaire was used extensively in educational research to collect information that is no directly observable. These data collection methods typically inquire about the adequacy of equipment and facilities, the effect of class size, the teaching style of Physical education teachers, the disciplinary condition of students and the quality of PE teachers that influence the teaching learning process of Physical education in the school. The questionnaire in this study was developing based on the research questions and review of related literature. Structured questionnaire was helped to collect the desired data from the sample students of Feres bet general secondary school. Closes and open ended questions were included in the questionnaires total of 22 questions were prepared for students and 16 questions were prepared for physical

education teachers. It contained close ended questions for students. For students, the questionnaires were translated in to Amharic language to understand easily.

3.6.3. Observation

It is one way of collecting primary data. As to Best and Kahn, (2003: 141), the information obtain through observation is more accurate, more valid and more reliable than any information gathered through others means. It is a purposeful, systematic and selective ways of watching and observing to an interaction or phenomenon us it takes place. The purpose of observation was to have a clear picture about how the teachers implement their plan and gate information about the overall activity of the students during practical class. Observation was employed where the researcher observes through physical activity in physical education practical class program. And the researcher was observed and registered 4 times during PE practical class by using check list. The observation format contains 10 check lists to answer the leading questions in the research questions.

3.7. Data Collection procedure

The data gathering instruments was conducted on the basis of the reviewed literature and the required data to be collected. Before distributing them to sample respondents and before the actual data collection was made, the questionnaires were conducted for my advisor Demissie Gashu (Dr).

Based on his comments and editing, the researcher was made the necessary modifications; this helped to avoid unnecessary repetitions of the questions. Based on his responses and comments some items were modified so as to make essential correction and maintain their validity. To have a maximum rate of return quality responses, convenient time has been given for respondents. Moreover, to avoid confusion of the objective of the study, continuous follow up was conducted to facilitate the feedback and to correct the problem confronted on the process of filling questions. The data was filled by students, physical education teachers, observations and interviews of school principals were collected within two weeks. In addition to this, direct participating observation, a face-to-face interview were conducted.

3.8. Methods of Data Analysis

Based on the nature of the data collection tools, both quantitative and qualitative procedures were applied. Accordingly percentages and frequency counts were used to analyze the items of the questionnaire. Information gathered from Observation, interview and open ended questions were presented by using qualitative method. The close ended questions obtained from physical education teachers and students were analyzed by quantitatively. The open ended questions, interview and observations check list were analyzed by qualitatively.

The collected data was coded, tailed and properly organized using tables according to their classification in different categories to give detailed background information about the sample. After organizing the data; it was analyzed by using basic statistical tools (tabulation) that are believed to analyze data gathered to answer the basic questions raised and to maintain the objectives of the study. The quantitative data was analyzing by using SPSS version 20.

3.9. Ethical consideration

Regarding ethical consideration, the researcher was governed by the research code of ethics in maintaining privacy and confidentiality and other related values. The researcher promised to the participants of the study that the information which was collected from the respondents shall not be transferred to third party it can did or it was not be exploited for under taking other than the purpose of the research study. Besides this, the process of data collection was done anonymously without their name, identification number, telephone number, so that threat of being disclosed was very much minimum.

CHAPTER FOUR

RESULT AND DISCUSSION

4 .Introduction

This chapter deals with the presentation, analysis, discussion, and interpretation of the data gathered from the respondents by using data gathering instruments. This chapter consists of two parts. The first part describes the characteristics of the respondents. The second part concerns the analysis, discussion, and interpretation of data collected from the respondents. As mentioned in the first chapter of this research, the objectives of the study are to evaluate the physical education teaching and learning process in Feresbet general secondary school. To this effect, a descriptive study was conducted where some parts of the study were quantitative and other parts of them were qualitative. The data collected through the above mentioned perspective was presented below in an integrated way to meet the aforementioned objective consecutively. The obtained results were analyzed and discussed in the table.

4.1 Result

General characteristics of the respondents

Table 3 *the frequency distribution of principals and physical education teachers by sex, age, highest qualification, and experience were similar to the frequency distribution of students with sex, age, and grade level were presented below.*

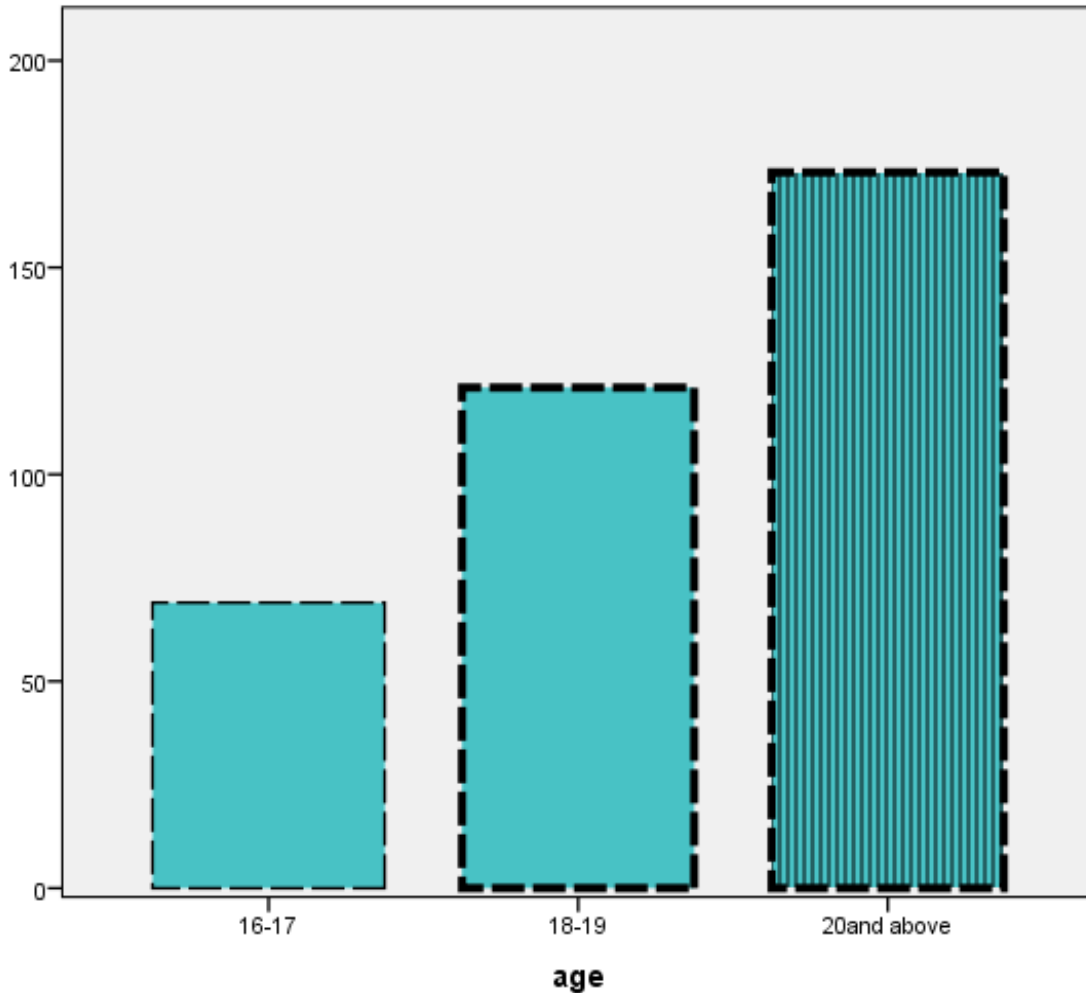
No	Variables	Characteristics of respondents	Respondents							
			Principals		Teacher		Students			
1.	Sex		No	%	No	%	Grade	sex	No	%
		M	4	100	10	83.3	9 th	M	57	47.8
	F	-	-	2	16.7	F		62	52.2	
						T		119	100	
							10 th	M	34	45.9
								F	40	54.1
								T	74	100
							11 th	M	45	46.3
								F	52	53.7
								T	97	100
							12 th	M	36	49.3
								F	37	50.7
						T		73	100	

2.	Age	20-30 (16-17)			2	16.7				
		31-40(18-19)	3	75	10	83.3				
		41-50(\geq 20)	1	25						
3.	Qualification	Degree	2	50	7	58.3				
		Masters	2	50	5	41.7				
4.	Experience	1-5			1	8.3				
		6-10	3	75	9	75				
		11-15			1	8.3				
		16-20	1	25	1	8.3				

As we have seen item 1 from the table 3 above most of the respondents of physical education teachers 83.3% were male while 16.7 % of them were female. This indicates that the ratio of female to male physical education teachers were quite low. Out of the overall respondent students 47.38% were male while 52.62% students were female. This indicates that the numbers of female students are greater than male students in the school. On the same question 100% of school principals were male. This shows that there is a domination of male in the administration sector. In addition, with regard to age in item 2 of table 3 shows that 16.7% of physical education teachers were felled under the age category of 20-30 and 83.3% of physical education teachers were found on the age categories of 31-40. The table further reveals that majority of physical education respondents were young. So younger teachers are more productive and energetic in teaching physical education 75 % of school principals were found in the age category of 31-40 similarly 25% of principal was found in the age category of 41-50. This indicates that the school has eager young principals. As Shown in the above table 4.1 item 3, 58.3% of physical education teachers were degree holders while 41.7% teachers were masters in physical education. When we observe the educational status of school principals from the table above 50% of the school principals were master holders and 50% of the school are degree holders. With respect to years of teaching experience in item 4 of table 3, 75% of teachers have taught physical education 6-10 years and 8.3% of teachers have taught physical education

education 1-5 years, 8.3% of teachers have taught from 11-15 years, and on the same 8.3% of physical education teachers have taught from 16-20 years, Experience together with adequate training is needed for the responsibilities and the demand imposed on educators (Carl, 1995). The more experience and training an educator has, the more confident and expertise he/she will have acquired to be effective educators. 75% of school principals were found in the age category of 31-40. Similarly 25% of principal was found in the age category of 41-50.

Figure 5. Age category of students



From the above figure, 5, 19.73% of them were males, whereas 18.3% of them were female students at the age category of 16-17 respectively.

On the other hand 31.97% male students and 37.2% of female students were the age category of 18-19 respectively. Lastly 48.3% of male students and 48% female students were found in the age category of 20 and above. This indicates that majority of students whose age is greater than 20 and above.

Table 4 Adequacy of facilities, materials and equipments for teaching physical education

No	Item	Respondents	Alternatives	
			Yes	No
1	Dose the school has adequate equipments and facilities?	1.Teachers (No=12)	1(8.3)	11(91.7%)
		2.Students(No=363)	60(17%)	303(83%)
2	Does the school have available teaching aids?	1.Teachers (No=12)	1(8.3)	11(91.7%)
		2.Students(No=363)	125(34.4%)	138(65.6%)

4.1.1 Results on adequacy of, materials and equipments

As we had collected the data from the respondents about courts: sport fields, equipments and playground which are basic and very necessary to conduct physical education practical class whether they were adequate or inadequate. They responded that: 91.7% of the data obtained from physical education teacher respondents stated that to conduct physical education practical class courts and sport fields were inadequate and 83.5% of students said that to conduct physical education teaching learning, courts and sport fields were inadequate.

And also 1(8.3%) of teacher respondent said that there was courts and sport field to conduct physical education practical class at the school. But 60(16.5%) of the students stated that courts and field were adequate. Concerning teaching aids and running track from the table 4 item 2, 11(91.7%) of teacher respondents mentioned that teaching aids and running tracks were not adequate. On the other hand 1(8.3%) of teacher respondents said that there was adequate teaching aids and running tracks. 138(65.5%) of students responded that to conduct physical education practical class courts and running tracks were not adequate. Concerning teaching aids

like, mats ,balls, batons, hurdles, starting blocks 11(91.7%) of teacher respondents said inadequate. And 138(65.6%) of student said inadequate.

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

Table 5 class size of the school under study

No	Item	Alternatives	Teacher		Student	
			F	%	F	%
1	How many numbers of students per class?	30-40	-	-	-	-
		41-50	1	8.3	15	4.1
		>50	11	91.7	348	95.9
2.	Can large number of students affect teaching learning process?	Yes	11	91.7	346	95.3
		No	1	8.3	17	4.7

4.1.2. Results on class size of the school under study

Regarding to the number of students per class, 11 (91.7%) teacher respondents said that the normal class size is greater than fifty in each class. Similarly 348(95.9%) of respondent students replied that their normal class size is greater than fifty. Accordingly, 1(8.3%) of teachers and 15(4 %) of the students were explained that their normal class size >50. This indicates that there are large number of students in feresbet general secondary school. Class size has played a great role in the teaching learning process of physical education. `Even though; many teachers are applying different teaching styles, large class size influences their styles in terms of material, playground usage, and formation of groups and repetition of drills .

Table 6 teaching style followed by physical education teachers

No	Statements	Alternatives	Respondents			
			Teacher		Student	
			F	%	F	%
1.	Teaching style followed by physical education teachers.	1, teacher center	12	100	337	92.8
		2, student center	-	-	26	7.2
		3, both	-	-	-	-
2.	Is the percent of large class size affects teaching style?	1, yes	11	91.7	316	87.1
		2, no	1	8.3	47	12.9

4.1.3 Results on teaching style implemented by physical education teachers

From the above table 6, 12(100%) of teachers said that they were using only teacher centered teaching style and 337(92.8%) of students said that the teaching style were teacher centered.

26(7.2%) of students said that teachers were used student centered teaching learning process.

This indicates that majority of the teachers were using only teacher center teaching style.

Regarding to either the presence of large class affects or not the teaching style used by physical education teachers, 11(91, 7%) of teachers said that large number of students affects the teaching style. Similarly 316(87.1%) of students replied that teaching style affected by large class size.1 (8.3%) of teachers and 47(12.9%) of students mentioned that large class affects the teaching style. This indicates that majority of teachers did not use different style of teaching due to the presence of large class size.

Table 7 Disciplinary condition of students

No	Item	Respondents	Alternatives									
			S.disagree		Disagree		Undecided		Agree		S.agree	
			F	%	F	%	F	%	F	%	F	%
1.	Coming to late	Teacher	-	-	-	-	1	8.3	8	66.7	3	25
2.	Absenteeism	Teacher	-	-	-	-	-	-	10	83.3	2	16.7
		Student	6	1.7	15	4.1	7	1.9	285	78.5	50	13.8
3.	Cheating	Teacher	-	-	-	-	-	-	11	91.7	1	8.3
		Student	2	0.6	3	0.8	1	0.3	264	72.7	93	25.6
4.	Talking and shouting	Teacher	-	-	-	-	-	-	7	58.3	5	41.7
		Student	1	0.3	3	0.8	2	0.6	219	60.3	138	38
5.	Weak participation	Teacher	1	8.3	-	-	1	8.3	7	58.3	3	25
		Student	58	16	3	0.8	12	3.3	178	49	112	30.9
6.	Failure to bring sport wears	Teacher	-	-	-	-	-	-	4	33.3	8	66.3
		Student	25	6.9	24	6.6	13	3.6	258	71.1	43	11.8
7.	Making interference	Teacher	-	-	-	-	-	-	8	66.7	4	33.3
		Student	14	3.9	20	5.5	38	10.5	206	56.7	85	23.4
8.	Inattentiveness	Teacher	-	-	1	8.3	1	8.3	7	58.3	3	25
		Student	4	1.1	20	5.5	12	3.3	278	76.6	49	13.5
9.	Disobeying the teacher	Teacher	-	-	1	8.3	1	8.3	8	66.7	2	16.7
		Student	61	16.8	85	23.4	14	3.9	129	35.5	74	20.4

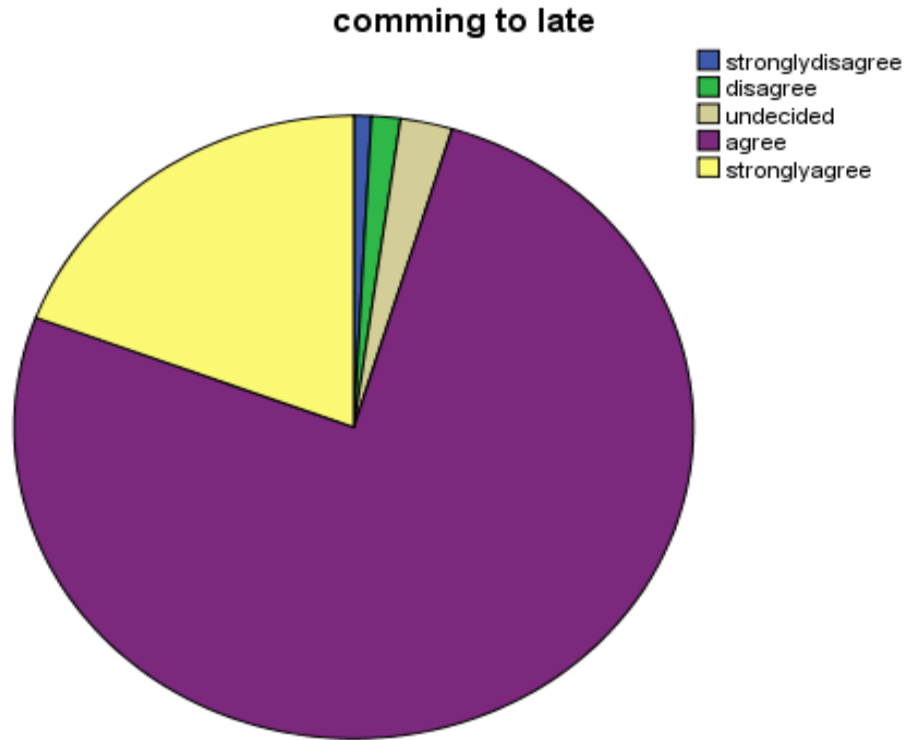


Figure 6. Coming late as disciplinary problems of students

4.1.4 Results on disciplinary condition of students

Concerning on the students late coming to the class 8(66.7%) of teachers and 276(70%) of students agreed that the students come to class lately in figure 6 and table 7 respectively. In the other hand, 1(8.3%) teachers and 9(2.5%) of students did not have clear decision about it. Whereas, 5(1.4%) and 3(0.8%) of students were disagreed and strongly disagreed on late coming as a means of disciplinary problem which affects teaching learning process of physical education.

As shown in the table item 2, 10(83.3%) of teachers and 285(78.5%) of Students confirmed that, Absenteeism is one of the commonly observed disciplinary problems of students which affects teaching learning process and 7(1.9%) of student respondents undecided their idea. Contrary to that, 6(1.7%) of student respondents strongly oppose this idea. This shows absenteeism is the great observed behavioral problem in schools.

As we had collected the data from respondents, 11(91.7%) of teachers and 246(72.2%) students agree cheating as an observed disciplinary problem and 2(0.6%) of students said that cheating is not a disciplinary problem which affects teaching learning process. And 1(0.3 %) of student respondents did not decided on.

When a physical education teacher conducted a practical class the above major Problems mentioned in the table was faced. According to the student's disciplinary problems in the class and field shown in table item 4 above, the disturbance of students in class time by talking or shouting was seen as follows by respondents. 219(60.3%) of students and 7(58.3%) of teacher respondents agreed on it. Only 2(0, 6%) of student respondents said undecided

According to the student's participation in physical education practical classes, 7(58.3%) of teachers and 178(49%) of student respondents respond that they agreed on weak or no participation as a disciplinary problem and only 12 (3.3%) of student respondents did not decided on the issue. More over that, 3(25%) of teachers and 112(30.9%) of students were strongly agreed on weak or no participation as disciplinary problem. 1 (8, 3%) of teachers and 58(16%) of student respondents did not confirm weak participation as the major disciplinary problem. This shows that majority of the respondent have not accepted no or weak participation as a major source of disciplinary problem.

To attend physical education practical classes preparing and bringing of sport wears are among the major important factors, which are basic to participation of a student in different activities. In this regard respondents were asked 4(33.3%) and 8(66.7%) of teachers were agreed and strongly agreed on the issue , similarly 258(71.1%) and 43(11.8%)of students were agreed and strongly agreed on that and only 25(6.9%) and 24(6.6%) of students were said disagree and strongly disagree on the issue and 13 (3.6%)of student respondents undecided on it.

So that, the majority number of teacher and student respondents agreed on the factor as a means of disciplinary problems.

Interference between classes has its own negative role in the teaching learning process. It disturbs the teacher as well as the student. In order to gather information about the unnecessary interference of students when classes are conducted, 8(58.3%) and 4(46.7%) of teachers and 206(56.7%)and 85(23.4%) of students were agreed and strongly agreed on interference as disciplinary problem which affect teaching learning process .

in addition, 38(10.5)% of students did not decided on it. This shows the majority of respondents were faced with unnecessary interference in the field as well as the class.

According to the students inattentiveness in the class as well field, 7(58.3%) of teachers 278(76.6%) of student respondents confirm inattentiveness as an observed problem, but, 12(3.3%) of students were undecided on it. Whereas, the remaining 20 (5.5%) and 4(1.1%) of students were disagreed and strongly disagreed on inattentiveness as a disciplinary problem. This indicates that the school is exposed for external interference. When we come to disobeying, disobeying is one of the most disciplinary problems especially in high and preparatory schools, which have students in fire stage. Based on this idea 8(66.6%) and 2(16.8%) of teachers were agreed and strongly agreed on disobeying is one of the disciplinary problem which affect teaching learning process.

Similarly,129(35.5%) and74 (20.4%) students were agreed and strongly agreed on disobeying is a disciplinary problem that hinder the implementation of physical education teaching learning process. But the rest 61(16.8%) and 85(23.4%) of students were disagreed and strongly disagreed on the issue. This shows that majority of the students are not voluntary to obey their teachers in the school.

Table 8. Qualities and skills of physical education teachers

No	Statement	Alternatives	Respondents	
			F	%
			Student	
			F	%
1.	Does your teacher have interest to teach physical education?	Yes	111	30.6
		No	252	69.4
2.	Does your teacher give verbal encouragement during teaching learning process?	Yes	117	32.2
		No	246	67.8
3.	Does your teacher organize students in group?	Yes	67	18.5
		No	296	81.5
4.	Are all students participating equally during practice?	Yes	115	31.7
		No	248	68.3
5.	Does your teacher easily communicate with students?	Yes	32	8.8
		No	331	91.2
6.	Does your teacher can communicate with students using sign language?	Yes	56	15.4
		No	307	84.6
7.	Does your teacher provide constructive feedback?	Yes	34	9.4
		No	329	90.6

4.1.5 Results on skills and qualities of physical education teachers

When we come to the interest of teachers towards teaching physical education, 252(69.4%) of students said that physical education teachers had no interest in teaching, but 111(30.6%) of students replied that physical education teachers had an interest in teaching the subject. As the researcher has observed using observational checklists, physical education teachers are not eager to teach the subject. This shows that majority of the teachers had not interest to teach the subject. Regarding with giving verbal encouragement 246(67.8%) of students said no which means the teachers had not given verbal encouragement for those individual who perform better. But 117(32.2%) of students were said their physical education teachers gave verbal encouragement. When the researcher observed, physical education teacher did not give verbal encouragement .Even, they did not give care for their safety. This shows that majority of the teachers does not give verbal encouragement for their student.

Concerning with organizing skills of the teachers 296(81.5%) of students said that no which means the teachers had not organized students in group. But 67(18.5%) of student mentioned that the teacher had organized students in group.

As the researcher observed, majority of the teacher did not organized the students in group. This indicates that majority of the teacher had not organized students in small group.

Regarding to participation of students, 248(68.3%) of students said all students were not participate equally. On the other side 115(31.7%) of students mentioned that female students were participated equally with males. As the researcher observed female students were not participated equally with males. This shows that students are not actively participate in teaching learning process. When we come to the communication skills of the teacher 331(91.2%) of students mentioned that the teacher could not easily communicate with students. But 32(8.8%) of students said that the teacher easily communicate with students. As the researcher observe, the teacher cannot communicate easily with students. This implies that the communication skills of the teacher are low.

Regarding to communication skills of the teachers using sign language, 307(84.6%) of students said that the teacher were not communicate with student using sign language. However, 56(15.4%) of student said that the teacher can communicate with students using sign languages.

As the researcher observe the communication skills of the teachers, majority of the teachers were not using sign languages to communicate with students. This indicates that majority of the teachers did not use gestures to communicate with their students.

When we come to giving constructive feedback, 329(90.6%) of students said that the teachers did not give constructive fee back for their students. Contrary, 34(9.4%) of students mentioned that the teachers give constructive feedback. As the researcher observe majority of the teachers did not constructive feedback at the end practical training. This shows that majority of teachers did not give constructive feed back at the end of the practical training.

4.2 Discussions

4.2.1 Discussion on demographic characteristics of the respondents

In this section, the finding of this study were comparing to the previous research work. The study area indicates on the evaluation of physical education teaching learning process registered by the sample respondents the following discussion were drawn.

Since there had been large number of female students than male that one can understand such phenomena as good ground for women empowerment and so filling the gap that were created by the gender disparity.

On the opposite, there were only few physical education teachers in the study area as no female principal and we deduced that there would be no female who can served as a role model, female students might not been reluctant made by school management might been male dominated and male favored .With regard to age of student, some students who are found in the age category of 16-17 year old but majority students who were aged 20 and above years old. Five physical education teacher and two principals in the study area had hold master educational qualification and one physical education teacher and one principal have more than ten years of work experience. Whereas the rest teachers and principal have less than ten years of work experience that such a reality could be surmised as the school would not experience a skilled manpower shortage, high chance for achieving desired objective.

4.2.2 Discussion on adequacy of materials and equipments

When physical education teachers want demonstrate the lesson in to practice he or she has forced to have a few number of equipments, especially he or she allocates only one volley ball per class during volleyball practical session.

From this one can understand that sufficient materials, equipments and facilities were not founded in Feresbet general secondary school. Thus, this can affect the implementation of physical education teaching learning process. In contrasting the above finding veal (1988) stated that, providing facilities that are clean, safe and adequate for the number of students in physical education class are appropriate to that grade level. If there is no available facility and equipment, you cannot achieve the required objective of physical education.

According to the responses obtained from the interviews of school principals and observations observed by the researcher about the adequacy of materials and equipments, the respondents replied there were not enough materials, equipments and facilities in Feresbet general secondary school and this can affect the implementation of physical education teaching learning process. Participants in the interview also revealed that there are no teaching aids, courts and guidelines to conduct physical education teaching learning process. Without the adequacy of physical education materials, equipment and facilities, educational objectives of physical education will not be achieved.

This is in turn, affects the progress of the learners and negatively influences the development of instruction because teachers were not guided and supported by the necessary way and means of teaching activities. From this one can understand that materials, equipments and facilities was not adequate for teaching physical education in Feresbet secondary and preparatory school.

4.2.3. Discussion on class size

The presence of large class size would be uphill task for the teachers to manage students closely, in order to manage and implement physical education teaching learning process, the number of students should be optimal. Similarly participants responded that one of the most challenging tasks in the teaching learning process in physical education was large number of students in a single class room. As the researcher observed and got response from the respondents, the number of students in feresbet general secondary school is > 50. From this research finding the researcher can concluded that the number of students per class were large in Feresbet general secondary school. To provide quality education, the number of student should be optimal, but the research show against (MOE, 2000) stated that the class size should never exceed more than 40 students; it is difficult to expect quality education.

Thus, this can affect the implementation of physical education teaching learning process. According to Singh (2008), large class sizes demand more time for organizational activity.

4.2.4. Discussion on teaching style followed by physical education teachers

The study found that majority of Feres bet general secondary school of physical education teachers used teachers- centered teaching methods. From this the researchers concluded that teacher centered teaching methods is more exercised in Feres bet general secondary school. Thus, this can affect physical education teaching learning process in practical classes. But the above finding is contradicted the scholar.

According to Holst, (1993) stated that in the past direct, teacher centered methods have been used predominantly, however recently the trend seems to be shifting towards a more indirect student centered approach.

4.2.5. Discussion on disciplinary conditions of students

The result indicated that students were disturbed by shouting, talking, and inattentiveness in the field. This may result in the problem for implementing physical education practical class. In relation to this others can understand that relationship among teachers and students were no good. Those disciplinary problems are the major challenges to conduct PE teaching learning process. Supporting the above finding Doyle. Walter (1986) said: Misbehavior frequently occurs, because lesson content is not relevant, the student is not involved in the learning process when the mode of practical session is uninteresting.

4.2.6. Discussion on qualities and skills of physical education teachers

The study found that physical education teachers who taught in feresbet general secondary school did not have interest to teach, did not demonstrate the skill well, did not give constructive feedback, did not use sign language to communicate and did not have the skill of creativity in organizing students. From the above finding the researcher can conclude physical education teachers in feresbet general secondary school have less quality to teach practical class. This less qualities affected the teaching learning process of physical education. Contrastingly, as Bucher (1975) that to achieve the educational objectives of physical education, physical education teachers should fulfilled the qualities of an effective teacher.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

This chapter summarizes the major findings of the study and draws conclusions based on those findings. At the end, recommendations are made that are thought to be helpful to address the problems that affect the physical education teaching and learning process.

5.1. SUMMARY

The background of this study describes the meaning and importance of physical education, classroom management, the role of teachers in physical education, teaching methods, and the attempts of the researcher to evaluate the physical education teaching and learning process. Thus, the purpose of this study was to evaluate the physical education teaching and learning process at Feresbet General Secondary School. In order to achieve this purpose, the following basic research questions were raised in the study:

1. What do you think about the adequacy of materials and equipments to teach physical education at Feres bet general secondary school?
2. Does large class size at feresbet general secondary and school affect teaching learning process?
3. What are the appropriate teaching styles in physical education class at feresbet general secondary school?
4. What are the disciplinary conditions that affect the implementation of physical education teaching learning process in the school?
5. What is the quality of physical education teachers in teaching learning process in the school?

Review of related literature was prepared from different web site, book, journal and other related reference materials fit with factor that affect physical education teaching learning process.

The desired population for this study, 12 PE teachers and 4 administrators were selecting using purposive sampling techniques because all are important for the study and 363 students were selected through proportional stratified sampling techniques. In doing this, necessary information was gathered mainly through questionnaires filled by teachers and students.

The data collected from the close ended questionnaires was analyzed and interpreted using tools such as, percentage and frequency. The data gathered through open ended and interview and observation were analyzed qualitatively using narration.

Finally, on the base of review related literatures and the analyzed data, the following main findings were obtained from the study.

Shortage of facilities and equipment's, the presence of large number of students per class, failure of physical education teachers to use variety of teaching methods, disturbing the practical class by talking, shouting ,cheating, coming late and inattentiveness, teachers lack of professional skill to demonstrate the activity properly and according to the observation of practical class of teachers and students.

5.2. CONCLUSION

From the finding of this study and discussion made the following conclusion can be drawn. Among the many problems that affect the effective implementation of physical education teaching learning process are found to be practical factors such as, shortage of materials and equipments, the presence of large number of students per class, failure of teacher to use variety of teaching methods, students are disturbing by talking and shouting at practical class, teachers lack of professional skills to demonstrated the activities.

- Regarding to adequacy of equipments and materials, (91.7%) of teachers and (83.5%) of students replied that availability of materials and equipment such as balls, mats shot-put, discus, hurdles, javelin dressing room and sport field in the study area not adequate. So in feresbet general secondary school there is scarcity of equipments and materials to conduct PE teaching learning process. Therefor, attention is necessary for physical education.
- The result of the study shows that, (91.7%) of teachers and (95.9%) of students were claimed that the number of students in the class exceed more than normal.

- From this study we can conclude that there is large number of students per class in feresbet general secondary school Thus, it could be lowering quality of teaching physical education practical class.
- The finding of the study shows that, the majority of teachers teaching methods in physical education practical classes are teacher-centered rather than other teaching methods approach like student centered. From the above finding we have said that majority of PE teachers were used only teacher center teaching style .If PE teachers always used only one teaching style. It would be boring for students. Because, variety is beauty. So students are increasing their mode of interesting in practical session if the teacher used different style of teaching.
- Concerning the disciplinary conditions of students, majority of teachers and students said that coming late, Absenteeism, cheating ,talking ,shouting, weak participation ,failure to bring sport wears ,making interference ,inattentiveness and disobeying are the major disciplinary problems hinder the effective implementation of PE teaching learning process. From this finding we can conclude that there are great disciplinary problems of students in the school. As a result their performance was declined.
- Regarding qualities and skills of PE teachers as the researcher observed and majority of students replied that they did not have interest to teach, they did not give verbal encouragement, have less quality in organizing students, they did not communicate with students and they did not provide constructive feedback. From this finding I can conclude that the qualities and skills of PE teachers at feres bet general secondary school are low.

5.3. RECOMMENDATIONS

- ❖ Shortage of materials and equipments were among the main challenging of practical teaching learning process of physical education. Thus, to fill this gap in conducted area the concerned bodies (school principals, teachers, families would do more and the schools allot enough budgets to buy locally made cheap sport materials and equipments.
- ❖ The concerned bodies (school principals, teachers and Woreda educational bureau leaders) are expected to mobilize the society to construct additional sport fields.
- ❖ The concerned bodies (school principals, Woreda educational bureau administrators) are expected to mobilize the society to build additional class to reduce the large number of students per class so that the class size will be optimal.

- ❖ In order to make the practical teaching learning process of physical education is more attractive; teachers would use varieties of teaching styles to increase student's interest.
- ❖ In order to minimize disciplinary problem of the students at physical education practical classes, physical education teachers would be prepared ground rules at the beginning of every year before started learning and teaching process in addition to school ground rules.
- ❖ To achieve the objectives of PE and to improve students' performance PE should have the following qualities of an effective teacher. They should have interest, give verbal encouragement, and organize students. Communicate with students and provide constructive feedback.
- ❖ In order to demonstrate the activities well, the teachers should shared ideas from well experienced professional teachers. As well as they should be practiced repeatedly alone.

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APPENDIX
APPENDIX: A
Bahir Dar University
Sport academy
Post graduates Program

Observation check list was completed by the researcher during practical Classes.

Part I: General information

1. Woreda _____
2. Name of the school _____
3. Grade and section _____ Date _____ Time _____
- Number of students in the practical class _____
4. Male _____ Female _____ Total _____
5. Starting time _____ Finishing time _____

Part II: Adequacy of facilities, equipments and plays ground observation.

Direction = Indicate your observation by putting a tick mark

✓ in the space provided under adequate, inadequate or not at all

3= Adequate 2= Inadequate 1= Not at all

No	Class room facilities	3	2	1
1	Students Sport wears/ tuta and shoes/			
2	Sport wears and check lists of teachers/whistle, stop watch etc./			
3	Materials and equipment's(balls, mats, javelin & shot-put			
4	Courts and sport fields			

Part III: class size observation.

Indicate your observation by putting a tick mark () on the space provided.

No	Variables of observation	Alternatives		
1	No of students per class	30-40	41-50	>50

Part IV teacher's skill observation

No	Checklist	Observed	Not observed	Not applicable	Documentation of progress
1	Time management skill				
2	Communication skill				
3	Organization skill				
4	The skill of designing activity				
5	Creativity skill				

APPENDIX: B
Bahir Dar University
Sport academy
Post graduates Program

Questionnaires were filled by Teachers of Physical Education.

The purpose of this questionnaire is to collect information on the challenges of physical education teaching learning process at feresbet secondary preparatory school. The information gathered through this questionnaire is only used for academic purpose and keeping confidential. Hence, your cooperation in giving genuine information is highly appreciated.

NB. There is no need to write your name

Part I: General Information

1. Woreda _____
2. Name of the school _____
3. Sex M. _____ F. _____
4. Age 20-30 _____ 31-40 _____ 41-50 _____ 50 & above _____
5. Education level A/Diploma ___ B/Degree ___ C/Master ___ D/ Any other specify _____
6. Years of experience 1-5 6-10 11-15 16-20 21-25
7. Grade and section you teach _____

Part II: Adequacy of facilities, equipment and playground related items

Indicate your response by circling under one of the alternatives given.

1. Does the school have adequate equipments, materials and equipments to teach physical education?

1. Yes 2. No

2. Does the school have adequate playground and sport fields?

1. Yes 2. No

Part II: problem related with class size and teaching style.

Indicate your response by circling the letter of your choice?

3. How many numbers of students you teach per class?

1/30-40 2/ 41-50 3/ >50

4. Does teaching learning process affected by class size?

1/ yes 2/ No

5. What types of teaching style do you follow?

1. Teacher center 2. Student center 3.Both

Part IV: Students disciplinary problems related items.

Please give your opinion by putting a tick mark (☐) under one of the representative member Of the given alternatives.

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

No	Disciplinary problems	5	4	3	2	1
1	Coming late to the class					
2	Absenteeism					
3	Cheating					
4	Disturbing in the class and fields ,talking and shouting					
5	No or weak participation in practical class					
6	Failure to bring sport wears					
7	Unnecessary interference in the class room					
8	Inattentiveness in the class					
9	Disobeying teachers					

10, what are the major causes of student s disciplinary problem in the class?

11, what types of mechanism do you take to improve students' behavior?

APPENDIX: C
Bahir Dar University
Sport Academy
Post graduates Program

Questionnaire was filled by Students

The purpose of this questionnaire is to collect information on challenges of physical education teaching learning process at Feres bet secondary and preparatory school. . The information gathered through this questionnaire was used only for the purpose of academic study and will keep confidential.Hence; your cooperation in giving genuine information is highly appreciated **NB.** There is no need to write your name.

Part I: General information

1. Woreda _____
2. Name of the school _____
3. Sex. M _____ F. _____
4. Age 16-17 _____ 18-19 _____ 20 and above _____

Part II: Adequacy of facilities, Equipment and playground related items

Indicate your response by circling under one of the alternatives given.

Hence 1=Yes 2=No

1. Does the school have adequate courts sport fields?
1. Yes 2. No
2. Does the school have adequate teaching aids of physical education?
1. Yes 2.No
3. How many number of students in your class?
1. 30-40 2. 41-50 3.>50
4. Is the presence of large class size affects teaching learning process of physical education?
1. Yes 2.No
5. Does your teacher use different style of teaching?
1. Yes 2. No
6. If your response is yes which teaching style did he use?
1. Teacher center 2. Student center 3 both

7. Does your teacher have interest to teach physical education? 1 .Yes 2. No
8. Does your teacher give verbal encouragement during teaching learning process?
1. Yes 2. No
9. Does your teacher organize students in group?
1. Yes 2. No
10. Are all students participate equally during practice
1. Yes 2. No
11. Does your teacher easily communicate with his students?
1. Yes 2. No
12. Does your teacher can communicate with his students using sign languages?
1. Yes 2. No
13. Does your teacher provide constructive feedback?
1. Yes 2. No

Part III: students discipline related items.

Please give your opinion by putting a tick mark (☐) under one of the representative number of the given alternatives.

5= strongly Agree 4= agree 3= undecided 2=disagree 1= strongly disagree

No	Disciplinary problems	5	4	3	2	1
1	Coming late to the class					
2	Absenteeism					
3	Cheating					
4	Disturbing in the class and fields ,talking and shouting					
5	No or weak participation in practical class					
6	Failure to bring sport wears					
7	Unnecessary interference in the class room					
8	Inattentiveness in the class					
9	Disobeying teachers					

**በባህር ዳር ዩኒቨርሲቲ
የቅድመ ምረቃ ፕሮግራም**

በተማሪዎች የሚሞላ መጠይቅ

የዚህ ጥያቄ አላማ በሰውነት ማሳልመሻ የትምህርት አይነት በመማር ማስተማወር ሂደት ላይ እያጋጠሙ ያሉ ችግሮችን ለማሳየት ነው።

ከተማሪዎች ማግኘት የተፈለገው መረጃ የተማሪዎችን የመማር ችሎታና በሰውነት ማሳለመሻ የትምህርት አይነት እያጋጠመ ባለው ችግር ያላቸውን እምነትና እዉቀት ትክክለኛ መረጃ ለመሰብሰብ ነው።

ትክክለኛ መረጃ ስለሰጡን ምስጋናችን የላቀ ነው።

ማሳሰቢያ፡ ስም መፃፍ አያስፈልግም

ክፍል 1፡ አጠቃላይ መረጃ

1. ወረዳ-----
2. የት/ቤቱ ስም-----
3. ሦታ ወ----- ሴ-----
4. እድሜ-16-17 -----18-19-----20 እናበላይ-----

ክፍል 2 የመማር ማስተማሪያ ቁሳቁሶች አቅርቦት እና የስፖርት መስሪያ ሜዳዎች በተመለከተ የቀረበ ጥያቄ ፡

መልሳችሁን ከሰንጠረዥ ውስጥ የ ✓ ምልክት በማድረግ ያስቀምጡ።

4. በጣም እስማማለሁ 3. እስማማለሁ 2. አልሰማማም 1. መወሰን አልችልም

ተቁ	ተለዋዋጭ	4	3	2	1
1	የኋለ መጫዎቻ ሜዳዎችና የመሮጫ መሞች				
2	መርጃመሳሪዎች				

ክፍል 3. ከመማር ማስተማር ስነዘዴ፤ ለትምህርቱ ካላቸው ፍላጎትና ከክፍለ ጊዜ ድልድል ጋር የተያያዙ ጥያቄዎች :

መልሳችሁን የተሰጠውን ምረጫ በማክበብ መልሱ፡፡

1. በሳምንት የሚሰጠው ትምህርት ክፍለ ጊዜ የተግባር ስራ ለመስራት በቂ ነው ብለው ያምናሉ ?

ሀ. አዎ ለ. አይደለ

2. የሰውነት ማሳልመሻ መምህራችሁ ትምህርቱን ለማስተማር ያላቸው መነሳሳት?

ሀ. ከፍተኛ ለ. መካከለኛ ሐ. ዝቅተኛ

3. መምህራችሁ በተግባራዊ እንቅስቃሴ ወቅት የሚሰጡት የቃል ማበረታቻ?

ሀ. ከፍተኛ ለ. መካከለኛ ሐ. ዝቅተኛ

4. መምህራችሁ በተግባራዊ በተግባራዊ ስራ ወቅት የተለያዩ የማስተማሪያ ስነ ዘዴዎችን ይጠቀማሉ?

ሀ. አዎ ለ. አይደለም

5. በተራቁጥር 4 መልስዎ አዎ ከሆነ የተውኛውን የማስተማሪያ ስነ ዘዴ ይጠቀማሉ ?

ሀ. መምህር ተኮር ለ ተማሪ ተኮር ሐ. ሁሉንም

6. መምህራችሁ በተግባራዊ ስራ ወቅት ተማሪዎችን በቡድን ከፍለው ያሰራሉ?

ሀ. አዎ ለ. አይከፍሉም

7. መምህራችሁ ከተማሪዎች ጋር በቀላሉ ይግባባሉ ?

ሀ. አዎ ለ. አይግባቡም

8. በቡድን ተሳትፎ ጊዜ ሁሉም ቡድን እኩል በንቃት ይሳተፋል?

ሀ. አዎ ለ. አይሳተፉም

9. መምህራችሁ በተግባራዊ ስራ ወቅት ከተማሪዎች ጋር በምልክት ቅንቅ ይግባባሉ?

ሀ. አዎ ለ. አይግባቡም

10. መምህራችሁ በተግባራዊ ስራ ወቅት ገንቢ የሆነ ግብረ መልስ ለተማሪዎች ይሰታሉ?

ሀ. አዎ ለ. አይሰጡም

ክፍል 4. የተማሪዎች የባህሪ ሁኔታ በመማር ማስተማሩ ላይ ስለሚያደርሰው ተፅኖ የተያያዙ መጠይቆች

መልሳችሁን የ ✓ ምልክት በማስገባት ግለፁ

4. በጣም እስማማለሁ 3. እስማማለሁ 2. አልስማማም 1. መወሰን አልችልም

ተቁ	የተማሪዎች የባህሪ ሁኔታ	4	3	2	1
1	አርፍዶ ወደ ክፍል መግባት				
2	የቀሪ መብዛት				
3	ኩረጃ				
4	በክፍል ወሰጥ ማውራት፤ ማንከሻከሻ ና መጮህ				
5	ዝቅተኛ ተሳትፎ ማድረግ				
6	የስፖርት ትጥቅ አለመልበስ				
7	በንቃት አለመከታተል				
8	ለመምህሩ አለመታዘዝ				

APPENDIX: D

Bahir Dar University

Post graduates Program

Interview questions for school administrators

These interviews were prepared to gather school administrator's opinions about the challenges of physical education teaching learning process at feresbet secondary preparatory school. The information gathered through this interview will be used only for the purpose of academic study and will keep confidential. Hence, your cooperation in giving genuine information is highly appreciated.

1. What do you say about the class size of physical education in practical class?
2. Do you have enough teaching materials/equipment to teach PE properly?
3. How much do you facilitate the condition to develop physical education in terms of Availability of materials?
4. How much do you cooperate to solve educational and personal problems?
5. What are the factors you think can affect teaching learning process physical education during practical session?
6. What are the possible solutions for those factors that hinder the effective implementation of physical education teaching learning process?
7. Do you allocate budget to buy educational materials and equipments?
8. What do you say about the teaching learning process of physical education?