

FACTORS THAT AFFECT QUALITY OF TEACHING PHYSICAL  
EDUCATION IN SECOND CYCLE PRIMARY SCHOOLS OF  
NEKEMTE TOWN

By

BERHANU TESSEMA GUTA

A THESIS SUBMITTED TO THE SCHOOL OF GRADUATE  
STUDIES OF Addis Ababa UNIVERSITY IN PARTIAL  
FULFILLMENTS OF THE REQUIREMENTS FOR THE DEGREE  
OF MSC IN SPORT SCIENCE

**Addis Ababa University**

**May -2012**

FACTORS THAT AFFECT QUALITY OF TEACHING  
PHYSICAL EDUCATION IN SECOND CYCLE PRIMARY  
SCHOOLS OF NEKEMTE TOWN

By

BERHANU TESSEMA GUTA

A THESIS SUBMITTED TO THE SCHOOL OF GRADUATE  
STUDIES OF Addis Ababa UNIVERSITY IN PARTIAL  
FULFILLMENTS OF THE REQUIREMENTS FOR THE DEGREE  
OF MSC IN SPORT SCIENCE

**Addis Ababa University**

**May -2012**

FACTORS THAT AFFECT QUALITY OF TEACHING PHYSICAL  
EDUCATION IN SECOND CYCLE PRIMARY SCHOOLS OF  
NEKEMTE TOWN

BY

BERHANU TESSEMA GUTA

A THESIS SUBMITTED TO THE SCHOOL OF GRADUATE  
STUDIES OF Addis Ababa UNIVERSITY IN PARTIAL  
FULFILLMENTS OF THE REQUIREMENTS FOR THE DEGREE  
OF MSC IN SPORT SCIENCE

APPROVED BY EXAMINING BOARD:

ADVISOR

SIGNATURE

DATE

-----

-----

-----

EXAMINER

SIGNATURE

-----

-----

-----

CHAIR PERSON

SIGNATURE

-----

-----

-----

## DECLARATION

I, the under signed declared that this MSc thesis is my original work and has not been presented for a degree in any other university and that all source of materials used for the thesis have been appropriately acknowledged.

NAME: BERHANU TESSEMA GUTA

SIGNATURE: -----

PLACE: Faculty of Life science Department of sport Science

ADDIS ABABA UNIVERSITY

DATE OF SUBMISSION: May 2012

This thesis has been submitted for examination with my approval as university advisor

Name: SOLOMON TEKA (PhD)

Signature: -----

Date: -----

## ACKNOWLEDGMENTS

I am very much indebted to my MSc thesis advisor, Dr. Solomon Teka, for his unreserved guidance rendered from the very beginning to the completion of the study. I have sincere appreciation for his constructive comments and tolerance.

I also would like to thank Nekemte town second cycle primary schools of directors, school based supervision, teachers and students for their cooperation in filling the questionnaires during the try out study in addition to sacrificed their precious time in filling the questionnaires and answered focus group discussion questions for the main study. I wish to express my indebtedness to the School of Graduate Studies of Addis Ababa University for the financial support it provided me for the study

I am indebted to the help rendered to me by my wife W/ro Askalech Gobena Wirtu who had created favorable condition while I was working on this study have great credit to me in my live.

Finally, I would like to extend my earnest thanks to my family Ato Tessema Guta Beguda, W/ro Lelo Shond Kederu, Ato Alemu Tessema and my sun Fiseha Berhanu for giving me moral and financial support preparing me for the successes of my academic achievement and even in my course of study

## Table of Contents

Acknowledgment .....	I
Table of Contents .....	II
List of Tables .....	IV
Lists of Appendixes .....	V
Acronyms .....	VI
Abstract .....	VII
CHAPTER ONE	
INTRODUCTION.....	1
1.1 Background of the study .....	1
1.2 Statement of the problem .....	3
1.3. Research questions.....	4
1.4 Objectives of the study.....	5
1.5 Significance of the Study .....	5
1.6. Delimitation .....	6
1.7 Limitation of the study.....	6
1.8 Operational definition .....	7
1.9 Organization of the Study .....	7
CHAPTER TWO	
REVIEW OF RELTED LITRATURE .....	8
2.1 Quality Education .....	8
2.1.1 The concept of quality education.....	8
2.1.2 Definition of quality education .....	9
2.1.3 Quality matter education.....	10
2.1.4 Measurement of quality of Education.....	10
2.1.5 Importance of quality physical education and in school sport.....	12
2.2 Factors that affect quality of teaching physical education.....	13
2.2.1 Textbooks.....	13
2.2.2 The relevance of content and curriculum development .....	14
2.2.3 School management.....	16
2.2.4 The School based instructional supervision.....	19

2.2.5 Working condition .....	21
2.2.6 Large class size .....	21
2.2.7 Quality of instructional time .....	23
2.2.8 Quality of school facilities and equipment .....	24
2.2.9 Relations between the school directors and the teachers .....	25
2.2.10 Relationship between the school and parents .....	26
2.2.11 Student's capacity and motivation to learn.....	27
2.2.12 Teachers knowledge, skill, experience and motivation .....	28
<b>CHAPTER THREE</b>	
<b>DESIGN AND METHODOLOGY OF THE STUDY .....</b>	<b>33</b>
3.1 Research design-----	33
3.2 Research Methods.....	33
3.2 Sampling techniques .....	34
3.3 Instruments data collection .....	34
3.4 Procedures of data analysis and interpretation .....	36
3.5 Sources of data .....	36
<b>CHAPTER FOUR</b>	
<b>PRESENTATION, ANALYSIS AND INTERPRETATION OF THE DATA .....</b>	<b>37</b>
4.1 Characteristics of respondents .....	37
4.2. Factors affecting quality of teaching physical education.....	40
4.3. Discussion .....	68
<b>CHAPTER FIVE</b>	
<b>SUMMARY, CONCLUSION and RECOMMENDATIONS.....</b>	<b>76</b>
5.1 Summary -----	76
5.2 Conclusion. ....	77
5.3 Recommendation .....	79
References	
Appendixes	

## List of Tables

<b>Table No</b>	<b>Table title</b>	<b>Page</b>
Table 1.	Age and sex characteristics-----	37
Table 2.	Service year-----	38
Table 3 .	Subject specialization -----	39
Table 4.	Educational status -----	39
Table 5.	Average number of students in a class and its effects-----	40
Table 6.	The availability of facility and equipment-----	41
Table 7.	In-adequate sport facility and equipment-----	42
Table 8 .	The availability of curriculum materials-----	43
Table 9.	Shortages of text book, psychological health and the relevance of curriculum -----	45
Table 10 .	Curriculum relevance -----	46
Table 11.	Quality of instructional time-----	46
Table 12.	PE teachers and students interaction-----	48
Table 13.	PE teachers and students interaction -----	50
Table 14 .	PE teachers and students interaction-----	51
Table 15.	PE teachers and students interaction-----	53
Table 16.	PE teachers and students interaction-----	55
Table 17.	Organization and governances and schools decision making -----	56
Table 18.	The benefit from school based supervision-----	57
Table19.	The function of school based supervision-----	59
Table 20.	The reason why parent or children choose the school-----	61
Table 21.	The concerns of school directors-----	62
Table 22.	Directors' qualification-----	63
Table 23	Directors and parents concern for students with special needs -----	64
Table 24.	Importance of physical education and sport-----	65
Table 25 .	Importance and current statues of PE-----	65



## **LIST OF APPENDIXES**

Appendix-1 – Questionnaires set for school management and teacher

Appendix-2 Questionnaires set for school students

Appendix-3 Observation check list

Appendix-4 Questionnaires set for focus group discussion

## **ACRONYMS**

<b>EFA-</b>	European Finance Association
<b>ESDP -</b>	Education sector development programs
<b>ETP-</b>	Education training policy
<b>HIV/AIDS-</b>	Human immune virus/Acquire immune deficiency syndrome
<b>MDGs-</b>	Millennium development goals
<b>MoE-</b>	Ministry of Education
<b>NGO -</b>	Non- Governmental Organization
<b>NS-</b>	Natural science
<b>PE-</b>	Physical education
<b>PES -</b>	Physical education and sport
<b>SF-</b>	Sample fraction
<b>SPSS-</b>	Statistical package for social science
<b>SS-</b>	Social science
<b>TGE-</b>	Transitional Government of Ethiopia
<b>UNESCO-</b>	United Nation Educational, Scientific and Cultural organization
<b>UNICEF-</b>	United Nations Children’s Fund
<b>UNICEF -</b>	United Nations Children’s Fund
<b>UPE-</b>	Universal primary education

## ABSTRACT

The purpose of this study was to investigate factors that affect quality of teaching physical education in second cycle primary school of Nekemte town. To conduct the study, qualitative and quantitative method were employed. The data were distributed and collected from 226 students, 40 directors and school based supervision and 50 school teachers. Focus group discussion was conducted along with 40 sample schools directors, school based supervision and physical education teachers. In the selection of the sample population purposive and systematic sampling were used. The main instrument of data collection was questionnaires, focus group discussion and observation. The data were analyzed using descriptive percentage and interpreted through computing P-value and  $\alpha = 0.05$  significance level with 1-4 degree of freedom to know whether or not significance difference between the respondents seeing that the result support or against the hypothesis formulated. Hence, the findings of the study shows that, insufficient instructional time, shortages of curriculum material, large class size, role of directors and school based supervision, inadequate facilities and equipments, relation of community and school, school environments and shortages of qualified physical teachers were claimed by majority of sample schools respondents as factors that affect quality of teaching physical education. Finally, possible recommendations were forwarded based on the major findings so as to minimize problems encountered the implementation of teaching quality physical education.

**Key Words-** Quality, Factors, Teaching, investigation, Implementation, Physical education, Qualification...etc

# CHAPTER I

## INTRODUCTION

### 1.1. Background of the study

Education is a process through which an individual transmits experiences, new findings, and value accumulated over the years in his/her struggle for continued existence and development through generations. In the light of this, Federal Democratic Republic Government of Ethiopia document of Education and training policy (ETP,1994) elaborates, education enables individuals and society to make all-rounded contribution in the development process by acquiring knowledge, ability, skills and attitudes .Hence, the aims of education is to strengthen the individuals and society's problem solving capacity, ability and culture starting from basic education at all level and to get better change, development and keep up his/her environment for the purpose of an all rounded development by diffusing science and technology into the society.

With regard to the statement mentioned above,(George Cronk,2004) ,defines education as a wide distribution of courses which highlight the acquisition of knowledge, understanding and evaluation of ideas, the ability to think constructively, creatively and the capacity to communicate effectively. In the same fashion, education provides effective means which direct to enable each individuals to adjust his/her self to social environment and full fill his/her/ responsibilities (Becker, 1978).

Likewise, Education and physical education are passing through a period of change and transformation from tradition roles to modern and purposive role in accordance with the increased productive of today's world through competition and production. There is a need for recasting the existing education programs keeping in mind the totality and holistic nature of knowledge. This is very much true of physical education which is the education of the individual and his body in its true sense and in its entirety (Krishnamurthy& N. Parameswara Ram, 1990).

The development of nations insists qualified man power to promote economical, political and educational values. However, developing countries have different problems to expand and uphold the quality of education as well as to get across rapid development and change. On the way to reduce these hindrance, education is the means through which the

accumulated knowledge, experience and mental ability of a given society is transferred to the next generation. For this reason, the introduction of modern education to Ethiopia was not an accidental happening. Headed for a certain extent, it was the outcome of the objective conditions in the country Ethiopia. The construction of Ethiopian education system encompasses formal and non-formal education. What's more, formal education has started having different contents to be given since modern education was established in provinces, monarch Haile Sellassie strong-minded the education to take the first place in the national effort and work to understandable and carefully conceived program in which the school curriculum include French, Amharic Mathematics, Chemistry, Physics, History, Geography and **Gymnastic** (Sylvia pankhures,1955).

At the next, the educational system of the Dergue regime curriculum had not been properly developed to meet the societal and pedagogical demands of the country. The content of the curriculum was over loaded by theoretical knowledge with light emphases on practices (MoE, 1994). Similar to that, ministry of education suggests, adequate levels of resources were neither available nor invested in education to make it effective. The effort to become more participatory was seen as being too little and too late by repressed citizens; the Dergue regime's failure to achieve the promised political and social system desired by Ethiopians at last led to its termination in 1991.

United Nation Educational, Scientific and Cultural organization (UNESCO, 2005), states, the setting of educational division in Ethiopia have been given powerful impetus after the defeat of the armed forces government in 1991. From the time, as soon as education has been an advance priority on the national programs emphasis given to the important role of education and training to promoting equality and to reducing poverty. Thus Transitional Government of Ethiopia (TGE, 1994), issued education policy and strategy that identified three key areas for changes; making education more relevant to the demands of the community and curriculum change, quality improvement and the expansion of primary and vocational education.

However, in the past few years the curriculum changed for several times was not given attention to physical education curriculum to be organized on the actual life of Ethiopia pupils. As a result of this, change in curriculum designed in 1994 took the place in relation

with the actual situation of the learner in the school, college and university of our country in consideration of physical education as one of the subject matter.

Ethiopia education and training policy was put in places (ETP, 1994) and a rolling education sector development program launched in 1997 to meet the EFA and MDGS by 2015. Ethiopia has placed education at the center of its strategies for development and democratization with strong policies promoting equity and quality of educational provision and rapid expansion of educational opportunity to previously underserved peoples (African Union Commission 2005; Transitional Government of Ethiopia 1994)

To the contrary of this view, the current status of quality of teaching and learning process of physical education yet shows inconsistency general in oromia regional state and in particular it is highly inconsistent across Nekemte town including factors such as less attention of school management and supervision, inadequate sport facility and equipments, large class size, lacks of curriculum materials, unqualified physical education teachers, problems of instructional time, poor school and community relationship largely affects quality of teaching physical education. Above and beyond that, even though the scholars have tried to conduct researches on different issues, no one come up and doing on research topic. Therefore, the researcher of this study attempted to investigate factors that affect quality of teaching physical education respectively in second cycle primary schools of Nekemte town.

## **1.2. Statement of the problem**

Educational system is effective to the extent it makes use of the available resources to achieve its stated aims and objectives. The major objective of every school system irrelevant of the level of education is to provide high quality education for learners.

Demis Kunje (2005) states, basic education is seen as a necessary condition for development in overall of the country Ethiopia as a right for every children. To some coverage, the introduction of primary education in 1994 resulted in increasing the enrollment of students' without accompanying improvements in quality. The issue of quality is being addressed in a gradually way in trickles and in an uncoordinated manner. Thus, it is not known which inputs or combinations of inputs have impact on the quality in

general and on achievement in particular in teaching physical education in different locations in the country.

Quality in education is relative and not easy to define and measure. Therefore, many educators agree that an adequate definition of quality of education must be related to students' achievement as its foundation. It also include in defining the nature of the educational experiences that assist the students to produce those outcomes. In the context of schooling, the concept of quality is linked to how efficiently learning takes place. This is believed to be strongly determined by the teaching and learning style that take the place at the classroom level, teachers' subject knowledge and pedagogical skills, the availability of textbooks and other learning materials, method of teaching and assessment mechanisms including the time spent by pupils actually learning their lessons (UNESCO, 1993). However, in the present time, for the actual applicability of quality education a new educational innovation was prepared in our country with special focus in which different curriculum was designed on the basis of different subjects. Surrounded by this, physical education is the one that has been taught throughout schools, colleges and universities of the country. In such situation, a number of curriculum projects have failed because of insufficient attention given to the factors that facilitate change; the absence of relevant contents and method of presentation that can develop student's knowledge, cognitive abilities and behavioral change by level, adequately improve problem-solving ability and attitude, are some of the major problems of teaching physical education.

Furthermore, in the span of the researcher teaching experiences and observing problems of teaching physical education in relevance with the contents to be taught factors such that; inadequate facilities and equipment, roles of school director and school based instructional supervision, director and teacher's relationship, schools and parent relationship, large class size, play ground, shortage of books and other teaching materials, insufficient instructional time and unqualified subject teacher hold back the quality of teaching physical education at large in the area where this study positioned.

### **1.3 Research questions**

In the line of the objectives stated below, the following basic research questions are formulated.

1. What benefits do students gain from quality of teaching physical education?

2. What are the current statuses of teaching physical education?
3. How often the major factors (problems) affecting quality of teaching physical education?
4. What are the attempts made to alleviate those factors that affect quality of teaching physical education?

#### **1.4 Objectives of the study**

##### **General objectives**

The main objectives of study is to investigate the major factors that affect quality of teaching physical education in second cycle primary schools of Nekemte town.

##### **The specific objectives**

To achieve the main purpose, the following specific objectives have been set.

- To identify the major factors (problems) that affects quality of teaching physical education.
- To suggest possible measure that has great contribution to provide effective teaching- learning process for physical education.
- To develop positive approach in family, student, teachers, school principal and other concerned bodies towards teaching physical education.
- To explore how a teacher's instructional process competencies affect teaching and learning physical education.
- To determine the qualities of good teaching that are best for instructional success of physical education.
- To encourage parents, school community and stockholders to assess the quality of physical education at school level.

#### **1.5. Significance of the Study**

The effectiveness and efficiency of any educational program depends on a thorough understanding of the problems that inhibit its successful accomplishment. Therefore, the problems that were discussed in this study have the following importance.

- The study is expected to contribute in the identification of the factors that affects quality of teaching physical education in second cycle primary schools of Nekemte town.



- It is intended to create awareness to the problem among educators in particular and the public at large.
- Provide a hint to the school directors and other concerned bodies as to find the solution for the problems that delay quality of teaching physical education.
- Stimulates the interest of individuals to conduct research on the factors that affect the quality of teaching physical education for further investigation.

### **1.6. Delimitation**

Even though the quality of education is presenting at all level of education system of the whole country, to make the study specific and manageable the researcher delimited the area of the study into **five** governmental schools namely; Burqaa Beekumsaa, Bakkee Jamaa, Dirree Jaatoo, Calaalaqii and Biqiltuu leeqaa with special reference to grade eight second cycle primary schools of Nekemte town. In addition to investigating factors affecting quality of teaching physical education the area of the study is very wide in relation with many factors that include external factors such as political, cultural, economical, demographical and global condition and internal factors such as input like students, teachers, curriculum, facilities and equipments, task of school management, school communities and parents relationship and instructional time in teaching and learning process of physical education. Then, to make it manageable, timely and feasibly the study concentrate only on school factors that affect quality of teaching physical education.

### **1.7. Limitation of the study**

It is obvious that, research work can be not totally free from limitation. To this end, some are the following limitations faces the researcher while the study is on progress.

- ✚ Unwilling of respondents to bring back the questionnaire to the researcher on the right time and disagree in video recording or minutes /record of meeting.
- ✚ Shortage of time to collect and arrange relevant information;
- ✚ In availability of access to surfing (brows) internet;
- ✚ Financial constraint delimited the area of the study

- ✚ There is acute shortage of books or lack of updated review related literature in the area. In spite of these shortcomings, however, the researcher attempted to make the study as complete as likely.

### **1.9. Operational Definition**

**Facilities:** - Teaching station or a room or place where physical education teaching and learning process takes the place.

**Equipment** - Is the term used for those items that are not considered? Expendable but are utilized such as parallel bars and diameters.

**Quality-** The concept of Quality is very similar to the concept of beautiful or good.

**Supervision-** One who inspects and directs the work of others.

**Curricular Materials:** Refer to the syllabus, teachers' guides and textbooks prepared for Particular grades level students.

**Management:** - Is the art of getting things done by a group of people with effective utilization of resources.

### **1.9. Organization of the Study**

This research paper is organized into five chapters. The first chapter holds the introductory part of the study, which consists of background of the research, statement of the problem, significance, and objectives of the study, scope of the study, operational terminology and organization of the study. The second chapter deals with review of literature relevant to the research. The third chapter discussed about research methodology. The collected data from the respondents of the study carefully analyzed and interpreted under the fourth chapter. The fifth chapter summarizes the research and forward conclusion and competent recommendation on the findings of the study. Reference and appendix, which include questionnaire, observation checklist, focus group discussion questionnaires and other related materials, would be part of the document.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter deals with review of related literature that included information surfed from internet, browsing different websites along with quote and paraphrase related reference materials in relation with factors that affecting quality of teaching physical education in Oromia regional state in universal and second cycle primary schools of Nekemte town in exacting.

#### **2.1 Quality Education**

##### **2.1.1 The Concept of Quality Education**

According to (Pirsig R. 1999) the concept of quality is very similar to the concept of beautiful or good. It is very difficult to define and one definition can be the opposite of another. The presence of quality is what makes fine arts, music, paintings, aesthetics in architecture of the goods we use and the sort of life we lead, the environment, the interaction we have with our family, colleagues, business partners and the wider community all experiences we enjoy or from which we benefit in some way. If we removed quality from all, the experience of life would be very different.

Quality education is an effective means to fight poverty, build democracies and foster peaceful societies. Quality education empowers individuals, gives them voice, unlocks their potential, opens pathways to self actualization and broadens perspectives to open minds to a pluralist world. There is no one definition, list of criteria and definitive curriculum or list of topics for a quality education. Quality education is a dynamic concept that changes and evolves with time and changes in the social, economic and environmental contexts of place. (Ministerial Round Table on Quality Education, 2003). During the 1990s, the notion of managing quality has become formalized in business application, so several attempts have been made to transfer the idea of quality to educational setting (Hoy, Bayne-Jardine and Wood, 1990). Quality education linked to purpose. Education is to do with learning rather than with social control and advantage. Quality is dependent upon the particular context in which it is applied. Quality essentially is part of the learning process, a learning process

that is the purpose of educational organization. Quality improvement is achieved by the whole school; by the teacher, pupils and staff not only the teacher; by the parent and wider community (Hoy, Bayne-Jardine and Wood, 1990).

### **2.1.2 Definition of Quality Education**

What does quality denote in the context of education? Different authors define quality differently as the following. As a result, many definitions of quality in education exist, testifying to the complexity and multifaceted nature of the concept. The terms efficiency, effectiveness, equity and quality have often been used synonymously (Adams, 1993). Considerable consensus exists around the basic dimensions of quality education today. However, quality education includes

- ❖ learners who are healthy, well nourished and ready to participate and learn, and supported in learning by their families and communities;
- ❖ Environments that are healthy, safe, protective and gender sensitive, and provide adequate resources and facilities;
- ❖ Content that is reflected in relevant curricula and materials for the acquisition of basic skills, especially in the areas of literacy, numeracy and skills for life, and knowledge in such areas as gender, health, nutrition, HIV/AIDS prevention and peace;
- ❖ Processes through which trained teachers use child centered teaching approaches in well managed classrooms and schools and skilful assessment to facilitate learning and reduce disparities;
- ❖ Outcomes that encompass knowledge, skills and attitudes, and are linked to national goals for education and positive participation in society.

This definition allows for an understanding of education as a complex system embedded in a political, cultural and economic context. This paper will examine research related to these dimensions. It is important to keep in mind education's systemic nature, however; these dimensions are interdependent, influencing each other in ways that are sometimes changeable.

This definition also takes into account the global and international influences that strengthen the discussion of educational quality (Motala, 2000), while ensuring that national and local educational contexts contribute to definitions of quality in varying countries (Adams,

1993). Definitions of quality must be open to change and evolution based on information, changing contexts, and new understandings of the nature of education's challenges. New research ranging from multinational research to action research at the classroom level contributes to this redefinition. Systems that embrace change through data generation, use and self-assessment are more likely to offer quality education to students (Glasser, 1990). Continuous assessment and improvement can focus on any or all dimensions of system quality: learners, learning environments, content, process and outcomes.

### **2.1.3 Quality Matter Education**

It is difficult these days to ignore the message that education matters. Governments everywhere in the world have assumed a substantial role in educating their citizens and providing education for all is a central pillar of the millennium development goals. A variety of motivations lead societies to provide strong support for schooling. Some are purely economic, while others are driven by ideas of using education to improve political participation, social justice more generally and develop society (<http://edpro.stanford.edu>). Moreover, in all aspects of the school and its surrounding, the rights of the whole child and all children, to continued existence, protection, development and participation are at the centre of quality. This means that, the focus of quality education is on learning which strengthens the capacities of children to act progressively on their own behalf through the acquisition of relevant knowledge, useful skills and appropriated attitude and creativity that helps all the way through creating conducive learning environments and healthy interaction for them and others (Bernard, 1999).

### **2. 1.4 Measurement of Quality of Education**

According to World Bank, (1995).quality in education is difficult to define and measure. In the light of this, Tegegn Nuresu (1998) expresses that, discussion on the quality of education usually focuses on level of pupils' achievement in examinations, parent satisfaction of the outcomes of education, relevant skill, attitude and knowledge acquired for life after schooling and the condition of learning environment. However, some of these are subjective and hence, are difficult to measure. These are a number of indicators that contribute to the quality of educational provision. These are pupils/teachers ratio, class-size and quality of facilities and qualification of teachers.

That's why; the education quality indicators framework examines a range of factors organized into four categories:

**Contextual factors:** describe the economic and social forces that have an effect on the education system, but are beyond the direct control of the system. These include enrolment, socio-economic status, country of birth and language background, categories of special needs, and student mobility.

**Input factors:** describe the resources that go into the system. They include student attendance, support personnel, teachers' qualifications and experience, accessibility and use of instructional materials, and use of computers in selected subjects.

**Process factors:** describe the activities resulting from the use and management of the input indicators within the school. Among these process factors are teachers' professional development, planning, and collaboration.

**Output factors:** describe students' development while they are still in school, and include students' attitudes and achievement results (<http://www.eqao.com/>).

Moreover, most public debates on the quality of education include concerns about a student's level of achievement, the relevance of learning to the world of employment or the social, cultural and political worlds occupied by the student. Frequently they often also include concerns about the conditions of learning, such as supply of teachers or facilities. In light of this, researchers have suggested that the concept of educational quality is complex and multidimensional (Grisay & Mahlck 1991). Grisay and Mahlck (1991) argue that, the notion of quality should not be limited to student results alone but should also take into account the determinant factors which influence these, such as the provision of teachers, buildings, equipment, and curriculum. According to them, the general concept of quality of education is made up of three interrelated dimensions. These are quality of human and material resources available for teaching (inputs), the quality of teaching practices (process) and the quality of results (outputs and outcomes). Thus, studies which set out to assess the quality of education need to treat these factors carefully. Some studies support assessing the quality of education by using simple measures of input to education (teachers, equipment, materials, etc).

In general, according to Ross and Mahlck (1990) every society has certain explicit or implicit measure or status indicators of educational quality such as educational input,

output and educational process. Therefore, the researcher of this study gives emphases on input rather than output and educational process because input is easier and less costly to measure (Grisay and Mahlek, 1991).

### **2.1.5 Importance of Quality Physical Education and in School Sport**

National Statement on the curriculum future of health and physical education in Australia (ACHPER, 2009), physical education is emphasized as being an educational endeavor and experience, focusing on the provision of learning experiences that potentially have a key role to play in providing young people with skills, knowledge, understanding, values and attitudes that are fundamental to their health and lifestyles.

Regarding to quality of physical education, National Association for Sport & Physical Education (NASPE, 2001), elaborates, child's intellectual growth cannot take place without having meet his or her basic physical needs. The curriculum for every child's preschool through high school experience should include an opportunity to participate in quality physical education programs and other health enhancing physical activity. In the same manner, in implementing a high quality course of study in physical education, Reston, VA (2004) states that, policymakers are beginning to understand that physical education is as much an academic discipline as anything else taught in school a discipline that gives students some of the most critical skills they need to be productive citizens of the 21<sup>st</sup> century. Like other academic courses of study, physical education should be based upon rigorous national standards that define what students should know and be able to do as a result of participation.

According to Bailey (2006) clarifies that, for many children, school is the main environment for being moreover involves in physically active through either PES programs or after school activities. The provision of physical education and sport in schools is the only means of assuring all children with the experience of physical activity more specifically appropriate to their developmental and learning needs, physical development and wellbeing.

Sedentary live activity and its negative consequences for future health consider health related benefits that may arise by good value of children experiencing through physical activity in the context of physical education. As Bailey (2006) identifies that, physical

activity has significant role in reducing risk factors associated with many chronic diseases. He suggested favorable relationship between physical activity and a host of factors affecting children's physical health, including diabetes, blood pressure, bone health and obesity. Furthermore, physical activity has been identified as enhancing health in physiological, psychological and emotional well beings.

Similarly, PE promoting and fostering enjoyment of movement and motor skill confidence and competence at an early age helps to ensure healthy development and later participation in physical activity. Research evidence supports that children and adolescents who are physically active tend to become active adults. Physical activity increases fitness, improves muscle tone; aids respiration, circulation and dietary control, benefits digestion, promote rehabilitation after illness and has a positive effect on energy expenditure and energy balance. The positive effect of motor stimulation on brain and neural connections in early childhood and elementary education is a key influence on problem solving ability and academic achievement (NASPE, 2004).

Receptively, Bailey (2006) identifies that, there is now fairly consistent evidence that regular activity can have a positive effect upon the psychological well-being of children and young people. More specifically, he reported that the evidence is particularly strong with regards to children's self-esteem associated with regular activity that is crucial to reduced stress, anxiety, depression and well-planned and presented PES can contribute to the improvement of psychological health in young people.

## **2.2 Factors that Affect Quality of Teaching Physical Education**

### **2.2.1 Textbooks**

Authors have given different definitions of text books .Among these, the more comprehensive definition is given in the third edition of Encyclopedia of educational research as cited by Aggarawal (1982), text book is a teaching material commonly used as a means or tools to be used in different grade levels to help an instructional process. Similarly text books are purposely outlined material for teaching and learning process by the specialists in the area and supplied with common instructional process. For this purpose, text book should be prepared from the available sources to realize the objectives of the curriculum. According to Aggarawal (1982), the process of text book preparation includes the following points. There are selection of content, organization of content,



presentation of content, verbal communication, visual communication and learning assignment.

In connection to this, Fuller and Clarke (1994) cited in World Bank, (1995) Black boards, chalk and textbooks are the most common and most important instructional materials in most countries. Almost all studies of textbooks in low and middle-income countries show that the books have a constructive impact on student achievement. However, the shortage of textbook causes constraints, which delay the level of learners' academic achievement. This is especially true for children of low socio-economic status whose family cannot afford books to buy. Ensuring that, each student should have the right to be provided with textbooks and workbooks of approved curriculum to be an important factor in reducing learning problems. Textbooks facilitate not only teacher's actual teaching work by reducing the amount of time that has to be spent dictating or waiting while the students copy from the blackboard, but it also enables the children to work at their own pace, at home as well as in class (Schiefelbein, 1990). In light of this, Lock head et, al. (1991) have stated that, textbooks are one of the most important instructional materials to enhance effective learning and enlightening the availability of textbooks in schools has a significant effect upon students' academic performance. According to the World Bank (1998), along with provision of textbooks, suitable consideration should be given to the quality of the textbooks in terms of relevance and utility to develop higher knowledge and better problem solving capacity of the learner. Furthermore, without some basic inspiring inputs, particularly textbooks and instructional materials, almost no learning could be expected to take the place. So that, the safest investment in educational quality is to make sure that there should be enough books and supplies.

### **2.2.2 The Relevance of Content and Curriculum Development**

The curriculum defines the subjects to be taught and furnishes general guidance regarding the regularity and duration of instruction in which syllabus should be closely linked to performance standards and measure of outcome (World Bank 1995). The national goals for education and outcome statements that translate those goals into measurable objectives should provide the starting point for the development and implementation of curriculum. Then, curriculum should give emphasis to problem solving approach that stresses skill development as well as knowledge acquisition. However, the problem is the curriculum

changes are made without assurance teaching materials to implement the changes. This indicates that, as there is little or no monitoring of educational materials and comparison of output on regional basis to teach physical education in primary second cycle schools. Therefore, when changes in curriculum occur, it should be made relevant to the future life of the students (UNICEF, 2000, Baum and Tolbert, 1985).

According to this Coombs (1969) argues that, quality of education pertains to the relevance of what has been taught and learned to how well it fits the present and future learning needs of the particular learners in the question given to their particular circumstances and prospects. However, in relation to relevance, appropriateness and level of content of the second cycle primary schools (5-8) of physical education curriculum has some problems to be solved. In relation to this, Amare (1998) point out that, one of the major problems of the Ethiopian education system is related to appropriateness and relevance of curriculum, the difficulty and unnecessary burdensome number of subject area also the major problems.

Research on educational practices and projections about future needs in society contribute to current understanding of the structure of school curriculum. Curriculum should emphasize deep rather than broad coverage of important areas of knowledge, authentic and contextualized problems of study and problem-solving that stresses skills development as well as knowledge acquisition. Curriculum should also provide for individual differences, closely coordinate and selectively integrate subject matter and focus on results or standards and targets for student learning (Glatthorn & Jailall, 2000).

A carefully planned physical education program contributes to the personal, social, cognitive, and physical development of the child in a way that no other program can. Physical education is education through movement and about movement for a lifetime of physical activity. Physical education is a unique and essential part of the education of the child (South Carolina, Department of Education, 2005)

The effective physical education curriculum program has clear expectations for student learning that are specifically defined in writing for each grade level. The effective physical education curriculum program has high and clear expectations for what students are expected to know and be able to do. Motor skill, cognitive, affective and fitness outcomes are defined specifically for all grade levels (NASPE 2004).

Effective physical education program takes a lifespan approach to the development of standards. The current and long-term needs of students are considered in the development of skills, fitness, attitudes, and values toward physical activity. The curriculum for the primary school includes body management, manipulative and game skills, educational dance, and fitness (South Carolina Physical Education, 2005).

Each child is entitled to the best possible quality of education and it is the responsibility of the state to provide for this through the education system. Curriculum is an important determinant of quality in education and the standards of learning children achieve through their engagement with its measure of its effectiveness. The curriculum provides a national framework that defines learning outcomes appropriate to primary school children. It is designed to give children the opportunity to attain the maximum standards in knowledge, concepts and skills consonant with their intelligence, capacity and circumstances (MoE&S, Ireland, 1999).

Thus, relevant physical education curriculum has a particular contribution to make the child's personal and social development. It promotes diversity of experience rather than specialization and provides a wide range of activities and games that help to develop child's co-operative skills and to appreciation value of co-operative activity. It also fosters the concept of fair play and a balanced perspective on and acceptance of success and failure (MoE&S, Ireland, 1999).

### **2.2.3 School management**

Management is the process of working with and through people to achieve common set of activities designed to promote and direct purposeful work. Therefore, there is numerous definition of management. Franklin (1999) states that, probably the most popular meaning of management is "getting things done through other people". Similarly, Narayana (2000:)elaborates, management is the process of planning, organization, directing and controlling to accomplish organizational objectives through the co-ordinate use of human and material resources and also it is the process of effectively getting activity completed with and other people in which human and non human resources co-ordinate to accomplish a set of the desired objectives.

According to Adesine (1990), management in general can be defined as the organization and mobilization of all human and material resources in any system for effective

achievement of the identified objectives of that system. In any organization including the school system, effective management is considered to be a prerequisite for successful accomplishment of the organizational objectives. In the school system the manager (the principal or head teacher) is a key person to organize and mobilize the schools human and material resources for the successful realization of the educational objective. This indicates that, leadership is a crucial person in the school effectiveness and the key to organizational success and improvement. To carry these responsibilities, the principal should be well qualified and experienced in related area.

According to Sciefelbein (1990), a good principal has multiplier effects on his /her teaching staff members. The appointment of school authority is one of the most effective ways that can influence the quality of education. Since the promotion and subsequent career development of the staff is similarly dependent upon them in which the responsibility carried out by great power of school managements. Therefore, selecting good candidates could be highly rewarding. In addition to this, Nelson, Garlson and Palansky (1993) states that, excellence is the most appropriate goal for a progressive democratic society and its schools. It is to general benefit of society that schools continually strive for excellence. When schools become places of excellence they bring about development of excellent students. Excellent students must have excellent teachers and administrators and therefore, reforms are needed in teacher administrator education.

Smith (1990) suggests that, as more emphasis is placed on effective schools, the role of school administrators becomes more important. Moreover, Principals are responsible for all activities that occur within their school compound and expected to perform various roles in schools, including management, instructional leader, and human relations facilitator and evaluator. So, effective principals are well informed and perform many technical roles related to supervision, instruction, learning and evaluation. Directors are speak for teachers, establish the direction of instruction, know and interpret research findings, explain best practices, help teachers to assess and evaluate their performance, encourage the teachers to share experience, work with and support teachers and knows how to teach and be accessible to teach

In relation to this, Narayana (2000) states, the effective management in the school is central to well being of educational system that require positive co-operation of school principal,

teachers, and parents to implement teaching learning processes to achieve the objectives of the school. Some of the most important functions of school principals include planning, coordination, controlling, motivating, communication, decision making and evaluate the over all of school system. The school principal under take most of these functions in the manner that they are relevant and necessary for his/her particular settings and roles. Therefore, effective educational plan and instructional process of health and physical education need special attention of school principal, qualified teachers, facilities and equipments to alleviate students' performance by generating and allocating resources according to priorities.

Growing consensus on the attributes of effective school principals shows that successful school leaders influence student achievement through two important pathways the support and development of effective teachers and the implementation of effective organizational processes. This consensus is increasingly reflected in preparation and licensing requirements, which generally subscribe to a set of common expectations for the knowledge, skills, and dispositions of school leaders. Even with the growing body of evidence, additional research is necessary to determine the impact and relative importance of leadership in such key areas as curriculum, assessment, and adaptation to local contexts Stanford Educational Leadership Institute (SELI, 2005).

***Delegation of Authority***-The main idea of delegation is to provide the school community with some authority appropriate to their responsibility. To carry out the responsibility subordinates receive authority delegation. Every organization has to decide as to how much decision making authority should be centralized in the hands of the chief executive and how much should be distributed among the manager at lower level. From this perspective delegation of authority can be defined as the downward pushing of authority to make decision (Tripath and Reddy, 1992). Delegation of authority could help to lessen the work load of the manager as well as to develop subordinates senses of responsibility. However, some are found to be unwilling to delegate and some subordinates are found to be unwilling to accept it. Therefore, there is no single universally accepted way of delegation (Mussoazi, 1982) He also stated four basic questions that guide a manager to be effective delegate. These are what are to be delegated? Why these are selected tasks being

delegated? To whom are they to be delegated? What limits should be placed on the authority delegated?

**Decision making**-Participation in decision making generally enhance motivation and commitment of the participants. Formal organization exists when there is communication among employees stressing the needs for communication. Then, Adair (1984) elaborates that, “the people of the world are islands showing at each other across a sea of misunderstanding” this is to say that communication is the key factor for the existence and effectiveness of any organization. Because people working together should have common understanding in order to achieve organizational goal attainment. Kontz (1989) classifies the flow of communication process in to three, down ward, upward and cross-wise. In the view of this, to carry out educational objectives efficiently the manager should be able to communicate with her/his co-workers and structure with all types of communication in the school.

Malen, Ogawa, and Kranz (1990), school based management involve some sort of transfer of responsibility and decision making usually the responsibility for school operations to a combination of principals, teachers, parents, and other school community members. These ways try to empower principals and teachers and strengthen their professional motivation, thereby enhancing their sense of ownership of the school. They also seek to involve the local community in a meaningful way, making decisions about their local school. By these means, the overall of school system increase the speed and relevance of school level decision making.

#### **2.2.4 The School Based Instructional Supervision**

Schools are the mission centers where the actual teaching and learning process takes place. In this case, making a continuous supervision at school level is crucial. Supervision within the school can be delivered by principals, deputy principals, unit leaders, department heads and senior teachers. School based supervision is expected to provide support service for teachers to become smart at professional judgments, curriculum pedagogy and students’ achievement (OREB, 2007).

In this light, Ahmad (1988) states that, supervisors have to work effectively for effective implementation of the school supervision. They need to know how supervision at school level best be implemented, by whom it will be carried out, its purpose and effect on the

teaching learning process. Whatever, attempt made at any level outside the school regarding supervision; the attempt will be meaningless unless supervisory activities are strengthened at school level.

With respect to the idea mentioned above, Hailesellassie (1997) cites that, the functional and true sense of educational supervision depends on the supervisory operation made at the grass roots level i.e. school level. Schools are institutions where the actual instruction takes place. As instruction is a continuous process, the functional of supervision at school level should also be a continuous responsibility. In this respect, within the school system, school principals, deputy principals, department heads and senior teachers are supposed to be active participants of school based instructional supervision. Hence, the contribution of each and every responsible personnel of the school can make the educational endeavor worthwhile and productive for the successful achievement of educational objectives.

Regarding to the perception peoples towards supervision, Dodd (2008), elaborates, a group of people may distinguish supervision as a way of advising; guiding, refreshing, encouraging, stimulation, improving and over-seeing certain groups with the hope of seeking their cooperation in order for the supervisors to be successful in their tasks of supervision. Others may view supervision as a way of persuading people to desist from applying wrong procedures in carrying out certain functions on their jobs, and at the same time try to emphasize the importance of good human relations in an organization.

According to Segun (2004), the importance of school supervision in today's educational system demands far greater attention. People are becoming more conscious now than in the past about the importance of education in general and thus have generated interest in the daily operation of the school system in particular. Enlightened parents are now more curious to know the functions of the supervisors in our educational system and thus they ask questions from educators in order to satisfy their curiosity. They have been asking significant questions such as: What is the cause of the falling standard in our education? What are the functions of the school? Who are the supervisors? What do they do? Why do we supervise? Whose instructions should the teachers follow? What hope is there in future for the school system?

There are various reasons for carrying out supervision in schools. One of the most crucial reasons is to ensure that each individual teacher within the school system has been

performing the duties for which he was scheduled. Another cogent reason is to improve the effectiveness of teachers so that they can contribute maximally to the attainment of the system's goals (Adesina, 2001).

### **2.2.5 Working Condition**

Learning can occur anywhere, but the positive learning outcomes generally sought by educational systems happen in quality learning environments. Learning environments are made up of physical, psychosocial and service delivery elements. For successful accomplishment of instructional objectives the environment of the work place has a significant role. Regarding to this, Nelson (1993) says that, the environment of the work place is a significant part of one's life and enters in the other perception of the worth of any occupation.

Nelson (1993) summarizes, the factors that hinder teaching and learning process as disciplinary problems, which include the negative attitude of students, physical support items of adequate facilities and material and administrative support that would provide school environment. In relation to the material condition of the work place that the school principal facilitate, including good furniture, well equipped and efficiently managed play ground, sufficient class room, light arrangement, water accommodative in the whole of educational program is more conducive to corporate attitude among the pupils and love of school than an attractive and whole some environment.

UNICEF (2000) suggests that, physical learning environments or places, in which formal learning occurs, range from relatively modern and well-equipped building to open air-gathering places. Similarly, MoE (2003) infrastructure includes classrooms, study rooms, offices, toilet rooms, water, electricity service, play ground and sport materials are required to be proportional to the number of teachers and students in the school. This indicates how much poor working condition is the most important in performing instructional activities.

### **2.2.6 Large Class size**

Large class size is another factor that affects teaching-learning process. Educators have tried to explain the number of pupils that should be found in a class room for effective learning experience and create conducive relationship among teachers and students. According to this, Kindared (1986) states that, class size is determined by different factors such as the objective of teaching, nature of the subject, ability of the pupils, physical



facilities and method of teaching in a particular situation. Teaching in a particular situation, and class room should be arranged particularly based on the nature of subject and the intended out comes to be achieved. When the number of students in a classroom exceeds more than the normal number, all conditions of teaching and learning process becomes beyond the managing capacity of the teacher and school principal. It is also difficult to facilitate and create conducive environment to learn in and outside the classroom. So that, teachers are forced to depend on one method of teaching that is lecture method which probably discourages students' participation in the instructional process. To develop the participation of the student in group work, problem solving, co-operative learning, matching exercise and in co-curricular activities limiting the number of student in the classroom is appreciated.

Most teachers and students prefer small class-size for effective teaching-learning process. A number of students in a class vary from class to class and from one subject to the other. According to Douglas (1954) classroom should be convenient enough for students to learn happily and there must be sufficient space between students with in class, the typical classroom should not contain more than 35 to 36 students. In supporting the proposition with in broad limits between 25 and 50 pupils change in class size influence pupils achievement modestly or not at all. But since most classrooms are not designed for more than 50 pupils discipline problems can be occur and may discourage the learners in teaching learning process(World bank,1998). In general, for effective teaching-learning process takes place in a relatively small class-size is better than the large one (Wade, 1980). Although effort is usually made to measure average class-size, for the most part, greater emphasis has been placed on the ratio of teachers to students (Burkhead. Fox and Holland, 1967)

Citron and Gayle (1991) suggests that, for students to get education student-teacher ratio is required that require hiring more staff. Then he argues that, academic performance rises quickly and dropout rates fall and pupil-teacher ratio is believed that the less the number of pupils per teacher, the higher the degree of contact between pupil and teacher. Lower number of pupils per teacher is considered as a positive indicator of quality of teaching and the capacity of facilities in the classrooms and outside the class rooms are essential factors of teaching- learning processes. In contrast the shortage of these elements could create

trouble condition in the school environment (Tagegn Nuresu, 1998). In addition to this, Risk (1958) asserts that, students in poorly arranged classroom, poor light over heated are likely to become restless, irritable or depressed. In over-crowded class rooms the opportunity of the teacher to manage the situation and to control the students are very low. Students could indicate undesirable behavior due to the unfavorable condition for them. The problems mentioned above were commonly observed in the schools and grade levels at which this study focuses.

Many regional states in Ethiopia were significantly expanded access to primary education during the 1994s, but the building of new schools has often not kept pace with the increase in the student population. In these cases, schools have often had to expand class sizes, as well as the ratio of students to teachers, to accommodate large numbers of new students. Do larger class sizes hurt the quality of education? Educators and researchers from diverse philosophical perspectives have debated the relationship between class size and student learning at length. Although many studies have found a relationship as class size has not consistently been linked to student achievement. This may be due to the fact that many schools and classrooms have not yet adopted the more demanding but higher quality student-centered learning should practices. Moreover, quantitative relationships between class sizes and academic achievement rarely take other key quality factors into account, such as teachers' perceptions of working conditions and their sense of efficacy (Willms, 2000).

### **2.2.7 Quality of Instructional Time**

For the effective applicability of the instructional processes efficient use of school time table has a significant impact on student learning. Regarding this Becker (1978) states that, experts should have allotted necessary time to be spent in the relation to the content to be taught. This is to mean that the necessary time to the life of students should be selected in the way it balances the depth and breadth of the lesson. But there is a gap in the allocation of time given in the form of syllabus and the school time table mainly where school function in shifting system. Therefore, insufficient time allotted for the subject should tend to restrict the freedom of the subject teacher in his/her selection of content. Moreover, the limited time in the course was an obstacle for the teacher to have expensive coverage of the

topics and directly lead the teacher to omission of contents and using of traditional method which has significant impact on student learning.

However, in case of time allocation for physical education (Reston, VA: 2004) supports the suggestions of Association for Sport & Physical Education (NASPE, 2001) as quality physical education requires adequate time (per week, at least 150 minutes for elementary schools and 225 minutes for secondary schools), adequately prepared teachers with opportunities for professional development, adequate facilities, and reasonable class sizes.

### **2.2.8 Quality of School Facilities and Equipment**

The quality of school facilities seems to have an indirect effect on learning. In this case, the quality of the learning environment was strongly correlated with pupils' achievement. In Latin America, a study that included students in grades three and four found that children whose schools lacked classroom materials and had an inadequate library were significantly more likely to show lower test scores and higher grade repetition than those whose schools were well equipped (Willms, D., 2000).

The quality of school buildings may be related to other school quality issues, such as the presence of adequate instructional materials and textbooks, working conditions for students and teachers, and the ability of teachers to undertake certain instructional approaches. Other factors such as on-site availability of lavatories (bath room and toilet) and a clean water supply, classroom maintenance, space and furniture availability all have an impact on the critical learning factor of time on task when pupils have to leave school and walk significant distances for clean drinking water, for example, they may not always return to class (Miske & Dowd, 1998). In general, parents often consider the location and condition of learning environments when assessing school quality and this can influence school participation.

Adequate equipment and appropriate facilities are provided to implement the curriculum are adequate budget for physical education is provided on a yearly basis apart from the athletic program, adequate number of indoor and outdoor teaching stations are available for the number of students, classroom space is available for school physical education programs, equipment and facilities are clean, safe and are inspected on a regular basis (Mary Thissen-Milder, 2006).

Providing facilities that are clean, safe, and adequate for the number of students needs in physical education is differ; the following are recommendations appropriate to the grade level of the student. Upper elementary school students need more space than lower elementary school students because of their body size and the nature of the program. The outside facility should include both a hard surface as well as a grass field. The grass field area should be large enough for students to run safely in group activities (100 yards x 100 yards) or (91.4 m x 91.4m). (Mary Thissen-Milder, 2006).

Provide equipment that is safe, supports a comprehensive program, and is adequate for the number of students in each class. The equipment needs for physical education vary by grade .Middle School Equipment:

- ✚ sport balls-modified basketballs, soccer balls, volleyballs, softballs, and should be available (one of each ball for every two students in a class);
- ✚ Rackets, bats, sticks ,modified lightweight rackets should be available (one racket, bat, or stick for each student in a class);
- ✚ Gymnastics mats (one for every two students in a class);
- ✚ large equipment-beam, ropes, rings, vaulting box, vaulting horse, parallel bars, uneven bars (one large piece of apparatus for every four students in a class );
- ✚ Fitness-sufficient equipment to administer a fitness test, heart-rate monitors;
- ✚ Dance-variable speed record/tape/CD player with remote and a collection of music for folk dance, creative dance, and rhythms; and,
- ✚ Additional needs-traffic cones, bases, volleyball/badminton nets and standards, pennies, breakaway flags, hoops, clubs, ropes, flat markers(Mary Thissen-Milder,2006).

Enough equipment for one class should be provided, so students do not have to wait for a turn at a learning opportunity. This usually implies a racket, club, and bow for every student and a ball for every two students, and sufficient pieces of large equipment for various activities (Mary Thissen-Milder, 2006).

### **2.2.9 Relations between the School Directors and the Teachers**

Another factor, probably paramount one that causes inefficient instructional goal is poor administration in the school. Regarding this, venire (1969) has pointed out that, providing effective leadership is vastly more important than having good facilities in order to achieve

desired objectives, physical education program presents a wide range of physical activities which require different facilities. Its limitation creates difficulties; these difficulties should be avoided by the most careful plan and skillful relation of teachers and school principals.

*All theories of learning are based up on the Practices of developing good human relationship* (Venire, 1969).

The aim of school management is to make the most efficient use of available resource in order to achieve educational objectives. Therefore, the function of the principals is responsible to help teachers in teaching their pupil and adjust learning to their needs, interest as well as to their capabilities to fulfill educational objectives. To carrying out the overall task of educational system effectively, demands technical and conceptual skill of school principals in human relations. Hence, if the school leader fails to understand the aspects of human behavior the consequence would be the teachers possibly, hostility, poor quality of work and reduced efficiency (Adir, 1984).

#### **2.2.10 Relationship between the School and Parents**

The school is a learning organization involved in a continuing process of reflection, development and improvement. This occurs in the context of co-operation between the different partners in the school community in fulfilling a number of interconnecting and mutually supportive roles to promote the highest quality of teaching and learning for children. To this effect, the principal is central in guiding the school community towards realizing its optimum potential and plays a crucial role in energizing and motivating the staff, in affirming and encouraging their efforts, in fostering a lively process of communication and in establishing a continuing process of consultation (MoE& S,Ierland,1999)

Family and school collaboration is a cooperative process of planning that brings together school staff, parents, children, and community members to maximize resources for child achievement and development. It is obvious that the relationship between the school and parents could influence on the instructional process and students achievement. So the school must invite parents to have a better understanding about their children. Because there can be no other person interested in the school than parent of the students Aggrawal (1981). In connection to this, Aggrawal states that, education of the child is not only the exclusive responsibility of the school and teachers in shaping and building the career of

their children. The teaching-learning process becomes inefficient and neglected if it does not consider the main area of communication among the school and parents. In connection to this, Aggrawal (1981) states that, parents and teachers should find an opportunity of meeting each other to obtain a proper appraisal and means of countering them in manner that will be beneficial for the growth of child on their care.

Parents are the child's primary educators, and the life of the home is the most potent factor in children development during the primary school years. There is a continuing process through which the child's formal learning experience in school interacts with the less formal developmental experience of the home and the family. It is widely recognized that significant educational, social and behavioral benefits accrue to the child as a result of effective partnership between parents and teachers (MoE& S, 1999).

The establishment of close links between the school and its local community can be mutually beneficial. The circumstances of schools vary, and some have more clearly identifiable local communities than others. However, it should be a general aspiration that the school would be seen as a key resource in improving the quality of life in the community and would, in turn, regard the community as a rich resource from which to draw educational assistance. It is essential that school planning take cognizance of what the community has to offer in creating relevant and effective learning experiences for its children, and in identifying the contribution that children can, in turn, make to the community (MoE&S, Ierland, 1999). Without high-quality, skilled, and sustainable leadership at the school, district, and policy-making levels, the transformation of public schools will not occur. Change will require strong leaders those who can build, maintain, and strengthen collaborative relationships within schools and outside of schools (McREL Board of Directors, 1999 McREL at [www.mcrel.org](http://www.mcrel.org))

### **2.3.11 Student's Capacity and Motivation to Learn**

Students' capacity and motivation to learn are determined by the quality of the home and school environments, the students' health and nutrition status and their prior learning experiences, including the degree of parental encouragement. Furthermore, family income influences school outputs indirectly through the status and process of variables (Burk head, et, al, 1967).

The quality of students' lives before beginning formal education greatly influences the kind of learners that they can be. The other important thing is the attitudes that students have for their teachers leads to failure of education due to unharmonious relationships between teachers and students refusing to accept teachers' advice and instruction. However, the basis for establishing good relationships between students and teachers is mutual trust, democracy and equality. More specifically, teachers should trust that students are willing to learn, are willing to uphold this trust and can correct mistakes if they have patient education. The above discussion reveals that students' capacity and motivation to work contribute highly to the quality of education (Minggyuan, 1989).

### **2.3.12 Teachers' Knowledge skill, Experience and Motivation**

The more people know the more they can do. The better- educated staff the better they able to undertake quality improvements (Sallis, 1993). It is the quality of the teacher that influences the quality of learning in the classrooms (Bear, 1989). The quality of the teaching staff is measured by their educational level of all inputs required to carry out an educational activity effectively (OECD, 1993). Therefore; teachers are the major component in successfully accomplishing the task. They occupy almost a crucial position in the modern society because they serve as a bridge to link the society and the educational system.

Regarding this (Meyer and Gayle (1996) mentions that, primary second cycle school teachers must be well educated and competent in their professional skills. This emphasizes the needs for an adequate preparation in the subjects to be taught by a primary second cycle school teacher Similarly, OECD (1992) argues that, improving educational quality has become a wide spread priority and in this the role of teachers in pivotal and successful reform is realized by and through them. For teachers to accomplish this responsibility, Musoazi (1982) suggests that, educational policy makers will need to get a much clearer picture of who are teachers, how they view their role in the system and the type of incentives, regulations, and training that will increase their effort and improve their capacity to transmit knowledge to students. Among other problems the quality of teachers is most crucial, because qualified teachers in the future should not only have knowledge, but also more important and they should be devoted and faithful to their tasks. The

influence on students by a teacher's own personality cannot be replaced by any teaching material or technological equipment (Minggyuan, 1989).

Good teachers are not only skilled in instructional methods, but also in evaluation and assessment practices that allow them to judge individual student learning and adapt activities according to student needs. However, many teachers and educational systems continue to rely almost exclusively on traditional paper-and-pencil tests of factual knowledge that tend to promote rote memorization rather than higher order thinking skills (World Bank,1995). Schiefebein (1990) suggests that, educational processes refer to the requirements and offerings and the organization of the educational environment as well as co-curricular and extra-curricular activities. Therefore, teachers are expected to thoroughly get prepared to carry out their teaching-learning processes sufficiently and also processes through which trained teachers use student-centered teaching approaches in well-managed classroom and schools and skillful assessment to facilitate learning to improve the quality of education

To achieve these expected outcomes, we need to have well selected curriculum; and improved instructional situations and professionally motivated and competent teachers. In line with this, Mohanty (1990) stated that in educational system, there are different variables that have their own contribution for its development. Of all, the one which is the main input and important is the teacher who needs effective instructional support. The relevant and quality education can be provided for the learners by engaging a well trained and professionally developed teachers at all levels of education. It is meaningless to build schools and distributed educational materials without effective and efficient human power that can transmit the educational content to the learners.

According to MoE, (2004) "In the last ten years, substantial quantitative achievements have been made in education mainly students' enrollment and expansion of schools." Although quantitative progress has been made, the quality education being offered is not the desired level. The issue of quality of education is important as that of quantitative expansion. There is a great debate among educationalists at all levels about the quality of education. Quality of education depends on several issues, among others educational planning, management, teacher's professional competence, and efforts of students, instructional supervision and classroom teaching-learning situation (MoE: 2002). In line with this, Ahmed (1998)



mentions that, the effectiveness and efficiency of an organization are relied on the quality of performance of the staff. Schools are within the dynamic and changing social system, teachers and other staff personnel's continually face new and challenging situation every time. Thus teachers have great need to get appropriate supervisory support to become professionally competent.

The National Association for Sport and Physical Education (NASPE, 2004) identifies the following for a qualified physical education teacher:

- Physical education must be taught by a qualified teacher with a degree in physical education and a current license to teach physical education ;
- The physical education teacher takes part in developing the individual education plan for special-needs students in order to help set realistic goals for physical education and to be fully informed about the special needs of students in ea class;
- The physical education teacher participates in professional development opportunities in order to stay abreast of current research and best practices in the field;
- The physical education teacher is knowledgeable and competent in using a variety of teaching methods and instructional strategies to enhance student achievement and guide optimum personal growth;
- The physical education teacher is knowledgeable about the relationship among curriculum, instruction, and assessment mechanisms.

Methods are tools for the teacher to transmit the message to the learner and make them interact with the internal and external factors in the teaching and learning environment. It is well known that a teacher's way of thinking and beliefs guide his or her behavior and decisions inside and outside the classroom. The challenge set for the classroom teacher is high. Besides having to master their various subjects, they must have command over a wide repertoire of different teaching methods and strategies (pedagogy) and understanding of the learning processes of students (Ahtee & Salonen, 1995).

For this reason, particular attention has been devoted to teacher education. Then their academic and profession reforms have been carried out at all levels of education in addition to primary school teacher education, other forms of teacher education have been more or

less tightly linked to universities especially in the country. The overall aim is to improve the quality and status of the profession of teachers. The underlying principle is to continually increase the professional development and competencies of teachers (Day & Sachs, 2004).

Methodological competencies of teacher refers to the process of teaching and learning which brings the learner into relationship with the skills and knowledge that are specified and contained within the curriculum. According to Gutek (1988), methods are the means or procedures that a teacher uses to aid students in having an experience, mastering a skill or process, or acquiring knowledge. If efficient and effective, methods of instruction will achieve the desired end because teaching implies the use of a technique or method of instruction to secure a desired objective. Gutek further observed that educators at all levels of instruction are involved in methodological questions. That is why, in programs of teacher education for instance, attention is given to courses in techniques and methods of teaching because through these methods teachers can acquire the competencies needed to carry out instructional processes effectively.

In the same way (Ololube, 2005) defines competence as the condition of being capable having sufficient skill and knowledge; therefore, methodological competencies could be defined as the procedure of having enough skill and knowledge to carry out an action. In addition, methodological competencies could further be defined based on their functional elements to adapt to effective work methods, to analyze the task to be performed, to begin the process, to perform the task and to analyze one's procedures stimulating students to be overjoyed with learning and gain an excitement for education that will continue for life is an elaborate task.

Another role of teachers is providing educational assessment and necessary feedback which require in order maximizing the outcomes of educational efforts. The assessment of learners' learning through continuous assessment provides objective evidences necessary in the decision-making process in education. As correctly pointed out by Cone and Foster (1991), good measurement resulting in accurate data is the foundation of sound decision making of teachers. There is little doubt among educational practitioners about the special value of assessment as a basic condition for effective learning.

That is continuous assessment; continuous assessment of learners' progress could be defined as a mechanism whereby the final grading of learners in the cognitive, affective and psychomotor domains of learning systematically takes account of all their performances during a given period of schooling. Assessment in the cognitive domain is associated with the process of knowledge and understanding. The affective domain applies to characteristics such as attitudes, motives, interests, and other personality traits. Assessment in the psychomotor domain involves assessing the learners' ability to use his or her hands in manipulate the given objects (Falayalo, 1986).

Another definition by Airasian (1991) describes continuous assessment as an assessment approach which should represent the full range of sources and methods teachers use to gather, interpret and synthesize information about learners; information that is used to help teachers understand their learners, plan and monitor instruction and establish a viable classroom culture. On their own part, Baker and Stites (1991) opines that, continuous assessment should involve a formal assessment of learners' affective characteristics and motivation, in which they will need to demonstrate their commitment to tasks over time, their work-force readiness and their competence in team or group performance contexts.

## CHAPTER III

### RESEARCH DESIGN AND METHODOLOGY

Descriptive survey study was set to address the factors that obstructing quality of teaching physical education in second cycle primary schools of Nekemte town. To this effect, research design, methods of the research, source of data, sampling techniques, instruments and procedures of data collection, and method of data analysis are stated here under.

#### **3.1 Research Design**

The study attempts to describe the factors that affect quality of teaching physical education in second cycle primary schools of Nekemte Town. Thus, descriptive survey was chosen as it enables the researcher to make clear the current problems of teaching quality of physical education in the area of the study.

#### **3.2 Research Methods**

The methods of this study can provide precise information concerning the current status of factors that affect quality of teaching physical education in the study area. Therefore, in order to identify and analyze the existing conditions the researcher compares it with the reviewed research findings of the past and to draw valid general conclusion of the study, the researcher is interested to use quantitative research method of the study. In addition, qualitative research method is employed as a supplementary to the study with the information gained through observation, focus group discussion and through open ended questions obtained from respondents of sample schools in Nekemte town.

The questionnaire has four parts to obtain necessary information about factors that affect quality of teaching physical education .In an attempt to get valid information for the study, draft instruments were checked by researcher adviser from faculty of life science, department of sport science in Addis Ababa University. In accordance with suggestion from researcher adviser, modification was made on the errors that were identified. This was followed by testing the instrument using pilot study through superman Brown split method and then the instruments was reliable and consistent to measure the problems by 98% in sample school of Nekemte town. In the study area, the researcher provided explanation about the objective of the study and how to respond the questionnaires, observation and focus group discussion for the respondents. Finally, taking into account the suggestions

from the respondents to the questionnaire, focus group discussion and observation, further modifications were made. Thus, the instruments were found valuable to collect the data for the main study and hence, it was administered as scheduled.

### **3.3 Sampling Techniques of the study**

The target population of the study was involves three subjects namely schools managements (directors, v/directors and supervisions of the schools), school teachers' and students. Furthermore, out of total population of grade eight school students' systematic random sampling technique applied to select respondents through getting the complete list of population in alphabetical order to determine the number of members to be included in sample size. Total population of grade eight students' (N=904), desired population or sample size (n=226) and sample fraction (SF=4) therefore, from the list of alphabetical order every 4<sup>th</sup> of the members of population were assigned as target population of this research to give their responses. Consequently, researcher took 226 students using systematic probability random sampling, 10 schools directors and 30 school based supervisions were selected through purposive( none probability random sampling) and also 51 school teachers were selected using probability random sampling method. All together, 317 respondents were expected to give their response in the area where this research conducted that helps researcher to collect relevant information and to investigate the problem under discussion.

### **3.4 Instruments and Procedures of Data collection**

Depending on the nature of information to be gathered, different data collecting instruments are used to conduct the research. Hence, observation schedule for observation method, focus group discussion and questionnaire for questionnaires survey are appropriate for this study. For this reason, the data of the study would be collected by bulling questionnaire, observation and focus group discussion. The researcher was design and distributes close-end questions with various opinions and open-end to all respondent of schools management and teachers. In addition to this, the researcher would conduct focus group discussion for physical education teachers and schools management respondents and also observation check list designed to take the place while the lesson of physical education is on progressing to receive authentic information in relation with the factors that found in area where this study conducted.

### **3.4.1. Questionnaires**

Questionnaire was used commonly to gather data for descriptive survey. In order to gather the appropriate information about factors that affect quality of teaching physical education in second cycle primary schools of Nekemte town questionnaire was set for school teachers, directors, supervisions and students' in light of the literature reviewed. All of the questionnaires were written in English for teachers and schools management and in Afan Oromo for respondent students' as the researcher believes that they could understand the questions. Questionnaires were structured with closed and open ended type. Accordingly, 26 point likert scale, 32 items with Yes or No alternative ad various options and 3 open-end totally **61** questionnaires were prepared for respondents. Because it helps the researcher to know respondent's feeling. In addition, it helps the respondents to choose one option from the given scales that best aligns with their views. Adding together to this, open-ended questionnaires were employed in order to give opportunity for participants to express their feelings, perceptions, problems and intensions related to in school problems affect quality of teaching physical education in second cycle primary schools of Nekemte town.

### **3.4.2 Focus group discussion**

Another method of collecting information is focus group discussion. Focus group discussions typically can be defined as a group of people who possess certain characteristics and provide information for items qualitative in nature. This method of data collection is composed eight respondents from each sample schools. In this process, the researcher provided ten basic questions for respondents of school management and physical education teachers' in which they were freely expresses their opinion that fit to examine the factors affecting quality of teaching physical education. On the basis of the participant's agreement, the researcher also used minutes /record of meeting or video record alternatively to gather relevant information corresponding to the topic where this study sited.

### **3.4.3 Observation**

This is a form on which observations of an object or a phenomenon are recorded. The items to be observed were determined with reference to the nature and objectives of the study. Items were grouped into appropriate categories and listed in the schedule in the order, in

which the observer would observe it. The schedule must be as devised as to provide the required verifiable and quantifiable data and to avoid selective bias and misinterpretation of observed items. The units of observation were simple and carefully worded so as to facilitate precise and uniform recording. Observation check list set to assess the role played by physical education and students' in a school curriculum implementation and how it helps children be health-conscious and achieve a wholesome personality. Moreover, observation check lists can deal with PE teachers' activity, students' activity, adequacy of sport facilities and equipments assessment and method of teaching employed while the lesson of PE is on progress, how they feel these help in making them and better the students.

### **3.5 Procedures of Data collection, Analysis and Interpretation**

Furthermore, the data that collected through questionnaire is tallied, tabulated and converted in to descriptive percentage statistic and chi-square test is performed to analysis and interpreted data corresponding with the number of respondent using the SPSS version 17.0 of a computer program to statistically test the reliability of the research instrument based on the given data structure in table to perform chi-square test in SPSS through data view, variable view, data, analysis, descriptive statistics, crosstabs and to the effect, final result is obtained. Lastly, the researcher believes that, the finding of study provided possible measures; suggestions and recommendations were fore warded to give solution for the issue that proposed to be treated under the study in second cycle primary sample schools of Nekemte town.

### **3.6. Sources of data**

The collection of data may include both primary and secondary/ either or which must focus entirely on the indicators and assumption identified at each level in the logical framework of the research. However, the source of data the researcher used for this study are school management (directors, V/directors, school based supervision, unit leader, department heads), physical education teachers, non PE teachers and students' of the sample school as primary sources of data. As well, primary data is a data that is collect through the use of surveys, meeting and focus group discussion, interviews or other methods that involves direct contact with respondents.

## CHAPTER IV

### PRESENTATION, ANALYSIS AND INTERPRETATION OF THE DATA

This chapter deals with presentation, analysis and interpretation of the data gathered from the respondents through questionnaires, focus group discussion and observation. Thus, the quantitative and qualitative analysis of data was incorporated in to this chapter. The qualitative part was supposed to be complementary to the quantitative analysis. Hence, the qualitative data includes the data gathered through open-end, focus group discussion and observation .The data was collected from a total of 317 respondents. To this effect, a total of 1534 copies of questionnaires were distributed to 10 school directors 30 school based supervision, 51 teachers and 226 for student respondents. The return rates of the questionnaires were 40 (100%) from school directors and school based supervisions, 50 (98.03%) from school teachers and 226 (100%) from students. In addition, six directors and supervision and two physical education teachers from each sample, totally 40 respondents were participated in focus group discussion. Thus, this chapter consists of two major parts. The first section deals with the characteristics of the respondents and the second section presents the analysis and interpretation of the main data.

#### 4.1 Characteristics of Respondents

The three groups of respondents were asked to indicate their background information. The details of the characteristics of the respondents are given in table below.

**Table 1** Age and sex Characteristics of the Respondents

No	Item		School Respondents						Total	
			Management		Teachers		Students		No	
			No	%	No	%	No	%		
1	Sex	Male	29	72.5	17	34	128	56.64	174	55.06
		Female	11	27.7	33	66	98	43.36	142	44.94
		Total	40	100	50	100	226	100	316	100
2	Age	14-20	-	-	-	-	226	100	226	100
		21-27	3	7.5	-	-	-	-	3	3.33
		28-34	18	45	14	28	-	-	32	35.55
		35-41	12	30	27	54	-	-	39	43.33
		42-48	7	17.5	9	18	-	-	16	17.77

As shown under item 1 of table 1, among the majority of directors and school based supervisors 29 (72.5%) were male,11 (27.7%) respectively female,consequenetly,33(66%)



teachers are females and 17 (34%) teachers are males. This implies that, the participation of both sexes found to be unproportional. The participation of males' teachers in the sample primary schools and female directors and supervisors were low. From this, one can conclude that the female teachers were not assigned on the leadership and supervision position in sample schools. Hence, female teachers should be encouraged to be a leader and be a model for female students especially in urban areas. Regarding the participation of student respondents indicated in table 1 majority of them were males by 128 (56.64%) and 98(43.36%) were females. One can easily wind up that, the number of males is greater than females. Therefore, female students should be encouraged to have an opportunity to start their primary education.

In the same table, age distribution of the respondents under items 2, indicates that the majority of the respondents, 39(43.33%) of teachers, directors and supervision are found in the ranges of 35-41 age, 32(35.55%) of school based supervisors, directors and teacher were in the category of 28-34 years, 16(17.77%) are ranged between 42-48 and the rest, 3(3.33%) of directors and supervision found in the ranges of 21-27 years old. This indicated that a large number of teachers were found in the older ages. Thus, the young teachers have good opportunity to share experience from their senior teachers as well as directors and school based supervision to improving their professional growth. As shown in table 1 the age rate of the respondent students, 226(100%) are ranged 14-20 years old. What we understand from this, the same age group expected to provide pertinent information for the researcher.

**Table 2** Regarding service year of sample school respondents teachers, supervision and directors

N <sub>0</sub>	Item	School respondents				Total		
		Management		Teachers				
		N <sub>0</sub>	%	N <sub>0</sub>	%	N <sub>0</sub>	%	
3	Services years	6-10	3	7.5	-	-	3	3.33
		11-15	-	-	4	8	4	4.44
		16-20	6	15	9	18	15	16.66
		21-25	11	27.5	13	26	24	26.66
		26-30	13	32.5	17	34	30	33.33
		>30	7	17.5	7	14	14	15.55
		Total	40	100	50	100	90	100

Items 3 of table 2 shows, 30(33.33%) of the teacher, director and school based supervision respondents had 26 to 30 years experience, 24(26.66%) teacher, director and school based supervision respondents had 21 to 25 years experience. The same thing, 15(16.66%) teacher, director and school based supervision respondent had 16 to 20 year's service. At the same time 14(15.55%) teacher, director and school based supervision respondent had greater than 30 years experience, 4 (4.44%) of sample school teachers had 11-15 years experience. The remaining 3(3.33%) director and school based supervision respondents had below 10 years service. It could be possible to conclude that, the majority of the teachers experience was above ten years. Thus, it is possible to say, they have experienced in teaching to provide authentic information for the researcher.

**Table 3** Subject specialization of school teachers respondents

4	Subject Area	Le.of edu.	Language		Maths		N.S		S.S		PE		Total	
			No	%	No	%	No	%	No	%	No	%	No	%
		Degree	5	12	3	6	3	6	5	1	1	2	17	34
Diploma	10	20	4	8	8	16	7	1	1	2	30	60		
Certificate	-		-		-		-	-	-	-	3	6		

Regarding the education level of teachers respondents, 30(60%) had a diploma in different subject area. Whereas 17(34%) of teacher respondents had a first degree. The remaining 3(6%) of respondent teachers were had a certificate as shown in items 4 table 3. Thus, from the data; we can infer that there is much discrepancy between the ratio of physical education teacher corresponding to others discipline area both in degree and diploma level.

**Table 4** Educational status of sample school managements in school planning and management

5	Edu.Status	Degree		Diploma		Certificate	
		No	%	No	%	No	%
	Detectors supervision	2	5	1	2.5	-	-
	Others	1	2.5	36	90	-	-

According to the academic qualification of sample school directors and supervision respondent in educational planning and management indicated in table 4 items 5, 2(5%) had a degree, whereas 1(2.5%) of them hold diploma. However, Majority of respondent directors and school based supervision were not qualified in school planning and

management even though others 1(2.5%) had a degree and 36(90%) had a diploma in a mixture of discipline area.

#### 4.2. Factors affecting Quality of Teaching Physical Education

The researcher attempted to probe factors that deter quality of teaching physical education based on related literature review, the period of the researcher teaching experiences and observation of problems in teaching physical education in relevance with the contents to be educated. Therefore, the researcher bear out the relevance and the consistence of the existed factors through preliminary survey carryout in sample school plus, providing aforementioned qualitative options to respondents to attain their .reaction, suggestion, opinion and recommendation which directed the researcher to get the right track along with lead to set relevant questionnaires with factors affects quality of teaching physical education. Hence, the data gathered through questionnaires analysis and interpreted respectively in the following tables.

**Table 5** Responses regarding the average number of students in a class and its effect

NO	Items		Respondents						
			Management		Teachers		Students		
			N <sub>0</sub>	%	N <sub>0</sub>	%	N <sub>0</sub>	%	
1	Is the average number of students in the class below 50?	Yes	7	17.5	8	16	59	16.11	
		No	33	82.5	42	84	167	73.89	
2	Is the problem of large class size resulted the following negative effects?		Management		Teachers		Students		P-value = 0.187
			N <sub>0</sub>	%	N <sub>0</sub>	%	N	%	
	Lack of communication		1	2.5	1	2	12	5.4	
	Difficult to identify students with special needs		3	7.5	3	6	16	7.1	
	Problem of class room management		2	5	1	2	9	3.98	
	Suffocation problem		1	2.5	2	4	11	4.86	
	Unbalance sport material with number of students		5	12.5	4	8	20	8.84	
	Affect method of teaching		2	5	1	2	6	2.65	
	Causes disciplinary problems		3	7.5	1	2	5	2.21	
	All of the above		23	57.5	37	74	147	65.0	
Total		40	100	50	100	226	100		

\*P value=0.187 at 0.05 significant levels with two degrees of freedom

The respondents were asked whether or not the average number of students in class is below fifty, 33(82.5) of directors and school based supervision, 42(84%) of teachers and 167(73.89%) of students were disagree as the average number of students in a class below fifty. However, 7(17.5) of directors and school based supervision, 8(16%) of teachers and 59(16.11%) of students agree as the class is not exceed more than fifty as indicated in table 5 item 1.

Responses for items 2 table 5 shows that, 23(82.5) of directors and school based supervision, 42(84%) of teachers and 167(73.89%) of students were agree with large class size results problems like lack of effective communication, difficulty to identify students with special need, problem of class room management and suffocation, unbalance sport facility and equipment with number of students, poor method of teaching and created disciplinary problems during the instructional process. Regarding to item 2A-2G of the same table, the chi-square test shows ( $\chi^2=3.356$ ) and p- value = 0.187. To this end, P-value(0.187) is greater than  $\alpha$  (at significant level of 0.05) with two degrees of freedom. This shows that, there is no significance difference between the three groups. In supporting this, under open end items factors suggested for the low level of quality physical education is ‘large number of students in a class’. This shows that, as students’ population is rising at a fast rate but the construction of school building and facilities and equipments did not go proportionally with number of students in the classes.

**Table 6** Responses of respondents regarding the availability of facility and equipment

No	Items	Alter native	Respondents					
			Managements		Teachers		Students	
			No	%	No	%	No	%
3	Play ground	Yes	10	25	16	32	43	19.03
		No	30	75	34	68	183	80.97
	Different balls	Yes	11	27.5	19	36	34	15.04
		No	29	72.5	31	62	192	84.96
	Gymnastics apparatus	Yes	--		-		-	-
		No	40	100	50	100	226	100
Tennis table	Yes	-		-		--	-	
	No	40	100	50	100	226	100	

As can be observed in table 6 items 3, respondents were asked whether play ground is there or not in the sample school, 30(75% school management, 34(68%) of teachers and

183(80.97%) of students replied “NO” as play ground give service for different physical activities, to the contrary of this view, 10(25%) of school manahement,16(32%) of school teacher and 43 (11.03%) of students agree as there was play ground in their school. Regarding the availability of play ground in the school the researcher took three continuous observation cheek lists in each sample school confirm two of the sample school has appropriate play ground .However, three of the sample school has no play ground and enough space that fit for all students during physical education classes in most sample, respondents were claimed as it is the main factors that lower quality of teaching physical education suggested under open end items.

In the same table, the respondents were asked the presences and the absences of variety balls, gymnastic apparatus and tennis table 29(72.5%) of directors and school based supervision,31(62%) of teachers and 192(84.96%) of students were disagree with the presences of different balls, although 29 (27.5%) of directors and school based supervision,19(38%) of teachers and 43(15.04%) were agree with the presences of different balls .Whereas regarding gymnastic apparatus and tennis table all most all of the respondents of sample school responding disagree with absences of the objects. Similarly, Observation check list set to assess whether the sample school has available facility and equipment or not the information gathered verify the absence of variety balls, gymnastic apparatus and table tennis including athletics field.

**Table 7** Responses regarding in-adequate sport facility and equipment

No	Items	Respondents	Alternatives						p-val
			Yes		No		Total		
			No	%	No	%	No	%	
4	In adequate sport facilities and equipment affects physical and academic performances of the learners?	Managements	33	82.5	7	27.5	40	100	0.410
		Teachers	42	84	8	16	50	100	
		Students	17	76.55	53	23.4	22	100	
		Total	24	77.77	68	22.33	31	100	

\*P- value=0.410 at 0.05 significant levels with two degrees of freedom.

As shown under Table 7 items 4, directors and supervisor, teacher and student respondents were asked whether or not in adequate sport facilities and equipment affects physical and academic performances of the learners, 33(82.5%), 42 (84%) and 173(76.55) totally

248(77.77%) respectively make mutual agreement on in-adequate of sport facilities and equipment affects physical and academic performances of the learners. Consequently 7(27.5%) directors and supervision, 8(16%) of teachers and 53(23.45, totally 68 (22.33%) respondents were disagree as adequate sport facilities and equipment affects physical and academic performances of the learners. In this regard chi-square value( $\chi^2 = 1.784$ ) and P-value = 0.410. Hence, p-value is greater than  $\alpha$  (at significant level of 0.05) with two degree of freedom. This implies that there is no significance difference among the response of the three groups.

**Table 8** Responses regarding the availability of curriculum materials in school

No	Items	Alter nativ	Respondents					
			Managements		Teachers		Students	
			No	%	No	%	No	%
5	1.Text book	Yes	-	-	-	-	-	-
		No	40	100	50	100	226	100
	2.Teachers guide	Yes	-	-	-	-	-	-
		No	40	100	50	100	226	100
	3.Syllabus	Yes	-	-	-	-	-	-
		No	40	100	50	100	226	100
6	If your answer is'' NO'' for question number 9, Does the schools assess and adopted physical education curriculum to local context?	Yes	-	-	-	-	-	-
		No	40	100	50	100	226	100
7	If you answer is'' NO'' for item number 10, What sources of reference materials are available to teach physical education in your school?	-	-	-	-	-	-	
		-	-	-	-	-	-	
8	Does your school physical education program include students of all ability or special need?	Yes	15	37.5	9	18	86	38.05
		No	25	62.5	41	82	140	61.95

The respondents were asked the absences or the presences of curriculum material (Syllabus, Teacher guide and Students text book),100(100%) of directors and school based supervision, school teacher and student respondents claimed the absences of curriculum materials to be the causes for poor quality of physical education as depicted in table 8 items 5. In addition to this, the respondents were expose in-availability of curriculum materials at

their school level in open end items and have the same opinion during focus group discussion.

Regarding the concerns of schools to assess and adopted physical education curriculum to local context 100(100%) of management, school teacher and student respondents disagree as the activity is not done at school level as shown in table 8 items 6. This implies that, the irrelevance of the curriculum is restricting the academic achievement of students. Likewise, respondents in open end and focus group discussion were suggested that, the absences of curriculum material are one of the major factors that lowering quality of teaching physical education in sample school.

According to table 8 items7, the respondents were asked what sources of reference materials are available to teach physical education in their school. 100(100%) school management, school teacher and students replied ‘No’, either curriculum material or curriculum materials adopted to teach PE. In supporting this, the respondents of open end items and focus group discussion comment that, instead of curriculum material physical education teacher were using his or her experience, observation and knowledge they have trained during their certificate level as a references materials.

Regarding physical education curriculum program involving students of all ability (special needs),25(62.5%) of school management, 41(82%) of teachers and 140(61.95) replied ‘NO’ to the contrary of this view 15(37.5%) of school management,9(18%) of teachers and 86(38.05) of students Said ‘Yes’ as shown under table 8 items 8.The differences might be occurring due to the respondents could not differentiated students with disadvantage and specially gifted. After reflective of focus group discussion participants were agreeing with physical education curriculum program is not incorporated with students of all ability. Moreover, they claimed that curriculum materials were not organized on the base of students with all abilities.

**Table 9** Response concerning shortages of text book and psychological health of learners

No	Items	Respondent	Alternatives						P.va
			Yes		No		Total		
			No	%	No	%	No	%	
9	Does the shortage of textbook cause constraints which delay the level of learners' academic achievement?	Mgt	30	75	10	25	40	100	0.111
		Teachers	39	78	11	22	50	100	
		Students	146	64.60	80	35.40	226	100	
		Total	220	79.53	96	19.47	316	100	
10	Does not PE curriculum well planed and presented to improve psychological health of the learner?	Mgt	32	80	8	20	40	100	0.055
		Teachers	39	78	11	22	50	100	
		Students	147	65.04	79	34.96	226	100	
		Total	218	75.03	98	24.97	316	100	

\*P-value =0.055- 0.111 at 0.05 at significance level with two degree of freedom

Under table 9 items 9, respondents were asked whether or not the shortage of textbook cause constraints which delay the level of learners' academic achievement, 34(85%) of management, 46(92%) of teachers and 146 (64.60%) of students correspondingly agree with shortage of textbook cause constraints which delay the level of learners' academic achievement. A chi-square test was also calculated to check whether the opinion difference exists among the three groups or not. As a result Chi-square value( $\chi^2= 19.174$ ) and the p-value = 0.111, P-value was found to be more than  $\alpha$  (0.05) at significance level with two degree of freedom, which implies there is no statistically significant difference among the respondents of the three groups regarding item 9 of table 9.

Respondents were asked whether or not physical education curriculum is well planed and presented to improve psychological health of the learner. Accordingly, 32(80%) of management, 39 (78%) of teachers and 147 (65.04%) of students totally 218(75.03%) replied "Yes. Conversely, 8(20%) of management, 11 (22%) of teachers and 79 (34.90%) of students totally 98(24.97%) respond "NO" physical education curriculum is well planed and presented to improve psychological health of the learner as shown in table 9 items 10. Majority of the respondents of focus group discussion and open end claimed item 9 and 10 of the same table as indicated in table 8 items 5. With regard to item 10 of the same table, the results chi-square value ( $\chi^2= 5.808$ ), P-value= 0.055. To this end p-value is respectively greater at significant level of 0.05 with two degrees of freedom. The result shows that there is no significance difference among the three groups.



**Table 10** Response regarding curriculum relevance

No	Items	Respondent	Alternatives								P-va
			Disagree		Undecided		Agree		Total		
			No	%	No	%	No	%	No	%	
11	Curriculum is relevant to the respective grade in terms of student needs	Mgt	27	67.5	9	22.5	4	10	40	100	0.112
		Teacher	32	64	11	22	7	14	50	100	
		Student	180	79.64	28	12.39	18	7.96	226	100	
		Total	239	70.38	56	18.96	29	10.65	316	100	

\*P- value = 0.112 at 0.05 significant levels with four degrees of freedom

As it is indicated in table 10 items 11, 27 (67.5%) 3 school management, 2 (64%) of teachers and 180 (70.38%) of students tally 239 (70.38%) the respondents were disagree, curriculum program is irrelevant with respective of actual grade level. Regarding to items 11 of the same table, the computed chi-square value ( $\chi^2 = 7.485$ ) and P-value = 0.112 correspondingly greater than alpha (at significant level of 0.05) with four degrees of freedom. We can estimate that, there is no significance difference between the three groups. In the light of this, focus group discussion informants were suggested that, content irrelevance occur due to the absences of curriculum materials plus shortages of qualified physical education teacher at sample schools. Hence, the school is responsibility to fills the gap either by means assigning experienced or non physical education teachers to teach physical education with what they were not qualified.

**Table 11** Responses regarding quality of instructional time

No	Items	Alter native	Respondents					
			Managements		Teachers		Students	
			No	%	No	%	No	%
12	Does the instructional time designed for grade eight physical education classes sufficient to attain the desired objectives?	Yes	11	27.5	3	6	15	6.64
		No	29	62.5	47	94	211	93.36
13	As the result of shortage of textbook, is instructional time wasted in your school?	Yes	31	77.5	40	80	178	78.76
		No	19	22.5	10	20	48	21.24
14	Does physical education period in your school frequently assigned on:	6 <sup>th</sup>	26	65	32	64	140	61.94
		5 <sup>th</sup>	10	25	9	18	56	24.77
		4 <sup>th</sup>	4	10	9	18	30	13.27
15	How many minutes per week do physical education teachers spend in class in your school?	120	-	-	-	-	-	-
		80	-	-	-	-	-	-
		40	40	100	50	100	226	100

As depicted in table 11 items 12, the respondents of sample school were asked whether instructional time designed for grade eight physical education classes sufficient to attain the desired objectives or not, 29(62.5%) of school management, 47(94%) of teacher and 211(93.36%) of students said ‘NO’, to the contrary of this view, 11(27.5%) of school management, 3(6%) of teacher and 15(6.64%) of students said ‘Yes’, the instructional time is sufficient. The difference might be occurring due to PE classes does not involve students with all ability and some other factors that unfocused the needs of the learners.

As can be observed in table 11 items 13, responses regarding shortage of textbook wasted instructional time or not, 31(77.5%) of school management, 40(80%) of teacher and 178(78.76%) of students said ‘Yes’ the shortages of textbook wastes instructional time. However, 19(22.55) of school management, 10(20%) of teacher and 48(21.24%) of students said ‘NO’ seeing that instruction time scheduled for the grade level is sufficient. The respondents of open ended and focus group discussion were express the their feeling and opinion whether period allotted sufficient for respective grade level or not, majority of them agree at the same time as the instruction time designed for that grade level is not enough.

In table 11 items 14, respondents were asked on what period’s physical education classes frequently assigned to be learned? 26(65%) of school management, 32(64%) of teacher and 140(61.94%) of students assumed that 6<sup>th</sup> period, whereas 10(25%) of managements, 9(19%) of teacher and 56211(24.77%) of students said 5<sup>th</sup> period, on the other hand 4(10%) of directors and school based supervision, 9(18%) of teacher and 30(13.27%) of students said 4<sup>th</sup> period. This is implies that, physical education period frequently assigned at the end of the classes have negative possession to condition that physical education contribution for students academic achievement.

The respondents of sample school asked concerning how many minutes per week do physical education teachers spend in a class? 100% of school respondents agree with s 40 minutes per weeks as indicated in table 11 items 15. This is indicated that, the time spent to teach physical education ranged below standards to attain the desired objectives.

**Table 12** Responses concerning PE teachers and students interaction

No	Items	Respondents	Alternatives								P.va
			Disagree		Undecided		Agree		Total		
			No	%	No	%	No	%		%	
16	Methods of teaching employed by physical education teachers are appropriate	Mgt	25	62.5	6	15	9	22.5	40	100	0.064
		Teacher	33	66	3	6	14	28	50	100	
		Student	135	59.73	10	4.42	81	35.84	226	100	
		Total	193	62.74	19	8.47	104	28.78	316	100	
17	Physical education teachers are using various: 1.Method of teaching and	Mgt	30	75	4	10	6	15	40	100	0.449
		Teacher	34	68	6	12	10	20	50	100	
		Student	133	58.85	40	18.5	43	19.9	226	100	
		Total	197	64.4	50	16.3	59	19.3	316	100	
	2.Frequent assessment	Mgt	28	70	3	7.5	9	22.5	40	100	0.345
		Teacher	31	62	4	8	15	30	50	100	
		Student	172	76.10	13	5.75	41	18.14	226	100	
		Total	231	69.37	20	7	65	23.55	316	100	
18	Teachers of physical education have demonstrated his/her :										
*knowledge of subject matter effectively	Mgt	26	65	1	2.5	13	32.5	40	100	0.243	
	Teacher	35	70	4	8	11	22	50	100		
	Student	173	76.55	12	5.31	41	18.14	226	100		
	Total	234	70.55	17	5.27	65	24.21	316	100		
*Pedagogical skill effectively	Mgt	29	72.5	8	20	3	7.7	40	100	0.083	
	Teacher	33	66	4	8	13	26	50	100		
	Student	134	59.0	42	18.6	50	22.1	226	100		
	Total	196	62.0	54	17.1	66	20.9	316	100		

\*P-value=0.064-0.449 at significant level of 0.05 with four degrees of freedom

Respondents were asked whether or not methods of teaching employed by physical education teachers are appropriate, 30(75%) of school management, 33(66%) of teacher and 135(59.73%) of students totally 193(62.74) disagree with method of teaching employed by physical education are appropriate in above table12 items 16.Concerning to items 16 of the same table, the test of chi-square value ( $\chi^2= 8.783$ ) and P-value=0.064. Therefore p-value is respectively above alpha (at significant level of 0.05) with four degrees of freedom. We

can say that, there is no significance difference among the three groups .Based on the responses of the majority, one can understand that teacher's incapable to employ appropriate method of teaching obstructed quality of teaching physical education as well reduce the hint that help students for better understanding.

As shown under table 12 items 17.1 the majority of directors and school based supervision supervisor ,teacher and students respondents, that is 30(75.5%),34 (68%) and133 (61.6%) totally 197(64.4%) of the respondents were respectively replied disagree because of physical education teacher not uses various method of teaching to convey or transmit knowledge. Regarding to item 17.1 of the same table, the results chi-square value ( $\chi^2=3.692$  and  $P\text{-value}=0.449$ ,  $P\text{-value}$  is greater than alpha (at significant level of 0.05) with four degrees of freedom. This shows that, there is no significance difference between the three groups.  $P\text{-value}$  is consistent with hypothesis formulated

As can be observed in the same table items 17.2, the respondents asked whether physical education teachers used frequent assessment or not, 28(70%) of school management, 31 (62%) of teachers and 1172(76.10%) of students totally 213(69.95) of the respondents answered disagree seeing that teacher frequently used continuous assessment. According to item 17.2 of the same table, chi-square value ( $\chi^2=4.483$ ) &  $P\text{-value}=0.345$ . $P\text{-value}$  computed from relevant data gather shows above than alpha (at significant level of 0.05) with four degrees of freedom. This shows that there is no significance difference between the three groups. Respondents of focus group discussion and open end items were suggests, this might be occurring due to the absences of curriculum materials, large class size and physical education teacher not specialized on area to teach physical education .If not there is a follow-up of the students activities by giving home and class work and exercise frequently, one cannot expect students' achievement in a way required. As the result, this contributes to poor quality physical education.

Table 12 items 18.A, 26(65%) of school management, 35(70%) of teachers and 173(76.55%) totally 234(70.55) of the respondents rated disagree with subject knowledge of physical education teachers. Concerning item 18A of the same table, chi-square value ( $\chi^2=5.4660$ ) and statistical value of  $P=0.243$ , in which  $P\text{-value}$  is more than alpha (at significant level of 0.05) with four degrees of freedom. This gives that, there is no significance difference between the responses of three groups.

In the same table the last items, 29 (65%) of school management, 33(66 %) of teachers and 134(63.97%) totally 196(62.0%) respond disagree with pedagogical skill of physical education teachers. With regard items 18B of the same table, chi-square value ( $\chi^2= 8.242$ ) and P-value =0.083.P-value is respectively greater than  $\alpha$  (at significant level of 0.05) with four degrees of freedom. The result shows that, there is no significance difference between the responses of three groups. Therefore, based on the response of the majority, it is possible to conclude that having lack of subject matter knowledge and pedagogical skill of PE teachers affects quality-teaching physical education. Similarly, respondent of focus group discussion and informants of open-end items also gives comments on physical education teachers' lacks knowledge of subject and pedagogical skill for items18A and B.

**Table 13** Physical education teachers and students interaction

No	Items	Respondent	Alternatives								P-va
			Disagree		Undecided		Agree		Total		
			No	%	N	%	N	%	No	%	
19	PE teachers annual and daily plan accurately reflect the content of the syllabus or text book	Mgt	32	80	2	5	6	15	40	100	0.091
		Teacher	37	74	10	20	3	6	50	100	
		Student	165	73	46	20.36	15	6.64	226	100	
		Total	234	75.67	58	15.12	24	9.21	316	100	
20	PE teachers treat students fairly and impartially	Mgt	14	35	5	12.5	21	52.5	40	100	0.000
		Teacher	17	34	6	12	27	54	50	100	
		Student	164	72.56	23	10.18	39	17.26	226	100	
		Total	195	42.19	34	11.56	87	41.25	316	100	

\*P-value=0.000-0.091 at significant level of 0.05 with four degrees of freedom

Table 13 items 19 depicts, 32(80%) school management, 32(74%) of teachers and 165(73%) students totally 234(75.67%) respondents disagreed with implementation of annual and daily lesson plan due to in-availability of qualified and experienced PE teacher. With regard to items 19 of the same table, the result of chi-square value ( $\chi^2=8.005$ ) and P-value=0.091.in which p-value is far above alpha (at significant level of 0.05) with four degrees of freedom. The finding is shows that, there is no significance difference between of the three groups. Thus, based on the response of majority, it is safe to conclude that there is in-availability of qualified and experienced physical education teacher that negatively

affect quality of teaching physical educational in accomplishing annual and daily lesson plan. However, statistical value of “P” strongly support hypothesis formulated.

Table 13 items 20 shows that, 14 (35%) school management, 17(34%) teachers and 164(72.56%) of students totally 195(42.19%) of respondents disagreed with physical education teacher treat students fairly and impartially. Concerning to items 20 of the same table, the calculated chi-square value ( $\chi^2=45.865$ ) and P-value=0.000. The result shows that p-value is less than alpha (at significant level of 0.05) with four degrees of freedom. This embrace as there is significance difference among the three groups. What we conclude from the data gathered, however nearly the respondents rated be in agreement with physical education teachers’ gives care for his/her students fairly and impartially majority of respondent students expose the realities by responding disagree. Thus, students are independent of their teacher fairly and impartial treatment according to p-value.

**Table 14** Physical education teachers and students interaction

No	Items	Respondent	Alternatives						Total		
			Disagree		Undecided		Agree		No	%	
			No	%	No	%	No	%			
21	PE teachers not manage and arrange class room	Mgt	2	5	8	20	30	75	40	100	0.075
		Teacher	10	20	9	18	31	62	50	100	
		Students	57	25.2	41	18.1	128	56.64	226	100	
		Total	68	21.8	58	18.4	189	59.8	316	100	
22	PE teachers motivate the interest of the students	Mgt	23	57.5	6	15	11	27.5	40	100	0.001
		Teacher	33	66	8	16	9	18	50	100	
		Students	187	82.74	12	5.31	27	11.95	226	100	
		Total	243	68.74	26	12.10	47	19.17	316	100	
23	PE teachers do not interacted with their student respectfully	Mgt	11	27.5	7	17.5	22	55	40	100	0.068
		Teacher	12	24	7	14	31	62	50	100	
		Student	28	13.39	42	18.58	156	69.02	226	100	
		Total	51	21.63	56	16.69	209	62.00	316	100	

\*P-value-0.001-0.075 at significant level of 0.05 with three to four degrees of freedom

Regarding physical education teachers effectively manage and arrange class room, 30 (75%) school management, 31(62%) of teachers and 128(56.64%) of students totally 189(59.8%) of respondents were agree physical education teachers could not effectively manage and

arrange class room to make health learning environment for learners as indicated in table 14 items 21. In reference to item 21 of the same table, the results of chi-square value ( $\chi^2= 8.487$ ) and  $P\text{-value}=0.075$ , p-value is far above alpha (at significant level of 0.05) with four degrees of freedom. The statistic shows that there is no significance difference between the three groups. Successfully managing a class room environment is a necessary and essential educational investment.  $P > \alpha$ , the result of the test shows that there is clear link between environmental quality of class room management and arrangement by physical education teachers for students' educational performance.

According to table 14 items 22, 23 (57.55) of school management, 33(66%) of teachers and 187(82.74%) of students totally 243(68.74%) replied disagree with Physical education teachers has motivate the interest of the students toward the subject. The computed chi-square value ( $\chi^2= 17.891$  and  $P\text{-value}=0.001$ ). With regard to item 22 of the same table, p-value is less than 0.05 with four degrees of freedom. The result shows that, there is significance difference between responses of three groups. In the respect to this,  $p < \alpha$  that means students were not the dependents of teachers motivation toward the subject physical education.

Respondents were asked whether or not physical education teachers do not interacted with their student respectfully, 22 (55%) of school management, 31(62%) of teachers and 156(69.02%) of students totally 209(62.00%) answered agree with physical education teachers and students were nor interacted respectfully as indicated in table 14 items 23. Concerning item 23 of the same table, chi-square value ( $\chi^2=8.734$ ) &  $P\text{-value}=0.068$ . Then p-value is far above 0.05 with four degrees of freedom. This reflects that, there is no significance difference between the three groups. The finding of items 23 shows that, the relation between teachers and students not mutually trust to reveal positive response, students' capacity and motivation to learner that have high contribution to the quality of physical education.

**Table 15** Physical education teachers and students interaction

No	Items	Respondents	Alternatives								P-va	
			Disagree		Undecided		Agree		Total			
			No	%	No	%	No	%	No	%		
24	PE teachers clearly set lesson objectives	Mgt	29	72.5	5	12.5	6	15	40	50	<b>0.193</b>	
		Teacher	31	62	2	4	17	34	50	100		
		Students	144	63.73	26	11.5	56	24.78	226	100		
		Total	204	66.08	33	9.33	79	24.59	316	100		
25	Are you appreciated in case of success and achievements of PE teachers and students in your school	Mgt	24	60	6	15	10	25	40	50	<b>0.286</b>	
		Teacher	36	72	3	6	11	22	50	100		
		Student	167	73.89	24	10.62	35	15.49	226	100		
		Total	227	68.63	33	10.54	56	20.83	316	100		
26	PE teachers are discussed their lessons and method teaching with each other	Mgt	31	77.5	2	5	7	17.5	40	50	<b>0.144</b>	
		Teacher	34	68	10	20	6	12	50	100		
		Students	177	78.32	22	9.73	27	11.94	226	100		
		Total	242	74.61	34	11.58	40	13.81	316	100		
27	PE teachers do not provide contingent feedback for their learners	Mgt	7	17.5	4	10	29	72.5	40	50	<b>0.201</b>	
		Teacher	12	24	6	12	32	64	50	100		
		Student	39	12.3	50	15.8	137	60.6	226	100		
		Total	58	18.4	60	19.0	198	62.7	316	100		
28	The interest of PE teacher toward teaching and that of students toward learning	Medium		Low		V.low				<b>0.357</b>		
		No	%	No	%	No	%					
	A. Teacher	Mgt	4	10	28	70.0	8	20	40		50	
		Teacher	11	22	34	68	5	10	50		100	
		Student	33	14.6	150	66.4	43	19.0	226		100	
		Total	48	15.2	212	67.1	56	17.7	316		100	
	B. Student	Mgt	8	20	7	17.5	25	62.5	40		50	<b>0.713</b>
		Teacher	13	26	11	22	26	52	50		100	
Student		44	19.5	56	24.8	126	55.8	226	100			
Total		65	20.6	74	23.4	177	56	316	100			

\*P-value=0.144-0.713 at significant level of 0.05 with four degrees of freedom



Respondents were asked whether or not physical education teachers clearly set lesson objectives, 28 (72.5%) of school management, 31 (62%) of teachers and 174 (63.73%) of students totally 204 (66.08%) respond disagree with teachers clearly set lesson objectives as indicated in table 15 items 24. Concerning items 24 of the same table, the test of chi-square value ( $\chi^2 = 6.084$ ) and P-value = 0.193, in which p-value is greater than alpha value (0.05) with four degrees of freedom. This shows that there is no significance difference involving of the three groups.

As can be observed in table 15 items 25, school management, teachers and students respond 24 (60%), 36 (72%) and 167 (73.89%) totally 227 (66.63%) disagree respectively with their appreciation in case of success and achievements of physical education teachers and students.

Items 25 of the same table, chi-square value = 5.010 and P-value = 0.286, P-value is far away from  $\alpha$  (0.05) with four degrees of freedom. This shows that there is no significance difference between respondents of the three groups.

Table 14 items 26, objective that, 31 (77.5%) of school management, 34 (68%) of teachers and 177 (78.32%) of students totally 242 (74.61%) disagree with physical education teachers discussed their lessons and method of teaching with each other. With regards of items 26 of the same table, the test of chi-square value = 6.844 and P-value = 0.144. The probability P-value is greater than 0.05 with four degrees of freedom. This shows that, there is no significance difference between responses of three groups. The purpose of teacher's education is to share their experience, observation and knowledge among each other. However, according to the data computed above the teachers of second cycle primary schools of Nekemte town have no good relation to discuss the approaches of their lesson, method of teaching and evaluation mechanisms.

In connection with physical education teachers not provide contingent feedback for their learners, 29 (72.5%) of school management, 32 (64%) of teachers and 137 (60.6%) of students totally 1198 (62.7%) agree with teacher do not provide contingent feedback for their learners as indicated in table 15 items 27. With regards of items 27 of the same table, the chi-square value = 5.973 and P-value = 0.201. Hence, p-value is more than alpha at significant level of 0.05 with four degrees of freedom. The result shows that, there is no significant disparity among the three groups. In supporting this, continuous observation checklist taken at sample school level expose as physical education teachers do not delivered contingent feedback for their learner to minimize errors. This might be occurring due to large class size, inadequacy of instructional material and teacher may not have enough time to give

and check every student activities where ever needed. However, the greater the p-value the smaller alpha the more evidence obtained from respondents that consistent with the hypotheses formulated.

The respondents were asked whether the interest of physical education teacher toward teaching and that of students toward learning is complete or not ,28 (70.0%) of school management, 34(68%) of teachers and 150(66.4%) of students totally 212(67.1%) of respondents rated low level as shown in table 15 items 28A. According to items 28A of the same table, chi-square value = 4.378 and P-value=0.357, in which p-value is far greater alpha (at significant level of 0.05) with four degrees of freedom. The finding shows that there is no significant association among the three groups. That means p-value is consistent with hypothesis formulated for this items

In the same table,25 (62.5%) of school management, 26(52.0%) of teachers and 126(5.87%) of students totally 177(56.0%) replied very low in items 28B. According of items 28B of the same table, the chi-square value ( $\chi^2= 2.123$ ) and P-value=0.713, p- value is far greater alpha (at significant level of 0.050 with four degrees of freedom. There is no a significant involvement among the three groups. In addition to this, the data gathered through observation check list exposed the truth as learners were not interested to the learning and that of the teacher to ward teaching physical education is low. Without difficulty, one can conclude as physical education teacher and students have lower perception so as to contribute negative effects on quality of physical education. Then, p-value is gives consistent result with hypothesis formulated.

**Table 16** Responses concerning PE teachers and students interaction

No	Items	Alternati ve	Respondents					
			Mgt		Teachers		Students	
			No	%	No	%	No	%
29	Do PE teachers have additional opportunity of in-service training, seminars and work shop to facilitate change in teaching physical education	Yes	11	27.5	15	30	105	46.46
		No	29	72.5	35	70	121	53.54
30	Does PE teachers qualified in teaching physical education?	Yes	13	32.5	9	18	102	45.13
		No	27	67.5	41	82	124	54.87

According to table 16 items 29, 29(72.5%) of management, 35(70%) of teacher and 121(53.54%) of students replied “NO” physical education teachers has no additional opportunity of in-service training, seminars and work shop to facilitate change in teaching physical education, whereas ,11(27.5%) of management, 15(30%) of teacher and 105(46.46%) of students replied “Yes” This is indicated that, lacks of ladderling teachers educational statues hinders quality of education.

As shown in table16 items 30, the respondents were asked whether physical education teachers qualified in teaching physical education or not, 27(67.55) of school management, 41(82%) of teacher and 124(54.87%) of students replied “NO”. On the other hand 13(32.5%) of school management, 9(18%) of teacher and 102(45.17%) of students replied “Yes”. Under open end part and focus group discussion respondents were suggested quality of teaching physical education suffer from low qualification of teachers.

**Table 17** Responses concerning Organization and governances and Schools decision making

No	Items	Respondents			
		Managements		Teachers	
		No	%	No	%
31	Who has the most say in:				
	Approving the budget	-	-	-	-
	A. School management	23	57.5	28	56
	.B. Board of management	17	42.5	22	44
	C. Staff members include PE teachers’	-	-	-	-
	D. Kebele administration	-	-	-	-
32	Choosing the teachers to hire/employ				
	A. Kebele administration/school	-	-	-	-
	B. Woreda educational bureau	5	12.5	12	24
	C. Regional educational bureau	35	87.5	38	76
	D. Ministry of education	-	-	-	-

Sample school respondents were asked whether school management, board of management, staff members including PE teachers or kebele administration has the most say in approving the budget or not, 23(57.5%) of school management and 28 (56%) of teacher replied school management, on the other hand, 17(42.5%) of school management and 22 (44%) of teacher replied as indicated in table17 items 31. This is implies that majority of respondents were agreeing as the most saying in approving the budget at school level take the place by school managements. In supporting this, the respondents of open end and focus group discussion were hotly suggested that approving the budget requires parents’

and teachers' involvement in the management of the school by getting them involved in the school committee.

As shown in table 17 items 32, the respondents were asked the role of concerned organization to employ/hire the teachers, 35 (87.5%) of management and 38 (76%) of teacher replied regional educational bureau, whereas, 5 (12.5%) of school management and 12 (24%) of teacher replied woreda educational bureau. For your information, before two year ago teacher hiring took the place by woreda educational bureau however in the soon it was shifted to regional educational bureau. The difference might be occurring due to inconsistent shift of decision making to hire the teacher among the concerned authority.

**Table 18** Responses regarding the benefit from school based supervision

No	Items	Respondents	Alternatives								P-va
			Disagree		Undecided		Agree		Total		
			No	%	No	%	No	%	No	%	
33	Help teacher to see the problem and the needs of the students	Mgt	31	77.5	3	7.5	6	15	40	100	0.106
		Teacher	33	66	12	24	5	10	50	100	
		Total	67	71.75	15	15.75	11	12.5	90	100	
34	Encourage teachers in their daily operation of school system	Mgt	30	75.0	1	2.5	9	22.5	40	100	0.158
		Teacher	34	68	7	14	9	18	50	100	
		Total	64	71.1	8	8.9	18	20.0	90	100	
35	Assist teachers in evaluation the existed teaching materials for further improvement	Mgt	31	77.5	3	7.5	6	15	40	100	0.686
		Teacher	35	70	4	8	11	22	50	100	
		Total	66	73.5	7	7.8	17	18.9	90	100	
36	Provide frequent class observation	Mgt	29	72.5	8	20	3	7.5	40	100	0.354
		Teacher	39	78	5	10	6	12	50	100	
		Total	68	75.25	13	15	9	9.75	90	100	
37	Help teachers to crate cooperative spirit within school community	Mgt	30	75	5	12.5	5	12.5	40	100	0.420
		Teacher	31	62	9	18	10	20	50	100	
		Total	61	68.5	14	15.25	15	16.25	90	100	

\*P-value=0.106-0.686 at significant level of 0.05 with two-four degrees of freedom

Regarding supervision help physical teacher to see their students problems and needs, 31 (77.7%) of school management and 33(66%) of teachers totally 67(75.75%) of respondents disagree with school based supervision provide an opportunity for physical education teachers to see their students problems and needs as indicated in table 18 items 33. According to item 33 of the same table, chi-square value ( $\chi^2=4.498$ ) and P-value=0.106.P-value is far above the value of alpha (at significant level of 0.05) with four degrees of freedom. This shows that there is no significance difference between the two groups.

Here, in table 18 items 34,regarding school based instructional supervision encouraging physical education teachers in their daily operation of school system,30 (70.0%) of school management and 34(68%) of teachers totally64(71.1%) of respondents disagree with supervision encourage physical education teachers. In connection to items 34 of the same table, result of chi-square value( $\chi^2=3.684$ ) and the probability of P-value=0.158.In which p-value is greater than value of alpha (at significant level of 0.05) with two degrees of freedom. This indicated that there is no significance difference amongst the response of two groups.

Respondents of school management and teachers disagree with school based supervision assist teachers in the evaluation of the existed teachers guide, textbook and syllabus for further improvement, as a result of this 31(77.5%) and 35(70%) totally 66(73.3%) respectively respond disagree as indicated in items 35 table 18.With regard to item 35 of the same table, the result of chi-square value( $\chi^2= 0.754$ ) and P-value=0.686).P-value is more than  $\alpha$  (at significant level of 0.05) with two degrees of freedom. This shows that there is no significance difference between the responses of two groups. P-value is indicates that, school based supervision to assistance physical education teachers has significant effects in evaluating the existed teachers guide, textbook and syllabus for further improvement.

As indicated in able 18 items36, respondents were asked as school based supervision provide frequent class observation for physical education, 29(72.5) of school management and 39(78%) of teachers totally 68(75.25) replied disagree with supervision frequent class observation. In relation with items 36 of the same table, chi-square value( $\chi^2=2.077$ ) and P-value=0.354.P-value is far above the value of alpha ( $\alpha=0.05$ ) with two degrees of freedom. The result shows that, there is no significance difference between the responses of two groups. Therefore, based on the result of the p-value data obtained from items 36, it is possible to conclude that supervisors do not play their role to provide frequent observation.

Respondents requested whether school based supervision help teachers to create cooperative spirit within school community or not. In respect to this, 30(75) of school management and 31(62 %) of teachers totally 61(68.5) asserted their disagreement as indicated in table18. With regard item 37 of the same table, chi-square value ( $\chi^2=1.736$ ) and P-value=0.420. In which p-value is greater than the value of alpha (at significant level of 0.05) with four degrees of freedom. This shows that there is no significance difference between the responses of two groups. Based on the finding above physical education teachers were not encouraged by supervisors of their own school to share their experiences of good methodology, classroom organization, lesson plan and media preparation and personal life.

**Table 19** Responses regarding the function of school directors

No	Items	Respondents	Alternatives				P-val
			Yes		No		
			No	%	No	%	
38	Concerned for the availability of physical education curriculum materials	Mgt	10	25	30	75	0.109
		Teacher	9	18	41	82	
		Student	73	32.30	153	67.69	
		Total	92	25.1	124	74.89	
39	Is the school director treating all subject and subject teachers equally?	Mgt	9	22.5	31	77.5	0.119
		Teacher	11	22	39	78	
		Student	77	34.1	149	65.9	
		Total	97	30.7	219	69.3	
40	Encouraging physical education teachers?	Mgt	12	30	28	70	0.894
		Teacher	16	32	34	68	
		Student	76	33.63	150	66.37	
		Total	104	31.88	212	68.12	
41	Generate and allocated funds according to its priorities for physical education classes?	Mgt	5	12.5	35	87.5	0.224
		Teachers	5	10	45	90	
		Students	43	19.03	183	80.97	
		Total	51	13.84	263	86.16	
42	Invite parents to discuss on their children's difficulties	Mgt	12	30	28	70	0.276
		Teacher	10	20	40	80	
		Student	71	31.4	155	68.6	
		Total	93	29.4	223	70.6	
43	Provide opportunities for some type of physical activities for students apart from physical education class.	Mgt	3	7.5	37	92.5	0.855
		Teacher	3	6	47	94	
		Student	12	5.31	214	94.69	
		Total	18	6.27	298	93.73	

\*P-value=0.109-0.894 at significant level of 0.05 with two degrees of freedom

Respondents were asked whether or not school directors concerned for the availability of physical education curriculum, 30 (75%) of school management, 41(82%) of teachers and

153(67.69%) of students totally 124(74.89%) of respondents replied ‘‘NO’’. To the contrary of this view 10(25%) of school management 9(18%) of teachers and 70(32.31%) of students said ‘‘Yes’’ school directors concerned for the availability of physical education curriculum materials at school level as indicated in table 19 items 38. According to item 38 of the same table, chi-square value ( $\chi^2= 4,133$  and  $P\text{-value}=0.109$ .  $P\text{-value}$  is  $>$  alpha (0.05) with two degrees of freedom. This shows that there is no significance difference between the responses of three groups.

Regarding school director treating all subject and subject teachers equally or not,31 (77.5%) of school management,39 (78%) of teachers and 149(65.9) of students totally 219(69.3%) of respondents replied ‘‘NO’’,Howvere,9(22.5%) of school management,11(22%) of teacher and 77(34.1%) of students totally 97(30.7%) of then said ‘‘Yes’’ as indicated in table 19 items 39. In item 39 of the same table, the computed chi-square value( $\chi^2= 4.150$  and  $P\text{-value}=0.119$ .The result of  $p\text{-value}$  is more than the value of alpha (0.05) with two degrees of freedom. This shows that there is no significance difference between the three groups. Based on data  $p\text{-value}$  and alpha, we can conclude that school directors treat teachers and different discipline area without fairly and impartially consideration which has negative impacts on the issues.

Majority of respondents school managements, teachers and students asked whether or not school directors encouraging physical education teachers, 28(70%), 34(68%) and 150(66.37%) totally 212 (68.12%) respectively replied ‘‘NO’’. To the opposite 12(30%) of management, 16 (32%) and 76 (33.63%) of students totally 104(31.88%) said ‘‘Yes ‘as indicated in table 19 items 40. In respect to items 40 of the same table, chi-square value= $0.225$  and  $P\text{-value}=0.894$ . Therefore,  $p\text{-value}$  is more than the value of alpha (0.05) with two degrees of freedom. This shows that there is no significance difference between the responses of three groups.

As indicated in able 19 items 42, respondents were asked as school directors generate and allocated funds according to its priorities for purpose of fulfilling physical education teaching materials, 35(87.5%) of school management, 45(90%) of teachers and 183(80.97%) totally 263 (86.16%) replied ‘‘NO’’. With regard items 41 of the same table, chi-square value ( $\chi^2=2.989$ ) and  $P\text{-value}=0.224$ , in which  $p\text{-value}$  is greater than significant level of 0.05 with two degrees of freedom. This shows that there is no significance difference between respondents response of three groups.

As shown in table 19 items 42, concerning director invite parents to discuss on their children's difficulties, 28(30%), 40(80%) and 155 (68.6%) totally 1223(70.6%) of respondents respectively said 'NO. To the contrary of this view, 12 (30.5%), 10(20%) and 71(31.4%) of students totally 931(29.4%) said 'Yes'. Relating to item 42 of the same table, the computed chi-square value ( $\chi^2=2.576$ ) and P-value=0.276. P-value is far above the value of alpha (0.05) with two degrees of freedom. The p-value implies that, directors inviting parents has significant effects on children with difficulties. Therefore, principal has a central role to play in ensuring quality of education consideration needs to be given to possible strategies that will increase the amount of time available for communication with parents in day-to-day contact with teachers, students and parents' concerns classroom activity that have direct contribution to the pedagogic effectiveness during the lesson of physical education is on progresses.

As can be observed in table 19 items 43, respondents requested whether school provide an opportunities for some type of physical activities for students apart from physical education class or not. In respect to this 37(92.5) of school management and 47(94 %) of teachers and 214 (94.69%) of students totally 298(93.23%) respondents asserted their disagreement as indicated in table 20 items 43. With regard items 43 of the same table, chi-square value( $\chi^2= 0.314$ ) and P-value=0.855) is higher than the value of alpha (at significant level of 0.05) with two degrees of freedom. This shows that there is no significance difference between respondents response of three groups.

**Table 20** Responses regarding the reason why parent or children choose the school?

No	Items	Respondents					
		Managements		Teachers		Students	
		No	%	No	%	No	%
44	What are the main reasons why parents or children choose your school?						
	a. Proximity	26	65	37	74	177	78.32
	b. Academic standard	14	35	13	26	49	21.68
	c. Attraction of school facilities	-		-		-	-
	d. Service delivery	-		-		-	-

In table 20 items 44, respondents were asked the reasons why parents and children choose their school? 26(65%), of school management, 37(74%) of teachers and 177(78.32%) of



students suggested proximity, to the contrary of this idea 14(35%), of school management, 13(26%) of teachers and 49(21.68%) of students replied academic standard. This implies that, the current quality of teaching physical education present at lower level due to this and others un-focused factors.

**Table 21** Responses to the concerns school directors

No	Items	Alternative	Respondents			
			Mgt		Teachers	
			No	%	No	%
45	Are your school director graduated in school planning and management?	Yes	3	7.5	2	4
		No	37	92.5	48	96
46	If your answer to question number 45 is "No" does he or she took special leadership course?	Yes	5	12.5	7	14
		No	35	87.5	43	86
47	If your answer to question number 46 is "yes" in what way was it?					
	1.Seminars		26	65	33	66
	2.Workshop		14	35	17	34
	3.In service training		-	-	-	-

As indicated in table 21 items 45, the respondents were asked whether school directors is graduated in school planning and management or not, 37(92.5%), of school management and 48(96%) replied "NO" school directors were nor graduated in school planning and management to lead the school, to the opposite of this, 33(7.5%), of school management and 2(4%) replied "Yes" directors graduated in school planning and management to facilitate skill of leadership. However, poor competence of directors was suggested by majority of respondents in focus group discussion and open end as factors which affect quality of teaching physical education.

Respondents were asked whether directors took special leadership course or not, 35(87.5%), of school management and 43(86%) replied disagree, whereas 5(12.5%), of directors and school based supervision and 7(14%) replied agree as they were took special leadership course as shown in table21 items 46. Respondents of open end and focus group discussion strongly comments on directors require knowledge, skill and qualification in school planning and management/school leadership to be successful and competent on the position they are assigned.

In the same table 21 items 47, respondents asked whether directors too special leadership course in the forms of seminars and workshop, 26(65%), of school management and 33(66%) of teachers agree with seminars, as school directors provided it as additional knowledge concerning school leadership. However 14(35%), of directors and school based supervision and 17(34%) of teachers said school directors shared experiences and performed leadership skill through workshop. Under open end and focus group discussion respondents suggested either work shop or seminars is not enough to lead the school unless they will be qualified in the related course.

**Table 22** Responses regarding qualification of directors and willing to spent money to purchase sport facility and equipments

No	Items	Alternative	Respondents						P-va
			Management		Teachers		Total		
			No	%	No	%	No	%	
48	Is the effect of unqualified school directors on quality of physical education?	High	28	70	32	64	60	67	0.367
		Medium	10	25	11	22	21	23.5	
		Low	2	5	7	14	9	9.5	
49	How much was spent in the school budget to purchase sport facility & equipment?	Low	13	32.5	13	26	26	29.25	0.499
		None	27	67.5	37	74	64	70.75	

\*p-value=0.367-0.449 at significant level of 0.05 with 1-2 degrees of freedom

As indicated in table 23 items 48 ,respondents were asked whether or not unqualified school directors resulted negative effects on quality of physical education, 28(70%), of directors and school based supervision and 32(64%) of teachers totally 60(67%) rated high seeing that unqualified school director affects quality of education in general and physical education in particular. According to items 48 of the same table, chi-square value ( $\chi^2=2.006$ ) and P-value=0.367, in which P is far above the value of  $\alpha$  (0.05) with two degrees of freedom. This shows that there is no significance difference between the responses of two groups.

Respondent asked how much school management were spent from the school budget to purchase sport facility and equipment? 27(67.5%), of school management and 37(74%) of teachers totally 64(70.75%) rated none among the given alternatives as indicated in table 22 items 49. In case of item 49 of the same table, the result of chi-square value ( $\chi^2=0.457$ )

and P-value=0.499. With regard p-value is greater than at significant level of 0.05 with one degrees of freedom. This shows that there is no significance difference between the responses of two groups. It is indeed difficult to expect quality of physical education without enough budget allocation to purchase sport facility and equipments

**Table 23** Responses regarding directors and parents concerned for students with special needs

No	Items	Respondents						
		Mgt		Teachers		Students		
		No	%	No	%	No	%	
50	Do your school directors concerned for student with special need in physical education program in your school?	Yes	9	22.5	11	22	67	29.65
		No	31	77.5	39	78	159	70.35
51	Does a parent encourage children with disability to involve in physical education program?	Yes		7.5	10	20	46	20.35
		No		92.5	40	80	180	79.65

The respondents were asked whether directors concerned for student with special need in physical education program or not, 31(77.5%), of directors and school based supervision, 39(78%) of teachers and 159(70.35%) of students replied disagree, but, 9(22.5%), of school management, 11(22%) of teachers and 67(29.65%) of students agree as school directors concerned for students with all ability as embraced in table23 items 50. The deference among the group of respondents occurring due to lack of the concept of student with all abilities (disadvantages and special gifted).In supporting the information gathered through questionnaires and the respondents of focus group discussion were comments quality physical education must be incorporated students with all ability based on well planned and organized content of the subject to taught and for the applicability the expected objectives school directors, teacher and parent should be take responsibility and accountability for students of all abilities.

As indicated in table 23 items 51, the respondents were asked whether parent encourage children with disability to involve in physical education program or not, 37(92.5%), of school management, 40(80%) of teachers and 180(79.65%) of students claimed encouragement given for the learners by their parents, whereas 3(7.5%), of school management, 10(20%) of teachers and 46(20.35%) of students agree .The difference might be caused due to the same to the responses given for item 50. In the debate of focus group discussion respondent suggested school encourage and facilitate the participation of

parents, communities and organization of students with disabilities in the planning and decision making processes concerning provision for special educational needs.

**Table 24** Responses regarding the value of physical education and sport

No	Items	Respon dent	Alternatives								P-va
			Disagree		Undecided		Agree		Total		
			No	%	No	%	No	%	No	%	
52	Is not providing an opportunity to find personal meaning and enjoyment in physical activity	Mgt	31	77.5	3	7.5	6	15	40	100	<b>0.068</b>
		Teacher	35	70	5	10	10	20	50	100	
		Student	155	68.58	47	20.79	24	10.62	226	100	
		Total	221	72.02	41	12.76	34	15.21	316	100	
53	Is reducing risk factors associated with chronic diseases	Mgt	4	10	9	22.5	27	67.5	40	100	<b>0.204</b>
		Teacher	8	16	7	14	35	70	50	100	
		Student	54	23.89	32	14.16	140	61.95	226	100	
		Total	66	16.63	26	16.87	202	66.48	316	100	
54	Not Promoting and fostering enjoyment of movement and motor skill competence at early age	Mgt	31	77.5	2	5	7	17.5	40	100	<b>0.456</b>
		Teacher	41	82	3	6	6	12	50	100	
		Student	160	70.79	24	10.62	42	18.58	226	100	
		Total	232	76.76	29	7.20	55	16.02	316	100	
55	Increase learners power of concentration to attain quality of academic achievements	Mgt	5	12.5	2	5	33	82.5	40	100	<b>0.055</b>
		Teacher	5	10	6	12	39	78	50	100	
		Student	57	25.22	16	7.07	153	67.69	226	100	
		Total	67	15.90	24	8.02	225	76.06	316	100	
56	Is reducing stress, anxiety and depression	Mgt	8	20	3	7.5	29	72.5	40	100	<b>0.243</b>
		Teacher	6	12	11	22	33	66	50	100	
		Student	48	21.24	40	17.69	138	61.06	226	100	
		Total	62	17.75	54	15.73	200	66.52	316	100	
57	Protected children from developing undesired habits	Mgt	4	10	4	10	32	80	40	100	<b>0.147</b>
		Teacher	3	6	14	28	33	66	50	100	
		Student	28	12.4	37	16.4	162	71.2	226	100	
		Total	35	11.1	55	17.4	226	71.5	316	100	

\*P-value=0.055-0.456 at significant level of 0.05 with four degrees of freedom

As can be observed in table24 items 52, the respondents were asked whether physical education is not providing an opportunity to find personal meaning and enjoyment in physical activity or not, 31 (77.5%) of school management, 35(70%) of teachers and 155(68.58.63%) of students totally 221(72,02%) respond disagree as indicated in table above. Concerning items 52 of the same table, chi-square value ( $\chi^2=8.754$ ) and P-value=0.068. To this respect p-value is greater than the value of alpha (at significant level of 0.05) with four degrees of

freedom. This shows that there is no significance difference between the responses of the three groups of respondents. P-value indicates that, students are dependent physical education that providing an opportunity to find their personal meaning and enjoyment in physical activity which is consistent with hypothesis formulated

In table 24 items 53, school management, teachers and students responds, 27(67.5%), 35(70%) and 140(61.95%) of students totally 202(66.48%) respectively agree with physical education reducing risk factors associated with chronic diseases. With regard items 53 of the same table, chi-square value ( $\chi^2= 5.939$ ) and P-value=0.204.in which p-value is more the value of  $\alpha$  (at significant level of 0.05) with four degrees of freedom. This shows that there is no significance difference between responses of three groups. The p-value reflects that physical activity has association in reducing risk factors however, strongly against hypothesis formulated.

Here in table 24 items 54 objectives, 31 (77.5%) of school management, 41(82%) of teachers and 160(70.79%) of students totally 232(76.76%) disagree with physical education is not promoting and fostering enjoyment of movement and motor skill competence at early age. With regards of items 54 of the same table, the tests of chi-square value ( $\chi^2=3.647$ ) and P-value=0.456 is estimated above alpha (at significant level of 0.05) with four degrees of freedom. This shows that, there is no significance difference amongst the response of the three groups.

In connection with physical education increase learners power of concentration to attain quality of academic achievements or not, 33 (82.5%) of school management, 39(78%) of teachers and 153(67.69 %) of students totally 225(76.06%) agree with as indicated in table 24 items 55. According to of items 55 of the same table, the results of chi-square value ( $\chi^2= 9.252$ ) and P-value=0.055, in p-value is more than at significant level of 0.05 with four degrees of freedom. This reflected that, there is no significance difference amongst the response of the three groups.

The respondents were asked whether or not physical education is reducing stress, anxiety and depression, 29 (72.5%) of school management, 33(66%) of teachers and 138(61.06%) of students totally 200(66.52%) of respondents replied agree as shown in table 24 items 56. In connection to item 56 of the same table, chi-square value ( $\chi^2= 5.463$ ) and P-value=0.243. Therefore, p-value is above alpha (at significant level of 0.05) with four

degrees of freedom. This shows that there is no significance difference between the responses of three group .P-value strongly consistent with hypothesis formulated.

The last items of table 24, respondents were requested whether physical education protected children from developing undesired habits or not. In respect to this, 32(80) of school management and 33(66 %) of teachers 191 (84.51%) totally 256(76.84%) respondents asserted their agreement. In relation to item 57 of the same table, the chi-square value ( $\chi^2=13.764$ ) and P-value=0.147 is greater than alpha (at significant level of 0.05) with four degrees of freedom. This shows us that there is significance difference between respondents response of three groups According to result obtained from p-value physical activity independent of undesired habits which is inconsistent with hypothesis formulated.

**Table 25** Response regarding importance and current statuses of PE

No	Items	Respondents	Alternatives								P-val
			V.high		Medium		Low		Total		
			No	%	No	%	No	%	No	%	
58	How much do you agree with, PE prepare the ground for better mental function, social physical, and emotional adjustment of the learner	Mgt	24	60	11	27.5	5	12.5	40	100	0.246
		Teacher	35	70	12	24	3	6	50	100	
		Student	172	76.1	40	17.69	14	6.19	226	100	
		Total	231	68.7	63	23.06	22	8.23	316	100	
59	Please, rate the current status of teaching PE in your school		Medium		Low		V.low				0.058
			N	%	No	%	No	%			
		Mgt	2	5	3	7.5	35	87.5	40	100	
		Teacher	7	14	6	12	37	74	50	100	
		Student	45	19.91	33	14.60	148	65.49	226	100	
		Total	54	12.97	42	49.10	220	75.66	316	100	

\*P-value=0.058-0.46 at significant level of 0.05 with four degree of freedom

Table 25 items 58, 24 (60%) of school management, 35(70%) of teachers and 172(76.10%) of students totally 231(68.70%) replied very high as teaching physical education prepare the ground for better mental function, physical, social and emotional adjustment of the learner. According of items 58 of the same table, chi-square test ( $\chi^2=5.433$ )and P-value 0.246,in which p-value is far away from alpha (at significant level of 0.05) with four

degrees of freedom. This shows that there is no significance difference between responses of three groups

Respondents were asked to rate the current status of teaching physical education in their school. Concerning this, 35 (87.5%) of school management, 37(74t%) of teachers and 148(65.49%) of students totally 220(75.66%) replied very low as indicated in table 25 items 59. With respect to items 59 of the same table, chi-square test ( $\chi^2= 9.107$ ) and p-value 0.058.p-value, in which p-value is more than alpha (at significant level of 0.05) with four degrees of freedom. Similar to finding computed through chi-square from items 59, after deep discussion on the currents statues of physical education through focus group discussion majority of the respondents were **agrees** as the present statues of teaching physical education extremely exists at low level.

#### **4.3 DISCUSSION**

This section deals with the finding of the present's investigation discussed in the light of the statements of the problems, guide question and review of related literature in order to come across factor that affect quality of teaching physical education to realize and suggested possible recommendation. Hence, the discussion focused on major factors that obstruct the arrangement of quality of teaching physical education:

- Large class size,
- Lack of curriculum materials,
- Insufficient instructional time,
- The roles of school management,
- Facility and equipment,
- Poor communication of school and parents,
- Physical teachers competence and
- Working condition of the school, which has significant impacts in lowering quality of teaching physical education in second cycle primary school of Nekemte town.

### **4.3.1 Large class size**

To determine whether the average number of students in a class is below 50 and large class size resulted negative effects on the on students' academic performance in second cycle primary school of Nekemte town the data gathered and computed through chi-square test shows that there is no significance difference among the respondent agreement with the number of students exceed more than the average in a class and the consequences resulted lack of communication ,difficulty to identify students with special needs, problems of classroom management, suffocation problems, un-proportion of sport facilities and equipment with number of students, affects using various method of teaching and frequents assessment and causes disciplinary problems.

As a result, most teachers and students prefer small class-size for effective teaching-learning process. A number of students in a class vary from class to class and from one subject to the other. In the light of this, Douglas (1954), classroom should be convenient enough for students to learn happily and there must be sufficient space between students with in class, the typical classroom should not contain more than 35 to 36 students. In supporting, the proposition with in broad limits between 25 and 50 pupils change in class size influence pupils achievement modestly or not at all. In a class of more than 40 students, it is very difficult to expect quality education (MoE, 1991).

### **4.3.2 Facilities and equipments**

In this study the researcher attempted to investigate whether adequate facility and equipment require to teach physical education in second cycle primary school of Nekemte town is present or not. The information collected in reference to this issue tested using descriptive percentage and chi-square to know the difference between directors, school based instructional supervision, teachers and students respondents there is no significance differences among the three groups. Hence, the finding is consistent with review of related literature, hypothesis formulated and previous study.

In light of this, Mary Thissen-Milder (2006) recommends, providing facilities that are clean, safe, and adequate for the number of students needs in physical education classes are appropriate to that grade level; *upper* elementary school students need more space than lower elementary school students because of their body size and the nature of the program. The outside facility should include both a hard surface as well as a grass field. The grass



field area should be large enough for students to run safely in group activities (*100 yards x 100 yards*) or (*91.4 m x 91.4*) and providing equipment that is safe, supports a comprehensive program and is adequate for the number of students in each class with various balls ,rackets, gymnastics mats and apparatus and equipment to administer a fitness test, heart-rate monitors; Enough equipment for one class should be provided, so students do not have to wait for a turn at a learning opportunity

Hence, the school and its educational strategy depend on an environment that is attractive, comfortable, open, and free of glare and noise. Inviting open classroom design and play ground or total usable space and providing a well lighted comfortable environment and providing appropriated facility and equipments highly effective in developing the educational performance of students as well as quality education. However, shortage of facilities and equipments largely affects quality of physical education at large at the site of this study conducted.

#### **4.3.3 The availability of curriculum materials**

The availability of curriculum materials is including textbook, teachers guide and syllabus which are very crucial in teaching and learning processes. The respondents of the sample schools suggested there experience, observation and knowledge they have in respect to curriculum materials. The statistics of this items calculated using descriptive percentage to identify the difference among the respondents. Then, there is no significant difference involving the responses of the respondents regarding in-availability of curriculum material at second cycle primary schools of Nekemte town.

In light of this, Lock head et, al. (1991) have stated that, textbooks are one of the most important instructional materials to enhance effective learning and enlightening the availability of textbooks in schools has a significant effect upon students' academic performance. According to the World Bank (1998), along with provision of textbooks, suitable consideration should given to the quality of the textbooks in terms of relevance and utility to develop higher knowledge and better problem solving capacity of the learner. Furthermore, without some basic inspiring inputs, particularly textbooks and instructional materials, almost no learning could expect to take the place. So that, the safest investment in educational quality is to make sure that there should be enough books and supplies.

#### **4.3.4 Quality of instructional time**

Whether a teacher uses traditional or more current method of instruction, efficient use of school time has a significant impact on students learning. According to this items respondents were agree with instructional time allocated for second cycle primary schools (grade5-8) insufficient to achieve the desired objectives. The data gathered through questionnaires .observation and focus group discussion employed both qualitative and quantitative statistic (chi-square and descriptive percentage) to identify the relation or gap happen in the response of the respondents. This shows us that there is no significance difference between respondents response of three groups.

According to Becker (1978) states instructional time allocation, experts should have allotted necessary time to be spent in the relation to the content to be taught. This is to mean that the necessary time to the life of students should be selected in the way it balances the depth and breadth of the lesson. Conversely, insufficient time allotted for the subject should tend to restrict the freedom of the subject teacher in his/her selection of content and limited the teacher to have expensive coverage of the topics and directly lead the teacher to omission of contents and using of traditional method which has significant impact on student learning at primary level.

Similarly, in case of the allocation of sufficient time for teaching physical education Reston, VA (2004) elaborated, quality physical education requires adequate time (per week, at least 150 minutes for elementary schools and 225 minutes for secondary schools), adequately prepared teachers with opportunities for professional development, adequate facilities, and reasonable class sizes. Currently time spent per week for teaching physical education in the sample school is 40 minutes. However, the gap is very huge in oromia regional state in general and in particular where this study conducted.

#### **4.3.5 Teachers competence**

The researcher interested to look into whether physical education teachers' knowledge, experience, observation motivated learners toward learning and teaching and treated students fairly and impartially in teaching concenter as one of the factors that affects quality of teaching physical education.

The majority of respondents of this study were suggeste almost not all physical education teachers were qualified in teaching physical education .So why, students often fail to reach

their full potentials due to subject matter knowledge, pedagogical skill and low motivation of physical education teachers. Some of the factors that affect their motivation relate to oromia education system (the absences of curriculum materials) in general, method of teaching and assessment mechanisms in particular. The investigation was only limited to grade eight students of Nekemte town. Equally, the results from this survey study through descriptive percentage and chi-square shows that there is no significance difference among the three groups in request with a shortage of qualified physical education teachers.

In the light, Sallis (1993) elaborates, the better- educated staff the better they able to undertake quality improvements. It is the quality of the teacher that influences the quality of learning in the classrooms (Bear, 1989). Effective teaching is determined by the individual teacher's knowledge of the subject matter and mastery of pedagogical skills, which create a strong positive effect on student achievement. Similarly, OECD (1992) argued that, improving educational quality has become a wide spread priority and in this the role of teachers in pivotal and successful reform is realized by and through them. For teachers to accomplish this responsibility, Musoazi (1982) argues that, educational policy makers will need to get a much clearer picture of who are teachers, how they view their role in the system and the type of incentives, regulations, and training that will increase their effort and improve their capacity to transmit knowledge to students

#### **4.3.6 Role of school based instructional supervision and directors**

With regard of directors and school based instructional supervision the researcher set items and asked the respondents to obtain their feeling, opinion and perception in the implementation of physical education curriculum in the school, majority of the respondents' rate disagrees with currents task of school directors and supervision. Thus, the data computed through percentage and chi-square test shows no significant diffidence among three groups.

The findings are therefore, consistent with the preceding literature. In connection to this, Smith, (1990) sates that, principals are responsible for all activities that occur within their school compound and expected to perform various roles in schools, including management, instructional leader, and human relations facilitator and evaluator. So, effective principals are well informed and perform many technical roles related to supervision, instruction, learning and evaluation. In supporting this, Narayana (2000) cites, the effective

management in the school is central to well being of educational system that require positive co-operation of school principal, teachers, and parents to implement teaching learning processed to achieve the objectives of the school. Similarly, director's job give emphasis to developing a deep understanding of how to support teachers, managing the curriculum in ways that promote student learning and developing the ability to transform schools into more effective organizations that foster powerful teaching and learning for all students. Leithwood, Seashore-Louis, Anderson, and Wahlstrom (2004)

According to OREB (2007) making supervision a continuous responsibility at this level is crucial. Supervision within the school can be delivered by principals, deputy principals, unit leaders, department heads and senior teachers. School based supervision committee is expected to provide support service for teachers to become smart at professional judgments, curriculum pedagogy and students' achievement Regarding the perception of people toward supervision, Dodd (2008) suggests that, a group of people may distinguish supervision as a way of advising; guiding, refreshing, encouraging, stimulation, improving and over-seeing certain groups with the hope of seeking their cooperation in order for the supervisors to be successful in their tasks of supervision..

According to Segun (2004), the importance of school supervision in today's educational system demands far greater attention. People are becoming more conscious now than in the past about the importance of education in general and thus have generated interest in the daily operation of the school system in particular. Enlightened parents are now more curious to know the functions of the supervisors in our educational system and thus they ask questions from educators in order to satisfy their curiosity. They have been asking significant questions such as: What is the cause of the falling standard in our education? What are the functions of the school? Who are the supervisors? What do they do? Why do we supervise? Whose instructions should the teachers follow? What hope is there in future for the school system? The results of the present study in respect to school based instructional supervision, therefore, are consistent with review of related literature. Therefore, we can conclude that majority of sample school was delegated by unqualified directors and school based supervision that lowering quality of education in general and physical education in particular.

#### **4.3.7 Parents and School relationship**

Parents are the children's primary educators and the life of the home is the most potent factors in his/her development during primary school year. Therefore, the researcher attempted to identify relation of parents and school community. Majority of the respondents were agreeing with seeing that there is no good communication among parents and school communities to plan effective learning experience with each others. Hence, the results of these items were computed using percentage and chi-square test in which there is no significant difference observed among the respondents of the three groups.

In connection to this, Aggrawal (1981) stated that, education of the child is not only the exclusive responsibility of the school and teachers in shaping and building the career of their children. The teaching-learning process becomes inefficient and neglected if it does not consider the main area of communication among the school and parents. Similarly, the family, the school, the teacher, the board of management and the local community form a social continuum and provide a context of social interaction in which the child's educational development takes place (MoE& S, Ierland, 1999). Change will require strong leaders those who can build, maintain, and strengthen collaborative relationships within schools and outside of schools (McREL Board of Directors, 1999 McREL at [www.mcrel.org](http://www.mcrel.org)

#### **4.3.8 Importance of physical Education and in School Sport**

Establishing and implementing high quality physical education programs can provide students with the appropriate knowledge, skills, behaviors, and confidence to be physically active for life. High-quality physical education is the cornerstone of a school's physical activity program. In connection to this the researcher gather information form respondents of sample school as is it as high contribution for physical ,mental, social, psychological and emotional wellbeing's of the learners. Therefore, the computed data through percentage and chi-square shows that there is no significant difference among three groups. In the light of data estimated there was consistent with review of related literature stated below. According to ACHPER (2009) cites that, physical education is emphasized as being an educational endeavor and experience focusing on the provision of learning experiences that potentially have a key role to play in providing young people with skills, knowledge, understanding, values and attitudes that are fundamental to their health and lifestyles.

Similarly, As Bailey (2006) identifies that, physical activity has significant role in reducing risk factors associated with many chronic diseases. He suggested favorable relationship between physical activity and a host of factors affecting children's physical health, including diabetes, blood pressure, bone health and obesity. Furthermore, physical activity has been identified as enhancing health in physiological, psychological and emotional well beings.

Regarding to quality of physical education, National Association for Sport & Physical Education (NASPE, 2001), elaborates, child's intellectual growth cannot take place without having meet his or her basic physical needs. The curriculum for every child's preschool through high school experience should include an opportunity to participate in quality physical education programs and other health enhancing physical activity. In the same manner, in implementing a high quality course of study in physical education, Reston, VA (2004) states that, policymakers are beginning to understand that physical education is as much an academic discipline as anything else taught in school a discipline that gives students some of the most critical skills they need to be productive citizens of the 21<sup>st</sup> century. Like other academic courses of study, physical education should be based upon rigorous national standards that define what students should know and be able to do as a result of participation. What we conclude from this the theoretical aspects of physical education and sport elaborated by different scholars were suggested and recommended by the respondents of sample schools. However, due to the major factors existed in school the desired objectives could not implement.

#### **4.3.9 Working condition**

Working condition is refers to attractive environments where teaching-learning take the place. The respondents of the sample school were asked their appreciation in success and achievements of physical education and students to implements the course of the study they were claim the condition with the same comment and expressing their opinion as it is not attractive. Regarding working condition of the sample school, MoE (2003) suggests that, infrastructure includes classrooms, study rooms, offices, toilet rooms, water, electricity service, play ground and sport materials are required to be proportional to the number of teachers and students in the school. This indicates how much attractive working condition is the most important in performing instructional activities.

## CHAPTER V

### SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter summarizes the major findings of the study and draws conclusion based on the findings. At the end, recommendations are forwarded that are thought to be helpful to address the problems that affects quality of teaching physical education.

#### 5.1 Summary

The background of this study describe the meaning and importance of education, introduction of education in Ethiopia, Dergue educational system, policy and strategies of transitional governments of Ethiopia and the attempts of the researcher to investigate factors that affects quality of teaching physical education. Thus, the purpose of this study was to investigate factor that affects quality of teaching physical education in second cycle primary schools of Nekemte Town. . In order to achieve this purpose, the following basic research questions were raised in the study. What benefits do students gain from quality of teaching physical education? What are the current statues of teaching physical education? How often the major factors (problems) affecting quality of teaching physical education? And what are the attempts made to alleviate those factors that affect quality of teaching physical education? To this effect, the study was conducted in randomly selected five governmental second cycle primary schools of Nekemte Town. Review of related literature was compiled from different web site; books, journal and other related reference material fit with factors affect quality of teaching physical education. The desired populations for the study, 51 teachers were selecting using random sampling techniques. 10 sample directors and 30 school based supervision were taken as sample using purposive random sampling because all are important for the study and 226 students were selected through systematic random sampling, totally 317. However, one teacher was not returned the questionnaires. This reduced the sample population to 316. Questionnaires, observation and focus group discussion were the instruments of data collection. Among these instrument selected for the study, questionnaires was checked through respondents of sample school using pilot study computed in Super man Brow split formula to be reliable and consistent. In additions, 30 school managements and 10 physical education totally 40 respondents were participated in focus group discussion. In doing this, the necessary information was gathered mainly

through questionnaires filled by teachers, school managements and students. The data collected from the close ended questionnaire was analyzed and interpreted using statistical tools such as, percentage and chi-square test. The chi-square analysis was supported by SPSS version 17.0 of computer program. The data gathered through open end and observations were analyzed qualitatively using narration.

## **5.2 Conclusion.**

In this study, attempts have been made to find out the factors that affect quality of teaching physical education towards the relevance of second cycle primary schools of physical education textbooks, facilities and equipment, problem of large class size, teachers qualification, insufficient instruction time and emphasis was also given to the administrative aspects to address some of the problem teachers and students faced while they are trying to implement teaching physical education.

- As efforts have been made by the designer of newly developed text book of general secondary, preparatory and second cycle primary school education, to make relevant of text book consider the appropriateness and suitability for the successive grade level. However, the finding indicates that, there were considerable numbers of respondents give their responses as physical education textbook, teachers guide and syllabus lack effort to be designed to fit the existing situation of second cycle primary schools in the study area.
- More than ever, in today's climate of heightened expectations school directors are in the hot seat to improve teaching and learning. They are expected to communicate interests of parents, teachers and students to the widening range of student needs. However, finding of the study indicated that, majority of the respondents were claimed the concerns' of school director regarding in-availability curriculum materials , students with all ability and creating spiritual cooperation with in school and local community to facilitate effective learning environment.
- To accomplish manager task the directors need to be well skilled in school management, to carry-out these tasks directors engaged in leadership training opportunities to develop administrative skills through active learning activities that involves different activities. Dealing with the administrative aspect to accomplish objective of the organization, majority of school respondents were not appreciating



the skill of the school director because of they were not qualified in school management and same like relative course. Therefore, the findings of the study indicate that, it is very difficult to expect leadership of school principal in situation where they did not take even special leadership course. Thus, lack of effective school management in school is one of the major problems that cause low level of quality physical educational.

- Schools are the requirement centers where the tangible teaching and learning process takes place. School based instructional supervision is expected to provide support service for teachers to see the problem of their learner by means of encouraging, assisting and creating cooperative spirit between teaches .However, through the responses of sample school the finding of the study indicates that, school based supervision were not committed to accomplish the task they are assigned to performed.
- It was found out that, the respondent directors, school based instructional supervision, teachers and students gave their responses as period allotment has lack of appropriateness/insufficient and the content of the subject to be taught selected based on the interest of the schools physical education teachers that does not consider the actual situation of the learners. (Not match with needs and interest of learner)
- Regarding to the school director relation with parents and discussion made to find remedy for the problems that hinder the quality of teaching physical education, the finding of the study indicated, as there is no opportunity given to the parents and school community to solve the problem of teaching physical education and their children difficulties.
- Findings of the study also indicated that, there was a serious shortage of qualified physical education teachers' in the schools. This shortage was due to workshop, seminar and in-service training program not provided to upgrade the qualification of the teachers to teach physical education effectively and efficiently. The finding also embrace that, physical education teaches at the sample were lacks knowledge of subject matter and pedagogical skill to teach physical education.

- Results of the study indicate that, with respect to the interest of the teacher towards teaching and that of students towards learning does not fit to perform the desired instructional objectives. Thus, we can conclude that, this might be the misperception the teachers and students have toward subject which affects quality of teaching physical education.
- The finding of the study shows that, inappropriate used of teaching method and infrequent assessment procedure used by physical education teachers claimed by majority of the respondents as to affects quality of teaching physical education
- Regarding budget allocation to purchase sport facility and equipment the finding of the study embraces that, majority of the respondents were depiction budget not allocated to fulfill necessary facilities and equipment require for teaching which highly lowering quality teaching physical education.
- The finding of the study shows that, majority of the school respondents were suggests that the reason why parents and children are choosing the school. It is the matter of proximity not academic standards, attraction of school environment and service delivery.
- The results of the finding shows that, majority of respondent school were confirms as the sample school were not fulfill facilities and equipment to facilitate teaching and learning physical education
- The results of the study shows that, majority respondents of sample school were claim the number of students in the class exceed more the normal that could be lowering quality of teaching physical education.
- The finding of the study shows that, nearly all of sample school respondents were agrees with the contribution of physical education and sport for over growth of the learners. However, the reality is not due to the major factors mentioned above.

## **5.2 Recommendation**

Based on the findings the following recommendations have been suggest by the writer of this paper assuming that they could be the solution for the problem under treatment.

1. To be useful the experts in the ministry of education in collaboration with oromia regional educational bureaus should design and translate curriculum material (textbooks,

teachers guide and syllabus) in to Afan Oromo to fit and fulfill the needs and right of the learner.

2. Woreda educational Bureaus, Parents and school board of management in collaboration with school community are recommended to discuss with the public involving, governmental organization, and stakeholders and thereby improve community contribution in cash/ kind to fulfill the school sport facilities and equipment.
3. As a result, a numbers of schools have not been constructed using the standard and alternative design, which includes sufficient playground, library, water supply etc. The concerned authority, schools, teachers and school board of management and local communities as whole seriously should give attention to design enough playgrounds in the school with supply of adequate sport facilities and equipments.
4. Since large class size has drawbacks to provide equal opportunity for students in the class the school management, the community and woreda educational bureau should carry out primary responsibility to bring manageable class- size by means of minimizing the number of students in a class and built additional classroom.
5. The most effective strategy for ensuring teachers subject knowledge is first recruit suitably educated teachers whose knowledge has well-designed and to continuous in-service training and, the second is improving teachers subject knowledge related to pedagogical skills through in-service program, seminars and workshop. In this case, ability and interest should be taken in to consideration during recruitment and training of the physical education teacher.
6. It is very important to provide seminars and workshop to ensure that duties assigned to directors and school based supervision which are consistent with their professional experience and technical abilities related to physical education to reduce the problem that hinder quality of teaching physical education.
7. Directors and school based instructional supervision in the system should accepted currently change, as all subject matter have equal value and all subject teachers needed equal treatment.
8. Children with disability should be learning together under frequent observation of teacher wherever possible, regardless of any difficulties or differences they may have.

9. Schools should recognize and respond to the diverse needs of their students, accommodating both different styles and rates of learning and ensuring quality education to all through appropriate teaching strategies and resource used; to diversify learning options, to mobilize child-to child help, to offer support to pupils experiencing difficulties and to develop close relations with teacher, parents and the community.
10. Governments should take a lead in promoting parental partnership, through both statements of policy and legislation concerning parental rights for students with all ability and organizations of people with disabilities should consulted concerning the design and implementation of physical education programs.
11. Large class size could result unbalance sport facility and equipment with number of students. Hence, student centered approaches and frequent assessment are recommended supporting with the availability of resources present in and outside the classroom.
12. Instructional time allotted requiring modification by policy maker and experts to reschedule necessary time that relevant to the content to be taught, otherwise insufficient time allotted for the subject tend to restrict the freedom of the subject teacher in selection of content and obstacle for the coverage of the topic.

## BIBLIOGRAPHY

### BOOKS & BOOK SECTION:

- ACHPER, (2009).The ACHPER National Statement on the Curriculum Future of Health and Physical Education in Australia. Adelaide, Australia: ACHPER
- Adams, D, (1993). Defining Educational Quality. Improving Educational Quality Project Publication: Biennial Report. Arlington, VA: Institute for International Research.
- Adesina. (1990).Educational Management in Nigeria: Fourth Dimension Publishing co. P 7
- Adesina. (2001).Basic Principle of Supervision. New York: America Book
- Adir, J, (1984).The Skill of Leadership. London Billing and Sons Ltd. Worcester. pp 194,259-260
- Ahtee, M. & Salonen, M. (1995). The Implementation of a New Science Based on curriculum and Its Effects on the School Community in a Finnish Primary School in Hamalainen, K, oldroyd, D.& Haapanen, Making School Improvement Happen, Helsinki: Department of Teacher Education, Vantaa Institute for Continuing Education, university of Helsinki.P162
- Airasian, P.W.(1991).Classroom Assessment. New York. Mc Graw-Hill.
- Amare A, (1998).Teacher's Perception of Educational Problems in Ethiopia. Amare , Quality Education in Ethiopia: Vision for the 21<sup>st</sup> Century. Proceeding of National Conference Held in A wassa College of Teacher Education. Addis Ababa: Institute of Educational Research Addis Ababa University. P 295
- Baker, E.L.(1991).Trends in Testing in the United States of America. In S.H.
- Beare, H. Caldwell, B. J. & Millikan, R.H.(1989).Creating an Excellent School :Some New Management Techniques. Mlondon: Routledge. P 160
- Becker, Weldon & Cornett,(1978).The Secondary School Curriculum: Content and structure. San Francisco. Jh Tex Education Publishers. Pp71-75,135
- Bernard, A.(1999). The Child friendly school: a Summary paper written UNICEF New York.
- Baum, Warren C. & Stokes, M. Tolbert,(1985).Practitioner's Guide to Quality and Process Improvement. London: Chapman &Hall. P124
- Brook head, Jesse, Thomas G. Fox & John W. Holland, (1967). Input & Output in large City high School. Newyork: Syracuse University press. Pp 33-90
- Citron, Marvin & Margaret Gayle, (1991).Educational Renaissance. New York: St. Martin's Press.P115
- Coombs, P.H.(1969).Time for a Change of strategy in C.E Beeby. Qualitative Aspects of Educational Planning. Paris: IIEP. P105

- Cone, J.D. & Foster, S.L. (1991). Training in Measurement: Always the Bribes Maid. American Psychologist.
- Day, C. & Sachs, J. (2004). International Hand Book on the continuing professional development of Demis Kunje, (2005). Promoting a Self Reliant Approach to Basic Education Development In Africa Through Research and Dialogue. Research proposal July, 2005.
- Dodds, P. (1989). Trainees, Field Experiences and socialization into Teaching. In T.J. Templin & P.G. Schempp, Socialization into Physical Education: Learning to Teach, Indianapolis: Benchmark Press.
- Douglas, H.R. (1954). Modern Administration of secondary schools: Boston: Gihh & Company .Educating all the Children: Strategies for primary Schooling in UNESCO (1993) World Education, UNESCO, Paris .p.45
- Galsser, W. (1990). The Quality School: Managing Students Without Coercion. New York, NY: Perennial Library PVT, LTD.
- George Cronk, March 26, 2004 George printing Press.
- Glatthorn, A.A. & Jailall, J. (2000). Curriculum for the new Millennium. In Brandt, Education in a New Era: ASCD Year book 2000, Alexandria Virginia: Association for Supervision & Curriculum Development.
- Grisay, A. & Mahlck, L. (1991). The quality of education in developing countries: a review of some research studies and policy documents. Paris: International Institute of Educational Planning. P 4-5
- Gutek, G.J. (1988). Philosophical and Ideological Perspectives on Education. Engle Wood Cliffs, N.J. Prentice Hall. Pages
- Haileselassie W/gerima (1997). Educational Supervision Teaching Material. AAU, Faculty of Education. P48
- Hoy, Bayne-Jardine and Margaret wood, (1999). Improving Quality in education, London: Falmer Press. Pp 1-2
- J.C. Aggrawal (1981). Theory and Principle of Education philosophical and Sociological Bases of Education. Delhi. Vicas Publishing House Put Ltd. Pp 114, 119
- J.C. Aggrawal (1982). Teaching of social Studies. Delhi Vicas Publishing. House PvT. Ltd. pp 125-126, 139-140
- Kindared, L. (1986). The Intermediate School In developing Countries. Engel Wood Cliffs prebtice Hill Inc. P265
- Koontz, H. (1989). Management. 9<sup>th</sup> Education, I Bison, Mc Grah's Hill series. P 466
- Leithwood, K., Seashore-Louis, K., Anderson, S., & Wahlstrom, K. (2004). How Leadership influence

- Student learning(Learning from leadership project Executive Summary).New York: The Wallace foundation.
- Lock head,et.al.(1991).Improving Primary Education in Developing countries. oxford: Oxford University press. P45-46
- Malen, Barry, Rodney T. Ogawa, and Jennifer Kranz (1990). “What Do We Know about Site-Based Management: A Case Study of the Literature.A Call for Research.” In Choice and Control in American Education: The Practice of Choice, Decentralization and School Restructuring, Volume 2, ed. William H. Clune and John F. White, Pp289–342. London: Falmer Press.
- Mary Thissen-Milder,(2006).Physical Education Lifeline Curriculum and instruction resource for physical Education Educators: Quality Teaching Network in Physical Education. Minnesota Department of Education. Pp 15,22,24,24-25
- Maryellen Vannier,E.D.(1969).Teaching Physical Education in secondary School 3<sup>rd</sup> Ed.D,W.B Saunders Company West Washington Square. P 75
- Meyer, Marilyn KatZen & Gayle Moller,(1996).Leadership development for Teaching. USA: Crow in Press,INC. Pages 43
- Mingguan,GU.(1989). Enhancing the Quality of Teachers Priority in Meeting the Twenty First Century Education. Proceeding of International & Round Table: Quality Required of Education Today Meeting foreseeable Demands in the Twenty Centuries, Beijing 27Nov.-2dec 1989:UNESCO.Pp89, 91
- Miske,S.,Dowd,A.,et.al(1998). Teaching & Learning in Mangochi Classroom Combining. Quantitative & Qualitative Information to Study Twelve Primary Schools in Malawi. Evaluation Study Conducted for the United States Agency for International Development by Creative Association International, Washington, D.C.
- Mitchell,D.(1995).Special Education Policy and Practices in the Pacific Rim Region. Paper Presented at the annual International Convention of the Annual Council for Exceptional Children. India polis .IN, April 6-9,1995
- Mohanty.B.(1990).School Administration and Supervision. New Delhi: Deep and deep Publications.
- Motala,S.(2000).Education Transformations and quality: The South African Experience.
- Musoazi,J.(1982).The Theory & Practice Education Decentralization Process. Pp83-84,112
- National Association for Sport& Physical Education (NASPE,2001).’What Constitutes a quality Physical Education Program?’ Michingan’s Exemplary Physical Education Curriculum Project.
- National Association for Sport& Physical Education (NASPE,2004).’Moving into the Future: National Standards for Physical Education,2<sup>nd</sup> ed.,(Reston,VA:2004)

- NASPE(2004).Appropriate Practices for Elementary School Physical Education.Reston,VA:  
National Association for Sport & Physical Education .
- Narayana,P.S.(2000).Theory of Principle and Practice of Management. Vikas Publishing house  
PVT,LTD.Pp 1-4,4-6
- Nelson,Jack C.Kenneth Carlson & Stuart B.Palonsky(1993).Critical Issues in Education: A  
Dialection Approach,2<sup>nd</sup>,ed.New York: M cGarw-Hill,Inc.Pp,30,357
- OECD(1992).The OECD International Education Indicators:A Framework for Analysis. Paris:  
OECD.P79
- OECD(1993).Indicators of Performance of Education System, Report on Indicators of  
Performance Education System, Pari,OECD. P77
- Ololube,N.P.(2005).Benchmark the Motivational competence of Academically Qualified  
Teachers and Professionally Qualified Teachers in Nigeria Secondary Schools. The  
African Symposium,Vol.5,N0.3.P 17-37
- OREB (2007). Maanwallil Acleemasa Hoji Kenna Degarsa Ogummaa fi Hordoffii  
Barnootaa. Garee JBAH BBO; Finfinee. P 14
- Risk.Thomas,H.(1958).Principles and Practices of Teaching in secondary School New York  
America Book Company. P 495
- Ross,K.N. and Lars Mahlck (1990). Planning the Quality of Education: The Collection and Use  
of Data for Informed Decision Making. Paris: International Institution foe Educational  
Planning. Pp72-73
- Sallis,Edward(1993).Total Quality Management in Education Philadelphia:Kogan page London  
.P 493
- Schiefelbein,Ernesto(1990).Basic Elements to Reflect on the Quality of Education in the Latin  
America context. Paris: UNESCO. pp21-22,23,73-74
- Smith,Tom E.C.(1990).Introduction to Education (2<sup>nd</sup>.CI)New York, West Publishing  
Company.Pp 340,349
- Sylvia Pankhurst (1955).Cultural History of Ethiopia G. Britain: Feltercher Sons LTD.Pp 534-  
535
- Tegegn Nuresu Wako (1998).The New Educational Pact: Education, Competency and  
citizenship in Modern Society. UNESCO: International Bureau of Education. P 41
- Terey Franklin, (1999).Principle of Management :P.I.T.B.S India. P 41
- Tripathi,P.C.&P.N,Reddy,(1992).Principle of Management 2<sup>nd</sup>,ed, Tatai Mc Criaw.Hill  
Publishing Company Ltd. P 109



V.Krishnamurthy &N.Parameswara Ram ,(1990). Educational Dimensions of Physical Education, Sterling Publisher private limited New Delgi. India.

Wade,DuryIn E.(1980).Journal of Secondary Education.NewYork: Geneso Printing Press. P63

Willims,J.D. (2000). Standared for care: Investment to Improve Educational Outcomes in Latin America. Paper presented at the year 2000 conference of Early Child-hood Development. Sponsore by the world Bank.Washington.D.C.April,2000.

#### **DOCUMENTS:**

Federal Democratic Republic Government of Ethiopia Education and Training policy (ETP, 1994). Addis Ababa, First Edition.

Ministerial Round Table on Quality Education,( 2003).Contributing to a more sustainable future: Quality Education, Life Skill and Education for sustainable Development. Paris: UNESCO.

Ministry For Education and Science (MES,1999). Primary School Curriculum Introduction: Government of Ireland. Published by the stationary Office of Ireland Government.Pp18,21-23,26, 55-56

MOE, (1994). Transitional Government of Ethiopia: The New Education and Training Policy Ethiopia. Addis Ababa, Ethiopia.P 2

MOE(2002).Education Sector Development Program II. Addis Ababa (Unpublished)

MOE (2003). Education Statistics Annual Abstract. Addis Ababa: Education Management Information Systems.p18

MOE(2004).continued Professional Development: Guide Line for SchoolTeachers.Addis Ababa.

Transitional Government of Ethiopia, (1994). Education Sector Strategy.

Transitional Government of Ethiopia, (1994).New Education and Training PolicyAddis Ababa: EMPDA.

Transitional Government of Ethiopia Education and Training Policy, Transitional Government of Ethiopia, 1994.Afirican Union Commission, 2005.

UNESCO.EFA.(2005) Global Monitoring Report, Understanding Education Quality: A framework for understanding education Quality.

UNICEF, (2010) Case Study on Child Friendly Schools, Addis Ababa, May 2010 Program Division. New York,NY:Author. P 25

UNICEF.(2000).Defining quality in Education :A Paper presented by UNICEF at the Meeting on International working Group on Education ,Florence, Italy,June 2000.UNICEF. Pp5, 9

### **JOURNAL:**

Bailey, R.(2006). *Physical Education and Sport in Schools: A Review of Benefits and Outcomes*. Journal of School Health. Pp 398-399

### **REPORTS:**

----- (1998 World Bank) Education in Sub-Sahara Africa: Policies for Adjustment.Pp3-4,48

----- (1995) Development in Practice: Priority and strategies for Education. Washington.D.C: Pp 2,77,82-84

----- (1997) Pakistan towards a Strategy for Elementary Education .Report No.16670,Pak

----- (1995) World Bank conceptual framework relative to “Factors that Determine School Effectiveness” presented in Heneveld & Craig .

EFA Global Monitoring Report (2005). Federal Democratic republic government of Ethiopia Education and Training policy Addis Ababa April, 1994, First Edition 1994ST.

Falayalo Wole, (1986). Philosophy and Theory of Continuous Assessment. A Paper presented at a Workshop for Inspectors of Education in Odor State, Nigeria, 4th December.

Standard Educational Leadership Institution (SELI:2005). The Wallace Foundation and Produced by the Stanford Educational leadership Institution in Conjunction with The Finance project.

UNESCO.(1993). International Forum on Scientific and Technological literacy for all, Final Report, UNESCO, Paris.

### **WEB SITE:**

Ahmed, M.(1998). Trends in School Supervision for Teacher Development: A Proposal for Pakistan. Paris: UNESCO. Retrieved on October 15/2011 from <http://unesdoc.unesco.org/images.pdf>.

Kane, J.E.(1974). *Physical Education in Secondary School. Schools Council research Studies*, London: Macmillan. Retrieved on October 22/2011 from <http://www.sport-media.org/>.

Leadership for school improvement: Mc REL Broad of Directors, 1999 Mc REL at [www.mcrel.org](http://www.mcrel.org). Retrieved on October, 28/2011.

South Carolina Physical Education Curriculum Standard (2005): Physical Activity Information Resource List. Retrieved on October 25/2011 from <http://www.myschools.com/office.cso/physical>

The Education Quality and Accountability Office (EQAO) reports on student learning through large-scale assessments at the international, national and provincial levels. [http://www.eqao.com/EQI/EQI\\_Framework.aspx?Lang=E](http://www.eqao.com/EQI/EQI_Framework.aspx?Lang=E)

Pirsig R. 1999, p253-254. Retrieved on October, 2/2011 from <http://edpor.stanford.edu/Hanushek/files-det.asp?field=70>

<http://edpor.stanford.edu>. Retrieved on October, 12/2011.

**APPENDIX 1**  
**Addis Ababa University**  
**Faculty of life Science**  
**Department of Sport Science**  
**Post Graduates program**

This questionnaire is filled by school managements, teachers and students. The main purpose of this study is to assess in-school factors that affecting quality of teaching physical education in second cycle primary schools (5-8) of Nekemte town .Thus, it is purely academic and never affects your personality. Furthermore, the accomplishment of this study is entirely depends upon your earnest, genuine, sincere and timely response to each question. Hence, you are kindly requested to fill the questionnaire honestly and responsibly.

**General Direction**

- No needs of writing your name
- Indicate your response by marking “X” on the space provided.
- Please, follow instruction provided for each part.
- Please, kindly fill in the questionnaire and return it in a week’s time.

**Thank you in advance for your cooperation!**

**SECTION ONE-Personal data**

1. Sex: M ----- F-----
2. Age: 14 -20-----21-27-----28-34-----35-41-----42-48-----Above48-----
3. Statues: A. Student---B. Teacher -----C.Supervisor-----D. Director
4. Level of education: - A. Student---B. Certificate ----C. Diploma---- D. Degree----
5. Specialization: A. Mainer-----B. Major----- C. Others-----
6. Years of service: Below 0-- 1-5---10 -15--- 16-20-----21- 25-----26-30----Above30---

**Section Two**

**Items 1-30 placed for school managements, teachers and students respondents**

	<b>Alternatives</b>	
	<b>Yes</b>	<b>No</b>
<b><u>LARGE CLASS SIZE</u></b>		
1. Is the average number of students in the class below 50?	-----	-----
2. Is the problem of large class size results the following negative effects?		
A. lack of effective communication	-----	-----
B. Difficult to identify students with special needs.	-----	-----
C. Problem of class room management	-----	-----
D. Suffocation problem	-----	-----
E. Unbalance sport material with number of students	-----	-----
F. Affect method of teaching	-----	-----
G. Causes disciplinary problems	-----	-----

**FACILITIES AND EQUIPMENT**

Yes	No
-----	----

- |    |   |       |       |
|----|---|-------|-------|
| 3. | Are there adequate sport facilities and equipments that needs for teaching physical education in your school?             |       |       |
|    | A. Play ground  | ----- | ----- |
|    | B. Different balls  | ----- | ----- |
|    | C. Gymnastic apparatus  | ----- | ----- |
|    | D. Tennis table   | ----- | ----- |
| 4  | Do you agree with, in adequate sport facilities and equipment affects physical and academic performances of the learners? | ----- | ----- |

**AVAILABILITY OF INSTRUCTIONAL MATERIALS**

- |    |   |       |       |
|----|---|-------|-------|
| 5  | Which of instructional materials is available in your school?   |       |       |
|    | I. Text book  | ----- | ----- |
|    | II. Teachers guide  | ----- | ----- |
|    | III. Syllabus   | ----- | ----- |
| 6  | If your answer is'' NO'' for question number 9, Does the schools assess and adopted physical education curriculum to local context?                               | ----- | ----- |
| 7. | If you answer is'' NO'' for item number 10, What sources of reference materials are available to teach physical education in your school? -----<br>-----<br>----- |       |       |
| 8  | Does your school physical education program include students of all ability or special need?  | ----- | ----- |
| 9  | Does the shortage of textbook cause constraints which delay the level of learners' academic achievement?  | ----- | ----- |
| 10 | Does not physical education curriculum well planed and presented to improve psychological health of the learner?  | ----- | ----- |
| 11 | How much do you agree that, the curriculum is relevant to the respective grade in terms of student needs?   |       |       |
|    | A. Strongly disagree  | ----- | ----- |
|    | B. Disagree   | ----- | ----- |
|    | C. Undecided  | ----- | ----- |
|    | D. Agree  | ----- | ----- |
|    | E. Strongly agree   | ----- | ----- |

**QUALITY OF INSTRUCTIONAL TIME**

- |    |  |       |       |
|----|--|-------|-------|
| 12 | Does the instructional time designed for grade eight physical education classes sufficient to attain the desired objectives? | ----- | ----- |
| 13 | As the result of shortage of textbook, is instructional time wasted in your school?  | ----- | ----- |

		Yes	N0
14.	Does physical education period in your school frequently assigned on:		
	1. 6 <sup>th</sup> Period	-----	-----
	2. 5 <sup>th</sup> Period	-----	-----
	3. 4 <sup>th</sup> Period	-----	-----
	4. 3 <sup>rd</sup> Period	-----	-----
	5. 2 <sup>nd</sup> Period	-----	-----
	6. 1 <sup>st</sup> Period	-----	-----
15.	How many minutes per week do physical education teachers spend in class in your school?		
	A. 120	-----	-----
	B. 80	-----	-----
	C. 40	-----	-----

***NB: Pleas rate 1=strongly disagree, 2=Disagree, 3= Undecided, 4=Agree and 5=Strongly disagree for the following items accordingly.***

**physical education teachers and students interaction**

		1	2	3	4	5
16.	Methods of teaching employed by physical education teachers are appropriate	-----	-----	-----	-----	-----
17.	Physical education teachers are using various:					
	1. Method of teaching and	-----	-----	-----	-----	-----
	2. Frequent assessment	-----	-----	-----	-----	-----
18.	Teachers of physical education have demonstrated his/her :					
	A. knowledge of subject matter effectively	-----	-----	-----	-----	-----
	B. Pedagogical skill effectively	-----	-----	-----	-----	-----
19.	Physical education teachers annual and daily plan accurately reflect the content of the syllabus or text book	-----	-----	-----	-----	-----
20.	Physical education teachers treat students fairly and impartially	-----	-----	-----	-----	-----
21.	Physical education teachers are not effectively manage and arrange class room	-----	-----	-----	-----	-----

22.	Physical education teachers has motivate the interest of the students toward the subject	1	2	3	4	5
23.	Physical education teachers do not interacted with their student respectfully	-----	-----	-----	-----	-----
24.	Physical education teachers clearly set lesson objectives	-----	-----	-----	-----	-----
25.	Are you appreciated in case of success and achievements of physical education teachers and students in your school	-----	-----	-----	-----	-----
26.	Physical education teachers are discussed their lessons and method teaching with each other	-----	-----	-----	-----	-----
27.	Physical education teachers do not provide contingent feedback for their learners	-----	-----	-----	-----	-----

V.high	High	Medium	Low	V.low
--------	------	--------	-----	-------

28. The interest of physical education teacher toward teaching and that of students toward learning:

A. Teachers	-----	-----	-----	-----	-----
B. Students	-----	-----	-----	-----	-----

Yes	No
-----	----

29.	Do physical education teachers have additional opportunity of in-service training, seminars and work shop to facilitate change in teaching physical education?	-----	-----
30.	Does physical education teachers qualified in teaching physical education?	-----	-----

**Items 31-32 with regard to schools decision making set for school management and teacher only**

Who has the most say in:

31.	Approving the budget	A. School management	-----	-----
		B. Board of management	-----	-----
		C. Staff members include PE teachers'	-----	-----
		D. Kebele administration	-----	-----
32.	Choosing the teachers to hire/employ	A. Kebele administration/school	-----	-----
		B. Woreda educational bureau	-----	-----
		C. Regional educational bureau	-----	-----
		D. Ministry of education	-----	-----

**Items 33-37 sets for management and school teacher regarding the benefit from school based instructional supervision**

Please tick (√) mark under your response 1=Strongly disagree, 2=Disagree, 3.Undecided, 4=Agree 5=Strongly agree

	1	2	3	4	5
33. Help teacher to see the problem and the needs of the students	-----	-----	-----	-----	-----
34. Encouraged teachers in their daily operation of school system	-----	-----	-----	-----	-----
35. Assist teachers in evaluation the existed teachers guide, textbook for further improvement	-----	-----	-----	-----	-----
36. Provide frequent class observation	-----	-----	-----	-----	-----
37. Help teachers to crate cooperative spirit within school community	-----	-----	-----	-----	-----

**Items 38 -44 set for management, teacher and student concerning the function of school directors**

38. Concerned for the availability of physical education curriculum materials	-----	-----			
39. Is the school director treating all subject and subject teachers equally?	-----	-----			
40. Encouraging physical education teachers?	-----	-----			
41. Generate and allocated funds according to its priorities for physical education classes?	-----	-----			
42. Invite parents to discuss on their children's difficulties	-----	-----			
43. Provide opportunities for some type of physical activities for students apart from physical education class.	-----	-----			
44. What are the main reasons why parents or children choose your school?					
a. Proximity	-----	-----			
b. Academic standard	-----	-----			
c. Attraction of school facilities	-----	-----			
d. Service delivery	-----	-----			

Items 45-59 placed for management, teacher and students respondents

45. Are your school director graduated in school planning and management? Yes No  
-----
46. If your answer to question number 45 is "No" does he or she took special leadership course? -----
47. If your answer to question number 46 is "yes" in what way was it?  
1.Seminars -----  
2.Workshop -----  
3.In service training -----
48. Is the effect of unqualified school directors on quality education?  
a. High -----  
b.Medium -----  
c.Low -----  
d.No response -----
49. How much was spent in school budget to purchase facility and equipment in your school? A. High -----  
B.Medium -----  
C.Low -----  
D. None -----
50. Does school directors concerned for students with special need in physical education program in your school? -----
51. Does a parent encourage children with disability to involve in physical education program? -----

**VALUE OF PHYSICAL EDUCATION AND SPORT**

S.disagree	Disagree	Undecided	Agree	S.disagree
------------	----------	-----------	-------	------------

52. Is not providing an opportunity to find personal meaning and enjoyment in physical activity -----
53. Is reducing risk factors associated with chronic diseases -----
54. Is not Promoting and fostering enjoyment of movement and motor skill competence at early age -----
55. Increase learners power of concentration to attain quality of academic achievements -----
56. Is reducing stress, anxiety and depression -----
57. Protected children from developing undesired habits -----



	V.high	High	Medium	Low	V.low
58. How much do you agree with, physical education prepare the ground for better mental function, physical, social and emotional adjustment of the learner	-----	-----	-----	-----	-----
59. What is the current statue of teaching physical education?	-----	-----	-----	-----	-----

**SECTION THREE**

*Please! Dear management and teachers write short answer on the space provided for the following items much as possible*

60. What are the main of in-school factors that affecting quality of teaching physical education in your school?-----

-----

-----

-----

61. What could be done to enhance quality of teaching physical education?-----

-----

-----

-----

-----

-----

**Universiityii Finfinnee**  
**Damee Saayinsii Uumamaa**  
**Muummee Saayinsii Spoortii**  
**Sagantaa Digirrii lammaffaa**

**KUTAA 2**

Kutaa kana jalatti gaaffii kennamanif baratoonni mana barumsaa akka deedii ittikenaniif kan qopha'edh. Kaayyoon qorannoo kanaas manneetti barumsaa bulchiinsa magaalaa Naqamtee jalatti argaman marsaa 1ffaa sayikilii 2ffaa adeemsa baruu-barsiisuu barnootaa guddinaa fi jabeenya qaamaa barsiisuuf rakkoolee jiran addaan baasuufi furmaata itti barbaaduufidha. kanaafuu kaayyoo barnootaa wixxineeffame galmaan ga'uuf malee gonkumaa miidhaa waan sirraan geessisu hinaqabu waanta'eef fixaan bainsa qorannoo kanaaf amantaa fi qulqulinaa guuta Yeroo kee aarsaa gochuun deebii laatteef guddaa galatomi.

**Hubachiisa:-**

- Maqaa barreesuun barbaachisaa miti.
- Gaaffii deebii lattuuf iddoo duwwatti mallattoo "X" barreessa.
- Deebii kennuuf ajaja kennaman hordofa.
- Waraqaan gaaffii yeroodhuma sana guutamee deebi'a.

**Kutaa 1ffaa**

1. Saalaa: Dhi -----Dha.----- 2.Umuri: a. 14-16----- b.17-20-----

**Gaaffii hirmattoon barattotaan guutamu**

		<b>Fillannoo</b>	
		<b>Eyyee</b>	<b>Miti</b>
1	Barattonni daree keessatti giddu galeessan argaman 50 gadidha?	-----	-----
2	Barattonni daree keessatti baayachuun rakkoo armaan gadii ni uuma?		
	A. Walquunamtii addemsa baruu barsiisuu keessa jiru hirdhisa	-----	-----
	B. Barattoota fedhii addaa qaban gargaarsa dhabuu	-----	-----
	C. Hanqina hogansa daree uuma	-----	-----
	D. Dareen buluquu irra kanka'e mijataa ta'uu dhabuu	-----	-----
	E. Meeshaleen barnootaa fi bayinni barattotaa walsimuu dhiisuu	-----	-----
	F. Mala baruu-barsiisuf haala mijataa ta'uu dhabuu	-----	-----
	G. Rakkoo naamusaa uumuu	-----	-----

3. Adeemsa baruu barsiisuu barnoota guddinaa fi jabeenya qaamaa keessatti waan barbarbaachisaa ta'an guutamanii jiru?

Eeyyee	Miti
--------	------

A. Dirree taphaa

-----

B. Kubbaa adda addaa

-----

C. Meeshaa qiriiphaa

-----

D. Teenisii minjaalaa

-----

4. Akka hanqinni eeshalee barnoota guddinaaf jabeenya qaamaa dandeettii barataa irraatti achuuchaa qabu ni amanta?

-----

5. Meeshaaleen sirna barnoota mana barumsaa kee keessatti argaman kamidha:

i. Kitaaba barataa

-----

ii. Kitaaba barsiisaa

-----

iii. Gajeelcha barsiisaa

-----

6. Gaaffii 9 deebiin kee miti yoo ta'e sadarkaa mana barumsatti ilaalamee akka madaqsamu taasifameera?

-----

7. Gaaffii 10 deebiin kee miti yoo ta'e aka kitaaba wabitti barsiisaan guddinaaf jabeenya qaamaa fayyadamu jira ?-----

-----

8. Qabiyyeen barnoota guddinaaf jabeenyaa qaamaa bratoota fedhii addaa ni ammata ?

-----

9. Hanqinni kitaaba barataa dandeettii waabaratuu barataa booddetti akka arkifatu taasisaa?

-----

10. Qabiyyeen barnoota giddinaaf jabeenya qaamaa akka xiinsammuu barataa guddisuu fi gabbisutti qinda'ee qopha'ee?

-----

11. Akka qabiyyeen barnoota guddinaaf jabeenya qaamaa dandeetti barataa walsimu angam irratti waliigalta ?

A. Cimseen morma

-----

B. Nanmorma

-----

C. Hinmurtessu

-----

D. Nandegara

-----

E. Cimseen degara

-----

12. Wayitii barnoota guddinaaf jabeenya qaamaa kutaa sadettaffaaf ramadamee ga'aadha ?

-----

13. Hanqina kitaaba barataa iraa kanka'ee wayitiin barnootaa niqisaasa'a

-----

14. Wayitiin barnoota guddinaaf jabeenya qaama yeroo baayyee wayitii meeqaaffaa irratti sinii ramadama?

1. 6 ffaa

-----

2. 5 ffaa

-----

3. 4 ffaa

-----

4. 3 ffaa

-----

5. 2 ffaa

-----

6. 1 ffaa

-----

		<b><u>Yes</u></b>	<b><u>No</u></b>
15	Barsiisaan barnoota guddinaaf jabeenya qaamaa torban keessatti daqiiqaa meeqa barsiisa?		
	A.120	-----	-----
	B.80	-----	-----
	C.40	-----	-----

*1=Cimseen morma 2= Nanmorma 3=Hinmurteessu 4=Nandeggara 5=cimseen deggara*

16	Malleen baruu barsiisuu barnoota uddinaaf jabeenya qaamaa barsiisaan fayyadamu mijataadha	1	2	3	4	5
		---	---	---	---	---
17	Barsiisaan barnoota guddinaaf jabeenya qaamaa kan fayyadamu:					
	1. Malleen basisuu adda addaa	---	-----	---	-----	-----
	2. Madaalli ittifufinsaa	--	--	---	--	--
18	Barsiisaan barnoota guddinaaf jabeenya qaamaa kan agarsiisuu qabu::	--	--	---	--	--
	A.Beekumsa barsiisuummaa/ subject knowledge	--	--	---	--	--
	B.Dandeetti mala ittin barsiisuu/pedagogical skill	--	--	---	--	--
19	Karoorri waggaa fi guyyaa barsiisaan qopheefatu qabiyyee kitaaba batataa fi qajeelcha barsiisaa keessa jiruun walsima.	--	--	---	--	--
20	Brsiisaan barnoota guddinaaf jabeenya qaamaa barattoota hundumaa qixxee keesumsiisa.	--	--	---	--	--
21	Barsiisaan barnoota guddinaaf jabeenya qaamaa haala daree qindeessee hin hoganu.	--	--	---	--	--
22	Barsiisaan barnoota guddinaf jabeenya qaamaa barattonni akka barumsaaf fedhii qabatan ni kakkaasa.	--	--	---	--	--
23	Barsiisaa fi barataan waligalu	-	-	-	-	---
24	Barsiisaa barnoota guddinaaf jabeenyaa qaamaa kaayoo ifaa ta'e qopheeffata.	-----	-----	-----	-----	-----
25	Adeemssa baruu-barsiisuu barnoota guddinaaf jabeeyna qaamaa keessatti milkaa'ina barsiisaa fi barataan qaban nitti ni gammadda.	--	--	---	--	--
26	Barsiisonni barnoota guddinaaf jabeenya qaamaa haala barumsaafi malleen ittin barsiisan irratti waliin ni mariyatu	--	--	---	--	--
27	Barsiisaa barnoota guddinaaf jabeenya qaamaa barnoota booda yaada ijaarsaas barattotaaf ni kennu	--	--	---	--	--
28	Fedhiin barsiisaa barsiisuu fi barataa barachuu:	B.O	Ol	G.ga	G.b	B.G.b
	A.Barsiisaa	-----	-----	-----	-----	-----
	B.Barataa	-----	-----	-----	-----	-----

		<b>Eeyyee</b>					<b>Miti</b>
29	Barsiisaa barnoota guddinaaf jabeenya qaamaa carraa lenjii hojii iraa,seminaraa fi woorkshoopii dabalataa ni argata ?	-----					-----
30	Barsiisaan barnota guddinaaf jabeenya qaamaa hogummaa barnoota guddinaaf jabeenya qaamaa qaba ?	-----					-----
31.	Hoganaan mana barumsa kee meshalee sirna barnootaa guuchisuufirratti itti gaaffatumaan hojjetuu?	-----					-----
32.	Hoganaan mana barumsaa barsiisotaa fi gosa barnoota hundaa qixxee ilaaluu?	-----					-----
33.	Hoganaa mana barumsa barsiisaa barnoota guddinaaf jabeenya qaamaa nijajjabeessuu?	-----					-----
34.	Hoganaan mana barumsa rakkoo barnoota guddinaf jabeenya qaama duraafi duuba issa ilaaluun bajeta ga'haa maddisiisuun fi ramaduufii?	-----					-----
35.	Manni barumsa akka maatiin rakkoo ijoollee isaanii mareen hiikaniif maatii barataa niaffeerramuu?	-----					-----
36.	Daree barnoota guddinaaf jabeenya qaamaa alatti barattoonn sochii qaamaa keessatti qooda akka fudhatan manni barumsaa ni taasisaa?	-----					-----
37	Sababa atti itti mana barumsaa kee jaallatuf mali?						
	I.Dhiyenya isaaf	-----					-----
	II.Qulqullina barnootaa kennuuf	-----					-----
	III.Waan hundaa gutee waan argamuuf	-----					-----
	Iv.Miidhagina mooraa mana barumsaa	-----					-----
38.	Hoganaan fi supervizinii mana barumsa barattotaa dandettii addaa qababn akka barnoota guddinaafi jabeenya qaamaa baratanii ni taasisuu?	-----					-----
39.	Barrattini dandettii addaa qaban akka sochii barnoota guddinaaf jabeenya qaamaa keessatti qooda fudhatan maatiin ni jajjabessuu?	-----					-----
40	Akka barattoonni ofbaranii fi sochiin gammadan hin taasisu	1	2	3	4	6	
		-----	-----	-----	-----	-----	
41	Xabiyyoota dhukkuba cimoon walqabatan ni hirdhisa	-----	-----	-----	-----	-----	
42	Akka sochiin gammadaniifi dandeetti bu'uuraa ijoollummaatti cimsatan hin taasisu	-----	-----	-----	-----	-----	
43	Yaadaa fi qalbii barachuu walitti qabuun milka'iin qulqullina qabu argamsiisa	-----	-----	-----	-----	-----	
44	Fajajuu,mujujuu fi raata'uu hirdhisa	-----	---	-----	---	-----	
45	Baratoota amala hinta'ane irraa ittisa	-----	-----	-----	-----	-----	
46	Akka barnoonni guddinaaf jabeenya qaamaa dandeettii sammuu .qaamaa,hariiroo waliin jirenyaa fi curriisa sirressa	B.O	O.k	G.g	G.b	B.g.b	
		-----	---	---	---	-----	
47	Sadarkaa yeroo hammaa barnoonni guddinaaf jabeenyaa qaamaa irra jiru	-----	----	---	----	-----	

**APPENDEIX-4**  
**ADDIS ABABA UNIVERSITY**  
**Faculty of life Science**  
**Department of Sport Science**  
**Post Graduates program**

The Main purpose of this study is to review problems that affect quality of teaching physical education in second cycle primary school (5-8) of Nekemte. This focus group discussion held along with school management and physical education teachers. Accordingly, it is merely academic and never has an effect on your personality and then you are kindly requested to provide your observations, Comments, suggestion and opinion on the items listed below.

**SECTION FOUR**

1. What do you think about, in- school problems that affects quality of teaching physical education program in your school?
2. What could be done to improve quality of teaching physical education?
3. What are the curriculum materials available in your school? (Syllabus, textbook and teachers guide)
4. What reference materials are used by physical education teachers to facilitate effective teaching and learning processes of physical education in your school?
5. What are the role/concerns of school directors and school based supervision in implementing physical education program in your school?
6. What are the contributions of teaching physical education?
7. Does physical education program in your school incorporated students of all abilities?
8. What possible action do you recommend to elevate the participation of students with all ability in your school?
9. Does the period allotted to teach physical education for this grade level is sufficient?
10. What are the current statues of physical education in your school?

**Thank you in advance for your co-operation!**

### APPENDIX 3

#### Addis Ababa University

#### Faculty of life Science

#### Department of Sport Science

#### Post Graduates program

This continuous observation check list is set to assess teachers of physical education during class time. The main purpose of this study is to assess factors that affecting quality of teaching physical education in second cycle primary school (5-8) of Nekemte town. Thus, it is entirely academic and by no means affects your personality. Please, you are gently requested to provide agreement for the researcher for observation.

### SECTION THREE -OBSERVATION CHECK LIST DESIGNED FOR PE CLASS

Items	Yes	No
❖ Participating in problem solving activities		
❖ Students are discussing issues in groups		
❖ Students are practicing demonstration		
.What methods do physical education teacher use to evaluate students' activities?		
▪ Gives exercise		
▪ Gives test		
▪ Final exam		
Do teachers check the students' homework and class-work regularly?		
If the teachers do not check the students work by themselves, Why?		
• The number of students in the class are very large		
• Lack of time		
• Due to large number of students and lack of time		
Do physical education teacher encourage students toward the lesson of physical education?		
○ Balls Varity		
○ Appropriated play ground		
○ Gymnastic apparatuses		
○ Athletics field		
○ Table tennis		
○ Bath room		
○ Water pump		