

MAJOR FACTORS FOR THE MANAGING IMPROPER TEACHING METHOD  
FOR PHISICAL EDUCATION CLASS IN NIFAS SILK LAFTO SUB CITY IN  
SOME SELECTED SECONDARY SCHOOLS.

BY

MESERET MULUGETA WORKU

A THESIS SUBMITTED TO SCHOOL OF GRADUATE STUDIES OF ADDIS  
ABAB UNIVERSITY IN PARTIAL FULFILMENT OF THE REQUIERMENTS FOR  
THE DEGREE OF SCIENCE IN PHYSICAL EDUCAION

JUNE, 2013

*ADDIS ABAB ETHIOPIA*

MAJOR FACTORS FOR THE MANAGING IMPROPER TEACHING METHOD  
FOR PHISICAL EDUCATION CLASS IN NIFAS SILK LAFTO SUB CITY IN  
SOME SELECTED SECONDARY SCHOOLS.

BY

MESERET MULUGETA WORKU

A THESIS SUBMITTED TO SCHOOL OF GRADUATE STUDIES OF ADDIS  
ABAB UNIVERSITY IN PARTIAL FULFILMENT OF THE REQUIERMENTS FOR  
THE DEGREE OF SCIENCE IN PHYSICAL EDUCAION

JUNE ,2013

*ADDIS ABAB ETHIOPIA*

MAJOR FACTORS FOR THE MANAGING IMPROPER TEACHING METHOD  
FOR PHISICAL EDUCATION CLASS IN NIFAS SILK LAFTO SUB CITY IN  
SOME SELECTED SECONDARY SCHOOLS.

BY

MESERET MULUGETA WORKU

Approved by the Examining Board

\_\_\_\_\_  
Chairman ,Department Graduate

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Advisor

\_\_\_\_\_  
Signature

\_\_\_\_\_  
External Examiner

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Internal Examiner

\_\_\_\_\_  
Signature

## **Acknowledgement**

I would , like to thanks all-mighty of God who helped me on my work, secondly I would like to express my heartfelt gratitude to my advisor Dr. Solomo Teka for his genuine help, comments, and suggestion he gave in the preparation of the thesis I am most grateful for his constructive and kind criticism patience, encouragement and understanding without which this study would have never reached its present stage

I am also give a special thanks to Addis Ababa university who is awarding me a scholar ship to join a master program.

I am also in debited my thanks to DR. Aschenaki Tadesse, DR. Bezabeh wolde, Assistant professor Meberatu Belay Ato Adere weltegi, w/ro Hewan Mulugeta , Ato Mekbib Tekle w/ro Alem kebede , Ato Asfaw Girma , Ato Mesfin Mekuria, w/rt sofia mohammed, Daniel Tessema and all Fana 02 secondary school staff members and to all my familes who contributed a material and moral support .

I extend my heartfelt thanks to W/rt Enguday Sisay she helped me on typing this thesis.

# Table of Content

<b>Contents</b>	<b>page</b>
<b>Acknowledgement.....</b>	<b>i</b>
<b>List of table's.....</b>	<b>ii</b>
<b>Abstract .....</b>	<b>iii</b>

## CHAPTER ONE

### INTRODUCTION

1.1	Background of the study .....	1
1.2	Statement of the problem .....	3
1.3	scope of the study .....	4
1.4	general objective of study .....	4
1.5	Specific objectives of the study .....	5
1.6	Research questions .....	5
1.7	Significance of the study .....	6
1.8	Delimitation of the study .....	7
1.9	Limitation of the Study .....	7
1.10	Definition of key terms .....	7
1.11	organization of the study.....	8

## CHPATER TWO

### REVIEW LITERATURE

2.1	Teaching method .....	9
2.1.1	The concept of teaching Method and the states Of teaching of a science....	11
2.1.2	The Concept of Teaching .....	12
2.1.3	Instructional strategies .....	13
2.2	Teaching skill related to the implementation of teachers' to the	
2.2.1.	Lesson Presentation Skills .....	18
2.2.2.	teachers questioning skills.....	21
2.2.3	Teacher's Classroom Management Skill .....	23

2.3 Teachers Related Variables. ....	27
2.3.1 Teachers Attitude toward the Subject Matter .....	28
2.3.2 Teacher’s knowledge of the subject matter and the basic methods of teaching.....	29
2.3.3 Teacher’s Experience.....	31
2.4 Class Size of teaching.....	35
2.5 Time Allotment in teaching .....	36
2.6 Lack of Adequate support of administrator for teaching .....	37

### **CHAPTER THREE**

#### RESEARCH DESIGN AND METHODOLOGY

3.1 Research methods .....	37
3.2 Source of Data .....	37
3.3 Sampling Size and Technique .....	37
3.4 Data collection instrument .....	38
3.5 Data Analysis .....	39

### **CHAPTER FOUR**

#### DATA PRESENTATION AND ANALYSIS

4.1 Characteristic of respondents .....	42
4.2 Presentation and analysis of data form questionnaires .....	44
4.3 Result from Observation Checklist .....	52
4.4 Result from interview .....	5

## CHAPTER FIVE

### SUMMARY CONCLUSION AND RECOMMENDATIO

5.1 Summary .....	57
5.2 Conclusion .....	59
5.3 Recommendation .....	60
Bibliography	

## List of Table

Table	Page
1. Characteristics of teacher respondent .....	41
2. Summary concerning about the importance of training and workshop for managing improper method of Teaching .....	42
3. Summary about utilization and management Of improper teaching method .....	44
4. Summary on the instructional materials and Classroom management .....	46
5. Summary on the implementation of physical education Teacher in a class .....	48



## Abstract

The purpose of this study was to make an evaluation of teachers performance in managing improper method of teaching in physical education class of secondary schools on Nifas silk Lafto sub city. Attempts were also made to identify some factors that influence teachers' classroom performance. Data regarding teachers' classroom performances were obtained from 3 sample schools that were selected by simple random technique. Within these schools all physical education teachers (6 in number) , 3 school directors and 4 sub city supervisors and 231 students was taken as a source of information , questionnaires observation rating scales and interview schedule were the instruments of data collection . The data gathered through these instruments were analyzed by using percentage. The findings indicated that most physical education teachers do not utilize a various kinds of teaching methods, due to this fact they have a problem of managing improper method of teaching physical education classes. The result of the study also shows that most teachers do not have positive attitude to the subject matter, not utilization of appropriate teaching aids, utilization traditional method of teaching that is teacher center methods. The finding further indicated that some factors also limit teachers for managing improper teaching methods of physical education classes. such as lack of training, lack of suitable school environment for practical activities, the period distribution, over crowdedness of the classroom, shortage of text books. Based on these findings and conclusions drawn, related recommendations regarding the improvement of teachers training and the provision of necessary instructional materials , a conclusion follow up and support were forwarded .

Key words- Teaching method improper management teacher centered, effective teacher.

# CHAPTER ONE

## Introduction

### 1.1 Back ground of the study

the back ground of this study focus on major factors that affect managing for improper teaching method in Nifassilk Lafto sub city secondary schools.

Physical education is an important part of the secondary school curriculum. as an integral part of the total education, physical education makes a unique contribution to the student. It is the only subject area in the school devoted to the study of human movement, the acquisition of motor skills, and the promotion of fitness. It is also concerned with the total development of the individual encompassing the development in the psychomotor, cognitive, and affective domains. The development of motor skills, fitness, knowledge, and attitudes conducive to a life time participation is a commonly acknowledged goal of the secondary school physical education program (Wuest and Lombardo,1994; Robert and Walter,1976).

In order to achieve the aforementioned purposes and also the objective of physical education, in general secondary schools particularly it is imperative to look through the proper management of teaching methods. Proper management of teaching methods requires consideration of many different facts of teaching. Understanding the process by which individual learn skills,

teachers guidance in the selection of teaching styles and strategies, teachers interactions with students, the class climate, motivation, discipline etc. Furthermore, teachers must thoughtfully consider how they will meet the needs of all students with the program.

Effective administrative procedures can help teachers be more efficient and accomplish required tasks in timelier manner. Evaluation should be an integral part of the program so teachers can determine the extent of the achievement of learning goals.

Teachers who are determined to improve their teaching will benefit from employing a diversity of techniques to evaluate their own performance. promotion of physical education program through the use of various methods and strategies is an important responsibility of each physical education teacher.

Most teachers in Nifassilk Lafto sub city have the problem of managing improper teaching method due to some reasons. Among these shortage of teaching aids, enrollment of many students in one class, lack of qualified physical education teachers, less attention of the school administrators toward the physical education subject, time allotment, teachers motivation and soon.

Improper managing for teaching methods will affect the students' creativity and force them to develop low self stem.

This study gives a clue for the effects of improper management of teaching methods of physical education class in Nifassilk Lafto sub city secondary schools and it will give solution for the achievement of a student.

## **1.2. Statements of the Problem**

There are several problems and challenges in associated to Managing improper Teaching method with the lesson of physical education in secondary schools of Nifassilk Lafto sub city

The writers came across with this problem in the Nifassilk Lafto sub city in order to decide what instructional materials and methods are satisfactory and where change is needed. The writer has thought 4 years in Fana secondary schools and Hiber secondary schools. That is why this research is an attempt to identify and analyze how managing improper method of teaching in physical education in secondary schools in Nifassilk Lafto sub city. One of the big limitations of managing improper method teaching is that. Teacher doesn't give more emphasis to how to teach than what to teach this indicates they don't much bother about using different teaching methodology this problem leads to miss understanding through what they learn and perceived at their entitlements and their immediate prospects rather than carefully designed programs.

The most critical problems in most Ethiopia high schools are to implement, produce and use of different teaching methodology are problems shortages of curriculum materials, acute shortage of teaching aids in quality and quantity, lack of qualified teachers and in adequate refreshment training for teachers, ability of teacher, crowdedness of the class room conditions, teachers attitude for the subject, lack of administrative support And Availability of teaching materials.

Nifassilk Lafto sub city secondary schools face similar problems of managing and implementing deferent teaching method. Further, more when the problem continued the consequence will in appropriate flow of objectives of the lesson, lacks of imagination, analytical thought or coherency and misunderstanding.

Therefore the above problems are the writer of this paper try to investigate and suggest some solution up on it.

### **1.3 Scope of the Study**

This study Plans to manage improper methods of *teaching* physical education classes. And it also focuses to use a variety of teaching method to improve the achievement of secondary school students and teachers in Nifassilk Lafto sub city.

### **1. 4 General Objective of the Study**

The purpose of this study is to examine the problems encountered by teachers during the implementation of physical education class ,to find solution for the ,existing problem in Nifassilk Lafto sub city secondary schools, to implement different Teaching methodologies appropriate with the lesson of physical education, to evaluate teachers class room performance, to increase the use of various teaching materials those are very use full to achieve the goals of physical education and to update the current Teaching methodology.

## **1.5. Specific Objectives of the Study**

1. Improving the teaching learning process by implementing different and current types Teaching Methods.
2. Increasing the quality and quantity's of teaching aids and materials which are highly contribute to implement Teaching methods.
3. Improving, developing and creating variety of teaching methods.
4. Managing proper methods of teaching in a physical education class.
5. Giving awareness for school administrators and supervisors to provide proper support for physical education teachers.
6. Increasing the quality of physical education by implementing different teaching methods.

## **1.6 Research Questions**

1. What is the level of teachers, class room performance in managing in appropriate teaching methods and techniques to facilitate the implementation of physical education class?
2. What relationship does it exist between teachers attitude toward physical education subject and their class room performance?
3. What is the role of supervisors, school principals for managing improper methods of teaching physical education?
4. What are the major problems which effects teachers for managing improper methods of teaching?
5. What are the possible solutions to promote the implementation of teachers for managing improper methods of teaching?

## **1.7 Significance of the Study**

Evaluating the teaching learning activities in a classroom continuously helps to obtain evidences regarding its strength and weakness. Therefore, this research project is believed to provide practical solution by identifying major factors for managing improper Teaching methods, which laid great impact on the goals of learning process and suggest some solution from the study.

It also attempts to assess whether these are problems related to ability of teachers in selection and implementation of inappropriate teaching methods. Class room size and organization, in appropriate interaction, availability of teaching aids both qualitatively and quantitatively and their significance of students to words teaching aids, the influence of students behavior, the attitude of students, teachers And school administrator, the influence of curriculum materials .

Furthermore the writer of this paper also believes that it will be one of the major sources of data in routed to with teaching methods provides full information for those who wants to conduct further study on this problem and areas. The major significance of the study is to find out as ways of alleviating and to indicate observable solution for the problem of managing improper methods of teaching.

## 1.8 Delimitations of the Study

There are ten sub cities in Addis Ababa region. Among these sub cities the specific area for this study is Nifassilk Lafo sub city. The study is limited to three secondary schools. Fana 02, Kefetgna23 and Ewket leherbret secondary schools. This is because, first to make the study manageable in terms of time and secondly the researcher is more familiar with this area.

## 1.9. Limitation of the Study

The limitation that the researcher will encounter this study are the following since the main instruments, together information to my study is questionnaire, observation and interview during this time some school administrators were involuntary for data collection. Some sample of respondents do not give accurate and relevant information. The researcher also face shortage of time

## 1.10. Definition of Key Terms

**Management:**-is the way of people control different parts of their lives.(Mc namara,2008)

**Method:**-is a way or a means of interaction between the teacher and a learner for solving concrete tasks connected with purposeful shaping of personality of the part up on with the help of varicose methods.(Teshome1989:39)

**Plan:**-is a set of activities intended to achieve goals, weather an entire organizations or department-- John argent

**Strategies:-** the means by which an organizations sets out to achieve its goal.(Nicholes,2000)



**Techniques of teaching:-**refers to indicate how well and effectively the teacher applies and follows specific steps, procedures, ways and manner in teaching and performing specific teaching acts.

**Performance:-** is a demonstration of solving of problem or task at a given moment in time

**Skill:-** is learned it requires practice and results from experience

**Learning:-** is usually defend as a relative permanent change in behavior

### **1.11 organization of the study.**

This study consists of 5 chapters. Chapter one deals with introduction, whereby background of the study, statement of the problem, significance, delimitation, limitation and definition of terms. Chapter two treats review of related literature that lays conceptual frame work of the study. Chapter three deals on the research design and methodology. Chapter four is concerned with the analysis and interpretation of data and discussion on important issues. Whereas chapter five presents summary of findings, conclusion and recommendation of the study. Finally list of reference material used for conducting the study, sample questionnaire, interview and observation checklists are annexed at the end.

# CHAPTER WO

## Review Literature

### 2.1 Teaching method

Teaching methods are ways or means by which teachers impact or convey a given subject matter content to learners and enable him or her to acquire knowledge, develop skills and form attitudes, convictions, characters and value systems.

Method of teaching refers to the formal structure of sequences of acts commonly shown by teaching or instruction. It covers both the strategies and tactics (they are or mode of teaching or instruction) of trashing it involves the choice of what is to be taught at a given time and the means by which it is to be taught teaching methods may be defined as that phase of the work of the teacher concerned with organizing and conducting learning activities.

Method in general means a particular order imposed upon teaching or presentation of activities, it refers to the construction of how teaching ought to be done. To follow any method means to teach, teaching is not confined to method, it is more than method.

There is also a way of viewing method not as in the above description, or as a series of discrete steps the teacher uses or talks to achieve some goals. It is viewed as the sum total of the teachers work with learners to determine learners goals, to plan, direct, guide and facilitate their roles in carrying on their goal seeking activates, and to evaluate their achievement or goal accomplishment.

Method is also described as principles of procedures based on rules and laws. Similarly, teaching method is the rational ordering and balancing in the light of knowledge and purpose, of the several elements that enter

into the educational process, by taking into consideration the nature of the pupil and materials of instruction and the total learning situation including steps, procedure, subject matter and instructional activities.

Methods of instructional are defined as “parts of leading and steering the instruction process and must be adjusted to the content of instructional” also, as ways of teacher’s steering and leading the process of students learning aimed at plan full and systematic acquiring of subject matter. Each method encloses a complex of different special teaching” .

instruction is the plan fully shaped process of aimed teaching and learning of conscious imparting and acquiring the fundamentals of sciences and socialist ideological educational based on the Marxist Leninist principles of scientism and partiality, on the unity of scientific training and ideological education. It is the main field of socialist training and educational directed to the development of all sides of personality.”

Instruction is also described as a component of teaching in which the teacher is the deliberate convey or of information to his students. It involves the practice of imparting of knowledge or information. As there are no interactions activities or choice involved in instruction, when used in this sense, it is more limited than teaching, and knowledge is imparted by way of lecture and recitation.

Instruction is also used alternatively with indoctrination which is instruction in fundamental or rudiments in order to imbue individuals with partisan or sectarian opinion, point of view or principle. Indoctrination is any method of instruction that aims at fixing the pupils’ beliefs so that they are unshakable indoctrination even as an attempt to inculcate beliefs which are aspects of learning experiences is devoid of interaction this is when it is used in the broader sense. When used in a narrower sense too, it refers to the attempt of fixing in learner’s mind any

doctrine, his social political economic or religions, to the exclusion of all contrary doctrines, and in a manner preventing serious comparison and evaluation. It is the kind of instruction that appeals less to the intelligence. Instructing or indoctrinating is basically, concerned with such issues as true and false, correct and faulty reasoning evidence etc.

One of the keys to successful teaching of physical education is the use of broad range of proper approaches and methodologies.

As it is acknowledged that schools, classes and teachers will vary, some methods will suit particular circumstances better than others, and the nature of the strands themselves necessitates the use of variety of teaching methods. There is a need to examine the teaching methods which will appropriate and enhance the achievement of the objectives, taking factors such as content and context of the lesson in to account, as well as the need of the learners.

Teaching approaches are not necessarily exclusive. An effective teacher is likely is to switch and mix approach to suit the objectives of the units of work or the lesson. Effective teacher promote students learning and growth, expert teachers do so to greater degree. Expert teachers are able to design content deliver it and motivate learners in ways that go beyond effectiveness. As objectives vary with in a lesson the effective teachers will move between teaching approaches or methods. The teachers begins by deciding what he/she wishes to achieve and then choose the most appropriate method of realizing those objectives.

### **2.1.1 The Concept of Teaching Method and the Status of Teaching as a Science**

There is a tendency to view teaching method as a list of clear-cut description of steps or procedures which anybody can use or follow; to teach anybody anything and at anytime, this and the erroneous

conclusion that there is a right” or ‘best” method of teaching, and the very narrow ground for relating mastery of such a method or method with success in teaching, need to be clarified and refuted for the sake of giving the right direction to would be teachers in their training programs. The question of hether or not it is possible to predict for certain the effectiveness of certain method of teaching incorporated in teacher’s behavior vis-à-vis their influence on learner’s behavior has been stimulating educational researcher to study teaching systematically so as to formulate theories of teaching that might qualify it as a science.

### **2.1.2 The Concept of Teaching**

Teaching is an act of providing, directing and following up activities to facilitate formal or informal learning. It is a collection of practical activities aimed at bringing about learning or understanding. Hence, it is a task work rather than achievement word it is said that the best way of telling weather a certain activity is teaching is to see whether it intentionally brings about understanding in pupils and inclination to apply the understanding appropriately it is a pattern of activities that enables the teacher to know his pupils and their modes of behavior so as to direct them to the anticipated behavioral change or modification and a desired end

Teaching is not dictating ruling conditioning forcing indoctrinating or taming for such approaches do not appeal to the mention and inclination to accept or reject treatises in such a way that it takes in to consideration the students intellectual capacity and ability for independent judgment as such it belongs to the sphere of intelligence it appeals to the understanding intelligence of the learner and does not function with threat and intimidation this aim of teaching or the achievement of learning takes shape either as a change of behavior and conduct resulting from students practices or in terms of acquiring new

knowledge development of new skills which transform the learner from not knowing to knowing or from not being able to solve a certain problem to solving it etc as such teaching involves three inseparable elements namely the teacher, the learner and the subject matter or learning experiences.

Teaching is also defined as the as part of instructional of the teacher with a group or individual students. It is a process by which both establish a shared environment of values, beliefs, knowledge and appreciation that have impact on their perception of what is real this definition views teaching as a process of interaction rather than transmission of information going beyond a simple summing of fact in student minds. The classroom situation must be created and be made conducive to interaction. The interactive situation is established by the function of each act of the teacher. In other word, the acts of the teacher have strong impact on interaction for better understanding of teaching as interaction; it is advantageous to examine some acts of the teacher.

To begin with, let us see the extent to which the teacher uses his power. The teacher has some power given to him as a result of his responsibility. It comes to him in the form of decision making, giving or denying rewards, and tries to improve its use for better relation ship rather than maximize it. A teacher who over – uses power to solve all problems, and who makes decision to show that he is the boss not only nurtures an environment of tension that is not healthy for learning and living, but also forces students to be passive and indifferent, thus, depriving them of growing, maturing through making sound judgment and experiencing self direction interaction means mutual respect and mutual goal achieving. It does not take place in an environment dominated by one person's supremacy and or rule.

### 2.1.3 Instructional Strategies

Different educators categorized instructional strategies differently. for instance, Heinch et al (1996) state that instructional strategies categorizes as student centered and teacher centered as the result of the influence of the media and technology . Which in turn lead to change of the role of instructor and learners in the classroom. In student-centered instructional strategies the role of the teachers are as provider of resources as well as directors and facilitator of learning. Consequently students will be engaged in the process of teaching and learning process actively rather than being only passive receptor of knowledge like in teacher centered.

student-centered instruction is regarded as modern innovative and process oriented methodology where students follow a more interactive approach like explore the world, gain access to libraries, consult other teachers and use other resource to obtain the knowledge they seek, where in teacher centered the teacher role is as a provider of all the knowledge and learning and the students are passive recipients.

Borich(1988)on the other hand categorized instructional strategies which could be implemented in using different kinds of methods in to direct instruction and indirect instruction. Here Borich pointed out as direct instruction coincide with teacher-centered instruction and indirect instructional strategies with student- centered instructional strategies. As Borich further describe the direct instruction is mostly implemented while using lecture methods, didactic questioning, drills and practice etc. whereas indirect instruction is used while using inquiry, reflective discussion, group work, problem solving activities etc. Borich also indicate that each instructional strategy is most likely used to produce a particular kind of learning outcomes for example the acquisition of knowledge which involves facts, rules and action sequence is most

commonly best taught through direct instructional strategies or transmission approach of instruction. While the kinds of learning outcomes which emphasis on problem solving or inquiry involves concepts, patterns and abstractions are most commonly taught using indirect instructional strategies.

Whenever teachers are going to create learning environment and to specify the nature of the activity in which the teacher and the learner involved during the lesson appropriate method need to chosen.

## **2.2. Teaching Skill Related to the Implementation of the Teacher to the Planned Instruction**

Cole and Chan (1994:22) and brown and his colleagues (1982:99) have made a clear cut distinction between teaching methods and techniques. As to them teaching methods are the combination of teaching plans, strategies and techniques used to organize classroom practice. Teaching techniques on the other hand, are procedures of the most subordinate status designed to achieve short term instructional objectives. For example the teacher may use the discussion method but the way he/she ask question to trigger participation is his/her technique. In the same way the teacher may use the method of discovery, but the way he/she makes his/her students to apply or practice what they have learned is his or her own techniques. Therefore, technique is the way the teachers handle the different aspects or phases of his or her instructional methods. The abstract elements (methods) are at the top of the hierarchy and the practical elements (techniques at the bottom)

The aforementioned discussion indicates that methods are more general than techniques. While methods are the overall procedures used to teach a particular lesson, technique is the art or skill of performance in a classroom situation. Thus, methods are likely to manifest themselves at



the level of techniques (Brownetal, 1982:99; knott and Mutunga (1995:162 Richards, 1994:26)viewed from this perspective it can be said that methods are mode up of techniques. In this sense then, methods and techniques are inseparable because techniques are details of methods of teaching

The method of teaching ranges from the traditional lecture method to the more modern methods like the project study method, laboratory demonstration, the role play method, simulation, inquiry and discussion method, in spite of the presence of these varied method of teaching, research carried out in various parts of the world concerning the best methods of teaching has proved that there is no one best method of teaching that serves all purposes in all situations. This means there is no single, reliable, multipurpose method which can be regarded as the best or that can be succeed with all kinds of students or achieve all kinds of instructional objectives. This is because different situation call for different methods and different activities (Anderson, 1974:152; Azeb, 1986:2; Brown et.al, 1982:2, Hyman 1973:416; Kochhar, 1981:39; Lewiy and Hill, 1985:8

In general, underlying the forgoing discussion it can be said that, the competence required of the teacher in achieving a wide range of objectives, is the use of wide variety of teaching methods and knowledge of their applications and limitations. Regarding this research finding in various countries have confirmed the value of utilizing various teaching methods. Among these Azeb (1986:2) Brown et al, (1982:39-40), Congelosi (1991:261), Good and Brophy (1987:420). Hyman (1973:416) Kochhar (1981:343), Lewis and Hill (1985:8), Savage and Armstrang (1987:149) have all reported the systematic use of variety of method or technique, even a good one. The authors cited above hold the believe that appropriate variety makes it easier for students to sustain attention over a long period of time. For instance lectures mixed with small group work

planned discussion, debates and other devices add spice to classroom life. Thus, to make teaching more interesting, vital and living for students, the teacher has to use combinations of different methods and techniques of teaching. To reduce a potential attention capacity load do not give a continuous verbal commentary while demonstrating the skill. If a teacher cannot demonstrate a skill very well use some other way to provide a skilled demonstration.

However, it is worthy to note that, one of the central problem of all teachers is to select the appropriate methods of teaching many research findings carried out by such educators as Congelosi (1991:261) Knott and Mutunga (1995:167:170) Savage and Armstrong (1987:130) and a host of other educators confirmed that to select the teaching method the teacher should consider the objectives of learning, the teacher should consider the objectives of learning, the size of the group, local constraints (the availability of time and teaching materials) the aptitude of the pupils (their skills, interests and previous learning experiences) and his own preferences.

The above assertions indicate that the choice and use of any methods of teaching must be based on taking the above variables in to consideration. For example when the aim is to consider, for example when the aim is to make students participate to solve problems and explore issues together, discussion or inquiry methods may be preferable. Therefore, although teachers advised to use different methods teaching, they do not have to use any mixture of methods randomly. Teachers must choose the right method for the right situation and in this section, objectives of learning group size and availability of facilities and instructional materials should be considered. This indicates that teacher should be versatile in adapting teaching methods and techniques to the specific needs of particular situation viewed from the perspective of the aforementioned discussion; one can say that eclectic

approach has more advantage than disadvantage to fit a particular situation. After an examination of actual classroom practices, Davies (1981: 339) and Makean (1971:84) have made a conclusion that, if teachers are to be effective, they have to be eclectic in that they have to pick and choose among the possible teaching methods which seem to be suited to their personalities, the subject being taught, the nature of the students and the desired learning outcomes. An eclectic teacher does not see himself as the only source of information and authority of knowledge. He/ she provides a variety of mental processes and activities involving reflective, critical, creative and evaluative thinking. An eclectic teacher guides and directs students by asking questions, exploring options, suggesting alternatives and encouraging students to make informed choices. Under such circumstances, therefore, individual students can make decisions and this is characterized by a free interchange of ideas and expressions. To this effect, teachers have to vary the tasks they set and the learning activities of students (Grasha, 1995:343); Parrott, 1993:63-65)

Many educational researchers, such as Azeb (1984:99) Brown et al; (1982:47) Capel, Leask and Turner (1995:229-230), Firestone (1996:214), Mekechi (1986:44) and Rowel (1995:3) have suggested that learning is enhanced if students are more active and independent and if teachers adopt less of an expository and more facilitative and guiding role.

They raise the argument that active learning occurs when the pupil is an active partner throughout the activity. This means that for maximizing students' learning the learner must be transferred from a passive receiver of knowledge to an active creator of the process in which he learns. These experimental evidences suggest that this approach helps to develop more active thinking than expository methods did. However, it would be a mistake to ignore expository methods completely

In short, many of these documents assert explicitly or implicitly that students learn most readily through teacher's activities. This means there is a need for teachers to engage their students by managing improper methods of teaching and by using a wide range of activities to facilitate active learning

In addition to the various teaching methods, successful implementation of a well planned lesson requires a number of specific teaching skills. According to Azeb (1986:19), cooper (1986:8-14), Dean (1991:12-13), Moore (1992:11), Perrot (1982:7), the most important specific teaching skills that support the implementation function of the teacher includes, lesson presentation skills, questioning skills and class room management skills. These specific teaching skills are presented in depth in the following sub- sections

### **2.2.1. Lesson Presentation Skills**

Every lesson has a beginning and an ending, or entrance and an exit of course it has also its internal stages. However, many research studies have demonstrated that there are three main structural components of formal lesson i.e set induction (introduction), explaining (central section), and closure (conclusion) it should be noted that, usually one can recognize the end of one activity or phase and the start of another through the teacher's signal (Cooper, 1986:15 Curzon, 1990; 243; Shostak, 1986: 113; Wagnryb, 1992: 78-81)

Set induction, that is attempting to produce a favorable mental sets in the students is an essential step in any teaching- learning situation in pedagogical terms, according to Bejah (1995:27-29), the starting point is referred to as academic entry point. Therefore, before teacher starts explaining the main body of the lesson, he/she should establish the academic entry point of his/her students.

Thus, set induction is what the teacher does at the outset of a lesson to get students undivided attention, to arouse their interest and establish a conceptual frame work for the information that follows. Hence the major purposes of set induction are: to get students in to a state of readiness, to extend the understanding and the application of abstract idea and to stimulate students' interest and involvement (Bejah 1995:182; Shastak, 1986:113-116)

Set induction can be done by giving a brief outline of the topic and its structure and generating student's interest by indicating the importance of the topic as well as how it will be utilized. A lesson can also be introduced in a manner with the help of a picture model or question so as to arouse active curiosity of the pupils for learning the new topic (Knott and Mutunga, 1995:182; Kochhar, 1981: 206-207)

In short, before starting the actual lesson of the day, a classroom teacher can present directional questions or ideas to alert them to what is coming and to direct their energies in a proper path.

Once the stages has been set and the students are ready to work, the teacher must guide their learning by presenting the main body of the lesson Clark and Starr (1986:70) confirmed that presenting the central section of the lesson can be done in many ways, for example explain to students what they are supposed to do and why, show students how to do thing, present new facts and concepts through such techniques as asking questions, giving vivid examples and using audiovisual aids. A consensus of authorities report that giving a brief explanation is the heart of teachers work. In this regard, Cole and Chan (1994:133-135), Curzo (1920:246) Good and Brophy (1987:476), kochhar (1981:206-207); Lew is and Hill (1985:47), Rosenshine and Stevens (1986:380) and others have, suggested the most important characteristics of good explanation are clarity, meaningfulness and simplicity. These attributes of

explanation are essential if students are to understand concepts and work assignments. And in the absence of clear explanation effective communication is difficult to achieve.

In addition to this, Kochhar (1981:206- 207) has indicated that in presentation the teacher has to involve the pupils as much as possible, get their active and whole hearted cooperation, be clear about the taught and expression give challenging situation to the pupils to stimulate their imagination and relate the lesson to actual life of the pupils. The teacher according to Kochhar, should have an appreciation of the functional correlation between the subject matter and the problem of life. This is further supported by Hyman (1973:419), Hyman has advised all teachers to relate class room activities to the pupils life in and out of the school. The teacher must provide opportunities for the pupils to apply principles learned in the classroom to his everyday life and to apply principles learned in everyday life to the topics treated in the classroom

It is also evident that students react well to teachers who use physical movement, gesture and facial expression during their lesson. Effective teacher's moves about the teaching space during instruction, use gestures and facial expression to convey extra meaning; give emphasis by various verbal expression and avoid destructing behaviors such as too loud voice, quite voice

Fast movement to hold the attention of receivers or students (Cole and Chan, 1994:57-61; Curzon, 1990: 247; Darge, 1995:99 Davies, 1981:152-159; Perrott 1982:32-33

Finally, After completing the main body of the daily lesson, it is necessary to bring a lesson presentation to an appropriate conclusion. Emphasizing the importance of closure, Knott and Mutunga (1995:183-184) have noted that at the end of the presentation phase, the topic should be summarized and the main elements should be reviewed.

Closure, then, is the skill of reviewing the key points of a lesson and of tying them together in to a coherent whole. Therefore, this aspect of a lesson is very essential to make the imparted and acquired knowledge more stabilized, durable and long lasting in the mind of students (Shostak, 1986:128-129)

As indicated above, closure is designed to organize and to consolidate students learning. In this context closure could be achieved by summarizing the major points, by asking some simple recall questions on key elements of the topic and then posing open ended questions in which its purpose is to assess the effectiveness of instruction (Knott and Mutunga, 1995; 183-184).

In brief summary, it can be stated that the effective use of these three presentation skills will help to establish and maintain student's interest in the reason and will ensure that the proper management of teaching methods are also realized.

### **2.2.2 Teacher's Questioning Skill**

In addition to lesson presentation, teachers questioning skill is a crucial point in teaching process has been stated by a number of educators of these, Cole and Chan (1994), Kochher (1981), Sadker and Sadker (1986) have all reported the immense value of questioning

Techniques for effective questioning promotes involvement of students, enhances learning, requires little effort and motivates students. Thus, it can be said that questioning promotes a student- centered learning environment while maintaining teacher's lead activity. In general, questioning is essential to effective teaching strategies in most school contexts because it plays a very important part in learning teaching and

managing. However, it is worthy to note that the power to question well is one of the fine arts of teaching. Regarding this matter, Sadker and Sadker (1986) who work a research on questioning skill, give a comprehensive explanation about the questioning behavior of the teacher. They pointed out that “to question well is to teach well. They underlined the importance of teachers questioning behavior to the extent that the teacher, who never questions, never teaches. According to these scholars in order to be an effective teacher one must be a effective questioner.

In review of their work, Brown and associate (1982: 114-118), Cole and Chan (1994:188-193), Creemers (1992:61) Good and Brophy (1987: 491-492), Kochhar (1981: 207) have provided a number of useful suggestions in this area. According to the above scholars, good questions possess the following characteristics. Questioning should be clear brief, concise, direct, thought provoking, suited to the age, abilities and interest of the pupils to whom it is addressed to this end the teacher has to generate a variety of questions, ask questions of varying level of difficulty, allow adequate time for students to formulate correct answers, distribute questions to all members of a class and be positive during question and answer sessions

Good questioning behavior, as to Sadker and Sadker (1986:171) requires handling incorrect responses and initiating non volunteers. To this effect, reinforcement techniques such as nice, good, excellent, right etc must be used to stimulate student’s response and this is also an important motive for increasing students desire to participate students classroom discussion. Besides, students should be encouraged to ask questions and all sincere questions should be handled with appropriate consideration no matter how silly they may be. In short, the teacher has to maintain a classroom atmosphere that encourages students to



contribute and speak out without fear and rejection. If this is so, students will not be made to feel afraid to ask or to answer question

### **2.2.3 Teacher's Classroom Management Skill**

Classroom management is the most important for implementing appropriate methods of teaching. It is also a skill that all effective teachers must master. This is because without the skill to manage a classroom, even well planned methods can fail. Therefore, effective classroom management is of crucial importance. Moore (1992) remarked that little or no learning could take place in an environment that is not well managed. The quality of classroom management behavior of the teacher contributes to creating a quite learning situation in which pupil can learn. This actually results in bringing about good behavior and disciplines in classrooms which are essential to successful teaching and learning on the other hand, miss behavior in the classroom prevents pupils learning from effectively (Creemers, 1992; 61 Capel et al., 1995; 107 Doyle, 1986: 397)

The foregoing idea enables one to view management of a classroom as a prerequisite to effective instruction. Thus, it can be said that, instructing pupils and managing the class rooms are two of teacher's most basic responsibilities on account of this, many educators in the field such as Jacobsen et al., (1989: 233), Perrott (1982: 110) savage and Armstrong (1987: 322), Weber (1986: 275) have all pointed out the critical relationship between instruction and class room management. The former is intended to facilitate students' achievement of specific educational objectives and the later is intended to create and maintain conditions in which instruction can take place effectively and efficiently. Thus, the managerial ones are the activities by which teachers maintain productive learning situation by creating order and correcting miss behavior which distracts the smooth flow of instruction

In general, instruction and class room management are highly interrelated tasks in that success in one depends on the success in the other. In relation to this, there are a considerable evidence to indicate that well designed and well implemented instructional activities are primary factor in preventing managerial problems

For instance, brown et.al., (1982: 157 – 158), Cole and Chan (1994: 311), Weber (1986: 302) have the contention that carefully designed and implemented instruction will prevent most managerial problems. In this sense, it can be said that, class room management is very dependent on the quality of communication skills, planning and organizing skills, explanation and demonstration, motivation and reinforcement practices used by teachers. For example if the teacher does not properly plan his lesson with clear objectives and adequately motivates his students, they may become bored and show little or no enthusiasm for what is being taught. In addition to this, lack of variety of teaching methods can result in the lessons becoming a monotonous grind and under such circumstances misbehavior is likely to occur.

Effective teacher is, therefore, one who is skilled in analyzing classroom interaction and particularly sensitive to what is happening in his or her classroom. The teacher must be able to get students cooperation and maintain their involvement in learning tasks. His/her treatment of topics should be interesting and lively; with plenty of opportunities for the students to be actively involved in what is going on (Brown et al., 1982, Moore, 1992; south worth and loft house, 1990; Weber 1986) on the whole it can be deduced from the forgoing discussion that good classroom management are always good instructions. A teacher who has good classroom management skills will find it easier to establish and maintain class disciplines on the other hand, poor classroom management is often associated with demonstration of ineffective management of proper teaching methods.

In the case of physical education teachers ability to effect change in student behavior (learning) will depend more on their ability to communicate. In this case, note that the difference between exciting, stimulating and facilitative physical education teachers and dull, boring, or discouraging teachers is often directly related to communication and interactive skills. Based on this fact some teachers are perceived as a confusing and sleep – inducing, while others are clearly understood and interesting. More often than not, differences can be traced not so much to subject matter competency but to the teacher communication of such know ledge effective presentations, an essential teaching activity, make the subject an interesting, and easy to learn, while the teacher with deficient communication skills often makes lessons confusing and concurrently exerts a detrimental effect on learning.

Demonstrations play a significant role in achieving the objectives of physical education as to Wuest and Lombardo (1994), if demonstration employed wisely they can increase the effectiveness of the lesson by maximizing the students conceptualizing the expected performance and by providing a broad over view of the nature of the skill, by enhancing student learning.

In addition to showing how a movement is performed, demonstrations can be used to generate interest in a particular skills or activity and certainly can assist in minimizing misconceptions. The effectiveness of presentation in physical education can be heightened if teachers employ some of the following strategies. Wuest and Lombardo (1994).

Provide the learner with specific information about the task at hand many times starting the objectives of the lesson clearly will enhance student understanding. For example, if the teacher states to the class “Today we will learn to score complete bowling game,” students immediately become a ware of a teacher’s intent and can then apply their

energies appropriately. Much research indicates that more effective teachers introduce and explain material more clearly than do less effective teachers.

Teacher's also need to adjust the amount of information provided for learners based on the students' development level. For example, beginners require a minimal amount of information (that is, enough to over loading them. Beginners on such circumstances will be unable to discriminate or prioritize the more critical aspects from the secondary less important aspects of skill under study when this later situation occurs, beginners often become paralyzed by the wealth of information and the choices set before them. However, the advanced performers who come to the class with some prior knowledge and experience are better able to deal with and comprehend more material, and thus they are able to filter out less relevant information from the more relevant material presented.

In order to manage improper method of teaching the teacher should present material in a logical order. Employ the principles of progression to sequence material that will insure comprehension by the students. Provide copious examples. Examples provide learners with concrete images and visuals of often – abstract terms or concepts. Examples also bring to life the concepts that may be hard to relate too difficult to invasion, or foreign to the student's experience.

Personalizing the instruction, personalizing the material assists the learner in identifying with it often seemingly irrelevant information or material can become immediately interesting because of the teacher's efforts to relate it to the students personal realm of experience.

Relate the presentation to the previous learning's and background of students. By demonstrating that the material being presented interests with the students' previous leanings, teachers can tie the content in to

the students' experiences and check on student understanding by asking questions often feedback obtained in this manner will prevent teachers from proceeding with the presentation unless the group gives evidence of comprehension. It also serves as a check on the teacher's clarity, often students remain timid and silent in the face of confusing or difficult presentation, fearful of asking what they interpret to be Stupid and embracing questions. Students will not often take the risk of asking questions because they are fearful of losing face with their peers and the teacher. Questions should be passed throughout the presentation, not only at the end of the session. Hunter (1982) refers to this practice as dip sticking and suggests that such teacher behavior will contribute to the teachers' knowledge of what has been learned and what needs to be taught. To enhance communication present material dynamically. effective use of pauses, wait time after posing questions and non verbal gestures can help the teacher can avoid in effective and improper methods of presentations.

Factors that affect managing improper methods of physical education

The factors affect that managing improper methods of physical education class are complex. However, among the many variable the teachers' variable play the major part and therefore, a brief review of these is imperative.

### **2.3. Teacher Related Variables**

Among the various factors that contribute to successful student's achievement teachers variables have been recognized as important. If the learners stand at one end of the ongoing teaching learning process as one of the pole then inevitably, it is the teacher who Is entrusted to act as the other pole for the desired flow of the teaching learning activities in the classroom. He is a person who has to play the role of friends.

Philosopher and guide for initiating, interacting as well as concluding all activities pertaining to the classroom journey travel along with the students of the class. Hence teacher related variables are bound to play significant role in managing shaping and directing improper method of teaching-process of classroom or work situation.

### **2.3.1 Teacher's Attitude Toward the Subject Matter**

Education and researchers agree that teachers low interest or negative attitude toward the subject he/she thought has been one of the variable that for managing improper methods of teaching physical education classes. In view of this, some researchers such as Cangelosi (1991:264), Lewy (1977:252-253), Pratt (1980:419) and a host of other scholars are convinced that new educational programmer can succeeded only teacher's accept it if teachers do not accept the basic philosophy of a program, one can hardly expect that it will properly implemented. It seems obvious, here, that teachers are more likely to teach a program successfully if they themselves accept the basic inputs of the program.

A teacher should know the art and skill of teaching so that students are able to realize the stipulated teaching learning objectives in a particular teaching learning situation. He may know his subject well but for sharing, communicating and interacting various experiences related to the learning of the subject, he needs specific teaching skills, art and sciences of his teaching profession. The proficiency and deficiency posed by a teacher, in this regard are quite responsible for turning the teaching learning process in to a big success or failure.

Taking the above view in to account Erkyehun et. al,( 1991:8) in Ethiopian context have evidenced that teachers must understand the syllabus of the subject, feel secure about it and accept it as their own for

its e effective implementation. But, insufficient training, lack of adequate libraries , lack of moral support, lack orientation assistance from principal and subject teachers, lack of trained principal, and supervisors advisory during the full time teaching make teachers not to understand syllabus of the subject and consequently lead teachers not to accept the syllabus.

Hence, from the aforementioned ideas it can be deduced that teacher's attitude is a very important dimension in the teaching learning process. An interest and positive attitude toward teaching a particular subject will likely to reduce failure. On the other hand, low interest towards the presentation of the syllabus would be accompanied by failure in its implementation, which in turn affects pupils achievement. Therefore, teachers' attitude is more closely tied to aspects of teachers' work in their classroom.

### **2.3.2. Teacher's Knowledge of the Subject Matter and the Basic Methods of Teaching**

Teaching is not a mere occupation where people can go in to without the possession of the requisite qualification. On e of the major qualities that a teacher needs to posses to implement the curriculum plan effectively is a sound knowledge of the subject he/she teaches and the fundamental methods and techniques of teaching. In view of Aubrey (1994:190-191), Dean (1991:11) Erkyehun et al, (1991:2), Firestone (1996:213), Good and Brophy (1987:3) have a common agreement that teachers who possess both pedagogical knowledge and subject matter knowledge will be more effective in curriculum implementation than teachers who are deficient in one of these areas. Therefore, professional teachers must be more knowledgeable about their subject and about how to make the connection between the former and the latter. (Firestone, 1996:229).

As to many educators, command of the subject matter to be taught is an obvious necessity for any teacher. A study by Dean (1991:12) for example has indicated that a teacher must have a mastery of the content being taught if he/she is to be truly effective. Similar evidences are presented by Cole and Chan (1994:20), Mullens et al, (1996:139) concerning the importance of teacher's subject matter knowledge for effective teaching they suggests that teacher's should have knowledge of the content and the objective included in the curriculum. It is therefore; logical to assume that teachers with mastery of their subject matter would be particularly effective in conveying it to students. The authors cited above argued that, those teachers who have sound knowledge of the subject matter of the curriculum will be by far better than those who have poor knowledge of the same content.

On the other hand, a teacher that who knows his subject but can not put it across to his students is a teacher who is poor in methods of teaching poor methods of teaching results in bad teaching (Brown et al, 1982:11). Therefore, no matter how the teacher is knowledgeable in the subject matter, he cannot possibly succeed unless he has a thorough knowledge of the most accepted methods and techniques of teaching which enables him to communicate effectively with students.

From the preceding discussion, it can be stated that teachers who implement curriculum innovation need expertise in both the subject: what to teach and the pedagogy: How to teach it otherwise, without adequate performance on such basic activities, no individual can claim the status of professional teacher.

It is also worthy to note that development of this expertise requires especially designed training. Thus, for a teacher to be able to do his/her professional responsibilities, the level and quality of training would matter. In this regard, Creemers (1992:64) maintains that if teachers are



so important in the instructional process and responsible more or less for the outcomes of education then, they should receive the means (training) to fulfill their tasks in a self confident and competent professional way.

Refresher courses of different types would help teachers to become aware of their unforeseen short coming of their classroom teaching techniques. This may also help teachers to carry out the course of instruction in the way suggested by curriculum developers. Therefore, man power training both short and long term courses, workshops, seminars and other similar orientation might strengthen effective implementation and management of proper methods of teaching

### **2.3.3 Teacher's Experience**

Theoretically, it is assumed that a rich background of teaching experience increases teacher's ability to instruct effectively. Results of intensive study in the area indicate the positive correspondence of teacher's teaching experience and their actual performance in the classroom. For example, Hussen and associates (1984:26-27) have cited many studies which show the positive influence of experience on classroom performance. The author's cited above have noted that all other things being equal, it is generally agreed that a teacher gains skills through experience, and that the more experienced teacher is the more successful teachers.

Teachers' experience contributes to the effective managing of Improper methods of teaching. Usually, teachers' experience is expected to have positive relationship with teaching effectiveness. A longitudinal study conducted for five years with one group of teachers showed that there is a significant quality increase in teaching behaviors, such as making instruction systematic and stimulating (Adams, 1982). Adams and others

(1980), Adams and Martray (1981) have also found out that teachers' self – concern decreased in magnitude from the time of student teaching practice through five years teaching, while task pattern related to instruction increased along with more years of service.

In underlining the importance of experience, Femine Nasmer and Buchmann (1985) stated that firsthand experience is particularly evident in contributing to learn to teach. Similarly, Vare (1994) recognized the positive side of experience arguing experienced school teachers work with college professor as partners to prepare perspective teachers and to facilitate the continual professional development of teachers. After reviewing many research findings, Heyneman (1980) also has come up with the conclusion that teachers' experience and pupils' progress have positive relationship.

Furthermore, Borko and butcher (1984) have indicated that lower level of teaching performance would be obtained with less experienced teachers (below 6 years of teaching) than those with more experience (minimum of 6 years). Comparably in studying effectiveness of secondary school teachers through pupils rating. Gage and others (1960) also found that teachers with less than 5 years of service tend to be rated lower than teachers with more than 8 years of service

Confirming findings mentioned above, Erkyhun and others (1991) have spotted positive correlation between experience and teaching performance there by concluding the higher the service years teachers have, the better the performance they could have in teaching, managing and lesson planning. In general, from the foregoing literature, it appears that assumption regarding experience in teaching will bring about effectiveness in instructional performance is equivocal. However, it is undeniable that experience encountered trough years of services, provided that the experiences are actively processed and internalized by

teachers, could contribute to improve classroom performance. This may also hold true regarding the relationship between experience in teaching, implementation of teaching methods and proper utilization of teaching materials.

More can greatly, similar research studies are conducted to compare beginning and experienced teachers in response to the description of common classroom events. After having reviewed many research findings Clark and Peterson (1986:L279-280) have found a marked difference between experienced and beginning teachers in the nature of their interpretations and understanding of their classroom events. They interpret the results to suggest that experienced teachers have better developed knowledge of phenomena related to class room learning and teaching than do novice teachers. This is because experienced teachers know the home background of students, the problems and the experience of students, proper managing and implementation of various methods, the types of misbehavior and discipline problem that would occur

Thus, this result suggests that experienced and novice teachers may differ considerably in their perceptions of classroom events. From this finding one can well imagine that experienced teachers would have better developed knowledge that would be more relevant to the teaching situation than beginning teachers.

Furthermore, unlike experienced teachers, in experienced teachers are often felt an image of superiority. They seek to dominate all communication exchanges, usually because they lack confidence in the abilities of their students. Besides, beginning teachers have problems of choosing the most appropriate materials and methods of teaching for specific teaching purposes (Brown et al., 1982:194; Cole and Chan, 1994:55)

In sum, the cumulative evidence supporting the notion that teachers' experience contributes to teacher's skills and success. The main message of the pattern of the research findings presented above, is that, novice teachers are not strategic in the teaching learning process as the experienced teachers possibly because of lack of experience

The availability of teaching – learning materials and the support system for teachers by school principals could greatly influence teacher's work in the classroom (Firestone, 1996:215; Marburger, 1970:333; sail of and associates, 1981:350)

This indicates that the success of implementing and managing proper method of teaching is often restricted by shortage of equipment and instructional in the school. This problem is enormously widespread in many developing countries while it seems in significant in developed countries.

According to Mitizel (in Azeb, 1998) any discussion of classroom organization must begin with some attention to resources and facilities that the specific set up demands for its implementation. Mitizel further describes that, when there is no lack of equipment and materials that appear geographically to the understanding of the pupil, teaching cannot be challenged indeed. In light of this statement, Tirusew (1998) also describes that for effective teaching learning to take place, class room must be adequately organized conducive enough. The crux of educational quality among others heavily relies up on the environmental (both internal and external) conditions and materials of the classrooms. Whenever theoretical issues are presented in classrooms for students, it is practically proved that students get the most out of them when they are supported by teaching materials (Hallak, 1990)

According to the above idea the classroom should have furniture that are comfortable and easy to move from one point to another and can be

arranged for different purposes. Therefore, teaching materials and other classroom situations are of paramount importance in the process of teaching and learning where lack of appropriate material result in hampering effective transmission of knowledge.

## **2.4. Class Size of teaching**

Class size refers to the number of pupils regularly scheduled to meet in the administrative and instructional unit, known as class or section, usually under the direct guidance of a single teacher (Monre, 1956). Class size concerns educators for various reasons because learning can only occur positively when lessons are under appropriate conditions both for the students and teachers. The classroom size has its own impact in facilitating or hindering activities of teaching and learning.

According Tirusew (1998), since teaching learning process depends almost entirely on communication between teachers and students, the number of students in a class determines the amount and quality of knowledge imparted to and gained by the students. Thus, the larger the size of the students' number in a class, the more difficult communication between the teacher and students becomes, the more effectiveness of teaching will be hindered, and lower the quality of education will be

There are arguments which support the idea, that class size by itself has nothing to affect teaching learning if the teacher selects appropriate methods of teaching

A universal complaint, even among teachers with unusual success in large section, was inability in such classes to find adequate time to treat individual differences in pupils (Monere, 1956)

An excessive number of student's means that a diminishing amount of time is available to undertake necessary guidance responsible for these

children. For efficient use of time and labor, and for reaping the maximum benefit from the minimum quantity of input, it is essential that any action in the process of teaching and learning in schools would delineate consciously. The objective of the intended action should be viewed with comparable degree of school situations and resources. So that attainments would be possible

Lombardo and Wuest (1994) stated that the large classes in many secondary school physical education programs almost dictate the employment of the practice style that encourages the organizations of multiple activities and multiple groups conducted concurrently during the lesson. The creation of several groups within a lesson is a major move on the part of the teachers away from the command style, as well as from a totally teacher-centered approach

Therefore, instruction in limited class size requires more preparation before class begins. Space, equipment and activities must be clearly determine to efficiently organize at least two groups working simultaneously with in the same area, provisions must be made for providing information to the groups clearly, quickly, and efficiently to avoid students' dependence on the teacher (as in the command style lessen) for direction, visual information, modeling and explanations.

## **2.5. Time Allotment in teaching**

Time (period) allotment is one of the most important factors that influence managing improper methods of teaching physical education classes. Regarding this Knapp (1968) noted that, physical educators are almost unanimous in the belief that a daily period is required in both elementary and secondary schools if the developmental, recreational and skill needs of young people are to be met with reasonable adequacy. Not all the physical activity needed for health growth and development can be

provided during one school period daily. However, a daily period of liberal length does allow time for considerable healthful activity. Further it permits the teaching of variety of physical activities that develop skills, abilities and interests that form a basis for further participation in worthwhile activities Knapp (1968)

It is suggested that since five minutes at the start and ten minutes at the end are needed for dressing and showing, the longer the period the higher the percentage of time available for physical activity.

Relatively long periods are advantages for physical education classes when schedules are divided in to short periods, the desired ability and possibility of double periods for physical education should be considered (Ibid). In addition to this some schools physical education classes favor a period near the middle of the morning or near the middle of the afternoon.

One reasons given for favoring these mid-half-day times are, a break from and variation of sedentary classroom activity is needed, before school and after school physical activity makes physical education classes near the beginning or the end of a session unnecessary, early morning hours should be reserved for more difficult subjects and rigorous physical activity should be avoided after meals.

Generally, according to some writers as much as possible considering along period of time and making a period near the morning or near the afternoon may favored to facilitate teaching physical education classes effectively.

## **2.6. Lack of Adequate Support of Administrator for teaching**

School directors pay attention to particular innovations, there will be a greater degree of implementation in the classroom. Thus the school director is a key grantor of successful implementation he/ she play a major role in support the school activities such as giving moral support to the staff, by arranging staff development, collecting resource to the task establishing good working relationship among teachers by generating better solutions to the school problems (Firstane, 1996:227 – 230; Fullan, 1992: 85; Ornstein and Hunkins, 1988:243 – 244) good and Brophy (1987:553) have proven conclusively that “Administrative should play a facilitative role rather than evaluative”

Accomplish these actions, though the administrators do not directly play role in implementing classroom activity he/she needed to have knowledge of facilitating managing and planning.



## **CHAPTER THREE**

### **RESEARCH DESIGN AND METHODOLOGY**

#### **3.1 Research Methods**

The main concern of the research is to investigate the paper way of managing teaching methods in Physical Education classes in Nifassilk Lafto Sub city Secondary School. The research was used a descriptive survey research methods to find sample of the study that could help the researcher to assess the implementation of managing improper teaching methods in Physical Education Classless. This was because managing improper methods has a potential to make detailed descriptions about the existing problem, explore about current conditions, and make intelligent solution for application of proper methods of teaching Physical Education.

#### **3.2 Sources of Data**

To achieve the objectives of this study, relevant information has been secured from primary and secondary sources. Related literature books, Journals and Articles, and local research findings have been reviewed from sample of three school 231 students were taken as the subject of the study. School directors, physical education teachers and sub city supervisors are also served as sources of data for study.

#### **3.3 Sampling Size and Techniques**

There are ten Secondary schools in Nifassilk Lafto Sub city. All secondary Schools are governmental. Among these schools three were chosen. The schools are selected based on simple random sampling in lottery system. The selected schools are Fana 02, Kefetegna 23 and Ewket Lehebret secondary schools. concerning sample of Physical education teachers and students the researcher was used availability sampling and stratified

sampling techniques respectively. Physical Education Teachers in these high schools are few, all Physical Education Teachers of the schools were sample of study.

Regarding the selection of sampling students the researcher will be use stratified sampling techniques. The information from the school 713 male students and 520 female students in grade nine, 650 males and 433 female students in grade ten. Therefore, the sample was drawn proportionally as such 71 are males and 52 are females from grade nine and 65 males and 43 females from grade ten a total of 231 students will selected on random basis.

Finally a researcher will use four (half percent) supervisors out of eight supervisors from Nifassilk Lafto Sub city and three school directors in purposefully from each schools.

### **3.4 Data Collection Instruments**

In order to collect data three basic instruments i.e questionnaire, Observation rating scale and interview were employed. Accordingly a questionnaire was used to gather of quantitative data, while interview was used to obtain qualitative data.

**Questionnaire:** a questionnaire is an enquiry form of data gathering instrument in which respondents answer question to statement in writing and is used to get factual information. Therefore, in order to collect large amount of data from sample students, Physical Education Teachers, School Directors and Supervisors, in a sort time, a questionnaire which consist of 20 close ended items was prepared.

**Interview:** interview gives the needed information orally and face to face. Therefore, together more detailed information from Physical Education Teachers, School Directors and Supervisors, Semi structured interview was employed many writers stated that interview is a useful instrument

to generate important and often crucial information. Thus, it is with this assumption that interview was selected as a data gathering instruments for this study. Furthermore, an interview schedule was prepared to interview all Physical Education Teachers, Three School Directors and Four sub city Supervisors. Before starting the interview, the interviewees were informed about the purpose of the study. Finally the responds of the interviewees were analyzed and incorporated into the final reports of the study.

**Observation Check list:** in addition a questionnaire and interview, observation checklist also prepared together more information about the implementation of Physical education teachers in theoretical and Practical classes of physical education, the methods and approaches of the teachers, the ways of creating Conductive teaching learning environment, attitudes of a teachers, students activities on the process of teaching and learning of Physical education Classes, the interaction between students and teachers are part of the observation students are observed to get the full information during the teaching and learning process in the class room and sport field.

### **3.5 Data Analysis**

Data Analysis is the process of systematically searching, arranging and organizing the questionnaire, interview observation and other materials that have been collected for the intended study.

Data Collected through questionnaire were tailed organized and tabulated according to the nature of issue raised in the instrument, and it was analyzed by using frequency and percentage to describe what portion of the respondents agree or disagree on a given item. In addition to this qualitative data obtained though interview and observation was summarized shortly.

## **CHAPTER FOUR**

### **DATA PRESENTATION AND ANALYSIS**

This chapter deals with Presentation, Analysis and Interpretation of data obtained from sample of Physical Education Teachers, Students, School Directors and Sub city Supervisors.

In order to gather relevant information on the impact of improper ways of managing teaching methods in physical education classes in Nifassilk Lafto sub city secondary schools in the study, a questionnaires consist of twenty questions including characteristics of respondents with close ended type was distributed to sample of 231 students 6 physical education teachers out of these 224 (96.6%) of students 6 (100%) of physical education teaching filled and returned the questionnaires.

In addition to this, semi structures interview and observation check list were used. A semi structures interview consisting 6 open ended questions were employed to all sample of School Directors and sub city Supervisors.

#### **4.1 Characteristics of the Respondents**

To obtain information about the characteristics of respondents, a few items in the first set of the questionnaires were provide to the sample respondents. Base on the responses of the respondents, the data collected were respond in number and percentage as indicated in table 1 below.

Table 1: Characteristics of the Respondents

No	Item	Types of Respondents						
		Physical Education and Directors (n=9)		Sub city supervisors (n=4)		Students (n=224)		
		N	%	N	%	N	%	
1	Sex	M	7	77.8	4	100	129	56.4
		F	2	22.2	-	-	95	41.2
2	Age of directors, teachers and supervisors	<22	-	-	-	-	-	-
		22-30	3	33.3	2	50	-	-
		>30	6	66.7	2	50	-	-
3	Age of students	12-15	-	-	-	-	186	83.0
		16-20	-	-	-	-	36	16.1
		>20	-	-	-	-	2	0.9
4	Grade level of Student	9 <sup>th</sup>	-	-	-	-	123	53.2
		10 <sup>th</sup>	-	-	-	-	108	46.8
5	Qualification	Diploma	-	-	-	-	-	-
		BSc/BED	9	100%	3	75	-	-
		MSc/MED	-	-	1	25	-	-
6	Service years	<5 years	-	-	-	-	-	-
		5-10 years	4	44.4	2	50	-	-
		>10 years	5	55.6	2	50	-	-

Table 1 indicated out of the total Nine Physical Education Teachers and School directors 7(77.8%) were males and 2(22.2%) were Female. The table also shows that 3 (33.3%) and 6 (66.7%) of Physical Education Teachers and School Directors fall in the range from 22-30, and above 30 respectively, they have 2(50%) and 2(50%) of sub city supervisors also fall in the range of 22-30 and above 30 concerning qualification 9(100%) Physical Education Teachers and School Directors are all are BSC/BED on their educational level out of the respondents of Supervisors 3(75%) are BSC/BED and only 1(25%) MSC on their services year 4(44.4%) School Directors 2(50%) supervisors range 5-10 years service and 5(55.6%) Teachers and School Directors and 2(50%) supervisor's service year rang above 10.

From the above table regarding students participants, 129(56.2%) were males and the rest 95(43.8%) were females. The table also shows that 186(83%) of students participants fall in the age range from 12-15, 36(16.1%) participants fall in the range from 16-20 and 2(0.9%) participants fall in the range above 20 years. In addition to this 123(50.4%) participants were grade 9 and 108 (49.6%) were Grade Ten Students.

## 4.2 Presentation and Analysis of Data from Questionnaires

In the following set of items of the questionnaires, the response of the respondents to these items are presented in the table and followed by their analysis as show in the page below.

### A. Concerning about Workshop and Training for Managing Improper Methods of Teaching.

There are 3 items regarding workshop and training for managing improper method of teaching the respondents were given their responses in the four sets of options. The questionnaire will assumed to be influenced major problems to manage improper method of teaching. The responses were changed to percentages as shown in the table. The analysis of data followed by their interpretation was done as indicated in the page below in the table.

Table2 responses about the importance of workshop and training for managing improper method of teaching

N.B:-SV-Supervisor      PET-Physical Education Teacher, D-Director S-Student

4. Strongly Disagree      3. Disagree      2. Agree      1. Strongly Agree

No	Item	Respondents	4	3	2	1	Total	4+3	2+1	
1	Workshop and training improve the quality of teaching and learning	SV	N	-	-	1	3	4	0	4
			%	-	-	25	75	100	0	100
		PET	N	-	-	1	5	6	0	6
			%	-	-	16.7	83.3	100	0	100
		D	N	-	-	1	2	3	0	3
			%	-	-	33.3	66.7	100	0	100
ST	N	-	-	-	-	-	-	-		
2	Teachers can organize training and workshop	SV	N	-	1	1	2	3	1	3
			%	-	25	25	50	100	25	75
		PET	N	-	1	1	4	6	1	5
			%	-	16.7	16.7	66.7	100	16.7	83.3
		D	N	-	1	-	2	3	1	2
			%	-	33.3	-	66.7	100	33.3	66.7
ST	N	-	-	-	-	-	-	-		
3	To manage improper method of teaching awareness should be created through training and workshop	SV	N	-	-	2	2	4	0	4
			%	-	-	50	50	100	0	100
		PET	N	-	-	3	3	6	0	6
			%	-	-	50	50	100	0	100
		D	N	-	-	1	2	3	0	3
			%	-	-	33.3	66.7	100	0	100
ST	N	-	-	-	-	-	-	-		
	%	-	-	-	-	-	-	-		

As table 2 were presented that obtain information from respondents about training and workshop. **Regarding item number 1**, Workshop and Training improve the quality of teaching learning 100%, Supervisor 100%, Physical Education Teachers and 100% School Directors agreed this shows all respondents agree that workshop and training improve the quality of teaching and learning.

**Item Number 2**, Training and workshop can be organized by Teachers 75%, Supervisor 83.3%, Physical Education Teachers and 66.7%, School Directors agreed. But 25% supervisor 16.7%, Physical Education Teachers and 33.3%, School Directors disagreed. This show that the majority of the respondent agreed that teachers can organize training and workshop.

Concerning **item number 3**, to manage improper method of teaching awareness should be created through training and workshop 100% supervisor 100%, Physical Education Teachers and 100% School Directors agreed. This show that all respondents believed that to manage

improper method of teaching awareness should be created through Training and Workshop.

#### B. Concerning Utilization and Management of Improper Teaching Methods

There are 5 items regarding the utilization and Management of Improper Method of teaching. In each item. It has four sets of option of the questionnaire intended to gather from four groups of respondents. The data presented in table 3 were responses of the respondents expressed in percentages and analysis of the data as well as the interpretation was done just below.

Table 3 A responses of respondents concerning utilization and management of improper teaching method



4. Strongly Disagree  
Agree

3. Disagree

2. Agree

1. Strongly

No	Item	Respondents	4	3	2	1	Total	4+3	2+1	
1	Implementing different teaching methods are difficult in secondary school	SV	N	3	1	-	-	4	4	0
			%	75	25	-	-	100	100	0
		PET	N	3	1	2	-	6	4	2
			%	50	16.7	33.3	-	100	66.7	33.3
		D	N	2	1	-	-	3	0	3
			%	16.7	33.3	-	-	100	100	-
ST	N	17	198	9	-	224	215	9		
	%	7.6	88.4	4	-	100	96	4		
2	Active learning approach provides better chance for all learners to participate actively in their class room	SV	N	-	-	2	2	4	0	4
			%	-	-	50	50	100	0	100
		PET	N	1	1	2	2	6	2	4
			%	16.7	16.7	33.3	33.3	100	66.6	33.4
		D	N	-	-	1	2	3	0	3
			%	-	-	33.3	66.7	100	0	100
ST	N	-	22	163	39	224	22	202		
	%	-	9.8	72.8	17.4	100	9.8	90.2		
3	Utilization of various kinds of teaching methods help to manage improve methods of teaching	SV	N	-	-	1	3	4	0	4
			%	-	-	25	75	100	0	100
		PET	N	-	1	2	3	6	1	5
			%	-	16.7	33.3	50	100	16.7	83.3
		D	N	-	-	1	2	3	0	3
			%	-	-	33.3	66.7	100	0	100
ST	N	-	18	21	185	224	18	206		
	%	-	8	9.4	82.6	100	8	92		
4	Teachers are responsible to manage improper methods of teaching	SV	N	-	-	2	2	4	0	4
			%	-	-	50	50	100	0	100
		PET	N	-	1	2	3	6	1	5
			%	-	17.7	33.3	50	100	16.7	83.3
		D	N	-	-	1	2	3	0	3
			%	-	-	33.3	67.7	100	0	100
ST	N	17	12	49	146	224	29	195		
	%	7.6	5.4	21.9	65.2	100	13	87		
5	Managing improper method of teaching can create good communication between teachers and students	SV	N	-	-	1	2	3	0	3
			%	-	-	33.3	67.7	100	0	100
		PET	N	-	1	3	2	6	1	5
			%	-	16.7	50	33.3	100	16.7	83.3
		D	N	-	-	-	3	3	0	3
			%	-	-	-	100	100	0	100
ST	N	-	-	134	90	224	0	224		
	%	-	-	59.8	40.2	100	0	100		

As table 3 were presented that obtain information from respondents about utilization and management of improper teaching methods.

Regarding item number 1, implementing different teaching methods are difficult in secondary schools 100% Supervisor 66.7%, Physical

Education Teachers and 100% School Directors and 96% students disagreed. In opposite 33.3% Physical Education Teachers and 4% Students Agreed. This show majority of a respondents believed that implementing different teaching methods in secondary school is not difficult.

Item number 2, active learning approach provides better chance for all learners to participate actively in their classroom 100% supervisors, 33.4% Physical Education Teachers and 100% School Directors, 90.2% agreed. But 66.4% Physical Education Teachers and 9.8 Students Disagreed. This implies most respondent agreed that active learning approach provides better chance for all learners to participate actively in their class room.

Concerning to item number 3, utilization of various kinds of teaching methods help to manage improper methods of teaching 100% supervisors, 83.3% Physical Education Teachers 100% Directors and 92% Students Agreed, while 16.7% Physical Education Teachers 8% Students Disagreed. This shows that majority of the respondent shows that utilization of various kind of teaching methods help to manage improper methods of teaching.

As item number 4, teachers are responsible to manage improper method of teaching 100% Supervisors, 83.3% Physical Education Teachers 100% Directors and 87% Students Agreed that the teachers has a responsibility to manage improper method of teaching.

Regarding item number 5, Managing improper method of teaching can create good communication between Teachers and Students 100% Supervisors, 83.3% Physical Education Teachers 100% School Directors and 100% Student agreed. But 16.7% Physical Education Teachers Disagreed. This implies that the majority of the respondents believe that

managing improper method of teaching can create good communication between teachers and students.

### C. Concerning Instructional Materials and Classroom Management

There are four items regarding instructional materials and classroom management. In each items it has four sets of options of the questionnaires intended to gather information from four groups of respondents. The data presented in table 4 were responses of the respondents expressed in percentages and analysis of the data as well as the interpretation was done just below the table

Table 4- Responses to Instructional materials and Class room Management

4. Strongly Disagree      3. Disagree      2. Agree      1. Strongly Agree

No	Item	Respondents	4	3	2	1	Total	4+3	2+1	
1	Poor classroom management cause students misbehavior	<b>SV</b>	<b>N</b>	-	-	1	3	4	0	4
			%	-	-	25	75	100	0	100
		<b>PET</b>	<b>N</b>	-	1	3	2	6	1	5
			%	-	16.7	33.3	50	100	16.7	83.3
		<b>D</b>	<b>N</b>	-	-	-	3	3	0	3
			%	-	-	-	100	100	0	100
<b>ST</b>	<b>N</b>	-	29	10	185	224	29	195		
	%	-	13	4.5	82.5	100	13	87		
2	The school environment is suitable to implement instructional materials	<b>SV</b>	<b>N</b>	-	2	1	1	4	2	2
			%	-	50	25	25	100	50	50
		<b>PET</b>	<b>N</b>	-	1	2	3	6	1	5
			%	-	16.7	33.3	50	100	16.7	82.3
		<b>D</b>	<b>N</b>	-	-	1	2	3	0	3
			%	-	-	33.3	66.7	100	0	100
<b>ST</b>	<b>N</b>	-	51	76	97	224	51	173		
	%	-	22.8	33.9	43.3	100	22.8	77.2		
3	School principal is positive to provide sufficient support for physical education subject	<b>SV</b>	<b>N</b>	-	1	2	1	4	1	3
			%	-	25	50	25	100	25	75
		<b>PET</b>	<b>N</b>	-	1	5	-	6	1	5
			%	-	16.7	83.3	-	100	16.7	83.3
		<b>D</b>	<b>N</b>	-	-	1	2	3	0	3
			%	-	-	33.3	66.7	100	0	100
<b>ST</b>	<b>N</b>	-	9	145	70	224	9	215		
	%	-	4	64.7	31.3	100	4	96		
4	School pedagogic center is responsible to provide sufficient instructional materials for physical education subject	<b>SV</b>	<b>N</b>	-	-	2	2	4	0	4
			%	-	-	50	50	100	0	100
		<b>PET</b>	<b>N</b>	-	1	3	2	6	1	5
			%	-	16.7	50	33.3	100	16.7	83.3
		<b>D</b>	<b>N</b>	-	-	1	2	3	0	3
			%	-	-	33.3	66.7	100	0	100
<b>ST</b>	<b>N</b>	-	66	83	75	224	66	158		
	%	-	29.5	37	33.5	100	29.5	75.5		

Regarding item number 1, poor classroom management cause students misbehavior 100% Supervisors, 83.3% Physical Education Teachers, 100% Directors and 87% Students Agreed. While 16.7 Physical Education Teachers 13% students disagreed this show that majority of the respondents said that poor classroom management causes students misbehavior.

As item 2, The school environment is suitable to implement instructional materials 50% supervisors, 83.3% Physical Education Teachers, 100% school directors, 77.2% students agreed. In opposite 50% supervisors, 16.7% Physical Education Teachers, 22.8% Students Disagreed. This show that majority of the respondents replied that the school environment is suitable for implementation of instructional materials.

Concerning item number 3, School principal is positive to provide sufficient support for physical education subject 75% Supervisor. 83.3% Physical Education Teachers 100% Directors, and 96% Students agreed. While 25% Supervisors 16.7% Physical Education Teachers and 4% Students Disagreed this show majority of the respondents believed that school principals is positive to provide sufficient support for physical education subject.

Similarly item number 4, school pedagogic center is responsible to provide sufficient instructional materials for physical education subject 100% supervisors, 83.3% physical education teachers, 100% directors 70.5% students agreed. But 16.7% Teachers, and 29.5% students disagreed. This shows that majority of the respondent replies that the schools pedagogic center is responsible to provide sufficient support for physical education subject.

#### D. Concerning Implementation of Physical Education Teacher in Class

Table 5, There are 6 items regarding the implementation of physical education teachers in a class room and outside a class room (in field) it

has four sets of option of the questionnaire intended from student respondents the responses of the respondents expressed in percentages and analysis of the data as well as the interpretation was done just below the table.

Table 5 Responses of a respondents concerning implementation of physical education teachers' in a class room or in filed

4. Strongly Disagree      3. Disagree      2. Agree      1. Strongly agree

No	Item	Respondents		4	3	2	1	Total	4+3	2+1
1	Physical education teacher use various methods of teaching	St	N	90	67	-	67	224	67	157
			%	40	30	-	30	100	70	30
2	Physical education teacher encourage students to prepare teaching material	St	N	-	90	58	76	224	90	134
			%	-	40.2	26	34	100	40	60
3	Physical education teacher can manage teaching learning situation in the class and in the field	St	N	120	30	44	30	224	150	74
			%	53.6	13.4	19.6	13.4	100	67	33
4	During physical education class the teacher use relevant instructional material	St	N	94	24	24	70	224	118	106
			%	42	10.7	16.1	31.2	100	52.7	47.3
5	Your class room and school environment is suitable for active learning	St	N	113	60	51	-	224	173	51
			%	50.4	26.8	22.8	-	100	77.2	22.8
6	Active teaching method encourage a teacher to manage improper method of teaching	St	N	-	9	40	175	224	9	215
			%	-	4	17.9	78.1	100	4	96

As Table5 item number 1, Physical Education Teacher use various methods of teaching 30% Students Agreed while 70% Students

Disagreed. This shows that most teachers didn't use various teaching methods in class or in the field of physical education.

Regarding item number 2, Physical Education Teacher encourage students to prepared teaching materials 40% Students Disagreed and 60% Student Agreed. This shows that Physical Education Teacher encourage students to prepare teaching materials.

Concerning item number 3, Physical Education Teacher can manage teaching learning situation in the class and in the field 67% students disagreed and 33% students agreed. This show that physical education teacher has a difficult to manage teaching learning situation in the class and outside the class or in practical session.

As item number 4, During Physical Education Class the teacher use relevant instructional materials 52.7% Students Disagreed and 47.3% Students Agrees. This show that physical education teachers did not use relevant instructional materials in Physical Education Class.

Regarding item number 5, Your class room and school environment is suitable for active learning 77.2% Student Disagreed and 22.8% Students Agreed. This implies the Physical Education Class room and field is not suitable for activity learning.

Similarly, item number 6, active teaching method encourage a teacher to manage improper method of teaching 4% Students Disagreed and 96% Students Agreed. This show that active teaching methods encourage teachers to manage improper method of teaching.

### **4.3 Result from observation check list**

To get additional reliable information, the researcher was observed different variables in keftegna 23, Fana 02 and Ewket Lehebret Secondary Schools. The result of observation summarized below:-

1. Teacher's mastery of the content being taught as the researcher observed, most teachers have a problem of mastery of the content. This shows that teachers have shortage of mastery of the content that they taught.
2. The ability of the teacher to adjust classroom instruction to the abilities and needs of a student when he/she taught.
  - As the researcher observed that most teacher can not adjust classroom instruction to the abilities and needs of a students when he/she taught the teacher didn't consider the ability level (fast, medium and slow) learners do not give priority for the needs of learning.
3. Teacher's proper utilization of teaching aid appropriate to the topic
  - As the researcher observed majority of a students were standing without involving or actively participating in practical session in physical education, this is due to shortage of materials and improper utilization of teaching aids.
4. Teacher's attempt to avoid destructing behavior inappropriate movement loud voice etc.
  - As the researcher observed majority of a teacher can not control destructing behavior of students most teacher use improper method of teaching that means the way they present the topic was boring. This makes students to move inappropriately and to speak loudly and destructing class room environment.
5. Teacher's ability to change activities in his teaching (i.e from listening to talking observing and practicing).
  - As researchers observed that most Physical Education Teachers have difficulty to change teaching activities. They use first talking the content and force them to practice.
6. The ability of the teacher to develop the class room lesson (Presentation, Stabilization, Summary)

- As a researcher observed that most Physical Education Teacher did not use teaching steps from Presentation-Stabilization and summary. Most teachers didn't revise what they learn in previous class and some teachers didn't ask questioning in summary

#### 7. Conducive Class Room Environment

- As the researcher observed most Physical Education Teachers use only a few methods of teaching they didn't give chance for students to discuss in class room activities that makes boring for students and cannot create conducive class room environment.

#### Teacher's attitude about teaching learning process

As the researcher observed that most teachers do not have positive attitude for teaching physical education

- Teaching and Learning Physical Education Class. This can influence the performance of students.

#### 8. Appropriate Curricular Material for Active Learning

- As the researcher observed that there was no Appropriate Curricular Materials for active learning in Three Secondary Schools

#### 9. Availability of Facilitated such as sport field, ball apparatus

- As the researcher observed that three were no sufficient materials among sample schools material were few in number were not enough to implement practical activities effectively in these schools. The researcher observed there is no football court, Basket Ball court, handball in three sample schools.
- The researcher also observe, shortage of balls, net gymnastic apparatus.



## 4.4 Result from Interview

Data were collected from physical education teachers school principals and sub city supervisors by using interview question the interview was done on January 13 2013 and January 2013to six physical education teachers from three sample high schools, 3 school principals and 4 sub city supervisors from Nifas silk Lafto sub city education bearue.

1. What is the purpose of managing improper methods of teaching?
  - To encourage and motivate students to participate in active teaching and learning process. To develop self confidence on teaching and students
2. What is the role of physical education teachers, supervisors and school director for managing improper methods of teaching?
  - Teachers- Use variety of teaching methods, using appropriate instructional materials prepare different teaching aids.
  - Directors-Supervise physical education teacher during the theoretical and practical session.
  - Motivate encourage for best work give feedback when the teacher shows weak side provide sufficient support
  - Supervise-Support the teacher to use variety of method give feedback and comment to weak sides
3. What are the major problems for managing improper method of teaching?
  - Large number of student in one class, lack of facilities and equipment, lack of sufficient training, teachers attitude to ward the subject master, lack of understanding and awareness, curriculum doesn't address the need of the learner, lack of conductive school environment.
4. What can be possible solution for managing improper teaching methods?

- Using a variety of methods, sufficient training should be give for physical education teachers, number of student should be limited in one class
5. How do you create awareness for implementation of proper method of teaching?
- By motivating teachers to use variety of teaching methods, by giving training for a teachers. By organizing proper sitting arrangement in the class and group formation outside the class or in the field.

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATION

This chapter deals with the summary, conclusions and recommendation. The first part deals with the summary of what we have been treated in the previous chapter followed by the conclusions of the fundamental findings of the study. Finally, based on the findings conclusion drawn, some important recommendations would be forwarded.

#### 5.1 Summary

The purpose of this study was to evaluate teachers, class room and field performance in implementing physical education in secondary schools and thereby to examine the problems encountered by teachers, students, school principals and supervisors with particular emphasis to Nifassilk Lafto sub city. In relation to this, the following major research questions were raised.

1. What is the level of teachers, class room performance in managing in appropriate teaching methods and techniques to facilitate the implementation of physical education class?
2. What relationship does it exist between teachers attitude toward physical education subject and their class room performance?
3. What is the role of supervisors, school principals for managing improper methods of teaching physical education?
4. What are the major problems which effects teachers for managing improper methods of teaching?
5. What are the possible solutions to promote the implementation of teachers for managing improper methods of teaching?

In order to seek answer to the above basic questions a questionnaires, a semi structured interview and observation checklist were used. A questionnaire was closed ended type and it was distributed to samples of 231 students, 6 physical education teachers, 4 sub city supervisor and 3 school principals filed, the questionnaire and returned. Based on the frequency count the raw data were tailed, tabulated, analyzed and major finding were summarized and follows out of these 96.6% of students, 100% physical education teachers, 100% school principals and 100% supervisors.

1. Regarding the levels of teachers class room performance in managing in appropriate teaching methods and techniques to facilitate the implementation of physical education class, the majority of the respondents from physical education teachers, school principals, supervisors and students perceived that they have low level in the skill of managing improper methods of teaching.
2. As the majority of the respondents perceived that the relationship does it exist between teachers attitudes toward physical education subject and their class room performance. According to their performance most physical education have less attitude. This is because they would not have support from the school principals, they didn't get adequate facilitates for teaching and learning process, the attitude of ht society toward the subject also less and they dissatisfaction of salary that makes their performance with less attitude.
3. In the relation to the role of supervisors and school principals for managing improper methods of teaching physical education class. School principals and supervisors have responsibility for the proper implementation of physical education class. They should control, evaluate give feedback and facilitate, motivate, organize

- workshop and training for the teacher who teach physical education
4. Based on the respondents the major problems which affects teachers for managing improper methods of teaching physical education, overcrowded class rooms, lack of workshop and training, inadequacy of teaching aids, shortage of curriculum materials., lack of motivation
  5. As to the findings of the study possible solutions to promote the performance of teachers in managing in appropriate teaching methods.
    - Creating conducive school environment,
    - Providing sufficient teaching aids,
    - Creating awareness for the teacher,
    - Limit number of students in one class
    - Encouraging and rewarding teachers,

## **5.2 Conclusion**

On the basis of the major findings derived from the reports, analysis and interpretation of the data collected through questionnaires, observation and interviews the following conclusions were made.

1. From the results of present study, it seems evident that the overall level of teachers classroom performance for managing improper methods of teaching was found to be low in view of the general teaching characteristics than class room management skills.
2. The result of this study further indicated that the observed teachers seems to adhere to the lecture methods during instruction rather than employing the various instructional technique such as group discussion, inquiry technique. Hence, it is possible to conclude that the observed teacher use a teaching which is far from active teaching methods.

3. The teacher's attitude toward the physical education subject is less. The finding indicated that some factors in a class room and in the field. In addition the finding vividly Show that teachers attitude have a significant impact on their class room performance.
4. The finding indicates that indicates that some factors have a lot to do in affecting the levels of teachers managing improper methods of teaching. Among these factors overcrowded classrooms, lack of training and workshop in adequacy of teaching aids, shortage of curriculum material, low support of the school principal these all factors discourage physical education teachers for managing improper methods of teaching.
5. The study made on three secondary schools indicated that sufficient materials provision was not made in all of the surveyed schools, there are shortage of curriculum materials and other instructional aids. Therefore, the absence of short supply of the teaching learning material seems to reduce teachers contribution in managing inappropriate methods of teaching of physical education

### **5.3 Recommendations**

On the basis of the findings and conclusions drawn, the following recommendations are indicated.

1. Since teachers are the most important components of education, the improvement of teachers variables seems to be a paramount importance. It would, therefore, be important that colleges of teachers education have to do their best towards making teacher training more meaningful, effective and functional accordingly, prospective physical education teachers for secondary school need to be trained to understand the process of teaching using the inquiry approach. To this end, instructors of teachers training

- college can play an exemplary role by employing various methods and techniques of teaching which they expect from the trainees to employ in their future teaching.
2. In order to overcome the problem of instructional materials, an alternative strategy should be designed to use available resources in the locality teachers and pedagogic center could creatively use local materials for teaching physical education. They could for example, collect real objects and use as an instructional aids, mobilize students to produce ball, roge, mat javelin, button, net from locally available materials such as would, plastic bags, grass and plastic trades.
  3. A continuous follow-up, visit and assessment is required on the part of supervisors, school directors to see the implementation problem of physical education. Educational officials and school administrators could jointly act on the problems of teaching physical education to assist physical education teachers in resolving the multitude of problems that can arise in the teaching learning process.
  4. Educational Materials Production and Distribution Agency (EMPDA) in the ministry of Education has to attempt to supply school with adequate documents such as sufficient text books, teachers guide before the beginning of academic year.
  5. As the finding of the study indicated that there are may problems through the management of improper methods of teaching such as over crowdedness of the students in one class, lack of adequate reaching aids, lack of training and workshop, lack of support from school principals and supervisors based on these problem physical education teachers should jointly work with the concerned bodies to fulfill these gaps, the school principal should also discuss with concerned bodies to get solution for the existing problems, should

- create conducive environment to conduct effective implementation of physical education.
6. Additional in service training both short and long term courses, workshops, seminars and other similar orientation should be given on regular basis from time to time to introduce physical education teachers to the suggested methods and techniques of teaching.
  7. Finally, in order to decide what solution would be helpful, a comprehensive and national wide study needs to be carried out that may show to what extent physical education teachers manage improper methods of teaching in teaching learning process.



## **Bibliography**

Azeb Desta (1984)--- Elements of General methods of teaching knowledge and competence for a teacher Faculty of education Addis Ababa University

Bob Davis, Jan Roscoe, Dennis Roscoe, Ros bull (2005) physical education and the study of sport 5<sup>th</sup> edition Edinburg London New York oxford Philadelphia st Louis sydney Toronto 2005

Brown, Nacino, Festul Oke and Desmond Brown (1982) Curriculum and Instruction An introduction to methods of teaching

Cole, Peter and Lona Chan (1994)--- The Teaching Principles and practice New York Prentice Hall

Coper James (1986)- --“The teacher as a decision makers” in J. Cooper (Ed) classroom teaching skill (pp. 1-18) Lexingto DC heath company

Creemers, Bert (1992 Effective instruction and school improvement) – - “School Effectiveness, in Netherlands” IN d. Reyonalds and P-Cuttance (eds) school Effectiveness: Research policy and practice Great Britain Redwood Books, Trow rid wilts

Daryl Sidentiop (1991)--- Developing teaching skills in physical education 3<sup>rd</sup> ed. OHIO state university may field publishing company mountain view California London Toronto

Gebre Negash (2005) ---Effectiveness of health and physical education teachers in teaching the subject in preparatory schools of Addis Ababa city administration master thesis (unpublished) Addis Ababa University

Good, T.L Brophy, J.E. (1987)--- Looking in class room New York Harper Raw

Kindalem Kebede (1998)--- An Evaluation of classroom performance in implementing the new social studies syllabus in the second cycle of primary education: The case of south Gondor (master Thesis) unpublished Addis Ababa University

Kochhor, S.K (1981) Methods and Techniques of teaching New Delhi: Sonjoy printer.

Richard A. Magill. Motor learning and control concepts and applications 7<sup>th</sup> edition published by MC Graw-Hill, a business of the me Graw-Hill companies, Inc New York

Sadker, Myra and David Sadker (1986) questioning skills in J Cooper James (ed) Class room teaching skills (PP 139-180) Lexington: D.C Heath and Company

SK. Mangal (2007). Essentials of education psychology by prentice-Hall of India private limited, New Deihi published by Asoke K. Ghosh

Tirusew Tefera (1998)”.Issue Surrounding the academic Efficiency of Addis Ababa University Institute and Educational research Addis Ababa university

Vannier, Maryhelen Hollis F. Fiat (1964)--- Teaching physical education in secondary school 2<sup>nd</sup> edition Philadelphia

Weber, Wilfred (1986). Class room management in J. Cooper (ed), classroom teaching skill (pp. 271-358) Lexington. D.C health and Company

Wuest. D and Lombardo B. (1994) Curriculum and instruction the secondary school physical education experience. Rhode Island College providence, Rhode Island.

## **APPENDIX A**

**Addis Ababa University**

**School of Graduate Study**

**College of Natural science**

**Department of Sport Science**

### **Questionnaire to Be Filled By Students**

#### **Dear students**

The main purpose of this questionnaire is to find solution for the existing problems in Nifassilk lafto sub city secondary schools to implement different teaching methods in appropriate with the lesson of physical education your responses are confidential and are not used for other purposes rather than this study. There for in order to obtain relevant and reliable information that would contribute to the success of this study. Kindly I request your cooperation to answer all the question

**Thank you in advance !**

N.B. do not write your name

Part 1: Background information

Phase circle your background on the choice provided

1) sex A) Male                      B) Female

2) Age (in years) A) 12-15    B) 16-20                      C) >12

- 3) Your physical education teachers use various methods of teaching
- A) Strongly disagree      B) Disagree    C) Agree      D) strongly agree
- 4) Physical education teacher encourage students to prepare teaching materials
- A) Strongly disagree      B) Disagree    C) Agree      D) strongly agree
- 5) Physical education teacher can mange teaching learning situation in the class and in the field
- a) Strongly disagree      B) Disagree    C) Agree      D) strongly agree
- 6) During physical education class the teacher uses relevant instructional materials
- a) Strongly disagree      B) Disagree    C) Agree      D) strongly agree
- 7) Your classroom and school environment is suitable for active learning
- a) Strongly disagree      B) Disagree    C) Agree      D) strongly agree
- 8) Active teaching method encourages a teacher to mange improper method of teaching.
- a) Strongly disagree      B) Disagree    C) Agree      D) Strongly agree

## **APPENDIX B**

**Addis Ababa University**

**School of Graduate Studies**

**College of Natural Science**

**Department of Sport Science**

The purpose of this questionnaire is to collect a some information form physical education teachers school principals and sub city supervisors and student about the proper management of physical education classes. To this end, cooperation in completing this questionnaire is of paramount importance since your responds will keep confidential, please fill free to answer all questions frankly as much as possible

Please do not write your name in any part of the questionnaire For your kind cooperation

**Thank you in advance**

Direction: indicate your response by putting “X” in the place of youth choice for the following questions

1) Qualification

/MA/BSC

Diploma

2) Total years of service as a teacher

- 1-5                      16-20
- 6-10                     21-25
- Above 25

3. Which grade you teach physical education?

- A) Grade
- B) Grade 10
- C) Grade 11
- D) Grade 12

4. Implanting different teaching method are difficult in secondary schools

- A) Strongly Disagree              B) Disagree
- C) Agree              D) strongly Agree

5. Active learning approach provides better change for all learners to participate actively in their classroom

- A) Strongly Disagree              B) Disagree
- C) Agree              D) strongly disagree

6. Utilization of vicarious kinds of teaching methods help to manage improper method of teaching

- A) Strongly Disagree              B) Disagree
- C) Agree                              D) strongly disagree

7. Teachers are responsible to mänge improper method of teaching

- A) Strongly Disagree              B) Disagree
- C) Agree              D) strongly disagree

8. Managing Improper method of teaching can create good communication between teachers and students

- A) Strongly Disagree              B) Disagree
- C) Agree              D) strongly disagree

9. Poor classroom management causes students misbehavior

A) Strongly Disagree      B) Disagree

C) Agree      D) strongly disagree

10. The school environment is suitable to complement instructional materials

A) Strongly Disagree      B) Disagree

C) Agree      D)strongly disagree

11. School principle is positive to provide sufficient support for physical education subject

A) Strongly Disagree      B) Disagree

C) Agree      D) strongly disagree

12) School pedagogic center is responsible to provide sufficient instructional material for physical education subject

A) Strongly Disagree      B) Disagree

C) Agree      D) strongly disagree

## Appendix C

Addis Ababa University

School of Graduate Studies

College of Natural Science

Department of Sport Science

### Observation Checklist for supervisors, school principals and physical education teachers.

Below are given items related to different aspects of teacher's classroom (field) performance. you observer are required to provide information about the following attributes of the teacher such as general teaching characters, proper utilization of methods, lesson presentation skills, classroom management techniques.

4. Very High

3. High

2. Average

1. Low

	Instructional considerations	Circle one of each statement			
1	Teacher's mastery of the content being taught.	1	2	3	4
2	The extent to which the teach provides varied instructional methods				
3	The ability of the teacher to adjust classroom instruction to the abilities ad needs of a student where he/she				
4	Teacher's ability to lead discussion effectively.				
5	Teacher's proper utilization of teaching aid appropriate to the topics.				
6	Teachers ability to change activities in his aching (i.e. from listening to talking and then to writing in order to keep students				



	attentiveness)				
7	Teachers attempt to avoid destructing behavior (in appropriate movement, loud voice and so on)				
8	The ability of the teacher to develop a classroom lesson with the proper structure(such as introduction, presentation, stabilization and summary)				
9	The teacher's utilization of effective questioning technique.				
10	Teachers effort to present students with a puzzling event to initiate inquiry discussion than simple form of discussion (from yes no question to why and how question.				
11	Teacher's attempt to help student when they have difficulty.				
12	Interest of a teacher while teaching				
13	conducive classroom				
14	Teacher's attitude about teaching learning process.				
15	Appropriate curricular material for active learning				
16	Diversity of student's interest and ability				
17	Availability of facilities such as sport field, ball, apparatus				

# Appendix-D

Addis Ababa University

School of Graduate Study

College of Natural Science

Department of Sport Science

## **Interview for supervisors, school principals and physical education teachers.**

Dear respondents the purpose of this interview is to get ample information about the implementation of

proper methods of teaching in Nifassilk Lafto secondary schools.

1. What is the purpose of managing improper teaching method?
2. What is the role of physical education teachers, supervisors, and school directors for managing improper teaching method of physical education?
3. What are the major problems for managing improper teaching method?
4. What can be possible solution for managing improper teaching method?
5. How do you create awareness for implementation of proper method of teaching?

## Declaration

The undersigned declare that this thesis is my original work and all relevant sources used for this thesis are duly acknowledged.

Name.....

Signature.....

Date of submission.....

This thesis has been submitted for examination by approval as a university advisor.

Name.....

Signature.....

Date of submission.....