

**THE PRACTICE AND CHALLENGES OF TEACHING LEARNING  
PROCESS OF PHYSICAL EDUCATION THE CASES OF INJIBARA  
COLLEGE OF TEACHER EDUCATION**

**BILAL SEIDU WOLELA**

**A THESIS SUBMITTED TO THE SCHOOL OF GRADUATE STUDIES OF  
ADDIS ABABA UNIVERSITY IN PARCIAL FULFILLMENT OF THE  
REQUIRMENTS FOR DEGREE OF MASTERS OF SCIENCE IN SPORT  
SCIENCE**

**August 2013**

**Addis Ababa Ethiopia**

**THE PRACTICE AND CHALLENGES OF TEACHING LEARNING  
PROCESS OF PHYSICAL EDUCATION THE CASES OF INJIBARA  
COLLEGE OF TEACHER EDUCATION**

**BILAL SEIDU WOLELA**

**A THESIS SUBMITTED TO THE SCHOOL OF GRADUATE STUDIES OF  
ADDIS ABABA UNIVERSITY IN PARCIAL FULFILLMENT OF THE  
REQUIRMENTS FOR DEGREE OF MASTERS OF SCIENCE IN SPORT  
SCIENCE**

**August 2013**

**Addis Ababa Ethiopia**

**THE PRACTICE AND CHALLENGES OF TEACHING LEARNING  
PROCESS OF PHYSICAL EDUCATION IN CASE OF INJIBARA  
TEACHER TRAINING COLLAGE**

**BY**

**BILAL SEIDU WOLELA**

**APPROVED BY THE BOARD OF EXAMINERS**

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

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Advisor

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Internal examiner

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

## ***Acknowledgments***

First and foremost my special thanks goes to Allah (s.w) for his unreserved support in all my up and downs. I have no words to express my feeling more than *Alhamdulillah*

I owe the deepest gratitude to my thesis adviser Dr. Tesfaye Assagdom for his constructive professional comments and assistance from the beginning to the completion of this study.

I want to express my thanks to my beloved family members and my wife Fatima Beshir Ali for their support and encouragement throughout the years of my study.

I would like to extend my sincere thanks to my best friends Ashenafi Mihert , Ali Abdie, Fentahun Alemu, Abraraw Lejjalem & Yiha Yimam for their successful advice and help for a long time

And finally, my very special thanks goes to all of my friends who were shared all the burden of my work.

# Table of Contents

	<i>Page</i>
Acknowledgments.....	i
Table of Contents .....	ii
List of Tables .....	iv
List of Appendix .....	v
Acronyms .....	vi
Abstract .....	vii

## CHAPTER ONE

### INTRODUCTION

1.1 Background of the study .....	1
1.2 Statement of the Problem.....	2
1.3 Research questions.....	3
1.4 Objectives of the study.....	4
1.5 Significance of the Study .....	5
1.6 Delimitation of the Study.....	5
1.7 Limitation of the study.....	5
1.8. Organization of the Study .....	6
1.9. Operational Definition of terms as used in the research documents .....	6

## CHAPTER TWO

### REVIEW OF RELATED LITERATURE

2.1 Concept of Physical Education .....	7
2.2 Objectives of physical education .....	9
2.3 Physical Education program in collage.....	12
2.4 The role of Physical Education in school and collages.....	13
2.5 Need of teacher Education .....	15
2.6 The purpose of teaching learning process.....	18
2.6.1 Promoting a positive climate for learning .....	23
2.6.2. Method of teaching .....	25
2.7 Assessment in physical education.....	28
2.7.1 Type of assessment in physical education .....	29

2.8 The organization, structure and management of the education system .....	31
2.8.1 Student selection .....	32
2.8.2 Student feedback .....	33
2.9. Philosophy of school and college administrators.....	34
2.10 Facility and equipments .....	36
2.10.1 Facility .....	36
2.10.2 Equipments .....	37
2.11 The purpose of ICT for teacher training collage .....	38
2.12 Curriculum of physical education .....	39
2.12.1 Curriculum implementation .....	40

### CHAPTER THREE

#### RESEARCH METHODOLOGY

3.1 The research design .....	42
3.2. Sorce of data .....	42
3.3. Sample population and sample teqhniques .....	37
3.4.Instrument and Procedures of data collection .....	43
3.4.1 Procedure of data collection .....	45
3.5 Method of data analysis .....	45

### CHAPTER FOUR

#### PRESENTATION AND ANALYSIS OF DATA

4.1. Background Characteristics of the Study Groups .....	46
4.2. Findings and Interpretation of data .....	48
4.3 Suggestions of collage managements with regard to the structured interview ....	63
4.4 Presentation and data analysis obtained through observation .....	65

### CHAPTER FIVE

#### SUMMARY, CONCLUSIONS AND RECOMMENDATION

5.1. Summary .....	67
5.2. Conclusion .....	68
5.3. Recommendation .....	69

#### BIBLIOGRAPHY

#### Appendix

## ***List of Tables***

	<b><i>Page</i></b>
Table 1: Characteristics of teachers and management bodies .....	46
Table 2: Characteristic of students Sex and Grade Level .....	48
Table 3: Views of students and teachers respondent on their placement and interest .....	50
Table 4: Views of students and teachers the program of study .....	51
Table 5: Views of students and teachers the extent of time allotment.....	52
Table 6: Views of students and teacher respondents the method of teaching .....	53
Table 7: Views on the availability of the department offices and store room .....	55
Table 8: The adequacy of materials, reference and IC .....	56
Table 9: The availability of facility and materials of basketball & volleyball .....	58
Table 10: The availability of facility and materials of football & handball .....	60
Table 11: The availability of facility and materials of athletics & gymnastics.....	62
Table 12: Checklist for observation .....	65

## **List of Appendixes**

Appendix\_ A Questionnaire for students

Appendix \_B Questionnaire for teachers

Appendix \_C Interview for collage management bodies

Appendix \_D Observation checklist



## ACRONYMS

<b>AAHPERD</b>	American Alliance for Health, Physical Education, Recreation and Dance
<b>MSc</b>	Masters of Science
<b>BSC</b>	Bachelor of Science
<b>PE</b>	Physical Education
<b>PhD</b>	Doctors of philosophy
<b>BED</b>	Bachelor of education
<b>ICT</b>	Information Communication Technology
<b>MoE</b>	Ministry of Education
<b>SW</b>	subhanehu wotealh

## ABSTRACT

The purpose of this study was to investigate the practice and challenges of teaching learning process of physical education in Injibara collage. To conduct the study, descriptive survey research method was employed. The needed data was obtained by means of questionnaires distributed to 4 college physical education teachers and 44 physical education department students, interview which was designed for collage management bodies and finally observation was used. The data was analyzed using both quantitatively and qualitatively. Accordingly the research revealed the following results. These were first of all physical education is given as a major field of study in regular, evening and summer programs and students do not take pre- examination before joining the department. In addition to this most students joined the department by their own interest. It was also understood that there is shortage of adequate number of teachers, reference books in the library and facilities for some practical activities. it had also been revealed that there is in availability of play grounds such as hand ball and football playing grounds, gymnasiums and tennis courts to exercise practical activities. Therefore it can be concluded that Physical education as a field of study was opened in the college and it is understood that different efforts are made by teachers and students as well as the college administration to realize the existence of good teaching learning process. But apart from those efforts there are different challenges the department is facing with regard to delivering quality PE because of shortage of teachers, reference books, equipment and facilities. In order to address these challenges and problems, recommendations were also formulated.

### Key words

Physical education, practice, teaching, learning & challenge

# CHAPTER ONE

## INTRODUCTION

### 1.1 Background of the Study

Education plays a role in the promotion of respect for human right and democratic values, creating the condition for legality, mutual understanding and cooperation among people. Education enables individuals and societies to make all round participation in the development process by acquainting them with knowledge, ability, skills and attitudes. Also the main aim of education is to strengthen the individuals and societies problem solving capacity, the ability to create new ideas and culture starting from us basic to in all level. Education does not operate in isolation, and rather it must be integrated with research, practice and development that contribute towards an all rounded development of the society (MOE: 1994)

Current there are more than 30 teacher training colleges in Ethiopia and half of these have physical education department to transits for diploma (10+3) PE teachers. In the teacher training colleges, Physical education is given as common course and there are students that study it as a major course of Physical education. In its instructional process needs practical and theoretical bases having adequate facility, playground, materials, adequate number of instructors and other related facilities. Physical education students should be physically fit. Teaching methods differs from subject to subject. Since Physical education is a subject, it is very crucial to have someone who is equipped with all the knowledge and skill to teach this subject both practically and theoretically as well as the teaching learning process of PE is often seen differ from any way of assessing evaluating other subject. (MOE: 1994) It is not an easy task for college to produce quality PE teachers.

Planning indoor facility for functional operation is important (H.A. Scott and R.B. west kaemper, 1958) this shows not only outdoor facilities for Physical education, indoor facility is also necessary.

External procedures that affect the management of the class require the cooperative effort of the teachers and administrators of schools. This rapport largely determines whether or not the program will be conducive to good teaching learning process many have failed because the proper administrative framework was never fully established. In addition to this they also believe that, good leadership is vital to any Physical education program to be successful. All the above point indicates that the role of principals of the college is one of the factors for successful implementation of Physical education instructional processes.

## **1.2 Statement of the Problem**

The teaching learning process of PE in the teacher training college requires various materials, facilities, gymnasia adequate number of subject teachers reference books and so on. This is specially connected on the teacher's quality having the subject knowledge and skill for the primary schools are a base for all their remaining grade level. To produce quality physical education teachers, a teachers college should possess primarily adequate and standard facility, play ground for major courses like tracks for athletics, football court, volleyball court, basketball court, handball court, gymnasia, teaching materials like balls, apparatus equipment, adequate number of qualified physical education teachers, computers with internet application, reference books and the like.

College physical education teachers and students need to have deep knowledge and skill on their subject matter. More over those PE students are expected to teach PE in primary school levels that is from grade 1-8. These mean those students in the primary school need guidance and supervision and their primary school is learning by playing. So attention should be given for the college students who learn Physical education to implement and progress quality teaching learning process.

These teacher training college have not proper and adequate student selection process, sport facilities, materials, reference books and computers with internet

application for major PE students. In addition to this, there is a shortage of PE subject instructor. This implies that, there are a lot of challenges for the quality of PE teaching learning.

Hence, the researcher is hypothesized that, there are different problems for the implementation and the practice of practical teaching learning process of physical education department in the teacher training college, specifically Injibara college of teacher education.

The experience of the researcher in the area promotes him to do the study. From that experience he perceived a lot of problems like the selection process of PE students, availability of sport facilities, gymnasias, reference books, handout modules and inadequate number of physical education teachers are some of the curriculum contents in the teaching learning process of PE department in the college of teacher education. It seems that college administration and PE teachers lack of the necessary knowledge about the basic requirement in the curriculum to implement a PE department having major students in injibara college of teacher education.

This problem initiates the writer to study the practices and challenges of teaching learning process of PE in Injibara college found in Amhara Regional states. Thus this study attempts to investigate and seek answer to the following basic research questions.

### **1.3 Research Questions**

To achieve the overall aim, the researcher develops the following questions.

- What are the major factors that affect the teaching learning process of physical education department in the study areas?
- Are there enough or appropriate reference books and that support the teaching materials and facility for their field of study on the department Physical education students on the study areas?

- Does the department of Physical education practice and implement appropriate student selection at the beginnings of registration on the study areas.
- Are there qualities of teaching learning of physical education in the study area?
- Are the college principals or managements provide to collaborate with physical education teachers to fulfill their limitation or gap in the study areas?

## **1.4 Objective of the Study**

### **1.4.1 General Objectives**

The general objective of this study is to analyze and describe the practice and challenges of the teaching learning process of physical education specifically in Injibara College of teacher education.

### **1.4.2 Specific Objectives**

- To assess the current materials and facilities that are necessary for the teaching learning process of physical education.
- To assess the actual curriculum of physical education at the college level.
- To examine the quality of the teaching learning process of the course offering.
- To explore the major challenges that affects the teaching learning process of Physical education.
- To identify the possible solution to overcome the problem of physical education that face during the teaching learning process

## **1.5 Significance of the Study**

The study aims at investigating the teaching learning process of Physical education and digging out the main challenges that affect the teaching learning process in the collage.

Hence the findings of the study will have the following significances.

- ✓ It may contribute to improve the quality of the teaching learning process.
- ✓ It may help to create awareness about the current implementing problems in the teaching learning process
- ✓ It may contribute much to teachers and concerned bodies to modify the strategies to apply the current curriculum by informing the current practice and challenges of the teaching learning process
- ✓ It may help policy and decision makers to design feasible strategy, which can promote quality of the teaching learning process on the department of sport science in the teacher training collage.
- ✓ It may inform the regional national educational leaders to make frequent supervision and facilitate for the quality teaching learning process of sport science in the teacher training collage.
- ✓ The study may also serve as a supporting document and initial point for further study in the areas.

### **1.6 Delimitation of the Study**

The study concerned with assessing the practice and challenges of the teaching learning process of PE. It might have come up with good results, if it had covered and conducted in all teacher training colleges of the country. However to make the study more manageable and to complete within the available time it is limited only to Injibara teachers' collage one of the teacher training colleges of the country found in Amhara Regional State. Therefore, the results will be generalized to the cases and conditions existing in the College.

### **1.7 Limitation of study**

In conducting this study the researcher had faced some difficulties. Among these difficulties the shortage of time is one of that had limited the study to be focusing only one college.

In addition, the shortage of finance and available materials is also the others constraint that had limited the soundness of the activities to be done on their

time. Finally in availability of the available information is also the other constrain that the researcher faced throughout the study

## **1.8 Organization of the study**

This chapter comprises five chapters. chapter one, introduction part includes back ground of the study, statement of the problems, research questions, significance of the study, delimitation, limitation and operational definitions of the study, chapter two discusses literature review. chapter three discusses on; research methodology that includes the research design, the source of data, sample population and sampling techniques, instrument and procedure of data collection, instruments, questionnaire, observation interview procedure of data collection and method of data analysis, chapter four covers on presentation and analysis of data. Finally, chapter five comprises summery, conclusion, and recommendation.

## **1.9 Operational Definitions**

**Assessment:** is a way of observing and collecting information and making decisions based on the information

**Challenges:** are difficulties faced when during the teaching learning process of Physical Education and sport.

**Methods of Training:** is the intelligently and systematically applying a basic knowledge of biomechanics and physiology helps to create good track and field athlete.

**Pedagogy:** -the profession, science or method of teaching learning process

**Perception:** the view of teachers or students on the implementation.

**Physical education:** it is the sum of man's physical activities selected as to kind and conducted as to outcomes

**Sport:** - an organized, a competitive form of play

**Teacher training collage:** a collage that prepares students to be a teacher



## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2.1. The concepts of physical education**

Physical education is an education given through physical activities to develop all aspects of personality. Through physical education, program students can develop not only their physical (body) but also the mental and social aspects of the students can develop. That means physical education is concerned with the development of on individuals potential with physical, social, emotional and intellectual changes that occur as the result of movement experience then It is an important aspects of the total education process. In many nations throughout the world most public schools, colleges and universities recognized the importance of physical education by making it part of the required curriculum. Moreover, physical education is important for all ages and abilities of people in the form of physical activity to lead quality of life.

Wuest Bucher (1999:4-6) suggests that Traditionally, physical education and sport program focused on providing services to school aged populations in the school setting. Today, physical education and sport has expanded to include persons of all aged and abilities. Involvement in carefully designed programs can enhance the health and quality of life for participants.

School physical education programs focus on promotion of lifespan involvement in physical activity. Students learn the skills, understandings, and attitudes that will enable them to participant in various physical activities throughout their lives.

School physical education programs focus on helping students attain competency in the fundamental motor skills (e.g. throwing, catching...) and movement concepts (e.g. balance) that form the foundation for later development of specialized games, sports and fitness activities. As students progress through

school, skill and fitness development is accompanied by an increased knowledge and understanding of physical activities.

In relation to this, Bucher (1999), described physical education as an integral part of the total education process and has its aim; the development of physically, mentally, emotionally and socially fit citizens through the medium of physical activities, which have been selected with a view to realizing their outcomes.

Education plays a role in the promotion of respect for human right and democratic values, creating the condition for legality, mutual understanding and cooperation among people. Education enables individuals and societies to make all round participation in the development process by acquainting them with knowledge, ability, skills and attitudes. Also the main aim of education is to strengthen the individuals and societies problem solving capacity, the ability to create new ideas and culture starting from us basic to in all level. Education does not operate in isolation, and rather it must be integrated with research, practice and development that contribute towards an all rounded development of the society (MOE: 1994)

In relation to this, Rink (1998) elaborated that the primary and unique contribution of physical education makes to the learner is to promote positive attitudes towards active and healthy lifestyles. Due to these on the educational program physical education highly provides responsibilities to contribute to the molar development of the learners. In addition to this Bucher (1999) describes physical education as an integral part of the total education process and has it aims; the development of physically, mentally emotionally and socially fit citizens through the medium of physical activities, which have been selected with a view to realizing their outcomes.

Now a day there are more than 30 teachers' training colleges in Ethiopia and half of these are new or emerging and have physical education and sport department to transits for diploma (10+3) Physical education teachers.

In Ethiopia, all the primary and junior schools teachers are the products of these teacher training colleges. That means, if those colleges fail to implement quality education, the consequence would be producing academically disabled citizens. All teacher training colleges as higher institutions in the country must have buildings, facilities, and libraries with modern references, quality and certified instructors, managers and other essential related facilities. They are also responsible to implement the curriculum, and aim to produce quality teachers having subject knowledge and skills to deliver the subject and create all round personally fulfilled citizens. Physical education and sport as a field of study have its own curriculum for all educational levels.

To this end, the researcher find it worthy to describing physical education as an integral part of the secondary school curriculum, which can contribute a lot significant to educational goals, including the development of each individual to his or her fullest potential and enhancement of each person's quality of life.

## **2.2. Objectives of Physical Education**

Physical education today plays a vital role in the education program because it makes to develop the whole personality of students in order to produce citizens who are physically, mentally and socially competent. This can be accomplished through the medium of physical activities which contributes to the achievement of the prime objectives of physical education.

Regarding to this Teshome (1981:12-13) noted that "All teachers should be sensitive to the developmental needs of boys and girls while the mathematics teacher is especially sensitive to the needs of the students to be able to think

quantitatively and to solve certain problems. The physical education teachers should be especially sensitive to the achievement of the following goals which we might call specific objectives of physical education. These are:

- ❖ Development of organic power
- ❖ Development of neuromuscular skill
- ❖ Development of desirable personal and social attitude.
- ❖ Development of intellectual awareness”

Physical education has its own primary objectives as the improvement of the well- being and quality of life of individuals who participate in the program.

Hetherington (1910), as cited in wuest bucher (1999) viewed physical educations contribution to the educational process as encompassing organic education, psychomotor education, intellectual education and character education.

Charles Bucher (1964); identified some developmental objectives for physical education. These objectives were physical (organic) development, motor and movement development, mental development, and social development. Achievement of the outcomes associated with each of these objectives contributes to the development of well-rounded individuals who will become worthy members of society.

Generally according to wuest Bucher (1999:43) physical education can contribute to the goals of education in many significant ways. First, physical education makes a unique contribution to the development of the total person. It is the only area of the school curriculum that promotes the development of motor skills and fitness. No other curricular area contributes to development in the psychomotor domain.

Second, a quality physical education program enhances the health and well-being of its students. Students who are healthy can learn more effectively, have more energy to expend on educational tasks, and possess a greater vigor and vitality not only for learning but also for daily living. Since one primary goal of education is to prepare students to be productive members of society, attention

must be given to the health and welfare of the individual. Participation in regular physical activity enhances one's overall health. The physical education program can give students the skills, knowledge, and attitudes that will result in a life time of participation in physical activity, thus contributing to good health in adult hood and increased productivity.

Third, physical education can contribute to learning readiness. Movement experiences are critical to learning readiness. Movement is the means by which infants explore their environment, develop their senses, and lay the foundation for future learning in all domains. Then through movement and play, young children become independent as they explore, gain confidence as they accomplish new tasks, and acquire social skills as they interact with others. Additionally, movement stimulates growth and development and enhances the health status. This makes the children to lead quality of life throughout the school time and even at adult stage.

Fourth, physical education can be an important part of an integrated educational curriculum.

Today, we see a greater emphasis on multidisciplinary learning, with the integration of subject content across the curriculum. Integration provides opportunities for students to see new relationships, to transfer what they have learned from one setting to the next, and to reinforce learning in various ways.

Generally, quality physical education programs contribute to students' physical, intellectual, social and emotional development. However, whether the potential of physical education to contribute to educational out comes is fulfilled depends heavily on teachers commitment to conducting quality programs, and the support they receive for their work from within the institution and from their community.

Neilson, Hagen and comer (1966:10) state that "the teacher should keep in mind the generalized, specific, immediate and remote objectives of physical education and should use them as a guide to his method of teaching. Boys and girls have

objectives also which the teacher must understand and with which the teachers deal. Frequently the objectives held by different persons are in conflict. The objectives held by the principal, the teachers, the parent and the students may be different. When the objectives held are in conflict, they should be discussed and if possible be harmonized. Then it is the responsibility of the teacher to analyze the results of the activities used and to help students adopt and achieve desirable objectives.

A clear statement of objectives in physical education is important from several points of view. Objectives should be clearly stated, attainable, and socially desirable. Favorable public attitude depends up on such a statement, sound school administration depends on it, and teachers cannot teach intelligently and effectively without it.”

### **2.3. Physical Education Program in College**

Well defined program of physical education provides systematic progression of movement experiences as the students pass through various developmental stages during their life span in school. Secondary school and college program of physical education provides the developments of learning experiences. Higher institution programs are to some extent continuation of the elementary and secondary school program. However, a greater degree of sophisticated skill development and broader variety of activities are evolved. Because this period is an age of rapid physical and social growth, challenging activities that provide an opportunity for the development of inter personal relationship should be offered. But these are influenced by some factors.

Regarding to this west and Lombardo (1994:10) stated that “despite the significant contribution that physical education can make to the total development of the individual, it is not seen by many educational experts as basic.

Physical education status as an integral part of the school curriculum is being challenged, because there are several factors that have the potential to influence the status of physical education.”

Wuest Bucher (1999:104); writes, “Despite the potential of physical education to contribute in many significant ways to the educational goals, the future of physical education itself is at risk. Because many advocates of educational reform regard physical education is as non-essential subject. In some educational reports, physical education was not even to be worthy of mention; other reports lower physical education to the status of a personal service or ancillary course. In essence, physical education is viewed by some as a subject that cannot be justified for inclusion in the new educational curriculum. As the curriculum is reorganized to provide increased time for math’s, science , and other core subjects, time allotted to “ nonessential “ subjects in the curriculum such as physical education is likely to be reduced.

#### **2.4. The role of Physical Education in school and colleges**

Education contributes to the development, advancement, and perpetuation of the nation’s culture. The desirable aspects of society are preserved and maintained through transmission of this value to youth. Education gives individuals the knowledge and the skills to function effectively, act responsibly, and contribute to society.

Through education, individuals have the opportunity to acquire critical thinking skills and to contribute to purposeful societal change. Educational institutions play a primary role in developing society’s human resource.

Schools, colleges and Universities are clearly the most powerful and effective institutions that society has to impart the intellectual skills, knowledge, understanding, and appreciation needed by its citizens to make wise decisions and good judgments, and to logically analyze problems and work towards their resolution. Directly or indirectly, educational institutions are the chief agents of society’s progress. Education must prepare individuals to meet the challenges of

society. Therefore, our educational system should concern itself with the well-being of students in their preparation of a productive and meaningful life in which their individual potential is realized and in which freedom will be assured. Wuest Bucher (1999:37-38)

Since physical education is a part of education in higher institutions its importance is discussed as follows by different scholars.

Knapp. C (1968:75) states that the physical education is two-headed coin one side represents development and maintenance of physical characteristics including strength, endurance, good posture, flexibility, balance and neuromuscular skills.

The other side represents what is happening to the total person as he/she develops these physical attributes and that is a growth in regard to interests, social and emotional qualities, and general feelings of self-realization.

In relation to the above points, Bucher (1972) as cited Abinet (2004) also points out that physical education should be concerned with improving one's fitness and health. Students indicate that they want to learn new skills and many sport activities students at these age level also indicate that physical education should be more than just developing body. Yet, it should also develop the mind and prepare students to their future work.

To strengthen the scholars idea, the main importance / role of physical education in college (school) is to help the individuals to acquire the knowledge, attitudes, skills leading to exercise including recreation through physical activity and to ensure that these become an integrate part of one's life pattern.

Shortly, the importance / role of physical education in higher institutions help us to produce a good citizens and shaping the youth physically and mentally as well.

According Bucher (1999) the teaching-learning process implies a duality of effort between the student and the teacher. The student learns for all the factors in his



environment but it is the school that is primarily responsible for formal learning through the educative process.

Teaching and learning are synchronized in to a process that is ongoing, developmental and dynamic in nature. Then to enhance this process a teacher strives to provide the students with a favorable class room environment that is conducive to learning.

If physical education is to assist students to understand this complex world and to better adapt themselves to it and prepare themselves for an intelligent and constructive citizenship we must provide well-defined programs of physical education at all stages of education.

According to Vinod Kumar Singh and Yogesh Kumar Singh (2008:112); the teacher of physical education must have the power of realizing the past and should be careful about the future in a living present, must in fact have a touch of imagination, as well as a vastly larger amount of positive knowledge. If this not happened, teaching physical education has been suffered very much from poor teaching, implementation of curriculum and the class environment

## **2.5 Need of Teacher Education**

In recent years, there has been considerable interest in the identification of teaching skills and competencies. The monitoring of standards and the quality of teaching performance has become most apparent in public schools (Mawer, 1995). The notion of being an effective teacher is an important and a critical goal for educators (Bellon, Bellon, & Blank, 1992) if they are to become better at what they do and if a knowledge base is to be developed in order to train and educate those teachers entering the profession (Rink, 1996). Although effective teaching is a term that can be difficult to define in a precise manner (Kirchner & Fishburne, 1998), it can be argued, that teachers are viewed as effective in their teaching when students achieve intended learning outcomes (Berliner, 1987; Brophy, 1979; Gage, 1978; Harris, 1999; Rosenshine, 1987).

The American Commission on Teacher Education rightly observes, “The quality of a nation depends upon the quality of its citizens. The quality of its citizens depends not exclusively, but in critical measure upon the quality of their education, the quality of their education depends more than upon any single factor, upon the quality of their teacher.” In his Call for Action for American Education in the 21st Century in 1996, Clinton indicated that: Every community should have a talented and dedicated teacher in every classroom. We have enormous opportunity for ensuring teacher quality well into the 21st century if we recruit promising people into teaching and give them the highest quality preparation and training”. The need for teacher education is felt due to the following reasons; It is common knowledge that the academic and professional standards of teachers constitute a critical component of the essential learning conditions for achieving the educational goals of a nation. The focus of teacher preparation had to shift from training to education if it had to make a positive influence on the quality of curriculum transaction in classrooms and thereby pupil learning and the larger social transformation. The aspects that need greater emphasis are; the length of academic preparation, the level and quality of subject matter knowledge, the repertoire of pedagogical skills that teachers possess to meet the needs of diverse learning situations, the degree of commitment to the profession, sensitivity to contemporary issues and problems and the level of motivation.

This is not possible if teacher preparation focused only on training. Holistic teacher building is necessary and therefore teacher education needed more emphasis than mere training. Educating all children well depends not only on ensuring that teachers have the necessary knowledge and skills to carry out their work, but also that they take responsibility for seeing that all children reach high levels of learning and that they act accordingly. People come to teacher education with beliefs, values, commitments, personalities and moral codes from their upbringing and schooling which affect who they are as teachers and what they are able to learn in teacher education and in teaching. Helping teacher candidates examine critically their beliefs and values as they relate to

teaching, learning and subject matter and form a vision of good teaching to guide and inspire their learning and their work is a central task of teacher education (Fieman-Nemser, 2001).

The National Academy of Education Committee's Report (Darling-Hammond and Bransford, 2005) wrote that on a daily basis, teachers confront complex decisions that rely on many different kinds of knowledge and judgment and that can involve high stakes outcomes for students' future. To make good decisions, teachers must be aware of the many ways in which student learning can unfold in the context of development, learning differences, language and cultural influences, and individual temperaments, interests and approaches to learning . In addition to foundational knowledge about the areas of learning and performance listed in the above quotation, teachers need to know how to take the steps necessary to gather additional information that will allow them to make more grounded judgments about what is going on and what strategies may be helpful. More importantly, teachers need to keep what is best for the student at the center of their decision making. Teacher education like any other educational intervention, can only work on those professional commitments or dispositions that are susceptible to modification. While we can't remake someone's personality, we can reshape attitudes towards the other and develop a professional rather than a personal role orientation towards teaching as a practice. The Ministry of Education document challenge of Education a Policy Perspective (1985) has mentioned, teacher performance is the most crucial input in the field of education. Whatever policies may be laid down, in the ultimate analysis these have to be implemented by teachers as much through their personal example as through teaching learning processes. India has reached the threshold of the development of new technologies which are likely to revolutionize the classroom teaching. Unless capable and committed are teachers in service, the education system cannot become a suitable and potential instrument of national development. The teacher is required to acquire adequate knowledge, skills, interests and attitudes towards the teaching

profession. The teacher's work has become more complicated and technical in view of the new theories of psychology, philosophy, sociology, modern media and materials. The teacher can be made proficient with well planned, imaginative pre-service and in-service training programs.

## **2.6. The Purpose of Teaching Learning Process**

The primary purpose of the teaching and learning process is to bring about in the learner desirable change in behavior through critical thinking. This process does not take place in a vacuum but rather in an environment structured to facilitate learning. According to (McGuffey. C. 1982) described the environment of an organization as all elements relevant to its operation and they include direct and indirect action elements. School, college and university facilities, constitute the major components of both direct and indirect action elements in the environment of learning. Several studies have shown that a close relationship exists between the physical environment and the academic performance of students. Nwagwu (1978) and Ogunsaju (1980) maintained that the quality of education that student-teacher receive bears direct relevance to the availability or lack thereof of physical facilities and overall atmosphere in which learning takes place. The school facilities consist of all types of buildings for academic and non-academic activities, equipment for academic and non-academic activities, areas for sports and games, landscape, farms and gardens including trees, roads and paths. Others include furniture and toilet facilities, lighting, acoustics, storage facilities and parking lot, security, transportation, ICT, cleaning materials, food services, and special facilities for the physically challenged persons. These facilities play vital role in the actualization of the educational goals and objectives by satisfying the physical and emotional needs of the staff and students of the colleges.

The physical needs are met through provision of safe structure, adequate sanitary facilities, a balanced visual environment, appropriate thermal

environment, and sufficient shelter space for his work and play. His emotional needs are met by creating pleasant surroundings, a friendly atmosphere, and an inspiring environment. (Bucher C.A. 1999) The educational system has undergone tremendous changes in the form of its philosophy, broadened goals and objectives, new approaches to service delivery and architectural design, quantum leap in school enrolment, multiplicity of curricula programmes and extra-curricula activities, introduction of Information and Communication Technology (ICT) and expanded academic support services such as guidance services to students, teachers and the community, integration of the colleges and community. The resultant effect of all these changes is the need for creative and innovative steps in the management of school facilities. For example, research findings have shown that students learn better when a combination of methods and materials are employed during teaching. Furthermore, emphasis has shifted towards giving individual attention to students as against teaching large classes which presupposes that all students in a class have the ability to learn at the same pace. The implication of the foregoing is that in designing school plant, provision should be made for individual and small group interaction and for large groups for academic and social activities.

Fenker (2004) stated that facilities management is a process that ensures that buildings and other technical systems support the operations of an organization. (Fenker, 2004) The International Facilities Management Association described facilities management as the practice of co-ordination of the physical workplace with the people and the work of the organization; it integrates the principles of business administration, architecture and the behavioral and engineering sciences. School facilities management is the application of scientific methods in the planning, organizing, decision-making, co-ordination and controlling of the physical environment of learning for the actualization of the educational goals and objectives. This involves among other things, collective decision making in relation to selection of site for establishment of new schools, design and construction of new school plants including grounds, renovation and

modernization of old plants, provision of equipment for academic and non-academic activities, maintenance of all facilities and review of management practices and processes.

Accordingly schools, colleges and universities provide quality sport facilities that enable all staff to work well and all students to learn. What we mean by quality educational facilities are a institutions with: a teachers room with desks and storage; a playing area for students; adequate teaching materials; reference materials; (MOE, 2003)

Teacher training colleges exist for the purpose of teaching and learning. Human and material resources are deployed for this purpose. Colleges facilities are the material resources provided for staff and students to optimize their productivity in the teaching and learning process. The realization that the transfer of knowledge does not only take place in the four walls of the classroom from the teacher to the students but rather that learning takes place through discovery, exploration, interaction with the internal and external environment has necessitated the creative and innovative development of teaching and learning facilities that reflect these changes. Schools exist to serve socio-economic and political needs of the ever-changing society; consequently, they are in constant interaction with their external environment. They receive inputs from the external environment in the form of human and material resources, process them and empty same into the society as finished products and services. The quality of the products bears a direct relationship with the quality of the facilities deployed in the process of the production. This demands that state of the art facilities are provided in schools to prepare school leavers for life in the global village. According to his useful types of resources to be contacted by the planners and the management team are acoustical design engineering, audiovisual design engineering, behavioral sciences, building systems design, community and press relations, ecological studies, electronic data processing of hardware specifications, electronic data processing for programmed

development, use of facilities training and financial planning. Others include food service planning, graphic design, health care planning, information management, installation supervision, interior design, laboratory planning and engineering, lighting design, management consulting, project planning, safety engineering, site planning, technical equipment specialization, and urban planning. (Berner, Maurean M.1993).

This implies that facilities management is a collective responsibility of the federal, state, local government authorities, staff and students of the individual schools and the community where the school is located. The Federal Government through the Federal Ministry of Education provides the policies that guide the educational system and also oversees the implementation of these policies at the State level. On the other hand the State Government ensures the actual implementation of the National Policy on Education by providing the enabling environment for effective teaching and learning.(MOE,2000) the colleges plant is a major component of the educational facility. Knezevich described it as “the space interpretation of the school curriculum”

Further stated that since teaching and learning does not take place in a vacuum, colleges facilities give meaning to the planned curricula and extra-curricula activities. A discussion of the school plant starts with the conceptualization of the educational programmes to be offered in the school. The nature and types of the educational programme will determine the nature and types of the school plant to be provided. (Unruh, 1974) emphasized that both teachers and students need places to search, read, write, confer, interact, view, listen, think, experiment, and record. Students need places to transact student affairs or to gather for social purposes. Teachers need office space, conference rooms for team planning, facilities for diagnosis of pupil’s needs, and facilities for preparing instructional presentation. Simpson and Anderson defined equipment as “items that last a minimum number of years or cost more than a certain amount” (Simpson and Anderson 1981, p.139) and supplies as items such as

microscope slides, glass tubing, and cotton swabs, that are quickly consumed and that are usually less expensive than equipment items”. Some equipment perform specific functions while others such as computers perform multiplicity of functions.

Teacher training colleges equipments are available in various forms. The equipment may be fixed or movable and they serve various purposes in the educational system. They are used in the classrooms, laboratories, offices, workshops, cafeteria, toilets, laundry, library and for sports. The supplies are the accessories for operation of various equipment. Furniture are also available in the classrooms, offices, cafeteria, laboratories and workshops, outdoor, residential halls, common rooms, and those designed for the physically challenged. Information and Communication Technology (ICT) facilities also include among others software on classroom management, facility management, inventory control, maintenance management, online procurement, food services and general management. The application of the software requires that the school managers should be exposed to necessary in-service training to enable them make maximum use of the software.

Unlike public examinations, which are long-standing features of the education system, assessment may be used in education to refer to any procedure or activity that is designed to collect information about the knowledge, attitudes, or skills of a learner or group of learners (Kellaghan and Greaney, 1992).

In light of the fact that physical education is one of the few areas of the school curriculum, that addresses students’ learning in a multidimensional fashion (that is, affective, cognitive and psychomotor growth). Physical education teachers’ evaluate process must reflect and must be congruent with the objectives of the curriculum. It would be totally illogical, for example, to grade students by means of a written test only in a volley ball unit, if the entire unit is not devoted to cognitive domain ( mental concept, knowledge of rules and strategies, skill analysis, mechanical principles and wellness concept) but the



affective (social behaviours, relations with others, attitudes, appreciation, leadership, cooperative, sportsmanship, and emotional control and development) and psychomotor elements (motor ability, motor skills and proficiency, skill in games, and physical fitness components) must be the part and parcel of the evaluation process (Wuest and Lombardo, 1994; Rink, 1998).

Supporting this idea, a review of the sample-grading plan in the figure I below reveals four components from which the teachers will determine the students' grade (that is, skill development, knowledge, attendance and participation, and social development). In addition to this, in figure II five elements and in figure III the three educational domains are considered as the major components of evaluation process.

The reader would assume, then, that the teacher employing these systems of assessment values much participation in class and assesses cognitive, social, and motor skill development, too.

In effect, if one can assume the employment of relevant and sound measurement techniques, the students will be assessed based directly on their achievement of the objectives of the program and in a manner that is in accordance with the usages of class time or that parallels the program emphasis.

### **2.6.1 Promoting a positive climate for learning**

Obviously there is no single definition of a pleasant atmosphere. We all have our preferred approaches to working with students in physical education settings. Then the teachers should decide the characteristics of the environment for which they have control and teach the students to function within that environment.

Physical education classes should be characterized by an environment that is conducive to learning.

Physical education areas should be places where all students can have positive experiences. Then teachers and students should enjoy being there, Rink (1993:127) as cited in Bailey (2001)

The climate of a lesson is its general atmosphere or tone. A climate that is positive and supportive can have a great influence on the motivation of students and their attitude to learning. Kyriacou (1991) as cited in Bailey (2001) characterizes a successful classroom climate as being purposeful, task-oriented, relaxed, warm, supportive and with a sense of order.

Some teachers are very good at creating a strong sense of purpose in their lessons. Some promote a supportive and caring environment. Good teachers do both and have the following picture.

- Are purpose full and in control of themselves;
- Know what they want to teach and check that the students are learning;
- Take positive action when they discover students are not making adequate progress.
- Are sensitive to the reactions of the student and respond by changing role smoothly and appropriately,
- Try to understand the point of view of the learners.
- Show respect for others;
- Are concerned for all the students.

According to mickeal Mawer (1995) effective teachers are sensitive to the climate of the class and constantly attempt to improve it. Improvement can come from being more friendly, accepting students opinion, planning for interesting lessons, sharing decision making with students, showing enthusiasm, and providing with real opportunities to learn and achieve in physical education. Appositive learning environment is also one in which the students are motivated to learn. According to Good and Brophy (1991) as cited in Mickeal Mawer (1995:106) three considerations need to exist for students to motivated to learn.

- Supportive learning environment in which the teacher is patient and encourages student's effort.
- A task that is clear, at an appropriate level of difficulty and in which they might achieve high levels of success with reasonable effort.

A task that is challenging, interesting, meaningful, and worthwhile, such that students can see the reasons for learning the activates

## **2.6.2 Method of teaching**

### **Group Work**

Group work is part of collaborative strategies of teaching learning. It is one of the best ways of encouraging active learning by arranging the learners' work together in group. It can take many forms involving pairs of students working together, up to ten learners together or it can involve students who work individually and come together in groups to compare and discuss the results of their group. If necessary, random, gender, interest and ability groups can be formed (kyriacou, 1998).

### **Role- playing**

Role- playing is when a student or a group of students are given a role to play out in the class. This could be a situation they have to act out, or a person they have to dramatize. Another way to do role-play is to divide your students in to groups. Giving each group a situation, and have them play out that situation. That is a great way of learning for kinesthetic and visual learners (HDP: 2008). Role- playing fosters small group interactions. It allows students the opportunity to act out selected text.

### **Discussion**

Discussion in the classroom is an important kind of active learning strategy (ICDR, 1999). This strategy gives room for the students to exchange, explore and

air their views (Nardos, 2000). However, they need to be managed and organized well to be effective. The purpose of discussion is to examine information in order to develop a deep and broader understanding of a topic. However, students should have prior knowledge and experience with a current topic for discussion to be successful.

## **Brainstorming**

This is when the students generate as many ideas as possible about a topic-an ideal storm! It can be a great way to start a class on any given topic. It may be done in a number of different ways: in groups recording their ideas on chart paper, in pairs, or as a whole class, with the teacher (or a student) writing the ideas on the board or chart paper. It is a great way of finding out of the students what they already know on a subject as well as an excellent review activity. (Bonwell and Eison, 2003). It can be used as a way of finding out what students already know on a subject before you start teaching or as a review activity.

## **Problem Solving**

Aggarwal (1996) suggested that problem solving is an instructional technique where teachers and learners attempt in a conscious, planned and purposeful effort to arrive at some solution.

Learning; through problem solving focuses on activities that are relevant and useful to the life of the learner than just learning by memorizing facts that may have no connection with the learners' life. According to Leu, (2000) problem based learning is derived from the conviction that the learner is an active and creative individual with the will and ability to seek knowledge and self-development. In working with a problem, students can formulate hypothesis, gather relevant data, and organize the data to arrive at a conclusion. In line with the above statement (HDP:2008) explains that problem solving activities involve students finding solutions to problems. Problem solving is an essential skill as it

creates students who are able to think for themselves independent thinkers who look for solutions rather become trapped in problems.

### **Project method**

A project is a natural, life like learning activity involving the investigation and solving of problem by individuals or a group of students (ICDR, 1999). Ideally, project work should consist of a task to achieve some definite goal of real personal value. The project method involves cooperative investigation of real life situation or problem under the supervision of the teacher. It encourages students to plan and carry out investigations of real life situations in the students' immediate environment individually or in group (Dary and Terry, 2000).

In general this approach produces a close contact with real life situations, encourages co-operations in between learners; offers opportunities to play a leadership role.

### **Cooperative Learning**

This is a form of group work in which each group member has a specific task to complete within the group. You may assign different tasks like facilitator, note taker, timekeeper, leader, observer, reporter, or task specific to the topic. Group members can assign tasks if appropriate. The group is responsible for the outcomes, which are evaluated against agreed criteria (HDP: 2008).

In line with the above statement (Slavan E:1994) states that cooperative learning is an instructional methods in which students work together in a small groups to help each other learn. There are quite different approaches to cooperative learning. Most involve students in four-member, mixed ability group, and some use varying group size.

## **Demonstration**

A demonstration is an activity when the teacher demonstrates how to do something in front of their class. The purpose of doing a demonstration is to show the students how to do something in both words and actions. When a teacher demonstrates, he /she should point out the process, gradually.

## **2.7 Assessment in Physical Education**

Recent educational changes have spurred the need for assessment within the Physical Education Field. Although it has always been part of the instructional process, Plan, Teach, Evaluate. It has not received the attention of many physical educators until recently. In the past it was not necessary to use assessment techniques for several reasons. Educators were not required to provide information on student performance to anyone. Both practically of useful instruments and time needed to complete such assessments appeared to take away from the more relevant parts of teaching. In addition, professionals in the physical education field were not required to have defined learning outcomes for their students. Today, with the increased emphasis on accountability, physical education teachers in New Hampshire must rethink the place of assessment within their programs. the local school board shall require that each school physical education provides Sound assessment practices in physical education that ([www.ed.state.nh.us](http://www.ed.state.nh.us)):

- Match goals and objectives;
- Require evaluation and synthesis of knowledge and skills;
- Emphasize higher-order thinking skills;
- Clearly indicate what the student is asked to do;
- Are at an appropriate skill level according to:
  - a. State standard; and
  - b. The needs of the individual;
- Have criteria that are clear to students and teachers;

- Are engaging and relevant to students;
- Link to ongoing instruction;
- Provide feedback to students.
- Provide cost-effective benefits to students;
- Reflect real-world situations; and
- Emphasize use of available knowledge and skills in relevant problem

In addition, Assessment refers to the process of testing and evaluating students to determine progress towards program goals. It is an important part of any sound physical education program because it helps teachers to measure students' current levels of ability, progress, and their own teaching effectiveness. (L.Rudner and W.schfer,2002).

### **2.7.1 Types of Assessment in Physical Education**

Most of teachers in school use skill test or written test to assessment student performance. Many types of assessment can be used by teacher to collect information and provide students with a variety of learning experiences in many intended learning. ([www.education.nh.gov](http://www.education.nh.gov)). The following are a few types of assessments used in physical education:

#### **Observation**

Observation is one of the most appropriate and common forms of assessment used in physical education. Observational assessment is useful forms of assessment for the teacher to assess students' performance. When the students are provided a set of criteria to assess their performance or the performance of others, they are learning what is important in what you are trying to teach them and learn to focus their efforts on improvement ([www.education.nh.gov](http://www.education.nh.gov))

#### **Portfolio**

The portfolio is a representative collection of a student's work over a period of time. A portfolio for secondary school physical education student might include

different kinds of evidence that the student has met the standards established for a program. Although portfolios can be established for students in the process of assessment and to produce ownership of what goes into the portfolio. The teacher should also establish clear criteria for how the portfolio will be assessed.

### **Written test**

Most students are very familiar with the written test as assessment in all content areas. The written test is still one of the best ways for teachers to determine student's knowledge. In the same way , Rink (1998) remarks True/false questions, multiple choice questions, and other short answer test are easy to grade but more difficult to construct to make them reliable and valid.

### **Student group projects and reports**

Student and group projects can be designed as learning and assessment experiences in many ways. Most typically, students are asked to investigate, design/construct, and present their work in some forms. The most common forms of student project is the written report, but physical education content leads itself to a variety of presentation formats that probably are more closely related to the teacher's objectives in our content. Projects should be carefully structured so that students understand the expectations and criteria for assessment.

### **Self-Assessment**

Self- assessment can be used throughout the instructional process. This provides both a quick and practical way for the teacher to collect information. Student progress can be recorded using one or more of the following tools – student journal, notebook that are completed and submitted to the teacher.  
([www.education.nh.gov](http://www.education.nh.gov))

### **Peer Assessment**



With clear directions from the teacher, peers can collect information that can indicate student progress. Again, checklists, rating scales, or rubrics can provide criteria for making judgments. Peer assessment requires students to focus on the criteria, allowing them to develop observation skills. For peer assessment to be effective, the teacher needs to teach the observational process.

[www.education.nh.gov](http://www.education.nh.gov)

## **2.8. The Organization, Structure and Management of the Education System**

The educational system has been organized in consistent with the Federal Government's State Structure Accordingly, each of the nine National Regional States and the two City Administrations has its bureaus of education responsible for administrating and managing the educational system. Within each of these exists a network of management structure involving Zonal Educational Departments and Woreda Education Offices? The latter is the smallest educational authority responsible for all educational institutions in its territory. Each National Regional States Education Bureaus is both administratively and financially responsible with substantial subsidy from the Federal Government for the general education and technical vocational training as well as teacher training colleges that operate in their respective States. However, tertiary educational institutions are the mandate of the Federal Government's Ministry of Education.

Motivation of pupils is the most pervasive and ubiquitous purpose, and we have already mentioned it under other headings. It can be the purpose behind the purpose so to speak, or at least a purpose which goes hand in hand with others. Thus certification, selection, feedback, selection of school teams is also motivational and is used as a motivational force by teachers. Even the way accountability works in the form of National Curriculum testing and reporting to parents are all motivating to the teacher in some way and used by them to motivate pupils. The teacher is constantly working at motivating the pupil as it is the intervening factor between pupil abilities and pupil attainments (Carroll,

2005). It must not be forgotten that assessment is a double edged word as far as motivation is concerned. If assessment is not positive, such as failure to get a qualification, gaining a low grade, negative feedback, diagnosis showing many weaknesses, failure to get into teams, it can be a de motivating force. Therefore, the assessment can quite easily fulfill the other purposes but fail to motivate. In PE the activities and sports themselves are often thought to be their own motivation. For many people this is so, though clearly, this is not the same for everyone.

Furthermore, the development of abilities and performance in most activities is enhanced by and thrives on competition, the results and evaluation of which are used to compare and judge performances against others (norm reference) and standards (criterion) and to motivate to further success and learning. Sport competitions are particularly used in this way. However, competition can emphasize pupils' lack of abilities or success, particularly when comparisons are made with others. Assessment and qualifications may also provide an additional source of motivation for those who are enthusiastic about PE activities, and may be the incentive needed for some pupils to achieve their best performances and fulfill their potential and increase their knowledge. However, it must also be remembered that motivation is an individual affair and that it must be related to the individual not to the activity as a whole. The forgot this when putting forward an argument against examinations, (Bob Carroll, 2005:31).

### **2.8.1 Student Selection**

The most obvious examples of this purpose are selection for school teams or collage management bodies and selection for employment or further/higher education based on examination results. It is also used within PE curriculum time itself for internal groupings for teaching purposes. There are clearly times when it is preferable to have homogeneous groupings of ability/performance for teaching or playing/performing in the interests of all standards of pupils. Informal assessment is usually carried out to make the groupings.

As already indicated under certification, PE has become part of the central selective mechanism for employment and further education when it entered GCSE and 'A' levels. Francis (1990) gives the example of an 'A' level PE student being accepted at the University of Oxford on the basis of the results of this 'A' level and two others. Selection for school teams is the only purpose peculiar solely to PE. I have already indicated the importance to the PE teacher of school teams. There have been many claims for their virtues, for example, standards and excellence, pupils reaching their potential, social objectives and leisure opportunities (Glew, 1983). However, some of the claims would not stand up to close scrutiny, and they often involved a small proportion of the school population. Small primary schools did give opportunities for larger percentages of children to take part, but the larger secondary schools could not provide the same opportunities and many children who had represented the school at primary level were disappointed. School fixtures and competitions came under attack in the 1980s (Glew, 1983; Pollard, 1988) stated as (shumet, 2010) and their importance declined. However, as indicated earlier, the prevailing market economy approach to schooling means that extra-curricular activities including school fixtures may play an important role in the public image of the school In the past selection has caused problems because the emphasis was often on winning rather than participation, selecting the 'best' team rather on widening the participation rate. This emphasis changed to some extent in the 1980s with the attack on competition. However, many people would agree with that competition and selection are part of everyday life and pupils must be prepared for it. After all, they will meet them in work and leisure. (Bob carroll, 2005:32)

### **2.8.2 Student Feedback**

By feedback, I am referring only to the classroom level, as the more general level of overall results has been deal with under accountability. This is where assessment is an integral part of teaching and learning and feedback is used to show the pupil how he/she is doing, learning and progressing. It is used by the teacher to see whether teaching points have been learnt and whether to move on

to the next point. From the teachers point of view feedback is the most central and important purpose of formative assessment but usually gets the least public attention. In PE where the emphasis is on physical skills and practical performance, it is essential for the pupil to know the results and effectiveness of techniques and skills, often in the immediate situation, so times and distances are given in athletics and in swimming, technical and tactical points are made in games skills, and technical and compositional advice given in gymnastics and dance. The pupil can then work at the skill and can see him/ herself targets, compare with previous performances, and the teacher can evaluate his teaching and work. It is motivational for both pupil and teacher. . (Bob carroll,2005:31)

## **2.9 Philosophy of school and college Administrators**

The final responsibility for type of physical education program that is in operation in a particular school (college) will be in the hands of administrator. If this individual does not have a full understanding with respect the values of physical education, it may remain for teachers to attempt to make as valid an interpretation of the objectives of physical education as possible.

With the current widespread interest that is being shown in physical education at any institutional level, school administrators are becoming more prone to look up on this area of the curriculum as providing worth-while and satisfying learning experience for students. As the idea of physical education integration is expanded in education, it is likely that attitudes of principals and class room teachers will change to the point where physical education will be accepted as one of the most important curriculum area in the entire school /college program.

According to wiliam (1964:423) Administration in physical education deals with three areas such as programs, facilities, and personnel. These aspects of physical education are interrelated and interdependent. The program on paper depends up on the facilities available and comes a live only when persons are effective agents. The facilities, meager or abundant, are useless until they are

employed and personnel are the ultimate and final answer to both program and facilities.

The business of administration is to get things done. It does not exist as an independent specialization concerned with its own purposes and devoted to its own procedures. Its only reason for existence is to make effective the program of the school or institution; in this purpose the administrator attempts to arrange conditions and materials so that teachers can teach better, facilities will be provided and used , and the standards of the program will be provided and used, and the standards of the program will be realized.

The administrator of physical education is usually very close to the program; often he is a teacher in it and hence is likely to be aware of the needs and sensitive to the problems of the department.

The philosophy of administrators is crucial because while large power resides in the position, the achievement of the department is wholly dependent up on persons. The administrator works not with things but with persons.

Human relation is the central fact at the heart of all he does. Great power is inherent in the position of the administrator, but persons are the human tools with which he must work.

Knapp (1968:381) suggests that the function of administration is to provide a setting for learning which will be conducive to achieving desire goals. Instructional planning indicates the road to be traveled and suggests a structure to facilitate operation. Administration provides the necessary facilities, equipments, staff personals and formulates operational policies and procedures which contribute to efficient learning.

## **2.10. Facility and equipments**

### **2.10.1 Facility**

Physical conditions of the school playground a great role on students' activity and responds to teachers to one another and to the studies, in terms of the comfort they feel in their surroundings.

Educational facilities are the physical infrastructures that contribute directly or remotely to the teaching and learning process in the educational system.

The infrastructural facilities and physical environment give educational institutions their appropriate shape and atmosphere for teaching and learning. These facilities and the environment also describe the quality of the institutions in terms of their staff (students, attraction to outsiders, aesthetics, healthy, safety and relevance (Okorie and Uche, 2004) as cited shumet (2010)

The infrastructural development in higher education is complex and cost intensive. Thus to ensure their quality and maintain global standards is very challenging.

The infrastructural development in higher education involves provision of buildings such as store, office, classrooms and sports facilities. Provision of stimulating learning environment and safety is also a major consideration in infrastructural development. Maintenance, renewal and innovation are other determinants of the quality of the infrastructural development efforts of the institutions that will attract the students, staff and others to the institutions. Quality assurance of the facilities right from their planning, to development and utilization will ensure effective realization of setting goals in higher education institutions.

Physical education learning experience becomes effective through the proper use of supplementary teaching environment. Each institution should have sufficient facilities to achieve the desire objectives. All such facilities should assist students to learn properly and effectively. Regarding to these concepts, Horine (1985) as cited shumet (2010) suggested that "The physical education program

needs the quality and quantity of facilities that is which priorities must be assigned to facilities that can meet the challenges since overcoming obstacles”

Generally facilities must be considered as an integral part of the instructional program.

### **2.10.2 Equipments**

In order to secure the development of physical or mental strength and those social and moral qualities of the students, which may be gained through well directed physical activities, certain spaces, equipments and supplies are necessary.

According to Knapp (1968:383) “The kind and amount of material resources available affect the type and quality of physical education program and to a large extent the types of method used.

Good physical education programs do exist despite the lack of expensive materials of many kinds. Such programs have composed by maximum use of natural resources, adapting methods to make optimum use of available limited equipments and facilities and generally sound and creative administrative practices. The fact remains, however, that good educational programs cost money, and in general research indicates that the Higher the budget, the better the school program. Administration must continually strive to provide the best possible facilities equipments and organizational design to assure good learning.” Therefore, care must be taken in selecting equipments and school should construct those equipments which are helpful in physical development.

Physical education learning experience becomes more memorable through the proper use of supplementary teaching aids. Each teacher should have a variety of good instructional materials. All such materials should assist students to learn and should not be used as a means of entertainment. When properly used such aids can increase the depth and speed of teaching learning activity and also the status of the subject. Nellson Hagn (1966) as cited in Abinet (2004).

## 2.11. The purpose of ICT for teacher training collage

Information and Communication Technology (ICT) is a collective term covering all those technologies, both hardware and software, dedicated to the capture, storage, processing, transmission, and presentation of information. Computers are at the heart of the ICT revolution because they are fast information processing machines, configured to receive input in the form of information, systematically process the input and provide organized information that serves the needs of the user. It has the advantage of improving administrative efficiency and overall quality of the teaching and learning process. Information involves the communication and reception of intelligence or knowledge. It appraises and notifies, surprises and stimulates, reduces uncertainty, reveals additional alternatives or helps eliminate irrelevant or poor ones, and influences individuals and stimulates them to action. They listed relevance, timeliness, accuracy, cost effectiveness, reliability, usability, exhaustiveness and level of aggregation as characteristics of good information.

New technology in Physical education is playing a big role in the teaching learning process both for the teacher and students; like video recorder. Video projectors, GPS and even gaming systems such as Kinetic Dance Revolution. Projectors can be used to show students things such as proper form or how to play certain games. GPS systems can be used to get students active in an outdoor setting and active exercise and games can be used by teachers to show students a good way to stay fit in and out of the classroom setting.

Another type of technology that is commonly used in Physical Education is the use of pedometers. Pedometers do not necessarily track how far a person is going, but it lets them know the number of steps they are making. It will let them know how many steps on average they are making and want to strive to get more the next class. There are many lessons that you can use for many grade levels when you are teaching students to use a pedometer it is important to make it a game, especially for younger students.



Several studies have shown that a close relationship exists between the physical environment and the academic performance of students. (Nwagwu, 1978) and (Nwogwu J.1987) maintained that the quality of education that children receive bears direct relevance to the availability or lack thereof of physical facilities and overall atmosphere in which learning takes place. The school facilities consist of all types of buildings for academic and non-academic activities, equipment for academic and non-academic activities, areas for sports and games, landscape, farms and gardens including trees, roads and paths. Others include furniture and toilet facilities, lighting, acoustics, storage facilities and parking lot, security, transportation, ICT, cleaning materials, food services, and special facilities for the physically challenged persons.

There is absolute need for participatory teacher education. They should become participants in decisions regarding the needs to which their training must respond; what problems must be resolved in the day-to-day work environment and what specific knowledge and skills must be transmitted to them. In the participatory model teachers must be self-directed and self-taught. Every aspect of the training must be based on reflection and introspection. The needs, problems, statuses and roles must be clearly defined, examined and analyzed by them. The actual concrete experiences of working with students should be emphasized. Teachers must be able to collectively examine and analyses their consequences, assisted by the trainers in solving problems (Nixon j.1980).

## **2.12 Curriculum of Physical Education**

Teachers understand the curriculum (in terms of age, relevance, and integration) and develop and use supplementary materials in the classroom to improve student learning according to the American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD), a quality physical education program for grades K–12 includes instructional periods totaling at least 150 minutes per week at the elementary level and 225 minutes at the

secondary level, qualified physical education specialists, and adequate equipment and facilities. In general, the curriculum should consist of:

- A. Instruction in a variety of developmentally appropriate motor skills that challenge students to develop physically, cognitively, socially, and emotionally;
- B. Fitness activities that educate and help students understand and improve or maintain optimal fitness levels;
- C. Instruction in concepts that lead to a better understanding of motor skills and fitness development;
- D. Opportunities to engage in experiences that enhance cooperation and develop multicultural awareness; and
- E. Experiences that foster the desire for lifelong participation in physical activity. (AAHPERD,1979).

The National Association for Sport and Physical Education has provided guidelines in the form of grade-level benchmarks, as well as an operational definition of the physically educated person. Such a person is skillful in a variety of physical activities; physically fit, participates regularly in physical activity, and knows the benefits physical activity and its contributions to a healthy lifestyle, respects diversity, and acts in a socially responsible manner. The question remains, however, of how much direction and specificity in the form of standards and assessment are needed

### **2.12.1 Curriculum implementation**

As a classroom practitioner, it is important that the teachers know what is involved in implementing the prescribed curriculum. Curriculum implantation entails putting in to practice the officially prescribed courses of study, syllabuses and subjects. The process involves helping the learner acquire knowledge or experience. It is important to note that curriculum implementation cannot take place without the learner. The learner is therefore the central figure in the

curriculum implementation process. Implementation takes place as the learner acquires the planned or intended experiences, knowledge, skills, ideas and attitudes that are aimed at enabling the same learner to function effectively in society.

Stenhouse (1979); indentifies the teacher as the agent in the curriculum implementation process. She argues that implementation is the manner in which the teacher selects and mixes the various aspects of knowledge contained in a curriculum document or syllabus. Implementation takes place when the teacher constructed syllabus, the teacher personality, the teaching materials and the teaching environment interact with the learner. Curriculum implementation therefore, refers to how the planned or officially designed courses of study is translated by the teacher in to syllabuses, schemes of work and lessons to delivered to students.

To strengthen the above idea Wuest lombardo (1994:16) stated that “strong programs have strong leadership. Teacher’s effort are coordinated and focused on fulfilling their programs mission. These teachers reflect a strong commitment to their students and a sense of pride.

## **CHAPTER THREE**

### **RESEARCH METHDODOLOGY**

This section discussed the method employed the research design, procedure of data collection, the instruments used to collect data, the sampling procedures applied and the method of data analysis.

#### **3.1 The Research Design**

The study attempts to describe the teaching learning processes of physical education and the major challenges faced in teacher training collage of Injibara from Amhara region. Thus the nature of the research is descriptive survey type. The data generated to undertake this study will be both qualitative and quantitative in nature particularly to descriptive survey method. Because descriptive survey method helps to explain educational phenomena in terms of the condition or relationships that are held by the teachers, collage administrators and students and it is a means through which opinions, attitudes and suggestions for educational practice can be obtained. In addition, this method enables the researcher to examine the teaching learning process and factors hindering the application of them (koul,1998). The main challenges in the teacher training colleges on the department of physical education.

#### **3.2 The Source of Data**

The major sources of data for this study were both primary and secondary sources. Primary data were collected form Physical Education teachers, collage management or principals and students. In addition to this, observations regarding the college playground, library or total facilities of the department of physical education and related matters in the sample college was made. Secondary data were collected from relevant books, journals relevant documents prepared by MOE.

### **3.3 Sample Population and Sampling Techniques**

This research was conducted in Injibara teachers' college that is found in Amhara regional state. The college is located at North Western part of Ethiopia in Amhara region, Awi zone which is 453 km far from the center, Addis Ababa. Now a days in Ethiopia there are more than 30 regional teachers training college and most of these have the department of physical education. The researcher selects this Injibara teachers college by purposive sampling method due to the accessibility of transport and financial and constraints.

With relation to the respondents, all the physical education teachers four in numbers were included in the sample by using purposive sampling techniques and two collage management or principals, mainly the college's dean and collage vice dean. From a total of 220 students who train physical education teachers' for a diploma level the researcher were selected 44 students by using lottery method.

For the applicability of the objectives set for the study a total of 50 respondents (physical education teachers, collage principals or management bodies and students) were required to give their responses in relation to the teaching learning process and challenges of physical education in the Injibara College of teacher education.

### **3.4 Instruments and Procedures of data Collection**

The prime aim of this study was to find out the practice and challenges of teaching learning process of physical education, it at best follows a survey type of descriptive method. This method can be actually practiced regarding the issue under investigation. In order to gather information the researcher used three main instruments of data collection namely; questionnaire, interview that related to the study and observation.

**Questionnaire** the aim of questionnaire is to collect appropriate data from teachers, students and many people at a time and for its natural characteristics that allows administrative staff by enabling them express their ideas and opinions freely. Thus the researcher questioner will composes both open ended and closed-ended questions.

Open-ended questions will be prepared for college Physical education teachers and students it will focuses on the major course that teachers, the utilization of teaching materials, facilities selection of students the efforts that tries for their success and other related factors. The second questioner closed ended will focuses on college students that mainly in relation to availability of materials, reference books, knowledge gaining from their major courses interest towards their subject matter and other related factors will prepares.

**Observation** to obtain more information observation is very Hancock (1998) noted that, because of the richness and credibility of information, it can provide, observation being a desirable part of data gathering instrument.

Therefore to obtain more information, observation of the actual teaching and learning process, the practical classes will be uses as a data gathering instrument. For the purposes of observation, cheek list will be employed. Based on this the researcher will observe two classes, the college facility, gymnasium, method of teaching ,playground, shower, libraries having reference books and other related factors using the developed checklist for its purpose.

**Interview** the researcher will conduct the interview for college's management or principals by preparing structured interview which are related to the college's facilities employed, physical education instructors and perception towards the department of sport science.

### **3.4.1 Procedure of Data Collection**

Both the questionnaires and interviews that included in the study were prepared based on the basic questions and review of related literatures.

The researcher tries to validate the instrument that was developed as follow before the actual data collection was started, the instrument was given to colleagues to get valuable comments and criticism on the strength and weakness of the items based on the comment obtain necessary information will be made and gives to the thesis advisor for further comments, criticism and evaluation.

Then the instruments was tried out in small scale study that was undertake in second year students in Injibara college of teacher education who will be later excludes in the actual study. The purpose of this test was to cheek the appropriateness of the items and to make the necessary correction based on the feedback hence, some of the question will be refined thus, the instruments was found to reliable measure to collect data for the main study and then administrates as scheduled. A brief orientation about the whole purposes of the study was given for the respondents. A close follow-up were applied to correct problems that arise during the filling of the questions. The distribution and collection of questionnaires were taken in collaboration with the physical education teachers. Finally, the interview with college leaders were conducted.

### **3.5 Method of Data Analysis**

After collecting and gathering of data from the respondents and from the direct observation the next step were analyzing the given data. Quantitative and qualitative analysis of data were employed. The data obtained from teachers and students through closed-ended question are analyzing quantitatively. However the data that was gather through open-ended questions, interviews and observation would analyzed qualitatively submitted. More over the result of the study were reported by using percentages.

## CHAPTER FOUR

### PRESENTATION AND ANALYSIS OF DATA

This part of the study deals with presenting, analyzing and discussing the data collected through questionnaire, interview and observation.

#### 4.1. Background characteristics of the study group

Table .1 Characteristics of teachers and management bodies

NO	Item	Teachers		Management Bodies	
		No	%	No	%
1	Sex				
	Male	4	100	2	100
	Female	-	-	-	-
	Total	4	100	2	100
2	Qualification				
	PHD	-	-	-	-
	MSC	1	25	-	-
	BED/BSC	3	75	2	100
3	Years of experience				
	0-3	1	25	-	-
	4-6	3	75	-	-
	Above 6	-	-	-	-
4	Work load per week				
	<10	1	25	-	-
	10-13	2	50	-	-
	14-16	1	25	-	-
	>16	-	-	-	-



As shown in table 1, none of respondents were females and all 100% of respondents were male. This showed that, there is no female participant in the physical education teacher.

Regarding to qualification of the respondents 75% of them were first-degree holders and 25% of them were second-degree holder and there were no respondents with qualification above second degree.

Concerning the experience of respondents, the majority of them had more than 4 years of service as indicated in the table 1, 25% of the respondents has the experience between 0-3 and 75% of the respondents had 4-6 years of service. In general, 75% of the respondents had more than 4 years of service. Thus, majority of the respondents could provide pertinent information that would be helpful for the success of this finding.

Concerning the teaching load of teachers 25% were found of category of below 10 periods per week 50% were found b/n 10-13 periods, 25% also had b/n 16-21 period per week no one was founds to have below 10 periods. This shows that 75% of the teachers were loaded, and this condition could affect their work negatively because they thought more than 12 periods per week.

**Table 2: Characteristics of Students**

<b>No</b>	<b>Item</b>	<b>Respondents</b>	
		<b>No</b>	<b>%</b>
	<b>Sex</b>		
	M	35	79.5
	F	9	21.5
	Total	44	100
2	Age		
	Below 18	-	-
	18-20	25	56.8
	21-23	16	36.4
	24-26	2	4.5
	Above 26	1	2.3
	Total	44	100
3	Grade level		
	First year	14	31.2
	Second year	15	34.1
	Third year	15	34.1
	Total	44	100

As indicated in table 2, the majorities (79.5%) of respondents were males and (21.5%) of the respondents were females. This showed that, the little participation of females.

Regarding to the ages of the respondents 56.8% were between 18-20, (36.4%) of respondents were also between 21-23 and (4.5%) of respondents had between

24-26 years. Finally only (2.3%) of respondents were above 26 years. Thus, all students were above 18 years.

Concerning the grade level of respondents, 31.8% of them were first year, 34.1% of respondents were second year students and 34.1% of them were third year students. Therefore, the researcher believed that they can provide pertinent information that would be useful for the study since all of them were above 18 year old.

## **4.2. Analysis and interpretation of the data**

The respondents of the study were asked different questions pertinent to the practice and challenges of teaching learning process of physical education the case of Injibara college of teacher education. Their responses were organized in to tables furthermore, the frequency counts and percentage were computed for the purpose of analyzing and interpreting the findings as follows

### **The Interest of the Students in Physical Activity**

The lack of interest in physical education lesson greatly affects the teaching-learning process of physical education. Then it highly lowers the quality of physical education and acts as road blocker for future development of physical education. Therefore, it is the teachers' task to consider the students interest in terms of physical education program. Regarding to this the respondents were asked to answer the raised issue and the finding are illustrated as follows:

**Table 3. Views of students & teachers respondent on their placement and interest**

No	Item	Teachers		Students	
		No	%	No	%
1	Have you taken pre exam PE student before registration				
	A. Excellent	-	-	-	-
	B. V. good	-	-	-	-
	C. Good	-	-	-	-
	D. Partially	-	-	-	-
	E. Not at all	4	100	44	100
2	Is there student who learn PE as a major field of study				
	A. Yes	4	100	44	100
	B. No	-	-	-	-
3	Have you join PE teacher by your interest				
	A. Yes	4	100	44	100
	B. No	-	-	-	-

Regarding with pre examination before registration, 100% of both students and teachers responded there is pre-exam for students before registration, agreed by not at all that means there was not student selection process before registration.

Regarding the existence of PE as a field of study, all 4 teachers and 44 students agreed (100%) by giving response that PE as a major field of study.

Regarding their interest in joining the department, all the students and teachers 44(100%) and 4(100%) respectively responded they have joined by interest. this show all students and teachers are favoring the subject of PE.

**Table 4. Views of students and teachers the program of study**

No	Item	Respondents			
		Teacher		Student	
		No	%	No	%
1	Is the program of study offered in regular program?				
	A. Yes	4	100	44	100
	B. No	-	-	-	-
2	Is the program of study offered in evening program?				
	A. Yes	4	100	44	100
	B. No	-	-	-	-
3	Is the program of study offered in summer program?				
	A. Yes	4	100	44	100
	B. No	-	-	-	-

As can see from item 1 of table 4 all 4 teachers and 44 students agreed (100%) that physical education is given as a major course in regular program.

Concerning to Item 2 of table 4, all 4 teachers and 44 students agreed physical education is given as a major course in evening program.

Regarding item 3 of table 4 all 4 teachers and 44 students agreed physical education is given as a major course summer program.

## Time allotment for practical class

Even though the curriculum has stated its own time for every subject, due to its nature physical education needs extra time after a regular class to exercise a practical activity. However, some students may have shortage of time to do this activity out of regular class. Therefore the respondents were asked to answer about this issue and the results were as follows:

**Table 5. Views of students & teachers the extent of time allotment**

No	Item	Respondents			
		Teachers		Students	
		No	%	No	%
1	Is there appropriate time allotment given for practical courses in your field of study?				
	A. yes	-	-	-	-
	B. No	4	100	44	100
	C. I don't no	-	-	-	-
2	Do students have shortage of time after a class to do practical activities?				
	A. Yes	-	-	21	47.7
	B. No	3	75	23	52.3
	C. I don't know	1	25	-	-

As can be seen item 2 of table 5, 3(75%) of teachers and 23(52.3%) of students responded that the students have no shortage of time for practical activities after class. This shows that students can practice different activities which were given during regular class to become mastery level. However, as the researcher checked through observation, the students were not exercising the activities to promote their efficiency and achieve the desire objectives of physical education. Therefore, one can conclude that, even though the students have enough time to practice for mastery of activities, they did not use it effectively. Then the

students cannot achieve the desired objective and this leads to reduce the status of the subject

**Table 6. Views of student and teacher respondents the method of teaching**

No	Item	Teachers		Students	
		No	%	No	%
1	Teaching method of discussion				
	A. Always	-	-	-	-
	B. Often	-	-	-	-
	C. Sometimes	-	-	3	6.8
	D. Rarely	3	75	28	63.6
	E. Not at all	1	25	13	29.5
2	Teaching method of demonstration				
	A. Always	-	-	3	6.8
	B. Often	2	50	25	56.8
	C. Sometimes	2	50	16	36.4
	D. Rarely	-	-	-	-
	E. Not at all	-	-	-	-
3	Teaching method of lecture				
	A. Always	2	50	10	22.7
	B. Often	2	50	12	27.3
	C. Sometimes	-	-	22	50
	D. Rarely	-	-	-	-
	E. Not at all	-	-	-	-
4	Teaching method of problem solving				
	A. Always	-	-	-	-
	B. Often			2	4.5
	C. Sometimes			2	4.5
	D. Rarely	3	75	30	68.2
	E. Not at all	1	25	10	22.7

Regarding item 1 of table 6, the majority of teachers respondents 3(75%) rated that, discussion method practiced sometimes most of the students 28(63.6%) and 13(29.5%) indicated that the practice of discussion method is sometimes and rarely respectively.

Item two of table 6 indicates that 3(75%) and 1(25%) of teachers and 25(56.8%) 16(36.4%) of students responded that the majority of the teacher used demonstration method often and sometimes respectively. this indicates that most physical education teachers do not use always physical education practical classes however (HDP: 2000) states that demonstration is most effective when the students are able to attempt the activity themselves after demonstration.

As can be seen from item 3 of the same table the majority of the student respondents 22(50%) rated that lecture method practiced sometimes whereas most of the teachers 2(50%) and 2(50%) indicated that the practice of lecture method always and often respectively.

As can be seen table 6 of item 4 problem solving methods that helps learners to generate solutions problems that are new to student were used rarely by the majority of teachers. About 3(75%) teachers and 30(68.2%) of the student replied by they were using problem solving method rarely and also 1(25%) teacher and 10(22.7%) of the student respondents replied rather than become trapped. but not at all using problem solving teaching methods. However, HDP (2008) indicates that problem solving is an essential skill as it creates students who are able to think for themselves independent thinkers who look for solution.



**Table 7. Views on the availability of department offices and store rooms**

No	Item	Teachers		students	
		No	%	No	%
1	The availability of department office, storerooms and separate staff rooms for PE teachers office for all members of department				
	A. Excellent	-	-	-	-
	B. V. good	-	-	-	-
	C. Good	-	-	-	-
	D. Poor	2	50	26	64.6
E. Very poor	2	50	18	35.4	

As shown in table seven, 50% of the teachers and 35.4% students responded that the availability of department office and store rooms in the college is poor. Whereas, 50% of the teachers replied that very poor. This shows that the department has get little consideration from the college and this in turn lowers the quality of physical education. The respondents were also asked to state the reasons why the availability of department offices and store rooms are poor and most of them suggest the reason as; there is shortage of buildings in the college since it is new and administrators less imitativeness to build temporary storages and offices.

It is also confirmed through observation, that is the college has only one narrow availability of department office, storerooms and separate staff rooms for PE teachers office for all members of department and even it is not serve as office only but also it serves as storage. Therefore, there is a great shortage of offices and store rooms in the college

**Table 8. The adequacy of materials, reference & ICT**

No	Item	teachers		Students	
		No	%	No	%
1	Supported by technology like computer and internet access in your collage for the aid of teaching learning process of PE				
	A. No internet access	3	75	40	90.9
	B. Moderate internet access	1	25	4	9.1
	C. Maximum internet access	-	-	-	-
2	The availability of collages PE reference book in your library				
	A. Excellent	-	-	-	-
	B. V. good	-	-	-	-
	C. Good	-	-	-	-
	D. Partially	1	25	8	19.2
	E. Not at all	3	75	36	81.8
3	The adequacy of PE teaching materials				
	A. Excellent	-	-	-	-
	B. V. good	-	-	-	-
	C. Good	-	-	-	-
	D. Partially	1	25	6	13.6
	E. Not at all	3	75	38	86.4

Concerning item 1 of table 8, the availability of ICT access like computer and internet access 4(9.1%) of students and 1(25%) of teacher respondents replied by moderate internet access in the teacher training collage. On the other hand the majority 40(90.9%) students and 3(75%) teacher replied no internet access. Because of this, they are strongly affected by lack of information on the subject

matter issues and they are not motivated and facilitated in the teaching learning process and become more passive learners.

As can be seen from item 2 table 8 the majority of teacher respondents 3(75%) replied by not at all with their PE reference books in their library whereas the rest 1(25%) of them agreed are partially with the presence of PE reference books in their library. this shows that there is not available reference book in the teacher training collage. On the other hand the majority of the students 36(81.8%) agreed by not at all whereas 8(19.1%) of the students partially on the presence of PE reference book in their library.

Regarding item 3 of table 8 the adequacy of PE teaching materials the majority 38 (86.4%) of students and 3 (75%) of the teacher respondents replied not at all with the adequacy of teaching materials on the other hand 6(13.6%) students and 1(25%) of teachers replied partially with the adequacy of PE teaching materials for the specific teacher training collage.

### **Playground and equipment**

Equipments and playgrounds are the backbones of physical education to create effective learning environment. So physical education depends up on the amount of equipments and playgrounds which belongs to the college. About this respondents were asked to answer whether the equipments and playgrounds are fulfilled or not and the findings are indicated below from table (9-11)

**Table 9. The availability of facility and materials of basketball & volleyball**

No	Item	Teachers		Students	
		No	%	No	%
1.	The presence of standard basketball play ground				
	A. Strongly agree	-	-	-	-
	B. Agree	-	-	-	-
	C. Undecided	-	-	-	-
	D. Disagree	3	75	34	77.3
	E. Strongly disagree	1	25	10	22.7
2	The presence of basketball materials				
	A. Strongly agree	-	-	10	22.7
	B. Agree	3	75	34	77.3
	C. Undecided	1	25	-	-
	D. Disagree	-	-	-	-
	E. Strongly disagree	-	-	-	-
3	The presence of standard volleyball play ground				
	A. Strongly agree	1	25	18	40.9
	B. Agree	3	75	26	59.1
	C. Undecided	-	-	-	-
	D. Disagree	-	-	-	-
	E. Strongly disagree	-	-	-	-
4	The presence of volleyball materials				
	A. Strongly agree	1	25	12	27.3
	B. Agree	3	75	32	72.7
	C. Undecided	-	-	-	-
	D. Disagree	-	-	-	-
	E. Strongly disagree	-	-	-	-

As can be seen in item 1 of table 9 in the presence of standard basketball playground, the majority 34(77.3%) of the students and 3(75%) of the teacher respondents replied disagreeing with the presence of standard basketball

playground whereas 10(22.7%) of the students and 1(25%) of teacher respondent replied strongly disagreeing with the presence of standard basketball playground. This indicated that it is difficult to offer basketball practical courses for PE students.

Regarding the same table of item 2 the majority of the teacher respondents 3(75%) and students of 34(77.3%) are replied by agreeing on the presence of basketball materials. On the other hand 10(22.7%) students strongly agreed on its presence and also 1(25%) of the teachers are unable to decide on the presence of basketball materials.

As can be seen item 3 of table 9 the presence of standardized volleyball playground 18(40.9%) student and 1(25%) of the teacher respondents replied by strongly agree with the presence of standardized volleyball playground. Also most of students 26(59.1%) and 3(75%) teacher respondents agree with the presence of standardized volleyball playground.

Item 4 of table 9 is strongly agree and agree by the majority of the teachers respondents respectively, that is 1(25%) and 3(75%) similarly 12(27.3%) and 32(72.7%) of the student respondents strongly agree and agree on the presence of volleyball materials.

**Table 10. The availability of facility and materials of football & handball**

No	Item	Teachers		Students	
		No	%	No	%
1.	The presence of standard football play ground				
	A. Strongly agree	-	-	-	-
	B. Agree	-	-	-	-
	C. Undecided	-	-	-	-
	D. Disagree	-	-	-	-
	E. Strongly disagree	4	100	44	100
2	The presence of football materials				
	A. Strongly agree	-	-	-	-
	B. Agree	-	-	-	-
	C. Undecided	-	-	-	-
	D. Disagree	3	75	39	88.6
	E. Strongly disagree	1	25	5	11.4
3	The presence of standard handball play ground				
	A. Strongly agree	-	-	-	-
	B. Agree	-	-	-	-
	C. Undecided	-	-	-	-
	D. Disagree	3	75	40	90.9
	E. Strongly disagree	1	25	4	9.1
4	The presence of handball materials				
	A. Strongly agree	-	-	-	-
	B. Agree	-	-	-	-
	C. Undecided	-	-	-	-
	D. Disagree	3	75	41	93.2
	E. Strongly disagree	1	25	3	6.8

As can be seen item 1 of table 10 the presence of standard football playground the majority of teachers 4(100%) and student 41(93.2%) of the respondents replied by disagreeing on the presence of standard football playground on the

other hand 3(6.8%) of the students replied strongly disagree the presence of standard football playground. This indicated that difficult to offer football course for PE students.

Regarding item 2 of table 10 the presence of football materials, all teachers 4(100%) and 39(88.6%) of the students respondents replied by disagreeing on the presence of football materials whereas 5(11.4%) of the students agreed by strongly disagreeing on the presence of football materials.

Regarding item 3 of table 10 the presence of standard hand ball playground all the teacher and student 4(100%) and 44(100%) respectively replied they strongly disagree. This indicated that difficult to offer handball course for PE students.

As can be seen item 4 of table 10 show that, 3(6.8%) of the students and 1(25%) of the teacher responded regarding the presence of handball materials replied strongly disagree whereas the majority 41(93.2%) of the students and 3(75%) of the teacher respondents replied disagree with the presence of handball materials.

**Table 11. The availability of facility and materials of athletics & gymnastics**

No	Item	Teachers		Students	
		No	%	No	%
1.	The presence of standard gymnasium				
	A. Strongly agree	-	-	-	-
	B. Agree	-	-	-	-
	C. Undecided	-	-	-	-
	D. Disagree	-	-	-	-
	E. Strongly disagree	4	100	44	100
2	The presence of gymnastics materials				
	A. Strongly agree	-	-	-	-
	B. Agree	-	-	-	-
	C. Undecided	-	-	-	-
	D. Disagree	1	25	3	6.8
	E. Strongly disagree	3	75	41	93.2
3	The presence of standard track & field				
	A. Strongly agree	-	-	-	-
	B. Agree	-	-	-	-
	C. Undecided	-	-	-	-
	D. Disagree	-	-	-	-
	E. Strongly disagree	4	100	44	100
4	The presence of athletics materials				
	A. Strongly agree	-	-	-	-
	B. Agree	-	-	-	-
	C. Undecided	-	-	-	-
	D. Disagree	-	-	-	-
	E. Strongly disagree	4	100	44	100

As can be seen in item 1 of table 11 showed that, the presence of standard gymnasium, all teacher and student 4(100%) and 44(100%) respectively replied strongly disagree. That indicated that teachers face difficulties to offer gymnastic courses for PE students.



From the above table 11 of item 2 result show that, 3(6.8%) of the students and 1(25%) of teacher responded unable to decide the presence of gymnastic materials. On the other hand the majority 41(93.2%) student and 3(75%) of teacher respondents replied strongly disagreeing with the presence of gymnastic materials.

Regarding item 3 of the same table on the presence of track and field, all the student and teacher respondents that 4(100%) and 44(100%) respectively replied strongly disagree with the presence of track and field. This indicated that difficult to offer part of athletics practical courses for PE students.

As can be seen item 4 of table 11 all teacher and student respondents respectively, 4(100%) and 44(100%) are replied strongly disagreeing with the presence of athletics materials.

### **4.3 Suggestions of collage managements with regard to the structured interviews**

The Injibara college managements were asked to suggest regarding to their physical education department establishment, facilities, materials, personal resources and supports made by the Amhara regional education bureau and their limitations as well as the possible measure taken to alleviate the problem. Based on the question the following responses were given.

#### **1. The establishment of college physical education department, resources and total facility.**

As mentioned the college managements, Injibara College of teacher education was established in 2009. At that time the physical education department was not penetrated, but after a year in 2010 the PE departments with employing two physical education instructors and 125 students were accepted. Regarding the total sport facilities as mentioned the college managers, most of the PE and Sport facilities were not available except the volley ball court.

## **2. Colleges PE department improvement**

Regarding to the improvement of physical education regarding to the improvement of physical education department since it was penetrated as mentioned the principals. There is good and adequate improvement as compared to the beginning of its establishment, in case of employing assistance teacher, upgrading the existing teacher in preparing additional sport facilities and materials but as they indicated still there is great insufficient regarding with materials and facilities.

## **3. Major problems of PE department**

As mentioned the principals of Injibara college of teacher education the PE department have a great number of problems that faces on the PE department in cases of student selection process, availability of standard play ground for different ball games, accessibility of materials, computers will internet services and shortage of physical education instructors with field of study and so on.

## **4. Possible measures to be taken for the PE dept.**

Regarding to the measure solution taken by the principals, as they stated to minimize and upgrade the PE teachers, they try to communication in the Amhara regional education bureau to employ additional qualified PE instructors and by arranging par timer teachers to offer the PE course. In addition to these, the college managements tried to deliver the practical PE courses will the neighbors playground particularly on Injibara youth and sport playground. Also as they indicated we can try to maximize the instructional process by communicating with the existing PE teachers as much as possible but those PE teachers are limitation for such conditions.

## **5. Supporting made by regional education bureau**

In the case of support provided by the Amhara regional education bureau towards the PE department, there was no as much support, they indicates without the rule and responsibility of formats and the existing curriculum. The regional education bureau were not advised to the PE department, even though

there are maximum cooperation and support is provided by those stake holders. In case of adequate budget for the improvement of sport facilities, materials, and gymnasiums and so on.

#### 4.4 Presentation and data analysis obtained through observation

The data analysis and presentation of the data collection through observation, is presented below. To fulfill the purpose of the study the researcher had conducted observation on the overall issues surrounding physical education its teaching learning process and facilities by preparing a checklist.

**Table 12. Check list for observation.**

No	Items	V. good	Good	Poor	V. poor	Not at all
1	Availability of football playground & materials.					✓
2	Availability of handball playground & materials					✓
3	Availability of volleyball playground & materials.	✓				
4	Availability of basketball playground & materials.		✓			
5	Gymnasium and gymnastic equipment					✓
6	Availability of computer		✓			
7	Availability of internet access					✓
8	The availability of department office, store room				✓	
9	Physical fitness center					✓
10	Availability of PE reference , handout /modules					✓

11	Students' interest and motivation to participate actively in PE class.					✓
12	Appropriateness of teaching methods for a given content.			✓		

As we can understand from the above-fulfilled checklist, there is in availability of football playground and materials, handball playground and materials, Gymnasium and gymnastic equipment, internet access, Physical fitness center, PE reference, handout /modules. On the other hand, throughout the observation, the researcher observed the existence of very good volleyball playing ground and materials but and good basketball playing ground and materials. In addition, there is a very good availability of computers and other equipments like offices, storerooms and selection of appropriate teaching methods during teaching learning process.

## CHAPTER FIVE

### SUMMERY, CONCLUSION AND RECOMMANDATION

This chapter deals with the summery, conclusion and recommendation that drawn from the major findings of the study.

#### 5.1 Summary

The purpose of the study was to investigate the practice and challenges of teaching learning process of physical education in the case of Injibara teacher training college in order to achieve the purpose of this study. In line with this, the following questions were raised.

- What are the major factors that affect the teaching learning process of physical education department in the study areas?
- Are there enough or appropriate reference books and that support the teaching materials and facility for their field of study on the department of Physical education students on the study areas?
- Do the departments of Physical education practice provide and implement appropriate student selection at the beginnings of registration on the study areas?
- Are there qualities of teaching learning of PE in the study area?
- Are the college principals or managements providing to collaborate with physical education teachers to fulfill their limitation or gap in the study areas?

The method employed for the study was descriptive survey type conducted in Injibara teacher training college.

In analyzing the collected data quantitative method percentage was employed to analyze the data collected by questionnaire, and qualitative method was employed for interview, open ended questions and observation.

Based on the analyzed data the following major findings were obtained.

- Physical education is given as a course and field of study in the college by regular, evening and summer program.
- No one students had joined the department of physical education by taking pre examination
- Most students had the interest to learn physical education
- There is shortage of adequate number of teachers in the department and the existing collage teachers need upgrading.
- The absence of PE reference books in the college library
- As far as the teaching materials and facility is concerned, many teachers and students reported that, physical education teachers are not corresponding with the number of students; there are no sufficient sport facility and equipments. The observation results also strengthen this idea.
- The absence of facilities such as handball, football playground/ courts and gymnasiums to exercise practical activities
- The existence of shortage of access to computers and there is no internet access
- As far as the use of variety of teaching method is concerned, most teachers are use lecture and demonstration teaching method frequently throughout the teaching learning process of physical education

## 5.2 Conclusion

Generally it can be concluded that, Physical education as a field of study was opened in the college and it is understood that different efforts are made by teachers and students as well as the college administration to realize the existence of good teaching learning process. But a part from those efforts there are different challenges the department is facing with regard to delivering quality education because of shortage of teachers, reference books equipment and facilities. The development of physical education program highly depends on the availability of infrastructure and teaching materials in the institution. But as indicated in this research findings the availability of college facility and teaching

materials are insufficient. This is indicated by shortage of play grounds, department offices, and lack of shower, dressing room, and shortage of teaching materials. In promoting physical education, the responsibility of physical education teachers to take full commitment is crucial. However, this study revealed that all physical education teachers had less responsibility about the promotion of physical education and as a result they didn't encourage the interest of students, unable to create awareness of officials and unable to create conducive environment.

### **5.3 Recommendation**

In light of the finding and conclusion of the study, the following recommendations were forwarded as a solution to improve the status of physical education in Injibara College.

- ❖ The physical education teachers should be devoted their extra time for professional support to their students and they should press their demand to upgrade the status of physical education.
- ❖ The physical education teacher should address the importance of student selection process at the beginning towards their concerned bodies.
- ❖ The college administration or management bodies should be aware of the challenges facing the department and take appropriate measures to address them
- ❖ Like other academic subjects, for better teaching-learning process of physical education the college should fulfill necessary equipments, facilities and curricular materials.
- ❖ Whenever possible physical education teachers should try to produce local teaching materials to deal with practical activities there by enable in solving the immediate materials shortage.
- ❖ The college should organize and arrange all program and resources concerning to physical education to upgrade its stats.

- ❖ College management bodies and physical education teachers should work cooperatively for proper implementation of quality of physical education. That means the physical education department should let the college authorities to know the problems of the department there by those problems will be solved cooperatively
- ❖ Adequate number of teachers should be assigned to the department by the concerned bodies
- ❖ The college administration, regional and zonal educational offices should work to gather to fulfill facilities and equipment used for practical activities
- ❖ The course teachers should work hand in hand with the college administration to address the shortage of reference books.
- ❖ The regional bureau and collage should conduct follow up study on a regular basis in order to identify problems that hinders the practical application of physical education teaching learning process.



## BIBLIOGRAPHY

AAHPERD (1999). Speak II: Sport and Physical Education Advocacy Kit II. Reston, VA: American Alliance for Health, Physical Education, Recreation and Dance

AbinetAyalew (2004) research on the problems of physical education in some selected private schools of Addis Ababa unpublished

Aggarwal, J.C. (1996). Principles, Methods and Techniques of Teaching, New Delhi, S.n. Printers.

Bellon, J. J., Bellon, E. C., & Blank, M. A. (1992). Teaching from a research knowledge base : A development and renewal process. New York: Macmillan Publishing Company

Bonwell, C and Elison, A (2003). Active Learning Creating Excitement in the Classroom. Rhen: Grips

Bucher C.A (1999). Methods and materials for secondary school physical education. New York mosby co.

Carroll. B. (2005) Assessment in Physical Education, Edition Published the Taylor and Francis e-Library, BRITISHE.

Charles A. Bucher (1964) methods and materials for secondary school physical education (4<sup>th</sup>ed) the C.v Mosby company saint Louis

Darling-Hammond, L., Wei, R. C., Andree, A., Richardson, N., & Orphanos, S. (2009). Professional learning in the learning profession: A status report on teacher development in the United States and abroad. Dallas, TX: National Staff Development Council. Retrieved from <http://www.nsdc.org/news/NSDCstudy2009.pdf>

Dary, N. and Terry, E. (1993). Reforming Open and Distance Education: Critical Reflection Practice. London: Kogan Page.

Deborah A. Wuest and Charless A. Bucher (1999) foundations of physical education and sport (13<sup>th</sup>ed); Edward E. Bartell, united states of America.

Feiman-Nemser, S. (1983). Learning to teach. In L. Shulman and G. Sykes (Eds.), Handbook of teaching and policy (pp. 150-170). New York: Longman.

Fenker, M. (2004). Organizational Change, Representations and Facilities .In Facilities Management: Innovation and Performance. Alexander , K. (ed.) U.K. Taylor Francis.

- ICDR.(1999) Teacher Education Hand Book. Addis Abba Finfine Printing and Publishing.
- Kellaghan, T. and Greaney, V. (1992).Using Examination To Improve Education: A study in Fourteen African Countries, Washington D.C: World Bank Technical paper No.165.
- Knapp (1968), Teaching physical education in secondary schools: Mcgraw-Hillminc united states
- Kyriacou, C. (1998) Essentials of Teaching Skills (2nd ed) London: Nelson Thornes
- Leu E. (2000) The Role of Curriculum Integration in Basic Education Tigray Education Bureau. (Unpublished)
- Mawer, M. (1995). The effective teaching of physical education. London: Longman.
- McGuffey, Carroll (1982). "Facilities."In Herbert Walberg (ed.), Improving Educational Standards and Productivity. Berkeley: McCutchan Publishing Corporation
- MC Tighe, J: and Ferrara, S. (1994). Assessing Learning in the class room.
- Mickealner (1995) the effective teaching of Physical education long Man publishing, New York.
- MoE.(1994).The New Education and Training Policy. Addis Ababa: EMPDA.
- MoE. (2003).Teachers' Education System Overhaul Hand Book. Addis Ababa.
- NardosAbebe (2000) Issues and Methods and Materials in Teaching Primary School Subject Addis Ababa.AAU.
- Nixon JE, Jewell AE. (1980) An Introduction to Physical Education. Philadelphia, Saunders College.
- N.P Neilson, Van Hagen and L comer (1966) physical education for elementary schools (3<sup>rd</sup>ed) The Ronald press company
- Nwagwu, N.A.(1978). Primary School Administration. Lagos Macmillian Nigerian Publishers.
- Ogunsaju, S. (1980): Some Aspects of School Management Ibadan:
- P.Singh (2008) Introduction to physical education; Three publisher.

Rink, J. E. (1996). Effective instruction in physical education. In S. J. Silverman, & C. D. Ennis (Eds.). Student learning in physical education: Applying research to enhance instruction (pp. 171-198). Champaign, Illinois: Human Kinetics.

Rink, J.E. (1998). Teaching Physical Education for Learning (3<sup>rd</sup> edition)

Shumet A. (2010). The challenges of implementing continuous assessment in physical education in some selected secondary schools in metekel zone M.A. Thesis Addis Ababa University (Unpublished).

Simpson, R.D and Anderson, N.D.(1981).Science, Students, and Schools: A guide for the Middle and Secondary School Teachers. New York: John Wiley and Sons.

Teshome Alemayehu (1981); methods of teaching physical education: unpublished.

Unruh, G.G. and Alexander ,W.M.(1974).Innovations in Secondary Education New York: Holt, Rinehart and Winston.

Vinod. Kumar singh and Yogesh (2008) physical education teaching methods

Williams (1964) the principles of physical education: W.B Saunders company Washington

Wuest. D and Lombardo.B (1994) curriculum and instruction the secondary school physical education experience: stlouis, maple- vail Book manufacturing Group.

**APENDEX A**  
**Addis Ababa University**  
**Colleges of natural science**  
**Department of Sport Science**  
**(Graduate Program)**  
**Questionnaire to be filled by Students**

**Dear teacher;**

This questionnaire is designed for the purpose of research study. Its main aim is to gather data on the practical and challenges of teaching learning process of physical education, Injibara colleges of teacher education from Amhara regional state. The success of the study depends on your genuine response to those questions. Please, read carefully and respond to the questions honestly and frankly. The help received from you will be greatly acknowledged in the thesis.

**Thank you in advance**

General instruction:

Please, do not write your name on the questionnaire

Personal information

1. Gender    Male \_\_\_\_\_ Female \_\_\_\_\_
2. Qualification; Bsc (Bed ) Msc or PHD with specialization \_\_\_\_\_
3. Years of Service as a collage teacher \_\_\_\_\_
4. Work load \ credit hours \ per week; \_\_\_\_\_

1. Are there physical education department that offers major courses in your collages?

A. Yes B. No

2. On average, how many students do you have in a class? \_\_\_\_\_

3. How many female students do you have in a class? \_\_\_\_\_

4. Which of the following teaching methods do you usually use?

/you can choose one or more answer/

A. Discussion method B. Demonstration method  
C. Lecture method D. Problem solving method E. Others

5. Why have you chosen to apply these methods? \_\_\_\_\_

\_\_\_\_\_

6. Are there physical education students who learn in a major field of study?

A. Yes B. No

7. If your answer for question number “6” is “yes” by what program of study you offer the major courses?

A. Regular \_\_\_\_\_ B. Evening \_\_\_\_\_ C. Summer \_\_\_\_\_

8. How many physical education instructors do you have in your collage?

\_\_\_\_\_

9. If question number 8 is least how can you offer the whole courses in each semester? Please list

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

10. When did your collage of physical education department start to teach physical education for major students? \_\_\_\_\_

11. On average how many credit hours and courses do you offer per semester

\_\_\_\_\_

12. Do you have adequate libraries with physical education books and references?

A. Excellent    B. V. good    C. Good    D. Partially    E. Not at all

13. How many students your collage accepted in every semester with

A. Regular \_\_\_\_\_    B. Evening \_\_\_\_\_    C. Summer \_\_\_\_\_

14. Do you believe is that the number of instructors about their educational level are appropriate for the quality of physical education in teaching and learning process? Please state your opinion

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

15. To alleviate the shortage and absence of your department, materials and qualified teachers/instructors/

A. what was your contributions? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

B. What was the collages principals contribution? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

C. What was its impact on the teaching learning process for quality education?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

16. Are there student selection processes for the beginner students in your collages?

A. Yes

B. No

17. If your answer for question number 16 is “yes” what do you believe in the student selection process purposes for the quality of physical education teaching learning process. Please list your challenge and your opinion

---

---

---

18. Regarding to your collages facilities for the teaching learning process of physical education and its availability

Mark √ what you observe

If 5. Strongly agree

4. Agree

3. Undecided

2. Disagree

1. Strongly disagree

No	Facilities	5	4	3	2	1
1	Basketball playground					
2	Volleyball play ground					
3	Football court					
4	Handball court					
5	Track and field					
6	Gymnastics field					

19. Regarding to your collage materials for the teaching learning process of physical education and its availability

Mark √ what you observe

If, 5. Strongly agree

4. Agree

3. Undecided

2. Disagree

1. Strongly disagree

No	material	5	4	3	2	1
1	Basketball					
2	Volleyball					
3	Football					
4	Handball					
5	Track and field					
6	Gymnastics					

20. regarding the quality of teaching learning process of physical education in your collage, if there is something that are not raised in the above questions please state your opinion with sincerely\_\_\_\_\_

---

---

---



**APENDEX B**  
**Addis Ababa University**  
**Colleges of natural science**  
**Department of Sport Science**  
**(Graduate Program)**  
**Questionnaire to be Filled by Students**

**Dear student;**

This questionnaire is designed for the purpose of research study. Its main aim is to gather data on the practical and challenges of teaching learning process of physical education:- the case of Injibara colleges of teacher education from Amhara regional state. The success of the study depends on your genuine response to those questions. Please, read carefully and respond to the questions honestly and frankly. The help received from you will be greatly acknowledged in the thesis.

**Thank you in advance**

General instruction:

Please, do not write your name on the questionnaire

1. Gender: - Male \_\_\_\_\_Female\_\_\_\_\_
2. Age \_\_\_\_\_
3. Grade level    first year\_\_\_\_\_ second year\_\_\_\_\_ third year \_\_\_\_\_

1. Have you joined to learn physical education to be a teacher by your interest?

- A. Yes                      B. No

2 . Are your physical education instructor cleavers with regard to their subject matter knowledge?

- A. Yes                      B. No

3. Which of the following teaching method do your physical education instructors use?

- A. Discussion method              B. Demonstration method  
C. Lecture method                  D. Problem solving method  
E. Others

4. Regarding question number 3, if any other please spacifay-

---

5. By what program of study you attended to study physical education in your colleges?

- A. Regular                  B. Evening                  C. Summer

6. Have you taken pre-exam before registration on your college?

- A. Excellent      B. V. good      C. Good      D. Partially      E. Not at all

7. Are there appropriate number of physical education teachers that thoughts you in your college?

- A. Yes                      B. No

8. If your answer for question number 7 “Yes” of what was the impact of limitation on the teaching learning process.

---

9. Are there appropriate time allotment that are given for practical course in your the field of study?

- A. Yes                  B. No

10. Are there available reference books in your college’s library on your major field of study?

- A. Excellent      B. V. good      C. Good      D. Partially      E. Not at all

11. Did you supported by technology like computer and internet access in your college for the supporting of learning process?

- A. No internet access                      B. Moderate internet access  
C. Maximum internet access

12. If your answer for question number 11 is “A” how do you say its impact you’re teaching learning process-

---

---

---

---

13. Do students have shortage of time after a class to do practical activities

- A. Yes                      B. No                      C. I don’t know

14. Are there adequate teaching learning resources to facilities your physical education courses.

- A. Excellent      B. V. good      C. Good      D. Partially      E. Not at all

15. If your answer for question number 16 is “Not at all ”, how did it affect your physical education? \_\_\_\_\_

---

---

---

16. Regarding to the availability of your college facility the department of physical education practical courses.

Please mark √ if

5. Strongly agree  
4. Agree  
3. Undecided  
2. Disagree  
1. Strongly disagree

No	Facilities	5	4	3	2	1
1	Basketball playground					
2	Volleyball play ground					
3	Football court					
4	Handball court					
5	Track and field					
6	Gymnastics field					

17. Regarding to the availability of your college material the department of physical education practical courses.

Please mark  $\checkmark$  if

5. Strongly agree

4. Agree

3. Undecided

2. Disagree

1. Strongly disagree

No	Material	5	4	3	2	1
1	Basketball					
2	Volleyball					
3	Football					
4	Handball					
5	Track and field					
6	Gymnastics					

18. Regarding on your colleges facility and materials and its impact on the quality teaching learning process and the knowledge you gained to be a teacher

---

---

---

---

19. Concerning the program of physical education teacher mention any problems and challenges of physical education that are not hinders for quality teaching and learning process, please write your opinions and the solutions for its limitation. \_\_\_\_\_

---

---

---

---

If you like to add with sincerely \_\_\_\_\_

---

---

---

## **APENDEX C**

### **Interview with administrative bodies**

1. Please tell me a brief information about physical education department in this collage/ how and when it was established, the number of students and instructors during that time, the availability of facilities, etc/
2. How do you evaluate the improvement of the collage since its establishment, concerning physical education department?
3. What are the problems of physical education face?
4. What are the possible measures you are taking to avoid or minimize the problems?
5. What sort of support do you get from the Amhara regional bureau with regard to physical education facilities?

## APPENDIX D

### Checklist for observation

No	Items	V. good	good	Poor	V. poor	Not at all
1	Availability of football playground & materials.					
2	Availability of handball playground & materials					
3	Availability of volleyball playground & materials.					
4	Availability of basketball playground & materials.					
5	Gymnasium and gymnastic equipment					
6	Availability of computer					
7	Availability of internet access					
8	The availability of department office, store room					
9	Physical fitness center					
10	Availability of PE reference , handout /modules					
11	Students' interest and motivation to participate actively in PE class.					
12	Appropriateness of teaching methods for a given content.					

## DECLARATION

This thesis is my original work and has not been presented for a master in any other university, and that all sources of material used for the thesis have been duly acknowledged.

Signature

Date

Name of the candidate \_\_\_\_\_

Advisor's name \_\_\_\_\_