



Impact of Equipment Sport of Facilitating on Teaching Learning of the Process of Physical Education in the Case of Babala High School

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Abstract: Sport equipment supply is the key and important in teaching learning process. The aim of this research was to assess the impact of equipment sport of facilitating on teaching learning of the process of physical education in Babala high school in the case of Jima Rare woreda in Horo Guduru Wollega zone of Oromia regional state. The research used both quantitative and qualitative data for collecting primary data. In order to analyze the data, descriptive data such as average and percentage was used. The finding of the survey result shows that there are challenges of sport equipment supply in the study area. Lack of emphasis by the school administrator, lack of sport field for exercising to students as well as teachers, inadequate reference books in the library, lack of professional teachers in sport science and lack of adequate sport equipment such as valley ball, gymnasium, tennis and football are the major problems of Babala high school. The research recommended that the school administrator and kebele administration should cooperate together to solve this problem. In addition the woreda school administrator should take this as major agenda specially in recruiting professional teachers and for the purchase of reference books as well as sport materials.

Keywords: Teach, Learn, Sport, Study

1. 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 [1]. 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 [2].

It is not an easy task for college to produce quality PE teachers. Planning indoor facility for functional operation is important. 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, [3]. 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 high school is one of the factors for successful implementation of Physical education instructional processes [4].

1.2. Statement of the Problem

The teaching learning process of PE in high school 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 high school should possess primarily adequate and standard facility, playground 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 (4).

High school physical education teachers and students need to have deep knowledge and skill on their subject matter. More over those high school students are expected to teach PE in primary school levels that is from grade 1-4. 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 high school students who learn Physical education to implement and progress quality teaching learning process. These high schools 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 teacher. This implies that, there are a lot of challenges for the quality of PE teaching learning [5].

1.3. Objective of the Study

1.3.1. General Objectives

The general objective of this study was to analyze and describe the practice and challenges of the teaching learning process of physical education specifically in Babala high school.

1.3.2. Specific Objectives

The specific objective of this study was:

- a To explore the major challenges that affects the teaching learning process of Physical education.
- b To identify the possible solution to overcome the problem of physical education that face during the teaching learning process.

2. Review of Related Litrature

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 [1].

Moreover, physical education is important for all ages and abilities of people in the form of physical activity to lead quality of life. [2]. 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 [6]. 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 [7].

As students' progress through school, skill and fitness development is accompanied by an increased knowledge and understanding of physical activities. In relation to this,[4,], 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 [8].

2.2. The Role of Physical Education in High 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 wellbeing 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 [4].

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

scholars. MoE 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 human being 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, [9] 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 citizen and shaping the youth physically and mentally as well. [10].

2.3. Need of Teacher for Physical 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 [11]. The notion of being an effective teacher is an important and a critical goal for educators [12] 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 [13]. Although effective teaching is a term that can be difficult to define in a precise manner, it can be argued, that teachers are viewed as effective in their teaching when students achieve intended learning outcomes [14], 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" [15]. 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 [16]

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 emphases 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, [17].

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 [18].

The Ministry of Education document challenge of Education a Policy Perspective [2015] 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, [19]. 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 [20].

3. Methodology

3.1. The Research Design

The study attempts to describe the teaching learning processes of physical education and the major challenges faced in teacher for Babala high school from Oromia region. Thus, the nature of the research is descriptive survey type. The data generated to undertake this study was 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, school 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 [21].

3.2. The Source of Data

The major sources of data for this study were both primary and secondary sources. Primary data was collected from teachers, Babala high school management or principals and students. Secondary data was also collected from relevant books, journals relevant documents Prepared by Ministry of Education [MOE].

3.3. Sample Population and Sampling Techniques

This research was conducted in Babala high school that is found in Jima Rare woreda of Oromia regional state. The school is located at Western part of Oromia in Horo Guduru Wollega zone which is 243 km far from the center, Addis Ababa. Now days in Ethiopia there are more than 30,000 high schools and most of these have the department of physical education. The researcher selects this Babala high school by purposive sampling method due to the accessibility of transport and financial constraints. With relation to the respondents, all the physical education teachers four in number were included in the sample (total population) and two high school management or principals, mainly the high school director and the deputy director. From a total of 1500 students in Babala high school, the researcher determined the number of respondents by using Yemane formula [22].

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

Where n =sample size, N =total population and, e^2 =level of precision at 9%.

The determined sample size was selected by using lottery method. For the applicability of the objectives set for the study a total of 120 respondents (Physical education member teachers 4, high school principals or management bodies 2 and students 114) were required to give their responses in relation to the teaching learning process and challenges of physical education in Babala high school.

3.4. Data Collection Tools

The primary aim of this study was to assess the challenges and impacts 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 type of questionnaire, for teachers, administrators and for students that related to the study and observation.

The aim of questionnaire was to collect appropriate data from teachers, students and school directors at a time and for its natural characteristics that allow administrative staff by enabling them expresses their ideas and opinions freely. Thus the researcher's questioner will compose both open ended and closed-ended questions. Open-ended questions were prepared for Physical education teachers and students it 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 by using

the language easier and understandable in the study area. The questionnaire was prepared by Afan Oromo and finally translated to English. The second questioner closed ended was focused on high school 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 was prepared.

Observation to obtain more information, observation is very important [4]. 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 were used as a data gathering instrument. For the purposes of observation, check list was employed. Based on this the researcher observed two classes, the high school facility such as gymnasium, method of teaching, playground, shower, libraries having reference books and other related factors using the developed checklist for its purpose.

3.4.1. Procedure of Data Collection

The questionnaires that included in the study were prepared based on the basic questions and review of related literatures. The researcher tried to validate the instrument that was developed as follow before the actual data collection was started; the instrument was given to the school to get valuable comments and criticism on the strength and weakness of the items based on the comment obtain necessary information was made and given to the thesis advisor for further comments, criticism and evaluation. Then the instruments were tried out in small scale studies that are undertaken in Babala students in the study area. The purpose of this test is to check the appropriateness of the items and to make the necessary correction based on the feedback hence, some of the question were refined thus, the instruments is 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 was 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 and students. Finally, the interview with the school leaders was conducted.

3.4.2. Method of Data Analysis

After collecting and gathering of data from the respondents and from the direct observation the next step was 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 gathered through open-ended questions, interviews and observation were analyzed qualitatively submitted. More over the result of the study was reported by using percentages, averages and pie charts.

3.4.3. Validity

Validity is insured by a prolonged engagement, persistent observation triangulation and member checking [23]. To ensure validity, the researcher used triangulation of data from

questionnaire, interview and observations that reveals similar result. The following diagram clearly shows the triangulation of instruments of data collection.

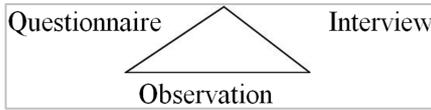


Figure 1. Validity check diagram to show the relationship between questionnaire, interview and observation.

4. Results and Discussions

4.1. Demographic Characteristics of Respondents

4.1.1. Demographic Background of the Respondents

The respondents in the study area were asked about their demographic background and 63 % of the respondents are male students whereas 37 % of them are female student as explained in table 1.

Table 1. Age and sex status of the respondents.

| Sex | Age | | | | | | Total |
|--------|----------------|-------------|-------|-------|-------|------|-------|
| | Below 15 years | 16-18 years | 19-20 | 21-25 | 26-30 | >=30 | |
| Male | 1 | 4 | 61 | 5 | 1 | 0 | 72 |
| Female | 0 | 2 | 35 | 4 | 1 | 0 | 42 |
| Total | 1 | 6 | 96 | 9 | 2 | 0 | 114 |
| % | 1.7 | 5.3 | 84.2 | 8 | 1.8 | 0 | 100% |

Source: own survey of 2018

As far as concerning age status of the respondents, the data in table 1 indicates that 84.2 percent of the respondents are with the age between 19 and 20 and 5.3 percent of them are between 16 and 18 years old. This information tells us that the respondents are old enough to practice sport science and they are independent to choose which one is good and not good to their future life. This means, after completing grade 10th, the students may join TTC College and we can say they may have good information about choosing sport department.

4.1.2. Educational Status

The total numbers of respondents were asked about their educational level. Among 114 respondents 46 were reported that they were grade 9th and 68 of them reported that they were grade 10th. This shows that the majority of the respondents were from grade 10.

Table 2. Educational status of respondents.

| Sex | Grade (Class) | | Total |
|----------------|----------------|------|-------|
| | Grade 9th | 10th | |
| Male | 29 | 43 | 72 |
| Female | 17 | 25 | 42 |
| Total | 46 | 68 | 114 |
| Percentage (%) | 40.4 | 59.6 | 100 |

Source: own survey of 2018

From table 2, more than half of the respondents (59.6%) are learning grade 10. In this level that means after one year some of the learners may join TTC and the remaining will join preparatory school. It is clear that in TTC there are different departments including Sport science. This data reveals that the majority of respondents are at the critical time for joining sport science department.

4.2. Teaching Learning Process of Sport

The researcher asked respondents about the teaching

learning of sport in the study area. The principal of the school asked first whether sport teachers have separate department office or not. Accordingly, the respondent reported that there is no separate office department office for sport teachers. The researcher also asked to get this fact whether the school is ongoing construction and the problem may be solved in short period of time. But the respondent reported that the school is established before 10 years. In addition, the researcher also observed the school compound by preparing check-list. The result of observation indicates that the school has no well-prepared sport field, no library reference books and even there is no sport teacher in the school. This study reveals that students have no day to day (regularly learning according to the curriculum) due to absence of sport teacher in the study area. This may rise from lack of sport equipment, practice field, lack of reference book. The sport staff members were also asked the teaching learning process of sport in the school.

Table 3. Sport teaching learning equipment.

| Availability of sportmaterial | Yes | No | Total |
|-------------------------------|-----|----|-------|
| Do you have teacher | 47 | 67 | 114 |
| Do you have sport field | 38 | 76 | 114 |
| Do you have reference book | 17 | 97 | 114 |

Source: own survey of 2018

The table above shows whether the respondents have sport field, teacher and practicing schedule. The majority of the respondents 67 of them reported that they have no teacher. And 76 of the respondents reported that they have no sport field. In addition, the respondents were asked whether they have reference book or not and 97 of them reported that they have no reference book in the library. This study reveals that there is low practical and theoretical learning in the study area. The respondents were asked whether they have interest in learning sport or not.

Table 4. Interest of learning Sport science.

| | Yes | % | No | % |
|--|-----|------|----|------|
| Are you interested in learning sport science? | 19 | 16.7 | 95 | 83.3 |
| Reason for lack of interest | | | | |
| A. there is no reference book and other sport equipment for practice | | M | F | T |
| | | 51 | 29 | 80 |
| B. there is no enough sport teachers to achieve good knowledge | | 21 | 13 | 34 |
| C. the teacher is boring | | 0 | 0 | 0 |
| D. others (personal problem, cultural impact, religion impact) | | 0 | 0 | 0 |
| Total | | 72 | 42 | 114 |

Source: Own survey of 2018

The researcher tried to identify the major reason for lack of interest in learning sport in the study area. The majority of the respondents (83.3 percent) of them reported that they were not interested in sport science. The respondents were asked the reason for the lack of interest and 80 of them reported that the main reason was lack of reference book and

equipment. The remaining 34 of the respondents reported that lack of qualified teachers with the subject makes the subject boring. This study reveals that unfulfilled equipment and absence of day to day sport field may cause the learners uninterested in this subject.

Table 5. The students' response on the availability of facilities in the school.

| Types offacilities in the school | Alternatives | Response out of 114 student | % | Response (out of 4Teachers. | Alternatives | % |
|----------------------------------|--------------|-----------------------------|-----|-----------------------------|--------------|-----|
| Gymnasium | Yes | 0 | 0 | 0 | 0 | 0 |
| | No | 114 | 100 | 4 | No | 100 |
| Dressingroom | Yes | 0 | 0 | 0 | 0 | 0 |
| | No | 114 | 100 | 4 | No | 100 |
| Sport library | Yes | 0 | 0 | 0 | 0 | 0 |
| | No | 114 | 100 | 4 | No | 100 |
| Store for materials | Yes | 0 | 0 | 0 | 0 | 0 |
| | No | 114 | 100 | 4 | No | 100 |

Source:own survey of 2018

As observed from the above table all of the respondents 114(100%) of the students and similarly all of the respondents 4(100%) of the teachers reported that there are no gymnasium, dressing room, shower rooms for students and teachers, sport library, store for materials are not present in the school. on the contrary, all of the students and the subject teachers also reported that there isoffice for physical education department.

This shows only office for physical education department is present in the school. As the researcher observed, all of the above mentioned ideas are the same and the office of physical education department is for teaching staff and store for sport equipment. In addition to this the size of the office

is small. Due to this reason the room does not accommodate chairs with number of the teachers and it has no sufficient spaces to display sport equipment with their specific items. Therefore, the school administrators and the stockholders should give attention for quality education and avoid the problems for absence of sport store room building room, for the absence sport library organizing sport library with in the school library of outside school library in school campus. For gymnasium, shower rooms and dressing rooms the school administrative bodies and the other stockholders have to work jointly to fulfill the need of sport science department.

Table 6. The respondents' response about students' & teachers' interest on physical education subject when classroom instruction is going on.

| Items | Responses (Out of 114 students) | % | Items | Responses out of 4 teachers | % |
|--------|---------------------------------|-------|--------|-----------------------------|-----|
| High | 73 | 63.90 | Items | 2 | 50 |
| Medium | 31 | 26.91 | Medium | 1 | 25 |
| Low | 10 | 9.19 | Low | 1 | 25 |
| Total | 114 | 100 | | 4 | 100 |

Source: own survey 2018

As in the above table respondents out of 114 students 73 (63.90 %) of the respondents responded that they have high physical education subject interests when they are learning in the class room. 31(26.91%) of the respondents replied that they have medium level of interest while they are learning physical education subject. The rest 10 (9.19%) of the students replied that they have no interest to learn physical

education.

4.3. Challenges of Sport

Different respondents of students, sport staff members and the school administrators were asked to get detail information about the challenges of sport teaching learning. Therefore,

the result of response was as follows.

- a The challenges of teaching physical education in secondary schools are listed by the students, teachers, administrative bodies, and interview questions and researchers observation. These challenges are:
- b Time allotment reductions
- c Shortage of materials like text books, teachers guide and syllabus & references
- d Large class size
- e Absence of play grounds like hand ball and basketball courts and lack of suitable football field, athletics jumping pits.
- f Attitudinal and perception problems with most community members, & concerned bodies not to be seen its objective other than physical development.
- g Lack of equipment like gymnastic apparatus, high jump poles, stopwatches and measuring clapper and sprint starting blocks.
- h Lack of facilities like gymnasium, office for the staff members, shower rooms, store rooms for the physical education department.
- i Lack of proper budget allocation
- j Reduction of interest with some physical education teachers.
- k Absence of appropriate dressing to the physical education teachers.
- l Absence of sport library and reference materials in the school.
- m Period imbalance comparing with other teaching subject like biology, civics physics and so on.
- n The unrelated condition of health related fitness program with physical education current time allotment.
- o Lack of in-service training, workshops and frequent upgrading service for physical education teachers comparatively to other academic subjects.
- p Lack of inclusive (physical education for the students of all type) teaching physical education in the school.

5. Summary Conclusion and Recommendation

5.1. Summary

Education is the process through which students acquire knowledge, develop skill, change in behavior and formulate personality. In the formal education; the most important aspect is giving solution for the challenges to implement the existing curriculum.

The main objective of this study is to investigate factors hindering the implementation of physical education, identifying the major challenges that affect the implementation of physical education in three selected government secondary schools of Babala town. The research methodology employed in the study was a descriptive survey. Data gathering instruments were questionnaire, interview and observation. The participants were students, teachers, &

administrative bodies to collect data from Babala high school selected with purposive method

The data collected were quantitatively analyzed using statistical methods, percentage and proportion, of which the percentage is the major statistical method used for analysis. Therefore the major findings are summarized and presented as follows.

- a Physical education subject in each school :-
Does not get support (from administrators)
Does not provide inclusive physical education lesson
- b Time allotment is often insufficient to achieve fitness and other instructional goals.
- c Large class size, sex difference & heterogeneity of skill levels of the students in class make more difficult to teach secondary physical education.
- d The schools lack of proper budget allocation hinder to fulfill:
Materials like text books, teachers guide and syllabus and referencesFacilities (play grounds , athletics track and field's and sport buildings for secondary school physical education are often inadequate, which can hamper program development Equipment like gymnastic apparatus, high jump poles, athletics equipment and etc.

5.2. Conclusions

From the finding we can make the following conclusions on the challenges of teaching physical education in three governmental schools.

- a Teachers are important for curriculum development and curriculum implementation. In order to make teachers perform tasks effectively, they should be trained on the contents of the subject, utilization of different teaching skills, the application of inclusive physical education program in the class, and implementation of continuous assessment. In this regard the findings indicate that the teachers in Babala high school did not get in-service training to reinforce physical education teaching learning process.
- b Even though most of the teachers and the students have positive attitude towards physical education, some of the teachers and students have lack of interest and motivation. This lack of interest and motivation for the subject by the students and teachers has negative impact on implementation of regular physical education program.

5.3. Recommendation

From the finding we can make the following recommendation on the challenges to implement teaching physical education.

Teachers are important for curriculum development and curriculum implementation. So that,

- (1) The teachers:
 - a Should get in-service training to enhance their content knowledge, utilizationof teaching aids,

implementation of lesson for students of all type (inclusive) apply active learning in the class and use continuous assessment strategies in their classroom instruction.

- b Should be given opportunities to participate in curriculum development.
 - c Participate in community service specially related to their subject with coaching and refereeing.
 - d Have to give awareness about the goal and objectives of physical education to the community and other stockholders in the form of workshops and seminars.
 - e Provide effective and enjoyable instructional programs.
- (2) Concerning Ministry of Education (MoE).
- a The MoE should look for additional periods so that to effective syllabus will be realized and to meet the objective of health related physical fitness for students of all type.
 - b At least physical education and sport officer should be made available to each district.
 - c Include physical education subject in national examinations to give chance to interested groups.
 - d Check and follow the ground implementation of physical education by allStake holders (to minimize the attitudinal problem on physical education.
- (3) The school administrative bodies and department of physical education and other concerned bodies should work in collaboration to make the students aware of the objective of the subject. In addition to that the school has to:-
- a Involve families and communities in the promotion of physical activity.
 - b Provide teachers with in-service training to enhance their knowledge, subject methodology and skill.
 - c Provide uniforms including shoes allowance for physical education teachers and the school sport clubs.
 - d Mobilize the school community and other concerned bodies for sport budget to solve the problems of facilities and equipment that hindered the implementation of physical education in the school.
 - e Create the school environment that supports physical activity as a part of a coordinated school program (creating conducive atmosphere to execute co-curricular activities in the school setting).
 - f The school principals and supervisors should give strong and necessary support to physical education department; more over arrange the period schedule by consulting physical education department due to the difficulty to do practical activity during highest solar insolation and after meal.
- (4) Families and communities make sure the physical education program includes adequate students participations in practices and contests with no discrimination based on gender and race
- (5) Finally, we recommend that all stake holders and other

volunteers in the school and outside the school campus have to work together to solve the challenges of teaching physical education in secondary schools.

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