



**PRACTICES AND CHALLENGES IN TEACHING-LEARNING PROCESSES OF
PHYSICAL EDUCATION IN SELECTED SECONDARY SCHOOLS OF SIDAMA
REGIONAL STATE**

**COLLEGE OF NATURAL AND COMPUTATIONAL SCIENCES
DEPARTMENT OF SPORT SCIENCES**

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THE PRACTICES AND CHALLENGES IN TEACHING-LEARNING PROCESS OF
PHYSICAL EDUCATION IN THE SELECTED SECONDARY SCHOOLS OF SIDAMA
REGIONAL STATE

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STUDIES

Advisors Approval sheet

This is to certify that the thesis entitled "The Practices and Challenges in Teaching Learning Process of Physical Education in the Selected Secondary Schools of Sidama Regional State." Submitted in partial fulfillment of the requirements for the degree of Master of Education in physical education it is a record of original research carried out by Mekdes Lemma under my supervision and no part of the thesis has been submitted for any other degrees or masters. The assistance and help received during the course of this investigation have been duly acknowledged. We, therefore, recommended that it is acceptable as fulfilling the thesis requirements.

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APPROVAL OF THE BOARD OF EXAMINERS COMMITTEE

We the undersigned, members of the board of examiners of the final open defense by Mekdes Lemma have read and evaluated her thesis entitled "The Practices and Challenges in Teaching Learning Process of Physical Education in the Selected Secondary Schools of Sidama Regional State." and examined the candidate. This is, therefore, to certify that the thesis has been accepted in partial fulfillment of the requirements for the degree of Master of Education in Physical Education.

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I, the undersigned, declare that this thesis is my original work, prepared under the guidance of my advisor Wondosen Gizaw (MSc). All sources of materials used for the thesis have been duly acknowledged. I further confirm that the thesis has not been submitted either in part or in full to any other universities to earn any degree.

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Abbreviations /Acronyms

AJPHRD	African Journal for Physical Health Education Recreation and Dance
ARDO	Agriculture and Rural Development Office
CATPA	Children’s Attitude toward Physical Activity
ESDP	Education Sector Development Program
FDRE	Federal Democratic Republic of Ethiopia
MOE	Ministry of Education
NASPE	National Association for Sport and Physical Education
PE	Physical Education
SPSS	Statistical Package for Social Sciences
UNESCO	United Nations Educational Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
W.H.O	World Health Organization

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Abstract

Physical education is considered as “an effective educational activity that is directly related to human health, character development and increasing moral efficiency, and the upbringing of a human being who is strong in a national sense with high collective spirits and behaviors.

The purpose of this study is to investigate the practices and challenges in teaching the learning process of Physical education in the selected secondary schools of Sidama Regional State. The researcher used both qualitative and quantitative approaches with the descriptive survey as the main research design. The researcher selected five woredas and five secondary schools purposely due to the nearness and farness of the school from the researcher's living town Teferi Kela. A simple random sampling technique was used to select students to analyze the data of descriptive statistics. The data-gathering tools were questionnaires, interviews, and observation checklists. The result showed that the major challenges affecting the teaching-learning process of Physical education in the study of secondary schools were challenges related to the school, the teacher, the learner, and the family. The findings of the study clearly showed that lack of suitable sports fields, lack of sports facilities and equipment, unsuitable school environment, large class size, inadequate period allotment, and lack of confidence and interest in physical activities towards learners. Based on the findings of the study recommendations were also forwarded.

Key Words: *Challenges, Physical Education, Practices, Teaching-Learning, Secondary Schools.*

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Ethiopia as a country is renowned in world athletics with its athletes excelling in major athletic events across the world. This prowess, however, requires sustained periods of physical activity to maintain the body in a healthy condition (Mesfin, 2021).

Children show enthusiasm for participation in physical activities, observing how they often engage in various activities during breaks and lunchtime. Indeed the importance of physical activities for health and well-being is enumerated in the large body of research investigating the benefits of physical activities which point to the heart, skeletal muscles, bones, blood, immune system, and nervous system as the many parts of the body that benefit from physical fitness (WHO, 2011, Woodcork, Franco, Orsini& Roberts, 2011)

Physical education is acknowledged as an effective educational activity that directly contributes to human health, character development, increasing moral efficiency, and the development of human beings who are strong in a national sense with high collective spirits and behaviors (Murphy et.al, 2014). Quality physical education programs can encourage students to be more active and may help them become good citizens of the country (Murphy et.al, 2014). Based on these features, physical education courses have become an inseparable part of the modern education system (Jenkinson& Amanda, 2010).

Contributing to discourse on the implementation of Physical education (PE) schools, the final report of the worldwide survey of school physical education (2013) reports that whereas several countries have shown commitment towards physical education either through legislation or general practice, provision of quality PE is far from assured. The PE curriculum allocation is complicated and exacerbated by non-implementation owing to a host of reasons. PE as a subject is mostly given a low status leading to a higher frequency of its cancellation than other subjects. The issue of canceling PE lessons in favor of other subjects is a very common phenomenon in the Ethiopian context.

More often than not, teachers use the time allocated for PE to revise the so-called ‘examinable’ subjects. Whereas the report pointed to the low status given to PE as a subject, it fails to outline ways that can be used to address this low status given to PE. High school physical education program is the primary venue for achieving an active lifestyle.

Their potential to contribute health to goals is enormous and in some schools, physical education is regarded as an integral component of comprehensive school health programs. Those programs can reach the mission of students; and can help them to develop skills, understanding, and habits for a healthy lifestyle. Health policy reports call for daily, high-quality physical education for all students KG- grade 12. (Taddesse G, 2012)

High school physical education in addition to improvement in the student's physical skill and well-being, the critical condition that it can make to his/her development is becoming more widely recommended and accepted in school psychological health and academic areas is becoming more widely recognized and accepted in most countries.

But currently, in Ethiopia physical education is not considered that much as a significant subject. Since most high schools in Ethiopia, have the time allotment reduced to one period per week, the number of students participating in daily education is declining and some researchers show that daily participation in physical education by high school students decreased.

Similarly, Physical education programs in high school have been criticized for declining students' fitness levels due to failure to reach sports skills, for lifetimes are serious and not being addressed by professionals. School physical education programs also face a lot of challenges due to budgetary problems, the time allotted to physical education is decreased (Wuest and Bucher, 1995).

As in elementary physical education, lack of time is a problem at the secondary level. Here however the problem is somewhat different. In physical education, students learn critical concepts and develop attitudes, skills, and behaviors that lead to lifelong physical, mental, and social wellness. As far as teachers are concerned the International Bureau of Education (2013) remarked, "No one is in any doubt that the chief agent in the process of educational reform is the teacher." (Jenkinson & Amanda, 2010), Also stated that teachers play a crucial role in determining the success or failure of curriculum implementation.

Quality of learning could be based on various factors such as the level of infrastructural facilities, quality of programs offered, qualification levels of teachers, the performance of students in their Assessing performance in school and on the job market (Zhang, 2016). Physical education in secondary schools, according to (Lensa, 2014), the actual legal and perceived status of PE and its teachers compared to other subjects and their teachers are a highly contentious issue. Even in countries where all subjects are weighted equally, somehow the status of PE and its teachers is placed at a level lower than in the traditional academic subjects (Wanyama, 2014).

Among these factors, principals, students', and teachers' attitudes are considered to be key elements influencing the processes of teaching and learning PE (Duressa, 2020). Throughout their academic careers, students' attitudes regarding physical education have an impact on their academic success.

Students' attitudes toward physical education classes and other courses have an impact on their motivation and interest in the subject. In its instructional process, PE needs practical and theoretical bases having adequate facilities, playgrounds, materials, an adequate number of teachers, and other related facilities. Outdoor and indoor facilities for Physical education are necessary for schools to produce quality PE teachers. External procedures that affect the management of the class require the cooperative effort of the teachers and administrators of schools (Wanyama, 2014).

The challenge of inadequate facilities and poor maintenance of teaching sites is often encountered in Physical education. The study shows that the use of teaching aids, school facilities, class size, and teacher quality can highly affect the student's participation in physical education. To teach physical education effectively, an environment that is positive and stimulates learning is necessary. The availability of teaching materials in the school under study was not sufficient to meet the instructional needs of students. In the majority of secondary schools, the school environment was not suitable for teaching the learning process of physical education as well as for effective implementation of physical education classes. This was because most schools lacked suitable playgrounds, sports equipment, shower rooms, dressing rooms, suitable places for practice, etc. Due to a lack of equipment, facilities, and lack of available playing field, the majority of respondents replied that they have a low level of participation in physical education activities. Most of the students had no good perceptions of physical education activities in case of many reasons.

Taking the above issues into account, the present study can assess the practices and challenges in the teaching-learning processes of physical education in the selected secondary schools of Sidama Regional State.

1.2 Statements of the Problem

Secondary school physical education teachers face a lot of challenges concerning curriculums, time allocation, class size, teachers' professional affiliation, examination and assessment, school sports, and use of technology, among others. However, while the importance of physical education is widely acknowledged, competition from other academic subjects has forced many schools to reduce or cancel some physical education programs (Susan, 2018).

Therefore, there is a great need for teachers to collaborate and share information on how to improve and strengthen the delivery of PE programs in secondary schools. The researcher believes that this problem should have to be investigated and controlled to achieve the objective of a high school-quality physical education teaching-learning process. Strengthen the delivery of physical education programmers in Secondary Schools (Duressa, 2020).

Besides, the researcher has observed challenges that the schools encounter in their teaching and learning process of PE in secondary schools in the study area. Among these, the availability of sports facilities, reference books, adequate numbers of physical education teachers, and less time allocations to PE are some of the challenges of the teaching-learning process of PE in secondary schools in the study area.

The researcher also noticed that students are not very enthusiastic about participating in physical education classes and physical activities in normal physical education classes. No research has been conducted in the study area about practices and challenges of the teaching-learning process of PE and its contributing components, in addition to the researcher's degree of knowledge. Based on this premise the purpose of this study was to assess practices and challenges in the teaching-learning processes of physical education in the case of some selected secondary schools of Sidama Regional State.

1.3 Research Questions

This study attempts to find answers to the following basic questions.

1. To what extent is the practice of teaching Physical education (PE) carried out in the selected secondary schools of the study areas?
2. What are the major challenges that affect the teaching-learning process of Physical education in these selected secondary schools?
3. What are the possible solutions to alleviate the challenges of the teaching and learning process of Physical education (PE) in these selected secondary schools?

4. Objective of the Study

1.4.1 General Objective

The general objective of this study was to investigate the practice and challenges of the teaching-learning process of physical education in selected secondary schools of Sidama Regional State.

1.4.2 Specific Objectives

1. To assess the practice of teaching Physical education (PE) carried out in the government secondary school in the study areas.
2. To identify the major challenges that affect the teaching-learning process of Physical education in the study area.
3. To identify the possible solutions for those challenges that affect the effective teaching and learning process of PE in the study area.

1.5 Significance of the Study

The findings of the study may contribute to improving the quality of the teaching and learning process in PE classes.

1. It helps to create awareness about the current problems in the teaching-learning process of PE.
2. It benefits PE teachers, youth and sports office officials, school leaders, students, and parents by informing the current practice and challenges of the teaching-learning process.
3. It also helps policy and decision makers to design a feasible strategy that can promote the quality of the teaching and learning process in the department of sports science in the teacher training college.
4. It informs the regional and national educational policymakers to design and facilitate the quality teaching-learning process of sports science in the teachers training college.
5. The study also serves as a supporting document and an initial point for further study in the areas.

1.6 Delimitation of the Study

The study is concerned with assessing the practice and challenges of the teaching and learning process of PE. It might have come up with good results if it had been covered and conducted in all secondary schools of Sidama region, its findings would be more complete and reliable. However, to make the study more manageable and to be completed within the available time, it is limited only to Teferi-Kela, Cuko-Senteriya, Kebado, Hula, and Yiregalem secondary schools in the five Woredas.

1.7 Limitations of the Study

Among the many challenges encountered by the researcher in this study were the absence of adequate experience and knowledge in research writing, Low awareness and willingness of the respondents during data collection, and financial and time constraints were the major problems faced by the research on the course of the study.

1.8 Operational Definitions

Practice: a physical education activity on how the teacher and students behave during exercise, learning, and teaching physical activity perspectives.

Physical Education and sports teachers face challenges during the teaching-learning process.

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

Secondary schools: Institutions in which the teaching and learning process are taking place in government schools.

Teaching-Learning Processes: Refers to the interactions and activities involved in the transmission of knowledge, skills, and attitudes from teachers to students and the corresponding acquisition of these elements by the students. This includes instructional methods, strategies, assessments, and feedback mechanisms employed during physical education sessions.

1.9 Organization of the Study

This research comprises five chapters. The first chapter, the introduction, discusses the background of the study, the statement of the problems, the research questions, and significance of the study, Delimitation, limitations, and the operational definitions of the study. The second chapter discusses the literature review. Chapter three discusses 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 is about the presentation of the findings and discussion and the last chapter is about summary, conclusion, and recommendation.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This section presents existing literature on the key concept of physical education, the current practice in teaching physical education, and the challenge of physical education in the secondary school context.

2.1 Definition and Concept of Physical Education

Physical activity has been and remains part and parcel of the school program as a result of activities requiring regular bodily movement. Quite often children have engaged in haphazard physical activity that occasionally poses health risks. Recognition that children develop through different stages necessitated an avenue through which appropriate activities could be designed to meet the development of children's fine and gross motor skills as well as their well-being commensurate with the relevant developmental stage (Robinson & Goodway, 2009; Robinson, 2011).

Physical Education therefore as noted by the National Association of Sport and Physical Education (Zhu et.al, 2014) focuses on an organized and planned manner of teaching students the science and methods of physically active and healthful living. In essence therefore rather than let children participate in haphazard activities, PE as a subject structures and offers repetition of physical activity. Physical Education has been viewed from different angles.

According to Susan (2018), PE is educational content that aims at teaching social, cognitive, and physical skills through physical activity. Viewed from this perspective, the authors contend that children and the youth are prepared to cope with the rigors of physical activity and also to engage in physical activity during PE. In emphasizing this perspective Siedentop (2009) argues that PE is education through the physical.

Consequently, PE encompasses dimensions of movement education, sport education, and fitness education. The importance of PE is highlighted by the International Charter of Physical Education and Sports (Hardman, 2014 cited in Kipngetich ,and Rotich, 2008), supported by the UNESCO member states conference of 1978 (cited in Kipngetich ,and Rotich, 2014) which declared physical education and sport a fundamental right for all. Besides, the Convention on the Rights of the Child (Mikael, 2011) requires that education be directed to the development of the child's personality, talents, and mental and physical abilities to full capacity. In addition, the Moscow Declaration (1990), the Berlin Declaration (1999), and the Punta Del Este Declaration (2000) stress the

importance of PE and advocate for explicit time commitment for PE at both primary and secondary school levels.

2.2 Historical Background of Physical Education

According to Siedentop (2007), historically, physical education programs focused on teaching children and youths in the school setting. The expansion of physical education beyond its traditional realm to non-school settings and people of all ages requires a more inclusive definition to encompass the diversity of programs and the wide range of goals achieved by participants. Siedentop asserts that there is probably less agreement today on the basic meaning of physical education than there has been at any time in our education than there has been at any time in our professional history.

However, he states that the most widely accepted meaning of physical education is based on the developmental model. This model is based on the belief that all school subjects, including physical education, should contribute to the development of the whole child. Carefully structured physical activity is recognized as a means through which educational goals can be achieved.

As a subject, it is reported that physical education was introduced in the form of German and Swedish gymnastics in the 19th century in recognition of their role in human health. Through discourse among scholars (Hardman, 2008), personal hygiene and exercise for bodily health were further incorporated into gymnastics. This focus on bodily health was however viewed by critics as rather too narrow thereby necessitating the inclusion of fundamental movements and physical skills for games and sports (Wanyama, 2014).

Changes to PE in the context of schooling have continued to be made leading to connecting body movement to its consequences as well as, teaching children the science of healthful living and skills for active lifestyle (NASPE, 2004).

As part of Education, PE provides opportunities for children to learn about physical movement while engaging in physical activities. In this case, three curriculum models have been advanced as useful in PE instruction and include movement education, sport education, and fitness education. According to Abels and Bridges (2010), children use their bodies for self-expression and could benefit more from movement education. Siedentop et al., (2011) argue that sport education as a model of PE instruction is relevant in educating students to be players in the fullest sense. This is indeed quite rewarding in today's world where so many people earn their living from sports. The conceptual framework for fitness education hinges on health-related components that accrue from

fitness such as cardio-respiratory fitness, muscular strength, and endurance (Jenkinson & Amanda, 2010).

2.3 History of Physical Education in Ethiopia

The arrival of Western physical education and modern sports to Ethiopia was facilitated by the activities of social and political elites who were in contact with the European world during the late 1800s and early 1900s (Lensa, 2014).

In Ethiopia, for the past three and half decades, physical education and sport have increasingly become an academic discipline. In the past physical education and sport were coldly allied to the larger area of education of which its attention has focused on the development of students in different schools. Today the attention given to the role of physical exercise and sports which has now become part of activities in schools, colleges and universities, organizational settings, sports, and health clubs has been increasing than ever before (Duressa, 2020).

The demand of society in the area of physical activities for maintaining and developing total health and well-being will force professionals in the area to revise past approaches. Sports science program under qualified leadership aids in the enrichment of an individual's life. It aims at building a sound body, as harp mined, and a wholesome personality. It is essential for the cultivation of vitality, obedience, discipline, and a positive attitude toward life and the world. The desire to prepare skilled and qualified sports professionals is increasingly felt in the country today (Duressa, 2020).

Today's school children have good opportunities to spend more time in physical fitness during their physical education classes and/or at other times and are in measurably stronger and better condition than the school children of a few years ago. Teachers of physical education are expected to have at least bachelor-degree; most Asian countries argue that the reasons are stated as follows: physical education teacher's work on human beings not on machines hence, the teacher must have detailed knowledge about the human body (Duressa, 2020).

However, our context is different from this; in the new curriculum diplomas' holder teachers 'aesthetics department'. Required study includes courses in human biology and behavior. Today, besides school appointments, an increasing number of physical education jobs are available in industry and business. Curriculum specialists argued that omitting such subject areas as the arts, foreign languages, vocational education, health, physical education, economics, political science, and literature from national education goals a 'narrowing' of what is taught in schools.

2.4 The Nature of Physical Education in Schools

Basic school's physical education program focuses on helping pupils attain competency in the fundamental motor skills and movement concepts that form the foundation for the later development of specialized games, sports, fitness, and dance activities. Physical Education in schools, therefore helps pupils to set realistic goals for achievement by providing for the needs of pupils at various levels of development and ability by encouraging acceptance of responsibility by nurturing pupil's self-esteem and by enabling them to gain confidence in themselves as learners. Physical education focuses on the teaching of skills, the acquisition of knowledge, and the development of attitude through movement

This means that pupils should leave the basic school years knowing at least something about stability, force, leverage, and other factors related to efficient movement. Teaching physical education as it exists shows that a good number of teachers often deny pupils the opportunity to express themselves freely in purposeful activities during physical education lessons. Most often, teachers of physical education do not and sometimes devote very little time to the planning of their lessons to meet the needs of the pupils. It is a fact that the teacher schedule in basic education is a heavy one and much is needed to be done to bring such a program to success (Duressa, 2020).

They mention how tedious the work of the basic education teacher is. They state it is common knowledge that the average public high school teachers carry a heavy load. He/she must teach 100/200 or more pupils distributed through three, four, or five classes, participate in extra curriculum program of the school, prepare lesson plans, read and correct papers and exercises, give special help to slow pupils, make out a report, and often take an important part in and out of school life of the community (Howie, 2012).

The above task explains the exact terms of the work of a basic education school teacher in Ghana. She/he can only succeed if he/she is assiduous to work. It is assumed that it is only in the school that planned programs are possible. The teacher must make sure that a variety of activities are available to teach a child.

According to Hardman (2008), since the child stores to understand his immediate environment through movement, the school should provide him with facilities for purposeful movement. He must have things to throw, climb, pull, and push about. He must also have things to jump onto, jump over, and also things to jump down from. This gives him excitement Physical education is on most schools time table but attention is not given to it. Teachers allow pupils to play around,

doing things on their own without any instruction on how certain skills are performed. The teacher thinks and feels that keeping pupils involved in activities is the most important skill.

As pupils are found playing and enjoying themselves, the Happy, Busy and Good type of lesson, whilst the teacher engages him/herself in other things. Physical education periods are treated as time for recreation. According to Howie, (2012), all people would like to be skilled and competent in the area of motor performance. The elementary school years are an excellent time to teach motor skills because children have time and a predisposition to learn. Pupils must learn and for learning to take place, there must be information or instruction on what is being done. Pupils need instruction on whatever they are doing to become perfect so that they can grow and become better persons in the future to contribute meaningfully to the community in which they find themselves. This also emphasizes the need to train so that he/she will not depart when he/she grows, therefore we need to “catch them young” and at the appropriate age.

Understanding the genetic diversity among pupils such as in muscle type, cardiorespiratory endurance, and motor coordination is a requisite for helping pupils evaluate their physical capabilities. Pupils play and most developmental psychologists believe that playing is the most basic form of behavior in young children and that, it is through play that children acquire much of their early knowledge about the physical and social world in which they live.

The role of games in elementary physical education is to provide all pupils the chance to be successful in playing in dynamic, unpredictable situations that challenge them to outwit their opponents: (Graham et al, 2001). It is, therefore, the responsibility of the teacher to design his/her activities to meet the needs of all pupils. Since movement is the child’s first language, a variety of experiences will help make that language as precise and expressive as possible. Much early research in teaching effectiveness is centered on the interaction between teachers and students as cited in Wuest and Lombardo (1994), an effective teacher interacts with pupils so that they learn more and like learning, teaching effectiveness is concerned with those aspects of teaching over which the teacher has direct control.

According to Jenkinson & Amanda (2010), “Youngsters need to learn about the classification of movement concepts which includes body awareness, space awareness, qualities of movement, and relationships”. It is not enough to learn only the fundamental skills: youngsters need to perform

these skills in a variety of settings”, this means that, pupils' love to play was central to the development of progressive education.

During that time certain values could be passed on to pupils as they play. They need to be guided while they are engaged in any activity. Teachers are responsible for seeing to it that pupils treat one another respectfully and are committed to a fair learning environment since physical education uses physical activity to enhance the development of a total person. Unfortunately, even though special interest has been shown and continues to be shown in pupils in the basic schools, their expectations are not met because of the lukewarm attitude from some teachers in the way the subject is being handled(Hardman, 2008).

According to Wanyama, (2014) “...in too many places, physical education exists precariously as a marginal aspect in secondary education. What is most disturbing is that, in American culture when fitness and physically active leisure experiences are increasingly valued, school physical education is so often devalued, generally lacking in creditability within the secondary school culture, and too often ridiculed by those outside of the school”. Physical education's status as an integral part of the school curriculum is being challenged, and support for it is diminishing. As curricula are being restructured to include more time for academics, time allotted to physical education and other subjects such as music and arts are being decreased. Those who are convinced with reasons why Physical Education is important in schools will like to see the time spent in physical education lessons curtailed. They argue that there is just not enough time in the school day to cover academic subjects, let alone allot time for physical education (Howie, 2012).

However, those who have benefited from learning teamwork through sports in the gymnasium and have seen how it applies to one's daily life even into adulthood, do not ask why Physical Education is important in schools: Hardman (2008), was with the view that: “since children are rational individuals, we must provide many experiences in a graduated way, to allow each child opportunities to learn how to make, correct and effective decision” Physical Education must be a systematic and comprehensive program that reaches out to children from all walks of life. They must teach pupils specifically how to apply the concepts of respect and fairness in the physical education class and then must support pupils when they make that application so that such behavior becomes the norm in the class. Only when the needs of all children are met is physical education regarded as an integral part of the total school curriculum. As Wuest and Bucher (1995:48) aptly

state: 'No learning content, however strong, lasts a lifetime. Since knowledge doubles every five years, the need for individuals to be self-educated is apparent; physical education must recognize that as we enter the information age, the process of physical education may be as important as the content. Emphasizing the process is a way to teach students how to learn. This is essentially what education is about providing basic tools to enable consumers to become self-educative throughout their lives.' The critical mass of school children receives limited time for engagement in physical activity. In many cases, classroom teachers use physical education period to coach sports for inter-school competition, a misplacement of priority. While it is important to understand how physical Education contributes to the individual, it is equally important to appreciate that Physical Education is a worthy subject to study in its own right: (Howie, 2012).

2.5 The Benefit of Physical Education in Secondary Schools Context

According to Murphy et.al (2014), physical education is a two-headed coin. The one side represents the development and maintenance of physical characteristics including strength, attributes endurance, good posture, flexibility, balance, and neuromuscular skills. The other side represents what is happening to the total person as he develops these physical self-participation, attitude, and general feelings of self-realization. The interest in social and emotional qualities above 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 sports.

Students at this age level also indicate that physical education should be more than just developing the body; it should also develop the mind and prepare students for their future work, they also emphasize the point that they want to learn activities that would prove useful leisure hours. The majority of students at this age also indicate the desire to play on a team. To strengthen, the above idea the main importance of physical education is to help individuals acquire the knowledge art, attitudes, and skills leading to exercise, including physical reaction, and to ensure that these become an integrated part of life patterns.

2.6 Attitudes of Teachers and Students towards Physical Education

If physical education is to be responsive to the needs of each child, it should reflect the culture in which it is practiced. Students come to our classrooms with various backgrounds, reflecting differences in social and economic environments; individual and family values; demands and responsibilities placed on them; and exposure to physical education and sports programs. Children

learn and respond to different values about the place of sport in society and their role within that setting (Zhang, 2016).

However, according to Zhu, et.al (2012) and Hardman (2008) teachers usually teach the way they were taught. Attitudes towards physical education activities and class inclinations of Turkish school students, note that many studies have acknowledged family influence and support as an important factor. Sports participation in pre-adolescent girls and adolescents' attitudes are associated with parent participation. Furthermore, (Howie, 2012) in teacher education depicts that teachers feel that students are lured by the greater accessibility of inactive opportunities. Therefore, suggesting that lower physical capability in learners might be affecting both delivery and involvement in PE and physical activities (Howie, 2012).

According to the article Education and Sports Policy for Schools, (2011) Motor skills and physical fitness development begins in the initial years of primary school. During this period, the students are physically and academically competent to benefit from instruction in PE and are greatly motivated to learn. However, right through school life, age-suitable training must be provided during PE. With these ideas in mind, people can well plan for the growth of our young people arising from several discussions, explanations, experiences, and events.

Study carried out by Murphy et al (2014) of teacher-teaches physical education in second-cycle primary schools attitude towards PE has been noted in primary schools. Gitonga encourages that in all teachers in primary schools, teaching PE is mandatory for every teacher-learner and must be taken despite interest, gender, age, or physical environment. Therefore, students and teachers appear to correlate the subject with little esteem.

The negative attitude factors developed by the trainee-teachers are carried to schools they are posted to after training. Lensa (2014) investigated second-cycle primary school learners' attitudes towards participation in physical education programs, and the students' attitudes and their performance. Lensa (2014) found that students have positive attitudes toward participation in physical education and that their performance is significantly Practices of the example are also clear in the methodologies used in the delivery of teaching PE lessons. Physical education programs are affected by the needs of youth in a changing environment.

Traditional curricula must integrate social change while discovering ways to motivate youth to develop life-long physical activity habits. Previously this goal can be achieved we, as physical educators, must be conscious of how young people within several physical education observe

teaching physical education in second-cycle primary schools. This study was conducted to provide some awareness of the attitudes in the second cycle of primary school youth toward teaching physical education and sports from a multi-teaching physical education perspective.

2.7 Major Challenges that Affect the Implementation of Physical Education

2.7.1 Challenges Related to the Teacher

As far as teachers are concerned, the International Education Association remarked, 'No one is in any doubt that the chief agent in the process of educational reform is the teacher.'" Zhu, et.al (2011) also stated that teachers play a crucial role in determining the success or failure of curriculum implementation and teaching effectiveness. Thus the teacher with his/her attitude, skill, and experience is the most important of all in determining the success or failure of the process of curriculum implementation let's have a look at each dimension turn by turn.

A. Teachers Attitude

Is the basic ground to act positively or negatively towards persons, ideas, or events happening in the environment? And most educators are convinced those teacher attitudes are very important dimensions. Those teacher attitudes are very important dimensions in the teaching process. A successful innovation depends substantially on the teacher's attitude towards proposed curriculum alterations. Students with teachers of positive attitude towards teaching and the curriculum are found to be high-level achieves in learning and consider the teacher's attitude a very important aspect in the teaching-learning process. (Duressa, 2020)

Trust is an important ingredient that the facilitator provides. The more effective teacher was related higher on every attitude measured by any inventory, they were seen as more real, as having a higher level of regard for their students showed more empathy and understanding. No matter how good the written curriculum is and the extent of back resources supplied, no matter how much incentive (through stick or carrot) is Teaching can only be improved beyond adequate if teachers have a good enthusiasm for the subject and method with their students, even if politicians exhort them and a national assessment scheme holds them accountable (Wanyama, 2014).

Teacher attitude and performance correspondence According to Howie, (2012) teacher's attitudes are very important and have a direct effect on our behavior, and they determine how we view ourselves and interact with the environment.

Therefore, without a positive attitude to the subject and approaches to teaching, not teachers to be effective in any way negative attitude may harm or injure the whole process of teaching, a teacher

with a positive attitude and the necessary theoretical and technical know-how is the one who can demonstrate his/her ability to bring about the intended learning outcomes.

B. Teacher's Skill

One of the skills required by teachers to resolve challenges effectively to promote an effective teaching-learning environment of physical education is his/her pedagogical belief. About pedagogical belief

(Zhu et al 2011) writes: "Given that a syllabus statement is text from which readers must construct meanings on which to plan actions, teachers interpret syllabus statements based on their pre-constructed conceptualizations of the subject and their pedagogical theory of what it means to teach and learn." The other challenges related to teachers are the knowledge they have about this, (Wanyama, 2014).

mentioned that teachers will teach best in areas in which they are knowledgeable, and have effective materials and techniques, also claimed that a teacher's knowledge and understanding of the subject matter are major challenges that influence the learning process of physical education. An effective teacher has a quality to engage in different activities in education. (Jenkinson & Amanda, 2010), regarding the quality of effective teacher writing.

- Aspiring high expectations for students
- Managing classes in ways that enhance academic learning time and opportunities for learning
- creates a supportive learning environment in which students are treated as individuals and in which they know that help is available.
- Selecting material at an appropriate level of difficulty for students to move through at a rapid pace and accomplish this is small.
- Teaching subject mastery levels
- Employing active, direct instruction, including teacher-controlled coverage of extensive content through structured learning activities and appropriate pacing monitoring of pupil performance immediate academically oriented feedback, and a task-oriented relaxed environment.

According to Lensa (2014), beyond the pedagogical responsibilities, teachers are expected to participate in instructional responsibilities "Health and physical education teacher must assume other responsibilities in addition to their pedagogical responsibilities some of these responsibilities are explicitly stated in teacher contracts, while others are unwritten expectations for teachers.

These institutional responsibilities are wide-ranging encompassing such tasks as supervision, advisement, counseling, parent conferencing, and participating on school-wide committees, and professional responsibilities.” In addition to this health and physical education teachers must be full of their professional obligation another important skill required by the teacher is the skill of lesson presentation this means the ability to transfer knowledge effectively to the learner a good questioner, a demonstrator, good skills to classroom management are important skills.

C. Teacher Experience

This is another important challenge that contributes to the effective teaching-learning process of P.E. In this case usually, teachers' experience is expected to have a positive relationship with teaching effectiveness. A longitudinal study concocted for five years with one group of teachers showed that there is a significant quality increase in teaching behavior. Such as making instruction systematic and stimulating (Duressa, 2020). He also found out that teachers' self-concern decreased in magnitude from the time of student teaching practice through five years of teaching, while task patterns related to instruction increased along with more years of service in underlining the importance of experience.

Similarly, Wanyama, (2014) reorganized the positive side of experience arguing experienced school teachers work with college professors as partners to prepare prospective teachers and to facilitate the continual professional development of teachers furthermore, Ejigayehu (2013) has indicated that lower level of teaching performance would be obtained with less experienced teachers (below 6 years of teaching) than those with more experience (minimum of 6 years).

Howie,(2012) also found that teachers with less than 5 years of service tend to be rated lower than teachers with more than 8 years of service. Duressa, (2020), has spotted a positive correlation between experience and performance of teaching thereby including the higher the service year's teachers have the better performance they could have a teaching and lesson planning.

Other than experience and attitude, teachers' qualifications, as indicators of the quality and quality of training received, have remained to have a telling effect on effective instructional performance. In line with this, WHO (2011) has stressed, “Advance in education depends largely on the qualification and ability of the staff...” and the major challenge is limiting teachers' awareness was found to be a deficiency in training programs.

2.7.2 Challenges Related to the Administrator

The organizational factor:-

- Instructional Facilities and Material
- Class Size
- Time Management Skill
- Effects of the school context on teacher-student Relation

A. Instructional Facilities and Material

According to Jenkinson & Amanda, (2010), any discussion of classroom organization must begin with some attention to resources and facilities that the specific setup demands or the effectiveness of the PE teaching-learning process, when there is no lack of equipment and materials that appear geographically to the understanding of the pupil, teaching cannot be challenged indeed. In light of this statement Wanyama, (2014), also describes that for effective teaching-learning to take place, the classroom must be adequately organized and conducive enough. Educational quality among others heavily relies on the environmental (both internal and external) conditions and materials of the classroom whenever theoretical issues are presented in classrooms for students, it is practically proved that students get the most out of them when they are supported by teaching materials (Howie,2012). The writer further maintained that classrooms should have furniture that is comfortable and easy to move from one point to another and can be arranged for different purposes. The same writer argued that a classroom should encompass teaching materials like textbooks. Guides map charts pin boards, playgrounds, etc.

Therefore, teaching materials and other classroom situations are a pare amount of importance in the process of teaching and learning where lack of appropriate materials appropriate material results in hampering the effective transmission of knowledge.

B. Class Size

It refers to the no of people required scheduled to meet in the administrative and instructional unit, known as class or section, usually under the direct guidance of a single teacher (Manre, 1956) class size concerns educators for various reasons because learning can only occur positively when lessons are under appropriate conditions both for the students and teachers. The classroom size has an impact on facilitating or hindering activities of teaching and learning. According to Wanyama, (2014), since the teaching-learning process depends almost entirely on communication between teachers and students, the no of students in a class determines the amount and quality of knowledge imparted to and gained by the students. Thus, the larger the size of the student's number in a class, the more difficult communication between the teacher and the

quantity of students will affect the effectiveness of teaching and the quality of education. There are arguments, which support the idea, that class size by itself has methods of teaching. On the other side, some scholars strongly favor the need for an appropriate no of students in one class. The topic of class size is becoming a topic of concern and crucial discussion among scholars.2.7.3 Challenges Related to Organization

Factors related to organizational factors are Instructional Materials, Class size of teaching, Time, skill, and Effects of school context on teacher-student relations and attitude.

2.7.3.1 Instructional Facilities and Material

Discussion of classroom organization must begin with some attention to resources and facilities that the specific setup demands its implementation. Further discussed that when there is no lack of equipment and materials that appear geographically to the understanding of the pupil teaching cannot be challenged indeed. For effective teaching and learning to take place, the classroom must be adequately organized and conducive enough. Educational quality among others heavily relies upon the environmental conditions and facilities of the classroom. Whenever theoretical issues are presented in the classroom for students, it is practically proved that students get the most out of them when they are supported by teaching materials (Wanyama, 2014).

The writer further maintained that classrooms should have furniture that is comfortable and easy to move from one point to another and to arrange for different purposes. Most writers argued that the classroom should encompass teaching materials like, textbooks, guides, maps, charts, etc. Therefore teaching materials and other classroom situations are often important in the process of teaching and learning where lack of appropriate material results in hampering the effective transmission of knowledge ((Wanyama, 2014).

2.7.3.2 Class Size of Teaching

Class size refers to the number of people regularly scheduled to meet in the administrative and instructional unit, known as a class or section, usually under the direct guidance of a single teacher (Michael, 2011). Class size concerns educators for various reasons because learning can only occur positively when lessons are under appropriate conditions both for the students and teachers. The classroom size has an impact on facilitating or hindering activities of teaching and learning. The teaching and learning process depends almost entirely on communication between teachers and students. The number of students in a class determines the amount and quality of knowledge imparted and gained by the students. Thus, the larger the size of the student's number in a class,

the more difficult communication between the teacher and students becomes, the more the effectiveness of teaching will be hindered and the lower the quality of education will be. Some arguments support the idea, that class size by itself has nothing to affect teaching learning if the teacher selects appropriate methods of teaching. A universal complaint, even among teachers with unusual success in large sections, was the inability in such classes to find adequate time to treat individual differences in pupils (Michael, 2011). Therefore, instruction in limited class size requires more preparation before class begins. Space, equipment, and activities must be determined to efficiently organize at least two groups working simultaneously within the same area, provisions must be made for providing information to the groups, quickly, and efficiently to avoid students' dependence on the teacher (as in the command style lesson) for direction, visual information, modeling and explanations (Jenkinson & Amanda, 2010).

2.8 Strategies to Improve the Teaching and Learning Process of Physical Education

2. 8.1 Teachers actively supervise students.

Physical education typically through in a large space during practice sessions students are often dispersed throughout that large space. A teacher cannot be in all places at the same time. But using active supervision strategies, the teacher can make it seem as if he or she is everywhere active supervision means that a teacher moves about the space often and somewhat unpredictable routes. In active supervision, teachers also regularly scan the space to make sure they know what is going on. As soon as students realize that the teacher knows what is going on, they will tend to remain on-task.

In the early stages of the school year, active supervision is best accomplished if the teacher stays near the perimeter of the space so that most of the students are in sight at all times.

2. 8. 2 Teachers quickly respond to off-task students

Students who are off-task need to be directed backward to the task, Teachers can do this in several ways. They can issue a verbal desist they can simply move closer to the students. They can provide an on-task prompt that redirects the students will learn that the teacher is more aware of what is going on in the space and will be less inclined to get off-task (Murphy et.al 2014).

2.8.3 Teachers support on-task students.

A kind word is important to students who are trying to be on-task. Teachers can direct positive feedback to an individual or group. Teachers should do this frequently at the beginning of the year so that students realize that their efforts are appreciated. Teachers should try to provide supporting,

positive feedback for everyone they need to give. Gradually, teachers who do this will discover that they need to desist less often and the ratio of positive feedback to desist will become much larger (Wanyama, 2014).

It is important to understand that good behavior needs to be supported by teachers! Teachers should not hesitate to compliment students genuinely and often teachers have high expectations for on-task behavior. Most teachers do expect to stay on-task, but they seldom communicate that expectation to the students. Students must understand clearly that teachers expect them to be on-task and to make an effort to learn. (Wanyama, 2014).

Teachers can communicate these expectations in several ways. The most direct way is simply to tell students periodically that these are the expectations. A second way is to prompt often during lessons, especially at the beginning of the school year. Verbal prompts that keep students on-task and generally energize students have been called “hustles (Siedentop Ibid). Statements such as “Let’s make an effort today, “Keep at, keep at it, “Work hard now “, and “Let's hustle on this drill” are examples of verbal prompts that keep students on-task. Teachers can also communicate on-task expectations when they are providing skill feedback.

CHAPTER THREE
MATERIALS AND METHODS

3.1 Description of the Study Area

The Sidama Region is a regional state in Southern Ethiopia. Sidama Region has an estimated population of 4.3 million. For administrative purposes, the region is divided into four zonal administrations, 38 rural districts, and 8 town administrations. Concerning the geographic location of the region it is bordered to the South by the Oromia region, on the West by the Bilateral River, which separates it from the Wolayta zone, and in the North and East by the Oromia region. It is also bordered by Oromia in the South except for a brief stretch where it shares a boundary with the Gedeo zone.

The capital city of the Sidama region is Hawassa. It is found at a distance of 218 km from Addis Ababa in the South direction. Currently, there are a total of 98 public secondary schools and 20 private secondary schools are found. This study were conducted in five woredas in Sidama Regional State namely Dara Otilcho, Kebado, Cuko Seniteriya, Hula, and Yiregalem town administration

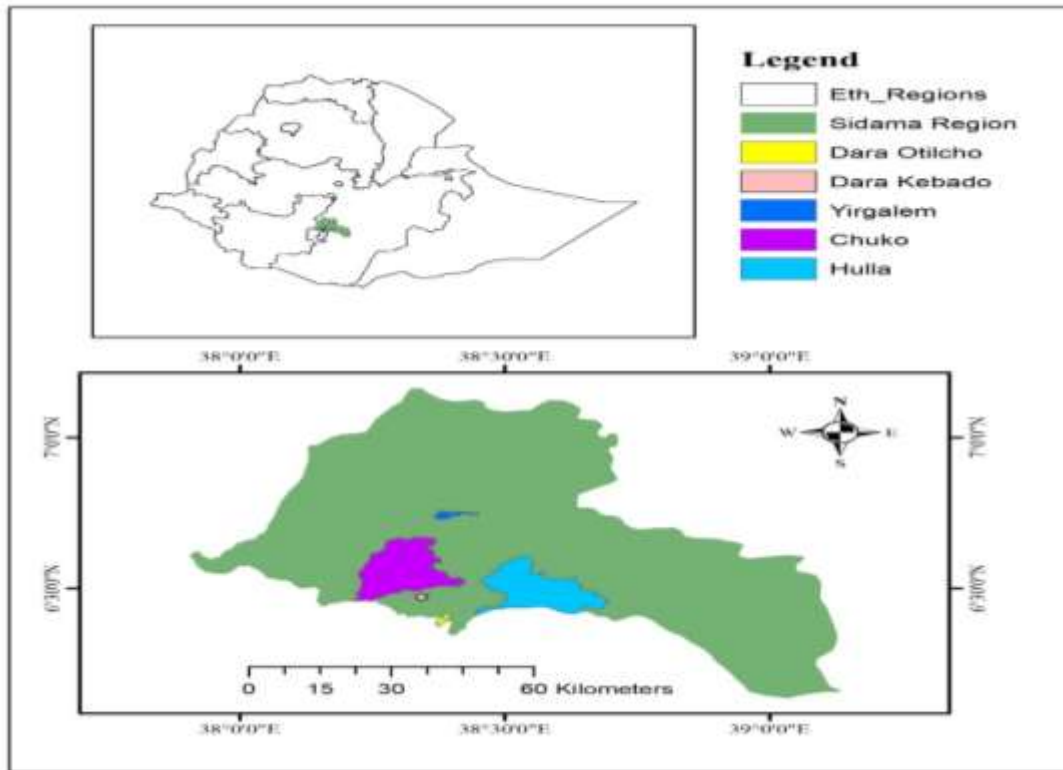


Figure 3.1 Location map of the Study Area

3.2 Study Design

A descriptive survey study was set to address the practice and challenges in the teaching-learning process of physical education in secondary schools of the Sidama Region of selected woredas. Both quantitative and qualitative approaches were used to collect and analyze data. The design is selected on the assumption that it is helpful to gather enough information from many people on the issues under study. The appropriateness of the design for this study is noted by many scholars. A descriptive survey research design involves a clearly defined problem and definite objectives and becomes useful particularly where one needs to understand some particular information (Jackson, 2009).

The study attempts to investigate the practice and challenges of the teaching-learning process of PE in TeferiKella, Kebado, Hula, Cuko, and Yiregalem secondary schools' found in the five Woredas.

Thus, depending upon the nature and appropriateness of the data, descriptive survey design was used to explain the quantitative and qualitative aspects of the study, Because this method cannot require considerable cost and energy to keep in touch with the participant over a sustained period, and descriptive survey method, which is strongly believed to be the most appropriate method to address the intended purpose of the study mentioned above.

3.3 The Source of Data

The major sources of data for this study were both primary and secondary. The Students, school directors, and physical education teachers were provided primary data for data collection. This information was collected through the use of questionnaires, interviews, and observation. Secondary data were gathered from pertinent books, journals, printed materials, previously published newspapers, seminars, and workshops organized by MoE.

3.4 Study Population

There are several secondary schools in Sidama Regional State, but for some reason, the researcher gives special attention only to five secondary schools of Teferikela, Hula, Cuko-senteriya, Kebado, and Yiregalem secondary schools which are located in the five woredas; As much as possible, these secondary schools of Sidama Regional State are included in the research work. The researcher traveled around those schools to address them equally. The study primarily focuses on the practices, and difficulties encountered during the implementation of physical education at the chosen secondary schools, according to the sample size employed by the researcher.

3.5 Sampling Size and Sample Techniques

The target population was 4090 population size from this population size 4070 were grade 9 and grade 10 students and 10 PE teachers, five (5) school directors, and five (5) vice principals were selected for the study.

From the above 4070 grade 9 and grade 10 students 364 were selected using simple random sampling technique (Yamane, 1967) sampling formula. Through purposive sampling techniques all 10 physical education teachers, five (5) school directors, and five (5) vice principals were selected for sample size through purposive sampling techniques.

Table 3.1 Target population size Classification

Population	Population size	Sample size	Sampling techniques
Total grade 9 and 10 student population size	4070	364	Simple random sampling
Teachers	10	10	Purposive sampling
Directors	5	5	
Vice principals	5	5	
Total population size	4090	384	

3.6 Procedure of Data Collection

The total sample size determination formula applied is Yamane's sampling formula technique to calculate sample size at a 95% (5 % margin of error) (Yamane, 1967). To determine the sample size the following formula was used.

Yemane (1967:886) provides a simplified formula to calculate the sample size.

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

Where n- is the sample size;

N- Is the population size and

e- Is the level of precision (95%)

Thus, $n=4070/1+4070(0.05)^2$

n=364 Students. 10 school administrators and 10 physical education teachers from the five secondary schools were selected. Therefore, a total of 384 respondents were taken as a sample size for the study.

Table 3. 2 proportion size of the study participants in each secondary school

Name of secondary school	Grade 9 th								Grade 10 th		Total
	Student		Teacher		Director		Vice principals		Student		
	M	F	M	F	M	F	M	F	M	F	
TeferiKela	300	230	1	1	1	-	1	-	218	216	968
Hula secondary	143	98	2	-	1	-	1		102	77	424
Kebado	223	194	2	-	1	-	1	-	255	135	811
Yirgalem	359	263	1	1	1	-	-	1	297	164	1087
Cuko-senteriya	322	99	2	-	1	-	1	-	219	156	800
Total	1347	884	8	2	5	0	4	1	1091	748	4090

3.7 Data Collection Instruments

The current study comprised two stages, quantitative and qualitative, using questionnaires, interviews, observation, and discussion respectively to collect data.

3.7.1 Questionnaire

A questionnaire consisting of both closed and open-ended items was used to obtain data from student samples. The questionnaire is easy to address many people and saves time and money to collect data. The questionnaire was prepared for grade 9 and 10 students and physical education teachers. The response category set is a Likert type with a five-point rating from strongly agree to strongly disagree (That is 5=strongly agree, 4=agree, 3=undecided, 2=disagree, and 1=strongly disagree). There are also open-ended items to collect the qualitative data. All the samples of the study were filled out the questionnaire and returned.

3.7.2 Interview

To gather information, the researcher used a questionnaire, semi-structured interview, and observation checklist. An audio tape was used to record the conversations that occurred during the interviews and a video record was used during the observation. Audio tapes and video record was used to enhance accurate transcription of information (pandey, 2015).

Interviews are very useful instruments to understand reasons why and how things happen and the way they are happening. Literature indicates that interviewing has three major Forms. These are structured, semi-structured, and unstructured. In this study, a structured interview guide was used to collect data from the school principals, while a semi-structured interview guide was employed to obtain in-depth data from PE teachers. The qualitative data provided an opportunity for an explanation of findings and questions.

3.7.3 Observation Check List

The observation Checklist is a necessary part of the data-gathering instrument. Therefore to obtain more information, observation of the actual teaching and learning process was conducted.

Audio tapes, video records, and observation data were collected by using a checklist.

3.8 Data Collection Procedure

Both the questionnaires and interviews that were included in the study were prepared based on the basic questions and a review of related literature. The researcher tries to validate the instrument that was developed as follows before the actual data collection was started, the instrument were given to colleagues to get valuable comments and criticism on the strengths and weaknesses of the items. Based on the comment obtain necessary information made and given to the thesis advisor for further comments, criticism, and evaluation

The purpose of this test was to check the appropriateness of the items and to make the necessary corrections based on the feedback hence, some of the questions were refined thus, the instruments were found to be reliable measures to collect data for the main study, and then administrated as scheduled. A brief orientation about the whole purpose of the study was given to the respondents. A close follow-up was applied to correct problems that arose during the filling of the questionnaires. The distribution and collection of questionnaires were in collaboration with the physical education teachers. Finally, interviews with principals and teachers were conducted.

The percentage of the sample size gives the minimum size since the population is very large. This agrees with the concept of Best and Kahn (2006), who argue that the ideal sample of a large population should be small enough to be selected economically.

3.9 Method of Data Analysis

The collected data was organized using different methods of data analysis. The data collected through the questionnaire was filled and grouped according to the category of the question (closed and open-ended questions), interview, and observation. The gathered data was coded and arranged for analysis. Both qualitative and quantitative approaches were used to find out the practice and challenges in the teaching-learning process of physical education. For the statistical processing data, descriptive statistical methods were analyzed by Statistical Package for Social Science (SPSS) software.

3.10 Pilot Test

The validity of the study instruments was checked as follows; before the actual data collection was started; the questionnaire was given to colleagues to get valuable comments on the strengths and weaknesses of the items. Based on the comments that were obtained, necessary modifications were made and given to the thesis advisor for further comments, corrections, and evaluation. The questionnaire was pre-tested at the Teferikela and Cuko-senteriya secondary schools. Accordingly to the pilot study, 20 students participated, who were volunteers.

To check the reliability and validity of the questionnaires, all items were carefully input into SPSS version 20 to check the appropriateness of items and make the necessary corrections based on the feedback obtained. Cronbach's alpha reliability test was calculated after the pilot test was conducted and the average result found from student respondents was obtained with the help of a computer.

The Cronbach's Alpha result is >0.9 excellent, >0.8 good, >0.7 acceptable, <0.6 questionable, and <0.5 poor (George and Mallery, 2003). In the following pilot study, items were carefully examined to see if they required any modifications and to determine whether they led to certain conclusions significant to the purpose of the study. Finally, the instruments were found to be reliable for collecting data for the main study and then administered as scheduled.

3.11 Ethical Consideration

Regarding ethical considerations, the researcher was governed by the research code of ethics in maintaining privacy and confidentiality. Ensuring informed consent, research subjects were provided with sufficient and accessible information about the study so that they could make informed decisions whether to become involved or not. Besides this, the process of data collection was done anonymously without writing their name.

CHAPTER FOUR

4. DATA ANALYSIS AND INTERPRETATION

This chapter deals with the presentation, analysis, and interpretation of data collected through questionnaires, interviews, and observation with a checklist. The checklists were distributed for student interviews with school administrators and PE teachers and observation by the researcher.

4.1 Background of the study population

Table 4.1 Characteristics of Student Respondent

R.N	Personal Information		Frequency (f)	Percent (%)
1.1	Sex	Male	194	53.29
		Female	170	46.70
		Total	364	100
1.2	Age	Below 15 years	0	0
		16-18 years	114	31.31
		19-21 years	152	41.75
		22years and above	98	26.92
1.3	Grade Level	Grade 9	147	40.38
		Grade 10	217	59.62
		Total	364	100

As can be seen from Table 4.1 concerning the sex of the respondents among a total selected 364 of grade 9 and 10 students respondents 194 (53.29%) were males and 170 (46.70) were females. As far as concerned the respondents aged 114 (31.31) were found between 16-18 years, the majority 152 (41.75%) were found between 19-21 years, and the rest 98 (26.92%) were found 22 years and above. Concerning the grade level of the students 147 (40.38%) were taken from grade 9 and the majority 217 (59.61%) were taken from grade 10.

Table 4.2 Practices and Challenges in Teaching Learning Process of Physical Education

No	Items		Respondents					Mean	SD
			Likert Scale						
			SD	DA	UD	AG	SA		
1	The level of your interest in learning PE activities	f	133	89	44	44	54	2.06	1.17
		%	36.54	24.45	12.08	12.08	14.83		
2	The level of communication with the PE teacher	f	95	106	46	46	71	2.03	1.15
		%	26.09	29.12	12.63	12.63	19.5		
3	Your interest in the importance of PE	f	120	60	55	74	55	2.36	1.39
		%	32.96	16.48	15.1	20.32	15.1		
4	Your level of confidence in participating in different physical activities	f	98	116	32	86	32	2.97	1.07
		%	26.92	31.86	8.79	23.62	8.79		
5	The attractiveness of your teacher's teaching method in practical classes	f	114	107	54	54	35	2.03	1.07
		%	31.31	29.39	14.83	14.83	9.61		
6	Your attitudes of students toward PE activities	f	85	85	33	65	96	4.38	0.8
		%	23.35	23.35	9.06	17.85	26.38		
7	Your school fulfilled adequate school facilities	f	105	95	38	54	72	4.35	0.7
		%	28.84	26.09	10.43	14.83	19.78		
8	Socio-cultural barriers affecting	f	38	33	60	88	145	4.35	0.7
		%	10.43	9.06	16.48	24.17	39.83		

	your active participation in PE class								
9	Class size affects students' learning in PE class	f	42	65	25	95	137	4.5	3.9
		%	11.54	17.86	6.87	26.1	37.64		
10	The school's physical environment affects PE practical classes	f	43	33	27	95	166	4.5	0.7
		%	11.81	9.06	7.41	26.09	45.60		
11	Participating in physical activities is helpful for students' health	f	133	97	38	45	51	2.75	1.44
		%	36.53	26.64	10.43	12.36	14.01		
12	Both male and female students get equal chances during PE practical classes	f	90	138	58	37	41	1.99	1.1
		%	24.72	37.91	15.93	10.46	11.26		
13	PE teachers motivate their students to participate actively in the practical PE class	f	123	127	42	39	33	2.43	1.25
		%	33.79	34.89	11.53	10.7	9.06		

*significant at 0.05 level of confidence SD= Strongly Disagree, DA=Disagree, UD=Undecided, AG=Agree and SA=Strongly Agree

According to Table 4.2 of item number 1, 133(36.54%) of the student respondents revealed that the level of their interest in learning physical education activities was very low and 89(24.45%) of them agreed that the level of their interest in learning physical education activities was low.

The remaining 44(12.08%) and 54 (14.83%), of respondents agreed that the level of their interest in learning physical education activities was high and very high respectively. The mean value is 2.06 with a standard deviation of 1.17.

As per item number 2 of table 4.2, of the respondents witnessed that, concerning the positive attitude of physical education teachers 95 (26.09%) and 106 (29.12%) of respondents responded that as it was the rate they liked their physical education teacher was very low and low respectively. The other 46 (12.63%) and 71 (19.5%) of respondents responded that the rate they like their physical education teacher were high, and very high respectively. Its mean score is 2.03 and its standard deviation is 1.15. Thus, the researcher could conclude that the majority of students responded that, they did not like their physical education subject, and very few students liked their physical education subject. This is due to physical education teachers were not well prepared and they do not use effective teaching methods to facilitate the teaching-learning process.

According to item number 3 of table 4.2, 120 (32.96%) and 60(16.48%) respondents agreed that the importance of physical exercise was very low and low respectively.

74 (20.32%) and 55 (15.1%) respondents agreed as that the importance of physical exercise was high and very high respectively. The rest, 55 (15.1 %) was undecided on the importance of PE. Its mean score is 2.36 and its standard deviation is 1.39.

These indicated that, because of a lack of awareness about the importance of physical exercise and a low level of perception towards physical education, the majority of students couldn't believe in the importance of physical exercise while some students agreed with the importance of physical exercise.

Based on item number 4 of table 4.2, 98 (26.92%) and 116(31.86%) of respondents revealed that their level of confidence in participating in physical exercise was very low and low respectively.

Whereas 86 (23.62%), and 32 (8.79) respondents responded that, their level of confidence in participating in physical exercises was high, and very high, respectively. The mean score of this item is 2.97 and its standard deviation is 1.07. Therefore the result indicated that students fear performing physical exercise, due to this most of the respondents' level of confidence in participating in physical exercise was low and the rest of the student's level of participation in physical exercise was high.

As per item number 5 of table 4.2, 114 (31.31%) and 107 (29.39%) respondents agreed that very low and low like their teacher's teaching method in practical classes. Whereas, the rest 35 (9.61), and 54 (14.83%) respondents replied as they very highly, and highly, liked their teacher's teaching method in practical classes respectively. The result shows the (2.03) and (1.07) mean score value

and standard deviation respectively. This implies that the teacher's teaching method in practical class was not interesting

As indicated in item number 6 of table 4.2, on average students reveal that they had negative perceptions towards physical education activities.

This is also evidenced in the above table 85 (23.35%) and 85 (23.35%) of students responded with the attitude towards physical education activities were very low and low respectively.

65 (17.85%) and 96(26.38%) of the students attitude towards PE activities were high and very high respectively. Only 33 (9.06%) of them were undecided in the same issue. The result indicates mean = 4.38, standard deviation = 0.8.

According to the data secured from item number 7 of table 4.2: 105 (28.84%) and 95 (26.09%) of students replied that on your school fulfil adequate school facilities were very low and low respectively. Whereas 54 (14.83%) and 72(19.78%) respondents replied that on your school fulfil adequate school facilities were high and very high respectively. The mean score value is 4.35 with a standard deviation of 0.7. The result showed that school facilities is not full filed and it can highly affect the student's participation in physical education.

According to item number 8 of table 4.2: 88 (24.17%) and 145 (39.83%) of respondents replied that socio-cultural barriers were high and very high factors that affect the participation of students in physical activities respectively. The rest 38 (10.43%) and 33 (9.06%) rated the item as very low and low respectively. The mean score of this item is 4.35 and the standard deviation is 0.7.

The result indicated that socio-cultural barriers were the other factors affecting the participation of students in physical activities.

As per item number 9, table 4.2 indicated that 95 (26.1%) and 137 (37.64%) of students witnessed that class size can highly and very highly affect students' participation in physical education respectively. The remaining 42 (11.54%) and 65 (17.86%) of the respondents replied that class size affecting students' participation in physical education were very low and low respectively. Its mean score is 4.5 with a standard deviation of 3.9.

The result indicated that class size was the major factor affecting students' participation in physical education.

According to item number 10 table 4.2, 166 (45.6%) and 95 (26.09%) of the respondents agreed that physical environment was another factor affecting students' participation in physical education were very high and high respectively. On the other hand, 33 (9.06%), and 43 (11.81%) of the

respondents revealed that the physical school environment was low, and very low affecting student's participation in physical education respectively. The mean value was 4.5 with a standard deviation is 0.7. The result indicated that the physical environment highly affects student's participation in physical education

According to item number 11 table 4.2, concerning whether participating in PE activities is helpful for students for health the respondents 133 (36.53%) and 97(26.64%) strongly disagreed and disagree respectively. 51 (14.01%) of respondents replied strongly agree, 45 (12.36%) agreed, and the rest 38 (10.43%) of the student's respondents were undecided in the same issue. The above table demonstrated the mean score of 2.75, and standard deviation of 1.44. These were due to a lack of awareness of the benefits of physical activity and, a lack of support towards parents for their children.

Based on item number 12 Table 4.2, 90 (24.72%) of student respondents revealed that Strongly Disagree, 138 (37.91%) respondents replied that they disagree.

The remaining 37 (10.16%) respondents replied that they agree and 41 (11.26%) of respondents replied that they strongly agree on the provision of the equal opportunity for male and female students in physical education activities. The mean value is 1.99, and the standard deviation is 1.1. The result showed there was a significant difference among male and female students about participation in physical education activities. That means males and females do not get equal chances to participate in different physical activities.

As per the last item number 13 of Table 4.2, whether physical education teachers motivate their students to participate in the practical session or not, 123 (33.79%) of respondents strongly Disagree and 127 (34.89%) of them are disagree with the teacher's motivation.

The other 39 (10.7%) and 33 (9.06%) of the student respondents replied agree and strongly agree on teachers motivation respectively. The mean value is 2.43 with a standard deviation of 1.25. This shows that physical education teachers do not motivate their students to engage actively in physical education practical classes.

4.3 Interpretation and Analysis of Teachers and School Principals Interview Response (N=20)

1. Concerning the availability of instructional materials in their respective secondary schools the interview participants revealed that the shortage of teaching materials and facilities affects the quality of the teaching-learning process, do the school leaders support fulfilling Physical education

learning materials and facilities, and the budget spent to purchase Physical Education facilities and equipment.

All the teachers' interviewers replied that there are no adequate teaching materials in the school, school administrators and other concerned bodies have to fulfill sports facilities and equipment for the physical education department and teachers should try to prepare equipment from local materials. Two physical education teachers said that the shortage of teaching materials and facilities affects the quality of the teaching-learning process. The school leaders do not support fulfilling Physical education learning materials and facilities. The budget spent to purchase physical education facilities and equipment is very low.

2. Concerning the effect of time allocation, the majority of interviewees agreed that the number of Physical Education periods per week is one. So this is not enough to teach PE. All the teachers' interviewers said that the instructional time designed for PE class is not sufficient and if there is no sufficient time to teach the lesson it affects the quality of the teaching-learning process and the desired goal of the subject cannot be achieved. As the interviewer's response, there is the problem of large class sizes in all secondary schools and this affects the teaching-learning process of PE.

3. According to the teachers' responses on attending the PE workshop of physical education teachers, preparing Physical Education documents/records, using various teaching methodologies, and involving in continuous professional development activities to enhance the quality of teaching. All the teacher's respondents said that they did not attend any PE training and also they did not prepare any Physical Education documents/records. All interviewers said that they did not use different teaching methodologies but teachers should apply student-centered teaching methods.

4. Concerning the attitude of teachers toward PE teaching all teacher respondents believe that physical education is a field of study like other subjects but they do not have an interest in teaching PE because students have fewer interests in participating during the physical education period as compared with other subjects. All school principals responded PE is an important part of learning but the attitude given to PE is very low and students have no interest to participate in PE during theoretical class but they have fewer interests in practical sessions. All interviewers said that the reasons to reduce or the decrease in the interest of students during the physical education period are experience, lack of motivation, teaching methodology, lack of teaching materials, and lack of teachers' confidence.

5. Concerning the level of support provided by school leaders to PE teachers, all teachers' respondents said that school leaders did not support fulfilling physical education teaching materials and facilities because schools have no sufficient budget to purchase physical education teaching materials and have no enough land to prepare different playing fields and courts.

Furthermore, all school principals' respondents said that they encourage teachers to teach Physical Education lessons but they did not organize any PE workshops in the school this year and they have a plan to organize PE workshops and different sports competitions for the next year.

6. As far as the extent of students' participation during PE practical classes all the school principals' interviewers replied that the extent students participate during the physical education period is very low and to increase the participation of students during physical education class, teachers or other concerned bodies should create awareness for students about the benefits of physical education subject, teachers should apply student-centered teaching method, school administrators and other concerned bodies have to fulfill sports facilities and equipment's for physical education department and teachers should try to prepare equipment's from local materials.

7. Concerning the possible solutions to improve the teaching-learning process of PE the interview participants forwarded the following: fulfilling the instructional materials, creating a supportive learning environment in which students are treated as individuals, creating a positive attitude to the subject matter, improving the time allocation for the subject, understanding individual differences among students.

4.4 Analysis of Observation Checklist Results

Accordingly, the researcher conducted a face-to-face observation in the selected secondary schools of Sidama Regional State. Based on the result of the observation checklist most secondary schools under the study do not have adequate sports facilities and equipment. The teaching-learning process of PE has been affected by the lack of school infrastructure, particularly suitable sports fields. Even if there are some materials available in secondary schools PE teachers do not use different instructional materials and methods to motivate and raise students' interest in learning PE lessons. The school compound in some secondary schools was not physically attractive enough. The instructional time allotted for PE class was not sufficient. Besides, the school administration did not support PE teachers in fulfilling sports facilities and equipment including sportswear.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 SUMMARY

The major objective of this research was to investigate the practices and challenges in the teaching-learning processes of PE at selected secondary schools of Sidama Regional State. The study employed a descriptive survey design to assess the qualitative and quantitative aspects of the study. The key informants of the study were 364 students of grades 9 and 10 taken from five secondary schools of Sidama Regional State and 20 PE teachers and school leaders. The main data collection instruments used for the study were questionnaires, interviews, and observation with checklists. Both purposive and simple random sampling techniques were employed to select study participants.

The study attempts to find answers to the following basic research questions:

1. To what extent was the practice of PE carried out in the selected secondary schools of the study areas?
2. What are the major challenges that affect the teaching-learning processes of PE in the study of secondary schools?
3. What are the possible solutions to alleviate the challenges of teaching the learning process of PE in the study secondary schools?

To find out the answer to the above basic research questions, the researcher adopted the descriptive survey method, and a variety of data-gathering instruments such as; Questionnaires, interviews, and observation were used as instruments of data collection. The obtained quantitative data were analyzed using SPSS Version 20.0, frequency, percentage, tables, and figures were employed to analyze the data collected by questionnaire, and qualitative method was employed for interview, open-ended questions, and observation. The sample population of the study was students, PE teachers, and school Principals. Different issues are raised and have been further discussed. Finally, the analysis of data leads to the following findings.

The results indicated that students have no good perception of physical education. Because of different reasons, students lack previous knowledge, previous unsuccessful experience in practical activities, negative perceptions of society, and lack of available materials. This has a negative influence on students' participation in physical education and sports activity. Additionally, the researcher observed that they have poor relationships between teachers and students. This has a

negative role on student's participation in physical education and sport. The finding indicated that male and female students cannot perform physical education activities equally because of the hindrance of environmental, geographical, economic, and cultural, discrimination of males in practical classes, shortage of facilities, physiological, psychological, lack of teachers' encouragement, and lack of students guidance and counseling were a main influencing factors of female students is not equal participation in physical education. The results also indicated that most of the teachers lack awareness of how to teach students. This has a negative impact on the student's participation in physical education and sports practical activities.

The availability of teaching materials in the school under study was not sufficient to meet the instructional needs of students. In many schools, the school environment is not suitable for the teaching-learning process of physical education as well as for effective participation in physical education classes. This is because most schools lack suitable playgrounds, sports equipment, shower rooms, dressing rooms, suitable places for practice, etc. Additionally, geographical location and climatic conditions are also influencing factors of students in physical education and sports activities. The results indicated that physical education teachers have low interest in the implementation of physical education class instruction in theoretical and practical activities, they were not well prepared and they do not use effective teaching methods to facilitate the participation of students in teaching teaching-learning process. In line with these absence of sufficient instructional materials, a lack of student interest, class size, and lack of encouragement of teachers, and the geographical location of schools. Most of the participants responded on factors that affect the instruction of physical education practical activity. These were a lack of sports equipment and facilities, and large class size; it is too difficult to manage a large number of students in physical education practical lessons because the large number of students found in a particular class has its contributes to minimizing the interests of teachers and highly influenced students discipline problems this affects the level of students participation in physical education and sport activity.

5.2 CONCLUSION

The study's main findings resulted in the following conclusions being drawn.

- The practice of Sidama Regional State Secondary School physical education teachers do not secure their professional duties and responsibilities in the selected study areas due to improper implementation and inadequate fulfillment of school facilities.
- Most of the participants said that physical education teachers had a lack of awareness of how to teach. This made less relationship between teachers and students and low levels of student participation in physical education activities.
- The challenges of teaching the learning process of Physical education in the study area were; that the school leader did not support school facility fulfillment, like budget allocation, Physical education workshop participation and time allocation on subject matters, lack of sports materials and equipment, low interest of students toward subject matter, shortage of adequate playground, teachers teaching methodology, inappropriateness of period allotment, and non-conducive school environment.

5.3 RECOMMENDATIONS

Based on the findings of the study on "Practices and Challenges in the Teaching-Learning Processes of Physical Education: A Study in Selected Secondary Schools of the Sidama Regional State," the following recommendations are suggested:

1. Infrastructure Improvement:

- Allocate funds for the construction and maintenance of suitable sports fields and facilities in secondary schools.
- Ensure that schools have adequate space and resources to facilitate Physical Education classes effectively.

2. Teacher Training and Support:

- Provide professional development opportunities for Physical Education teachers to enhance their teaching skills and knowledge of modern pedagogical approaches.
- Offer ongoing support and mentorship to teachers to help them address challenges and improve instructional quality.

3. Curriculum Review and Revision:

- Evaluate the existing Physical Education curriculum to ensure alignment with national standards and best practices.
- Incorporate diverse and engaging physical activities that cater to the interests and needs of all students.

4. Class Size Management:

- Explore strategies to reduce class sizes in Physical Education classes to allow for more individualized instruction and better student engagement.
- Advocate for policies that prioritize smaller class sizes in Physical Education settings.

5. Promotion of Student Engagement:

- Encourage active participation and interest in physical activities among students through extracurricular sports clubs, intramural competitions, and recreational events.
- Foster a supportive and inclusive environment that celebrates physical fitness and encourages students of all abilities to participate.

6. Community Engagement and Support:

- Collaborate with parents, guardians, and community members to promote the importance of Physical Education and encourage participation in physical activities outside of school.

- Establish partnerships with local sports organizations and clubs to provide additional opportunities for students to engage in sports and recreational activities.

7. Policy Advocacy:

- Advocate for policies at the regional and national levels that prioritize the importance of Physical Education in the overall curriculum and allocate sufficient resources for its implementation.
- Ensure that Physical Education is recognized as a core subject essential for the holistic development of students.

Implementing these recommendations can help address the identified challenges and enhance the teaching-learning processes of Physical Education in secondary schools within the Sidama Regional State, ultimately promoting the physical well-being and academic success of students.

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APPENDIX I
HAWASSA UNIVERSITY
COLLEGE OF NATURAL AND COMPUTATIONAL SCIENCES
DEPARTMENT OF SPORT SCIENCES
POSTGRADUATE STUDIES PROGRAM

1. Questionnaire filled by students

A. Introduction

Dear students: Below practices and challenges in the teaching-learning process of physical education in some selected secondary schools of the Sidama Region. The response category set is a Likert-type five-point rating scale value.

5=strongly agree

4=agree

3=undecided

2=disagree

1=strongly disagree

Based on this, for each item described below in Table 1-3 read carefully and put a “√” Mark in front of each item under the rating scale column.

Table 1. Students-related challenges affecting the teaching-learning process of physical education in secondary schools.

No	Items	Respondents				
		Likert Scale				
		SD	DA	UD	AG	SA
1	The level of your interest in learning PE activities					
2	The level of communication with the PE teacher					
3	Your interest in the importance of PE					
4	Your level of confidence in participating in different physical activities					
5	The attractiveness of your teacher's teaching method in practical classes					
6	Your attitudes of students toward PE activities					
7	Your school fulfilled adequate school facilities					

8	Socio-cultural barriers affecting your active participation in PE class					
9	Class size affects students' learning in PE class					
10	The school's physical environment affects PE practical classes					
11	Participating in physical activities is helpful for students' health					
12	Both male and female students get equal chances during PE practical classes					
13	PE teachers motivate their students to participate actively in the practical PE class					

*significant at 0.05 level of confidence SD= Strongly Disagree, DA=Disagree, UD=Undecided, AG=Agree and SA=Strongly Agree

1. በተማሪዎች የሚሞላ መጠይቅ

ሀ. መግቢያ

ውድተማሪዎች፡- በሲዳማ ክልል በተመረጡ አንዳንድ 2ኛ ደረጃ ትምህርት ቤቶች የጤናና ሰውነት ማሳገጫ ትምህርትን በመማር ሂደት ላይ ያሉ ልምድ እና ተግዳራቶች። የምላሽ ምድብ ስብስብ የሊከርት አስኬል ትክክል ትክክል አምስት ነጥብ ደረጃ መለኪያ እሴት ነው።

5=በጽኑ እስማማለሁ

4= እስማማለሁ

3= ያልተወሰነ

2=አልስማማም።

1=በጽኑ አልስማማም።

ከዚህ በታች በሰንጠረዥ ለተገለጹት እያንዳንዱ ጥያቄዎች በጥንቃቄ ያንብቡ እና በእያንዳንዱ ጥያቄ ፊት-ለፊት ባለው ደረጃ በደረጃ ይችን "√" ምልክት ያድርጉ።

ሠንጠረዥ 1. የሁለተኛ ደረጃ ትምህርት ቤቶች የጤናና ሰውነት ማሳልመሻ ትምህርትን የመማር ሂደትን የሚነኩ ተግዳራቶች ተያይዘዋል።

ተ. ቁ	ፍላጎት	ምላሽ ሰጪዎች				
		የሊከርት ልኬት				
		በጽኑ-አልስማማም	አልስማማም	ያልተወሰነ	እስማማለሁ	በጽኑ-እስማማለሁ
1	በጤናና ሰውነት ማሳልመሻ ትምህርት ለመማር ያሎት ፍላጎት ደረጃ					
2	የጤናና ሰውነት ማሳልመሻ ትምህርት ከአስተማሪ ጋር የግንኙነት ደረጃ					
3	የጤናና ሰውነት ማሳልመሻ ትምህርት አስፈላጊነት ላይ አዎንታዊ ፍላጎት					
4	በተለያዩ አካላዊ እንቅስቃሴዎች ውስጥ ለመሳተፍ ያሎት የመተማመን ደረጃ					
5	በተግባራዊ ክፍሎች ውስጥ የአስተማሪው የማስተማር ስነ ዘዴ ማራኪነት					
6	ለጤናና ሰውነት ማሳልመሻ እንቅስቃሴዎች ያሎት የተማሪዎች አዎንታዊ አመለካከት					
7	ትምህርት ቤት ወይንም በቁ የትምህርት ቤት መገልገያዎችን አሟልቷል					
8	በጤናና ሰውነት ማሳልመሻ ክፍል ውስጥ ያለዎትን ንቁ ተሳትፎ የሚነኩ ማህበራዊ እና ባህላዊ እንቅፋቶች					
9	የክፍል መጠን በጤናና የሰውነት ማሳልመሻ ትምህርት ክፍል በሚማሩ ተማሪዎች ላይ ተጽዕኖ ያሳድራል					
10	የትምህርት ቤቱ አካባቢ በጤናና የሰውነት ማሳልመሻ ትምህርት ተግባራዊ ክፍሎች ላይ ተጽዕኖ ያሳድራል					
11	በአካል ብቃት እንቅስቃሴ መሳተፍ ለተማሪዎች ጤና ጠቃሚ ነው					
12	ወንድ እና ሴት ተማሪዎች በጤናና የሰውነት ማሳልመሻ ትምህርት የተግባር ትምህርት ወቅት እኩል የመሳተፍ እድል ያገኛሉ					
13	የጤናና ሰውነት ማሳልመሻ አስተማሪዎች ተማሪዎቻቸው በተግባራዊ ክፍል ውስጥ በንቃት እንዲሳተፉ ያነሳሳቸዋል					

Appendix-II

Interview questions for Teachers and Principals

1. What is the availability of instructional materials in your respective schools?
2. What is the number of Physical education periods allotted per week?
3. What seems the preparation of Physical education teachers for teaching?
4. What is your attitude towards physical education as compared to other subjects?
5. To what extent are school leaders fulfilling physical education facilities and equipment for teachers?
6. What seems the level of students' interest in participating in physical education practical activities?
7. What do you think concerning the possible solutions to improve the teaching-learning process of Physical education in your respective school?

APPENDIX III
HAWASSA UNIVERSITY

COLLEGE OF NATURAL AND COMPUTATIONAL SCIENCES

DEPARTMENT OF SPORT SCIENCES

Schools observation checklist

This tool is designed to scrutinize the availability of certain physical settings, behaviors, and actions in the teaching-learning process of physical education in selected secondary schools. Please state your level of opinion for each given statement using the following scales

1= sufficient 2= average/fair 3= insufficient/low

No	Variables to be Observed	Rating Scale		
		1	2	3
1	Availability of playground			
2	Availability of sports equipment and facilities			
3	Availability of materials support teaching the subject			
4	Availability of dressing room			
5	Provision of equal opportunity during physical activities			
6	Wearing appropriate sports clothes during practical classes			
7	Warming up before exercise			
8	Availability of instructional materials			
9	Level of Active participation of students in physical activities			
10	Physical activities during practical session			
11	Teachers encourage students during sports activities in the field			