

Physical Education Practice and Challenges, with Particular Reference to Bishaw W/Yohanis Secondary School, Bonga City, Kafa Zone, South West, Ethiopia

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Abstract

Physical education is one of the disciplines that enable people and society to take part completely in the development process by exposing them to information, ability, skills, and attitudes. The primary objective of the study was to assess and analyse the challenges involved in the physical education teaching and learning process. The descriptive survey method, stratified random sampling, and accessible and available sample techniques were all used in this study. The study was conducted in Bonga City's Bishaw Wolde Yohanis Secondary School. Two (2) school directors, three (3) PE teachers, and 130 pupils from the school completed a questionnaire while the principals of the school were questioned. During the study, researchers also employed an observation checklist. We used frequency or a table of responses from the respondents.

Methods both quantitative and qualitative were used to analyse the data. The major challenges in the practise of teaching and learning physical education were identified by the research as being the following: a negative attitude, a lack of interest on the part of PE teachers and students in the PE teaching and learning process, and a lack of adequate facilities to support the learning process. The study found that in order to enhance and strengthen the delivery of PE programmes at Bishaw Wolde Yohanis secondary school, PE teachers, school directors, the Education Bureau, students, and student's parents, particularly the school neighbourhood's residents or communities, should collaborate and share information. The study recommended that school administrators be aware of the challenges faced by PE teachers and take the necessary steps to overcome them in order to boost student participation and PE teachers' interest in the PE department. Aside from that, the Ethiopian minister of education ought to review the PE curriculum, add more classes to the week, and incorporate PE in the school-leaving exam.

Key words; Physical Education, practice, challenge, teaching, learning

Introduction

One of the disciplines that enable people and society to fully participate in the development process by exposing them to knowledge, capability, skills, and attitudes is physical education. Respect for democratic values and human rights are fostered by education, which in turn serves to create the circumstances for inter-group cooperation, peace, and harmony.

Education enables people and societies to actively engage in the development process by providing individuals and communities with the essential knowledge, skills, talents, and attitudes. The main purpose of education is to increase people's ability to solve problems and create new ideas and cultures at all levels, starting with the most fundamental. Since education cannot work in isolation; it must be integrated with research, practise, and development that support the broader development of society. According to studies by Allender and et al. (2009), engaging in aerobic, muscle- and bone-strengthening physical activity on a regular basis can help prevent the age-related decrease of bone density.

Bailey (2009) claims that children's growth in the five areas of physical, life style, social, affective, and cognitive development can

be used to interpret the outcomes of physical education. all layers of ideologies and cultural traditions, starting with the most fundamental.

Physical Progress - According to Bailey (2009), schools provide the social setting where children and teenagers can develop their physical abilities and participate in physical activity. Regular physical activity is linked to a lower risk of developing a number of diseases.

Development of a lifestyle - According to Bailey (2009), a number of variables support the growth of physical activity as a component of a healthy standard of life. Numerous studies indicate that healthy behaviours picked up as children are retained as adults.

The Development of Affect - Regular physical activity can benefit children's and adolescents' emotional health (Bailey, 2009). Strong evidence exists about children's self-confidence. Reduced stress, anxiety, and sadness have all been listed as additional advantages of regular exercise.

societal advancement - The notion that PES favourably influences people's social development and pro-social personalities has been around for a while, according to Bailey 2009. Since both natural and unnatural social interactions frequently occur in the physical education and sport (PES) environment and since students tend to interact with others in public, both positive and negative social behaviours can develop.

Cognitive development

According to Curry (2012), PE must be seen from the same perspective as every other subject. Curry and identifying kids who may have untapped potential or who need more assistance. The practical and theoretical teaching of physical education programmes plays a significant role in the development of all-encompassing personal qualities (physical, social, mental, and emotional), as well as the capacity to remain healthy and capable throughout one's life. The time isn't enough for students to develop both academic and practical components, though.

The distribution of instructional time, class size, instructor qualifications, testing and evaluations, interscholastic competitions, and the use of technology are just a few of the challenges that PE teachers in Ethiopian high schools must overcome. Despite the fact that everyone agrees on the importance of physical education, many schools have been forced to scale back or even discontinue some PE programmes because of competition from other academic programmes. In order to help Bishaw Wolde Yohanis Secondary School achieve its aim of high school-level physical education teaching and learning, the research's main goal was to pinpoint potential solutions. The following questions were addressed to the researcher in order to fulfil the overall goal:

- What was the primary factors influencing the teaching and learning processes in physical education programs?
- How well-prepared are the teachers for teaching physical education in the school?
- What challenges face PE teachers as they teach and facilitate learning in both theoretical and practical classes?

Material & methods

Research design

The research is of the descriptive survey variety. The study has described the physical education teaching and learning procedures as well as the main difficulties encountered at the Bishaw with Yohanis Secondary School of Bonga City.

For this study, for example, the descriptive survey method produced both qualitative and quantitative data. Because the descriptive survey approach allows for the collection of opinions, attitudes, and recommendations for educational practise while also assisting in the explanation of educational phenomena in terms of the conditions or relationships that were held by

educators, school administrators, and students. The researcher can also assess the teaching-learning process and factors impeding their execution, which are the main challenges the physical education department at Bishaw wolde Yohanis Secondary School faces (Kou, 1998).

Study area

With an average latitude and longitude of 7°16'N and 36°14'E and an elevation of 1,714 metres above sea level, Bonga, the capital of the Kafa zone, is located in the south-western people's regional state of Ethiopia, 469 kilometres away from Addis Abeba, the country's capital.

Sources of data

In this study primary data source were taken according to the nature of the problem. The primary data was obtained from questionnaires, observation and interview.

Sampling size and techniques

Three (3) government secondary schools are located in Bonga city's education department. One of them is the secondary school in Bishaw with Yohanis. Due to the problem's sensitivity and accessibility to transportation, the researchers chose this school through the purposive sampling method.

The researcher has used stratified random sampling method to draw a sample of each grade of students which enables the researchers to include at equal ratio from each grade and gender. Additionally the researchers also used available or census sampling technique to select three PE teachers and two school directors. According to (Miller and Smith, 1983 and ISRAEL, 1992) taken 10 % of total population of students for the study is appropriate whenever there is large total population. However, at present the total population of the study of the school is low in numbers so the researcher have take 10% of the total population for the study among students. $N = 1296 \times 0.1\% = 130$. In light of the number variation in grade proportion in each grade, 130 students were chosen as a sample from all grades.

A total of 135 respondents—three physical education teachers, two school directors, and 130 students—were needed to provide feedback on the obstacles of teaching physical education in Bishaw with Yohanis high school as well as the teaching and learning process.

Data collection instruments

Data were gathered through surveys, structured interviews, and observation. As a result, questionnaires were used to collect data that was quantitative, and observation was utilised to collect data that was qualitative. A questionnaire made up of closed-ended questions was developed to ask about sport facilities, the availability of PE activities, and the potential development of PE in the sample districts of Bonga city, Kafa zone, in order to quickly gather a lot of information from students, PE teachers, and school principals.

Data Analysis

In order to create a meaningful concept, the information gathered through questionnaires, structured interviews, and observation was examined, interpreted, and tallied. The closed ended and open ended questionnaire employed for both teachers and students are analyzed by percentage in table and each table contains the item, the number and percent of respondents for each question. The data collected through questionnaire, interview and observation was analyzed and interpreted by using frequency or respondents' table. The data was analyzed by using both quantitative and qualitative methods.

Results

4.1. Background information of respondent

1. Response obtained from Teachers

As shown in table 1 below, the study's sample includes fourteen physical education teachers from a chosen high school in Bishaw with Yohanis, as stated in table 1 below. The researchers decided to include about 100% of the population as study participants in order to increase the representativeness of the sampling and the value of the study.

Table1: PE Teachers information

N0	Total teacher			Age							
				20-30		31-40		41-50		51-60	
	Sex	No	%	No	%	No	%	No	%	No	%
1	M	2	66.66%	1	33.33%	-	-	-	-	-	-
2	F	1	33.33%	1	33.33%	1	33.33%	-	-	-	-
3	T	3	100%	2	66.33%	1	33.33%	-	-	-	-
			%								

Table 1 displays the distribution of ages. A total of 66.66% of teachers fall within the 20–30 age range, 33.33% fall within the 31–40 age range, and the remaining replies fall within the 41–60 age range.

Table 1: Education Background of physical education teachers

No	Sex	Certificate	%	Diploma	%	BSc.Degree	%	Master	%
1	F	-	-	-	-	1	33.33%	-	0%
2	M	-	-	-	-	-	-	2	66.66%
3	T	-	-	-	-	1	33.33%	2	66.66%
G/TOTAL		-	-	-	-	1	33.33%	2	66.66%

When we see the above table, which shows educational back ground of teachers from the 33.33% of respondents are BSc. degree holders, and 66.66 % are Master's degree holders while 33.33% are female and 66.66% are male.

Table 2 : Distribution of sampled teachers' respondents by years of eservice

No	Sex	1-5		6-10		11-15		16-20		21>	
		No	%	No	%	No	%	No	%	No	%
1	F	-	-	1	33.33%	-	0%	-	0%	-	0%
2	M	2	66.66%	-	-	-	0%	-	0%	-	0%
3	T	2	66.66%	1	33.33%	-	0%	-	0%	-	0%

Of the total number of teachers, (2) 66.66% of the male respondents have one to five years of experience, according to the previous table. While only 33.33% of female teachers and none of the male teachers had between six and ten years of experience, respectively. The remaining responders, both male and female, have served for anywhere between 11 and 21 years.

Discussion on delivered Questionnaire

Discussion of responses to a questionnaire that included 27 different sorts of written questions, both closed-ended and open-ended, that was produced for teachers and students at the mentioned high schools. The written questions aim to prompt thought and conversation while evaluating the overall teaching-learning process and physical education delivery system. This method is essential for pinpointing the challenges and problems experienced by Yohanis' physical education instructors in the secondary school used as an example in Bishaw. We have created an indication on each question's responses based on questionnaires that were distributed to teachers. The tables below show that the written close-ended question was examined and divided into four main sections. The information gathered through open-ended questions, observation, and interviews is included as supplements to the text when appropriate.

Responds by teachers

Table 3 : Responds by teachers for questionnaire 1 - 3

No	List of Questionnaire	High		Medium		Low		Very low	
		No.	%	No.	%	No.	%	No.	%
1	How is your interest in teaching physical education?	1	33.33%	1	33.33%	1	33.33%	–	–
2	How much you participate in sport activities to enhance or make solution for efficiency of material?			1	33.33%	1	33.33%	1	33.33%
3	How much the PE curriculum is appropriate?			1	33.33%	1	33.33%	1	33.33%

Table 4, indicates teachers response on their interest towards teaching physical education (33.33%) of the respondents has showed high interest on teaching physical education, (33.33%) of those are Medium and (33.33%) are also is indicated Low. According to their explanation in the open-ended question as to why their interest is low, the reason is because most schools don't have suitable conditions for teaching physical education, such as an acceptable playground, resources, a shower, or a storage facility. Similarly, the researcher observed those conditions.

According to an interview with the school administration, the majority of instructors lack motivation to do their task correctly and are unable to serve as role models for their students. The directors and department head were questioned about the aforementioned issue, and it was discovered that the scenario did really mirror this fact. But it might be inferred from this that the teachers, department heads, and directors aren't carrying out their responsibilities correctly or responsibly. As observed on the table the response on participate in sport activities to enhance efficiency of materials no teachers response is High, 1(33.33) are medium, 1(33.33) are low and remain 1(33.33%) is very low.

In addition, the response on appropriateness' of curriculum on PE (Physical Education) shows that no teachers responds are High, 1(33.33) are medium, 1(33.33) are low and remain 1(33.33%) is very low.

In fact, in such a circumstance it is exceedingly difficult, if not impossible, to attain the educational objectives. Teachers were questioned about how they felt about the designed syllabus in terms of the time given in relation to this point. The teacher stated that our school does not have a physical education curriculum in answer to the researcher's (open-ended) enquiry about the success of the PE programme. As a result, the vast majority of educators believe that the suggested syllabus and its adaptable teaching and learning strategies are successful. However, the fact that there are so few allocated class periods presents a significant challenge for teachers in putting the curriculum into practise. That is, let alone one period even two periods per week are not enough to implement the syllabus as designed. Because of this, the teacher is not even interested in considering the practical sessions, much less covering them thoroughly. When issues with period allotment arose, it was possible to be reluctant and to let the students play ball games.

In addition it is believed that the period distribution (be it one or two per week) must be conducive for practical lessons. That is, it should be before break and it should not coincide with the time of the greatest solar isolation of the day. It is found that in most of the schools, the period distribution is not good for physical education.

Table 4 : Responds by teachers about below question

No	List of Questionnaire	Yes		No	
		No.	%	No.	%
1	Are there any challenges that affect You to teach physical education, especially practical parts in the field?	1	33.33%	2	66.66%
2	Do you think that the society's culture affects PE participation in learning and practicing sports activities, especially in the field?	2	67%	1	33.33%
3	Do your schools have enough teaching material?			3	100%
4	Do you think students actively participate during PE class?	2	66.66%	1	33.33%
5	Is the credit is appropriate to finish PE text book?	1	33.33%	2	66.66%
6	Do your relationship with the school administrator is good?	3	100%	-	-

As table 5, teacher's response on any challenges that affect to teach physical education, especially practical parts in the field? Shows that 66.66% of them answered yes and the rest 33.33% say no.

Last but not least, is the availability of materials is the main challenges to hinder practical class? With this respect the teacher had observed that there are little or no materials for practical activities especially basketball, gymnastic, athletics and handball in most school. The reasons why there is a great shortage of those materials are:

- There is a great shortage of many as described by the directors of the school.
- There is lack of suitable training fields or there is no play ground is the reason.
- Lastly, there is a horrible situation that is unanticipated; this issue is caused by the school administrator and PE teachers' disregard for the subject matter and their duties.

The question of how conducting physical education activities in the field affects society's culture is shown on the table above. In response to this question, 66.66% of respondents agreed, while the remaining 33.33% disagreed. By chance, there was enough instructional material to support the teaching and learning process of physical education, and at the same time, all

teachers responded in the affirmative. The question that asked about teachers is motivating their students in teaching class. Moreover, 66.66% the response on the participation of the student on Physical education class show that positive and the rest 33.33% negative.

The response on the assigned credit hour of appropriateness to finish PE text book, shows that 33.33% of the response said appropriate and the rest 66.66% is said no.

Table 5 : Responds by teachers about class size

No	List of Questionnaire	Below 20		21-40		41-60		61 and above	
		No.	%	No.	%	No.	%	No.	%
1	How is the class size during teaching physical education?					3	100		
							%		

Table 6 : Responds by teachers about how many period they have in a week

No	List of Questionnaire	<15 Period		16-20		21-30		>31	
		Period		Period		Period		Period	
		No.	%	No.	%	No.	%	No.	%
		No.	%	No.	%	No.	%	No.	%
1	How many periods do you have in a week?	3	100%						

As shown in Table 6 above, 100% of respondents indicated that the appropriate class size for physical education is between 41 and 60 students. And in table 7, the responses show that all teachers have fewer than 15 periods per week, with no respondents having more than 16–31 sessions per week. As the same time questionnaires on Physical Education presented and deliver for their response to sample students from respected selected sample schools, I also have made an indication on each question responses below.

2. Response obtained from students

Table 7 : Background information of students' respondent by their age

Grade	sample of F and M students				Total		Age					
	M	%	F	%	No	%	13-16	%	17-20	%	21>	%
9 th	28	21.5%	25	19.2%	53	40.7%	26	20%	20	15.3%	22	2%
10 th	18	13.8%	14	10.7%	32	24.6%	10	7.6%	13	10%	46	3%
11 th	12	9.2%	14	10.7%	26	20%	6	4.6%	12	9.2%	44	3%
12 th	7	5.3%	12	9.2%	19	14.6%	3	2.3%	8	6.1%	65	5%
Total	65	50%	65	50%	130	100%	45	34.6%	53	40.7%	177	13%
Grand%												

The study, as was described in the first portion of this chapter, involved a total of 130 students. The responses in the table above indicate that Yohanis attended a certain Bishaw secondary school. Table 8 shows that among the respondents, there are 65 (or 50%) female respondents and 65 (or 50%) male respondents. The researcher selected 53 students, or 40.7% of the population, from grade 9, 32 from grade 10, 26 from grade 11, and 19 from grade 12, to participate as representative students in this study. This represents roughly 10% of the population.

Since the student age is also shown in the preceding table, 45 responders (or 34.6% of the total) are between the ages of 13 and 16. 53 (40.7%) of the respondents are between the ages of 17 and 21, while 24.6% are between the ages of 32 and 21. Therefore, it is clear from the preceding data that young students make up the bulk of the student body.

Table 8 : Responds of students for questionnaire 1 - 6

No	List of Questionnaire	Yes		No	
		No.	%	No.	%
1	Are you interested to learning physical education?	116	89.2%	14	10.7%
2	Is there any challenge that hinders you to participate in PE class?	88	67.6%	42	32.3%
3	Do you think your PE teacher motivate you?	109	83.8%	21	16.1%
4	Do your schools have enough teaching material?	120	92.3%	10	7.6%
5	Do you think that the societies culture affect learning practical Activities of PE class?	82	63%	48	37%
6	Is the period per week enough?	118	90.7%	12	9.2%

As described in table 9, 116 students, or 89.2% of the class, are interested in learning physical education, whereas 14 kids, or 10.7%, are not.

The lack of knowledge (it likes simple subjects), the reputation of the lesson, which indicates to say the subject is invalid or only for refreshment, the subject is not included in entrance exams, and the lack of model qualified professionals in accordance with their income and their work are additional information that was gleaned from the open-ended question on why those students respond no.

The above Table also shows 88(67.6%) of students said yes means there are challenges and hinder to participate in PE and 42 (32.3%) are said No there is no. as this shows the majority of response indicates factors those affect participation of students. As open ended question those challenges are, naturally lack of student's interest, sport wears and health, in every grade there is reputation of lesson with this reason the subject is to be unchangeable and boring, Lack of available material, lack of teacher that should be model for students and lack of available playground.

On the other hand, 109 respondents (83.8%) agreed that teachers stimulate their students, while 21 respondents (16.1%) disagreed. The majority of students, 120 (92.3%), disagreed and claimed there is luck of enough teaching material for teaching and learning process of physical education class, whereas 10 (7.6%) of the students responded positively and said their particular schools have enough teaching resources.

In general, as illustrated in table 9 above, of the 1296 responder pupils, 82 (63%) answered "yes" and 48 (37%) answered "no." Physical education (PE) exercises on the field raise the subject of how their society's culture is impacted. However, 118 (90.7%) of the students said that there are sufficient weekly class periods for the subject, whereas 12 (9.2%) disagreed and responded that there are not sufficient class periods for the subject.

No	List of Questionnaire	High		Medium		Low		Very low	
		No.	%	No.	%	No.	%	No.	%
1	Do you give equal participation for physical education like other subject, in learning and practicing the discipline both in class and in field? This is yes or no question.	40	30.7%	68	52.3%	15	11.5%	7	5.3%
2	What are the societies or communities Attitude towards Practicing physical education?	14	10.7%	65	50%	42	32.3%	9	6.9%
3	How much you are interested to engage physical education field activities?	49	37.6%	60	46.1%	15	11.5%	6	4.6%

Table 9 : Responds of students for questionnaire 1 - 3

Table 10 showed that 68 (52.3%) of the students have medium attention, 40 (30.7%) of the students pay high attention and actively participate in physical education class, while 15 (11.5%) pay low attention and only 7 (5.3%) of them actively participate in physical education.

In addition, data obtained from open ended question students responds about the reason why their attention is low for this subject, it is because of lack awareness and available playground, naturally lack of student's interest, In every grade there is reputation of lesson with this reason the subject to be unchangeable, shortages of available material and awareness of teacher that should be model for students.

Additionally information that obtained from interview and observation implied the same answer like those listed above. The student's response on the society attitude on physical education, 14 (10.7%) of the respond is high, 65 (50%) is medium, the remain 42 (32.3%) is low and very low by 9 (6.9%) of the student.

In addition, the respond based on the interests of students on the engagement of field activities in physical education 49 (37.6%) of participant answered are high, 30 (46.1%) is medium, 15 (11.5%) is low and 6 (4.6%) is very low.

Table 10 : Responds of students for questionnaire 1

No	List of Questionnaire	Practical class		Theoretical class		Both	
		No.	%	No.	%	No.	%
1	Which part of your class do you like more?	139	11%	452	35%	705	54%

Table 11 above shows that the student response on what they like to be the PE class is, indicate that 14 (10.7%) of the students want only practical class, 46 (35.3%) are want the class to be theoretical and 70 (53.8%) are want the class to be both.

4.3 Discussion on classroom and field observation

The focus of the discussion on the classroom and field observation in the sample high school physical education classes was on what we saw in the classroom and field.

The researcher made an indication on each table's indicated points based on the observation table. The observation was centred on four main and fundamental observational locations, and we provided a checklists for the observation based on those points.

As the observer seen facility the sample school compound observation presented as follow. In the first place school of teaching

rooms' facilities in each are observed as very good .

On the observation to see whether there are adequate seats and toilet in the school compound. We have observed that all schools have sufficient adequate seats and good toilet conditions.

Discussion

- To ensure that health and physical education teachers have the necessary conviction, attitude, skill, and expertise in using various methods, educational training, etc., directors and/or owners of schools, particularly those with problems, should organize follow-up training and consultative workshops in collaboration with Bonga City Education Office Administration.
- The interested parties, especially the minister of education, should look for additional periods based on the nature and significance of the subject in order to achieve successful teaching and learning, since the allotment of time should be based on careful research.
- Kafa zone education office in collaboration with the investment office, the city council and other concerned peoples and organizations have to solve the school problems, i.e. play grounds, and the sport materials, and facilities.
- The school director should give due emphasis to the evaluation and appreciation of teacher and period of health and physical education arrangement schedule. This could mitigate or overcome the problem, overlapping the periods, with the highest solar isolation of the day and not to arrange it just before tough subjects and just after meal.
- Concerned officials should arrange means by which the allotted two periods of the subject that are allotted on the curriculum will be properly maintained; so that problem of lack of enough period allotment in school will be lessened.
- The government school's budget allocation needs to be carefully monitored by the school and the Bonga city administration education office in order to ensure that the necessary supplies are purchased in appropriate quantities.
- Lastly but not least, concerned body of the Bonga city administration office or owner of the school should prepare additional classes in the school to minimize the challenges and factors comes with large number of student in a class.

Conclusions

The following conclusion points were drawn from the study.

- The majority of physical education teachers lack the proper enthusiasm for their field. As a result, many teachers are less inclined to carry out their obligations and responsibilities as professionals.
- Many teachers are ineffective at teaching the subject; they don't employ a variety of techniques or tools well, instead using reputation lessons that are boring and don't provide pupils the chance to participate in the teaching and learning process.
- The school environment in the study region is insufficient for the instruction of physical education. This is because, among other things, the school lacks a sufficient playground, a changing space, a shower, and a store.
- In many ways, the physical education period allocation and school program (Schedule) have major issues. For starters, it is insufficient, and secondly, it is improperly organized in the curriculum. That usually ends at the peak of solar isolation, however it can also be planned to occur after a meal and before a challenging subject.
- Most teachers in this school are not fulfilling their duties such as in teaching: where as they give their period for another subject. They are mostly careless because of lack of support, lack of appreciation etc. As this result they respond to question about curriculum is “in our school there is no physical education curriculum “truly it likes.

Conflicts of interest - None

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