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Challenges of Providing Quality Physical Education. Evaluating Primary School Teachers' Experiences in Some Selected Zones of South Nations, Nationalities and Peoples Regional State in Ethiopia

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Abstract
The purpose of the present study was to investigate teachers' experiences of the challenges in providing quality physical education and, to compare the magnitude of these challenges in between the sampled Zones. The study utilized a descriptive cross-sectional survey design. Hence, Questionnaire of 6-point rating scales (Strongly Agree (5), Agree (4), agree a little bit (3), Disagree a little bit (2) , Disagree (1) and strongly Disagree(0) was designed to enable respondents rate their experiences of school-related, teacher-related and student-related challenges and piloted in two (2) public primary schools. Test-retest method was used to test the reliability and a correlation coefficient of 0.72 was obtained. The respondents were 210 (two hundred ten) physical education teachers from randomly selected Zones (35 teachers from each Zone). Hence, the total of 210 questionnaire were distributed and, 210 responses were received, a response rate of 100%. Cronbach's coefficient alpha was used to confirm the internal consistency reliability between items on each challenges (r=0.72). Data analysis was conducted by SPSS Version 25. Descriptive statistics was used to show frequency and percentage of respondents back ground information, and the status of challenges experienced by teachers in sampled Zones, One-way ANOVA was computed to analyze the differences among challenges experienced by teachers in between Zones and LSD post hoc was conducted to determine which differ from the other in relation to challenges. The findings indicate that all selected zones have Institution/school-related, Teacher-related and Student-related challenges experienced by teachers. ANOVA analysis revealed that there was statistically significant difference in teacher-related challenges between sampled Zones ($F_{5, 204}$ =4.912, P<0.05). it was also found out that there was no significant difference in school- related challenges between sampled Zones(P=0.088) and student-related challenges between sampled Zones(P=0.25).
Keywords: Institution/school-related challenges, Primary school, Quality Physical Education, Student-related challenges, Teacher- related challenges, Zones.

1. Introduction

Physical education as that part of the educational experience provides learners with the opportunity to become aware of and engage in physical activity that is whole bodied, intrinsically valuable and personally meaningful within the context of learners' social and environmental setting.

Physical education also provides students with many opportunities to improve their overall lifestyle. First and foremost, it provides students the opportunity to improve their physical fitness, development, and health. According to Bailey et al. (2009), consistent participation in physical activity is associated with a longer and better quality of life, reduced risk of disease, and several psychological and emotional benefits. Also, Bailey et al. (2009) stated that basic movement skills are taught in physical education classes which provide students the opportunity to apply those skills into a sports or recreational setting. Physical Education also provides students the opportunity to enhance their social and cognitive development.

With exercise and activity habits commencing early in life and the development of healthy lifestyle behaviors among children and adolescents translating into reduced health risks in adulthood (Dobbins, De Corby, Robeson, Husson, & Tirilis, 2009), quality education at an early age is paramount. Hence, schools have been identified as key health settings and are being called upon to give greater attention to their physical education and physical activity programs (Naylor & McKay, 2009; Pate et al., 2006).

As to Ettl B, etal. (1998) Quality physical education programs during school (1) provide children and adolescents with an opportunity to learn, (2) are developed and led by qualified teachers, (3) have appropriate content, and (4) follow appropriate instructional practices.

Furthermore, the benefits of participation in physical education are numerous and have been highlighted by Bailey et al. (2009), who categorize them as being physical, lifestyle, affective, social, and cognitive.

However, it becomes increasingly difficult to provide quality physical education and physical activity opportunities in schools when constrained by many challenges.

Barriers within schools that restrict teachers providing physical education programs have been classified by Morgan and Hansen (2008) as being either *institutional* (outside the teachers' control) or *teacher-related* (arising

from the teachers' behavior).

Previous research has highlighted many *institutional* barriers including budget constraints, scarce resources, reductions in time provisions in the curriculum, the absence of professional development, the crowded curriculum itself and the lack of facilities and equipment (Commonwealth of Australia, 1992; Hardman & Marshall, 2008; Le Masurier & Corbin, 2006; Morgan & Hansen, 2008). Similarly, Dwyer et al. (2003) reported that the lower priority given to physical education, the absence of performance measures for physical education and activity, and insufficient infrastructure were the three major *institutional* barriers identified by generalist elementary teachers in Canada to the provision of a curriculum that was capable of meeting the health and physical education guidelines.

Most *teacher-related* barriers have been reported in primary school studies (Barroso, McCullum-Gomez, Hoelscher, Kelder & Murray, 2005; DeCorby, Halas, Dixon, Wintrup & Janzen, 2005; Dwyer et al., 2003; Morgan & Hansen, 2008). The barriers described include possessing low levels of confidence or interest in teaching physical education, being unable to provide safely planned and structured lessons, having had personal negative experiences in physical education and lacking training, knowledge, expertise and qualifications to provide physical education (De Corby, Halas, Dixon, Wintrup & Janzen, 2005; Morgan & Bourke, 2005; Xiang, Lowy & McBride, 2002).

Previous research on children's and adolescents' self-reported barriers to participation in physical education and physical activity has also reported changing attitudes to activity and physical education, adolescents' decision making favoring more sedentary activities, the importance of peer pressure or desire for peer approval when choosing activities, the changing fitness levels of students, student unwillingness to participate, a dislike of activity, a lack of understanding of the benefits of physical activity and a decline in student interest (Boyle et al., 2008;Common wealth of Australia, 1992; Dagkas & Stathi, 2007; Sherar et al., 2009; Trudeau & Shephard, 2005).

Besides these, Jenkinson and Benson, in their study on Barriers to Providing Physical Education and Physical Activity in Victorian State Secondary Schools in Australia has also found the student-related barriers such as Lack of student engagement ,Expressed dislike for activity ,Lack of intrinsic and extrinsic motivation and Intrapersonal barriers in primary schools and Student engagement, Lure of sedentary behavior, Low fitness levels therefore potentially lower ability, Socioeconomic status of student, Levels of encouragement and motivation ,Peer support, Peer pressure, Intrapersonal barriers , and Lack of motivation/laziness in secondary schools (Jenkinson, Kate A. and Benson, Amanada C. 2010).

Furthermore, Mengistu G (2018) in his study on challenges of providing quality physical education in some selected public secondary schools of Wolaita Zone, one of the administrative areas in current study area , has significantly found out that all selected schools have Institution-related, Teacher-related and Student-related challenges.

2. Research questions

1. Are there institution/school-related, teacher related, and student related challenges experienced by primary school teachers in hindering the provision of quality physical education?
2. Is there difference in the magnitude of challenges experienced by teachers in some selected Zones of the Regional state?

3. MATERIALS AND METHODS

3.1. Study design and Sampling

Descriptive cross-sectional survey was used in conducting this research. Because, as Best & Kahn (2006) state, descriptive research deals with the relationships between variables, the testing of hypothesis and the development of generalizations, prediction of future phenomena is possible (p. 118). Besides this, a survey design provides a quantitative or numeric description of trends or opinions of a population by studying a sample of that population (Cresswell, 2009).

Six (6) administrative zones of the regional state were selected by simple random sampling. Then, 210 primary school physical education teachers (35 teachers from each zones) attending the summer-in- service BSc degree program in Wolaita Sodo University were selected by convenient sampling as the study subjects.

3.2. Data Collection Tools

Questionnaire of 6-point rating scales (Strongly Agree (5), Agree (4), agree a little bit (3), Disagree a little bit (2), Disagree (1) and strongly Disagree (0) was designed. The English version of questionnaire was translated in to Amharic version to avoid language barriers in understanding the questions that helps to find clear and pertinent information and was piloted in two (2) public primary schools. The two (2) schools were not included in the study. Test-retest method was used to test the reliability of the questionnaire a correlation coefficient of 0.72 was obtained.

3.3. Data Analysis Methods

Data analysis was conducted by SPSS Version 25. Analysis consisted of frequency statistics including means, standard deviations and percentages for all demographic variables, and the barriers experienced by physical education teachers.

One-way ANOVA was computed to analyze the differences among challenges in selected Zones and LSD post hoc was conducted to determine which zones differ from the other in relation to challenges. The significance level of tests was $\alpha < 0.05$.

4. Results

From the total of 210 questionnaire distributed for respondents from sampled zones, 210 responses were received, a response rate of 100%. Hence, the data were analyzed and the findings were presented as follows:

Descriptive Statistics of the Respondents Characteristics

Data analysis revealed that male respondents constitute 61.4% and female respondents constitute 38.6 % of the total respondents. Whereas, regarding the respondents age, it was found out that majority of physical education teachers (43.8%) lie in the age category of 26-30 years followed by those under the category of 20-25 (34.3%) and the least only 8.1% is under the age of 36 and above years. Whereas regarding the teaching experience, the greatest percentage (45.7%) of physical education teachers have teaching experience of 6-10 years.

Table 1: Descriptive Statistics of Challenges Experienced by Teachers in Providing Quality Physical Education.

		N	Mean	Std. Deviation	Std. Error
School- related challenges	Dawro Zone	35	4.17	.49	.08
	Gamo Gofa Zone	35	4.08	.59	.09
	Hadiya Zone	35	3.97	.68	.11
	KambataTambaro Zone	35	3.87	.66	.11
	Sidama Zone	35	4.22	.71	.12
	Wolaita Zone	35	4.24	.61	.10
	Total	210	4.09	.63	.04
Teacher- related challenges	Dawro Zone	35	2.89	1.00	.16
	Gamo Gofa Zone	35	2.95	.92	.15
	Hadiya Zone	35	3.02	.83	.14
	KambataTambaro Zone	35	2.66	1.05	.18
	Sidama Zone	35	3.41	1.08	.18
	Wolaita Zone	35	3.61	.69	.11
	Total	210	3.09	.98	.06
Student-related challenges	Dawro Zone	35	3.44	1.14	.19
	Gamo Gofa Zone	35	3.36	.94	.15
	Hadiya Zone	35	3.44	.88	.14
	KambataTambaro Zone	35	3.37	1.32	.22
	Sidama Zone	35	3.58	1.21	.20
	Wolaita Zone	35	3.91	.80	.13
	Total	210	3.52	1.07	.07

It is clearly indicated in the above table that sampled zones have school- related challenges that primary teachers were experiencing in providing quality physical education with average mean scores M= 4.09±.63. The higher mean score M=4.24±.61 was revealed in Wolaita zone whereas the lower mean score M= 3.87±.66 in Kambata Tambaro zone.

Regarding the teacher-related challenges/barriers, all sampled zones have challenges with average mean score M=3.09±.98. However, here, there were two zones whose mean score was almost nearly 3 that indicated there was slight teacher-related challenges in Dawro zone and Gamo Gofa zone.

The table again reveals that there were student-related challenges experienced by primary teachers in providing quality physical education with the average mean score M=3.52±1.07 where Wolaita zone has the higher mean score M=3.91±.8 and Gamo Gofa zone has lower mean score M=3.36±.94.

Table 2:- ANOVA Table for challenges experienced by Primary teachers in providing Quality Physical Education

ANOVA						
		Sum of Squares	df	Mean Square	F	Sig.
School-related challenges	Between Groups	3.835	5	.767	1.946	.088
	Within Groups	80.424	204	.394		
	Total	84.260	209			
Teacher-related challenges	Between Groups	21.687	5	4.337	4.912	.000
	Within Groups	180.139	204	.883		
	Total	201.826	209			
Student-related challenges	Between Groups	7.619	5	1.524	1.337	.250
	Within Groups	232.492	204	1.140		
	Total	240.111	209			

A one-way ANOVA was conducted to compare the difference in school-related, teacher-related and student-related challenges experienced by primary school teachers in sampled zones. hence, it was found out that there was no significant difference in school- related challenges between sampled zones(P=0.088) and student-related challenges between sampled zones(P=0.25). However, there was significant difference in teacher-related challenges between sampled zones($F_{5, 204}$ =4.912, P<0.05) with LSD post hoc test revealing that the mean scores of teacher-related challenges experienced by primary school teachers in providing quality physical education are higher in Sidama Zone than Dawro Zone(P=0.021), Gamo Gofa Zone(P=0.04), and Kambata Tambaro Zone(P=0.001). As well, Wolaita Zone has higher mean score than Dawro Zone (P=0.002), Gamo Gofa Zone (P=0.004), Hadiya Zone (P= 0.01), and Kambata Tambaro Zone (P=0.00). Whereas, a statistically significant difference in teacher-related challenges was not found between other zones.

5. DISCUSSION AND CONCLUSION

The objective of the present study was to evaluate teachers' experiences of challenges in providing quality physical education. This research also aimed to compare the magnitude of these challenges between the sampled Zones. Hence, the findings revealed that all selected Zones have institution/school-related challenges, teacher-related challenges and student-related challenges with the highest average mean scores of Institution/School-related challenges. This finding is in congruence with the results reported by Morgan and Henson as the challenges or the barriers being either institutional or teacher related (Hardman, 2008; Le Masurier & Corbin, 2006; Morgan and Henson, 2008; Mengistu, 2018).concerning, the finding of teacher- related challenges, it is found in line with the results reported by previous studies (Barroso, McCullum-Gomez, Hoelscher, Kelder & Murray, 2005). Regarding the students related challenges, the present study findings were consistent with the results of previously reported research (Trudeau and Shephard, 2005; Sherar *et al*., 2009) and Boyle, Jones &Walter, 2008). On the other hand, the findings also indicate that there was statistically significant difference in teacher-related challenges in between sampled Zones.

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