

Practices of Teaching Physical Education among Public & Private High Schools in Hawssa City Administration

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Abstract

The purpose of this study was to relate the practice of teaching physical education in public and private secondary school in Hawassa city administration. This study employed descriptive research design and mixed research methods including both qualitative and quantitative method, in which the concerned bodies (teachers and school students) were participated. To investigate the practice quantitative research approach, descriptive survey methods were used. To select respondents of the study, simple random sampling technique particularly the lottery method for students and available sampling technique for teachers were used. In order to collect data, researcher used questionnaires; interview and observation were the employed instruments. Questionnaire was distributed to 352 private school students and 363 public school students. In addition to this, teachers were interviewed. The quantitative data gathered were analyzed by using numbers, percentages; mean and independent t-test and the qualitative data were analyzed by using descriptive statements and explanation. The findings of the study indicated that the availability of sport facilities and equipment in public secondary school were insufficient, poor teaching methods, inappropriate participation of male & female Students, and no participation of Students with disabilities in physical activity in secondary schools, No availability of sport materials for students with disabilities, poor classroom management, inappropriate treatment of male and female students and no involvement of students with disabilities in physical activities in both public & private secondary school. The conclusions on the study area were;. Thus, to improve the situation, it is recommended that with in school, the purchase & provision of equipment needs to be subsidized and a deliberate policy pursued of maximizing the use of available equipment & facilities, physical educators should be strive to be effective & successful in their classroom management, assessment & demonstration, complexity & multifaceted nature of the problem of girls participation in P.E should be recognized & fully understood, and ensure that schools are aware of their responsibilities & that students with disabilities consistently have opportunities to participate in P.E activities equal to those of other students were forwarded to overcome challenges of teaching physical Education.

Keywords: practice, public school, private school, sport materials & sport facilities

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1.1. Introduction

Sport and physical education as an integral part of human life and as an effective social phenomenon has been accepted by the majority of society. In addition to the development of physical, mental, and emotional strength of the individual, it has also been considered as an important principle in promoting public health (Qi & Ha, 2012). The topic of physical education is an essential part of formal school and education programs, which through games, activities, and planned physical movements cause the growth and development of the individual and strengthen and improve motor skills and cognitive abilities; Therefore, the attitudes and views of stakeholders in this field, such as teachers and especially students, is an important factor in the development and progress of this field (Klein & Vogt, 2019, Ryan, 2020).

All sporting activities rely on physical education as the basis and foundation on which to build a base. Physical Education incorporated in a child's early life helps in development of a child's skills, attitudes and interests towards sporting activities at the appropriate time and level, (Brisbane, H.E. 2000). High quality PE and school sport produces young people with the skills, understanding, desire and commitment to continue to improve and achieve in a range of PE, sport and health enhancing physical activities in line with their abilities. 'Expanding the quantity and quality of physical education (P.E.) classes is an important part of comprehensive strategies to promote physical activity among school-aged children. Therefore, the researcher identified challenges and practices of teaching physical education among public and private high school in Hawassa city administration.

1.2. Statement of the Problem

Physical Education (PE), according to Bailey (2006), is an integral subject in the holistic development of a learner. The impact of PE to the empowerment of learners can be attested by the physical, social, affective and

cognitive development of the learners (Bailey, 2006). The correlation between PE and examinable academic subjects is great, in that learners become active participants in the process of learning. Schools serve as an excellent venue to provide students with the opportunity for daily physical activity, to teach the importance of regular physical activity for health, and to build skills that support active lifestyles. In the high school, especially in public and private high schools teaching physical education has many problems. Hence it is necessary to get clear understanding and to find out the problems of teaching physical education like sport facility & materials, teaching method, gender difference, participation of students with disabilities and students interest to improve the student's participation and knowledge, through a research. Unfortunately, high schools students are faced a big problems in the participation of regular physical activity while in school. Therefore, the purpose of this study is the comparison of the practices of teaching physical education among public & private high school in in Hawassa city administration.

1.3. Basic Research Questions

The purpose of this study was to relate the practices of teaching physical education among public and private high school in south west regional state of Ethiopia. To attain the purpose of the study, the following basic research questions were answered: What teaching methods employed in Physical Education? What is the availability of sport facilities and equipment in public and private high schools? What are the barriers that affect participation of Students with disabilities in physical activities? and what are the main factors which influence the participation of gender in physical education activities?

1.4. Objectives of the Study

The main objective of the study was to relate the practices of teaching physical education among public and private high school in Hawassa city administration.

1.5. Limitations of the Study

During this study, the researcher may encounter some problems. For instance, the shortage of internet access and Covid-19 blocked face-to-face contact between the researchers with his participants. The problem of internet access delayed to get relevant literatures for the study at intended period of time. Besides, the researcher also faced difficulty to get the respondents as intended were made the researcher to make scheduled time to get the information from the respondent greatly influenced the researcher to complete his study at intended period of time.

2.1 The pedagogy of Physical Education

Practices of the past are also evident in the pedagogies used in the delivery of PE lessons. Teachers at all ten schools indicated that, once they had been given the year-long plan by either a syndicate leader or teacher-in-charge of PE (sometimes referred to as teacher-in-charge of sport), they were generally left to their own devices to determine the makeup of each 'unit.' warm-up or energizer activity, skill teaching/practices, minor games (or races), and warm down. In relation to the 'spectrum of teaching styles' (Mosscron & Ashworth, 2002), teachers appear co present PE lessons using predominantly 'command and practice.' Teacher-centered approaches may assist in the early stages of physical skill development (Macfayden, 2000), however, it would appear that such approaches are favored by primary school teachers as a mechanism to manage the learning environment.

Teaching has been shown to influence students' attitudes substantially. Students' enjoyment of and attitudes to Physical Education classes would increase if they were provided with a comfortable and confident learning environment (Ravizza & Stratton, 2007; Subramaniam & Silverman, 2007). If Physical Education teachers are able to provide appropriate programs, offer students choices of activities, and in general, satisfy student needs, students hold more positive interest in and attitudes toward Physical Education

2.2. Challenges Related with the Teacher

As far as teachers are concerned the international of education remarked, "no one is in any doubt that the chief agent in the process of educational reform is the teacher." Posner (1992) also stated the teachers' plays crucial role in determining the success failure of curriculum implementation and teaching effectiveness. Thus the teacher with his/her altitude, skill, and experience is the most important of all in determining the success or failure the process of curriculum implementation were based on teachers attitude, skill, experience, time management skill and teachers classroom management

2.3. Promoting the participation of Students with Disabilities in physical activity and sport

According to the Education and Training Policy (1994) children and students with disabilities are among the disadvantaged groups entitled to receive special support. The Policy, however, lacks clarity in terms of special needs education and, therefore, special needs education has not been included in the ESDP. The Special support

mentioned in the policy requires strategic planning, definition of priorities, objectives and responsibilities to be realized in practice. (MOE,2000 Every Physical Educator will be faced with the issue of inclusion and diversity in their classroom. These issues may include resolving gender differences and stereotypes, integrating students with physical and mental disabilities into activities and successfully students of various skill levels in a physical education program. A physical education teacher must be prepared for the unexpected, and ready for the challenges that may arise frequently throughout the day. There are many obstacles that a physical education teacher has to overcome on a regular basis. The first is the time constraint, trying to find the time each day to plan out the next, making sure to fit everything into the curriculum.

2.4. Physical Education Facilities and Equipment

According to Mitzal (in Azeb, 1998) any discussion of class room organization must begin with some attention to resources and facilities that the specific setup demands or effectiveness of PE teaching learning process. Mitzel further describes that, 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 Tirusew (1998) also describes that facility. The crux of educational quality among others heavily relies up on the environmental (both internal and external) conditions and materials of the class room whenever theoretical issues are presented in classrooms for students, There for, teaching materials and other classroom situations are pare amount importance in the process of teaching and learning where tack of appropriate materials appropriate material result in hampering effective transmission of knowledge. Physical activity has been restricted in some schools because of budgetary constraints, school policies that limit the time dedicated to physical education (Datar & Sturm, 2004), and limited physical activity equipment and minutes dedicated to leisure times (i.e. recess and lunch periods)

2.5. Gender Differences in Physical Education Participation

One of the many issues facing physical education is gender differences in preference of activity. Constantine, Manson, and Silverman (2009) posed the following question: Are girls affected by their gender in coed physical education class? The problem seen by the researchers was that females are participating less than males in their coed PE classes. Consequently, the researchers wanted to see if the girls were affected by their gender, and they also aimed to discover how girls perceive themselves compared to boys during class. This was an action research study. Seventh- and eighth-grade girls from a Midwestern school were participants in this study; 98% of the students were Caucasian, thereby eliminating ethnicity from the study as an important factor. The study also included two teachers as participants. Formal and informal interviews were conducted with the teachers and the female students. In addition to interviews, the authors took field notes on the girls' actions during class. After transcribing the interviews, Constantinou et al. (2009) developed themes. These themes included: (a) the teachers' primary expectations were the same for both boys and girls, (b) girls hold gender-role stereotypes, and (c) a competitive atmosphere and peers' behavior influence girls' participation in and attitude toward physical education.

3.1. Description of the Study Area

The study is was studied in Hawassa city, found in Sidama people regional state of Ethiopia, on the shores of Lake Hawassa which is one of the Great Rift Valley lakes. The city has an area of 47.66km² comprising more than 225,700 people. This means 4735 people live within one square kilo meters (CSA, 2013). The city is located 273 km south of Addis Ababa via Bishoftu- Mojo, 130 km east of Sodo, 75 km north of Dilla and 1125 km north of Nairobi. Hawassa is the second diverse city in terms of population ethnicity next to Addis Ababa. Different languages are spoken in the city but majority constituting 50% of the population speaks Sidamo Afoo. Hawassa gets an annual average rainfall of 945mm. Source: Hawassa city administration finance and economy development office

3.2. Research Design

The objective of the study was to relate the practices of teaching physical education among public and private high school in the study area. To this end, descriptive survey research design was employed in this study since it describes what actually exists such as current conditions, practices, situations or any phenomena.

3.3. Research Method

Research method means a coherent set of rules and procedures that were used to explore a problem within the framework of philosophical approaches. The mixed approach involves collecting data in a simultaneous or sequential manner using both quantitative and qualitative methods in a fashion that best addresses the research question/s (Creswell, 2003). By taking the purposes of the study, both quantitative and qualitative methods were employed.

3.4. Population Size, Sample Size and Sampling Techniques

The target populations of the study were: secondary school public and private teachers, and students. In this study, the researcher believed that they are the right sources of information on the issue under investigation. In Hawassa city administration, there are about five (5) government and 8(eight) private secondary schools which were distributed in different ecological sites. For this study, 4(four) public secondary schools namely: (Tabor, Adis Ketema, Hayke Dar and Teso) and six (6) private secondary school (Catholic, Combene, Union, Evangelical, Debube Academy and Adare secondary school) were included in this study since this study mainly focused on the challenges and practices of teaching physical education among Public and Private high school in the study area. The sample populations were: 352(12.5%) of public school students, 363 (9.1%) of private school students and 10(100%) of department heads. In order to include sample population in this study, simple random sampling technique of lottery method was employed to include students to give equal opportunity for them to be included in this study and department heads were included through comprehensive sampling technique due to their limited number and manageable size.

According to Catherine (2013) described that the correct sample size in a study is dependent on the nature of the population and the purpose of the study. Although there are no general rules, the sample size usually depends on the population to be sampled. As a result, in order to select representative sample size in the study, the following formula was used for the calculation of the sample size for this study.

$$n = \frac{N}{1+N(e)^2} = \frac{2914}{1+2914(0.05)^2} = \frac{2914}{1+7.285} = \frac{2914}{8.285} = 352 \text{ (public school students)}$$

$$n = \frac{N}{1+N(e)^2} = \frac{3873}{1+3873(0.05)^2} = \frac{3873}{1+9.682} = \frac{3873}{10.682} = 363 \text{ (private school students)}$$

From the total population, 352 public students, 363 private secondary school students and 10(100%) department heads were included in the study.

3.5. Data Collection Instruments

The three sets of instruments were employed to collect relevant data from the respondents. These were: questionnaire, interview and observation each of them were explained as follows.

3.6. Pilot Study

Reliability is the ability of the instrument to give consistent results after a number of repeated trials (Kerlinger, 2003). It was enhanced through use of instrument triangulation technique which is an acceptable technique in survey research that is qualitative in nature since it lends credibility to the findings of the study (Kothari, 2008). After the questionnaires were filled and returned back were measured by using Cronbach Alpha. According to Jwan (2010) a reliability coefficient of 0.71 was considered high enough for the instruments to be used for the study.

Table 3.2: The Reliability Test Result of Teachers and school leaders

N	Pilot Groups	Number	Items	Cronbach Alpha
1	Public school students	28	34	0.88
2	Private school students	12	34	0.91

3.7. Method of Data Analysis

Primarily, the data collected through different instruments were coded and tabulated and the variables were entered into the computer Software of SPSS Program. After the completion of feeding variables, all the data were recorded appropriately. Then, the appropriate data analysis tools were used to analyze quantitative data, such as percentage, mean score was used to indicate the extent of respondents' opinions to each items. Besides, Independent sample t-test was employed to see the statistical mean differences between the responses of public and private school students. Besides, Pearson Correlation Coefficient was used to show the relationship between public school and private school physical education teaching. On the other hand, the qualitative data was collected from the semi-structured interview was analyzed and interpreted qualitatively through narration.

4. Result analysis

4.1. Characteristics of Respondents

The obtained from the total 346 public students 63.6 % (n=220) of public students and 206(57.2%) of private school students were males, while the remaining, 126(36.4%) public school students and 154(42.8%) of private school students were female participants. This indicates that there were a few female students as compared to their male counter parts in secondary schools of public and private secondary school.

Furthermore, most students were under the age range of below 15 years, which consists of 52.9% (n=183) public school students and 58.3 % (n=210) private school students from the total respondents. The other group of respondents, 24.6 % (n=85) of public school students and 16.1 % (n=58) of private school students were in age range of 16-20 years old, whereas 16.2% (n=56) of public school students and 18.1%(n=65) of private school

respondent was within the age range of 21-30 years. This asserts that most of students are youngsters and were not at the normal school age.

Table 4.2: Teaching Method in P.E in the Study Area

Item	1	2	3	4	5	6	7
t-test	-32.2	-54.6	-39.1	-53.9	-0.54	-39.4	-28.4
p- value	0.00	0.00	0.00	0.00	0.588	0.000	0.000

As depicted in table 4.2 of item 1, the respondents were asked to rate if the school teacher utilizes effective classroom organization in the study area. Moreover, the mean results (M=2.09, SD=0.53) of public school students and (M=3.84, SD=0.86) of private school students indicates the school teacher utilizes effective classroom organization in public than private schools. The observed t-test result (t= -32.2; 0.000<0.05) shows that statistically significant mean difference between the opinions of the respondents to the item. This implies that majority in private school teacher were mostly utilizes effective classroom organization in Hawassa city Administration than public city administration.

In item 2, the respondents further noted that teacher uses motivational techniques during both theoretical and practical classes in public than private schools in Hawassa city Administration. The mean results (M=2.17, SD=0.51) of public and (M=4.01, SD=0.38) of private school students indicates that teacher uses motivational techniques during both theoretical and practical classes in public than private schools. The observed t-test result (t= -54.6; 0.000<0.05) shows that statistically significant mean difference between the opinions of the respondents to the item. This implies that majority of teacher uses motivational techniques during both theoretical and practical classes in public schools than private school Hawassa city Administration.

As indicated in item 3 of the same Table, the respondents further indicated that teacher utilizes appropriate assessment techniques to assess students' performance in public school than private schools in Hawassa city Administration. Moreover, the mean results (M=2.11, SD=0.56) of public and (M=3.91, SD=0.65) of private school students indicates that teacher utilizes appropriate assessment techniques to assess students' performance in the study area. The observed t-test result (t=-39.1; 0.000<0.05) shows that statistically significant mean difference between the opinions of the respondents to the item. Thus, it is possible to conclude from the above information that private schools teacher utilizes appropriate assessment techniques to assess students' performance than public schools in Hawassa city Administration.

In the same Table of item 4, the respondents were also asked to indicate if teacher employs appropriate instructional equipment's in public and private schools in the study area. Accordingly, the mean results (M=2.00, SD=0.58) of public and (M=3.95, SD=0.36) of private school students indicates that teacher employs appropriate instructional equipment in public than private schools in the study area. The observed t-test result (t= -53.9; 0.000<0.05) shows that statistically significant mean difference between the opinions of the respondents to the statement. This reveals that teacher employs appropriate instructional equipment in public than private schools in the study area.

In item 5, Teacher applies teacher- centered approach in public schools than private ones. In specific manner, the mean results (M=3.84, SD=0.49) of public and (M=3.86, SD=0.85) of private school student indicates that teacher applies teacher- centered approach in both public and private schools in the study area. The observed t-test result (t= -0.54; 0.59<0.05) shows that statistically insignificant mean difference between the opinions of the respondents to the statement. This reveals that teacher applies teacher- centered approach in public schools and private schools in Hawassa city Administration.

Moreover, in item 6, teacher design activities related to specific objectives of the lesson in public schools than private schools. Moreover, the mean results (M=2.09, SD=0.65) of public and (M=3.90, SD=0.57) of private school students indicates that teacher design activities related to specific objectives of the lesson in public schools than in private schools in the study area. The observed t-test result (t= -39.4; 0.000<0.05) shows that statistically observable mean difference between the opinions of the respondents to the statement. This shows that teacher design activities related to specific objectives of the lesson in public schools than private schools in Hawassa city Administration.

In item 7, teachers give individual feedback and correctives during implementation in public schools than private schools. In particular, the mean results (M=2.13, SD=0.38) of public and (M=3.51; SD=0.82) of private schools indicates that teachers give individual feedback and correctives during implementation in public than private schools in the study area. The observed t-test result (t= -28.4; 0.00<0.05) shows that statistically observable mean difference between the opinions of the respondents to the statement. This shows that teachers give individual feedback and correctives during implementation in public than private schools in the study area

Graphical representation of teaching Method in P.E among public and private school

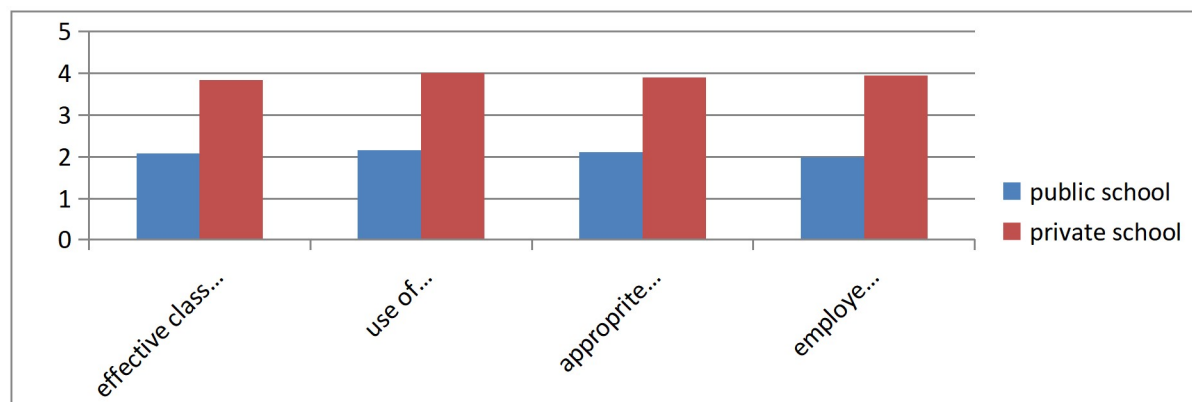


Table 4.3: Sport Facilities and Equipment

Item	1	2	3	4	5	6
t-test	-40.5	-27.0	45.7	22.7	-68.4	-61.8
p- value	0.00	0.00	0.00	0.00	0.000	0.000

Key: *statistically significant; NS=Not Significant; SD=Standard Deviation; M= Mean Value; statistically significant at alpha level ($\alpha=0.05$). Mean interpretation -1.00- 1.49 = strongly disagree, 1.50-2.49 =disagreed, 2.50-3.49 =moderately Agreed, 3.50-4.49 =Agreed, and 4.50-5.00=Strongly Agreed.

As shown in Table 4.3 of item 1, the respondents were asked to rate if school has sufficient sport facilities. In this regard, the mean results (M=1.33, SD=0.47) of public schools and (M=3.31, SD=0.77) of private schools indicates that private school has sufficient sport facilities, than public secondary school. The observed t-test result (t= -40.5; 0.000<0.05) shows that statistically significant mean difference between the opinions of the respondents to the item. This implies that private school has sufficient sport facilities than public schools in the study area.

In item 2, the respondents were asked to rate if school has sufficient sport materials in the study area. Accordingly, the mean results (M=1.68, SD=0.94) of public schools and (M=3.43, SD=45.7) of private schools indicates that private school has sufficient sport materials than public school. The observed t-test result (t= -4.93; 0.000<0.05) shows that statistically significant mean difference between the opinions of the respondents to the item. This implies that private school has sufficient sport materials than public schools in the study area.

In item 3, the respondents find out that teacher have problem in managing appropriate sport materials in public than private schools in the study area. Moreover, the mean results (M=4.02, SD=0.55) of public schools and (M=2.06, SD=0.58) of private schools shows that public schools teacher have problem in managing appropriate sport materials in the study area. The calculated t-test result (t=45.7; 0.000<0.05) shows that statistically significant mean difference between the opinions of the respondents to the statement. This shows that teacher have problem in managing appropriate sport materials in private than public preschools in the study area.

In item 4, the respondents ascertained that unavailability of sport field & materials for different students with disability in private schools than public school in the study area. Consequently, the mean results (M=4.14, SD=0.54) of public schools and (M=2.65, SD=1.09) of private schools shows that availability of sport field & materials for different students with disability in the study area. The observed t-test result (t=22.7; 0.000<0.05) shows that statistically significant mean difference between the opinions of the respondents to the item. This shows that unavailability of sport field & materials for different students with disability in private than public schools in the study area. According to ministry of education (MOE,2002:18) school facilities include water, clinic, library and pedagogical-center. These materials are required to be proportional to the number of teachers and students in the school. From the above result public school has insufficient school facilities.

Lastly, the key informants informed that teacher encourage students to report equipment problem for safety of materials in public than private schools in the study area. Accordingly, the mean results (M=1.43, SD=0.49) of public schools and (M=4.06, SD=0.52) of private schools shows that private schools teacher encourage students to report equipment problem for safety of materials in the study area. The calculated t-test result (t=-68.4; 0.000<0.05) shows that statistically significant mean difference between the opinions of the respondents to the statement. Graphical representation of Sport Facilities and Equipment among public and private school

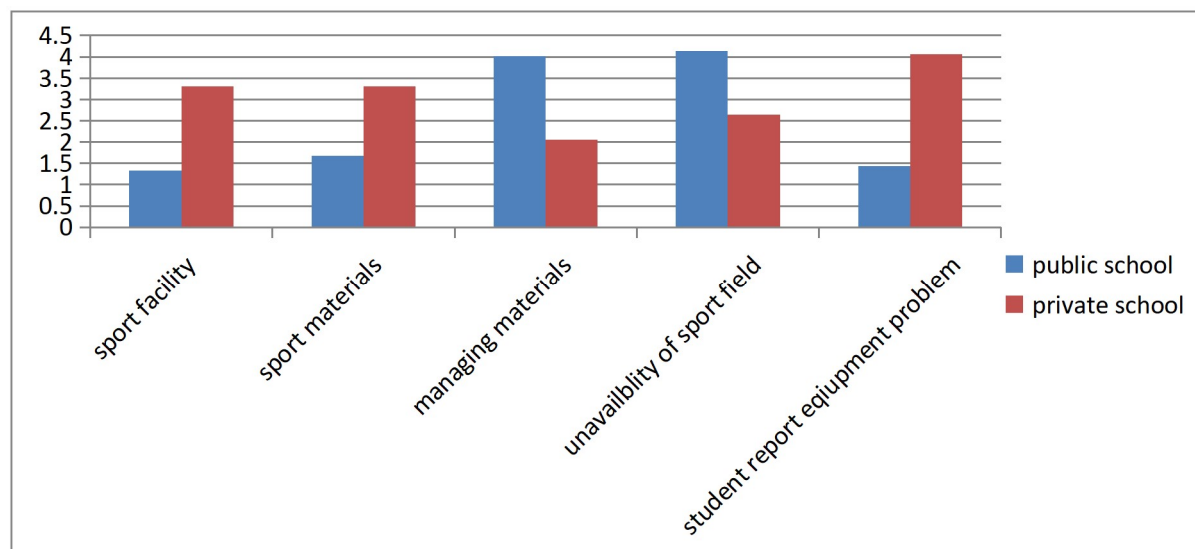


Table 4.4: Gender difference in physical activity

Item	1	2	3	4	5	6
t-test	-30.6	-56.4	-56.0	-31.4	21.7	-25.9
p- value	0.00	0.00	0.00	0.00	0.000	0.000

As described in Table of item 1, the respondents were asked to rate if physical education teacher treats male and female students equally in the study area. The mean results (M=1.58, SD=0.75) of public schools and (M=4.02, SD=1.28) of private schools indicated that private schools physical education teacher treats male and female students equally in the study area. The observed t-test result ($t = -30.6$; $0.00 < 0.05$) shows that statistically significant mean difference between the opinions of the respondents to the statement. This implies that physical education teacher treats male and female students equally in public schools than private schools study area.

In item 2, the respondents assured that in private schools the activities in physical education are appropriate for male and female students than public schools. In specific manner, the mean results (M=1.62, SD=0.76) of public schools and (M=4.21, SD=0.40) of private schools indicated that in private schools the activities in physical education are appropriate for male and female students. The observed t-test result ($t = -56.4$; $0.00 < 0.05$) shows that statistically significant mean difference between the opinions of the respondents to the statement. This implies that in private school the activities in physical education are appropriate for male and female students than public schools in the study area.

Moreover, in item 3, the respondents further noted that male and female students are equally involved in physical activities in school of public than private schools. To see in-depth, the mean results (M=1.40, SD=0.79) of public and (M=4.38, SD=0.61) of private schools indicates that male and female students are equally involved in physical activities in school at private schools. The calculated t-test result ($t = -56.0$; $0.00 < 0.05$) shows that statistically significant mean difference between the opinions of the respondents to the statement.

In item 4, Physical education teachers encourages male and female to be physical, mental & social active outside of class in private schools than public schools. The mean results (M=1.48, SD=0.77) of public and (M=3.77, SD=0.18) of private schools indicated that physical education teachers encourages male and female to be physical, mental & social active outside of class in the private school. The t-test result ($t = -31.4$; $0.000 < 0.05$) shows that statistically significant mean difference between the opinions of the respondents to the statement.

In item 5, the activities in physical education are boring for female and male. Above all, 48.6% (n=168) and 22% (n=76) of public schools students replied agreement and strong agreement to the statement. The mean results (M=3.92, SD=0.71) of public and (M=2.38, SD=1.12) of private schools indicated the activities in physical education are boring for female and male in private than public school. The t-test result ($t = 21.7$; $0.000 < 0.05$) shows that statistically significant mean difference between the opinions of the respondents to the statement.

Likewise 6, there is available changing room for male and female students in school in public school than private school. Above all, the mean results (M=1.76, SD=0.59) of public and (M=3.58, SD=1.16) of private schools indicated that there is available changing room for male and female students in public school than private school. The t-test result ($t = -25.9$; $0.000 < 0.05$) shows that statistically significant mean difference between the opinions of the respondents to the statement.

Graphical representation of gender difference in physical activity among public and private school

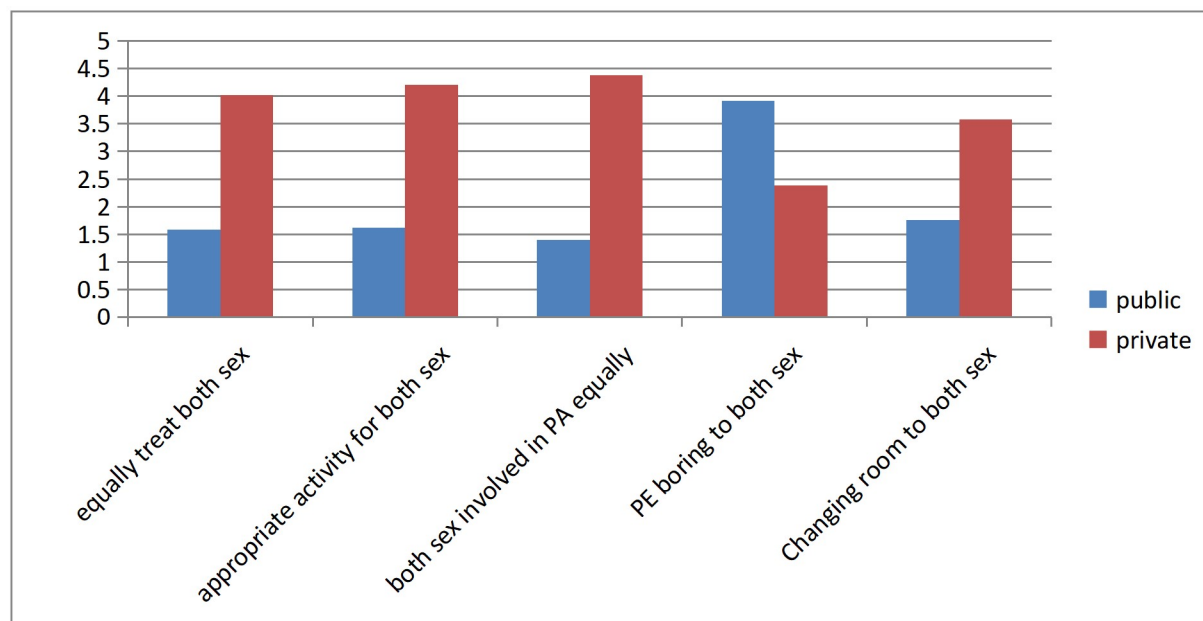


Table 4.5: Participation of students with Disabilities in physical Activities

Item	1	2	3	4	5	6
t-test	60.6	-53.7	44.1	55.0	0.30	-39.5
p- value	0.00	0.00	0.00	0.00	0.000	0.000

In Table of item 1, the respondents were asked to identify if students with disabilities are not participating in physical activities in the study area. The mean results ($M=4.12$, $SD=0.71$) of public school students and ($M=1.35$, $SD=0.47$) of private school students pointed out that their agreement and disagreement respectively. The observed t-test result ($t= 60.6$; $0.00 < 0.05$) shows that statistically significant mean variation between the opinions of the respondents to the statement. This assures that students with disabilities are not participating in physical in private than public schools activities in the study area.

In item 2 of the same Table, the respondents were asked to indicate if teacher encourages students with disabilities to participate in physical activities in the study area. The mean results ($M=1.51$, $SD=0.59$) of public school students and ($M=4.04$, $SD=0.65$) of private school students pointed out their disagreement and agreement respectively. The t-test result ($t=-53.7$; $0.000 < 0.05$) shows that statistically significant mean variation between the opinions of the respondents to the statement. Thus, it is possible to infer from the above information that teacher encourages students with disabilities to participate in physical activities in private schools than public secondary school in the study area.

Similarly in item 3, the respondents were asked if school administrators don't encourage students with disabilities in the study area. The mean results ($M=3.98$, $SD=0.74$) of public school students and ($M=1.60$, $SD=0.68$) of private school students were pointed out that their agreement and disagreement respectively. The observed t-test result ($t= 44.1$; $0.00 < 0.05$) shows that statistically significant mean variation between the opinions of the respondents to the statement. This assures that school administrators encourage students with disabilities in public than private schools activities in the study area.

Equally in item 4, the respondents were asked to indicate if there is discrimination by physical education teacher because of disabilities in the study area. Mean results ($M=3.88$, $SD=0.80$) of public school students and ($M=4.42$, $SD=1.23$) of private school students pointed out their disagreement and agreement respectively. The t-test result ($t=55.0$; $0.000 < 0.05$) shows that statistically significant mean variation between the opinions of the respondents to the statement. Thus, it is possible to infer from the above information that there is discrimination by physical education teacher because of disabilities in private schools than public secondary school in the study area.

Moreover in item 5, the respondents were asked to identify if physical education contributes to the mental development of students in the study area. Mean results ($M=3.69$, $SD=1.07$) of public school students and ($M=3.67$, $SD=1.07$) of private school students pointed out that their agreement to the issues. The observed t-test result ($t= 0.30$; $0.76 > 0.05$) shows that statistically insignificant mean variation between the opinions of the respondents to the statement. This assures that physical education contributes to the mental development of students both in private and public schools of the study area.

Last of all, the respondents were asked to indicate if students with disabilities participate in physical

activities from students without disabilities in the study area. The largest part of the respondents of public of school students were disagreed and strongly disagreed to the point. Moreover, the mean results ($M=1.48$, $SD=0.65$) of public school students and ($M=3.84$, $SD=0.91$) of private school students pointed out their disagreement and agreement respectively. The t-test result ($t=-39.5$; $0.000<0.05$) shows that statistically significant mean variation between the opinions of the respondents to the statement. Thus, it is possible to infer from the above information that students with disabilities participate in physical activities from students without disabilities in public than private secondary school in the study area.

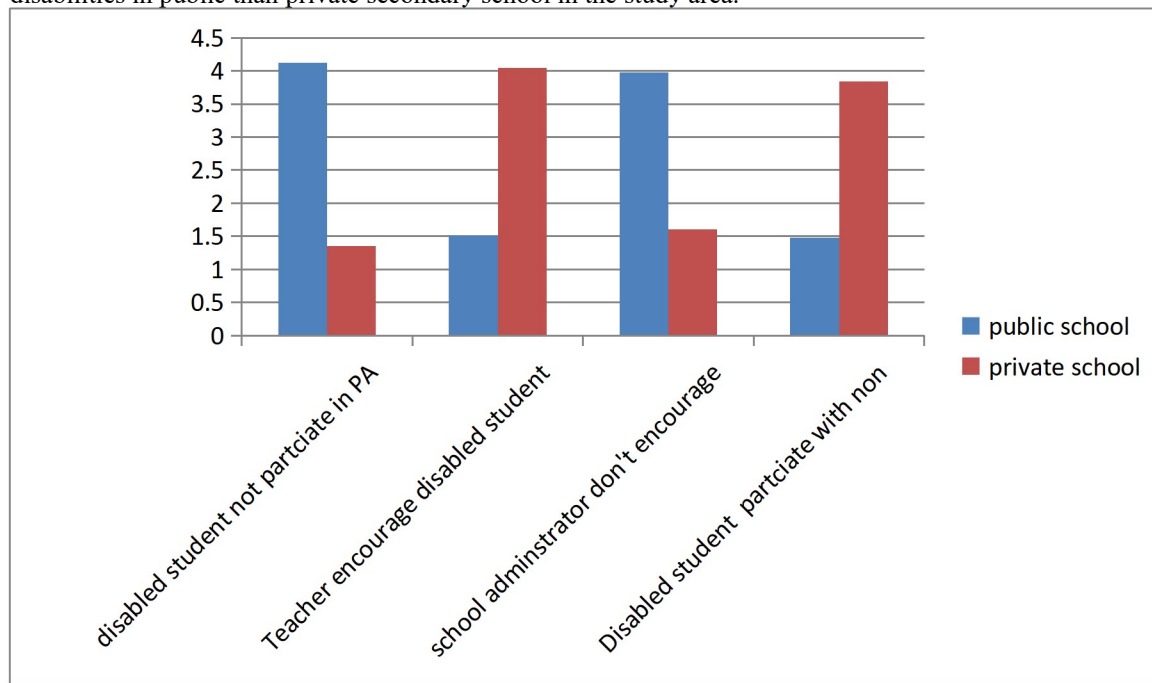


Table: 4.6. Teachers monitoring Students' Progress

Item	1	2	3	4	5
t-test	-32.4	-45.6	-46.8	-43.9	-38.0
p- value	0.00	0.00	0.00	0.00	0.000

In Table of item 1, the respondents were asked to identify if physical education teachers regularly collect classroom information on student achievement in the study area. The mean results ($M=1.78$, $SD=0.63$) of public school students and ($M=3.58$, $SD=0.82$) of private school students pointed out that their disagreement and agreement respectively. The observed t-test result ($t=-32.4$; $0.00<0.05$) shows that statistically significant mean variation between the opinions of the respondents to the statement. This assures that physical education teachers regularly collect classroom information on student achievement in public than private schools in the study area.

In item 2 of the same Table, the respondents were asked to indicate if teacher use test/exam results and grade reports to assess academic progress of students in the study area. The mean results ($M=1.79$, $SD=0.63$) of public school students and ($M=3.85$, $SD=0.56$) of private school students pointed out their disagreement and agreement respectively. The t-test result ($t=-45.6$; $0.000<0.05$) shows that statistically significant mean variation between the opinions of the respondents to the statement. Thus, it is possible to infer from the above information that teacher use test/exam results and grade reports to assess academic progress of students in public schools than private secondary school in the study area.

Similarly in item 3, the respondents were asked if physical education teachers follow regularly on students' skill progress in the study area. The mean results ($M=1.92$, $SD=0.76$) of public school students and ($M=4.28$, $SD=0.57$) of private school students were pointed out that their disagreement and agreement respectively. The observed t-test result ($t=-46.8$; $0.00<0.05$) shows that statistically significant mean variation between the opinions of the respondents to the statement. This assures that physical education teachers follow regularly on students' skill progress in public than private schools in the study area.

Equally in item 4, the respondents were asked to indicate if physical education teacher use appropriate assessment techniques to assess students' performance in the study area. The mean results ($M=1.73$, $SD=0.75$) of public school students and ($M=3.90$, $SD=0.54$) of private school students pointed out their disagreement and agreement respectively. The t-test result ($t=-43.9$; $0.000<0.05$) shows that statistically significant mean variation between the opinions of the respondents to the statement. Thus, it is possible to infer from the above information that physical education teacher uses appropriate assessment techniques to assess students' performance in private

schools than public secondary school in the study area.

Last of all, the respondents were asked to indicate if physical education teacher defines the task clearly and simply in an enjoyable fashion in the study area. Moreover, the mean results ($M=1.90$, $SD=0.73$) of public school students and ($M=3.89$, $SD=0.65$) of private school students pointed out their disagreement and agreement respectively. The t-test result ($t=-38.0$; $0.000<0.05$) shows that statistically significant mean variation between the opinions of the respondents to the statement. Thus, it is possible to infer from the above information that physical education teacher defines the task clearly and simply in an enjoyable fashion in public than private secondary school in the study area.

4.2. Data Collected through Observation

Observation Report of public and private school physical education teaching

As the data obtained from direct classroom observation concerning teacher utilizes effective classroom organization during the observation period conducted in both public and private secondary school. Besides, if teacher uses motivational techniques during both theoretical and practical classes in the study area were observed during all round observation. As result both public and private secondary school teachers uses motivational techniques during both theoretical and practical classes. On the other hand, teacher utilizes appropriate assessment techniques to assess students' performance. Hence, the above data reveals that both public and private secondary school teacher utilizes appropriate assessment techniques to assess students' performance in the study area. Moreover, private school teacher employs appropriate instructional equipment was observed during the observation period of teacher, but public school teacher were failed to employs appropriate instructional equipment. Observation report of public and private school sport facility and equipment, each school was observed three times to cross check the activities observed in three different rounds. The direct classroom observation indicates private school has sufficient sport materials than public as the all the round observation.

5. Summary & Recommendations

In this section, the findings of this study are comparing to the previous research work.

- ❖ The result showed that there is significance difference between public and private secondary schools in relation to teaching method employed in physical education; utilizing effective classroom organization, using of appropriate instructional aids/ materials, teaching approach, and individual feedback in private school is better than public, while teaching method in physical education in the public secondary school is a big problems. On the observation the researcher to make sure that teachers do not use motivational techniques, lack of using appropriate instructional aids, and inappropriate assessment techniques.
- ❖ In terms of facilities and equipment, the finding of this study area indicated that there is significance difference between public and private secondary school in relation to sport facility and materials. Physical education is commonly faced with the challenge of inadequate facilities and poor maintenance of teaching sites. sport facilities and equipment are grossly inadequate for teaching of the subject in sampled public secondary school. On the interview, Teachers in the public school replied as school has sufficient sport facilities & materials, but in observation & students responses contradict with raised issues.
- ❖ Regarding to Gender difference in physical Education activities, the finding of the study area indicated that there is no significant difference between public & private schools in relation to gender equality; physical education teachers do not consider gender differences when implementing physical education activities. In the observation of the researcher; lack of support male and female students equally, lack of using activities that girls want to engage in order to increase the level of participation and motivations are the major problems between public and private secondary schools .
- ❖ The finding of the study area indicated that significant problems registered by the sample respondents were; lack of materials, lack of training in the field of physical Education and lack of awareness of the importance of physical Education for the Students with disabilities among public and private secondary schools.

5.1. Recommendation

Based on the findings and conclusions made above, the researcher forwarded suggestions to solve problems on teaching physical education.

1. There should be effective funding of physical education program by Town education Bureau and other educational stakeholders for the provision of facilities and equipment.
2. Teachers of physical education should be advised to employ the exploratory method of teaching, especially in the skill courses so that students can practice freely, discover for themselves, learn better and choose freely what and how they want to do things.
3. The complexity and multifaceted nature of the problem of girls' participation in physical education should be

- recognized and fully understood.
4. The concerned body should create conducive school environment, promoting teachers based on performance, developing the professional skills of their teachers, adoring and giving respect for teaching profession, rewarding top-performing teachers and building positive relationship with stakeholders
 5. Governmental, non-governmental bodies and school management board should work together to encourage physical activity participation, make school facilities more accessible for students with disabilities, and advocate about the nature and type of PA that disabled students can able to participate
 6. Ensuring the environment and facilities to be conducive and easily accessible to students with disabilities, such as offering safe, accessible, and attractive trails for wheelchair activities. In order to make activities safer and more enjoyable for the disabled, more professionals trained in adapted physical activity are in need. There is a need to expand the adapted physical activity training programs for physical education teachers so that they can address individual needs.
 7. Since much investigations have not been made on factors affecting students with disabilities to participate in physical activities, further studies should be carried out.
 8. Conduct research with pre-service teachers to gain a better understanding of their perceived self-efficacy beliefs toward inclusion of students with disabilities. This may help to identify and address any preconceived notions regarding individuals with disabilities as well as to help develop strong self-efficacy beliefs toward teaching students with disabilities.

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