

CHALLENGES OF PROVIDING QUALITY PHYSICAL EDUCATION IN SOME SELECTED PUBLIC SECONDARY SCHOOLS OF WOLAITA ZONE, SOUTHERN ETHIOPIA

MENGISTU GALCHO GARMAMO

Lecturer, Department of Sport Science, College of Natural and Computational Science, Wolaita Sodo University, Ethiopia
Email: mengistu.galcho@yahoo.com
Phone Number: +25912362274
P. O. Box: 138

DOI: 10.29322/IJSRP.8.6.2018.p7806
<http://dx.doi.org/10.29322/IJSRP.8.6.2018.p7806>

Abstract

The purpose of the present study was to investigate the challenges in providing quality physical education, to compare the magnitude of these challenges in between the schools and to find out the relationship between challenges. This study utilized a descriptive cross-sectional survey design. Hence, Questionnaire of 5-point forced rating scales (Strongly Agree (5), Agree (4), Neutral (3), Disagree (2) and Strongly Disagree (1) was designed and piloted in two (2) public secondary schools. Test-retest method was used to test the reliability and a correlation coefficient of 0.72 was obtained. The respondents were thirty (30) school administrators, thirty (36) physical education teachers and two hundred (200) students with the total of 266 subjects from 10 selected schools. Hence, the total of 266 questionnaire were distributed and with follow-ups to each schools, 254 responses were received, a response rate of 95.5%. Cronbach's coefficient alpha was used to confirm the internal consistency reliability between items on each challenges ($r=0.74$). Data analysis was conducted by SPSS Version 25. Descriptive statistics was used to show frequency and percentage of respondents background information, One-way ANOVA was computed to analyze the differences among challenges in selected schools and LSD post hoc was conducted to determine which schools differ from each other in relation to challenges, and Pearson product moment correlation analysis was conducted to determine the relationship between the three major challenges. The findings indicate that all selected schools have Institution-related, Teacher-related and Student-related challenges. ANOVA analysis revealed that there was statistically significant difference in institution-related, teacher-related and student-related challenges in between some schools. There also was a positive correlation between the institution-related challenges with teacher-related & student-related challenges, $r = 0.46$, $P < 0.001$, with $N=254$, and the teacher-related challenges with student-related challenges, $r=0.41$, $P<0.01$ with $N=254$.

Keywords: Institution/school-related challenges, Public Secondary school, Quality Physical Education, Student-related challenges, Teacher-related challenges

INTRODUCTION

Physical education 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 (2006), 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. Physical Education also provides students the opportunity to enhance their social and cognitive development. furthermore, A growing body of evidence demonstrates the benefits of physical education beyond fitness. Several

large-scale studies found improvements in students' academic performance and cognitive ability with increased time spent in physical education. Additionally, children who spent time in physical education in place of a classroom activity performed no worse academically than students not enrolled in physical education. Schools are learning environments with the capacity to equip students with these attributes; however, it is the quality of the programs in schools that will ensure that young people are given the opportunities to become physically-educated individuals (Lee, Burgeson, Fulton, & Spain, 2007). Therefore, schools at all levels should develop and encourage positive attitudes toward physical exercise, providing opportunities to learn physical skills and to perform physical activities (AHA, 2006). Also numerous studies have shown positive relationships between academic achievements and both physical activity and sport participation. (Coe *et al.*, 2006)

However, the provision of quality physical education can be affected by many factors which hinder delivery and participation. 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' behaviour) and Boyle *et al.*, 2008; Common wealth of Australia, 1992; Dagkas & Stathi, 2007; Sherar *et al.*, 2009; Trudeau & Shephard, 2005 have also found out *student-related barriers* such as 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.

Furthermore, As indicated in the final report of worldwide survey of school physical education (2014), there is an average of 99 minutes per week in secondary schools whereas especially physical education are characterized by problems such as low awareness of usefulness of physical education in educational system, misconceptions that physical education is not academic, participation in physical education is a waste of time, an issue of nonchalant attitude of school heads towards physical education, issue of lack of interest in teaching by physical education teachers in the lower school system; parents and other stake holders take physical education lessons as a wastage of time in schools etc.

Physical education in Ethiopia in general and in the area of study specifically is being delivered in different levels of schools. However, there are challenges of providing quality physical education that hinder attainment of the intended objectives in secondary schools in general and specifically in the area and schools under the study.

Research Questions

1. Are there institution/school-related, teacher related, and student related challenges hindering the provision of quality physical education in the selected schools?
2. What is the magnitude of challenges in each sampled schools?
3. What is the relationship between challenges in providing quality physical education ?

MATERIALS AND METHODS

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).

Simple random sampling technique was used to select 10 secondary schools from 15 woredas (districts) and city administrations of Wolaita zone. The targeted respondents were 30 school administrators (3 from each selected schools), 36 physical education teachers, and 200 students (20 from each selected schools.) . Hence, the total of 266 subjects.

Data Collection Tools

Questionnaire of 5-point forced rating scales (Strongly Agree (5), Agree (4), Neutral (3), Disagree (2) and Strongly Disagree (1) was designed(English version for school administrators and physical education teachers and the Amharic version for students) and was piloted in two (2) public secondary schools. The two (2) schools were not included in the study. Test-retest method was used to test the reliability of the questionnaire and Spearman correlations were employed to compute the correlation coefficient. A correlation coefficient of 0.72 was obtained.

Data Analysis Methods

Data analysis was conducted by SPSS Version 25. Descriptive statistics was used to show frequency and percentage of respondents back ground information .One-way ANOVA was computed to analyze the differences among challenges in selected schools and LSD post hoc was conducted to determine which schools differ from the other in relation to challenges. the significance level of tests was $\alpha < 0.05$ and Pearson product moment correlation analysis was conducted to determine the relationship between the three major challenges of providing quality physical education.

RESULTS

From 266 questionnaires distributed for 30 school administrators (3 from each selected schools), 36 physical education teachers, and 200 students(20 from each selected schools.), after follow- ups to each schools , 254 responses were received , a response rate of 95.5%. Hence, the data were analyzed and the findings were presented as follows:

Descriptive statistics of the respondents characteristics

Gender and Age

Data analysis revealed that male respondents constitute 66.5% and female respondents constitute 33.5 % of the total respondents. whereas regarding the respondents age, it was found out that majority of school administrators(33.3%) lie in the age category of 31-35 years followed by those under the category of 26-30 (26.7%) and the least only 3.3% is under the age of 21-25 years whereas the large majority of physical education teachers(46.9%) lie in the age category of 26-30 and the 4(12.5%) lie in the age category of 41 and above . The very large majority of students (95.3%) are categorized under 15-20 years age.

Educational qualification and Teaching experience of School Administrators and Physical Education teachers

As it is revealed in the analysis, the great majority (82.3%) of school administrators and teachers are qualified in BA/BSc/BEd and the remaining 17.7% of them are holders of Ma/MSc/ME.

Regarding the teaching experience, the greatest percentage (48.4%) of school administrators and physical education teachers have teaching experience of 11-15 years.

Administrative experience of School Administrators

The results shown that the highest percentage (40%) of school administrators have administration experience of 6-10 years followed by 0-5 years experience that constitutes 33.3% .

Table 1 :Descriptive statistics of institution related, teacher related and student related challenges among sampled public schools

| Public secondary schools | N | Institution related | Teacher related | Student related |
|--|-----|---------------------|-----------------|-----------------|
| | | Mean (SD) | Mean (SD) | Mean (SD) |
| Soddo Secondary School | 26 | 4.07 (0.71) | 3.82 (0.71) | 3.91 (0.69) |
| Bogale Walalu Secondary School | 25 | 3.91(0.63) | 4.16 (0.95) | 3.92 (0.50) |
| Boditi Secondary School | 29 | 4.48 (0.45) | 4.37 (0.79) | 4.39 (0.55) |
| Meles Zenawi Memorial Secondary School | 22 | 4.09 (0.72) | 3.86 (1.00) | 4.19 (0.65) |
| Sholla Koddo Secondary School | 25 | 3.84 (0.73) | 3.35 (0.70) | 3.69 (0.65) |
| Bedessa Secondary School | 27 | 3.87 (0.73) | 3.92 (0.94) | 3.60 (0.98) |
| Areka Secondary School | 26 | 3.57 (0.70) | 3.37 (0.91) | 3.73 (0.76) |
| Hageda Secondary School | 23 | 3.85 (0.55) | 3.72 (0.57) | 3.75 (1.71) |
| Wadu Secondary School | 24 | 4.43 (0.49) | 3.87 (0.45) | 3.85 (0.73) |
| Gununo Secondary School | 27 | 3.54 (0.59) | 3.68 (0.68) | 3.87 (0.62) |
| Total | 254 | 3.96 (0.69) | 3.82 (0.83) | 3.89 (0.86) |

In the table above, it is clearly indicated that all public secondary schools have mean scores above 3, it is possible to say that all schools have institution-related challenges that hinder the provision of quality physical education(Average M =3.96±.69 with the lowest mean score M= 3.53±.59 in Gununo Secondary School up to the highest mean score M=4.47±.45 in Boditi Secondary School.

The table above again reveals that there are teacher-related challenges in all public secondary schools(Average M =3.82±.83 with the lower mean score M= 3.35±.70 at Sholla Kodo Secondary School up to the higher mean score M= 4.36±.78 in Boditi Secondary School. Finally, the average mean score M=3.89±.86 in the student-related challenges indicate that there are challenges prevailing in all the sampled schools with the lower mean score M=3.60±.98 in Bedessa Secondary School up to the higher mean score M= 4.4±.55 in Boditi Secondary School.

Table 2. ANOVA table for institution- related challenges in between schools

| ANOVA | | | | | |
|----------------|----------------|-----|-------------|-------|------|
| | Sum of Squares | Df | Mean Square | F | Sig. |
| Between Groups | 23.248 | 9 | 2.583 | 6.379 | .000 |
| Within Groups | 98.810 | 244 | .405 | | |
| Total | 122.059 | 253 | | | |

A one- way between subjects ANOVA was conducted to compare the difference in institution related challenges between schools. There was a significant difference in institutional related challenges between schools ($F_{9, 244} = 6.37, P < 0.001$) with LSD post hoc test revealing that the mean score of institutional- related challenges in providing quality physical education in Bodditi secondary school is higher than Soddo secondary school ($P = 0.019$), Bogale Walelu secondary school ($P = 0.001$), Meles Zenawi secondary school ($P = 0.032$), Sholla Koddoo secondary school ($P < 0.001$), Bedessa secondary school ($P < 0.001$), Areka secondary school ($P < 0.001$), Hangeda secondary school ($P < 0.001$), and Gununo secondary school ($P < 0.001$). whereas Soddo secondary school and Meles Zenawi secondary schools have high mean scores than Areka secondary school ($P = 0.005$ & 0.006 respectively) and Gununo secondary school ($P = 0.003$). Furthermore, Wadu secondary school has also greater mean score of institutional related challenges than Soddo secondary school ($P = 0.047$), Bogale Walelu secondary school ($P = 0.005$), Sholla Kodo secondary school ($P = 0.001$), Bedessa secondary school ($P = 0.002$), Areka secondary school ($P < 0.001$), Hangeda secondary school ($P = 0.002$) and Gununo secondary school ($P < 0.001$). finally, the mean score of Bogale Walelu secondary school is higher than Gununo Secondary school ($P = 0.036$). Whereas, a statistically significant difference was not found between other groups.

Table 3: ANOVA table for teacher- related challenges in between schools

| ANOVA | | | | | |
|----------------|----------------|-----|-------------|-------|------|
| | Sum of Squares | Df | Mean Square | F | Sig. |
| Between Groups | 23.545 | 9 | 2.616 | 4.183 | .000 |
| Within Groups | 152.591 | 244 | .625 | | |
| Total | 176.136 | 253 | | | |

A one- way between subjects ANOVA was conducted to compare the difference in teacher- related challenges in between schools. There was a significant difference in teacher- related challenges between schools ($F_{9, 244} = 4.183, P < 0.05$) with LSD post hoc test revealing that the mean score of teacher- related challenges in providing quality physical education are higher in Bodditi secondary school than Soddo secondary school ($P = 0.011$), Meles Zenawi secondary school ($P = 0.026$), Sholla Koddoo secondary school ($P < 0.001$), Bedessa secondary school ($P = 0.037$), Areka secondary school ($P < 0.001$), Hangeda secondary school ($P = 0.004$), Wadu secondary school ($P = 0.023$) and Gununo secondary school ($P = 0.001$). Whereas Soddo secondary school has higher mean score than Areka secondary school ($P = 0.041$) and Sholla Kodo secondary school ($P = 0.034$). Bedessa secondary school also has higher mean score than Areka secondary school ($P = 0.012$) and Sholla Kodo secondary school ($P = 0.009$). Wadu secondary school again has higher mean score than Areka secondary school ($P = 0.028$) and Sholla Kodo secondary school ($P = 0.023$). and Meles Zenawi secondary schools has higher mean scores of teacher- related challenges than Areka secondary school ($P = 0.032$) and Sholla Kodo secondary school ($P = 0.027$). Furthermore, Bogale Walelu secondary school has significantly higher mean score of teacher-related challenges than Sholla Kodo secondary school ($P < 0.001$), Areka secondary school ($P < 0.001$), and Gununo secondary school ($P = 0.028$). Whereas, a statistically significant difference was not found between other schools.

Table 4: ANOVA table for student- related challenges in between schools

| ANOVA | | | | | |
|----------------|----------------|-----|-------------|-------|------|
| | Sum of Squares | Df | Mean Square | F | Sig. |
| Between Groups | 13.996 | 9 | 1.555 | 2.218 | .022 |
| Within Groups | 171.052 | 244 | .701 | | |
| Total | 185.048 | 253 | | | |

A one- way between subjects ANOVA was conducted to compare the mean difference in student- related challenges in between schools. There was a significant difference in student- related challenges between schools ($F_{9, 244} = 2.218, P = 0.022$) with LSD post hoc test revealing that the mean score of student- related challenges in providing quality physical education are higher in Bodditi secondary school than Soddo secondary school ($P=0.034$), Bogale Walelu secondary school ($P<0.039$), Bedessa secondary school ($P<0.001$), Areka secondary school ($P<0.003$), Hangeda secondary school ($P=0.006$), Wadu secondary school ($P=0.018$), Sholla kodo secondary school ($P=0.002$) and Gununo secondary school ($P=0.021$). And again Meles Zenawi secondary school has higher mean scores of teacher- related challenges than Bedessa secondary school ($P=0.014$) and Sholla Kodo secondary school ($P=0.039$). Whereas, a statistically significant difference was not found between other groups.

Table 5: Relationship between challenges in providing quality physical education

| Variables | Correlation | Institution-related challenges | Teacher-related challenges | Student-related challenges |
|--------------------------------|---------------------|--------------------------------|----------------------------|----------------------------|
| Institution-related challenges | Pearson Correlation | 1 | .456** | .462** |
| | Covariance | .482 | .264 | .275 |
| | N | 254 | 254 | 254 |
| Teacher-related challenges | Pearson Correlation | .456** | 1 | .409** |
| | Covariance | .264 | .696 | .292 |
| | N | 254 | 254 | 254 |
| Student-related challenges | Pearson Correlation | .462** | .409** | 1 |
| | Covariance | .275 | .292 | .731 |
| | N | 254 | 254 | 254 |

** . Correlation is significant at the 0.01 level (2-tailed).

To determine the relationship between the three major challenges of providing quality physical education, Pearson product moment correlation analysis was conducted. There was a positive correlation between the institution-related challenges with teacher-related & student-related challenges, $r = 0.46, p < 0.001, N=254$. There was also positive correlation between the teacher-related & student-related challenges, $r=0.41, P < 0.001, N=254$.

DISCUSSION AND CONCLUSION

The objective of the present study was to investigate the institutions/schools-related, teacher related, and student related challenges in providing quality physical education. This research also aimed to compare the magnitude of these challenges between the schools and

to find out the relationship between challenges of selected public secondary schools. Hence, the findings revealed that all selected schools have institution-related challenges, teacher-related challenges and student-related challenges with the highest mean scores in Boditi Secondary School. 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 (Morgan and Henson, 2008). 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 institution-related, teacher-related and student-related challenges in between some schools. Furthermore, the study found out that there was positive correlation between institution related, teacher related and student related challenges.

REFERENCES

- American Heart Association. (2006). *Exercise (physical activity) and children*. Retrieved June 26, 2006, from <http://www.americanheart.org/presenter.jhtml?>
- Best, W.J., & Kahn V. J., (2006). *Research in Education*(10th ed.) Pearson education Inc.
- Boyle, S. D., Jones, G. L. & Walters, S. J. (2008). Physical activity among adolescents and barriers to delivering physical education in Cornwall and Lancashire, UK: a qualitative study of heads of PE and heads of schools. *BMC Public Health*, 8, 273-281.
- Coe, DP, Pivarnik, JM, Womack, CJ, Reeves, MJ, Malina, RM., (2006). Effect of physical education and activity levels on academic achievement in children. *Medicine & Science in Sports & Exercise* 2006;38:1515-1519
- Commonwealth of Australia. (1992). Physical and sport education: a report by the Senate Standing Committee on Environment, Recreation and the Arts. Canberra: Commonwealth of Australia.
- Creswell, W.J.,(2009) *Research Design: Qualitative, Quantitative and Mixed Methods Approaches*(3rd ed.) SAGE, Los Angeles.
- Dagkas, S. & Stathi, A. (2007). Exploring Social And Environmental Factors Affecting Adolescents' Participation in Physical Activity. *European Physical Education Review*, 13(3), 369-384.
- Lee, S. M., Burgeson, C. R., Fulton, J. E. & Spain, C. G. (2007). Physical education and physical activity: results from the School Health Policies and Programs Study 2006. *Journal of School Health*, 77(8), 435-463
- Morgan, P. J. & Hansen, V. (2008). Classroom teachers' perceptions of the impact of barriers to teaching physical education on the quality of physical education programs. *Research Quarterly for Exercise and Sport*, 79(4), 506-516.
- Sherar, L. B., Gyurcsik, N. C., Humbert, M. L., Dyck, R. F., Fowler-Kerry, S. & Baxter-Jones, A. D. G. (2009). Activity and barriers in girls (8-16 years) based on grade and maturity status. *Medicine & Science in Sports & Exercise*, 41(1), 87-95.
- Trudeau, F., & Shephard, R. J. (2005). Contribution of school programmes to physical activity levels and attitudes in children and adults. *Sports Medicine*, 35(2), 89-105.
- UNESCO. (2014). World- Wide Survey Of School Physical Education Final Report.