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Major problems in the implementation of active learning methods in physical education classes in Kotebe College of teacher education and Addis Ababa University, Ethiopia

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Abstract

Student – centered physical education is a modern teaching strategy which students learn basic knowledge, skills, techniques and tactics of physical education through active involvement of the whole students by using different types of teaching strategy rather than dominated by teachers through lecture method. The main purpose of this study was to investigate major problems in the implementation of active learning methods in physical education classes in Kotebe College of teacher education and Addis Ababa University. To conduct this study, descriptive survey research design method was employed. The main data sources for this study were students, physical education instructors, physical education journals, Articles and reference books. To get sufficient information and knowledge the researcher were select respondents by using purposive sampling techniques. The researcher were select respondents from both Kotebe college of teacher education and Addis Ababa University (20) twenty students in each first second and third year, totally (120) students, ten (10) experienced physical education instructors and two (2) physical education department head instructors. Generally, researcher was used one hundred thirty two (132) over all respondents. There are three main data collection instruments such as questionnaire, classroom observation and interview were used in the study. Data obtained from instructors and students analyzed and interpreted by using table, number and percentage through appropriate qualitative and quantitative techniques. The findings of the study revealed that the magnitude of practicing or implementation of active learning in physical education classes in both Kotebe College of teacher education and Addis Ababa University is medium. Major factors for implementation of student centered physical education are lack of swimming pool, large class size, shortage of instructional materials like modules and reference books, teachers use of more lecture method rather than student centered method, school environment and ability of students to perform an activities.

Keywords: Physical education, implementation, teaching, active learning methods

1. Introduction

1.1 Background of the study

Paul Charles (2004) ^[12]. States that the reason why physical education is given for current time higher education students are to enable them, to realize their capacity as active, participatory members of society and to develop learners creative thinking skills. Derebssa Dufera (2006) ^[5] Study result showed that when asked why Ethiopian teachers are using the lecture method strategy 86.6 % of teachers and 81.3 % of students responded that the lecture method of teaching is more suitable to current curriculum and background and also 90.0 % of teachers and 82.7 % of students replied teachers are using method because they know very well. Some teachers interested to teach students through lecture method. Beshir Edo, 2012 ^[2]. Reviewed in (ICDR, 1999) ^[8] To teach students effectively it requires using of various teaching methodologies and pedagogies to meet the needs of students, new techniques and the ever changing educational environments in modern education which called active learning students not only receive information from lectures and books, they also collect information and draw conclusions.

Wanyama, M.N. & Quay, J. (2014) ^[19]. Cited that the teaching of Physical Education faces challenges in most countries (Hardman, 2009) ^[14].

These challenges range from reduced curriculum time and a lack of adequately prepared teachers, to the poor state of facilities and a negative perception from teachers, students and parents (Nyakweba, 2005) ^[15]. According to Van Deventer (2005) ^[18], the crisis PE faces globally has both a scientific and a political dimension, meaning that it is not only to do with curriculum content but also with the politics surrounding the curriculum as this is developed and implemented in schools. HabtamuTefaye and Professor Nishan Singh, 2016 ^[6] finding study conclude that the problems of teaching physical education in Addis Ababa University and Kotebe university college are lack of sport facilities and equipment affect students sport performance skills, students less participation and students attitude towards physical education decrease students interest.

The researcher of this study had observed and experienced, some factors that hinders the implementation of student centered physical education in higher education such as teachers used more lecture method teaching strategies, large class size, shortage of teaching aids like pictures, sport equipment's reference books, modules and others. Both Kotebe college of teacher education and Addis Ababa University are located in the capital city of Ethiopia. Most physical education educators and coaches were graduated in physical education and sport fields and other specializations in diploma, degree and masters programs in the above university and college. Therefore, the study has investigate major problems in the implementation of active – learning methods / student – centered approaches in the teaching learning process of physical education classes.

1.2 Statement of the problem

As BirhaunMoges (2010) ^[3], cited in Cook and Hood (2002) studied that the paradigm shift from a lecture centered to active learning / student centered approaches has been widely advocated throughout the world. Numerous research studies have shown that active learning - based teaching methods are more effective strategies than traditional methods because it effectively improves the student's academic performance. (Moe, 2002) ^[11] The ministry of education underlined the importance of implementing active learning / student centered approaches in teaching at various levels in different subject areas to promote the development of problem solving capacities and competences of the student. Even though, the effectiveness of an active learning approaches is supported by different researchers and their approach wins the debate over the lecture – centered approaches. (Moe, 2001) ^[10] document states that Ethiopian educational context of previous curriculum design and instructional process suffered from the old, traditional approaches, After 1994 Ethiopian educational system changed and continual curriculum revision have been made and different programs were designed by new education and training policy of the country to offer quality training and to make active learning approaches practical at different level such as primary school up to higher education institutions. But, still have problem on the implementation of active learning methods and quality of education in higher education throughout the country.

As BirhanuMoges (2010) ^[3] cited in Oil (2006) reviewed that the statues of active learning / student centered approaches in teacher education colleges and universities were relatively low (less than 50%). Based on the above findings in order to make the teaching of physical education more relevant to the immediate needs of the students, society and the nation at large, it is imperative to improve the quality of Ethiopian

higher education lectures through direct involvement of their learners in student – centered approaches. However, as mentioned above in Kotebe College of teacher education and Addis Ababa University in particular little research study has been carried out in exploring the issue of implementation of active learning / student centered approaches in higher education, especially in physical education

2. Research Design and Methodology

2.1 The Research Methodology

To suggest some possible means that can be used to implement student - centered learning, increase students participation and achievements in physical education teaching learning process, a descriptive survey research design methodology was employed to explore the major hindering factors.

2.2 Sources of data

Both primary and secondary sources of data were used for the study. The primary data sources for the study were sport science department heads, physical education instructors and students. Additionally, secondary data sources were obtained from journals, articles, review documents and different reference books.

2.3 Population and Sampling Techniques

For this study to get sufficient information and knowledge Physical education teachers, department heads and students were selected by using purposive sampling techniques in Kotebe College of teacher education and Addis Ababa University. The researcher was selected respondents from the above college and university (20) twenty students in each first, second and third year, totally one hundred twenty (120) respondent students, ten (10) experienced instructors and two (2) physical educations departments from both institutions. Generally, researcher was used one hundred thirty two (132) over all total respondents to get sufficient information.

2.4 Data collection instruments and procedures

The main instrument of data collection namely: questionnaire, class room observation, interview and review documents were used in the study. The researcher adopts three steps in collecting data for the study. Firstly, relevant literature was reviewed to get adequate information. Secondly, objective and research questions were formulated to show direction of the study. Thirdly, data gathering tools were developed and piloted. After the questioners were distributed and collected, classroom observations had taken place. At the end, researcher was conducted interview with department heads on the issues of physical education teaching – learning process.

2.5 Method of data analysis and Interpretation

The data obtained from instructors and students though questionnaire, observation and interview were analyzed and organized by using table, number and personage. Finally, the information gathered though the three instruments as mentioned above regarding the implementation active learning approaches in physical education were analyzed and interoperated on the basis of information gathered as shown in the table of each case as related to the leading questions through appropriate qualitative and quantitative techniques.

3. Results and Discussions

Table 1: Demographic Characteristics of Respondents

S. No	Items	Variables	In No (%)
1	Sex of the respondent s	Male	71(53.78%)
		Female	61(46.20%)
3	Educational Background	Certificate	0
		Diploma	0
		Degree student	120(90.9%)
		Masters	10(7.57%)
		PhD	2(1.51%)
4	years of service in teaching physical education	1-3 years	1(.7575%)
		4-5 years	0
		6-9 years	2(1.51%)
		10 and above	7(5.30%)
5	Total		132(100%)

As the above table1 shows that 60 (45.45%) male and female sport science students from I, II and III years in AAU and 60 (45.45%) male and female students from I, II and III year in KCTE, totally 120 (90.9%) students involved in both campus for this study. In addition there are six 6 (4.54%) PE instructors from AAU and six 6 (4.54%) instructors from KCTE with different specializations and qualifications all are male teachers in AAU, from them two (2) PhD instructors specialized with Sport science and Athletics and have above 16 years of services and experiences, four (4) M.sc instructors specialized with (2) teachers with teaching PE and (2) Football coaching. They have above (16) and 6- 10 years of services. In KCTE there are five (5) male and one (1) female M.sc instructors specialized with different programs such as two (2) instructors with Teaching PE and have 6-10 and above 16 years of experience, one (1) instructor with Administration and Organization of PE and have 6- 10 years of services, one (1) instructor also with Football coaching and have above 16 years' experience and two (2) instructors specialized with Athletics coaching and have 1- 5 and 6-10 years of services. There are no PhD holder instructors in Kotebe College of teacher education and the total numbers of teachers are nine (9). So that the institution should employ qualified and specialized physical education instructors in

both KCTE and AAU sport science departments to implement student centered physical education and to teach effectively in particular, diploma and degree regular and distance students in KCTE.

Table 2: Students interest in physical education classes and Physical education modules and reference books

S. No	Items	Variables	In No (%)
1	To what extent is student's interest towards physical education teaching learning process?	High	80(60.6%)
		Medium	32(24.24%)
		Low	10(7.57%)
		very low	4(3.03%)
		Total	132 (100%)
2	Does the physical education department have modules and enough sport reference books?	yes	40(30.3%)
		No	90(68.17%)
	Total		132 (100%)

The above table shows that 80 (60.6%) of students have high interest for PE teaching learning, 32 (24.24%) of students also has medium interest for PE, 10 (7.57%) of students has low interest for PE teaching learning process. So that, teacher should enhance the interest of other students towards PE teaching learning process. P. R. Subramanian, 2009 reviewed that individual interest refers to an individual relatively enduring psychological pre description to re-engage in particular class individual knowledge. Situational plays as motivator in enhancing student's engagement in the learning process. Even though interest has been recognized as an important variable for learning, teachers still do not have a clear understanding of their potential role in helping students develop interest. In conclusion, situational interest is a construct that should not be underestimated. Its potential for student engagement and learning in physical education has been well documented. If teachers are willing to give up the notion that students either have or do not have interest, and recognize that they could potentially contribute to the development of students' interest via the creation of a situational interesting learning environment, we are bound to see more motivated students willing to be actively engaged in learning.

Table 3: Physical education teaching strategies in practical session and classroom

Teaching Method	Never No. (%)	Sometimes No. (%)	Mostly No. (%)	Always No. (%)
Demonstration method	0	27(20.45%)	6(4.54%)	24(18.18%)
Lecture method	0	75(56.81%)	56(42.42%)	25(18.93%)
practice method	1(0.7575%)	51(38.63%)	51(38.63%)	29(21.96%)
Field trip	98(74.23%)	29(21.96%)	0	1(0.7575%)
Group discussion	24(18.18%)	49(37.11%)	9(6.81%)	26(19.69%)
peer teaching	1(0.7575%)	76(57.57%)	5(3.78%)	50(37.87%)
Total				132(100%)

As the above respondents table shows that demonstration method 24(18.18%), lecture method 56(42.42%), group discussion method 49(37.11%) and peer teaching 50(37.87%) they use always, mostly and sometimes. Additionally, teachers never used practice method 1(0.7575%), filed trip 98(74.23%) and group discussion 24(18.18%).So that, teachers should use Varsity of teaching method which are listed in the above table to implement student centered physical education as well as to make effective teaching learning process. Active learning instructional strategies include a wide range of activities that share the common

element of —involving students in doing things and thinking about the things they are doing| (Bonwell&Eison 1991). Active learning instructional strategies can be created and used to engage students in (a) thinking critically or creatively, (b) speaking with a partner, in a small group, or with the entire class, (c) expressing ideas through writing, (d) exploring personal attitudes and values, (e) giving and receiving feedback, and (f) reflecting upon the learning process

Table 4: Factors in physical education classes

Factors	Not serious No. (%)	undecided No. (%)	serious No. (%)	most serious No. (%)
Standard sport field	34(25.75%)	17(12.87%)	41(31.05%)	51(38.63%)
Ability of the students	17(12.87%)	34(25.75%)	23(17.42%)	52(39.39%)
lack of instructional materials	51(38.63%)	17(12.87%)	36(27.27%)	44(33.33%)
large class size	34(25.75%)	18(13.63%)	19(14.39%)	78(59.08%)
Lack of swimming pool	0	0	50(37.87%)	51(38.63%)
family back ground	53(40.14%)	34(25.75%)	38(28.78%)	18(13.63%)
Total	132(100%)			

As the above respondents table shows that standard sport field 51(38.63%), Lack of swimming pool 51(38.63%), large class size 78(59.08%), lack of instructional materials 44(33.33%) most serious factors that affect physical education classes. Teachers and concerned bodies should consider and try to solve problems related physical education teaching – learning process. UNESCO, 1978 [16]. Article states “that adequate and sufficient facilities and equipment must be provided and installed to meet the needs of intensive and safe participation in both in-school and out-of-school programmers concerning physical education and sport. It is incumbent on governments, public authorities, schools and appropriate private agencies, at all levels to join forces and plan together so as to provide and make optimum use of installations, facilities and equipment for physical education and sport. It is essential that plans for rural and urban development include provision for long-term needs in the matter of installations, facilities and equipment for physical education and sport, taking into account the opportunities offered by the natural environment.”

4. Conclusion and Recommendation

4.1 Conclusion

Based on the major findings the researcher has drawn conclusion as follow: both Kotebe college of teacher education and Addis Ababa university sport science students have high interest to physical education teaching learning, PE teacher used more of lecture method rather than Variety of teaching method. So that, the implementation of active learning methods in physical education class particularly in theoretical class is low. Teaching physical education student through active learning have positive impact on students participation, understanding, achievement and imitations of basic skills, techniques and tactics of physical education in theoretical and practical courses. The major factor that hinder the implementation of student centered physical education are shortage of materials, lack of swimming pool, large class size, students and teachers lack of interest to new method of teaching, school environment, ability of students to perform activities. Most teachers used summative assessment technique to evaluate students' ability, performances and skills. Finally, to implement student – centered physical education teachers, students and sport science department heads do together and participate actively the whole students are needed.

4.2. Recommendation

Based on the information of data analysis and interpretation, major findings and conclusion researcher recommends as follows:

- Teachers should encourage, motivate, correct and give feedback for students during theoretical and practical session more.
- The institutions should employ qualified physical education teacher and give continuous training for them

on student-central physical education.

- Students should work together with PE teachers to minimize or solve factor that hinder the implementation of student-centered PE.
- Teachers should evaluate and assess student ability, performance, knowledge and experiences through continues assessment techniques rather than mid – term exam, final exam, and practical test only.
- Teachers should use verity of modern teaching method rather than traditional method, that it lectures method. For example, there should use practice method, Brain storming, field trip, project method, role playing, problem solving method and soon.
- Additionally, in practical session teachers should use demonstration method, explanation method and practice method more.
- For shortage instructional materials and sport equipment's and other problems natural science dean and sport science head should communicate and work together to solve problems like shortage of standard and quality sport equipment, shortage books, modules and standard track and field and swimming pool.
- The concerned bodies should increase the period allotment for physical education and sport classes.
- PE curriculum designer should consider the effective implementation of student-centered and continues assessment in physical education classes.

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