

Curriculum Implementation in Physical Education

**A Thesis Submitted to the Department of Curriculum and Evaluation
in Partial fulfillment of Master Degree in Education**

Submitted by

Ganesh Koirala

Tribhuvan University, Faculty of Education

Janata Multiple Campus

,Itahari, Sunsari

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RECOMMENDATION LETTER

This thesis entitled “Problems of Curriculum Implementation in Physical Education” has been completed by Ganesh Koirala under my guidance and supervision. This finding of his own intensive and independent research work had been prepared in the terms as required by the faculty.

I recommend this thesis for approval to the evaluation committee.

.....
Mr. Shantiram Dahal
(Thesis Guide)



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APPROVAL SHEET

This dissertation “Curriculum Implementation in Physical Education” submitted by Ganesh Koirala for the partial fulfillment of requirement for the Masters Degree in Education has been approved.

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Ganesh Koirala
2012

ABSTRACT

A thesis report for the requirement of the partial fulfillment of Master's degree in Education Curriculum and Evaluation course no. 598, a study on the topic "Curriculum Implementation in Physical Education has been made. The objective of the study was to find out availability of curriculum materials of physical education, to find out the present condition of classroom instruction and to seek the problems of physical education. To obtain the objectives, 6 public lower secondary schools were selected in sunsari district by convenient sampling method. Similarly by random sampling method. Physical education teachers also selected conveniently

The collected the information with the help of Focus Group Discussion amongst students. And guided interview with teachers. The researcher recorded the teaching/sports materials with the help of check list and observed the classes of physical education class and obtained the data

In the study it was found that every teacher has textbook they use it while teaching rather than other curriculum materials and instruction was limited in explanation method .Teachers were indifferent to collect and construct local instructional materials. Interaction between students, teachers, administers and school management committee was practically nil. School supervision was poor and rare. No training is managed from government. Headmasters are out of right rather than followers of political parties.Politicalization for teacher appointment are prevailing in many schools. Available materials were not in good condition. In the case of continuous evaluation, there exist only yearly exam rather than observation, unit test, and monthly test etc. Importance was given only to final examination and district level examination in grade-8

Regarding the implementation of physical education curriculum in lower secondary level Curriculum Development Center should conduct training, workshop, and orientation of physical education teachers and create new vacancy for the post.

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ABBREVIATIONS

PT -Physical Training

BC -Before Christ

NEC -National Education Commission

HLNEC –High Level National Education Commission

VDC -Village Development Committee

ORC -Overcoming Resistance to Change

Ed -Edition

MOE -Ministry of Education

Ma Vi -Madhyamik Vidhyalaya

FGD -Focus Group Discussion

USA -United States of America

CHAPTER ONE

INTRODUCTION

1.1 Background

Education is lifelong essential process in human life. The education that teaches to enjoy simple and well fit life in every condition is needed to a modern citizen according to new era. The knowledge, skills and attitude developed till now are the result of formal or non-formal education base. Most of the nations of the world have categorized the education system as primary education system to higher level education system. Nepalese education system has named school level education as school education. Text as per the national curriculums are distributed and different activities are carried in the classroom. Physical education is one of them which is compulsory below secondary level and optional in secondary level.

Physical education has been recognized as an integral part of education. The existence of human being is primarily physical. The first lesson the human child learns are lesson of physical activities. No education, however ideal and exalted in its objectives, is complete without emphasis on motor activity. The human body is a sacred gift of nature. Its growth, development and efficiency largely depend upon the quantity and quality of motor activities it performs. (A.K Jha 2008)

1.1.1 Meaning and Definition of Physical Education.

The word 'physical' refers to body, and indicates bodily characteristics such as strength ,speed, endurance, health, performance etc. similarly the term 'education' when used in conjunction with physical, refers to a process of education that develops the human body especially fitness and movement skills. Thus, physical education is an education for body and mind through physical activities. Very often physical education is equated with physical training (PT), Exercise, Games and sports, recreational activities, Yoga etc. These are the components of physical education but don't constitute physical education in total.

In fact, physical education means many things to different people, because it has been defined in various ways. They follow as.

Brown Hill and Hageman “Accumulation of wholesome experience through participation in large muscle activities that promote growth and development”

Bucher and West." Physical education includes the acquisition and refinement of motor skills ,the development and maintenance of fitness for optimal health and wellbeing, the attainment of knowledge and the growth of positive attitudes towards physical activity.”

Lumpkin "Physical education is a process through which an individual obtains optimal physical, mental and social skills and fitness through physical activities."

1.1.2 Origin of Physical Education

Historians mention that ancient Greece was the first civilized country in the west; The country as a bridge of East and West was storehouse of art, culture, science, literature, politics and civilization. It gave the new thought and direction of education and physical education first in the west. Infact, ancient Greece was golden age of physical education. The Greece people acquired success in life through the objectives of physical education. According to Greek philosopher Socrates-“The use of life is incomplete in the lack of physical education “Another philosopher Plato says in his book ‘Republic’ that music and exercise bring the soul of human being towards progress. The most emphasis in physical education was given by Greece rather than other country. The archeological utensils and materials are evidence of it. Moreover Greece people used to hunt lion and deer, play boxing, wrestling, race, throw stones and ride horse. Modern Olympic Games started in 776 B.C.which was the result of Greek civilization. We can see through the civilization of two states of Greece; Sparta and Athens.

People of Sparta emphasized to build manpower like strong, courageous and brave citizen. For this purpose, physical education and other activities were selected. Thus, main objectives of physical education were to prepare powerful armies. It was assumed that men and women of Sparta would be healthy who were able to save the state as well as bear the troublesome and torture of war.

On the other hand, the people of Athens, the enemy of Sparta, did not believe army rule. But they used to be participating in the activities like physical development, beauty and ecstasy of life. The objectives of education were to obtain balance development of the knowledge of morality, intelligence and physical development. (Prof. Dr. Lokendra Sherchan-2005, Sport science and Games)

1.1.3 Physical Education and Philosophy

Philosophy provides important foundation to organize high-level program of physical education. Different philosophies profounder as per time and situation have influenced physical education also. Contemporary philosophy has provided important guidelines to make physical education a strong theoretical and practical knowledge.

a. Idealism and Physical Education

Thought and theory of idealism has influenced the physical education program and development of curriculum organization. It states that physical education and sports involve more than the 'physical'. Physical fitness and activities are valued for their contribution to the development of one's personality. The teacher is a 'role model' for the students. Emphasis is given to 'self development'.

b. Realism and Physical Education

Physical education in one hand is used by scientific fact and theory and in another hand is organized and used as per the ability, availability, power and limitation of participant. According to Plato "Healthy body healthy mind" which is as a result of realism. Physical education is related in realism as physical education and sports are valuable for the individual and society because its contribution to health. A healthy person can lead a fuller life and be more productive. Role of demonstration and drill are important in teaching –learning method. Participation in play and physical activities help to social adjustment.

c. Naturalism and Physical Education

The profounder and followers of naturalism give important to the fact that education should be provided on the basis of natural experience assuming nature and natural laws as superior. Besides it, education should be child centered; it should be as per the need and interest of a learner. Naturalism is associated with physical education in the following ways:

Play is inborn or innate tendency. Play stimulates child's growth and develops his mental faculty. Play is the manifestation of a natural bond between nature and man. Physical

activity is important for the development of total personality. Physical activities provide a medium for the development of physical, mental, social, emotional and moral skills.

d. Pragmatism and Physical Education

Pragmatism plays an important role to develop physical education. Jigllar says that pragmatism is a practical approach to education as well as physical education which provides real experience to the child at home and in school. Thus creativity increases through play and other physical activities. The effect of pragmatism in physical education can be mentioned as:

The physical education curriculum should be based on the needs and interest of the students. Social costumes from participation in the programme are important. The training approach of the physical education educators and coaches should be pragmatic. Exercise and education should be continuous for habit formation.

e. Existentialism and Physical Education

An individual is more important than society is supposed by existentialism, the philosophy which supports human existence as real. In this context, the result of using the theories of existentialism in physical education can be derived as:

Curriculum of physical education should be organized as per the need, interest and ability of a learner. Facilities of easy access and selection should be provided by organizing different programmes. Physical education teachers and coaches manage to enactive need and interest of individual.

1.1.4 Physical Education in Context of Nepal

The facts and records regarding the origin and development of physical education and sports in Nepal are unknown and mysterious. There is no written document and evidence about the development of the physical education in the lack of systematic record. It is revealed from the history that neighboring country like India and China have influence on Nepal regarding the introduction and development of physical education. However, it was developed from ancient and Vedic period as we notice by the activities of some historical and religious personalities like King Janak and other sage from their Yoga and meditation which produced resistance power and peaceful mind in them.

According to National Education Commission 2049(NEC -2049) physical education aims to develop human resource to construct the nation by developing personalities, human values, social costume and internal possibilities of an individual which make school education practical and life oriented. It had also aimed to develop a healthy, co-operative and moral citizen having positive attitude towards labor and to strengthen social unity by utilizing and conserving national heritage and natural environment by the means of socialization and modernization. Physical education is taught in lower secondary level both in general and Sanskrit schools with 50% full marks and average periods 3 as per the recommendation of High Level National Education Commission 2055(HLNEC) .Nepal Government Ministry of Education has implemented separate curriculum in lower secondary level.

1.1.4 Importance of Physical Education:

Physical activities are necessary for human growth and development. Such as physical education has been a part of human being since time immemorial. As time passed on, human life and their activities became more complicated and the physical activities which were found to be beneficial for different purposes for human being. Physical education has been developed on basic movement. Physical education is basically a movement skill. The main purpose of teaching or practicing physical education is to make an individual physically fit, Mentally alert, emotionally stable, socially harmonious and adjustable. So, these days more emphasis is being given to the physical facilities by different countries. A country needs not just citizen's but citizens with sound mind with a sound physics. So we can summarize the importance of physical education as following. (Dr.Ashok K.Jha 2008)

Proper growth and development of organs, it helps to build proportionate muscular body and personality and it helps to build proportionate muscular body and personality . It develops mental ability. It develops social quality. It provides recreation. It helps to utilize the leisure time, develops the feeling of patriotism and it leads to healthy living.

Human being is bounded in a room by the era of information technology created by modern scientific revolution. He has been a machine to follow repaid change in science. He has no time to think about himself. As a result, he is going to be poor physically and mentally in spite of he is rich economically. Therefore he has not been healthy and happy. Murder, terrorism and violence are terribly increasing worldwide now a days. The condition of social crime like bribery, sexual crime,

mental tension, drug-abuse and murder is searing the world. The effect of these crime have influenced the school children of the under develop country like Nepal.

We human being have massive mental energy which can be change into positive attitude like co-operation and sympathy rather than attack, quarrel, revenge and murder buy the means of school education. The education required to meet all these problems is physical education.

Nepal Government Ministry of Education has implemented separate curriculum in lower secondary level. The study has tried to analyze the factors behind the partial fulfillment of curriculum outcomes of physical education curriculum what factors are responsible to lag it behind since physical education is associative with various human activities. It makes the life of human being live, it is necessary to overcome the problems of its implementation. (G.Koirala 2067)

1.2 Statement of the Problem

Physical education in lower secondary level is an important subject by which students can solve health problem as well as learn to adjust with society and nation. According to High Level Education Commission 2055- Physical education is taught in lower secondary level both in general and Sanskrit schools with 50% full marks and average periods 3 per week. Nepal Government Ministry of Education has implemented separate curriculum in lower secondary level.

Curriculum of physical education in lower secondary level is foundation of curriculum of secondary level since proper emphasis is not given to primary curriculum of the same although the curriculum of primary level education is implemented since concerted in Rana resign as reports mentions(Gopinath Sharma 2005). Students in this level are curious and creative. But how the teaching of physical education amongst such students with creative mind is not effective since the expected outcome of the curriculum are not seen in daily life. Thus, the study will be centralized around the periphery of the following questions:

- a. Adequate teaching materials of physical education are available or not
- b. What is the present condition of classroom instruction? What are the reasonable ways of solving such problems?
- c. Materials are utilized or not? If or if not how/why?
- d. What are the problems faced in teaching physical education in lower secondary level?
- e. What may me the adoptable solutions to meet the problems?

To find out the solutions of the above questions, the study is entitled as "curriculum implementation of physical education in lower secondary level".

1.3 Rationale of the Study:

Physical education is directly related to physical activities like physical exercise, games, athletics, physical training and drill and yoga through which different organs and systems become strong and capable. The whole physical education has the impact on our immune system. It makes the cardiac muscles strong and flexible, regulate the heart palpitation, increases RBC , decrease cholesterol, increases the size and capacities of lungs, air sacs , alveoli's , decrease respiratory rate and deep and long, increase residual volume of lungs ,maximize vital capacities of lungs.

Physical education helps to change the structure of bones, makes bones strong, changes joints and cartilage, increase the work capacities flexibility of joints, associate voluntary muscles with bones properly.

It also helps to decrease the fat in the body; it makes our body beautiful and attractive, increase the capacity of producing and storing glycogen of muscles. Exercise increase reactivity of physical and mental capacity human being. It increase co-ordination between neuron muscular systems, controls the mental tension and emotion.

Physical activities increase apatite and digestive system of our body, body uses nutrients properly; increase the work capacity of excretory organs. It helps to control defunctioning of digestive and excretory organs. It is impossible unless we study the condition of school, management of teaching materials, availability of trained instructors and interest of students as well as teachers.

The study aimed to see the solutions of present's problems in physical education to make the teaching live meaningful and effective which helps to general people who want to be healthy, related teachers, students, guardians as well as curriculum development process. Thus the study is significant.

1.4 Objectives of the Study

The objectives of the study were as follow:

- a. To find out availability of curriculum materials of physical education in lower secondary level.

- b. To seek the condition of classroom instruction of physical education in lower secondary level.
- c. To find the out the problems of classroom instruction of physical education.

1.5 Delimitation of the Study

Considering limited means and sources, the study will be delimited to the following:

- a. The study was delimited only in Sunsari District.
- b. The study was limited only to public lower secondary schools.
- c. The study was conducted only in both in rural and urban area.
- d. Availability of curriculum materials, present condition of classroom instruction and its problems only were studied.

1.6 Definition of the Term

- **Curriculum materials:** Curriculum materials mean necessary materials needed to class instruction like curriculum textbook, teacher's guide and other material.
- **School:** School is an institution where lower secondary level is in existence.
- **Students:** Students of lower secondary level.
- **Teachers:** Teachers refer to lower secondary teacher teaching physical education.
- **Headmaster:** Head master means principal of the school
- **Classroom management:** Classroom management means physical and educational management of classroom.
- **Rural Area:** Rural Area means the reason which is enclosed by Village Development in Sunsari District.
- **Public Schools:** Public schools mean the schools supported by government.
- **Urban Area:** Town Area are the areas which have city facilities like municipalities

CHAPTER TWO

LITERATURE REVIEW

2.1 Theoretical Literature

The main purpose of this study chapter is to review the available literature so that the process of research work could be cleared out and information regarding the study of curriculum implementation of physical education is lower secondary level in Sunsari District could be presented in a proper way. Furthermore, it would help to plan facility for the school in physical education program in Nepal. The researcher went through number of books, research report other booklets, magazines and news papers. Despite this attempt, the researcher could not find even a single research work, which was directly related to this study.

Most of the related studies found to be completed in USA and some in India also. So the researcher has attempted to give a short description of some indirectly related literature on the following pages.

The most appropriate and valued school curriculum will go for naught if it is left on the shelves after its development. A curriculum with optimal design for students must get delivered. It must be implemented throughout the school if it is to make any impact on students' learning. Most that is planned and developed often does not get implemented because of lack of plan for dispersal throughout a school system. Frequently, new and innovative programmes are blunted at classroom doors. (Ornstein and Huskin, page 298)

The 21st century continues to be a time of over choice not only of product but also of orientation to action as well as of models for guiding our action. Considering the total force of curriculum activity can help educators to select particular approach or combination of approaches to implementation. Their selection often depends on their philosophical reference.

Strategies for improving educational offspring are not easy to identify but scholars and practitioners continue to dialogue about the need of effective means of improving the curriculum and its delivery. (Ben Haris 1998)

Few curriculum implementation models are given below:

2.1.1 Type I Model: Overcoming Resistance to Change (ORC)

A curriculum leader who accepts people are the key to successful curriculum activity and implementation is cognizant of the varies that people place between themselves and change efforts. Perhaps the biggest barrier is inertia-among the staff, the administration, or the community. Many people think it is simply easier to keep things as they are. If we find of ourselves as systems, we realize that we like to maintain steady states. We tradition to which we adhere and constitute that we cherish, and we do not wish to change. Many people are happy with the current school setup as a bureaucracy. We rely on conventional solutions we evade those problems and processes of change that we consider too complex. In a sense, we create barriers to our imagination. And besides, many people are happy with current school setup.

The overcoming resistance to change (ORC) type model on the assumption, according to Neas Gros, that the success or failure of planned organizational change efforts is basically a function of the ability of leaders to overcome staff resistance to change that is present just prior to, or at the time of, the introduction of the innovation.

Stages of this model are listed below:

Unrelated concerns, personal concerns, task related concerns and impact related concerns.
(Michael Fullan 1991)

2.1.2 Type II Model: Organizational Development

Organizational development has come to mean a rather specific approach for bringing about change and improvement in an organization. It is a long-range effort to improve an organization's problem –solving and renewal process. Particularly through collaborative diagnosis and management, the emphasis is on teamwork and organizational culture.

A key assumption of this approach to curriculum implementation is that individual care about the future. Thus, they desire to be actively engaged in designing, developing, implementing, and evaluating the educational system. They want to implement an innovative curriculum that will allow students and teachers to attain their goals and objectives and encourage the key players to identify new missions that will lead ultimately to the betterment of the society. (Michael Fullan 1991)

2.2 Thematic Literature

Those who understand that implementation is much more than handing out new materials or course of study realize that, if a new curriculum is to be successfully implemented, then those involved need to be able to visualize the purpose of the program, the roles people will play within the system and the types of individuals who are to result from the interaction with the new curriculum. Such persons also realize that even though planning is central to the change and implementation process. The process cannot be rigidly planned. Human beings require plans that are flexible. We must be able to adapt the plans to unintended consequences of implementation efforts. Because change is a process not an event that happens at a point in time, we are never really finished with the implementation task. Successful implementation of the program or procedure requires perpetual fine tuning. (Ornstein & Hunkins, Curriculum Implementation, Page 325)

Implementation requires restructuring and replacement- Leslie Bishop

Sarason states that two kinds of basic understanding are essential to implementation..

It relates both to theory of organizational change and to the theory of knowledge. It relates to change in particular socio-institutional context.

A study was conducted in Nepal in 1976; (MOE 1976) surveyed titling 'Class room behaviors of teachers of different levels of school education'. This study focused on the content of the subject, objective of the curriculum, method of teaching motivation of the students to learn physical education. It was found that physical education teachers were not able to implement curriculum effectively and lecture methods. A study by Altenburg (2:2, 61-64, 1931) was completed to investigate the play facilities of seventy one schools in seventy one cities of over 20,000 population's. The study found that the play facilities in the school were below the standard as prescribed by the leading authorities.

Nordly (10:2,122-127, 1939) studied the physical education and equipment in public secondary schools of Minnesota and found that 34% of the school had less than two areas of outdoor space for all physical education activities. Only 18% of the schools had on excess of five areas of such space on the school premises.

Cameron (7:72, 1960) surveyed the physical education curriculum facilities and administrative organization in the city high school of Saskatchewan by using Laporte Score Card Number; The result indicated that in the categories of curricula, facilities and administrative organization and administrative were below standard as mentioned.

Punia (1977) studied school and colleges of Amarawati City. He found that majority of school did not have play ground at all and those that had were inadequate.

Malik (1977) visited different college of Delhi University and collected relevant information through a questioner in order to access the facilities of physical education in relation to their achievement. The investigator found that the college having better finance and facilities of physical education showed better result in games sports.

Leiper (1972) studied the existing elementary physical education in Alberta, British Columbia as Saskatchewan. A syllabus was prepared and distributed to teachers giving information an inexpensive, homemade equipment and materials, and suggestion on method responses resulted a more varied education program.

Gulhane, Tryanbak p. (1989) the purpose of the study was to collect the data regarding the sports facilities and sports achievement of the secondary school of Karanja Tahril. The data were collected from the physical education teachers of the 20 secondary schools through the question are and interview. It was concluded that sports achievement were very much affected by the sports facilities that were available in the school.

Dr. Ashok Kr Jha (2008) mentions that physical education is essential and integral part of total education process which is obtained by individual participation in 'Big muscle activity'. Movement or activities or games and sports are means of wholesome experience and physical education. Physical education aims to develop physically, mentally, emotionally socially fit citizen through physical activities.

P.B. Mahatara (2004) studied titling 'yoga and our beauty'. He concluded that yoga teachers us to live artfully within house and society being superior human being. It gives not only the benefits of physical health, mental peace and aesthetic health but also yields Romanism.

Swami Ramdev (2007) states in practice and mystery of yoga that practice of yoga develops our ego and recreates our tissues. It balances blood circulation and eradicates immune system of our body. People in the world look for peace which is way of happiness this is fulfilled by yoga.

S.J. Shahi (2001) studied in the little "knowledge and practice of physical education among lower secondary school student in Tanahun District and concluded that the boarding school students had a good performance as compared to the government school students and they were more conscious about thin performance, participation and availability of sports materials in their schools. There was strong positive relationship associated between knowledge about physical

education and curriculum of physical education being a compulsory subject in lower secondary level. The result indicated that the ball games were most popular among the students. Majority of students had got the physical training from their school sport teacher. The study also viewed that boarding schools had more games/sports facilities than the Government Schools.

Having studied the literature of different fields, most of the research workers concluded that physical education and sports facilities are becoming inadequate because of steadily increasing school population. Therefore, they recommended having multipurpose and multi useful facilities for different activities as well as for utilizing pointed approaches by curriculum.

In developing countries like Nepal, it is a quite phenomenon to plan for the minimum facilities. Physical activities are needed as per political activities are needed as per political, social and economic condition of a country, geographical feature and interest of learner.

As far as it is concerned to the implementation of physical education curriculum, the program planner should keep in mind the facilities available in the schools and prepare the program accordingly. It is found that this factor has been neglected in schools. As a result, the curriculum of physical education is not evolving satisfactorily.

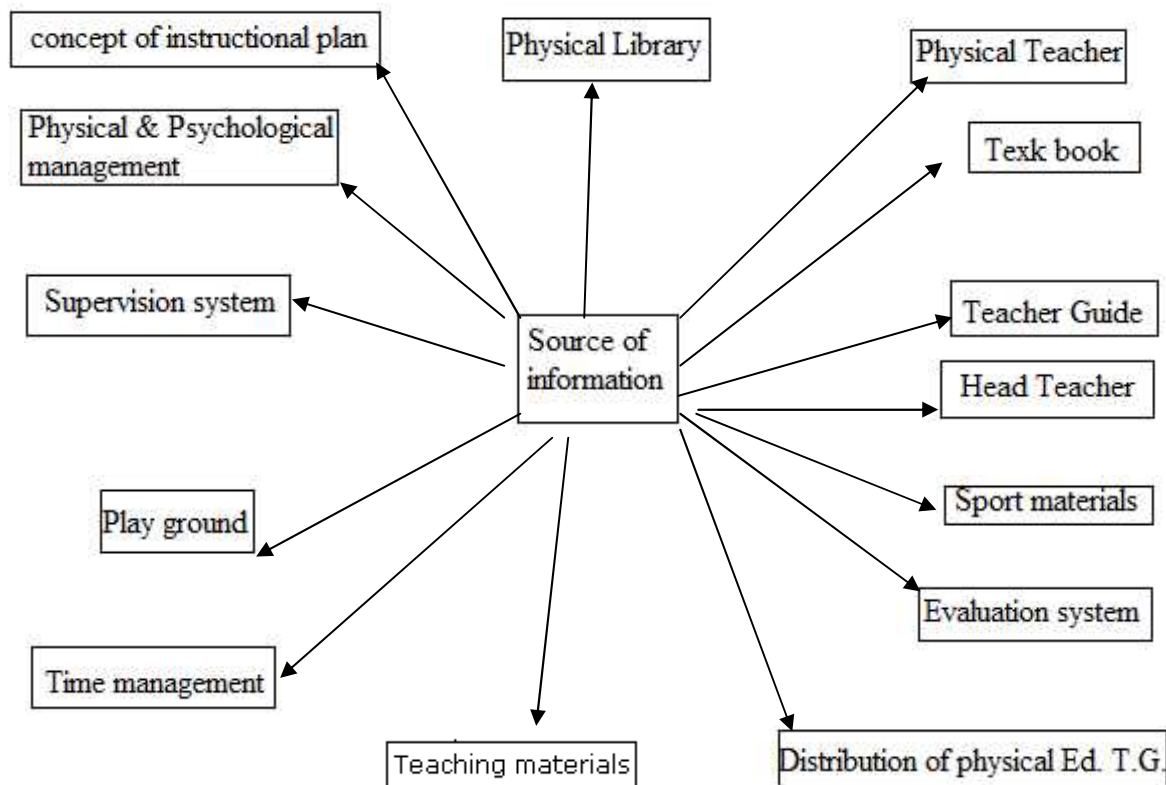
It is evidence from the review that no one has attempted to study about curriculum implementation of physical education in lower secondary level of Nepal so for the researcher did not come across with any study that had been completed in the developing countries on the same time. Therefore it is the first attempt to study analytically on curriculum implementation of physical education in lower secondary level.

2.3 Conceptual Framework

To show the plans, strategy to collect information, the following diagrammatic figure has been taken as the supporting framework to conduct the research.

Fig No: 1

Conceptual Framework



CHAPTER THREE

METHODOLOGY

3.1 Research Design

This study mainly focused obtaining information about the current existing conditions of physical education available in the schools. Because of study the research worker had used the descriptive method, the most commonly used method. As the study is concerned with current existing situation of curriculum implementation and aimed to recommending a plan for the future, the survey method was chosen as the best method.

3.2 Schematic Chart

The following scheme was followed to carryout the study.

Objectives	Respondents			Tools		
1 To find out availability of curriculum materials of physical education in lower secondary level.	Students	Teachers	headmaster	FGD	interview	interview
2 To seek the present condition of classroom instruction of physical education in lower secondary level	Students	Teachers	headmaster	Checklist	Document study	interview
3 To find the out the problems of classroom instruction of physical education in lower secondary level.	Students	Teachers	headmaster	Class observe	interview	interview

3.3 Population

The population of this study consists of all the teachers teaching physical education in lower secondary level and all the students studying in lower secondary level in Sunsari district. Head masters were also the population of the study.

3.4 Sampling and Sampling procedure

Sampling is the process of drawing representative proportion of population from the well specified population. For the purpose of study, the following samples have been selected.

3.4.1 District Selection

Sunsari district has been purposefully selected.

3.4.2 Municipality and Village Development Committee Selection:

For study, Itahari municipality, pakali, Akamba and Hansposa village development committee were selected by convenience sampling method to complete the study.

3.4.3 School Selection

There are 757 schools including Government, Boarding, Gumba, open school, Madarsha and Gurukul in Sunsari district as per the report of 2068 of Education office Sunsari. Out of them, 398 schools are secondary schools with 243 government schools. It is impossible to cover all the school for this study since limited time and resources. Therefore, to collect necessary information, an attempt was made to get the representative number of schools and students. So; the following schools were selected conveniently:

Table No.1
Selected Schools

S.N	Name of schools	Address
1	Saraswati Jabdi Ni. Ma Vi	Akamba-4
2	Sahid Smriti Ni. Ma Vi	Pakali-2
3	Panchayat Rajat Jayanti Ni. Ma Vi	Hansposa -9
4	Kachana Mahadev Ma Vi	Itahari-4
5	Laxmi Ni. Ma Vi	Itahari-6
6	Saraswati Ma Vi	Itahari-7

3.4.4 Respondent Selection

As the study is descriptive, keeping limited sources and means in mind, the clients were selected as follow to obtain the primary information:

a. Student Selection

10 students from each class 6, 7, 8 of each sample school were selected on the basis of simple random sampling disregarding their age and sex.

b. Teacher Selection

At least 6 physical teachers in which at least one from each representative school were selected purposefully. And Headmaster of each school also was as a sample of study.

3.5 Sources of Information

3.5.1 Primary Sources

Primary sources of information are the data collected from the respondent in natural setting by the researcher or the authorized person. Primary sources of information in this study are the lower secondary school of Sunsari districts which are selected conveniently in appropriate number.

3.5.2 Secondary Sources

The information obtained from other than primary source is secondary data. The sources of such data are known as secondary sources. Books, journals, magazines, thesis and internet were secondary sources of information in this study.

3.6 Construction of Tools

To accomplish this study, the following tools were constructed and used:

3.6.1 Guided Interview

The face to face process in which one asks questions and another answers is known as interview. The interview which is carried out by preparing guidelines before interview is known to be guided interview. Interviewer in this approach asks questions about interview topic and makes

the interview objective oriented by asking probe questions. In this study, guided interview was taken Physical education teacher to collect the information about availability of curriculum, curriculum materials and utilization, knowledge and availability of instructional material, construction of plan and utilization present status of curriculum constructing teacher interview guide (appendix A) in course of study

3.6.2 Focus Group Discussion (FGD)

The typical discussion conducted amongst subject related having similar characteristics and similar group is focus group discussion. In this approach internal feeling, interest and insight on related subject is obtained in 3-5 groups of 4-12 individuals. In this study FGD was conducted among student of grade 5, 7 and 8 by preparing FGD Guide lines (Appendix B). The conclusion of each group was considered as final information.

3.6.3 Check List

The method of checking quality or quantity of a particular person or thing in pre prepared list is known as check list. It is a non testing device by which valid and reliable information can be obtained. It is easy approach to check many things at a time. In this study, the availability of teaching materials will be studied by using check list (Appendix C)

3.6.4 Document Study

It is a method to get fresh, deep, detail and large information about the issue without stimulating any questions, direct observation or respondent. It is known as systematic examination of communication or document. In this study necessary document about physical education like text book, novels, teacher guide, curriculum, news paper articles, photograph, editorials, government publications etc were studied

3.6.5 Class observation form

Observation, as a fundamental technique of data collection, refers to watching and listening to the behavior of other persons over time without manipulating and it in natural setting.

In the study the availability of teaching materials, teaching method, interest of students, activity of student, preparation of plans etc were observed from classes 6, 7, 8 by the means of class observation form (Appendix D)

3.7 Validation of Tools

Validation of tools is crucial part of any types of research. Without valid and appropriate tools, required information cannot be obtained .For this research work, tools were made valid with the help of research guide, subject expert and by pre-testing the tools in sample population.

3.8 Information Collection Procedure

The researcher himself had visited the 6 sample schools selected among 396 public schools. He will meet the headmaster or principal of the school and handed over the message and purpose of visit. He had himself met the physical education teacher with interview guide He had made informal conversation with him/her to clarify the need of interview. He had collected information about availability of curriculum, curriculum materials and utilization, knowledge and availability of instructional materials, construction of plans and utilization and present status of curriculum of physical education. Information was noted in field note book. Interview guide are given in Appendix A.

The researcher had conducted focused group discussion among 15 students in a group each group 15 students of class 6, 7 and 8 of selected school by preparing FGD Guide lines. The conclusion of each group was considered as final information. FGD guide lines are given in Appendix B.

The available teaching materials were recorded from physical education teachers by the help of check list. (Appendix C)

Record of instructional materials available in the school was recorded by the researcher himself.

The researcher himself had attended & observed the active class of 6, 7 and 8 grade by the means of class observation form (Appendix D)

3.9 Analysis and Interpretation of Data

Collected information were analyzed and interpreted as per their characteristics by tabulating, auditing or classifying and graphical representation.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF DATA

A curriculum is a plan for action (Hilda Taba) .A nation makes a plan to prepare what kind of citizen she wants to build. Teaching materials are prepared as per the curriculum. Curriculum teaches an instructor what and how is instructed and curriculum materials direct to handle with care and appropriately. It is felt necessary to study the availability of teaching materials and uses since majority of schools and teachers do not have and use them because of time, economy and difficulty. For the proper use of curriculum all the plans, procedure ,techniques and factors that are related to it should be adopted thoroughly for obtaining the objectives determined by the curriculum.

Curriculum of each subject is equally important but physical education curriculum as a part of human body activity and overall development of human activity is most important. The use and construction of teaching materials is essential to achieve objectives specified by curriculum.

After studying about availability and use of curriculum materials and identifying the problems faced while implementing curriculum of physical education in lower secondary level. The following analysis and interpretation have been drawn.

4.1 Availability of the curriculum materials

Quality education depends upon the practical and effective teaching learning and effective implementation of curriculum. For this purpose, students, teachers and parents should be aware of curriculum materials. A teacher should go ahead with curriculum, instructional materials and specified objectives for teaching learning process. As curriculum materials the following are sought and analyze as following.

4.1.1 Curriculum

Curriculum, in education system is such a means which includes what to teach, why to teach, how much to teach, what materials and how to know learners got it or not is mention. Education without curriculum is meaningless. A valid curriculum alone is helpless and poor when its implementation is not effective. The curriculum plays an important role in the country where, adequate physical facility and trained teachers are absent. Thus the curriculum is felt more relevant

since same curriculum has been adopted all over the country. Therefore the availability and use of curriculum in school is most important.

The following is the present condition of availability and use of curriculum in the schools involved in the study.

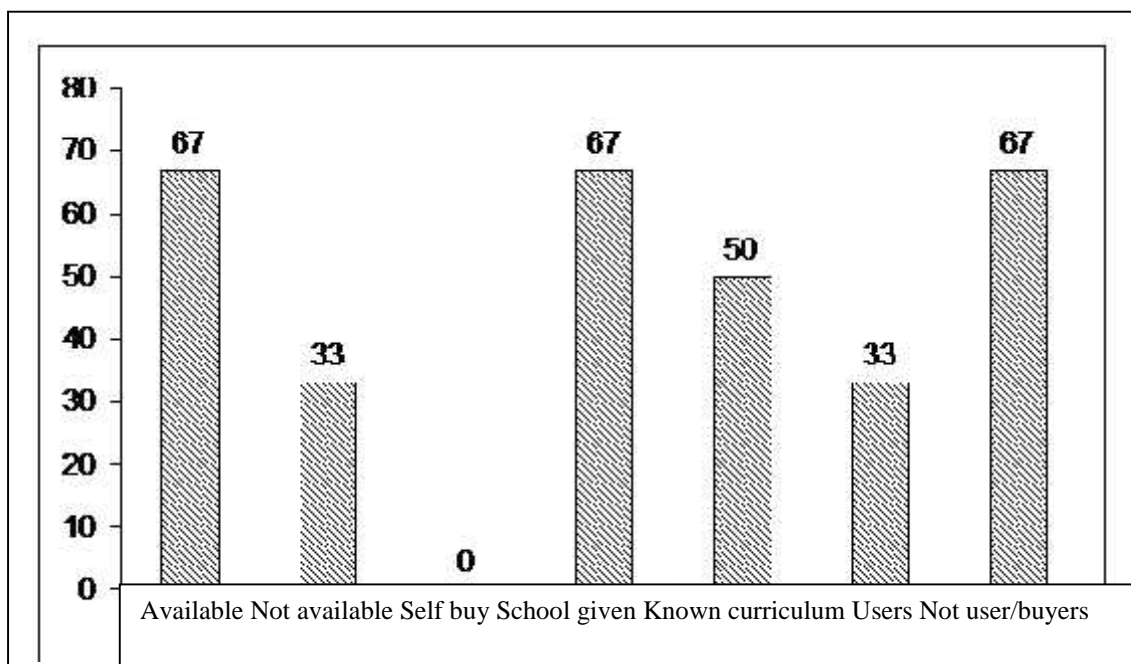
Table No. 2
Availability and Use of Curriculum

Available	4	67%
Not available	2	33%
Self body	-	-
Available by school	4	67%
Known to curriculum	3	50%
Users	2	33%
Not users and studying	4	67%

Source: - Field Survey, 2068

Bar Diagram of the above data has been shown below

Fig- 2



The above table and diagram show that most of the schools have curriculum which is used by teachers. Most of the teachers (67%) found to be non users and not studiers. Every teacher could explain about the good aspects of curriculum but not in practice. Curriculum has been kept only in formally but not in practice. A teacher express his view that he hasn't got read curriculum so that what materials to prepare is difficult for him. And another supported him that without curriculum it is difficult to carryout different activity in the class. Thus many of the schools 67% have adopted the Organizational Development Model of curriculum implementation.

4.1.2 Textbook

A book prepared sincerely for the teaching learning process by the specialist to use inside the classroom is the text book. Text book is prepared to address the objectives mentioned by the curriculum. Text book is prepared on the basis of contents, their sequence and their teaching weight. It is well organized vertically and horizontally. Capacity, interest of learners and objectives of curriculum are kept in mind while preparing text book. To make the teaching learning process easier, the contents are divided into different chapters with respective units as per their character.

Thus text book is a curriculum material for both teacher and students; it is found that text book is used as curriculum in developing country.

Table No. 3

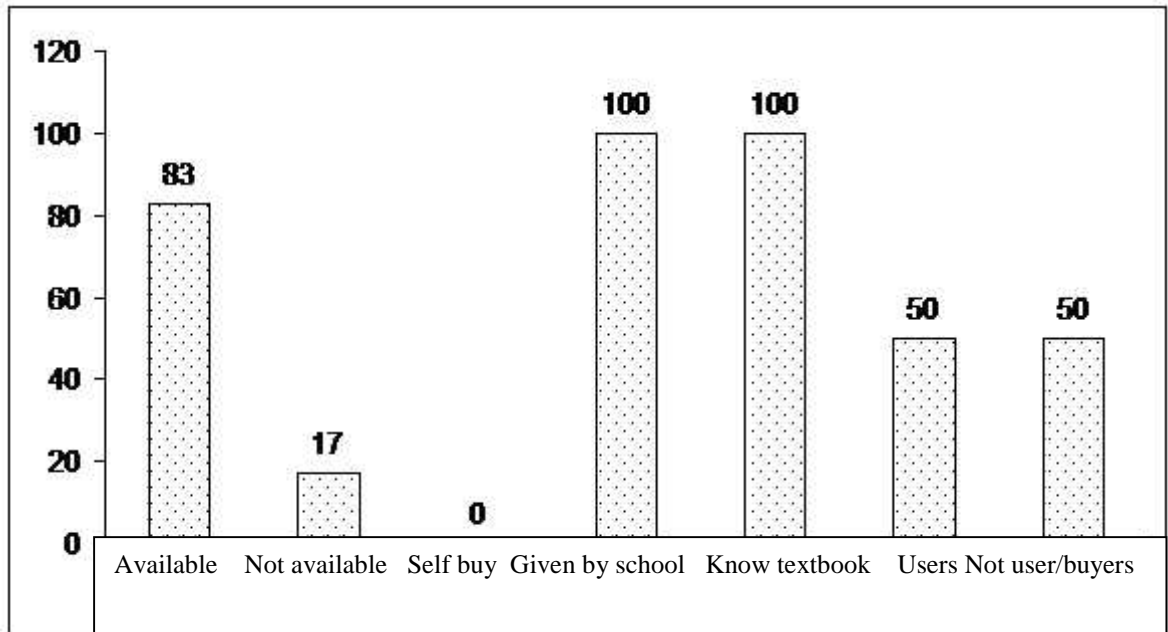
Availability and Use of Textbook

Available	5	83%
Not available	1	17%
Self buy	-	-
Given by school	6	100%
Known to text book	6	100%
Users	3	50%
Not users/ readers	3	50%

Source: - Field Survey, 2068

Bar Diagram of above data has been shown below

Fig 3



It is obvious that text book has been a cheapest curriculum material. Out of 18, 9 (50%) new teachers who use text book regularly and rest as being experienced don't use it.

Regarding the text book, the chapter exercise in all three classes is found not taught practically and games (ball games) like volley ball only is played by students from the chapter ball games. Most of the students claimed that athletics are practiced within a small boundary.

All the teachers and student found that 'yoga' from PT and Drill is most difficult since no teacher is refreshed by training.

4.1.3 Teachers' Guide

Teachers' Guide helps to activate the average kind of school through the model of teaching in a classroom. It unseats plants, methods and activities as well as evaluation which make a teacher for classroom instruction guided.

The following position of availability and use of teachers' guide was found in the study.

Table No. 4

Availability and Use of Teachers' Guide

Available	2	33%
Not available	4	67%
Self buy	-	0%
Given by school	2	33%
Users	2	33%
Not users	4	67%
Studiers	2	33%

Source: - Field Survey, 2068

From the above table it is clear that Teachers' Guide is not available in most of the schools and use of it is found rare. Most of the teachers groomed that it is not possible to study and implement in limited classroom time.

4.1.4 Teaching Materials

Teaching is a challenging profession since diversity in interest, need, capacity, attitude of students is accumulated in a classroom .There all has been treated in the same way in the classroom to achieve the goal and objectives of curriculum. Physical education, the subject related to overall physical health is incomplete with teaching materials.

In the course of study the teaching materials were recorded by the help of appendix c from the sample school. The following are the condition of teaching materials and their uses.

Table -5

Availability of Teaching Materials and Their Uses.

Unit /Lesson	Available All	Available Most	Available least	Available Non	Users	Non Users
Exercise	6	-	-	-	2(33%)	4(67%)
Ball Games	0	2(33%)	4(67%)	0	3(50%)	3(50%)
Athletics	0	3(50%)	3(50%)	0	1(17%)	2(33%)
PT & Drill	0	4(67%)	2(33%)	0	2(33%)	4(67%)

The above table shows that except ball games, most of the schools have most of the teaching materials but their uses are rare. Only in athletics most of the teachers 67% school teachers use teaching materials and rest not. Only 33% schools use teaching materials in exercise and PT and Drill. The majority of teachers don't use teaching materials. The reason behind it is limited time and student pressure. Mr. Ganga Pd Nepal, teacher of Saraswati Lower Secondary School said that teaching materials are enough in his school while materials were checked, couldn't be found so. When he was urged to explain it he agreed that the time was not enough to prepare and the school did not afford to buy.

4.1.5 Educational Plan

Educational planning is first and beginning process of instruction. It is concerned with social goals, means and ends process and controls. It is a conceptual designing on which decisions and actions by groups may be made. Further preparation to do is called planning and communicating what is to be done is called a plan - Sharma & Sharma-2064.

In general 4 types of education plan are practiced in our country.

- a) Daily Routine
- b) Yearly Plan
- c) Daily lesson plan
- d) Annual Work plan

Following information was found about construction and use about education plan.

Table No. - 6

Construction and Use of Educational Plan

Plans	Constructing schools	Using schools	Not constructing schools
Daily Routine	6 (100%)	6 (100%)	-
Annual Work Plan	6 (100%)	4(67%)	-
Daily Lesson Plan	-	-	6(100%)
Annual Education plan	1(17%)	-	5(83%)

Source: - Field Survey 2068

In the study daily routine and annual work plan was prepared by 6(100) % schools. No. schools prepared daily lesson plan. Almost all the teachers agreed that preparing and using daily lesson plan is now unscientific and difficult. Only a school prepared a yearly education plan which was prepared for classroom supervision by school supervisor.

Teaching speed was also not got smooth by same teacher. It may be due to the physical education a minor subject linked with health education curriculum in comparison with other major subjects. Some schools found teacher of physical education teaching changed by next session. Such teacher expressed the view that they felt difficult to prepare educational plan since they were new and had no curriculum and teacher guide in hand.

4.1.6 Teaching Method

Teaching Method is means to present to students by teacher as achievement specified by curriculum. It is a standardized process to present the teaching materials and activities of text book (corter 1959). Teaching cannot be effective taught by some method and unscientific and artless teaching to different student from various environments socially and culturally. Teaching method must be appropriate and relevant matching with content. Only then teaching is meaningful. The teaching methods specified to teach physical educations are explanation demonstration and participation.

In the study, out of sampled school, all teachers were found to use explanation method with the help of text book. Even in a practical work too explanation method was used. This wrong selection and use of teaching methods has also made the physical education problematic.

4.1.7 Classroom Management

Certain environment is required to achieve the objectives specified. Classroom is essential place for this. The classroom must be facilitated for the interaction between teacher and students in the same environment continuously. Teaching learning may be ineffective due to weak classroom management although there are qualified teachers and active students to learn. Teaching maybe meaningful and achievement oriented in physical education if demonstration room, Explanation room and place for activity participation are separate.

The following are the information obtained from class observation in sample school.

Table -7

Physical and Educational Condition of Physical Classroom

Particulars	Number of school		
	Good	Moderate	Poor
Furniture	5(87%)	1(17%)	-
Size of Furniture	4(67%)	2(33%)	-
Black & white board	6(100%)	-	-
Condition of door and window	5(87%)	1(17%)	-
Condition of Light	6(100%)	-	-
Ventilation	6(100%)	-	-
Way of movement	6(100%)	-	-
Cleanliness	4(67%)	2(33%)	-
Electricity	2(33%)	3(50%)	1(17%)
Fan	2(33%)	3(50%)	1(17%)
Classroom size	6(100%)	-	-
Roof /Ceiling	2(33%)	4(67%)	-
Wall chart	-	-	6(100%)
Separate class for different purpose	-	-	6(100%)

Source: - Field Survey, 2068

From the above table no charts related to the subject are seen in class room for demonstration, no management was found good. Thus, the class room management was insufficient. Only a single classroom is not enough for practical and theoretical class. Every school should fulfill these absentees. Those were available were hung on the wall of office. In return of

the question why don't you use them what were available? They answered that it was time killing process only.

4.1.8 Supervision System

Supervision is the technique to know exactly what is happening in school. Supervision is related to school and district education office in different aspects.

In course of study, teachers in the sample schools were informed from interview schedule. Among them no school had supervised this year. In the study it was found that no class observation and guidance by the supervisor expect headmaster. Many difficulties were there for school supervision. Many schools have to be covered by a single school supervisor. By provision of resource person, school supervisor were assisted for school supervision. But it is still not enough. Few suggestions were written by the resource person in supervision book at school. The necessary supervision is still weaker; it should be increased for supporting.

4.1.9 Interest in Teaching Learning

A project or a program can successfully be completed only when there is interest of doer. Work without interest may not achieve intended outcomes. Thus the interest brings the work into perfect. A teacher should create interest in students before starting a lesson since teaching is a technical job.

In course of study, most of the teachers groomed that their excitement and activeness went decreasing as they grow older in service. This is because the lack of the separate post of the physical teacher and training they said. Even in class observation, most of the teachers (15 teachers) taught by using explanation method instead of play and exercise. Thus the interest of students to learn the subject was found not satisfactory. But in the context of play, the students were excited students also agreed that physical education is taught without emphasis and teacher use to say student go and play irresponsibly. Some were basking on the sun and students were scattered. So the bright excitement could not be seen with students also. Most teachers expressed dissatisfaction about government rules rather than their responsibility towards profession.

4.1.10 Physical Condition of the School

It is important aspect that physical condition of school must be appropriate for effective teaching. This condition is necessary for all subjects. Students can be motivated to learn in the presence of appropriate physical condition.

Physical condition of sampled school was recorded as following.

Table no 8

Physical Condition Available in the Schools.

	Facilitated	Non .Facilitated
School Building	6(100%)	0
School Compound	6(100%)	-
Play Ground	2(33%)	4(67%)
Class room	6(100%)	-
Staff room	1(17%)	5(83%)
Laboratory	1(17%)	5(83%)
Library	2(33%)	4(67%)
Demonstration room	-	6(100%)
Extra activities room	-	6(100%)
Toilet	6(100%)	-
Drinking water	6(100%)	-
First aid	-	6(100%)
Garden	2(33%)	4(67%)

Source: Field Survey 2068

Table no 7 Shows that most school is facilitated by school building. But some 87% of them were only facilitated by appropriate facilities; some 33% schools were compounded by wire fences which could not stop the external disturbance in school teaching and learning environment. Only a few 33% schools have play ground where every games and sports could be practiced and rest are under its facility. Majority of schools were under facility of staff room, library, lab, demonstration room, activity room and first aid room which is the most in physical education. In this way,

physical condition of schools was not satisfactory which could help physical education instruction. The researcher quired about it the principal of the schools and they answered that the government has not given the aid to fulfill these requirements. The school fund is not enough to apply.

4.1.11 Teacher Training

Skills are required to accomplish any task. Different age, capacity, interest of student is addressed in a same environment in lower secondary level. So a special technical skill is required to teach lower secondary physical education. Teacher training is required to determine teaching material, objectives, teaching method, activities and evaluation system.

A trained teacher in one hand has knowledge of child psychology and in other hand depth knowledge of teaching method as per the level of students. Training increases the teaching interest which makes teaching professional. Training is needed not only to prepare professional teacher but also increase teaching aptitude.

In the study 100% teachers agreed that no training has been given to physical education teacher. Curriculum of physical education has been changing. Because of lack of refreshment training, it is difficult to teach new curriculum with old knowledge teacher groomed. Teachers are in dilemma about how to teach the content. It is found that teacher use their leisure time at home since they are home facilitated which badly affected the teaching.

4.1.12 Evaluation System

Evaluation is carried out to judge different aspect of what is evaluated. It judges quantitatively as well as qualitatively. Evaluation judges not only the students performance but also curriculum, textbook objectives, teaching learning process, teaching materials etc. On the basis of decision making and improving they are of two kinds; formative (informal) and summative (formal). Informal test emphasis on improving and formal emphasis on decision making.

In is tried to seek that lower secondary physical education teachers have adopted the both evaluation system or not.

The following is the information attained from sample school.

Table No. 9
Evaluation System

Evaluation process	No. of Schools		
	Regular	Occasionally	Non
Unit test	-	2(33%)	4(67%)
Weekly test	-	-	-
Monthly test	-	-	-
Class work	-	6(100%)	-
Home work	-	6(100%)	-
Practical test	-	-	6(100%)
Project work	-	1(17%)	5(87%)
Observation	-	-	6(100%)
Final test	6(100%)	-	-
Half yearly test	6(100%)	-	-
Terminal test	-	-	6(100%)
Other	2(33%)	3(50%)	1(17%)

Source: - Field Survey 2068

From the above table no school does formative evaluation .Thus the weaker students are going weaker and the students who are good at practical and project works are deprived. Class work and home work are easy means of formative evaluation but these are occasionally taken in all the schools. Only half yearly and final exam is taken to determine pass and failure of students. These evaluations have brought bad result in final exam. This is the acceptance of all teachers. They don't take the unit test; monthly test etc because of it is expensive and mind eating they agreed.

4.1.13 Teacher Student Relationship

School is a holey house with teacher and students as members. Just as there is warm relationship between the homes members so as there should exist good relationship between teachers and students. Good relationship is required within theoretical or practical class for effective teaching learning. A teacher loves his students if the students obey and respect him. Students can learn much more thing from the loving teacher rather than rude and strict teacher.

A teacher should maintain good relationship between students and guardian too. To understand a student, a teacher has to read his homely environment. It is easy to treat the child psychologically only after knowing about his family. Without knowing students individually instructional activity cannot be carried out smoothly.

In the study, the entire teacher claimed that there exists good relation between students and teachers. It was indeed true for some-teacher but some students of school disagreed that. Their teachers do not respect their interest; teaching is not good and not punctual in school. Thus these students have given a special nick name for their teacher. It was secretly known from FGD.

Even though the teachers claimed to have warm relationship with students; this was not true so the relation between them is not praiseworthy.

Thus many of the schools 67% have adopted the Organizational Development Model of curriculum implementation since there are in maximum percent of facilities and instructional materials as Physical Education regards but most of the teachers are indifferent to prepare and use them and professional and refreshment training are lack from government side.

4.2 Current condition of class room instruction

For an idle class instruction, a teacher should enter the class with planned instructional materials full with quality. Regarding practical classes, sport materials and list of rules and instructions .Instructor should be regular and punctual. S/he should be skillful about constructing teaching materials and have a good knowledge about them.

Teacher warms up students taking the content with previous ones using appropriate language that is suitable for students. After all teacher summarizes the lesson by asking students about the content orally. The current condition of classroom instruction is as follow.

4.2.1 Teacher Presentation in Class

Students are impressed and imitate the behavior of teacher being a teacher being a teacher a model personality. Thus, the teacher should enter the school with neat and clean attractively so as to fascinate students towards his activity. This can enhance his personality and makes his students discipline, sincere.

In the study, no teacher seems in uniform. Two teacher were seem in their home dress out of 18 teachers and rest 16 more were in matching dress.

A teacher, in the school and society is considered as an intelligent person. Since he is expected to solve every problem in their environment. Teachers, with the responsibility to social transformation are to be self confident which an important quality of him is. Self confidence in one hand is a power which helps to improve teaching profession and clear the instruction to students, in another hand it increases teachers' personality and helps to control the students towards discipline.

In the study most 14 of the teachers were newly appointed and they were not self confident. 4 teachers were found strong confident.

A teacher is supposed to enter the class with happy and smiling mood to activate and motivate students that helps teacher to present the content in easy way.

In the study most of the teachers 14 teachers found in bad mood to enter the class. They agreed that unemployment, temporary and local recourses have created insecurity in job which has grasped their gay and happiness. The present salary and price hike are not matching. Most of the teacher in physical education is temporary and local resource base which has no certainty in job. Teacher has to fulfill his duty by teaching regular and complete. Time is fixed and determined as per lesson plan. It is better to spend the time for what it is separated. Late going to the class and early getting out of the class, careless in teaching materials, careless in their uses make the classroom instruction incomplete which makes learning meaningless and creates different problems in using teaching materials. Regularly brings good impact with students and complete the lesson on time.

Students of 5 schools groomed that teachers and teaching is irregular because of home facility and many periods. Two teachers said that few teachers than needed and many periods are the cause of poor management of regulations.

4.2.2 Knowledge of Teaching Materials and Construction Skills

Effective collection of teaching materials becomes meaningless in the absence of proper use. Teacher should have appropriate knowledge of using teaching materials only then teaching becomes effective.

In the study all 18 teachers were positive for the knowledge of teaching materials. But they did not use them in observed class, only lecture method was used without teaching materials using blackboard in one way method no interaction was prevailing between teacher and students. 4 teachers said that knowledge that was acquired in the study is now old and different than contemporary curriculum.

4.2.3 Beginning of Lesson

Beginning of lesson must be appropriate to improve overall teaching activity and use of teaching materials clear objectives, bases for initiation of lesson, interest of students and classroom management must be effective. What to teach must be clear before entering the classroom. Teaching can be effective and management and use of teaching materials becomes easy if teacher links the new lesson with memorizing the previous lesson. Teacher should consider interest and readiness of students to learn. If the students are not ready to learn, teacher should create the learning environment psychologically. Thus classroom management gives the power to initiate the lesson effectively.

In course of class observation all the teachers found to enter the class without lesson plan and described the lesson with the help of text book .14 teachers started new lesson directly without linking previous lesson and 4 teacher started new lesson by asking question from previous lesson. Most of the teacher used explanation method so students feeling boring, were making noise. Every school was facilitated with desk, bench, class room, black board although the classroom was not managed well.

4.2.4 Presentation of Content

Presentation of content is related to the following components.

How do students feel the subject? How do they learn? How do they interact with teachers?

Presentation of content should be supported by the lesson plan, instructional materials and teacher's personality and confidence.

It was found by class observation that all 100% teachers depend on text book only. No lesson plan, no preparation and use of teaching materials. Due to direct involvement in content made the teaching bad .78%teachers could not present the subject matter and were not confidence and they were teaching lesson even neglecting child psychology.

4.2.5 Use of Language

Teaching is a process of reaching students with different materials activities through language. Therefore every teacher should try to interact with students with clear and clean speech so that the overflows his knowledge, skills, and attitude towards student thus the teaching is effective. The voice and speech depends upon the density of class room. Voice of teaching should be appropriate neither low nor dim. Teacher should not use ambiguous words in course of instruction which makes students in dilemma. The example must be appropriate.

Through class observation in course of study, most of teachers 67% teacher have no any problems about language and 33% teacher have got little bit linguistic problem to present the content. Rather teacher were found to use the language vaster than student level.

4.2.6 Use of Sport / Teaching Materials

Teaching materials play an important role for effective and easy teaching. Teaching materials and sport materials are the key for knowledge transformation in physical education through which students learn anything really and naturally. They play and learn which appropriate environment is for lower secondary students. Playing is recreating, recreation is to be ready for getting new knowledge. Thus sport/ teaching materials are the most in physical education but special care should be taken to use teaching materials.

Size of materials must be neat & clean, suitable for teaching, white / black board should be at appropriate place &size, material must be used properly, they should match the level and standard of students, demonstration of materials must be carried out in suitable way.

If materials are used as above teaching becomes attractive and effective during the study it was found that 10% schools were back to use materials .While teaching, text book was only the materials to instruct.

4.2.7 Students Participation

Students' participation is very much important to diagnose the availability and use of teaching materials, teaching indeed must be student centered only then students can bring the learnt knowledge, skill and attitude into behavioral life. In one hand, student participation makes teacher convenient to manage instructional materials and their use. On the other hand teaching be effective and fruitful. Student participation makes teachers self satisfied and creative class. It helps poor students too. Students' participation may be in following ways.

Listening carefully, by performing practical work, participating in practical work, by asking relevant question, answering to teacher, by demonstrating teaching materials, by participating in different activities.

Regarding students' participation, by class observation in 6 schools, students' participation was satisfactory. The physical education being less weighted subject in every school found to teach after Tiffin break. So some of the students found to be absent. Most of the rest student found to participate excitingly in practical class or play and exercise rather than theoretical class. Only 2 schools (33%) found to have enough sports materials. Teaching materials were not use enough. Materials what were used were teacher centered. Most of students found passive; no group wise interaction were found. From teacher interview, it was claimed that materials used frequently but from focused group discussion. It was false in fact teachers blamed students for making noise. Due to different factor the student participation was not satisfactory.

4.2.8 Teachers Activities in Class

Students learn through teacher's activity in a class instruction. The teacher's activity which he performs in class instruction is very much important for students. What activities to be performed are determined by contents.

Teachers can perform the following activities in physical education.

Explanation, question answer, motivating students, demonstration, play, class discussion, presentation of body language, validation of students work and sincere to students' reaction.

In course of study only lecture method was used in 4 (67%) schools and 2 (33%) schools used play and supplementary methods. However teachers are good at using lecture method well.

4.2.9 Ending of Lesson

Teacher must be prepared as per curriculum mentions before entering the classroom. Then he performs the activity. After completing the lesson. Teachers should summarize the lesson. Oral question should be asked to evaluate the teaching. For more practice, homework should be given to students. Homework should not be more but appropriate to content which was recently thought relating to prior lesson.

Hence, after going through all the schools, they lag behind to accept the ORC model of curriculum implementation. This is because of lack of training after implementing new curriculum. Teacher themselves are not active in this means. Many schools are too old to teach through new curriculum. Without instruction of teaching the knowledge acquired in their degrees are out of fit with new curriculum most of the teacher agreed.

4.3 Problems Relating Physical Education Teaching

Instructional activities are directly related to students. Instruction by knowing students need and interest is quality of good teaching. Teaching is effective if student friendly and familiar materials are used as far as possible students would be motivated if a teacher teaches physical elevating by understanding classroom environment teaching materials activity method.

In course of study to students from each class 6, 7 and 8 were selected and conducted focus group discuss the students pointed out the following problems.

Problems involved with teachers.

1. Though sport materials, teaching materials and enough play ground or physical education has are lack at different schools teacher were in active.
2. Continuous evaluation has not been carried out by the teachers.
3. Teachers follow traditional teaching method neglecting modern teaching method.
4. Students were not guided to collect and prepare teaching materials.
5. Teacher found not responsible for their responsibility.
6. Teacher found to attend late in the classroom and left the class earlier.
7. House work is not given to student if given that is not checked.

8. Class is not found to be controlled.
9. Class interaction is conducted only among few students.
10. No question answer was carried out in course of instruction.
11. Some lessons were left up to students to complete themselves.
12. Some teacher found basking on the sun in winter days instead of teaching.
13. Some lesson taught very fast and some in easy way.
14. No exercise was discussed from teachers.
15. No use of punishment and reward.
16. Lack of interest in teaching.
17. Lack of quality of teacher.
18. No equal behavior with students.

Problems involved with students

1. No interest about construction and use curriculum materials.
2. No labours about study.
3. Lack of labour at home.
4. No respect towards teachers.
5. No questions answer with teacher.
6. Problems of drop out.
7. Wants to promote class by cheating.
8. No equal standard of students.
9. Density of students or student's pressure.

Problem regarding parents.

1. No interest about study of thin children.
2. No relation with teacher and schools.

3. No economic support for the study.
4. Attention is given to household work.
5. Ignorance of guardian.

Problem about school

1. Not enough curriculum materials.
2. Lack of infrastructure.
3. No extra class is managed or practical work.
4. Not enough sport materials.
5. Not enough playgrounds.
6. More students' pressure.

Other Problems

1. Learned knowledge is not practiced at home by students.
2. No ward relation of parents and school.
3. Schools hundred over local management Committee.
4. Political oppress on school.
5. Politically appointment of teachers.
6. Bribes are normal in schools.
7. Lack of economic condition of parents.
8. No government supervision.
9. No refreshment training to teachers
10. No vacancy for physical education teachers in lower secondary level.

Although there good aspects of teaching and learning in schools. The government has given many more facilities both students and teachers. The facilities that were given are not conserved. There are various problems related to teachers, students, parents, administration and many others. All concern should be integrated to overcome these problems.

CHAPTER FIVE

FINDINGS, CONCLUSION AND RECOMMENDATIONS

The following are the findings conclusion and recommendation regarding the availability use and problems of instructional material if physical education is lower secondary level having visited the sample school and population by the researcher himself.

5.1 Findings

1. 67% schools had got curriculum and 50% schools teachers were found well known to curriculum but only 33% schools teacher use curriculum to instruct the physical education class.
2. 33% school teacher use text book as teaching material and rest do not use it as being old and experienced teacher.
3. Only 33% schools had got teacher guides available and rest school did not have it.
4. All the schools 100% had no enough play ground in which all the games and sports can be practiced.
5. Most of the schools are under facility of separate staff room, lab, library, sports room demonstration room etc.
6. Management of sport materials and library was found poor. Interest from management committee and schools administration to fulfill them was not seen.
7. Yearly educational plan was not prepared by that sample teacher.
8. It has been found that only 50% teachers were found conscious and dutiful about sport materials and teaching materials with the help of teacher interview and focus group discussion amongst students.
9. Out of all educational plan only daily routine was found in 100% schools.
10. No separate post of physical education teacher and teacher training were found in simple school.
11. There could be seen the gap of government supervision expect occasional supervision by resource person and head teacher. Thus, the class observation was not found effective.
12. Student participation was remarkable in practical class rather than theoretical class.

13. There did not seem good relation between school administration and parents /guardian
14. Formative evaluation was poor in all 6 schools.
15. For summative evaluation, half yearly and yearly exam was emphasized. No attention was given to feedback.
16. Only explanation method with the help of textbook was the method of teaching rather than using demonstration, participation method.
17. Most of the teacher found that they instructed the class no sooner had they entered the class without managing the class properly.
18. Many lessons student claimed remained untaught.
19. The relation between teacher and student also was not satisfactory.
20. Parents have not motivated their children for study. As a result children in a group found to discuss about other issue than study.
21. All 100% schools have school compound but some 33% schools have been found compound with wire which were broken practically which would not stop students missing after Tiffin break.

5.2 Conclusion

Regarding the implementation of physical education curriculum in lower secondary level a study conducted in 6 lower secondary schools, 18 physical education teachers and 180 students by the help of class observation, check list focus group discussion among students and teacher interview guide in the study. It was found that suitable teaching method and suitable instructional materials were not doped to achieve the objectives. To achieve the objectives mentioned in curriculum instructional materials and sports materials are backbones in physical education. Some factors that are responsible for curriculum implementation are given below.

Teaching has been found on the basis of text book but curriculum is better instead of text book. There is not proper management of lab, library and sport materials and no attention is taken to collect and use of teaching materials by teachers and students.

There found no good system of both formative and summative evaluation system. Those existing system are very shallow.

Construction and use of teaching materials was affected by the experience, capacity and interest of teachers and students. Poor management of classroom was there. No implementation of reward & punishment was found.

No separate physical education teacher post, weak supervision system and lack of training and not enough support from school administration to the physical education teacher and teachers did not spend all the time for teaching.

Because of house hold work, ignorance of parents and weak environment of family, students have found to be given less time for the study.

In short it can be concluded that to solve these problem different concerned persons and personnel are related like teachers, administer, subject expert, parents, head masters, Nepal government and students should be responsible.

Thus for the effective implementation of physical education curriculum in lower secondary level the problems in availability and use of instructional materials should be eradicated and for effective teaching support should be given from all the sides.

5.3 Recommendation

After going through the sample school and parameters about the implementation of physical education in lower secondary level, the following suggestions are formulated.

- A compulsory seminar or training should be conducted about the importance, use and interrelationship of curriculum teachers' guide and textbook for lower secondary physical education teacher to develop their skill and interest for effective teaching.
- Every school should be facilitated with lab, library, teaching materials and sport materials with a playground.
- Sufficient instructional materials are necessary as soon as possible.
- Minimum education plans like annual work plan; annual instructional plan daily, routine, monthly and terminal plans should be prepared and bring into action.
- Formative and summative evaluation must be transparently conducted at every school.
- Regular supervision should be conducted to provide feed back the concerned students.

- Separate vacant post for physical education teacher should be created and fresh and refreshment training should be provided.
- Teacher should use appropriate teaching method as per curriculum instead of lecture method.
- Concern person and personnel should be responsible for implementing the curriculum.
- Politicalization in teacher appointment should be avoided from school.
- School should be free from politics and violation.
- Proper guidance and counseling should be provided for the students.
- To make the teachers responsible and difficult towards their profession facilities should be increased.

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Appendix –A

Interview Guide for Lower Secondary Level Physical Teacher

School name:-

Name of teacher:-

Address:-

Qualification

Experience:-

Date:-

The following questions were used for teacher interview.

1. About curriculum

- What is meant by Physical Education curriculum?
- Is there physical Education curriculum available in your school? If yes from where did you get? What are the problems to get it?
- Have you gone through curriculum? It or if not why?
- Do you know the objectives of Physical Education Curriculum?
- Do you think element level wise, class wise and subject wise curriculum are appropriate?
- Do you have any problems using curriculum? If yes, what, do you think are they? How to get ride of such problems?

2. About text book

- Do you have text book of Physical Education:
- Does it meet with curriculum?
- Do you think necessary of textbook? Why
- What problems do you see in using textbook?
- What are the problems of textbook? What measures are adopted to improve them?

3. About teaching materials

- Are teaching materials necessary in physical Education? If/ If not why?
- Does your school have teaching materials needed to Physical Education or not?

→ What are the problems of teaching materials and using them?

4. About Teacher's Guide

→ What is teacher's guide?

→ Is it available in your school? How?

→ Do you study teacher's Guide? Why? When?

→ Does it meet with curriculum materials?

→ What differences do you find between using teacher's guide and without it?

→ Are there any problems of access and use of teachers Guide? How can these problems be solved?

5. About Sports Materials

→ Do you have sport teacher in your School?

→ Is there Physical Education Lab?

→ Are there enough sport materials in your school?

→ Do you do Physical exercise daily in school or not?

→ Have you ever arranged or participated games or sports competition in your school?

6. About plan and method of teaching.

→ What do you understand by instructional plan?

→ Do you prepare daily lesson plan? What are the problems of preparing and using it? What measures are adopted to solve these problems?

→ What method of teaching do you use to teach physical education?

→ Which methods do you consider the best any why?

7. About evaluation.

→ What is meant by evaluation?

→ How do you evaluate students?

→ What other evaluation method do you use other than paper pencil test?

→ Are there any problems of evaluation system? How do you solve them?

8. About school supervision

- Has your class ever been supervised?
- If yes, who have done?
- Is any help provided by supervisor to you?
- Do you feel the need of supervision?

9. About classroom management and student number.

- What do you mean by classroom management?
- What are the good and bad aspects of classroom management?
- How do you manage your classroom?
- Why is it necessary?
- What problems you've felt in managing classroom ?
- What is the student's teacher's ratio?
- Is there any problem because of number of students?
- What are the methods of solving these problems?

10. About time available for practical work.

- How many periods do you teach daily?
- How many periods per week are available for physical education?
- Is it enough periods for practical classes?
- What are the problems of practical class? How to solve them?

11. Miscellaneous

- Are students interested to study physical education?
- How is your relation with students? Why?
- Is there any magazine or newspapers related to physical education available?
- What problems are created by different standard of students? What do you think are the solutions?
- At last, have you anything to say about curriculum implementation of physical education of lower secondary?

Appendix-B

Guide lines for Focused Group Discussion among students.

- How do you feel about physical education?

- How is physical education taught?

- Problems of learning physical education.

- Teaching materials and their uses.

- About sports competition.

- About tests being taken.

- How can it be made interesting?

Appendix-c

Teaching materials record from

Unit/ lesion	Needed materials	Available in school	Remarks
Exercise	Whistle, Mat		
Games	Ball, Net, Rope, White Cement, Whistle, Measuring tape, Pin, Chairs, Flag, Pillars		
Athletic	Ball, White cement, Measuring tape, Rope, Whistle, Baton		
Physical training & P.T. Yoga	Drum/Whistle, Mat		

The above data were compared with the following form

Unit/ lesion	Record of teaching materials available in the school				Remarks
	No. of school				
	Available all	Available most	Available least	Available non	

Appendix-D

Class observation form 2068

Name of teacher:

Name of school:

Qualification:

Address:

Training: if/ if no

Class:

Types of training

subject:

Teaching experience (In years)

Lesson:

S. No.	Subject	Excellent	Very good	Good	poor
1	Personality				
	a. Neat and clean				
	b. confidence				
	c. Clear speech				
	d. Clear language				
2	Warm up				
	a. Class management				
	b. Attempting students to words lesson				
	c. Related to pre lesson				
3	Presentation of content				
	a. Knowledge of content				
	b. Sequence of content				
	c. Appropriate example				
	d. Related to curriculum				
4	Student activity				
	a. Student activity				
	b. Question answer				
	c. Student discipline				
5	Use of teaching materials				

	a. Clear				
	b. Appropriate size				
	c. Locals				
	d. Related to lesson				
	e. Appropriate use				
6	Use of B/W board				
7	Teacher Activity				
	a. Description				
	b. Demonstration				
	c. Activity as per lesson				
	d. Student motivation				
8	Appropriate method				
9	Evaluation				
	a. Obtain objective				
	b. Appropriate evaluation tools				
	c. Homework				