



**Wolkite University**  
*We Strive for Wisdom!*

**COLLEGE OF NATURAL AND COMPUTATIONAL SCIENCE**

**DEPARTMENT OF SPORT SCIENCE**

RESEARCH TITLE: FACTOR THAT AFFECT THE STATUS OF PHYSICAL  
EDUCATION IN GURAGE ZONE ENEMORE AND ENER WOREDA IN TERHOGNE  
GENERAL SECONDARY SCHOOL IN THE CASE OF GRADE 9<sup>TH</sup>

BY:

MOHAMMED MURAD

NCSS/077/08

ADVISOR: ABDULAZIZ M.(PHD)

AUGUST, 2021

WOLKITE, ETHIOPIA

## APPROVAL SHEET

As an examining member of the final research defense program I certify that I have read and evaluated the research prepared by **Mehammed Murad** entitled: “Factor that affect the status of physical education in gurage zone enemore and ener worda in terhogne general secondary school in the case of grade 9th”, and recommended that it is accepted as fulfilling the research requirements for the Degree of Bachelor in sport science.

Name of Examiner: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## DECLARATION

I hereby declare that the study entitled “Factor that affect the status of physical education in gurage zone enemore and ener woreda in terhogne general secondary school in the case of grade 9th” is the outcome of my own effort under the supervision and guidance of Mr. Abdulaziz Musema. This study has not been submitted for any Degree or Diploma in other university or institutions. All the necessary sources of materials used for the study have been duly acknowledged.

Name of the student

Signature

Date

**Mehammed Murad**

---

---

---

## LETTER OF CERTIFICATION

This is to certify that this senior essay work, “Factor that affect the status of physical education in gurage zone enemore and ener worda in terhogne general secondary school in the case of grade 9<sup>th</sup>”, undertaken by **Mehammed Murad** for in Partial Fulfillment of Requirements for the Degree of Bachelor in sport science at Wolkite University, complies with the regulations of the university and meets the accepted standards with respect to originality and quality.

**Approved by:**

**Name of Advisor**

**Signature**

**Date**

**Abdulaziz Musema**

\_\_\_\_\_

\_\_\_\_\_

## **ACKNOWLEDGMENT**

First, I would like to thank to my advisor Abdulaziz musema,for his time, commitment, unfailing encouragement, valuable guidance, constructive comments, patience and useful suggestions.

Secondly, my deep gratitude is also goes to teachers , principals , vice principals and students who devoted a substantial part of their time in completing the survey instruments and in providing the necessary information .without their generous participation ,this study would not realize.

Thirdly, most of all, my heartfelt thanks goes to my best wife Zulfa Nsiru for her support and encouragement when I was attending my studies and conducting this study.

## Table of Contents

APPROVAL SHEET .....	i
DECLARATION .....	ii
LETTER OF CERTIFICATION .....	iii
ACKNOWLEDGMENT.....	iv
LIST OF TABLES.....	viii
ABSTRACT .....	ix
CHAPTER ONE.....	1
1 INTRODUCTION.....	1
1.1 Back Ground of the Study.....	1
1.2 Statement of the problem .....	1
1.3 Objectives of the study .....	2
1.3.1 General Objective .....	2
1.3.2 Specific Objective.....	2
1.4 Significance of the study.....	2
1.5 Delimitation of the study.....	3
1.6 Limitation of the study .....	3
1.7 Definition of terms .....	3
1.8 Organization of the study.....	3
CHAPTER TWO .....	4

2 REVIEW OF RELATED LITERATURE .....	4
2.1 Concepts of physical Education .....	4
2.2 Physical education as a practical subject.....	4
2.3 Predicting behaviors from intentions of physical education .....	4
2.4 Knowledge .....	6
2.5 Importance of Physical Activity on Improving the Quality of Life .....	6
2.6 Attitude development in physical education.....	6
2.7 Attitudinal Factors towards learning Health and Physical education .....	7
2.8 The importance of physical education .....	8
2.9 Factors that affect the status of physical education.....	8
2.9.1 Methods of teaching .....	8
CHAPTER THREE .....	11
3 METHODOLOGY OF THE STUDY .....	11
3.1 Design of the study .....	11
3.2 Study population .....	11
3.3 Sampling techniques .....	11
3.4 Sampling size .....	11
3.5 Data collection tools (instrument).....	11
3.6 Data collection procedure .....	12
3.7 Ethical consideration .....	12

3.8. Data analysis methods.....	12
CHAPTER FOUR.....	13
4 ANALYSIS AND INTERRELATION OF DATA .....	13
4.1 Analysis of data collected from teachers.....	13
4.2 Students response for closed ended items.....	17
CHAPTER FIVE.....	24
SUMMARY, CONCLUSION AND RECOMMENDATION.....	24
5.1 Summary.....	24
5.2 Conclusion.....	24
5.3 Recommendation .....	25
REFERENCES.....	26
Appendix A .....	27
APPENDIX B.....	29

## LIST OF TABLES

Table 4. 1: Characteristics of teacher’s respondents.....	13
Table 4. 2: Teacher’s response about attendance of each class .....	14
Table 4. 3: Teacher’s response on sufficiency of teaching materials in Terhone General secondary school.....	14
Table 4. 4: Attention of Terhone School for physical education subject .....	15
Table 4. 5: Related to teacher respondent toward factor that affects the status of physical education in Terhone General secondary school .....	16
Table 4. 6: Teacher’s response toward the factor that prohibit student from participating activity in physical education period in Terhone General secondary school.....	16
Table 4. 7: Chrematistics of student`s s respondents .....	17
Table 4. 8: Student’s response on the sufficient of materials in the school.....	18
Table 4. 9: the student’s attitude towards physical education.....	18
Table 4. 10: the acceptance of physical education teachers by their students .....	19
Table 4. 11: the movement and status of sport clubs in your school.....	20
Table 4. 12: The attention of the school for physical education subject .....	20
Table 4. 13: Short training provided for physical education student in Terhone school .....	21
Table 4. 14: the physical education teacher use the time during practical class .....	21

## **ABSTRACT**

The main purpose of this study was the factor that affect the status of physical education in the case of gurage zone Enemor and Enerworeda in Terhogne General secondary school in the case of Grade 9<sup>th</sup> .To be successful in the study three basic questions were raised. The research design employed in the study was survey method. The research method was both quantitative and qualitative approaches were employed. The sampling techniques employed were random sampling technique. The sample size was 20 students with the total of 200 participants of study populations. The data gathering tools was questionnaires. The Questionnaires was administered to 20 students where all of them properly filled and returned. Then, the information gathered through closed-ended questionnaire was analyzed using percentage. The findings of the study indicated that the extent of factors affect status of physical education sufficiency of teaching material, to be a good coach in football. Low attitude and interest for physical education course. Giving low attention for subjected than other objects. The students Attitude towards physical education, the major challenges identified were lack of teaching and learning materials.

# CHAPTER ONE

## 1 INTRODUCTION

### 1.1 Back Ground of the Study

Young children encouraged to be physically active from the beginning of life. That is among the recommendations of the first physical activity guide lines specifically design to meet the developmental needs of students. Children grow if they are gives with proper education during their early age and thus why today's education gives much emphasis about the development of children. According to the books of changing society in physical education and sport second edition (1987), since physical education was one of the subjects in elementary school, high school, colleges, and universities. It has a great contribution in shaping education and using physical education children acquire different skills and using physical education children acquire different skills and develop proper conduct. So that physical education will be considered as part of intellectual education which requires competent and knowledgeable teachers. The behavior and physical activity or abilities of children are greatly will be influenced by the physical education teachers. There are some requirements which help better application of the subject for the students out of those understanding the nature of the children and creating suitable teaching learning process, developing skills and manners. This will be achieved only when the teachers require qualification. That means in training manner knowledge of the subject matter and like sport equipment's are equally important to teach physical education efficiently and enable the children to maintain physical fitness and fundamental skills.

### 1.2 Statement of the problem

For any type of education, the early stage of development if many consists of physical, original or mental development. Since education by its naturals a continual and progressive starting from the simplest goes to the most complex one. Therefore it is important and decisive to give attention for the compute and favorable development of children both social and biological creature. Physical education is an integral part of the total education and it will be also divided in to several stages. For instance according to the scholar KuppusWammy (1991:76), he divided this stage in to elementary, secondary, and colleges depending on school grades. The

concentration of this study will be however to discuss and also suggests the status of physical education and sport programs of secondary schools will provide range of learning experience for the youngster. To this end we need to have a systematical instruction staff, facilities and time allotments. The study hypothesized that the present attitudes of physical education teachers and students in Terhone General secondary school negatively impacted on the status of physical education Terhone General secondary school and hence the study examined the major points that would be observed on students and the school communities to assists the practice of physical education. Therefore, in light of those frame work this study would try to answer the following basic questions.

1. What are the factors that affect status of physical education in Terhone General secondary school?
2. What are the attitudes of Terhone General secondary school students towards physical education class?
3. Are there adequate equipment's and facilities in the school?

### **1.3 Objectives of the study**

#### **1.3.1 General Objective**

The General objective of the study was to assess the instructional program of physical education for Terhone General secondary school students.

#### **1.3.2 Specific Objective**

1. To identify the major factors affecting the status of physical education Terhone General secondary school.
2. To examine the attitude of secondary school students towards physical education plus in Terhone General secondary school.
3. To examine the availability of adequate equipment and facilities in Terhone General secondary school.

### **1.4 Significance of the study**

The study would provide valuable information for those who objectively know about the status of physical education and sport at Terhone General secondary school.thse are:

- To know low attitude and interest of student with in practical class.

- To facilitate adequate materials and equipment.

### **1.5 Delimitation of the study**

The study focused on examining the status of physical education on Terhone Secondary school of Gurage zone SNNPR, Ethiopia. Therefore, the study delimited to the students and school community of this school.

### **1.6 Limitation of the study**

This study would have a noble contribution for physical education however this is not without limitations. Therefore, the finding of the study be only generalized to this school community and some related populations, hence this limits the finding of the study in to generalized way.

### **1.7 Definition of terms**

**Physical education:-**is a systematical instruction in sport exercise and hygiene of given aspect of school or college program

**Status: -** is a scale of social standing that is often realized in differing socially linguistic forms. It is also an important topic of study with in the field of social psychology.

**Attitude: -** is reflected in one's behavior specifically ones tendency in a certain manner.

**Education:-** is an active process . It involves the active effort of the learners.

### **1.8 Organization of the study**

The study is organized in to five main chapters. In the first chapter an introduction in which the background, statement of the problem, basic research questions, objectives, significances, delimitations and limitations of the study were included. In the second chapter review of related literature was presented .The third chapter is concerned with the methodology of the study in which the design of the study .Study population sample and sampling techniques, data collections. The fourth chapter is about analysis and interpretation of data methods are included .The last chapter is concerned with the summary, conclusion and recommendation of the study were included.

## **CHAPTER TWO**

### **2 REVIEW OF RELATED LITERATURE**

Under this section the researcher give high light and some important points about factors that affect the status of physical education and sport in some related issues.

#### **2.1 Concepts of physical Education**

Physical education is one of the main subjects of many educational systems. It properly conducted it help a lot for health, so it is used for developing fundamental skills. Physical education is one phase of education concerned with teaching skilled education of knowledge development of most public schools, colleges, universities recognizing the importance and privilege. Education by made as part and required to physical education by nation throughout the world.

#### **2.2 Physical education as a practical subject**

Both practical and theoretical backgrounds are fundamental aspects of physical education practices and the subject is much practical in nature. So it must be thought practically learning by doing sums up the educational method to basic education. Since this highest degree of learning is obtained by doing practice should make much of properly directed drills on concrete usage and on their elimination of errors. According to suggestion the students was learned by dealing with real objectives. If they are shown how undertake to their work practically. They will learn the lesson supposed to be learnt. Therefore, the teacher of physical education has to encourage students to appreciate situation in practical work thought, illustration, demonstration and observable example from their immediate environment.

#### **2.3 Predicting behaviors from intentions of physical education**

The application of the compatibility rule inspired the idea that specific behavior should be predicted from intentions, i.e., from motivation-based indicators directly related to specific behaviors. A behavioral intention has been considered an attitudinal indicator the most proximal to an overt behavior, and as such it should be the best predictor of a single action. (Fish bein&Ajzen, 1975).

An intention expresses a person's willingness to perform a certain behavior and captures motivational factors that influence behavior. The stronger the intention to perform a certain behavior the larger the probability that this behavior will be performed. By suggesting that behaviors are under the control of intentions, behaviors are considered to be volitional or voluntary. In other words, a behavior is reasoned. Much of the research on the intention-behavior relation and on the determinants of intention was made in the context of the theory of reasoned action, TRA (Ajzen&Fishbein, 1980) and the theory of planned behavior, TPB (Ajzen, 1991). They first proposed a multi-determinant model of behavior, which was largely inspired by advances in structural equation modeling. TPB, which might be seen as an improved TRA, specifies that intention is determined by an attitude towards behavior, a subjective norm and a perceived behavioral control. An attitude is conceived as beliefs about consequences of performing a certain behavior and evaluation of these consequences. A subjective norm is determined by normative beliefs, i.e., beliefs about an approval or a disapproval of a behavior by important others. Finally, a perceived behavioral control is defined beliefs about the existence of factors that facilitate or hinder performance of a behavior (Ajzen, 1991).

Meta-analytical studies over the years have shown that TRA and TPB models explain on average between 40% and 50% of the variance in intention, and between 19% and 38% of the variance in behavior (Sutton, 1998). Undoubtedly, 60% to 80% of the unexplained variance leaves room for improvement. Whether such an amount of uncertainty is a lot or not is open to discussion. What is certain, however, is that linear relation between attitudes and behaviors is far from perfect, even if the most proximal attitudes such as intentions are considered. Some researchers have accepted the moderate strength of an attitude-behavior relation arguing that many other relationships in social psychology are not more sizeable (Wallace et al., 2005).It must be argued that this is a rather weak line of argumentation, especially if we are not exclusively interested in explaining behavior but also in predicting. Some theorists point to another more fundamental issue related to predicting behaviors from intentions. For example, Greve (2001) questions whether intentions can be verified as causes of reasoned behaviors as in principle they are not logically independent of behaviors. According to the deductive-nomological explanation principle, empirical research requires logical independence of causes and effects to entail meaningful empirical explanation (Popper, 2002).

## **2.4 Knowledge**

Petty and Cacioppo (1986) have argued that people are driven to hold the correct attitude toward objects in their environment. They imply that the main motivation a person has for holding an attitude is to better understand their world.

Petty and Cacioppo (1984) popularized the Need for Cognition (NC) Scale. Need for Cognition is a personality trait that cuts across persuasion topics. But this overall motivation to hold the correct attitude – the need to be right, may vary from topic to topic, depending on how personally relevant the issue is to a person. For this reason, Petty and Cacioppo have stressed the importance of personal relevance in their research. The general trait of NC influences the specific state issue involvement. Both NC and issue involvement should influence the motivation to be right on topic. Knowledge, sometimes called accumulated information, provides a person with an internal representation of reality.

## **2.5 Importance of Physical Activity on Improving the Quality of Life**

Regular physical activity improves functional status and limits disability during the middle and later adult years. Physical activity contributes to quality of life, psychological health, and the ability to meet physical work demands. Physical education can serve as a vehicle for helping students to develop the knowledge, attitudes, motor skills, behavioral skills, and confidence needed to adopt and maintain physically active lifestyles (Rink, 1998).

The outcomes of a quality physical education program include the development of students' physical competence, health-related fitness, self-esteem, and overall enjoyment of physical activity. These outcomes enable students to make informed decisions and choices about leading a physically active lifestyle. In early years children derive pleasure from movement sensations and experience challenge and joy as they sense a growing competence in their movement ability. Evidence suggests that the level of participation, the degree of skill, and the number of activities mastered as a child directly influences the extent to which children will continue to participate in physical activity as an adult. In early adolescence participation in physical activity provides.

## **2.6 Attitude development in physical education**

One important goal of physical education is the promotion of participation in meaningful physical activity throughout one's life span. In attempting to accomplish this objective, teachers

must assist their students in acquiring the necessary motor skills and knowledge pertaining to physical activity (Krosnick & Abelson, 1992).

However, the likely hood that students will continue to participate in physical activities once they have left school is strongly influenced by their attitudes towards physical activity. Students with more favorable attitudes are more likely to participate in these activities than students with less favorable attitudes. Thus fostering favorable attitudes toward physical activity is desirable outcomes of physical education programs. Teachers must not only concern with the development of attitude but also with changing negative attitudes held by some students (Higgins, 1996).

Attitude encompasses one's feelings toward a particular situation, one's likes and dislikes, and one's beliefs. Attitudes are reflected in one's behaviors specifically one's tendency in a certain manner. Positive attitudes are expressed when an individual chooses to become involved in a specific activity and seeks out opportunities to participate. Negative attitudes are evidence when an individual chooses to ignore or avoid an opportunity to participate in an activity. Attitudes are also reflected when the student is given a choice of activities and express a preference for one activity over the other or another (Bucher, 1972).

## **2.7 Attitudinal Factors towards learning Health and Physical education**

Researchers in the field of Physical Education (PE) indicated that identifying and understanding the factors that are associated with children's physical activity participation are critical to the promotion of current and lifelong physical activity participation. Among many factors, the children's attitude is considered to be a key factor that influences physical activity participation (Keays and Allison, 1995).

(Blaydes and Jean, 2003), stated that attitudes are born from beliefs that one's has about him or herself and things. Attitudes shape ones' behaviors in many ways and determine ones' involvement in his or her daily activities.

Developed a theoretical framework for a rational action, their framework further explained attitudes flow come from beliefs and yield intentions and actions. While intentions are a function of two basic determinants: (a) one's personal attitude toward a behavior and (b) one's attitude toward others (i.e., peers, teacher/leader and parents. (Sallis and etal., 1994. The first determinant is the individual's positive or negative evaluations for performing the behavior; it just as (Stapel

and Schwarz 1998) indicated: generally, with positive beliefs one will have a favorable attitude toward the object of the beliefs; otherwise one will possess an unfavorable attitude toward the object of the beliefs. The second determinant is the person's perception of social pressure to perform or not perform the behavior based on the evaluation of others. Therefore, an attitudinal consideration and a normative consideration are formed that exert different degrees of power toward influencing one's behaviors for more positive or negative responses

## **2.8 The importance of physical education**

Relevance is a key word in modern education to acquire good outcomes. To clarify the importance of physical education in high school some scholars discussed as follows. To start with Knapp (1968: 75) states that "physical education is to headed coin, one side represents development and the maintenance of physical education characteristics

Including, strength, endurance, good posture, and flexibility body balance and neuromuscular skills". The other side represents what is happening to the total person as his interest, social and emotional qualified and general feeding of self-relation.

In relation to this, Butcher (1972:49 also points out that "Physical education can be considered with improving fitness and health students educate that went to learn new skill and many sports". Students at this level also indicate that, "physical education can be more than just develop the body; it should develop also the mind and prepare students their future works".

All the school students view shows that physical education as a place to learn fair and sportsman ship. They also emphasize the point that can prove useful in their pleasure hours. Shortly the importance of physical education in high school helps as to produce good citizens and shaping their physically and mentally.

## **2.9 Factors that affect the status of physical education**

It is clear that the status of physical education can be affected by different factors. Some of them are below.

### **2.9.1 Methods of teaching**

There are different methods that teachers used to teach physical education. There are many valuable teaching methods. However, there is no best methods which welled assures a major success. Regarding this (Hammer, 1991:15) stress selected methods combination must be created

from many new situations. Vainer and flat (1995:55) stated that each teacher must find his/her own best teaching method.

#### **2.9.1.1 Involvement of students in the classroom activates**

Involvement of classroom activities during teaching and learning process affect the subject. According to Dickinson (1978:32) learners' involvement in direction making has positive impact on the subject. It is clear that the above question they involving students in the classroom decision making helps students' interest and builds confidence in their learning. The works in different scholars giving appropriate and positive feedback to students are an important activity, which will promote the subject to have good status for students.

#### **2.9.1.2 Attitude of the learners to words the subject**

Students must be interested in what towards they learn. Taking this in to account Tyler (1994) has states that "Education is an active process. It involves the active effort of the learner. The learners learn only those things which they can perform. If the school situations deal with matter of interest the learned was actively participated in them and thus to deal effectively with those situations. Furthermore it is acquired that the increased of the effectiveness which hand to meet the new situation.

#### **2.9.1.3 Learning factors**

Both teachers and learners bringing the factors that affect the learning situation. Mental conditions like destructions, fear or afraid.

Physical conditions like, fatigue, illness and discomfort on the part of sudden can be negatively or positively influence learning.

The teaching approach of physical mechanism, speech quality, patient relationships to class and level of expectation, awareness of the presence and of this condition are the first step in meeting student's individual's needs and selecting appropriate strategies motor learning contains other factors affecting learning's.

#### **2.9.1.4 Amount and type of practice**

Practice that is concentrated in to one large until done at intervals (distributed) motor activates are generally learned more readily if a practice (exposure of experience) is distributed.

### **2.9.1.5 Methods of learning**

Whether the material to be learned can be learned as a whole or whether it must be broken-down into parts. The part method is better for learning and practicing unfamiliar motor activities. The whole method is better utilized with familiar activities and is more effective for the more intelligent learner.

### **2.9.1.6 Meaningfulness of activities**

How meaningful for the material is to the learner what is familiar tending to be more meaningful teaching from the known activities to the unknown enhances the learning process.

### **2.9.1.7 Activity Versus passivity**

The level of involvement with the material by the learner who is more actively involved in the process will learn more rapidly and learner who is more passively involved in the process will learn more passively.

### **2.9.1.8 Transfer of learning**

The effect that previous learning or experience has upon the learning of a subsequent task. Positive transfer means that the previous experience (usually of a similar nature) will be enhanced learning of a subsequent task. Negative transfer means that previous experience has interfered with the subsequent learning.

### **2.9.1.9 The effect of status in physical education**

Status is one of the factors of quickening learning in the subject. In other words, praises of essential in imitating students. In the presence of the students strive hard to develop the understanding of the subject. In all fields of learning either explicit or by implicit that motivated students are more likely to learn than those which are not. Students need to satisfy their desire to explore with other is a useful source of motivation. Arousal of interest and with maintenance of that interest is one of the techniques which motivate the student's. Since through to be a natural in human being interest should be aroused some more stimulus is presented. Accordingly we can say that arousal of interest are vital to overcome dissatisfaction. To make students grasp the essence of the new lesson lifting up of their interest is unquestionable.

## **CHAPTER THREE**

### **3 METHODOLOGY OF THE STUDY**

#### **3.1 Design of the study**

The research would be designed to study the status of physical education in Terghone General secondary school. The study would be used survey methods. Because, the study would be gather information from the respondent through questionnaire. The study also believes that the method would be the best to collect reliable information in order to examine the extent of the status of physical education as well as the opinion of respondents towards the problem.

#### **3.2 Study population**

The target populations of the study were Terhone General secondary school grade 9<sup>th</sup> students and teachers. In Terhone General secondary school there are 200 grade 9<sup>th</sup> students, among this 120 male and 80 students are female and 6 physical education teachers, among this 4 male and 2 teachers are female.

#### **3.3 Sampling techniques**

In this study, the researcher was used to the simple random and purposeful sampling technique. The researchers used those methods because it gave equal chance for the respondents to be selecting.

#### **3.4 Sampling size**

Among the study populations the researcher was select 16 students and 3 physical education teachers using simple random and purposeful sampling. For the reason of cost the researcher was select a sub-set of the whole Students and whole teachers.

#### **3.5 Data collection tools (instrument)**

For this research in order to get useful information, the study used questionnaire and observation as an instrument for collecting data. Questionnaires would prepare for students to point out the problem.

The questions would be prepared contained ten closed ended questions.

### **Selection of variables**

There are four(4) variables; these are attitude, culture ethics and education, each variable is presumed as cause which is varied or manipulated by the investigator whereas and affected or the response that is measure; In case of our investigation the variables are the different factors that we have estimate on the problem of investigation

### **3.6 Data collection procedure**

The data that are necessary for the study are collect from the sample /subjects with in the same day in order to maintain the validity of each questionnaire. The questionnaires would been distribute for students in their formal class and the researcher gave clear information for respondents regarding on the purpose of the questionnaires and request to read the questions carefully and set the appropriate answers which was express their ideas.

### **3.7 Ethical consideration**

The formality and legality of the study investigation would push the student to do and our instructors give guidance and motivation to them, the investigator would allusion for announcing main points of the investigation and is try to give precise information to the subject about the investigation finally keep the norms and tolerance with contacting body to get appropriate information.

### **3.8. Data analysis methods**

To analysis and interpret that data quantitative techniques would be employed. The data gathered through closed ended questionnaires would be analyzed through percentage.

## CHAPTER FOUR

### 4 ANALYSIS AND INTERRELATION OF DATA

#### 4.1 Analysis of data collected from teachers

The quantitative presentation and qualitative interpretation of the data collected through questionnaire and observation was dealt in this chapter. Under this section the result in which such manner, that they give a clear picture of response made by all respondents

Table 4. 1: Characteristics of teacher's respondents

No	Item	Alternatives	Frequency of respondents	Percentage
1	Sex	Male	2	66.66%
		Female	1	33.33%
		Total	3	100%
2	Educational status	Certificate	-	-
		Diploma	-	-
		Degree	3	100%
		Msc	-	-
		Total	3	100%

Source own field survey, 2011 E.C

The above table indicates that 66.67 % of teachers are male and 33.3% of the teachers are females. Educational statuses of the teachers are degree and from the data the all of the teachers are degree and it is good standard expected from of secondary school.

Table 4. 2: Teacher’s response about attendance of each class

Item	Question of respondents	No of respondents	Percentage
6	In what extent you use attendance in each class could minimize students missing class		
	Always	-	-
	Usually	2	66.66%
	Sometimes	1	33.33%
	Never	-	-
	Total	3	100%

Source own field survey 2011 E.C

As shown in the above table that 66.66% of teachers are good culture of using attendance and the remaining 33.33% of teachers are they don’t give more emphasis to attendance .according to the data most of teachers are agree on effective use of attendance in order to minimize missing from the class in physical education activity. So strategies are important to minimize missing students from class

Table 4. 3: Teacher’s response on sufficiency of teaching materials in Terhone General secondary school

Item	No respondent	Percentage
------	---------------	------------

Good enough		-
Moderate	2	66.66
Low	1	33.33
Very low	-	-
Total	3	100%

As indicated in the above table regarding to the sufficiency of teaching material in the school, 66.66% of the respondents report that the sufficiency of materials in the school is moderate, 33.33% of the respondents are responded that it is low in the school and the remaining 0 % of the respondents are replied that sufficiency of teaching materials are said it is very low in the school.

The above data shows that there is shortage of teaching materials in the school.

Table 4. 4: Attention of Terhone School for physical education subject

Item	No respondents	Percentage
Very good	-	-
Good	1	33.33%
Low	2	66.66%
Very low	-	-
Total	3	100%

As shown in the above table regarding to the attention of school for physical education , 33.33% of the respondents report the school give good attention for the subject and , 66.66% of the respondents are responded that there is low attention to physical education in the school and the remaining 0 % of the respondents are replied that the school give very low attention to physical education. From the above data the school is a problem in giving attention for physical education.

Table 4. 5: Related to teacher respondent toward factor that affects the status of physical education in Terhone General secondary school

Item	No of respondents	Percentage
Lower knowledge and skill of teachers	-	-
Less attention by principal toward physical education	1	33.33%
Lower participation of students on physical education	1	33.33%
Lack of sufficient supplementary books	1	33.33%
Total	3	100%

As shown in the above table regarding to factor affecting the status of physical education, 0% of the respondents are reported that teachers are lower in knowledge and skill is shown and 33.33% give response little attention of principal to physical education that affect its status and again participation of student in physical education is about 33.33%% and finally lack of additional supplementary books accounts about 33.33. % of the respondents are involved. The above points indicate that the status of physical education has faced a problems interms of the above points.

Table 4. 6: Teacher's response toward the factor that prohibit student from participating activity in physical education period in Terhone General secondary school

Item	No of respondents	Percentage
Biological factors	1	33.33%
Economic factors	1	33.33%
Cultural factors	1	33.33%
Social factors	-	-

Total	3	100%
-------	---	------

As it is represented in table 6, on the factor that prohibit student from participating activity in physical education period in the school, 33.33% of the respondents report that biological factors are responsible for prohibiting students from physical education period , 33.33%of respondents are given that economic factors are also problem again cultural factors account 33.33 % finally 0 % of the respondents replied that social factors are also factor affecting the participation of students in physical education period in Terhone General secondary school. According to the above data the biological, economic, cultural as well as social factors are responsible for hindering students from physical activity in the school.

#### 4.2 Students response for closed ended items

Table 4. 7: Chrematistics of student`s s respondents

No	Items	Alterative	No of respondents	Percentage
1	Sex	Male	8	50%
		Female	8	50%
		Total	16	100%
2	Age	15-20	16	100%
		21-30	-	-
		31-35	-	-
		Total	16	100%
3	Grade level	9 <sup>th</sup> A	16	100%
		9 <sup>th</sup> B	-	-
		9 <sup>th</sup> C	-	-
		9 <sup>th</sup> D	-	-
		Total	16	100%

According to the above table 1, 50% of the respondents were male 50% of the respondents were female students. This indicates that male and female students were equally participated to fill this questionnaire

According to the above table 1, 50% of the respondents were male and 50% of the respondents were female students. The ages of all respondents (both sex) are in between 15-20 years old. This indicates that male and female students were equally participated to fill this questionnaire and also their ages were in between 15-20 years old

Table 4. 8: Student’s response on the sufficient of materials in the school

Item	No of respondent	Percentage
Good enough	-	-
Moderate	1	6.25%
Low	2	12.5%
Very low	13	81.25%
Total	16	100%

As it is represented in table 2, on the sufficiency of teaching material; in the school, 6.25% of the respondents report that the sufficiency of materials in the school is moderate, 12.5% of the respondents replied that it is low, 81.25% of the respondents reported that the sufficiency of materials in this school is very low .This show that there is lock of teaching materials for physical education subject in Terhone General secondary school

Table 4. 9: the student’s attitude towards physical education

Item	No of respondent	Percentage
Very high	4	25%
High	2	12.5%

Medium	7	43.75%
Low	3	18.75%
Total	16	100%

As it can be seen from table 3, regarding the attitude of students towards physical education 25% of the respondents reported that they like very were as 12.5% of the respondents replied that they have highly attitude and 43.75% of the respondents reported theta there have medium attitude to the subject and 18.75% of the respondents replied that they have low attitude to the subject and also they have different view for the subject respectively. From this we can conclude that the attitude of Terhone General secondary school grade 9<sup>th</sup> A students toward physical education is somewhat they have good attitude for physical education teachers by their students.

Table 4. 10: the acceptance of physical education teachers by their students

Item	No of respondents	Percentage
Very high	2	12.5%
High	5	31.25%
Medium	5	31.25%
Low	4	31.25%
Total	16	100%

As it can be seen from table 4, on the acceptance of physical education teacher by the students,, 12.5% of the respondents reported that physical education teachers are very high accepted by the students while 31.25% of the respondents replied that he/ she highly accepted by the students and 31.25% of the respondents replied theta he/she medium accepted by the students and 25% of the respondents replied theta he/she accepted by the students. As a result relatively large number of physical education teachers have good acceptance from their students.

Table 4. 11: the movement and status of sport clubs in your school

Item	No of respondents	Percentage
Very high		12.5%
High	2	-
Medium	6	37.5%
Low	8	50%
Total	16	100%

As it is resented in table 5, on the movements and status of sport clubs in this school, 12.5% of the respondents reported that the movement and status of sport club in their school is very high, 37.5% of the respondents reported that there is medium movement & status of sport club in their school, 50% of the respondents reported that the movements and stats of sport clubs in their school is low. From this we can understand that there is no movement and sport club in Terhone General secondary school

Table 4. 12: The attention of the school for physical education subject

Item	No of respondents	Percentage
Good enough	-	-
Moderate	1	43.75%
Low	2	12.5%
Very low	7	43.75%
Total	16	100%

As it is represented in table 6, on the attention of school for physical education course, 43.75 of the respondents reported that the attention of school for physical education subject moderate,

12.5% of the respondents reported that there is low attention for physical education subject, 43.75% of the respondents reported that attention of school for physical education subject is moderate, 12.5% of the respondents reported that there is low attention for physical education subject, 43.75% of the respondents reported that the attention of the school for physical education subject is very low . So, the schools do not good for physical education subject.

Table 4. 13: Short training provided for physical education student in Terhone school

Item	No of respondents	Percentage
Yes	6	37.5%
No	4	25%
Same times	6	37.5%
Total	16	100%

As it is indicated in table 10, 37.5% of the respondents reported that they got short training in their school, 25% of the respondents reported that they didn't got the braining in their school, and 37.5% of respondents reported that sometimes the training was given for students in their school .This shows that there was a short training about physical education which was given for grade 9<sup>th</sup> A

**Table 4. 14: the physical education teacher use the time during practical class**

Item	No of respondents	Percentage
Yes	5	31.25%
No	6	37.5%
Same times	5	31.25%
Total	16	100%

As it indicated in table 11, 32.25% of the respondents said that their physical education teachers properly used their time during their practical lesson, 37.5% of the respondents school that their

physical education teachers did not properly used their time and 31.25% of the respondents shows that sometimes they use their time practical class. From this can conclude that Kose secondary school physical education teachers did not used their time properly while they taught during practical lesson

#### **4.3. Student Response for Open Ended Items:-**

Q.1 what is your hobby, in case of physical education

- To be good coach in football club

-To be good physical education teachers to teach physical auctioning high school

Colleges and university

-To be a good manager in case of physical education club

Q 2 What do you think about the problems of factor that prohibit student from participating activity in physical education period?

-lack of teaching and learning materials

Low attitude and interest for physical education course

-Giving low attention for the subjected than other subjects.

Q.3 what do you suggest to improve the current status of physical education class in your school?

-To full fill enough equipment and materialism the school.

-Teaching student to develop these awareness towards practical classes

-Also there should be practical filed in the area of school.

Q.4 Mention the available of learning materials in the school that used to learn physical education?

-To learn physical education the materials which is found in the school is text book, foot ball

Volleyball, handballs, basketball, extra which is used to learn physical education

And sport in the school

Q.5 what are problems that, affects the status of physical education?

- Lack of practicing equipment such as ball, fields and etc
- Lack of interest of student towards practical classes.

Q. 6 what methods are best to learn physical education in your class level?

- changing the attitude of student and teachers concerning about the subjected matter
- Trying to improve the teacher out looks and negative through about the subject.

#### **4.4. Analysis of the observation**

Based on the researcher had come across with the available equipment and practical Field in the school for physical education lesson's a resulted, the qualities of martial available in the school it was very scarce .it is very difficult to run physical education lessons with in such atmosphere. Regarding the availability of playing grounds for practical teaching fields in the school it was highly regarding affected and also the student attitude would be unfavorable.

As it is presented the observation the school was provides with the annual lasso plan of physical education. Their annual lesson was well prepared with weekly and daily lesson plan. This is very helpful in sustaining well organized session throughout the year. The only failure well observed by the researcher was the absence of monthly lesson plan. In addition to the Above discussion the researcher also observed that the student moral and ethical in relation with the teachers motivation to learn the subject. Thus, the students have medium and cam to bore. On the other side, the teachers do not show good motivation to teach the subject.

## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATION

#### 5.1 Summary

In order to improve the status of physical education in Terhogne general secondary school this study has come up with number of point that should be remodel by the school. As the study revealed

That the vary failure of the school was does not have practical learning fields .with this problem the teaching process can be highly affected and the student in tersest to ward to learn the

Subjects is low, the other in fluently factor for the running of physical education in Terhogne

Secondary school was the provision of equipment and materials by the school .Regarding this Storage of material would affect the process of physical educing this would result in bringing the student attitude to unfavorable condition.

#### 5.2 Conclusion

The overall view of this chapter is to determine on the status of physical education in Terhone General secondary school in grade 9<sup>th</sup> based on the finding of chapter four the school doesn't have available teaching material which is compulsory for physical education lesson. On the other hade the school has been faced with a number of factors that would deteriorate the status of physical auctioning Terhone General secondary school grade 9<sup>th</sup> students sate that factor which in order to improve the existing status of physical education the school should take premedical action on those major failure which have been revealed by this study.

The findings of the study indicated that the extent of factors affect status of physical education sufficiency of teaching material, to be a good coach in football. Low attitude and interest for physical education course. Giving low attention for subjected than other objects. The students Attitude towards physical education, the major challenges identified were lack of teaching and learning materials.

### **5.3 Recommendation**

To alleviate those major failures that would deteriorates the status of physical education in Terhone General secondary school grade 9<sup>th</sup>, following point as suggestion

The school administration should assign enough budgets for the department of health and physical education to construct well organized playing ground field or practical class. This would result in proper running of teaching learning process of the develop student ability by doing on exercise on the filed

The school administration should supply sufficient teaching equipment for health and physical education department. This would result improper attitude among the students.

The physical education teachers should try to incorporate teaching material from local source

The teachers should also be strong enough to cope up with certain rather becoming border to teach the subject.

Physical education teachers in school should do their best effort to bring such a large number of student s to accept them.

All stake holders of the school should work together to avoid different problems of students in relation to economically less students in fulfilling basic materials four sport activities

Woreda education office should hire Psychology teacher to school to strengthen students in order to make the students don't fear to engage in physical activities

In general the above remedial actions required the involvement of the society and the school administrator rather it would be difficult to solve those major factors which would deteriorate the status of physical education.

## REFERENCES

Ajzen, I. & Fishbein, M. (1977). Attitude-behavior relations: A theoretical analysis and review of empirical research. *Psychological Bulletin*, 84: 888-918.

Ajzen, I. & Fishbein, M. (1980). *Understanding attitudes and predicting social behavior*. Englewood-Cliffs, NJ, Prentice-Hall.

Ajzen, I. & Fishbein, M. (2005). The innocence of attitudes on behavior. In: *The handbook of attitudes*, pp.173-221 (Albaracn, D., Johnson, B.T. & Zanna, M.P. eds.), Mahwah, NJ: Lawrence Erlbaum.

Ajzen, I. (1991). The theory of planned behavior. *Organizational Behavior and Human Decision Processes*, 50: 179-211.

Butcher C A 1972 *foundation of Physical education* 6<sup>th</sup> edition New York CVMOs by Macmillan.

Dickson Lo 1987 *self interaction to language learning* New York, Cambridge university process.

Knapp C. P. H Econ hard 1968 *teaching physical education and Arthur*, 1986 *Large Class*

*London Macmillan un Publishing Ltd.*

Vainer and Flat 1965 *teaching Physical education in secondary school Philadelphia and Linden*

*Volume of the organization and administration of physical education* 4<sup>th</sup> Ed. New York.

W.B Saunders Company.

# Appendix A

Wolkite University

College of Natural and computational science

Department of Sport science

Program BSC in Sport Science.

Questionnaires filled by teachers

Dear respondents

The purpose of this questionnaire is to collect data on research entitled " the factor that Affect the status of physical education in Gurage zone Enemor and Ener woreda in the case of Terhogne General secondary school in Grade 9<sup>th</sup>." It aims at assessing and identifying factors affecting status of physical education as well as suggesting solution. Thus your genuine answer and timely response are vital to determine the success of this study. Therefore realizing the information you provide will be used only for this research purpose .You are kindly requested to contribute your own views by filing the questionnaire honestly and responsibly. And the researchers must keep your secret.

Note;-**General Direction**

- ❖ You are not required to write your name.
- ❖ For any additional opinion or explanation you are kindly requested to write briefly on the space provided.
- ❖ Mark your choice in the box provided

Direction; -Respondent Back ground

1. Sex    A/Male                       B/ Female

2. Educational status            certificate             Diploma             Degree             Msc

**Thank you in advance for your cooperation!!**

1. In what extent you use attendance in each class to minimize students missing class

Always  Usually  Sometimes  Never

2. How is the availability of learning materials in the school that used to teach physical education?

Good enough  Moderate  Low  Very low

3. How is the attention of school toward effectiveness of physical education?

Very good  Good  Low  Very low

4. What are problems that, affects the status of physical education?

The knowledge and experience of teachers

Less attention of principal toward physical education

Low Student's participation on physical education

Lack of sufficient supplementary book

5. What do you think about the problems of factor that prohibit student from participating activity in physical education period?

Biological factors

Economic factors

Cultural factors

Social factors

## APPENDIX B

Wolkite University

College of Natural science

Department of Sport science

Program BSC in Sport Science.

### Questionnaires for students

Dear respondents

The purpose of this questionnaire is to collect data on research entitled " the factor that Affect the status of physical education in Gurage zone Enemor and Ener woreda in the case of Terhogne General secondary school in Grade 9<sup>th</sup>." It aims at assessing and identifying factors affecting status of physical education as well as suggesting solution. Thus your genuine answer and timely response are vital to determine the success of this study. Therefore realizing the information you provide will be used only for this research purpose .You are kindly requested to contribute your own views by filing the questionnaire honestly and responsibly. And the researchers must keep your secret.

**Thank you in advance for your cooperation!**

Note;-**General Direction**

- ❖ You are not required to write your name.
- ❖ For any additional opinion or explanation you are kindly requested to write briefly on the space provided.

Direction; -Respondent Back ground

1. Sex A/Male  B/ Female

2. Grade of students A/ 9<sup>th</sup>  B/ 10<sup>th</sup>

1. What is your hobby, in case of physical education?

-----  
2. What do you think about the problems of factor that prohibit student from participating activity in physical education period?

-----  
3. What do you suggest to improve the current status of physical education class in your school?

-----  
4. Mention the available of learning materials in the school that used to learn physical education?

-----  
5. What are problems that, affects the status of physical education?

-----  
6. What methods are best to learn physical education in your class level?

