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THE ATTITUDE OF STUDENT'S TOWARDS PHYSICAL EDUCATION PRACTICAL CLASS, IN CASE OF EMDIBER PREPARATORY SECONDARY SCHOOL.

A senior essay submitted to wolkite University College of natural and computational science department of sport science in partial fulfillment of the requirement of the bachelor degree of sport science

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THE ATTITUDE OF STUDENT'S TOWARDS PHYSICAL EDUCATION PRACTICAL CLASS, IN CASE OF EMDIBER PREPARATORY AND SECONDARY SCHOOL.

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Abstract

It is important to understand high school students' attitudes and perceptions toward physical education since they will be future members of the work force who will need to use their knowledge to maintain a healthy lifestyle. The purpose of this study was analyzing the attitudes of students towards the practical lesson of physical training and sports in schools and to analyze the situations which are effective on these in a case of Emdiber preparatory and secondary school. The study was carried out in a descriptive survey research design with both quantitative and qualitative method. Samples was randomly selected from the target population of the study which is the students of the school from grade 9-12 in order to get relevant data or information. For the purpose of collecting data, questionnaires were prepared for the respondent's. The questionnaire was designed with both open and close ended questions. Observation was also another data collection instrument for observing students while participating in physical education practical class. Finally, data was analyzed by grouping closed ended questions in to table forms and interpret in terms of percentage. The answer of open ended questions was described in qualities description, then final analysis was made, and depending on data analysis, possible definition, conclusion and summary was made. The results showed that learners generally have negative attitudes and perceptions towards physical education, mainly due to inadequate monitoring of physical education in schools by subject advisors and education inspectors, a lack of physical education equipment and facilities in schools, the 'non-educational' status of the subject, a lack of information about the benefits and importance of physical education, and less time allocated on the time-table (relative to other subjects).

Keywords: Attitude, sports, students, physical education

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

The purpose of education is to give individuals behaviors to help them know themselves psychologically, biologically, socially and culturally, to learn their rights and responsibilities and to continue their lives in harmony with successful, happy and healthy individuals. The information and skills gained during the process of education are important factors in the formation of behaviors. Behaviors are conscious reactions given to any situation. Conscious behaviors are willing reactions given to the outer world in accordance with a person's will. Not only observable behaviors but also emotional feelings of a person are also within the context of behavior. (Bilgen N, 1993)

The most important factors in showing observable reactions are our attitudes. Attitudes are positive or negative approaches to a situation or thing (Franzoi SL, 2003). Attitudes can be ordered in various positive and negative degrees. Positive attitudes are having positive thoughts about a situation, while negative attitudes are having negative thoughts about a situation. Individuals fail to show their knowledge and skills about a subject they have negative attitudes for. It is always easier for them to show their knowledge and skills in situations they have positive attitudes for. Thus, attitudes should not be overlooked and should be developed positively during the process of education in order to change and develop an individual's behaviors in the desired course. Individuals are not born with attitudes; they acquire attitudes (Kagitcibasi C, 2005). Attitudes can always change and be shaped.

It is important to examine student attitudes toward their curriculum as they can have a large impact on the success of a class. Attitudes develop at an early age and can be changed based on situational contexts such as a particular teacher or the class environment (Aicinena, 1991). In other words, a student's attitude toward a particular subject in school can be shaped by his/her perception of the teacher or instructional setting. Attitudes toward physical activity and perceptions about physical education classes are important to understand as they can influence an

individual's decision to begin or to continue participation in an activity (Lee, Kang, and Hume, 1999; Silverman and Subramaniam, 1999).

Studies have examined attitudes and perceptions of students of all ages toward physical education (e.g., Barney, 2003; Bowyer, 1996; Stewart, Green, and Huelskamp, 1991; Tannehill and Zakrajsek, 1993). However, only a limited number of recent studies have been conducted that assess secondary students' attitudes and their perceptions toward physical education (Carlson, 1995; Greenockle, Lee, and Lomax, 1990; Luke and Sinclair, 1991; Scantling, Strand, Lackey, and McAleese, 1995; Tannehill, Romar, O'Sullivan, England, and Rosenberg, 1994).

There are several variables that influence high school students' attitudes towards physical education. Carlson (1995) examined high school students' negative attitudes toward physical education and found that some students did not feel physical education filled a need in their lives and consequently did not find it valuable. A lack of student input gave some students a feeling of powerlessness thereby making them feel as though they did not have any control over what happened in the gymnasium. This finding concurs with Aicinena (1991) who hypothesized teachers who allow some input into classroom decisions while maintaining control of instructional processes may foster positive attitudes toward physical education. Finally, Carlson (1995) concluded students who were less skilled felt isolated from their peers because they were not readily included in team activities or they were ridiculed for their lack of skill. Tannehill et al. (1994) also found students with negative attitudes felt uncomfortable or unsafe learning and practicing physical skills. These students did not participate in class or they used strategies to avoid conflict with the teacher. These attitudes were the same regardless of gender.

Luke and Sinclair (1991) examined potential determinants of male and female high school students' attitudes toward physical education. They identified five main determinants of attitude: curriculum content, teacher behavior, class atmosphere, student self- perceptions, and facilities. Both male and female students identified these determinants in the same order. Scantling et al. (1995) and Greenockle et al. (1990) also identified related factors contributing to negative feelings toward physical education. These factors included boredom with activities, not wanting to get sweaty, not wanting to dress out, and the perception that athletes received preferential treatment.

1.2 Statement of the problem

The percentage to which the students value the importance of physical education practical class varies from student to student. Some students may have a good feeling about and are interested in practical session whereas some others may not. The investigation was concerned on the attitude of students in practical session of physical education in Emdiber preparatory and secondary school. The physical educations practical session can be desired out through a great physical fitness with a high motivation and positive attitude. A person with a high motivation and positive attitude can practice physical education in a rare way. However, most of secondary and preparatory school students had a negative attitude and low motivation to participate in physical education practical session. As the assumption of the research students had different perceptions and attitudes towards practical class of physical education. Therefore, the study was focused on to assess the attitude of Emdiber preparatory and secondary school students on physical education practical session.

1.3. Research Questions

The research was investigated based on the following questions:

- What are high school student attitudes toward physical education?
- How do other variables influence student attitudes towards physical education?
- How students perceived the importance of physical education?
- What activities are perceived to be most important by the students to the physical education practical class?

1.4. Objective of the study

The study was focused on the following general and specific objectives.

1.4.1 General objectives

The general objective of the investigation was assessing the attitude of Emdiber preparatory and secondary school student's towards physical education practical session.00

1.4.2 Specific Objectives

- ✓ To identify the attitude of Emdiber preparatory and secondary school students towards physical education practical class.
- ✓ To identify the role of teachers in motivating the student to have a positive feeling and attitudes and actively participate in practical class of physical education.
- ✓ To determine the possible solutions to solve problems in practical class teaching and learning process.

1.5. Significance of the study

The expected significance of the study was:

- The perceptions and feelings of students on practical class that affects the teaching and learning processes.
- The motivation of the students towards practical class it helps teaching and learning processes.
- Create awareness of the students it's on practical class that it's important to teaching and learning processes.
- Serving as a source for other researchers who need to conduct the similar works.

1.6. Limitations of the study

In this study, there were several factors which were assumed to limit the study. From these, some of the students were not interested to fill the questionnaire perfectly and completely. The other thing was.

- ✓ Shortage of reference materials,
- ✓ Shortage of time.

1.7. Delimitation of the study

To make the study more manageable, the researcher was delaminated to the scope of the study in Emdiber preparatory and secondary school student's attitude towards physical education practical class.

1.8. Organization of the study

The study was organized in to five chapters. The first chapter includes background of the study, statement of the problems, objective of the study, significance of the study, delimitation of the study and limitation of the study. The second chapter consists of relatedliterature. The third chapter of the study deals; description of study area, study design, sample size and sampling technique,source and data collection tools and method of data analysis. The fourth chapter covers data analysis and interpretation of the data collection. Finally, the last or chapter five includes summery, conclusion, andrecommendation. Reference and appendices are also a part of the paper.

CHAPTER TWO

LITERATURE REVIEW

2.1. The concept of attitude

Attitude is a psychological construct, a mental and emotional entity that inheres in, or characterizes a person (*Richard,2016).* They are complex and an acquired state through experiences. It is an individual's predisposed state of mind regarding a value and it is precipitated through a responsive expression toward a person, place, thing, or event (the **attitude object**) which in turn influences the individual's thought and action. Prominent psychologist Gordon Allport (1935) described this latent psychological construct as "the most distinctive and indispensable concept in contemporary social psychology." Attitude can be formed from a person's past and present. Key topics in the study of attitudes include attitude strength, attitude change, consumer behavior, and attitude-behavior relationships (*Lynn et al., 2012).*

Definitions according to Social psychology:

- An attitude is an evaluation of an attitude object, ranging from extremely negative to extremely positive. Most contemporary perspectives on attitudes also permit that people can also be conflicted or ambivalent toward an object by simultaneously holding both positive and negative attitudes toward the same object. This has led to some discussion of whether individual can hold multiple attitudes toward the same object (Isaac, 2011).
- An attitude can be as a positive or negative evaluation of people, objects, events, activities, and ideas. It could be concrete, abstract or just about anything in your environment, but there is a debate about precise definitions. EaglyandChaiken, for example, define an attitude as "a psychological tendency that is expressed by evaluating a particular entity with some degree of favor or disfavor." (Stergiadis, 2014).
- Though it is sometimes common to define an attitude as affect toward an object, affect (i.e., discrete emotions or overall arousal) is generally understood as an evaluative structure used to form attitude object (Isaac, 2011). Attitude may influence the attention to attitude objects, the use of categories for encoding information and the interpretation, judgment and recall of attitude-relevant information. These influences tend to be more

powerful for strong attitudes which are accessible and based on elaborate supportive knowledge structure. The durability and impactfullness of influence depend upon the Strength formed from consistency of heuristics. Attitudes can guide encoding

Information attention and behaviors, even if the individual is pursuing unrelated goals.

Attitudes help us define how we see situations, as well as define how we *behave* toward the situation or object. As illustrated in the tricomponent model, attitudes include feelings, thoughts, and actions. Attitudes may simply be an enduring evaluation of a person or object (e.g., "I like John best of my coworkers"), or other emotional reactions to objects and to people (e.g., "I dislike bossy people" or "Jane makes me angry"). Attitudes also provide us with internal cognitions or beliefs and thoughts about people and objects (e.g., "Jane should work harder" or "Sam does not like working in this department"). Attitudes cause us to behave in a particular way toward an object or person (e.g., "I write clearly in patients' charts because it upsets me when I can't read someone else's handwriting"). Although the feeling and belief components of attitudes are internal to a person, we can *view* a person's attitude from his or her resulting behavior *(Richard*, 201)).

2.2. Formation of attitude

How are attitudes formed? Attitude formation is a result of learning, modeling others, and our direct experiences with people and situations. Attitudes influence our decisions, guide our behavior, and impact what we selectively remember (not always the same as what we hear). Attitudes come in different strengths, and like most things that are learned or influenced through experience, they can be measured and they can be changed *(Lynn et al*., 2012).

2.3. Changing Attitudes

How do you change someone's attitude? To change a person's attitude you need to address the cognitive and emotional components. How would you convince another person to start an exercise program when the individual may say, "I don't have enough time" or "I'm just too busy" or "I don't want to risk being injured"? One approach would be to challenge someone's behavior by providing new information. As an example, explain to the other person how you made time in your day and, as a result, both your cholesterol level and blood pressure decreased. This is a cognitive approach when a person is presented with new information. Providing new

information is one method for changing a person's attitude and therefore his or her behavior. Attitude transformation takes time, effort, and determination, but it can be done. It is important not to expect to change a person's attitudes quickly. An individual's socialization process includes his or her formation of values and beliefs during childhood years, influenced not only by family, religion, and culture but also by socioeconomic factors. This socialization process affects a person's attitude toward work and his or her related behavior.

2.4. The concept of Perception

Perception: refers to the ability to understand the true nature of something within a particular given environment of teach (Spittle *et al*., 2012). SCentre (2014) describes the concept of perception as an idea, a belief or an image you have as a result of how you see or understand things based on your thoughts, experiences and philosophies. 'Perceptions' refers to teachers and learners' thoughts, experiences and beliefs on the status of PE in schools and is of the opinion that the concept can be applied to a variety of situations (Isaac, 2011). Regardless of the conceptual differences, there appears to be an agreement that perceptions are thoughts, beliefs or learnt behaviors emanating out of our external environments, which is triggered by our learning experiences (Charlotte, 2010). Stereotypes and perceptions are important in understanding how people develop their self-knowledge and social identity, become members of groups, and view groups and their members (Spittle, Petering & Kremer, 2012).

2.4.1 General Perceptions on PE

Researchers have often wondered who enters the PE profession; what type of person they are; why they choose PE; what perceptions they have about PE teachers and teaching in general; the experiences they had in sport and PE at school; and what influenced their decision to become physical educators (Stevenson, 2015). PE has for a long time been perceived by many societies as restricted to sports, and that its importance is to satisfy the play and recreational drives of' man' (Techno, 2007). It appears that the popular opinion about PE in Tanzania evolved from this context and it is regularly referred to as 'michezo' which means 'sport', and often reduced to 'mchaka-mchaka' meaning jogging (Adenuga, 2010). The research that was conducted by Bibik&Orsega-Smith (2008), on high school students' attitudes toward PE in Delaware indicated that approximately 45% of the students would enjoy having more sports or games in their PE curriculum. The majority (74%) of the students indicated they preferred coeducational classes and 64% preferred working with other students of similar abilities. 43% of the students also

indicated that PE was important to their high school education, rating it just after Mathematics, English, and Science (Bibik&Orsega-Smith, 2008).

2.4.2 Perceptions of Learners' on PE

Perceptions develop at an early age and can be changed based on situational contexts such as a particular teacher or the class environment (Larson, 2013). There are several variables that influence senior secondary school learners' attitudes towards PE. (Safania, 2013) Examined high school learners' negative attitudes toward PE and found that some learners did not feel PE filled a need in their lives and consequently did not find it valuable. A lack of student input gave some students a feeling of powerlessness thereby making them feel as though they did not have any control over what happened in the gymnasium. This finding concurs with (Larson, 2013) who hypothesized that teachers who allow some input into classroom decisions, while maintaining control of instructional processes may foster positive attitudes toward PE. Finally, (Safania, 2013) concluded that learners who were less skilled felt isolated from their peers because they were not readily included in team activities or they were ridiculed for their lack of skill. The National Association for Sport & Physical Education (2007) also found students with negative attitudes felt uncomfortable or unsafe learning and practicing physical skills. These students did not participate in class or they used strategies to avoid conflict with the teacher. These attitudes were the same regardless of gender.

2.5 Status of PE

First and foremost, the status of PE varies in standings in most of the African countries. In Namibia PE appears on school timetables, with no planned formal classes, no equipment and facilities to aid in its teaching and learning (Stergiadis, 2014). In Nigeria, PE is taught and is examinable at Ordinary ('O') and Advanced ('A') levels, however, a lack of equipment and facilities discourage students from participating in practicals (Okonkwo, 2008); whilst in Kenya PE is taught, but is not examinable but still facilities and inspections are considered major barriers; in Uganda it is timetabled but not seriously taught (Toriola, 2005). In South Africa PE no longer exists as an independent subject, but it is taught as a small component of the learning area "Life Orientation" along with health promotion, personal and social development and orientation to the world of work foci in grades R-9 (Van Deventer, 2011). In Botswana, PE is time tabled but inadequately resourced and there are very few qualified PE teachers (Charlotte, 2010).

Overall, there is a massive shortage of facilities and adequately trained personnel are widely reported throughout the continent (Africa) as are the peripheral value in the curriculum (regarded as non-educational, non-productive use of time and as recreation/play time especially in primary schools) and inadequate monitory inspections in secondary schools (e.g. in Benin, Botswana and Uganda). Generally, priority is accorded to language and Mathematics with even meagre PE resources often diverted to other subjects. In some countries (e.g. Malawi), PE for community girls often suffers from optional status with many preferring not to take part; this situation is exacerbated by a dearth of amenities such as lack of changing rooms in sports venues (Hardman, 2010).

2.6 The Importance and Benefits of PE for Children

Regular physical activity provides young people with important physical, mental and social health benefits. These includes; healthy growth and development; strong bones and muscles; control of weight and body composition; improved posture; improved cardiovascular health; reduced blood cholesterol; opportunities to make friends and enhance self-esteem; reduced stress, depression and anxiety (Stergiadis, 2014). Participation in regular physical activity promotes normal growth and development by helping youth build and maintain healthy bones, 19muscles and joints and helps to reduce the risk of developing obesity and chronic diseases such as type-2 diabetes and cardiovascular disease and also promotes the psychological well-being of a child (Christopher, 2015).

Despite, what is mentioned earlier, PE is unique to the school curriculum as the only program that provides students with opportunities to learn motor skills develop fitness and gain understanding about physical activity (WHO, 2012). Physical benefits gained from physical activity include: disease prevention, safety and injury avoidance, decreased mortality and premature mortality and increased mental health (Nyoni, 2016). Physical benefits of PE to high school learners, become increasingly more independent as their daily lives become more complex and diversified (Benson, 2013). High school learners begin to make decisions and choices in taking increased responsibility for themselves. Quality high school PE programs provide students conceptual and practical understanding of: 1) health-related physical fitness; and 2) how to maintain a health-related level physical fitness (Resto, 2011).

Learners learn PE through a variety of modalities (e.g. visual, auditory, tactile, and physical) teaching academics concepts through the physical modality may nurture children's kinesthetic intelligence during their high school years (UNICEF, 2011).

On the other hand, the affective benefits of PE in children are to boost and build self-esteem. Quality PE programs enhance the development of both competence and confidence in performing motor skills. Attitudes, habits and perceptions are critical prerequisites for persistent participation in physical activity. Appropriate levels of health-related fitness enhance feelings of well-being and efficacy. During this phase of development, students begin to select activities based more on personal interests. Other factors affecting students' choice of physical activity may be their level of health-related physical fitness, body type, geographical location, socio-economic group or circle of peers (Stergiadis, 2014).

2.7 Theoretical Framework

Our attitudes are generally expressed through our behaviors and language. According to Rikard (2006), our attitudes are born from beliefs which shape our behaviors and determine our involvement in activities and those we decide to abandon. Theory of reasoned action will guide the current study, according to this theory, attitudes flow from beliefs and yields intentions and actions (Kieran, 2009). Gaining insight into student beliefs is an important source for understanding their attitudes, interest and involvement in PE (Rikard, 2006). Understanding learner perceptions enhances our understanding of their views of PE (Malaba, 2008). The researcher will relate and examine the following theories of perception with close reference to learners' perceptions towards PE in schools.

2.8 Theories about Perceptions

Perception is the organization, identification and interpretation of sensory information in order to represent and understand the environment (Daniel, 2011). The following theories on perception are highlighted in this section as they relate closely to learners' perceptions towards PE in schools.

2.8.1 Self-Perception Theory

Self-perception theory is the theory of self-awareness. The learners or teachers create an attitude or belief of another person's attitude during a situation through observation and reflection of the

causes of his or her own behavior. The person believes that his or her own attitudes, inner feelings and abilities are derived from his or her external behaviors', or the way in which he or she interacts with the world. Self-perception theory developed as an explanation for cognitive dissonance, which is when a person believes two contradicting ideas at the same time. This causes discomfort, so a person is most likely to believe that his or her own choice is correct, even in the face of evidence that proves otherwise (Grabe, 2007).

2.8.2 Disjunctivist Theory

Disjunctivist theory point out that perceived objects are mind-independent. When the teacher or learner perceives his or her environment, the mind-independent objects constitute his or her experience (Byrne, 2009). Perceptions involve mind-independent objects, or objects that exist in the environment. Hallucinations have mind-dependent objects; they are perceptions of objects that do not exist in the environment (Byrne, 2009). During a hallucination, the objects that are perceived are not really there and do not represent what is perceived (Byrne, 2009).

2.8.3 Direct Perception Theory

Direct perception is a theory arguing that sensory perception is the direct result of information from the surrounding environment (Chris, 2010). This conflicts with indirect theories, which argue that learners or teachers use inferences and beliefs to make sense of their sensory experiences. These topics are a subject of lively debate in some corners of academia, as they touch upon both psychology and philosophy, where understanding how people perceive the world around them is a subject of much interest (Chris, 2010).

2.8.4 Unconscious Perception Theory

Unconscious perception is a term used to describe mental impressions that occur beneath the threshold of conscious awareness (Gary 2010). Evidence of this type of perception may affect or include sensory, auditory and visual perception. Unconscious perception is the area of consciousness where certain habits may form and is one of many theories of perception. Also referred to as subconscious thought, unconscious perception is often vulnerable to subliminal suggestions (Gary, 2010).

2.9 Factors Associated with Low and High Status of PE in Schools.

In his study Stephen (2014), find the following aspect to be the major contributors of low and high status of PE in schools. Lack of qualified teachers, lack or shortage of facilities, lack of equipment, gender barriers, cultural aspects, non-educational status, inadequate monitoring inspection, less time allocated to PE on the timetable in comparison with other subject like

Mathematics or English and being declared a non-promotional subject by other countries in the world. On the other hand, Stephen (2014) suggests that, the high status of PE comes fourth when schools have availability of sports equipment and facilities, well trained and qualified teachers, regular monitoring and inspection of the subject, increased time allocated for PE, exam orientation status for PE and give the subject and educational status like other subjects worldwide.

Barriers in PE are either institutional (out the teachers' control) or teacher-related arising from teachers' behavior (Kate, 2010). The teacher-barriers described include possessing low levels of confidence or interest in teaching PE, being unable to provide safely planned and structured lessons, having had personal negative experiences in PE and lacking training, knowledge, expertise and qualifications to provide PE (De Corby, 2015). Institutional-barriers include budget constraints, scarce resources, reductions in time provisions in the curriculum, the absence of professional development, the crowded curriculum itself and the lack of facilities and equipment (Armstrong, 2013).

Learner-barriers described included adolescents 'decision making favoring more sedentary activities, the importance of peer pressure or desire for peer approval when choosing activities, the changing fitness levels of learners, learners unwillingness to participate, a dislike of activities, a lack of understanding of the benefits of physical activity, and a decline in learner interest (Boyle, 2008).

CHAPTER THREE

METHODOLOGY OF THE STUDY

3.1Description of study area

The study was conducted in Emdiber preparatory and secondary school which is found in southern nation nationalities and peoples region, Gurage zone and is located about 189km from Addis Ababa, the capital city of Ethiopia. The school has a total of 17 classes of which eight classes are grade ninth, five classes are grade tenth, two classes are grade eleventh, and two classes are grade twelve . Within these classes the school is holding a total of 1,187 students of which seven hundred six (706) are male and four hundred eighty one (481) are females.

3.2 Design of the study

The study was focused on the attitude of students of the school towards physical education practical session. To this end the study was carried out in a descriptive survey research design with both quantitative and qualitative data analysis method.

3.3 Study population

The study was conducted in the south nation nationality and people's region Emdiber secondary and preparatory school total population are 1187 and which selected about 123sampling system which are 119 students and 4 teachers.

3.4 Sample size and sampling technique

The target population of the study was all the students of Emdiber preparatory and secondary school. The total sample size required for this research was 123 respondents among which 4 teachers were purposively selected and 119 students which mean seven students per class were randomly selected.

3.5 Source and instrument of data collection

The major source of data used for the purpose of this research was primary source of data. This primary data was obtained by preparing questionnaires which was designed with both open and close ended questions.The respondents sampled from each class were requested to fill well-structured questionnaires.

3.6 Procedure of data collection

Data was collected firstly by having a permission paper from every concerned bodies starting from university to school officials. Then the objective of the research was clearly explained for

respondents and each question in the questionnaires was translated to the respondent's mother tongue for the purpose of gathering a relevant data.

3.7 Method of data Analysis

At the end of information gathering, closed ended questions was grouped in to table forms and interpreted in terms of percentage. The answer of open ended questions was described in qualities description, then final analysis was made, and depending on data analysis, possible explanation, conclusion and summary was made.

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

4.1 Demographic characteristics

4.1.1 Demographic feature of students

Table4.1 Participant students per class

Grade	Sex	frequency	Percentage	Total
9th	Male	32	26.8%	47%
	Female	24	20.2%	
10th	Male	17	14.3%	29.4%
	Female	18	15.1%	
11th	Male	7	5.9%	11.8%
	Female	7	5.9%	
12th	Male	9	7.6%	11.8%
	Female	5	4.2%	
Total		119	100%	100%

Table4.2. Demographic feature of total participant students

Ns	Items	Alternatives	Frequency	Percentage
1	Sex	Male	65	54.6%
		Female	54	45.4%
		Total	119	100%
2	Age	15-19	102	85.7%
		20-25	15	12.6%

		Above 25	2	1.7%
		Total	119	100%

For the purpose of this research, among 119 sampled students 47% (56) of them were from grade nine, 29.4% (35) of them were from grade ten, 11.8% (14) of them were from grade eleven, and the remaining 11.8% (14) of them were from grade tewelve. Out of these total sampled students 54.6% (65) of them were male and the remaining 45.4% (54) were female. In terms of age grouping, out of the sampled students 85.7% (102) of them were found between the ages of 15-19, 12.6% (15) of them were between the ages of 20-25, and only the remaining 1.7% (2) of them was found above the age of 25.

4.1.2 Demographic feature of teachers

Table4.3 Demographic feature of respondent teachers

Ns	Items	Alternatives	Frequency	Percentage
1	Sex	Male	3	75%
		Female	1	25%
		Total	4	100%
2	Age	18-20	-	-
		21-25	1	25%
		Above 25	3	75%
		Total	4	100%
3	Educational level	Diploma	-	-
		First degree	4	100%
		Msc.	-	-
		Phd and above	-	-
		Total	4	100%s

As it is indicated on above table 4.2., among the total sampled teachers 75% (3) of them were male and the remaining 25% (1) were female. In terms of age grouping, out of the sampled teachers 25% (1) of them were found between the age of 20-25 and 75% (3) of them were above the age of 25. In terms of their educational level, all of the sampled teachers were holding a bachelor degree or first degree. This indicated that the teachers of the school which were giving a sport science practical class were all qualified with their subjects.

4.2 Availability and Suitability of Resources and student's attitude

All learners considered the lack of PE equipment and facilities at their respective schools to be a crisis. Furthermore, the existing facilities were in a bad or poor condition and some of them have not been used for the past three to five years.

The learners were asked whether or not there were an adequate Physical education equipment to know the effect of resource unavailability and students attitude towards physical education practical class. All the students (100%) were agreed that the school has no adequate physical education equipment. Also the students were agreed that the unavailability of the equipment negatively affected their enjoyment of the subject.

Learner A from the boys group felt strongly about this saying that:

"I am not interested in physical education practical class at all, because there is no enough equipment to practice in the field and also the government by itself do not know and care about physical education''

The feeling of this student was clearly indicated that the unavailability of physical education equipment in the school has a negative effect on the student's attitude and reception towards physical education practical class.

4.3 Attitudes of the Learners

Learners (n=119) were asked to indicate their level of agreement or disagreement on 14 questions, which relate to their attitudes towards PE on a 5-point Likert Scale.

Table 4.4: Percentages results per Likert scale category derived from 14 item questionnaire.

Item	Strongly Disagree		Somewhat Disagree		Neutral		Somewhat Agree		Strongly Agree	
	No.	%	No	%	No	%	No	%	No	%
Item1. The games I learn in physical education make my physical education class interesting for me	26	22%	21	18%	52	44%	10	8%	10	8%
Item2. The games I learn in my physical education practical class make learning unpleasant for me	5	4%	15	13%	12	10%	25	21%	62	52%
Item3. The games I learn in my physical education practical class get me excited about physical education	52	44%	23	19%	23	19%	14	12%	7	6%
Item4.I feel the games I learn in physical education make my physical education class boring for me	12	10%	10	8%	21	18%	24	20%	52	44%
Item5.I feels the games I learn in my physical education class are useless to me.	10	8%	15	13%	6	5%	31	26%	57	48%
Item6. The games I learn in my physicaleducation class are useful to me	57	48%	31	26%	5	4%	12	10%	14	12%

Item7. My physical education teacher makes my physical education class interesting for me	45	38%	50	42%	4	3%	13	11%	7	6%
Item8.I feel my physical education teacher makes learning in my physical education class fun for me	40	34%	40	34%	4	3%	24	20%	11	9%
Item9.I feel my physical education teacher makes my physical education class boring for me	11	9%	14	12%	6	5%	37	31%	51	43%
Item10.I feel the games I learn in my physical education class are valuable to me	34	37%	35	29%	5	4%	25	21%	20	17%
Item11. The games I learn in my physical education class seem unimportant to me	6	5%	15	13%	8	7%	43	36%	47	39%
Item12.I feel my physical education teacher makes learning in my physical education class valuable for me	48	40%	47	39%	2	2%	15	13%	7	6%
Item13. My physical education teacher gets me excited about physical education practical class	33	28%	39	33%	10	8%	20	17%	17	14%
Item14.I feel the games I learn in my physical education practical class make learning fun for me	43	36%	42	35%	7	6%	14	12%	13	11%

According table 4.4 above the five items that yielded the highest scores in which students were strongly disagreed were item3, 6, 7, 10, and 12. The highest score of 48% (57) was recorded for item 6 which deals with student's beliefs in which the participants indicated that the games they

learn in their physical education practical class is not useful to them. The second highest score of 44% (52) was recorded for item 3 in which the learners agreed that the games they learn in their physical education practical class make learning unpleasant for them. The third highest score of 40% (48) was recorded for item 12 in which the learners agreed that they do not feel their physical education teacher makes learning in their physical education class valuable for them. The fourth and fifth items that the students strongly disagreed with were item 7 and 10 respectively where the students indicated that their physical education teacher makes learning PE practical class boring for them, and the games they learn in physical education practical class is not valuable.

Regarding to the students belief, according to the above 48% (57) of the students agreed that the games they learn in their physical education practical class is useless to them, and 44% (52) of them agreed that their physical education teacher makes learning in practice boring for them.

The stereotype and prejudice portrayed by learners towards PE in comparison to other subjects aligns with Chris' (2010) direct perception theory which argues that sensory perception is the direct result of information from the surrounding environment, when there is lack of facilities, equipment and lack of qualified teachers. Despite some learners' negative perceptions of PE, others believed that it is as important as other subjects because it appeared on the timetable and it had a curriculum in place.

4.4 Students perceived importance of PE

The perceived importance of PE varies amongst learners. Some believe it is useless and some believed it is very important. It was also found that learners who perceived PE not to be as important as other subjects pinned faults on schools and the government for not doing much to support the subject's full implementation. Learners felt that PE was not important because schools, the education ministry and the government determined its fate by declaring it a non-promotional subject unlike 'promotional' subjects like Mathematics, biology, and chemistry. It was also not monitored by inspectors from the regional education directorate. These reasons were presented as the basis for the learners' belief that PE was not important. These results correspond with Aicine's (2009) reports in which she argued that the importance of PE should be clarified clearly to learners by the ministry, curriculum designers and schools, otherwise learners will not see the importance of the subject in schools.

The ‘non-educational’ concerns were raised when learners responded to the question: ‘**Do you consider PE to be an important subject at a school?**’ Their responses were mainly driven by the fact it is a non-promotional subject with no examinations written. These findings relates to a study carried out by Stephen (2014) who found the major contributors to the status of PE in schools to be: ‘the non-educational status of the subject’ in addition to a lack of qualified teachers, a lack or shortage of facilities, a lack of equipment, gender barriers, cultural aspects, inadequate monitoring inspection, less time allocated to PE on the timetable in comparison with other subject like Maths or English. These findings relate to Robert’s (2015) status attainment theory which claims that the subject’s educational position in schools, society, or class is affected by both achieved factors, such as prior information, stereotype, prejudice, educational attainment, and ascribed factors, such as school income, equipment and facilities

Monitoring, supervising and inspection of PE in schools were found to be inadequate according to our observation. There were no inspectors from the regional education offices to oversee whether the subject was taught according to the national standards outlined in the curriculum. Results revealed that learners were not satisfied with this inadequacy and they felt that it drove the status of PE down. Learners want PE to be monitored like any other subjects so that they benefit fully from the subject (Benson, 2013).

4.5 Teachers response about student’s attitude

The teachers were requested their level of agreement or disagreement to know what they feel about the attitude of their students on practical class and what school and environmental factors are affecting the student’s attitude. The teacher’s response in general was similar in which they all 100% (5) agreed that the formal practical class given in a time table per week is one period only in which it is all the last period ,the students are not interested in physical education practical class which may be due to inadequate monitoring of PE in schools by subject advisors and education inspectors, a lack of PE equipment and facilities in schools, the ‘non-educational’ status of the subject, a lack of information about the benefits and importance of PE, and less time allocated on the time-table (relative to other subjects).

All the teachers were responded saying that the student’s social background affects their attitude in different ways such as feeling ashamed to wear the sport clothes and practice on the field. Finally, the teachers were that there is a strong relationship between the student’s social background and the way they feel and act on the field such as feeling of shame.

CHAPTER FIVE

RESULT, CONCLUSION AND RECOMMENDATION

5.1 Summery

The purpose of this study was assessing the effect of practical session program on Emidber preparatory and secondary school. In this study all possible effort were made to get the most probable answer to the basic question by making strong related literature, collecting relevant information questionnaires, interview and check list .

To this end the study has the following specific objectives.

- ✓ To identify the attitude of Emdiber preparatory and secondary school students towards physical education practical class.
- ✓ To identify the role of teachers in motivating the student to have a positive feeling and attitudes and actively participate in practical class of physical education.
- ✓ To determine the possible solutions to solve problems in practical class teaching and learning process.

The study tried to assess the following basic question.

- ❖ What are high school student attitudes toward physical education?
- ❖ How do other variables influence student attitudes towards physical education?
- ❖ How students perceived the importance of physical education?
- ❖ What activities are perceived to be most important by the students to the physical education practical class?

The result of this study showed that learners generally have negative attitudes and perceptions towards physical education, mainly due to inadequate monitoring of physical education in schools by subject teachers and education inspectors, a lack of physical education equipment and facilities in schools, the ‘non-educational’ status of the subject, a lack of information about the benefits and importance of physical education, and less time allocated on the time-table (relative to other subjects).

5.2 Conclusion

This study was set out to explore the perceptions and attitudes of Emdiber preparatory and secondary school students towards physical education practical class. An extensive literature review was conducted to establish the status of physical education globally. The learners' perception and attitudes were evaluated by means of a questionnaire and observation. Depending on the result of analysis this study concluded that a shortage of physical education facilities and equipment emerged to be a big challenge as participants felt that it was useless to have physical education on the timetable without teaching and learning facilities put in place to support the learning process. The impact of a lack of equipment and facilities was emphasized in both the quantitative and qualitative phases to the extent that participants felt that their rights to education were violated since they were deprived to learn appropriately. The 'non-educational' status of physical education was also raised as a concern by learners. They felt that because physical education is 'non-educational' it is not comparable to other 'high-status' school subjects like Mathematics. Physical education is also not a required subject for entry into university.

The study further revealed that there was inadequate monitoring of physical education in schools by subject experts and supervisors to see whether it has been implemented according to expected standards. The study showed that physical education had less time allocated on the time-table compared to subjects like Mathematics. Finally, the students social background and religion was also affected the attitude of students to participate in physical education practical class.

5.3 Recommendations

Based on the results of this study, the following recommendations are made with the intention and hope of changing the status of the subjects across all educational sectors:

- Learners felt that the limited time allocated to PE on the time table equates to the perceived or acknowledged significance attached to the subject. There is, therefore, a call for an increase in PE class time. As a starting point, it is important that all existing PE periods be used for that purpose and not as a free period or catch period for the "more important" subjects.
- There is a perception because PE is a non-examinable subject and is not considered for promotional purposes,that it not an important subject. It is recommended that serious Consideration should be given to changing the subject from a 'non-educational' to an educational" one in order for learners to gain both theory and practical benefits from the subject.
- Effective, enjoyable and safe PE classes are dependent on the availability of sufficient and proper equipment and facilities. The Ministry of Education should take responsibility for providing schools with basic PE and sport equipment.
- Teachers should also be taught the necessary skills to be innovative in making their own PE equipment and presenting PE in the absence of standard equipment.
- The Ministry of Education should ensure that PE teaching, like any other subject under their control, be monitored by subject advisors and education inspectors to ensure that teachers are implementing and administering the subject according to curriculum's national standards.
- Learners should be encouraged and awareness should be given to participate in sports actively because it:
- The PE curriculum and syllabi should be developed with inputs from end users – learners and PE teachers and even community sports organizations.
- Positive attitudes towards PE could only be instilled in learners if all stakeholders communicate on a regular basis with one another. The Ministry of Education should ensure that all stakeholders have a positive disposition towards the subject. This could be

done by emphasizing the importance of the subject as well as reintroducing it as a priority for the proper development of all children.

- Further research should be done and the directions allocated by different researches to improve the student's attitude towards physical education practical class should be changed in to practice by ministry of education.

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APPENDICES

APPENDIX I:

QUESTIONNAIRE FOR STUDENTS
WOLKITE UNIVERSITY
COLLEGE OF NATURAL AND COMPUTITIONAL SCIENCE
Department of sport science

This questionnaire is prepared to assess the attitude of Emdiber preparatory and secondary school students towards physical education practical class. We kindly request you to carefully and responsibly answer the questions below.

THANKS FOR YOUR COOPERATION!!!!!!!! ***Date:_____/___/_____***

1. Information of candidate: answer the question by putting the mark "X" in given box.

Name: _____

Sex: male ☐ female ☐ Age: _____ ethnicity: _____

Religion: Protestant ☐ Orthodox ☐ Muslim ☐ Catholic ☐ Other ☐

2. Select "Yes" or "No" and mark your choice with an X

Did you receive any formal practical PE classes during primary or junior school?

Yes ☐ No ☐

Do you receive any practical PE classes during secondary school? **Yes ☐ No ☐**

Is it offered on a regular basis (once or more times per week)? **Yes ☐ No ☐**

3. Do you consider PE to be an important subject at your school? Yes ☐ No ☐

Why?

_____

_____

4. What makes physical education practical class important in your opinion?

_____

5. What makes physical education practical class unimportant in your opinion?

_____

_____

6. How do you feel when you are practicing physical education on the field? Is it important as other subjects like Mathematics?

_____

_____

7. Do you have adequate Physical education equipment at your school? Yes ☐ No ☐

8. Does the condition of the equipment have an impact on your enjoyment of the subject? Yes ☐ No ☐ support your answer:

_____

_____

9. Show your level of agreement regarding your attitude by marking your choice with an X

	Strongly Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Strongly Agree
The games I learn in physical education make my physical education class interesting for me					
The games I learn in my physical education practical class make learning unpleasant for me					
The games I learn in my physical education practical class get me excited about physical education					
I feel the games I learn in physical education make my physical education class boring for me					
I feel the games I learn in my physical education class are useless to me.					

The games I learn in my physical education class are useful to me					
My physical education teacher makes my physical education class interesting for me					
The games I learn in my physical education class are useful to me					
I feel my physical education teacher makes learning in my physical education class fun for me					
I feel my physical education teacher makes my physical education class boring for me					
I feel the games I learn in my physical education class are valuable to me					
The games I learn in my physical education class seem unimportant to me					
I feel my physical education teacher makes learning in my physical education class valuable for me					
My physical education teacher gets me excited about physical education practical class					
I feel the games I learn in my physical education practical class make learning fun for me					

APPENDIX II:

QUESTIONNAIREFORTEACHERS
WOLKITE UNIVERSITY
COLLEGE OF NATURAL AND COMPUTITIONAL SCIENCE
Department of sport science

This questionnaire is prepared to assess the attitude of Emdiber preparatory and secondary school students towards physical education practical class. We kindly request you to carefully and responsibly answer the questions below.

THANKS FOR YOUR COOPERATION!!!!!!!!

Date: **_____/___/_____**

I. Information of candidate: *answer the question by putting the mark "X" in given box.*

Name: _____

Sex: male ☐ female ☐ **Age**: _____ **ethnicity**: _____

Religion: Protestant ☐ Orthodox ☐ Muslim ☐ Catholic ☐ Other ☐

Educational level: BSc ☐ MSc. ☐ PhD. And above ☐

II. Select "Yes" or "No" and mark your choice with an X

1. Do you give any formal practical PE classes during days of a week? **Yes** ☐ **No** ☐

2. Do you believe your students are interested in PE practical classes? **Yes** ☐ **No** ☐
   If NO, why do you think?

_____

_____

3. Do you think the student's social background affects their level of attitude? **Yes** ☐ **No** ☐
   If YES, how do you think it affects?

_____

_____

4. Do you think your students are ashamed of practicing on the field? Yes ☐ No ☐
   Why do think so?

_____

_____

5. Do you think your students have a future vision in PE? Yes ☐ No ☐
6. What is your general idea regarding your students attitude towards physical education practical class, as a professional?