

JIMMA UNIVERSITY
COLLEGE OF NATURAL SCIENCE
DEPARTMENT OF SPORT SCIENCE



**ATTITUDE OF HIGH SCHOOL STUDENTS IN LEARNING PHYSICAL EDUCATION
CLASS IN THE CASE OF WESTERN WOLLEGA ZONE**

BY: TIMBIT PETROS

**A RESEARCH PAPER PRESENTED TO COLLEGE OF NATURAL SCIENCE
STUDIES IN PARTIAL FULFILMENT OF DEGREE OF MASTER OF EDUCATION IN
TEACHING PHYSICAL EDUCATION (MED)**

SEPTEMBER, 2018
JIMMA, ETHIOPIA

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TITLE OF THE RESEARCH

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ABSTRACT

The aim of this study was to investigate the attitude of high school students toward physical education learning in Babo woreda Secondary School, Jarso Woreda Secondary school and Leta Sibru Woreda secondary school .These schools were selected purposefully. The study employed a descriptive survey research design and the mixed research methods. Data for the study were collected through questionnaires and interviews. The questionnaires were prepared and administered to 223 of sample students that were selected by using simple random sample techniques and six physical education teachers that were selected purposefully in the schools under investigation. The interviews were also made for each of these physical education teachers. The data collected were analyzed by using quantitative and qualitative forms. The data going to be gathered through open-ended questions and interviews were analyzed qualitatively narration and the data collected through close-ended were analyzed quantitatively by using spss(statistics package for social science) followed by descriptive statements. . From the data analyzed the major findings of the study were the students had positive attitudes toward learning physical education, the time allowed to PE classes was not enough, PE teachers had good views to PE than other academic subjects.The ministry of education and regional education bureau should improve time given for PE and fulfill materials for sporting. Future research on perception of secondary high school students in learning PE is advised.

Key words: Attitude, , Sample, Perception and Population

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BIOGRAPHICAL SKETCH

The author, Tinbit Petros was born at Dambi Dollo Town 07 kebele Kelem Wollega Zone, Oromia Regional state in Ethiopia, on the 23 September 1980 E.C. She attended her elementary school at Olika Dingil elementary school [1-8] and Secondary School and preparatory education (9-12) at Kellem comprehensive secondary school. After completing preparatory school education, she joined Dire Dawa University in 2003 E.C. to pursue the Degree of Bachelor of education in teaching physical education and sport, and graduated in 2005 E.C.

After graduation, she worked at Babo high school four years, and then she joined Jimma University in July 2007 E.C to pursue her Degree of Master of education teaching in physical education.

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Abbreviation

PE - Physical Education

KG - Kindergarten

M - Mean

T - Test

UN- United nation

ALTPE- Active Learning Time Physical Education

DSE - Directorate of School Education

FITT - Frequency, Intensity, Type, Time

NASPE - National Association for Sport and Physical Education.

HMIE – Her Majesty’s Inspectorate of Education

MoE - Minister of Education.

NASPE - National Association for Sport and Physical Education.

CHAPTER ONE

1. INTRODUCTION

This chapter contains different subtopics. These are: Back ground of the study, Statements of the problem, Objective of the study, Research questions, Delimitation of the study, Significance of the study and operational definition of terms.

1.1. Background of the study

Good health is necessary for effective learning, feeling physically and mentally health is essential as students face intense competition, peer and media pressure, and the stresses of physical, emotional, social, intellectual and work related activities (Donald son, 1,200).

Physical education is a planned sequential Kindergarten(KG) up to 12 grades curriculum that provides cognitive context and learning experiences in a variety area of activity area such as basic movement skills, physical fitness; rhythm and dance, games, teams and individual sport, tumbling and gymnastics and aquatics. “while little is known about students” belief about the value of school sport or about the factors associated with positive school sport belief numerous studies have explored students beliefs about physical education Schools have been identified as a central institution for the promotion of physical activity among youth while physical education is considered to be the major vehicle for physical activity promotion in the school setting, school sport provide another important opportunity to engage youth in physical activity.

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 life style.

Most studies on attitudes to physical education have approached the concept from the effective perspective of enjoyment, and studies from Hashim, Gove & Whipp (2008 a 2008 b) show that enjoyment of physical education represents a crucial factor in the creation of positive experiences of movement activities and thus further involvement. According to Rikard and Banville (2006), positive attitude toward PE require a variety of interesting activities that generate active participation and sense of fun.

However, growing number of quantitative as well as qualitative studies reveal that some ado+(Blankenship 2007, Ennis 1996; Fisette 2011)”The researcher also observed that there is

such a negative perceptions of students under the school investigation. The behavior they show in the lecture time as well as practical time is under some circumstances the same. The content standards are intended to assure that if students do not find physical education valuable, the content standards may have no meaning either.

1.2. Statements of the problem

Physical Education (PE), according to Bailey (2006), is an integral subject in the holistic development of a learner. The impact of PE to the empowerment of learners can be attested by the physical, social, affective and cognitive development of the learners (Bailey, 2006).

Curry (2012) writes that PE needs to be looked upon with the same perspective as any other subject. Curry (2012) emphasizes that PE has the potential to improve learners' lives through sporting experiences, developing their skills and identifying students with possibly hidden talents or those in need of further support. Kirui and Too (2012) further cement the great benefits derived from Physical Education. Apart from the afore-mentioned benefits, there is improving school, encouraging attitudes of fairness, respect for others and valuing unity in diversity

According to the document presented by the International Council of Sport Science and Physical Education, some national governments have either scrapped off PE from the curricular or reduced curriculum time allocation (Hardman, 1999). Workers in the educational field, in general, and physical education teachers in particular, face many problems, which vary by the differences of the factors causing them. In many countries, teaching the physical education is facing several challenges (Hardman, 2009), such as decreasing in the teaching time in curriculum, shortage in equipment, negative view of the teachers as well as students.

This research was entitled to study the attitude of students toward Physical education learning in western wollega zone in some selected woredas. It is obvious that there are many challenges in teaching and learning processes. Some among is the student's perception, understanding, attitudes, motivation and initiation towards particular subject. In dealing with the perception of students there are a serious problem toward physical education theoretical as well as practical classes. Most studies on attitudes to physical education have approached the concept from the effective perspectives of enjoyment and studies from Hashim ,Gov e & Whipp (2008 a, 2008b)

show that enjoyment of physical education represents a crucial factor in the creation positive experience of movement activities and thus further involvements.

However, different studies reveal that some adolescents experience PE in negative terms (Hashim et.al, 2008a, 2008b, that some adolescents hate PE (Curson 1995, Olatson 2002) and that PE may have a devastating effect on adolescents ‘ development(Blankenship 2007,Ennis 1996. On the basis of these, the study attempts to assess the attitude of students to Physical Education learning in Western Wollega zone in some selected woredas.

1.3. Research question

These research questions were prepared in relation to research objectives. Each of the research questions asks the respondents in the form of questionnaires and interviews.

The researcher was initiated to carry out the study to explore and explain the answers for the following research questions.

1. What is the attitude of students toward physical education theoretical as well as practical classes’?
2. Is there enough time for learning physical education classes’?
3. What is the teacher attitude in teaching physical education?
4. How students consider physical education in relation to other academic subjects?

1.4. Objectives of the study

This study contained two objectives. The first one is the general objective and the second is specific objectives. These objectives addressed the attitude of high school students to physical education learning.

1.4.1. General objective

The general objective of the study is to investigate the attitude of high school students in learning physical education class in some selected secondary school in case of western wollega zone.

1.4.2. The specific objective of the study are:

- Identify the attitude of students to Physical education class.
- Find out the time given for physical education classes.
- Identify the feeling of the teachers in teaching Physical education.
- Assess the status of students towards Physical education in relation to other subjects.

1.5. Significance of the study

This study was turned to give direction of understanding issues regarding to the attitude of high school students in learning physical education classes in some selected secondary school in case of western wollega zone. It is hoped that this study was contribute

- It helps the student to have positive attitudes towards PE.
- It will help the teachers to identify the students problems toward physical education learning and use the appropriate strategies to initiate students.
- Students will show behavioral change in physical education learning
- The gap between physical education teacher and the students will be minimized.
- The research will serve as a base for further study conducting on this issue.

1.6. Limitation of the Study

There were limitations in the process of this study. These limitations were shortage of time since this study was conducted with side by side with regular work. The other limitation was the absence of sufficient local studies from which the experiences had been gained to conduct this study.

1.7. Delimitation of the study

Conceptually, this study was delimited to the attitude of high school students learning physical education. It was delimited to Oromia Region, West Wollega Zone, three Woredas (Babo Gambel, Jarso and Lata Sibbu). It was give a good result if it includes all high schools in our country. But, to make the study manageable and to complete within the time frame, it were delimited to six high schools of the selected Woredas. These are Babo Gambel, Qersa gambel, Jarso ,Haro Biru, Gori and wara Jiru high schools. Since the work place of the researcher is in

Babo Gambel Woreda particularly Babo Gambel high school, she know the selected schools very well. So the researcher believes that, this helps to easily obtain relevant information.

1.8. Definition of terms

There are different words and phrases that are used in this study. It may have different meanings than usual use in this context.

Populations ; may be relatively small and closed, as on an island or in a valley, or they may be more diffuse and without a clear boundary between them and a neighboring.

(<https://www.dictionary.com/browse/population>)

Data ; is information that has been translated into a form that is efficient for movement or processing.

(<https://searchdatamanagement.techtarget.com/definition/data>)

Sample is in the context of research and data collection, and how a representative subset of a population can yield information. (<https://whatis.techtarget.com/definition/sample>)

Attitude - the foundation sustaining all successful people.

(<https://www.nasp.com/article/.../what-is-attitude-and-why-is-it-important-to-you.html>)

perception - the ability to see, hear, or become aware of something through the senses, the way in which something is regarded, understood.

(<https://en.oxforddictionaries.com/definition/perception>)

1.9. Organization of the study

The study was have five chapters. Chapter one deals with introduction, statement of the problem, its significance, research question, and delimitation of the study, research objectives, operational definitions and organization of the study. Chapter two, deals with review of related literatures. The research methodology were dealt with in chapter three. Chapter four would pertain to the discussion and analysis of data chapter five deals with conclusions and

recommendations of the study. Lastly, a list of reference materials questionnaires, and appendix that were used in the study and would attached at the end of the paper.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

2.1. Importance of Physical Education

Physical education contributes significantly to every student's health and well-being, and it is an instructional priority in the schools. Every student regardless of disability, ethnicity, gender, native, language, race, religion, or sexual orientation is entitled to a high quality of physical education program. PE is an integral part of the overall educational program for every student and provides one of the few opportunities students have to develop the skills, knowledge, and confidence necessary to lead a physically active life style (Lons dale et al, 2013).

Daily physical education for all students is recommended by numerous national associations, including the center for disease control and prevention, the national association for state boards

of education, the American Academy of pediatrics and the American heart association and is noted in the healthy people 2020 document.

Students who become skilled and knowledgeable in physical education are more likely to become healthy adults who are motivated to remain healthy and physically active throughout their lives.

Physical education is a part of the coordinated school health system program. It is the component that addresses each student's fundamental needs for planned, sequential instructions that promote lifelong physical activities and attitudes and behaviors that reduce health risks.

Physical education can increase student's participation in moderate to vigorous physical activities and help high school students gain the knowledge, attitude, and skills they need to

engage in lifelong physical activity (McGlynn, 1993). Researchers in the field of physical education 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 (Sallis et al., 2000, Chung and Phillips, 2002, Ding et al., 2006). Among many factors, the children's attitude is considered to be a key factor that influences physical activity participation (Hagger et al., 1995, Chang and Phillips 2002; Solomon, 2003; Ding et al., 2006).

Rikard and Banville (2006) stated that attitudes are born from beliefs that one has about him or herself and things. Attitudes shape one's behaviors in many ways and determine one's involvement in his or her daily activities. Developed theoretical frameworks further explained for rational action. Their framework further explained that attitudes flow from beliefs and intentions and actions while intentions are a function of two basic determinants: (a) one's personal attitudes toward others (i.e. peers, teachers, leaders, and parents). The first determinant is individual positive or negative evaluations for performing the behaviors; just as Silverman and Subramanian (1999) indicated: generally, with one will have favorable attitudes toward the object of the belief; otherwise one will possess an unfavorable attitude toward the object of the belief. 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 , attitudinal consideration and normative consideration are formed that exert different degrees power to power ward influencing one's behaviors for positive or negative responses (Ricard and Bonville ,2006) attitudes are born from belief that we have about people and things. They shape our behavior in countless ways and determine our involvement in activities, are goals that we set and those we dedicate Bandon. (Alzen and Fish ben 1999) theory of reasoned action further explains that attitudes flow from beliefs and yield intensions actions.

However only a limited number of resent students have been conducted that access secondary student's attitude and their perspirations to ward physical education isolation and segregation of physical activities has had many UN healthy setbacks like developing an inferiority complex in the physical educators with members from other teaching facilities visually referring to them as non-teaching staff. It is suggested that any organization of physical education should start with developing appositive attitude and self-confidence among physical educators themselves and make them feel that physical education should extend itself these class room and become the focus of centered point of the educational system. Other scholar side men top (1998) discuss that physical education is a field of action; rules and of persons. The significance of self-involving physical participation and movement is really a planned exercise in growth and dewiness not possible in other areas of living. These facts are theoretically known to many people but are not explicitly expressed then or teach them to other. In other words physical activities needs a theoretical frame work where ideas can be collected, judged and the formulated in to loss .Hence, we need strong theoretical orientation for physical education so that the accumulated information can be consolidated and stabilized. It is not secret that physical activity is necessary to a person's wellbeing. Because children are continuously developing physically and emotionally, they are affected by the benefits of activity and inversely, the negative effects of inactivity. Educators can control the amount of exercise a child gets at home no more than they can control his eating habits or his family situation, and according to numerous studies , many children are neither active at home nor at school .Consequently it is vital that school provides physical education programs to ensure that each child stays active. First lady Michelle Obama's initiative let's move! Reports that nearly one third of US children are overweight or obese, and that "schools are a key setting for kids to get their 60 minutes of play with moderate to vigorous activity, given the significant portion of time they spend there".

2.2. Physical education as part of general education

Physical education is the integral part of the total education process which enhances and integrates those physical, social and physiological aspects of individuals' life, through directed physical activity. Arnold (1976) very often the natural relationship between general education and physical education is forgotten. The result that they exist physically together but functionally apart. This has resulted in reducing the scope of school program into respects, firstly: the educational function of physical education has been neglected and secondly, the physical functions of education are not recognized.

Arnold (1976) also views that, through a well-directed physical education program students develop skills for the correct use of leisure time by understanding activities which can be conducive to healthy living, social development and sense of civic responsibilities.

Bucher (1972) defines physical education as: "An integral part of the total education process a field of endeavor that aims the development of physically, mentally, emotionally and socially fit citizens through the medium of physical activities that have been selected with views to realize these outcomes."

The relationship between physical education and general education provides opportunity for exchange of view between the physical education teacher and the subject teacher about abilities, interests, limitations and scope of each individual education student and his / her participation in the school program. In this way, good physical education teacher ascertains how well participation performs the necessary motor skill before permitting him / her to take part in physical activities.

2.3. Approaches to Physical Education in the schools

Because it is guaranteed to reach virtually all children, physical education is the only sure opportunity for nearly all school aged children to access health enhancing physical activities. High quality physical education programs are characterized by (1) instruction by certified physical education teachers (2) a minimum of 150 minutes per week (30 minutes) per day for children in elementary school and 225 minutes per week (45 minutes per a day) for students in middle and

high schools and (3) tangible standards for students achievement and for high school graduation. Quality physical education has strong support from both and examples demonstrate that physical education scheduled during the school day is feasible on a daily basis. Substantial discrepancies exist in state mandates regarding the time allocated for physical education. Nearly half of school administrators (44%) reported cutting significant time from physical education and recess to increase time spent in reading and mathematics since passage of the no child left behind act. Standardized national level data on the provision of and participation, performance and extent of engagement in vigorous or moderate intensity physical activity are insufficient to allow assessment of the current status and trends in physical education in the United States systematic research is needed on personal, curricular and policy barriers to successful physical education the long term of physical education has been understudied and should be a research priority to support the development of evidence based policy.

Physical education is a formal context area of study in schools that is standards and benchmarks. As school subject physical education is focused on teaching school aged children the science and methods of physically active health full living (NASPE, 2012). It is an avenue for engaging in developmentally appropriate physical activities designed for children to develop their fitness, gross motor skills and health (Sallis et al 2003; Robinson & Good way 2009).

2.4. Physical education as part of education

In institutionalized education, the main goal has been developing children's cognitive capacity in the sense of learning knowledge in academic disciplines. This goal dictates a learning environment in which seated learning behavior is considered appropriate and effective is rewarded. Physical education as a part of education provides the only opportunity for all children to learn about physical movement and engaged in physical activity. As noted, its goal and place in institutionalized education have changed from the original focus on teaching hygiene and health to educating children about the many forms and benefits of physical movements including sports and exercise. With a dramatic expansion of content beyond the original Swedish and German gymnastics programs of the 19th C, physical education has evolved to become a content area with diverse learning goals that facilitate the holistic development of children (NASPE, 2004). To understand PE as a component of the education system, it is important to know that the education system in the United States does not operate with a centralized curriculum.

Learning standards are developed by national professional organizations such as the national association for sport and physical education (NASPE) and or state education agencies rather than by the federal department of education, all curricular decisions are made locally by school districts or individual schools in compliance with state standards. Physical education is influenced by the system which leads to great diversity in policies and curricula. According to NASPE and the American heart association (2010), although most states have begun to mandate physical education for both elementary and secondary schools, the number of schools, the number of states that allow waivers/exemptions from or substitutions for physical education increased from 27 and 18 in 2006 to 32 and 30 in 2010, respectively.

2.4.1. Curriculum Models

Given the curricula are determined at the local level in the United States, encompassing national standards, state standards, and state-adopted textbooks that meet and are aligned in the standards, physical education is taught in many different forms and structures. Various curriculum models are used in instruction, including movement education, sport education and fitness education. In terms of engagement in physical activity, two perspectives are apparent. First, programs in which fitness education curricula are adopted are effective at increasing in-class physical activity (Lonsdale et al, 2013). Second, in other curriculum models, physical activity is considered a basis for students' learning skill or knowledge that the lesson is planned further to learn. A paucity of nationally representative data is available with which to demonstrate the relationship between actual level of physical activity in which students are engaged and the curriculum models adopted by their schools.

2.4.2. Movement Education

Movement has been a corner stone of physical education since the 1800s. Early pioneers (Franco Delsarte, Liselott Dien, Rudol Von Laban) focused on a child's ability to use his or her body for self-expression (Abels and Bridges, 2010). Exemplary works and curriculum descriptions include those by Laban himself (Laban, 1980) and others (e.g. Logsdon et al, 1984).

Over time, however, the approach shifted from concern with the inner attitude of the mover to a focus on the function and application of each movement (Abels & Bridges, 2010). In the 1960s,

the intent of movement education was to apply four movement concepts to the three domain of learning (i.e. cognitive, psychomotor, and effective).

The four concepts were body (representing the instrument of the action); space (where the body is moving); effort (the quality with which the movement is execute), and relationships (the connection that occur as the body moves – with objects, people and the environment; Stevens – smith, 2004). The importance of movement in PE is evidenced by its inclusion in the first two NASPE standards for KG-12 PE (NAS PE, 2014).

2.4.3. Sport Education

One prevalent physical education model is the sport education curriculum designed by Daryl Siedentop (Siedentop, 1994; Siedentop et al, 2011). The goal of the model is “educate student, literate, and enthusiastic Sports persons”. The model entails unique instructional featuring sport organizations (teams) and plays multiple roles as team managers, coaches, captains, players, referred, statisticians, public relations staff, and others to mimic a professional sports organization. A unit is planned in terms of sport season, including preseason activity /practice, regular season competition, play offs and and/or tournament, championship competition, and culminating event. (E.g. an awards ceremony or sport, festivity). Depending on the developmental level of students, the games are simplified or modified to encourage maximum participation. In competition, students play the roles noted above in addition to the role of players.

A sport education unit is much longer than a conventional physical education unit. Siedentop and Colleagues (2011) recommend 20 lessons per unit, so that all important curricular components of the model can be implemented.

Findings from research on the sport education model have been reviewed twice. Wall head and Osullivan (2005) report that evidence is insufficient to support the conclusion that use of the model results in the student’s developing motor skills and fitness and learning relevant knowledge: some evidence suggests that the model leads to stronger team cohesion, more active engagement in lessons and increased competence in game play. In a more recent review, Hastie and Colleagues (2011) report on emerging evidence suggesting that the model leads to

improvement in cardio respiratory fitness (only one study) and mixed evidence regarding motor skills development, increased feeling of enjoyment in participation in

physical education, increased sense of affiliation with the team and physical education and positive development of parent of fair play values. The only study on in class physical activity using the model showed that it contributed to only 36.6 percent activity at the vigorous or moderate intensity levels (Parker and Curtner smith, 2005). Hastic and colleagues caution, however, that because only 6 of 38 studies reviewed used an experimental or quasi experimental design, the findings must be interpreted with extreme caution. The models merits in developing motor skills, fitness, with more rigorous research designs.

2.4.4. Fitness Education

Instead of focusing exclusively on having children move constantly to long activity time, a new curricular approach emphasizes teaching them the science behind why they need to be physically active in their lives. The curriculum is designed so that the children are engaged in physical activities that demonstrate relevant scientific knowledge. The goal is the development and maintenance of individual student fitness. In contrast with the movement education and sport education models, the underlying premise is that physical activity is essential to a healthy life style and that students understanding of fitness and behavior change result from engagement in a fitness education program. The conceptual frame work for the model is designed around the health related components of cardio respiratory fitness, muscular strength and endurance, and flexibility.

A recent meta-analysis (Lonsdale et al, 2013) suggests that physical education curricula that include fitness activities can significantly increase the amount of time spent in vigorous or moderate intensity physical activity.

Several concepts – based fitness education curriculum models exist for both the middle school and senior high school levels. Activities in the curriculum are designed for health benefits and the ultimate goal for the student is to develop a commitment to regular exercise and physical activity. It is assumed that all children can achieve a health enhancing level of fitness through regular engagement in vigorous or moderate intensity physical activity.

2.4.5. Physical Health

Physical education programs in schools directly benefits student's physical health. Getting them commended amount of exercise combats obesity, which consequently reduces the risk of diabetes, heart disease, asthma, sleeping dis orders and other illness. Regular exercise also contributes to cardiovascular health and promotes muscle and bone developments. According to the national Association for Sport and Physical Education and cognitive assessments. In addition to participating physical activity, students in physical education learn the fundamentals of health full healthy, knowledgeable adults.

2.4.6. Academic Performances

Though a lack of attention on physical education is often justified as an opportunity to spend more time in the class room, studies show that physical activity contributes to improved academic performance.

Regular activity during the school day is strongly associated with higher concentration levels as well as more directed, composed behavior.

2.4.7. Social Assimilation

Activities in physical education help children develop health full social interactions. From a young age, children learn cooperation through group activities and form a positive sense of identity as part of a team. Such group activities are continually important as children grow order. The international plat form on sport and development states that "sport has been used as a practical tool to engage young people in their communities through volunteering, resulting in higher levels of leader ship, community engagement and altruism among young people."

Sport and development organization also notes that positive character development through group physical activities depends on the program curriculum.

2.4.8. Mental Health

The benefits of physical education to a children's mental health are both complex and comprehensive. Improved physical health, academics and social interactions all contribute to good mental health. Physical activity sets the stage for a good night's sleep, while obesity, caused in party by in activity, is linked to sleep apnea. Sleep deprivation negatively affects the body's immune function, aids in memory consolidation and may cause irritability and

impatience. Regular physical activity, in addition to adequate sleep, provides more energy to participate in hobbies and interact with others.

2.5. Physical Education Curriculum Time Allocation

Curriculum time allocation remains in issue of concern globally since the time allocated for PE has been whittled away or disappeared altogether (directorate of school Education (DSE), 1993). This situation is exacerbated in most countries because PE is never examined and therefore, teachers prefer using PE time to teach the “academic” subjects. Most school has PE slotted on the timetable but hardly implement it. Unfortunately, while there have been many education reforms since the late 1990s these reforms have impacted negatively on PE because PE time allocation has continued to decrease in around 17% of countries (Hardman, 2008). This happening despite “strong efforts and international advocacy supported by extensive economical, medical, scientific, social, and cultural support for sufficient PE programmed and initiatives in some countries to increase PE time. PE research in the 1980s concentrated on active learning time in physical education (ALT-PE) but recently, this has shifted to the more crucial issue of the overall amount of time available to PE (Green, 2008). Schools in many countries have gradually reduced PE time and Marshal and Hardman (2000) attribute this to lack of facilities, lack of teachers and the make to time for other subjects. The situation is less encouraging in most African countries where there is either very little time allocated to PE or not time at all.

2.6. Characteristics of Quality Physical Education Program

As noted, a high quality physical education program can help youth meet the guide line of at least 60 minutes of vigorous - or moderate –intensity physical activity per day. This increase in physical activity should be balanced with appropriate attention to skill development and to national education standards for quality physical education. In a recent literature review, Bassett and colleagues (2013) found that physical education contributes to children achieving an average of 23 minutes of vigorous-or moderate intensity physical activity daily. However, the time spent in vigorous – or moderate intensity physical activity could be increased by 60 minutes if the physical education curriculum were to incorporate a standardized curriculum (Bassett et al, 2013).

Thus, it is possible for physical education to contribute to youth meeting at least half (30 minutes) of their daily requirement for vigorous- or moderate-intensity physical activity.

To help children grow holistically, however, physical education needs to achieve other learning goals when children are active. To this end, physical education programs must process the quality characteristics specified by NASPE (2007b, c). Designing and implementing a physical education program with these characteristics in mind should ensure that the time and curricular materials of the program enable students to achieve the goals of the coming knowledgeable exercisers and skill full movers who value and adopt a physically active healthy life style.

2.7. Certified PE specialists as the main teaching force

If standards are the gauge for quality, teachers make the difference in a particular school in terms of the extent to which students can achieve the standards. Research has made clear that certified physical education specialists can provide more and longer opportunities for students to meet physical activity guide lines compared with Class room teachers trained to teach physical education (McKenzie et al, 2001). Moreover, when teachers are taught strategies to encourage vigorous- or moderate- intensity physical activity in physical education class, a significant increase in physical activity can be expected (Lonsdale et al. 2013). The role of certified physical education specialists in health enhancing physical education on has become increasingly critical (Mckenzie, 2007).

In recent years physical education has been falling out of its position as staple of the traditional school day. Research not only connects regular PE classes with improved academic performance but also suggests that lack of activity could be damaging children's

Cardio Vascular health. Despite, the scientific evidence, the modern curriculum continues to impede physical education in favor of more time spent in the classroom, placing additional pressure on physical educators and school departments to optimize the time allotted towards achieving crucial fitness goals.

In school for all ages, the physical education program is responsible for helping students learn the value of activity for health, recreation, social interaction, and more. Here is what you should

aim for when outlining goals as a physical educator or organizing a school physical education department.

High quality physical education can encourage young people to develop knowledge, understanding and skills across a range of physical education, sport and health enhancing experiences. More than that, it can develop in them the desire and commitment to continue to enjoy, improve and achieve in line with the own personal capacities throughout their life time (HMIE, 2008).

In more than a few primary and secondary schools, physical education experiences are not part of a well-planned curricular frame work but are often mainly opportunities for physical activities and recreation. Such opportunities are not always fully developing pupil's skills and understanding in a way that will allow them become more successful and confident learners (HMIE,2008).

Key to physical education's contribution to developing responsible citizens is the promotion respect for the involvement of others ...Throughout participation in physical education and other physical activities ,pupils can be encouraged to take more of a part in the social ,cultural and sporting life of the school (HMIE 2008).

physical education program highlighted curriculum called new physical education , which delivers 30 minutes of constant physical education equipment(Nike Raises Awareness of the importance of physical education in Los Angeles school through 2007,children spend a considerable amount of time in school , and schools are a power full motivator for helping them adopt health life styles. Several studies demonstrate school based physical education programs are one of the most effective ways to facilitate activity in our youth.

Nike seeks to increase the quality and quantity of physical education in schools. The times we realities of the times we live in demand that we strengthen physical education in our schools and ultimately bring full time physical education, taught by PE specialists, back to every school in the United States.

Certified PE specialists provide more physical education and higher quality PE than class room teachers (Physical Education Matters,2007).Professional development is particularly needed for

the class room teachers ,who continue the main instructors of PE in elementary level is vital for developing the skills ,knowledge, attitude and health benefits for an active ,healthy life style(Mandigo,2003).

Non physical education specialists reported lower levels of confidence, enjoyment, preparation and knowledge and less professional development opportunities than physical education specialists (Mandigo,2003).Principles may be more inclined to devote more time in their schools to physical education if it is taught by a specialist (Mandigo,2003).

The nature and quality of delivery of the physical education curriculum are fundamental to the future of the subject! (Hardman and Marshall, 2000).Physical education teachers can also have a direct impact by developing more opportunities for physical activities throughout the school day. (Mckenzie, Marshal, Sallis and Conway,2000).

Quality physical education also requires qualified teachers ...potential safety issues (principles magazine 2003).A physical education teacher plays an important role in guiding students to explore.(Chen and Cone 2003).

2.8. Goals of the physical education

The aim of organized physical education and sport programs is to create an environmental that stimulate selected movement experiences resulting in desirable response that contributed to the optimal development of the individual potentials in all phases of life, shaped (1997). Regular physical activities provides numerous health benefit from leaner bodies and lower blood pressure to improved mental health and cognitive functioning. The provision of adequate physical resources including facilities equipment and maintenance can help influencing attitude and facilitating program success. The physical education and sports programs learning environment suggest that facilities should be available to children engaged large muscles activity involving climbing, jumping, skipping, throwing, leaping and catching, and those also engaged in fundamental motor –skills activities and other in low organization games various cooperative, team activities and competition.

PE is used to provide children with guided Kretchmer (2005). Experiences that promote development of physical fitness enhance motor abilities and faster sport and leisure activities

participation (Grosse,2009) it applied a holistic approach and incorporate the concepts of both physical (body) and education (mind) of person (a well-planned PE program can integrate education across the dimensions of the physical, social, emotional, cognitive , aseptic , moral and creative aspects of development (Sleaf et'al. 2000).A quality physical education should offer challenging yet achievable goals and include all activity session. High school physical education should review skills and begin to focus more on team –building and more in depth sport strategy, along with coaching and officiating sport.

All physical education programs should also include cross-curricular activities so that students who think that math is not applicable in physical education can see how a football field is measured and how a trajectory of a soccer kick or basket free throw has math and physics elements. Vocabulary and history of the sport and most important, all activities should be fun and rewarding for all participants.

The psychological benefits of exercise are just as important as the physical ones. Not to be overlooked are the positive effects of physical activity on self –image and self-confidence, and on promoting general feelings of health and wellness. Movement develops brain cells and stimulates the production of endorphins, body chemicals that help create feelings of happiness and calmness as well as ease stress and pain.

2.9. Teaching Essential body management skills

The most well-known goal of any physical education class is to promote movement – but there is more to this aspiration than breaking students out of a stationary life style. PE. Classes teaches for many younger children, physical education classes after their first chance to learn about the relationships between nutrition, exercise, and health while acquiring basic body management skills such as: the ability to stop and start on signal, spatial awareness, body part identification, balance and control.

Though these skills may not seem as crucial as literacy and numeracy, the absence of them can result in sedentary children who feel to “Clumsy” to engage in any regular activity. After time the inability to develop mature motor skills can cultivate sedentary adults, who struggle to achieve career goals or lack self-confidence.

2.10. Promoting Physical Fitness as Fun

Quality instruction from dedicated educators helps children develop fundamental motor patterns. But it is also important for teaching students that being active can be of unnatural habit.

The more that young students consider physical fitness a natural part of their daily schedule, the more likely they are to be engaged in fitness as they age leading to a heal their life style.

One in three children is overweight in America, and youngsters who enjoy physical activity are the ones most likely to be active in the future. While physical education is not the only factor helping children get active, it can be a useful way to help me uncover new skills and discover activities that they enjoy. By exploring a range of sports and fitness solutions, from gymnastics to running and climbing, physical educators give students a chance to find the activity that appeals most to them giving children their own personal tool in the fight against obesity.

2.11. Developing Team Work, Sports Man Ship, and Cooperation

Physical education allows children to experience healthy social interactions, teaching cooperation through group activities, and encouraging team work through identification as one part of a team. These social skills stay with children throughout their lives, increasing the chance that they will become involved in their communities, take leadership roles, and build lasting relationships. Social skills develop confidence, contributing to academic performance and mental health. When students are stressed, they struggle to focus and manage their emotions properly. Physical activity is a great way to relieve stress, promoting positive mental /health and enhanced learning aptitude. Although reduced time for physical education is often justified as a way to help students spend more time in the class rooms studies have shown that regular activity during the schooldays links to higher concentration levels, more composed behavior, and happier students.

2.12. Setting goals is crucial

In a physical education setting, the right goals will:

- Engage students in physical education class
- Attract the attention of distracted learners.
- Create an environment that cultivates movement

- Teach the values of health and exercise.

Establishing goals within physical education can also help students learn the value of setting their own personal and achievable goals in relation to their favorite activities. Teach kids about goal setting by recording each child's best sprint time and showing them how they improve through the year, or encouraging students with a particular interest to take their skills to the next level.

From developing motor skills for younger children to creating an environment where students can cultivate a positive attitude toward physical fitness, well-designed physical education goals will not only boost kids' education, but prepare them for an active, healthy and productive life style.

Attitudes develop at an early age and can be changed based on situational context such as a particular teacher or the class environment (A, Zen, 2001). In other words a student's attitude toward a particular subject in school can be shaped by his or her perception of the teacher or instructional setting. Attitudes towards physical activity and perception about physical education classes are important to begin or to continue participation in activity (Silverman and Subramanian, 1999).

One aspect of teaching that has received a great deal of attention from researchers is related to teacher expectations of pupils' abilities and behaviors. A number of writers have proposed that teachers' attitudes and expectations towards their pupils can have a considerable effect upon teachers' behaviors towards those pupils, and that in turn influences the pupils' behaviors. Rink (1993, 47) refers to these as expectancy effects, which she says, deal with the relationship between teacher expectations for pupil behavior, the characteristics of the pupils and the actual achievement of the pupil.

Numerous studies have suggested that pupils of different levels of achievement are treated in different ways by teachers in terms of the frequency and quality of the contacts between them (Cohen, Nanion & Morvison 1996). High achievers seem to be given more opportunities to respond to teachers' questions and more time to answer than low achievers. They are also allowed to ask more questions themselves, and are offered more praise from teachers.

Some teachers' expectations about pupils achievement is largely determined by their perception of pupil effort, and sometimes by how well pupils behave. These expectations can have both indirect and direct effects on pupils learning. In directly, now teacher expectation may lead some pupils to modify their perception of their own ability, which may influence the goals they set themselves and the standards with which they are satisfied more directly, well-meaning teachers may actually restrict the learning opportunities they offer some pupils.

2.13. The concept of Attitude

The study of attitude began in social psychology during the early part of the twentieth century. From the beginning the study of attitudes has been "characterized by an embarrassing degree of ambiguity and confusion (Fishbone and ajzen, 1975). One of the

earliest definition came in 1928 when Louis Thurston defined attitude as the "sum total of man's inclination and feelings, prejudice or bias conceived nations, ideas fears threats, and convictions about any specific topic "thrust one (1931) later shortened his definition to simply say attitude is the affect for or against psychological object" shortly thereafter , All port(1935) defined altitudes as, "a mental and neural state of readiness , organized through experience, exerting a directive or dynamic influence up on the individual's responses to all objects and situations with which it is related" . Hallo rams (1967) point out that All port's definition raises three points:

First: an attitude is a state of readiness leading the individual to perceived things people around him in certain ways. That is to be more ready which certain categories and interpretations than with others. In their ever day lives people are often ' ready ' to deal with object and people as they meet them without, having to ' stop and think ' about every encounter.

Secondly, attitude is not innate – they are learned, they develop and they are organized through experience.

These states of readiness are relatively enduring but they are modifiable and subject to change. A third aspect of all port's definition follows from this and that is that attitudes are dynamic. Attitudes are not merely latent states of preparedness awaiting the presentation of an appropriate object for their activation. they have motivational qualities and can lead a person to seek (or avoid) the objects about which they are organized influenced by all port's definition , trained (

1971) defined attitude as , ‘an idea charged with emotion which predisposes a class of action to a particular class of social situations .’ trainees (1971) suggest that attitudes consist of three components: (a) a cognitive component , which is a way for humans to categories ideas (B) an affective component , which is the emotion that change the idea and (c) a behavioral component , which guides behavior.

As Mueller (1986) points out ‘’ which there is not total consensus among social scientists regarding the definition of attitude , there is substantial agreement that affect for or against is a certain component of the attitude concept ‘’ , this was precisely what Louis Thurston

proposed in his modified definition in 1931 . Although that the debate over the definition of attitude continuous, most if not all social psychologist acknowledgement the importance of attitude in the lives of human beings. According to Katz(1960) attitudes server people in four ways . First, attitude guide behavior toward valued goals and a ways from aversive events. Secondly, attitude helps to manage and simply information. Thirdly, attitudes allow people to communicate information about their personality and values. And lastly, attitudes protect people from unacceptable or threatening thoughts, urges, and impulse to prepare our nation’s children to meet the demands of the 21st century by acquiring the knowledge and skills needed to be successful and productive citizens has been the focal point of the recent educational reform movement in the United States. Students in our nation’s schools are being held accountable to high academic standards. To this end, many states have initiated standards based education to improve academic achievement in each of the areas of the school curriculum. These standards indicate what students should know and be able to do at specified points in their academic careers. Physical education has not been exempt from this reform at the national level. In 1995 the national association for sport and physical education (NASPE) defined a physically educated person as one who has “the knowledge, skills, and confidence to enjoy a life time of healthful physical activity” and subsequently developed content standards for physical education. Since the time, individual states have developed standards in health and physical education. This may be viewed as an attempt to combat the secondary life styles plaguing many of our youth by providing knowledge and skills that will influence students’ decisions to pursue an active life style. The development of the content standards may also suggests that physical education is

being viewed as an important means in promoting health and wellness that may, in turn, influence students to lead physically active life style.

It is important to examine student's attitudes toward their curriculum as they can have a large impact on the success of a class. Attitudes develop an early age and can be changed based on situational context 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 activity (Lee, Kang, and Hume, 1999; Silverman and Subramanian, 1991).

Studies have examined attitudes and perceptions of students of all ages toward physical education (e.g. Barney 2003; Bowyer, 1996, Stewart, Green, and Huel Skamp, 1991; Tannehill and Zakraisek, 1993). However, only recent studies have been conducted that assess secondary students' attitudes and their perception toward physical education (Carlso, 1995; Greenockle, Lee, and Lomax, 1990; Luke and Sinclair, 1991; Scantling, Strand, Lackey, and McAleese, 1995; Tabbegukkm Rinarm O. Sullivan, England, and Rosenberg, 1994). There are several variables that influence high school students' attitudes toward physical education.

Carison (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 there by 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 in to class room decision while maintaining control of instructional processes may foster positive attitudes toward physical education in relation to a curriculum driven by state content standards are intended to assure that all students meet minimum curricular requirements, if students do not find it valuable, the content standards possibly may have no meaning in their lives either. This attitude may lead to avoidance behavior or disruptive behavior in the classroom. What may be one key to the relationships between

student attitudes toward physical education and state content standards are the activities offered, the way in which these activities meet the standards, and the presentation of the activities to the students. For example, if one of the standards relates to developing aerobic fitness (NASPE standard 4) it should be presented along with the concepts of the FITT (frequency, intensity, type and time) principle, thereby giving the students a better understanding of why the activity is beneficial (NASPE standard 2) and they will likely have a more positive attitude (NASPE standard 6).

Students' attitudes and perceptions of their physical education classes have quite an impact on the degree to which students participate and gain benefits from their physical education classes (Lee, Kang and Hume, 1999; Silver man and Subramanian, 1999).

CHAPTER THREE

3.1. Research design and Methodology

Chapter contains research design and method, research site, source of data, study area, participants of the study, sampling techniques and sampling size, data collecting instruments and method of data analysis

Research Design

To undertake the study, a mixed research approaches were employed to address basic research questions. This approach would help to improve the quality of research since it enables to collect multiple sets of data using different research method (Johnson and Christenson, (2008:51). The descriptive survey method would employed in this study. A descriptive survey describes and interprets what is carried out in the school currently. This is because the intention of the study was to assess the existing situation and to describe opinions on the students perception in learning physical education by participants of the study. In the same line of argument, Best and Kahn,(2003;p.14) have argued that descriptive study concerned with conditions or relationship that exist, opinions that are held, process that were going on, effects that were evident or trends that were developed.

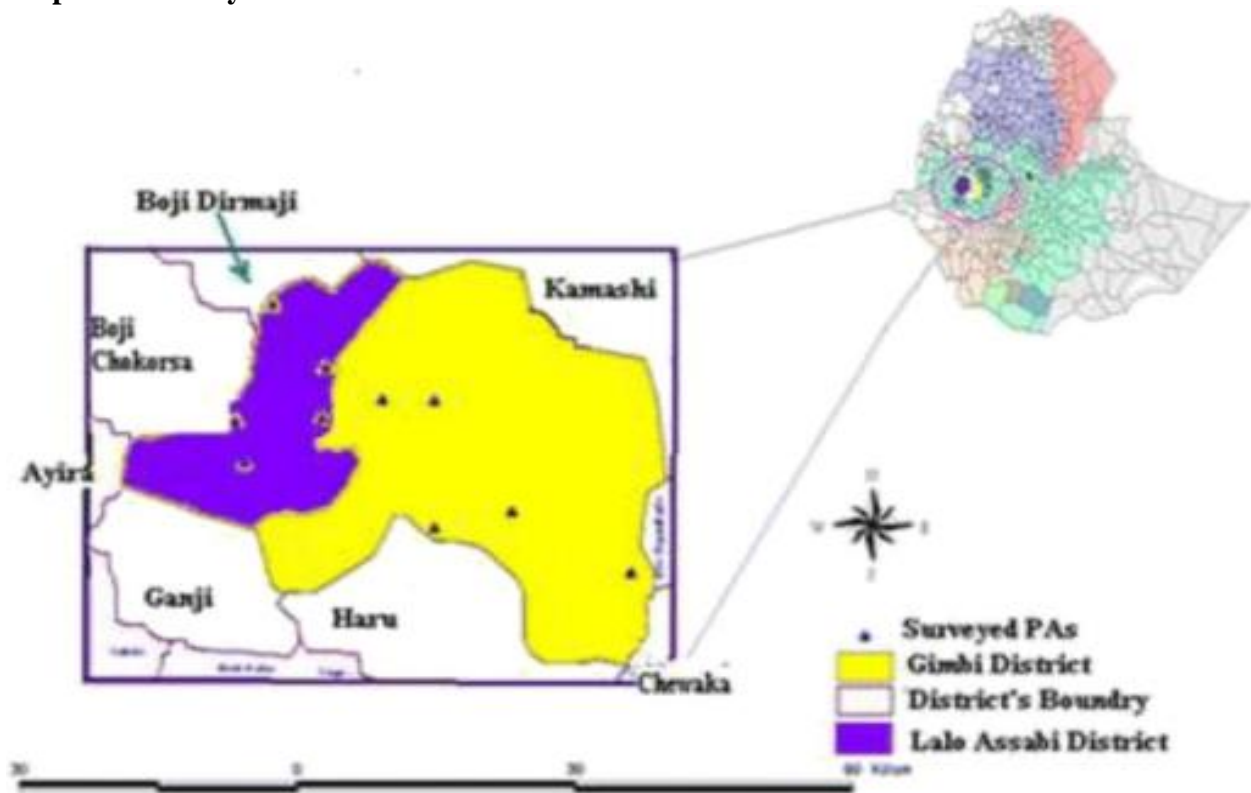
3.2. Description of the Study Area

The study were focused in the Western Wollega zone in some selected woredas' (Babo Gambel, Jarso and Lata Sibu) high schools students. The zone was selected due to the fact that the researcher has been working as a teacher in the zone since 2006 E. C. This helped the researcher to understand the problem in learning Physical Education.

Climatic data that shows temperature and rain fall of the study area for the last 8 (1998-2000)years . The annual mean minimum and maximum temperatures are 14 °C and 26°C, respectively. The highest mean minimum and maximum temperatures were recorded in December and February, respectively for the last eight years . The total mean annual rainfall is 600 to 1200 mm and the highest rainfall was recorded in June in 2002. The longest wet period extends from late May to early September with small ' Belg-rain' in March and April months.

Western Wollega zone is one of the zone of Oromia regional state. Western Wollega is located 440km away from Addi Abeba.

Map of the Study Site



Source: <https://en.wikipedia.org/wiki/West-Wollega-zone>

3.4. Source of Data

The data would gathered from different respondents who have adequate exposure to the perception of high school students in learning physical education classes in some selected secondary school in case of western wollega zone. The data sources to be used are categorized into: primary data sources and secondary data sources. The primary data sources were from: secondary school students and PE teachers trough questionnaire and interview. Relevant literature, and sample lesson plans were used as a secondary data sources

3.5. Population of the Study

A study population was the entire group of people to which a researcher intends the results of a study to apply (Aron and Coups, 2008). Therefore, the population of the study were six high school Physical education teachers and 2230 high schools students.

3.6. Target Population

The target populations comprised six physical education teachers and 223 students. To sum up 229 respondents would included in the sample . The study was targeted on the 223 sample students and 6 PE teachers in the Western Wollegga zone in some selected Woredas high schools.

3.7. Sampling Techniques and Sampling Size

West Wollega zone has 23 woredas. Of these three Woredas were selected **purposefully**. From seven (7) high schools of the selected woredas, 6(85.7%) high schools which are better for the researcher due to their access to transportation were selected purposefully in order to make the study more manageable and complete with in time frame .In addition to this 6(100%) teachers who has been teaching Physical education from the selected schools were selected by purposive sampling technique. since their position were important in describing the perception of students on learning Physical education, they know the strengths and weakness, challenges and opportunities of their schools. This would help the researcher to get more and detail information which was crucial for the validity of the study.

There are 2230 students across the six schools. Of these, (223) 10% of the students were selected from the all schools by using simple random sampling technique. Supporting this idea Creswell (2012) explained that in simple random sampling the researcher selects participants for the sample so that any individual had an equal probability of being selected from the population to be representative of the population. In addition to this, Singh, 229 stated that randomization method gives equal and independent chance to the population to be included in the sample.

In general, the sample the researcher were going to be selected are six (6) Physical education teachers and 223 students. To sum up, 229 respondents would included in the sample.

Table 1. Proportional sample of students

	Name of schools						Total
	Babo Gambel	Karsa Gambel	Jarso	Haro biru	Gori	Wara jiru	
Total Population	390	348	354	368	394	376	2230
Sample size	39	35	35	37	39	38	223

The information from school administrators indicates that, there are 390 students in Babo Gambel high school, 348 **Karsa Gambel** students in high school, 354 students in **Jarso** 368 students in **Haro biru** high school, 394 students in **Gori high school**, 376 students in **Wara Jiru** high school. From these, the total numbers of students in the sampled high schools were 2230. Among these the researcher took 10% (223) students selected by using with simple random sampling technique. This means total population times ten divided by hundreds

$$(2230 \times 10 / 100) = 223$$

Table 2. Proportional Sample of Teachers

	Name of schools						Total
	Babo Gambel	Karsa Gambel	Jarso	Haro Biru	Gori	Wara Jiru	
Total population	1	1	1	1	1	1	6
Sample size	1	1	1	1	1	1	6

In addition to this 6(100%) teachers who has been teaching Physical education from the selected schools were selected by purposfully. since their position were important in describing the perception of students on learning Physical education, they know the strengths and weakness, challenges and opportunities of their schools.

3.8. Data collecting instruments

There are instruments used in the process of gathering the necessary data for the study. These are questionnaire and interview.

3.8.1. Questionnaire

Both closed and open ended questionnaires were employed to collect quantitative data from selected students and teachers. This is because questionnaire is convenient to conduct survey and to acquire necessary information from large number of study subject with short period of time. Furthermore, it makes possible an economy of time and expense and also provides a high proportion of usable response (Best & Kahn, 2003). The questionnaire was prepared in English language, because all of the sample teachers and students(respondents) can have the necessary skills to read and understand the concepts that were incorporate. It was dispatched and collected through the assigned data collectors. To make the data collection procedure smart and clear from confusions, the data collectors are properly oriented about the data collection procedures by principal investigator. In addition to this, nearby follow up is kept by the principal investigator.

3.8.2. Interview

In this research semi-structured interviews were employed in collecting the necessary data. Because interview has greatest potential to release more in-depth information, provide opportunity to observe non-verbal behavior of respondents, gives opportunities for clearing up misunderstandings, as well as it can be adjusted to meet many diverse situations (MoE, 1999).

3.9. Procedures of data collection

To answer the research questions raised, the researcher had gone through a series of data gathering procedures. These procedures help the researcher to get authentic and relevant data from the sample units. The researcher would make an agreement with the participants. After making agreement with the concerned participants, the researcher introduce his objectives and purposes. Then, the final questionnaires were administered to the respondents in the selected schools. The participants were allowed giving their own answers for each item independently and the data collector closely assist and supervises them to solve any confusion regarding to the instrument.

Finally, the questionnaires were collected and make it ready for data analysis. The interview was conducted after the participants' individual consent had been obtained. During the process of interview the researcher would attempt to select free and clam environment to lessen communication barriers that disturb the interviewing process.

3.10. Method of data analysis

The data obtained through questionnaires were organized and analyzed quantitatively by using descriptive statistics data analysis they were collected for this study were filled in SPSS (statistics package for social science) were analyzed in percentage, mean and standard deviation .

The data collected through semi-structured interview and open ended question were organized according to theme identified from the research questions and analyzed qualitatively. The contents were presented in narrative using well-said accurately, according to the study participants as illustration.

3.11. Validity and Reliability checks

Checking the validity and reliability of data collecting instruments before providing to the actual study subject is the core to assure the quality of the data (Yalew,1998). The pilot test was conducted to test the validity of the instruments. It had been done with the objective of checking whether or not the items contained in the instruments could enable the researcher to gather relevant information on the problem under treatment. The draft of the questionnaire would first distributed to school which is not included in the sample. The respondents are oriented well to overcome ambiguities that may pose problem to them in attempting to answer the items and filling out the questionnaire. After the questionnaires were filled and returned each questionnaire was examined critically and corrections were made in accordance with accordance with relevant inputs obtained from the theses adviser and pilot result before carrying out the final study. The pre-test would provide an advance opportunity for the investigator to check the questionnaires and to minimize errors due to improper design elements , such as question , wording or sequence (Adams et al ,2007).

3.12. Ethical Consideration

An official letter were obtained from Jimma University, Department of Sport science .One copy of this letter were delivered to (Babo, Jarso and Leta Sibru) woreda administrative office and one were given to education office of each Woreda and copy of this were given to the administrators(principals) of each selected schools. Based on this the researcher were take permission to conduct the research in the three selected woredas of West Wollega Zone. Getting permission letter from each administrative office, the researcher were move to the selected schools of each Woreda. While doing this research, in the three selected woredas, the managers were contact and facilitate conditions for the researcher. The researcher must approach data collection in a rigorous and ethical manner. The two important ethical issues of the individual's autonomy like confidentiality and informed consent was respected. The respondent's right to confidentiality was always respected and any legal requirements on the data protection as well as the respondents were informed about the aim of the research and their consent were obtained and recorded.

CHAPTER FOUR

4.RESULT AND DISCUSSION

This chapter deals with the results and discussion of findings on the attitude of secondary students in learning Physical education in Oromia region west wollega zone in Babo Gambel, Jarso and leta sibu woredas. The data was collected through questionnaire and interview, from Participants (Teacher and Student) are arranged and analyzed through descriptive statistics. The study participant were described in the below table.

Table 4.1. Characteristics of the students and teacher Participants

Sample schools	No of Teacher	No Student
Babo Gambei high School	1	39
Karsa Gambel high School	1	35
Jarso high School	1	35
Haro Biru high School	1	37
Gori high School	1	39
Wara Jiru high School	1	38
Total	6	223

The above table (table 4.1) shows that the study participants were both teachers and students from six high schools. Accordingly six physical education teachers were selected purposively from sample high school. (223) 10% of the students were selected all high schools by using simple random sampling technique.

4.1. Characteristics of the Teachers participant

From all sample high schools six physical education teachers were participated in the study. Their demographic characteristics (age and sex) were presented in the below table.

Table 4.2. Sex and age Distribution of Study Participants (teachers)

Sex	Frequency	Percent
Male	4	66.7
Female	2	33.3
Total	6	100.0

Age	Frequency	Percent
27	1	16.7
29	1	16.7
32	1	16.7
35	1	16.7
36	1	16.7
38	1	16.7
Total	6	100.0

Max. 38	Mean : 32.833
Min.27	SD : 4.26

Source : survey data , 2018

As indicated in table 4.2 Out of the total physical education teachers participated in the study majority of them 4(66.7%) were male and the remains 2 (33.3%) were females. Also the table indicated the age distribution of the study participants accordingly the maximum age were 38 , minimum age were 27 with 32.833 mean and 4.2622 Standard Deviation.

Qualification and work experience of the study participant has its own implication on the study. The table below revealed the qualification and work experience of the study participants.

Table 4.3. Qualification and Work Experience of Study Participants (teachers)

Qualification	Frequency	Percent
Bsc	5	83.3
Msc	1	16.7
Total	6	100.0
Work experience		
1-5	1	16.7
6-10	2	33.3
11-15	2	33.3
16-20	1	16.7
Total	6	100.0

The above table (table 4.3) revealed that 5 (83.3 %) of teachers were qualified with Bsc.. Degree where as 16.7 percent were qualified with Msc Degree. Almost 4(66.6 percent) of teachers have experience from 6-15 years and 16.7 percent have experience of less than 5 years. .

4.2 Result of Descriptive statistics on teacher interest toward teaching physical education

Table 4.4. Interest of Teachers Towards Teaching Physical Education

		Frequency	Percent
How do you express your interest toward your profession?	Interested	2	33.3
	Less interested	4	66.7
	Total	6	100.0
What is your opinion about the attitude of students in theoretical class	highly Motivated	3	50.0
	Medium	2	33.3
	Low	1	16.7
	Total	6	100.0

Source:

Above table (table 4.4) clearly shows that 4 (66.7 percent) of teachers have less interested in teaching physical education while the remaining 2 (33.3%) were interested in teaching physical education. Beside the teachers interest towards their professions or teaching physical education the table also presented their opinion about the attitude of students in theoretical class. According almost 50.0 percent, 33.3 and 16.7 were highly, medium and low motivated in theoretical class respectively. Attitudes develop at an early age and can be changed based on situational context such as a particular teacher or the class environment (A, Zen, 2001). In other words a student's attitude toward a particular subject in school can be shaped by his or her perception of the teacher or instructional .

In addition to the above closed ended questions, open –ended questions were also prepared for the physical education teachers. The first question asks how to develop positive attitudes of students to physical education learning and most of the teacher responded that motivating

student, encouraging and highly initiating the students during skill development demonstration is needed in physical education practical classes. The next question was to examine the no of periods they teach in a week in the teaching effectiveness. They responded that the period per week for the Physical Education is not enough to teach Physical Education that has practical and theoretical part and they recommended that in order to teach Physical Education effectively at least two periods per week should be given.

The third question was how student observe Physical Education in relation to other academic disciplines. The respondents responded that most of the students consider physical education as none academic subjects since it is not appear in the national examinations. In addition to these the number of period per week given to Physical Education also posed negative out looks to Physical Education.

The fourth question was what are the problems that hinder the effective teaching and learning process in the Physical Education class. Most of the respondents were explained that the scarcity of the materials for sporting in the school, the time given for Physical Education and they school society also under mined Physical Education. These are some among the problems that hinders the effective teaching and learning in Physical Education.

In addition to the above questions the researcher also prepared interviews for each of the Physical Education teacher. The first interview was what your feeling is in teaching physical education. Most of them responded that they had positive attitude to Physical Education teaching and because of the absence of sports materials in their school; some of the responded were not have interests in teaching physical education. The second interview asks if the time given for Physical Education is enough to teach PE as other academic subjects. They were responded that there was no enough time to teach physical education and additional time should be given to physical education. They third interview was how the teacher motivates the students in learning Physical Education. They responded that encouraging, advising during practical part and skill demonstration should be done for students they said. The fourth interview was that do you suggest increasing the student's interests in learning Physical Education? Most of the respondents were responded that teaching through demonstration and talking frankly the values of sport from personal develop up to the national and international recognition gained from the

sports. The last interview for the teachers was which part of Physical Education students like most of the respondent were totally responded that the student like practical part of Physical Education because during physical education parts they interact freely with their friends and they develop relation among themselves they said.

4.3 Characteristics of the Study Participant (students)

Sex and age distribution of study participants (students) were presented in the table below. Out of the total study participants 120 (53.8 percent) were female students while the remaining 103 (46.2 percent) were male students. This revealed that more than half of the study participants were female students.

Table 4.5. Sex and age distribution of study participants (students)

Sex	Frequency	Percent
Male	103	46.2
Female	120	53.8
Total	223	100.0
Age		
17	27	12.1
18	72	32.3
19	62	27.8
20	43	19.3
21	13	5.8
22	6	2.7
Total	223	100.0
Maximum 22	Mean 18.825	
Minimum 17	SD: 1.204	

Source:

The above table (table 4.5) described the age distribution of study participants accordingly 72(32.3%) of students were 18 years old which is followed by 19(27.8%) of students were 19 years old. The maximum age were 22, minimum age were 17 with 18.825 and 1.204 mean and Standard Deviation respectively.

4.4. View of Students on Physical Education in relation to other subjects.

It is well known that, students have different view on different subjects based different factors. The students views on physical education were assessed in the table below with their score in compare with other academic subjects. As school subject physical education is focused on teaching school aged children the science and methods of physically active health full living (NASPE, 2012).

Table 4.6. View of Students on Physical Education in relation to other subjects

	High		Medium		Low		Mean	SD
	No	%	No	%	No	%		
What is your view of PE in relation to other subjects	6	2.7	12	55.3	9	42.2	2.5247	.55188
What is your score of PE when you compare it with other academic subjects	74	33.2	91	40.8	5	26.0	1.9283	.76774

Source:

As indicated in table 4.6 , 123 (55.24 %), 94(42.2%) and 6(2.7%) of the students have medium, low and high view to physical education subject compared to other academic subjects. The mean of students view on physical education is 2.5247 and .55188 standard deviation.

The score of students in physical education in relation to other subjects were also tested accordingly 91(40.8%), 74(33.2%) and 58(26.0%) of students were responded as their score in physical education were medium, High and low when compared with other subjects respectively.

The mean of students score in physical education in compare with other subjects were also calculated that is 1.9283 and .76774 standard deviation.

The respondents responded that most of the students consider physical education as none academic subjects since it is not appear in the national examinations. In addition to these the number of period per week given to physical education also posed negative out looks to physical education.

4.5. Time given for physical education and effect of large class size

The study assessed the effect of time allowed for physical education to develop physical fitness. At high school level one period per week is allowed for physical education subjects for both practical and theoretical part. Curriculum time allocation remains in issue of concern globally since the time allocated for PE has been whittled away or disappeared altogether (directorate of school Education (DSE), 1993

As indicated in the below table majority of respondents 64(28.7%)said that the time given for physical education can develop physical fitness where 159(71.3%) of the students responded that the time given to physical education cannot develop physical fitness. From this it is concluded that the time given to Physical education can't develop physical fitness besides theoretical part.

For open ended question most of the teachers and students responded that one period per week for the physical education is not enough to teach physical education that has practical and theoretical part and they recommended that in order to teach physical education effectively at least two periods per week should be given that need improvement in curriculum

Table 4.7. Time given for physical education and effect of large class size

Is the time given for physical education is enough to develop your fitness?	Frequency	Valid Percent
Yes	64	28.7
No	159	71.3
Total	223	100.0

Does the maximum number of students per class have affected the quality of participating in physical education class	Frequency	Valid Percent
Yes	150	67.3
No	73	32.7
Total	223	100.0

Is your PE teacher certified to teach PE	Frequency	Valid Percent
Yes	214	96.0
No	9	4.0
Total	223	100.0

Source:

As indicated in the table above (table 4.7) Out of the total respondents 150 (67.3%) of the students responded as maximum number of students per class have affected the quality of participating in physical education class while the remaining 73 (32.7%) of students responded as the maximum number of students per class have no effect at all. Almost more than ninety five percent of the respondents responded that their physical education teacher was certified in the field. Certified Physical education specialists provide more physical education and higher quality Physical education than class room teachers (Physical Education Matters,2007). The role of certified physical education specialists in health enhancing physical education on has become increasingly critical (Mckenzie, 2007). Non physical education specialists reported lower levels

of confidence, enjoyment, preparation and knowledge and less professional development opportunities than physical education specialists (Mandigo,2003).

4.6. Student's attitude toward learning physical education

The study assessed the student's attitude toward learning physical education by using likert scale. There are many factors that influence student's attitude toward learning physical education. Among many factor the children's attitude is considered to be a key factors that influences physical activity participation (Chang and Philis 2002;Solmon ;2003; Dingetal ;2006).

Table 4.8. Student's attitude toward learning physical education

Sts attitude toward learning PE	Frequency	Valid Percent	Mean	SD
High	26	11.7		
Medium	121	54.3	2.4260	.69272
Low	76	34.1		
Total	223	100.0		
Which part of PE you like most ?				
Theory	90	40.4		
Practice	133	59.6	1.5964	.49172
Total	223	100.0		

Source:

As indicated in the above table (table 4.8) Out of the total respondents 121 (54.3%) respondents responded as their attitude is medium 76 (34.1%) low and 26(11.7%) of them have high attitudes toward learning physical education. The mean and standard deviation were also calculated that is 2.4260 and .6927 respectively. Therefore, from these we concluded that more than half of students have medium attitudes in learning physical education. The above table also tells us 133 (59.6%) of the respondents like practical parts of PE 90(40.4%) theoretical part of Physical Education with 1.5964 and .49172 mean and standard deviation respectively.

Table 4.9. Behavior of your teacher in teaching Physical education

What is the behavior of your teacher in teaching PE	Frequency	Valid Percent
Highly interested	26	11.7
Interested	102	45.7
Not interested	95	42.6
Total	223	100.0

Source:

Table 4.9 shows that 102 (45.7%) students responded as the behavior of the physical education teacher is interested 95(41.6%) not interested and 26(11.7%) highly interested in teaching physical education.

There were also open ended questionnaires for the students and they were answered to the questions. The first question was what causing the student un willingness and lack motivation to participate in physical education classes. Most of the student were stressed that since Physical Education did not included in national exam, students un willing to learn and lack motivation and also there were no enough materials for practicing physical education activities. As they responded the period per week given is also decreased students motivation toward leaning physical education. The other questionnaires prepared for the students were what the students recommended in order to increase interests of students in Physical Education. They responded that, the period given for the Physical Education should at least increased from 1 /week to 2/ week, Physical Education should be include in national Examination, Physical Education teachers shouldn't force students to participate in Physical Education classes rather than advising, motivating, clearly teaching the importance of physical education for human body and physical education text should be revised as other subjects were revised. They also strongly stressed that there should be youth sport center in the area to practice after school. At the end, the researcher asked to explain the general knowledge they have about Physical Education.

They also for worded their ideas as: Physical Education is important than other subjects as it develops goods posture, defend diseases, develops confidences , contributes for the mental developments, physical developments , motor developments and social developments.

Major finding of the study

Discussion

- It is obvious that there are many challenges in teaching and learning processes. Some among is the student's perception, understanding, attitudes, motivation and initiation towards particular subjects. By this study, the researcher investigated attitude of high school students toward learning physical education classes. the results that had been obtained through quantitative data collecting approach were triangulated to cross-check confirming each other or not the results that had been obtained from the quantitative data collecting approach from students were similar with the results collected from physical education teachers there fore, the result of students in the learning process of attitude in physical education program of the selected high schools of West Wollega zone were After collecting the data from the respondents and analyzed it, the researcher came up with the major findings. The major findings of the study were:
 - The students had positive attitudes toward learning physical education.
 - The time allowed to physical Education classes was not enough to develop students' fitness.
 - The teachers of physical Education had high interest in teaching physical education
 - The students had good views to PE when it was compared with other academic subjects.

According to Zen,(2001), attitudes develop at an early age and can be changed based on situational context such as particular teacher or the class environment. Curriculum time

allocation remains in issue of concern globally since the time allocated for PE has been whittled away or disappeared altogether (DSE),1993 The researcher also stressed that the time given to high school PE was not balance with the text since PE has both theory and practical parts. Curry (2012) writes that PE needs to be looked upon with the same perspective as any other subject.when the result compared with previous study, the current findings of this study where similar with the previous in. The students had positive attitudes toward learning physical education, The time allowed to physical Education classes was not enough to develop students fitness. The students had good views to physical education when it was compared with other academic subjects finding for the subject.

CHAPTER FIVE

4 SUMMARY, CONCLUSION AND RECOMMENDATION

This chapter deals with the summery of the study, conclusion and recommendation given by the researcher at the end of the study.

5.1. Summary

The objective of the study was to investigate the attitude of the students toward physical education learning in western Wollega zone Babo, Jarso and Latasibu woreda high schools. To conduct this research, mixed research methods and survey research design were utilized. The research data was collected from 229 of the respondents from the total population of 2029 by using questionnaire and interviews. The respondents were chosen by using simple random sampling techniques. The gathered data was analyzed and interpreted by using SPSS (Statistical package for social science.)

After analyzing and interpreting the data, the researcher found the following results.

- The students had positive attitudes toward learning physical Education.
- The time allowed for PE classes was not enough to develop students' fitness.
- The teachers of PE had high interests in teaching physical Education.
- The students had good views toward physical Education compared to other academic subjects.

5.2. Conclusion

The aim of this study is to investigate the attitude of high school students in learning physical education. This study is important because if students do not find physical education valuable, the content standards have no meaning either. The study involves the students of Western Wollega zone, Babo, Jarso and Leta Siburu Woredas, some selected of high schools and PE teachers of the school under study.

To carry out this study, descriptive research design and mixed research methods is used. To collect the data questionnaire and interviews were applied. The collected data analyzed by SPSS (Static package for social science) were analyzed percentages, mean, and standard division and described by narrative statements.

Thus, the study attempts to answer the following research questions in particular:

1. What is the attitude of students toward physical education theoretical as well as practical classes?
2. Is there enough time for learning physical education classes?
3. What is the teacher feeling in teaching physical education?
4. How students consider physical education in relation to other academic subjects?

It is suggested that any organization of physical education should start with developing a positive attitudes and self-confidence among physical educators themselves and make them feel that physical education should extends itself the class room and become the focus of centered point of the educational system.

On the bases of the results obtained from responses to students' and teachers' questionnaire and interviews, the following conclusion is drawn:

- The students have positive attitudes toward learning physical education.
- The time given for physical education is not enough to develop students' fitness.
- The physical education teachers have high interest in teaching physical education.
- The students like physical education than any other academic subjects.

5.3. Recommendation

Based on the data gathered from students and physical Education teachers and analyze made, the researcher drawn the following recommendations. These are:

- The ministry of education and regional education bureau should improve the time given for teaching PE.
- The Woreda's education office, school administrator and school director should fulfill the materials needed for sports.
- The Woreda's sport and youth office should construct youth sport center.

- Physical activity teachers should advice, motivate and clearly telling the students the importance of sports to students rather than forcing students to do sports.
- The Zone, Woredas and school education office should arrange sport fields and facilities in the school.
- Future research on attitude of high school students in learning physical education is advised because the attitudes could be influenced by different factors.
- Systematic research is needed on personal, curricular and policy barrier to success full physical education.

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Appendix-A
Jimma University College of Natural Science
Department of Sport Science

Interview questions for PE teachers in the high school

Dear PE teachers; the main purpose of this interview is to gather information for the study to investigate the students. Perception learning PE for this research to be effective, your kind and genuine response is needed and highly appreciated.

Thank you in advance for your cooperation .

1. What is your feeling in teaching PE? _____

 2. Is the time given is enough to teach PE as other academic subjects ? If not what will be done to improve it ? _____

 3. How do you motivate the students in learning PE ? _____

 4. What do you suggest to increase the students interest in learning PE ?

 5. Which part of PE students like most ?theory or practice ? why ?

-

Appendix-B

Jimma University

College of Natural Science

Department of Sport Science

Questionnaire for PE teachers.

Dear teacher;

The main purpose of this questionnaires to collect the necessary data for the study of the perception of students' in learning PE. For this research to be effective, your kind and genuine response is reburied and highly appreciated.

Thank you in advance for your cooperation

Name of the school _____

Sex _____

Age _____

Qualification _____

Work of experience _____

Kebele _____

Town _____

Region _____

1. How do you express your interest toward your profession? A. Interested B. less interested C. Not interested
2. What is your opinion about the attitudes of students in theoretical class of PE A. highly motivated B. medium C. low
3. What is the students practical classes PE A. Interested B. less interested C. highly interested D. Not interested.
4. Is there enough materials for teaching physical education practical classes. A. yes B. No C. Not enough
5. What teaching method you use mostly in teaching PE theoretical classes . A. Group method B. lecture method C. Demonstration D. question and answer
6. What is your opinion about period given per week for PE teaching
A. enough B. low C. Not enough
7. Do you have sports field in your school ? A. yes B. No
8. Is the time given for PE practical class is enough to develop students' fitness? A. yes B. No
9. Write your opinions how to develop + ve attitudes of students' p to physical education learning _____

10. How do you examine the n^o of periods you teach in a week is your teaching effectiveness _____

11. Justify your opinion how students observe PE in relation to other academic disciplines?

12. What are the problems that hinders the effective teaching and learning process in PE in your School ? _____

13. If your answer to question n^o 13 is no , Justify your opinion in what it should be arranged and if yes how? _____

Appendix-C

Jimma University

College of Natural Science

Department of Sport Science

Questionnaire for high school students.

Dear students

The main purpose of this questionnaire to collect the necessary data for the study of the perception of students' in learning PE. For this research to be effective, your kind and genuine response is reburied and highly appreciated.

Thank you in advance for your cooperation

Name of the school _____

Sex _____

Age _____

Kebele _____

Town _____

Region _____

1. What is your view of PE in relation to other subjects
A. high B. low C. medium
2. What is your score of PE when you compare it with other academic subjects?
A. High B. low
3. .Is the time given for physical education is enough to develop you fitness?
A. yes B. No
4. Does the maximum number of students per class have affected the quality of participating in physical education class A. Yes B. No
5. Which part of PE you like most ? A. theory B. practice C. both D. none
6. What is your attitude toward learning PE? A. high B. Medium C. low
7. What is the behavior of your teacher in teaching PE?
A. interested B. Not interested C. highly interested
8. What is causing students un willingness and lack of motivation to participate in PE classes ? _____
9. What do you recommend in order to increase interested of students in PE? _____

10. Explain the general knowledge you have about PE. _____
11. What social factors influence high schools students to participate in physical activities ?

-
12. Is your PE teacher certified to teach PE A. yes B. No
13. Which part of PE you like most ? A. theory B. practice C. both D. none
14. What do you recommend in order to increase interested of students in PE?
-
-
-

15. What is your attitude toward learning PE? A. high B. Medium C. low
16. What is the behavior of your teacher in teaching PE?
A. interested B. Not interested C. highly interested
17. Explain the general knowledge you have about PE
-
-
-

14. How do you express your interest toward your profession ?
A. Interested B. less interested C. Not interested
15. What is your opinion about the attitudes of students in theoretical class of PE
A. highly motivated B. medium C. low
16. What is the students practical classes PE A. Interested B. less interested C. highly interested Not interested.
17. Is there enough materials for teaching physical education practical classes.
A. yes B. No C. Not enough
18. What is your recommendation number of students per class ?
A. Above 40 B. less than 40 C. All most 50 D. more than 60
19. What teaching method you use mostly in teaching PE theoretical classes .
A. Group method B. lecture method C. Demonstration D. question and answer
20. What is your opinion about period given per week for PE teaching
A. enough B. low C. Not enough
21. Do you have sports field in your school ? A. yes B. No
22. Is the time given for PE practical class is enough to develop students' fitness?
A. yes B. No

23. Write your opinions how to develop + ve attitudes of students' p to physical education learning _____

24. How do you examine the n^o of periods you teach in a week is your teaching effectiveness _____
25. Justify your opinion how students observe PE in relation to other academic disciplines?

26. What are the problems that hinders the effective teaching and learning process in PE in your School ? _____
27. If your answer to question n^o 13 is no , Justify your opinion in what it should be arranged and if yes how? _____