



COLLEGE OF NATURAL SCIENCE  
DEPARTMENT OF SPORT SCIENCE

THE IMPACT OF RECREATIONAL ACTIVITIES IN ENHANCING THE  
PARTICIPATION OF PHYSICAL EDUCATION PRACTICAL CLASS: THE CASE OF  
SOME SELECTED PREPARATORY SCHOOLS IN JIMMA TOWN

BY: HABIB SHEMSU

A RESEARCH THESIS SUBMITTED TO JIMMA UNIVERSITY, COLLEGE OF NATURAL  
SCIENCE DEPARTMENT OF SPORT SCIENCE FOR PARTIAL FULFILLMENT OF  
MASTERS DEGREE IN SPORT MANAGEMENT

JUNE, 2019 GC  
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## **`Declaration**

I declare that the thesis entitled “*The Impact Of Recreational Activities In Enhancing The Participation Of Physical Education Practical Class in Jimma Town.*” has been carried out by me under the supervision of Dr.BabulAkhatar (Principal Advisor) and AtoAmanuEba (Co-Advisor) Department Of Sport Science in Jimma University during the year 2019. It will be submitted for the partial fulfillment of masters of Sport Management. I further affirm that it has not been submitted for other universities for the award of degree or diploma and all the sources that I have used have been indicated and acknowledged.

Signature -----

HabibShemsu

Place: Jimma University, Jimma

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## ABSTRACT

*The general objective of this study was to investigate the influence of recreational activities in enhancing the participation of physical education class in Jimma town preparatory schools. To achieve this objective, the study used stratified random sampling method to select students of Jimma town preparatory schools students. The design of this study was quantitative design; it was more of descriptive survey in nature. The major findings of this study are; there are significant differences between students on female and male students to participate in Volleyball, Basketball and Table tennis and also types of participation through active and passive recreation. again there is a significant difference between grade 11 and grade 12 students that do not participate in recreational activities because of lack of sport material, facility, and equipment, the students have exposure about recreational activities, but they didn't participate because of lack of ability, lack of awareness, lack of material ,equipment and facilities, lack of family economic support, lack of school sport clubs, participating in recreational activities have positive effect in enhancing physical education class through avoiding those obstacles. Based on the findings the following recommendations wear suggested; The students they have to participate in recreational activities without any differences, with the intention of create awareness in the preparatory school schools, physical education teachers should be encouraging the students to participate in recreational activities more than the previous one, school administrators should give an attention for recreational activities, the government also done with schools and medias to create an awareness more than the previous. To enhance physical education practical class, the students have to give an attention and participate in recreational activities better than earlier trough modifying the sport materials, equipment, and facilities and all students should be participant. In order to solve the factors that affect students participation in recreational activities, the schools have to provide the sport materials, equipment, and facilities, the physical education teachers have to create an awareness for their students additional to the formal physical education class, the government should give an attention for recreational activities, the school administrator also supervise the condition how to participate in recreational activities. Finally the families also support the students through providing sport wears to increase student's participation in recreational activities and to obtain the Childs benefit fromit.*

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## CHAPTER ONE

### 1.INTRODUCTION

#### 1.1. Background of The study

Physical education is a means to develop motor skill, physical ability, and knowledge that leads to stimulate growth and balance. It provides a venue for student's express themselves through movement and physical activity. Barrow explained Physical Education is an education of and through human movement where many of educational objectives are achieved by means of big muscle activities involving sports, games, gymnastic, dance and exercise. Daryl side top (1998). Introduction to Physical Education, Fitness, and Sports. Sixth Edition Published McCray Companies USA New York.

Recreation is an activity of leisure, leisure being discretionary time. The "need to do something for recreation" is an essential element of human biology and psychology. It is an essential part of human life and finds many different forms which are shaped naturally by individual interest but also by surrounding social construction. Recreational activities can be communal or solitary, active or passive, outdoors or indoors, healthy or harmful, and useful for society or detrimental. Recreational activities have a great role for all people. Richard Kraus explained "recreation consists of an activity or experience, usually chosen voluntarily by participant either the immediate satisfaction to be derived from it or she/he perceives some personal or social values to be achieved by it. It is carried on leisure time, and has no work connections such as study for promotion in a job. It is usually enjoyable and when it is carried on as part of organized or community service, it is designed to meet constructive and socially worthwhile goals of the individual participant, the group and society at large. Richard Kraus (1996:7). The overall level of recreational activities in which students engage according to their level may be affected by a variety of circumstances.

Physical activities are the backbone of physical education program. Physical education program in the schools should be enjoyable and it provides opportunity for students to develop positive relation with others improves their physical fitness, self-esteem and reduce stress and anxiety.

Ram and et al (1996:126) also states, "physical education plays an important role in the students

development of the individual as a useful member of the society and the objective of satisfying the needs of the society being a worth aim in our complex society made up of social imbalance, it is important for our students to become aware of the need of the society and their responsibility towards it so that they equip themselves with positive skills and tools needed to satisfy the societal obligations in this respect physical education has a duty to create awareness among the students of social needs.”

According to Arnold (1976:35), in modern society problems like tension, uncertainty low morality, lack of family cohesiveness, competition, emphasis on materialism and misuse of leisure are to be solved positively. These contribute to the society to create a totally healthy. Physical environment and understand the influence that are playing up on the personality of a student. Whether an item of physical education or sport is popular in colleges and schools largely it depends up on public interest, spectator approval and media popularity. Similarly, young people are exposed to a certain type of sport environment only because society has accepted it rather than because of its real contribution to their individual growth (Leardll and Marcellus,1984:14).

Physical education program is nothing but an application of sound philosophical, educational, psychological, physiological, anatomical and biological principles. The physical educator should consider psycho physical needs and problems of boys and girls and fit the program to suit the children instead to trying to adapt every boy and girl to the program. Rigid syllabus has no place in physical education except as guidelines or outlines which can be altered or even completely dropped according to various factors like climate, time, environment type of group, purpose of activity, and so on. Therefore, the relationship between physical education and education is natural. It is a fact that we cannot conceive of physical education without education value as it cannot exist in and educational vacuum. For centuries, the ideas of a separate mind and body influenced education and the school practice which led to plan for training the mind disregarding the body. But today, the educational orientation has changed and physical education is conducted as a real part of the entire educational process. The basic fact of integration of mind and body, ideas and action, knowledge and application has taken place (Arnold, 1976:68).

Beyond these known physical activity benefit students participate depending on their age, ability, and interest in their school. In addition to physical education program, students can get the opportunity to participate in sports and games in the form of leisure and recreational activities.

Students engage in different type of activities depending on their age, access and equipment in their school and communities. Elementary school students typically engage in free play, running, and age appropriate sport activities that are aligned with the development of fundamental motor skills. Adolescents engage in complex motor skill development programs like resistance exercise, different individual and team sport. Curbinlindesy and W/Ke (2005 p:50). Teaching Physical Education in Secondary School MC GRAW hill companies USA New York.

## **1.2. Statement of The Problem**

As showed in the background section, recreational activities are the most important thing to develop student's interest towards physical education class, it helps to maintain health, refresh minds and to enhance the participation of physical education class. As a result, the main school status was raised regarding to recreational activities. When the schools should be improve their status depending on the supply of their facilities this also has a direct impact on the participation of recreational activities in the school and to improve student's participation in physical education class. School sport clubs also has a great role to enhancing the participation of physical education class. However, the schools are in processes and with several difficulties to improve student's participation in recreational activities physical education class programs. Previously different researcher investigates about recreational activities, specifically Geoffrey Godbey (2009) Outdoor recreation, health and wellness. But this research is different because this research is focused on the impact of recreational activities in enhancing the participation of physical education practical class.

## **1.3. Research questions**

1. Are there significant differences among students in participating recreational activities?
2. Do the students have exposure about recreational activities in their schools?
3. Do recreational activities have positive or negative impact in enhancing the participation of physical education practical class?
4. Are there any factors that affect recreational activities in the school?

## **1.4.Objectives of The study**

### **1.4.1. General Objective**

The general objective of this study was to investigate the impact of recreational activities in enhancing the participation of physical education class.

### **1.4.2. Specific objectives**

- To examine the difference among students in participating in recreational activities.
- To know if the students have knowledge about recreational activities.
- To assess if recreational activities have positive or negative impact in enhancing physical education practical class.
- To explore factors that hinder the participation of students in recreational activities.

## **1.5.Significance of The study**

This research was emphasized the impact of recreational activities in enhancing the participation physical education practical class. The researcher believes that the result of this study may have important contribution to enhance student's physical education class result. The results may help to identify the factors that promote student's participation in recreational activities. In addition it helps to develop student's physical fitness through participation of recreational activities. Generally, this study creates awareness about recreational activities and helps to increase student's participation in recreational activities and physical education class. The researcher has take the necessary measurement to do this research work .This study was used as a bridge to another research in the area.

## **1.6.Delimitation of the Study**

This study was delimited in assessing the impact of recreational activities in enhancing the participation of physical education class. Although, it is impossible to cover all areas of the study due to lack of time money the study was limited in assessing the impact of recreational activities in enhancing the participation of physical education class in Oromiya, Jimma Town Preparatory Schools specifically Jimma, Eldan, SOS:HG, Community and Catholic Preparatory schools. In addition this research focuses on physical education practical class and the following recreational activities. Athletics, Basketball, Football, Handball, Table tennis, Tennis and Volleyball.

### **1.7. Limitation of The study**

Due to time and money constraints the researcher could not take the whole population of Jimma,Eldan,SOS,Community and Catholic Preparatory Schools. The samples are taken from stratified random sampling.

### **1.8. DefinitionAnd ExplanationOf Key Terms**

**.ACTIVE RECREATION**:-is a type of recreation which is peoples freely peruse in their leisure time for a sense of enjoyment that also benefits their physical, social and emotional wellbeing.

**GAME**: - is a system in which players engage in an artificial conflict, defined by rules that result in a quantifiable outcome.

**LEISURE**: - The condition of having one's time free from the demands of work orduty.

**PASSIVE RECREATION**:-is a type of recreational activities which is peoples engage their free time only for enjoyment and psychological satisfaction.

**PHYSICAL EDUCATION**: - is an integral part of the total educational process, is a field of endeavor which has as its aim the development of physically, mentally, emotionally and socially fit citizens through the medium of physical activities which have been selected with a view to realizing these outcomes.

**PLAY**: - Play is freely chosen, personally directed, intrinsically motivated behavior that actively engages thechild.

**RECREATION**:- Refreshment by means of some pastime, agreeable exercise, or the like.

**RECREATIONAL ACTIVITIES**: - the activity of traveling for pleasure, to see sights, for recreation.

## **1.9.Acronym AndAbbreviations**

**SOS – HGS :-**Save Our Soul . Hermann Gmeiner School

**FIFA –** Federation International de Football Association

**YMCA –** Young Men Christian Association

**FIVA –** Federation International Volleyball Association

**FIH –** Federation of International Handball

**FIB–**Federation of International Basketball

**JU -**Jimma University

**IAAF-** International Associations of Athletics Federation

**FITT -** Federations Of International Table Tennis

## CHAPTER TWO

### 2. REVIEW OF RELATED LITRATURE

The purpose of this study was to gain insights into impact of recreational activities in enhancing the participation of physical education practical class. The review of literature which is presented in this chapter provides a frame of reference for understanding about physical education, recreational activities, and benefits of recreational activities for students, and factors that affect participation of recreational activities in the school. Because this study was focuses specifically the influence of recreational activities in enhancing the participation physical education practical class.

#### 2.1 Concept of Physical Education

Physical education provides students with the knowledge and skills necessary to perform a variety of physical activities, to maintain physical fitness, and to value as well as enjoy physical activity as an ongoing part of a healthy lifestyle. Different author define the term physical education in different ways. Bucherc.A(1972). Foundation of physical education the CV. Mosby co. New York.

Physical education is the planned, progressive, inclusive learning experiences that take place as part of the curriculum in early years, primary and secondary education, and acts as the foundation for a lifelong engagement in physical activity and sport . Arnold, Gary D. (1976). Effective Teaching Method New York: Macmillan Publishing Company.

The learning experiences offered to children and young people in Physical education should be developmentally appropriate to help them acquire psychomotor skills, cognitive understanding, social skills and the emotional learning they need to lead a physically active life. Sidentop, D. (1994).

Physical education has its own aim and objectives. The objectives are Physical development: that builds physical power in an individual through the development of the various organic systems of the body, Motor Development : concerned with making physical movement useful and with as little expenditure of energy as possible and being proficient, graceful, and aesthetic in this movement, Mental Development the accumulation a body knowledgeand the ability

to think and to interpret this knowledge, and Social Development: helping an individual in making personal adjustments, group adjustment, and adjustments as a member of society. Vilhjalmsson, R., & Thorlindsson, T. (1992). The integrative and physiological effects of sport participation: a study of adolescents. *The Sociological Quarterly*, 33(4), 637-647.

## **2.2. Physical Education as An Academic discipline**

An academic discipline is an organized body of knowledge collectively embraced in a formal course of learning; the acquisition of such knowledge is assumed to be an adequate and worthy objective as such, without any demonstration or requirement of practical application; the content is theoretical and scholarly as distinguished from technical and professional. Henry, Franklin M (1964:6-9). Physical education is structured as a cross-disciplinary body of knowledge; it can meet the requirements of that definition.

Educators in the field like Bucher (1972:212) argue that; Education and physical education are passing through a period of change and transformation from traditional roles to modern, purposive roles in accordance with the increased productivity of today's world through competition and production. Besides, isolation and segregation of physical activities has had many unhealthy setbacks like developing an inferiority complex in the physical educators with members from other teaching faculties usually referring to them as non-teaching staff. It is suggested that any organization of physical education should start with developing a positive attitude and self-confidence among physical educators themselves and make them feel that physical education should extend itself to the classroom and become the focus or centered point of the educational system.

Another scholar Siedentop (1998:225) discusses 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 awareness not possible in other areas of learning. These facts are theoretically known to many people but are not explicitly expressed to them or teach them to others. In other words physical activities need a theoretical framework where ideas can be collected, judged and then formulated into laws; hence we need a strong theoretical orientation for physical education so that the accumulated information can be consolidated and stabilized. In our interest of helping the student to the maximum, improving our own image, and cutting down the routine and traditional curriculum of the school. Siedentop (1998:225)



The amount the knowledge is not the criterion of successful life but the way in which an individual faces the physical realities of the world and problem of life. There is no doubt, offers and educational dimension to the activity and tries to bridge the gap between school and the physical world (Ram and et.al. 1996: 13-14).

### **2.3. Physical Education As Part Of The Total education**

Physical education is the integral part of the total education process which enhances and integrates those physical, social, and psychological aspects of an individual's life, through directed physical activity.

Arnold (1976:69) also views that; Very often the natural relationship between general education and physical education is forgotten, with the result that the two exist physically together but functionally apart. This has resulted in reducing the scope of the school program in two respects firstly the educational function of physical education has been neglected and secondly, the physical functions of education are not recognized.

Through a well directed physical education program students develop skills for the correct use of leisure time by undertaking activities which are conducive to healthy living social development and a sense of civic responsibility. Bucher(1972:45)

Cited in Ram and et.al. (1996:45) defines physical education as: "An integral part of the total education process a field of endeavourer that as its aim the development of physically, mentally, emotionally, and socially fit citizens through the medium of physical activities that have been selected with a view to realize these outcomes."

The above definition depicts that physical education is a process which utilizes activities that are inherent in each individual to develop a person organically, neuron muscular, intellectually, and emotionally. These outcomes are realized whenever physical education activities are conducted in such places as the playground gymnasium and swimming pool. The relationship between physical education and general education provides opportunities for exchange of views between the physical education teacher and the subject teacher about the abilities, interests, limitation and scope of each individual student and his/her participation in the school program. In this way, good physical education teacher ascertains how well participation performs the necessary motor

skills before permitting his/her to take part in physical activities.

The same authors explicitly elaborated that physical education has been accepted as an essential part of general education and no educational authority, state or organization questions the justification or need for it.

But still there is a considerable confusion in interpreting the scope and the nature of a physical education program and its academic relationship with general education or the contributions of general education to physical education.

The physical education teacher is a model to the students because of his/her concerns with his/her pupils' physical health as well as their intellect and emotions. The development of cognitive and recreational abilities can thus become the guiding force and the outcomes. This widens the educative scope of physical activity and help to give a global definition to education and an educational orientation to physical education(Ibid).

Physical education program is nothing but an application of sound philosophical, educational, psychological, physiological, anatomical and biological principles. The physical educator should consider psycho physical needs and problems of boys and girls and fit the program to suit the children instead to trying to adapt every boy and girl to the program. Rigid syllabus has no place in physical education except as guidelines or outlines which can be altered or even completely dropped according to various factors like climate, time, environment type of group, purpose of activity, and so on. Therefore, the relationship between physical education and education is natural. It is a fact that we cannot conceive of physical education without education value as it cannot exist in an educational vacuum. For centuries, the ideas of a separate mind and body influenced education and the school practice which led to plan for training the mind disregarding the body. But today, the educational orientation has changed and physical education is conducted as a real part of the entire educational process. The basic fact of integration of mind and body, ideas and action, knowledge and application has taken place (Arnold, 1976:68).

“The prime responsibility of physical education is to conceive of its work as related to all the reactions that participants experience, to be concerned for interests, moods, manners, morals, habits, and ideas as well as strength, skill, agility, speed, safety and endurance. The whole person participates: the whole person must be served (Ibid)”.

## **2.4. Physical Education and the Needs of society**

Ram and et al (1996:126) also states, “physical education plays an important role in the students development of the individual as a useful member of the society and the objective of satisfying the needs of the society being a worth aim in our complex society made up of social imbalance, it is important for our students to become aware of the need of the society and their responsibility towards it so that they equip themselves with positive skills and tools needed to satisfy the societal obligations in this respect physical education has a duty to create awareness among the students of social needs.”

According to Arnold (1976:35), in modern society problems like tension, uncertainty low morality, lack of family cohesiveness, competition, emphasis on materialism and misuse of leisure are to be solved positively. These contribute to the society to create a totally healthy. Physical environment and understand the influence that are playing up on the personality of a student. Whether an item of physical education or sport is popular in colleges and schools largely it depends up on public interest, spectator approval and media popularity. Similarly, young people are exposed to a certain type of sport environment only because society has accepted it rather than because of its real contribution to their individual growth (Leanardll and Marcellus,1984:14).

## **2.5. Definition of Recreation**

Any consideration of the broad field of recreation and leisure should begin with a clarification of terms and concepts. The words *play*, *leisure*, and *recreation* are frequently used interchangeably. However, while related, they have distinctly different meanings, and it is important for students and practitioners in this field to understand their varied implications and the differences among them.

Simply defined, recreation refers to experiences and activities chosen and pursued by the individual in his/her free time; the basis being that the experience sought and activities pursued, in the real sense of the word, 're creates' the individual so that he/she may be refreshed to enable him/her to resume daily obligations, whatever those may be. John Ap (1986:167).

Recreation is any pursuit engaged upon during leisure time, other than pursuits to which people

are normally 'highly committed' ([the latter includes] such things as optional shopping, overtime, secondary work, house repairs, car maintenance, further education, homework, child care, religion and politics'). Countryside Recreation Research Advisory Group (1970:7).

Recreation is considered as activity through which leisure may be experienced and enjoyed but it is also seen as a social institution, socially organized for social purposes. Grant Cushman and Allan Laidler (1990:2).

Any activity pursued during leisure, either individual or collective, that is free and pleasure full, having its own immediate appeal, not impelled by a delayed reward beyond itself, or by any immediate necessity. Fairchild, H. (ed.) (1970:251).

Recreation is an emotional condition within an individual human being that flows from a feeling of well-being and satisfaction. It is characterized by feelings of mastery, achievement, exhilaration, acceptance, success, personal worth and pleasure. .. It reinforces a positive self-image. Recreation is a response to aesthetic experience, achievement of a person's goals, or positive feedback from others. It is independent of activity, leisure or social acceptance. David Gray and D. Pelegrino (1973:7).

Recreation consists of an activity or experience, usually chosen voluntarily by the participant, either because of the immediate satisfaction to be derived from it, or because he perceives some personal or social values to be achieved by it. It is carried on in leisure time, and has no work connotations, such as study for promotion in a job. It is usually enjoyable and when it is carried on as part of organized or community services, it is designed to meet constructive and socially worthwhile goals of the individual participant, the group and society at large. Richard Kraus (1966:7).

Recreation consists of activities or experiences carried on within leisure, usually chosen voluntarily by the participant - either because of satisfaction, pleasure or creative enrichment derived, or because he perceives certain personal or social values to be gained from them. It may, also be perceived as the process of participation, or as the emotional state derived from involvement. Richard Kraus (1978:7).

The word 'recreation' means having fun or enjoying a pastime or diversion. It also means the various pastimes or diversions - the forms of recreation - themselves. P. Madow (ed.) (1965:3.)

*Recreation while* sharing some common elements with play differs from it in the sense that it encompasses many types of experiences that are not at all play like, such as reading, attending cultural events, or other intellectually based hobbies. In the past, recreation was regarded chiefly as a pleasurable and relaxing activity that served to restore and refresh individuals so that they might return to their work with new energy. Today it is understood to be a much more complex phenomenon, with meanings that extend far beyond simply taking part in activity.

Most modern definitions of recreation fit into one of three categories: (1) recreation has been seen as an activity carried on under certain conditions or with certain motivations; (2) recreation has been viewed as a process or state of being-something that happens within the person while engaging in certain kinds of activity, with a given set of expectations; and (3) recreation has been perceived as a social institution, a body of knowledge, or a professional field. Richard Kraus (1966:7).

## **2.6. Benefits of recreation**

Recreation programs are excellent inducements to physical activity and help to encourage life-long fitness habits. The following is a list of benefits of a recreational activities district on humans and human development. Many of the benefits listed in this section are described in greater detail within the Health and Social Benefits of Recreation.

According to Bryant, Banta, and Bradley (1995:158), “recreation may be the single common bond between students” during their schools outside of any structured orientation programs.

A recreational facility with diverse sport programming opportunities designed to meet student’s needs can serve as an active and effective way of establishing a sense of belonging as well as efficient measures for social engagement (Belch, Gebel, & Mass, 2001).

Recreational sport programs create “opportunities for interaction, collaboration, and unification which are essential if campuses are to develop a sense of community” (Dalgarn, 2001: 66). From their study done on persistent rates of freshman and the use of campus recreational sport facilities, Belch et al. (2001) discussed how regular participation in recreational sport programs create favorable opportunities for informally interact with other students.

These informal interactions could lead to student’s increased satisfaction with their college experience. Recreational sport opportunities on school campuses have been identified by past researchers in helping students “feel more at home on school, facilitated the making of friends,

and increased the quality of student life on campus” (Watson, Ayers, Zizzi, & Naoi, 2006, p. 14). Ellis, Compton, Tyson, and Bohlig (2002:58) reported results from their study indicating that students participating in campus recreation programs frequently tended to report “more positive health and quality of life”.

Studies, it may take competition, challenge, excitement, involvement, and other characteristics of recreational sports to motivate students to socially connect to other students. Vilhjalmsson and Thorlindsson (1992) suggested that motives for participation in terms of social integration through sport participation depend upon the structure of the sport. A formal structure, such as the manner club sports are set, should have a more positive impact than informal sport. They further argue that within informal sport settings, sport groups should provide more beneficial opportunities than individual sport which can lead to further participation motives.

In another way of examining what motivates students to participate in recreational sport programs, Artinger et al. (2006) developed a study that attempted to design an effective way of measuring the social benefits student gain through intramural sports participation. They focused on areas such as university integration, reliable alliances, social group bonding, cultural awareness, and personal benefits.

Along with the stresses that are associated with college life, extracurricular activities, such as recreational sports, are a significant aspect of many students’ lives during their college career. As stated by Garland (1985), students involved in extracurricular activities tend to be more satisfied with their college experience. Research involved with the benefits associated through participation in extracurricular activities has consistently been linked with greater satisfaction levels of college choice (Banta et al., 1991). In relation to Garland’s findings, Kovak and Beck (1997) reported that participation in open recreational activities produced the highest percentage of student-reported participation and satisfaction in all aspects of campus life.

The variety of potential benefits through recreational sports that frequently occur in a short period of time can also be a very prominent indicator as to why recreational sports often produce high participation and satisfaction levels among participants (Kovak & Beck).

On another level, motivation and life satisfaction levels can also be affected by student’s gender. Kanters and Forrester (in press) reported that both men and women have similar motivational factors for participation in recreational sport programs. However, when measuring overall

participation motives and satisfaction levels, Kovak and Beck (1997) concluded that women are generally more satisfied with their recreational sport involvement than males had reported. They also found that females tend to participate in recreational sports for a wider variety of reasons than males do and participate for both individual as well as social reasons. Males, then, are motivated to participate in the recreational sport opportunities for benefits that are more related to them.

Students can gain very practical educational training through involvement in extracurricular activities such as recreational sports. Astin (1984:527-528) supporting his theory of involvement stressed that “the greater the student’s involvement in college, the greater will be the amount of student learning and personal development”. If Astin’s theory of involvement is applied to the study conducted by Artinger et al. (2006), it could be interpreted that the more intramural sports a student participates in, the more the student could potentially benefit.

Students do not need to participate in a large number of recreational sport activities in order to gain a variety of developmental benefits and to establish a feeling of satisfaction. Students could ultimately feel the same levels of satisfaction through one consistent recreational sport activity than through numerous activities. However, Astin continues to explain how social-emotional development should be enhanced through involvement in sporting activities.

### **2.7.Factors That Affect Students Participation in Recreational Activities.**

The factors that affect recreation are varies from different basis. The recreation service industries, particularly school recreational sport programs, provide a multitude of benefits for those individuals who actively engage in recreational sport programs and services on a regular basis (Banta, et al., 1999; Haines,2001; Belch, Gebel, & Mass, 2001; Caldwell & Smith, 1998).

Recreational sport centers can serve as a microcosm within the larger, often overwhelming school community enabling students to interact in ways that the larger university community is less likely to provide for students (Belch, et al.,2001).

Club sports offer an opportunity to further this sense of community by creating cohorts of students that gather on a regular basis to pursue a shared interest in a particular sport or physical activity over an extended period of time. Club sports typically exist for the entirety of a school year and are open to all skill and competitive levels. It has been noted in numerous studies that the availability of recreational sport programs was an important factor in deciding whether or not a student would attend a particular college (Kovac& Beck, 1997; Haines, 2001; Banta et al.,

1991). Students may become more satisfied with their collegiate experience if they are actively part of a well run recreational club sport program that meets their various needs. Understanding of the motivational factors that cause students to participate in a club sport will provide valuable information for campus recreational sports professionals to better cater to the needs of the students. The more attractive a program is to the student population the more likely participation in that program will increase. This attractiveness of the club sport program could be used as a marketing tool to prospective students to the campus.

Despite an abundance of past research on general campus recreational sport programming and facilities, there is limited research from a student's perspective regarding motivations to join and actively participate specifically in collegiate club sport programs.

Club sports contain different characteristics from these other recreational sport programs. Indiana University's Program Director of Intramural Sports, Club Sports, and Student Development defined a club sport as a "group of individuals who meet regularly to pursue an interest in a particular sport activity. The organization of the club may be structured or casual. Each club is developed, governed, and administered by the student membership of that particular club" (S. L., Hall, personal communication, January 18th, 2008).

Club sports exist in order to serve as a means where students are able to practice and develop skills within the particular sport, voluntarily compete in their sport, as well as to develop social relationships with the other club members. Participants initially may join a club for reasons that another recreational sports program may not effectively address.

These reasons could include the ongoing social camaraderie and friendships that develop within a club over extended contact with each other, the acceptance of being part of a group where participants initially did not know any other member, being active and developing leadership skills in an activity they enjoy, and where participants are able to practice and develop particular sporting skills with the same cohort over the longevity of their college career. The prolonged existence of the club during the school year, may account for students forming close social connections to other students that they may not get in other areas of their campus life. The clubs typically practice and train an entire school year and contain various levels of competition opportunities throughout this time period. Club sports can be both recreationally based or competitively based.

Intrinsic and extrinsic motivation can be broken down further into individual factors that



represent why a person is motivated to participate in an activity. Prior research on what individuals get out of participating in a recreational sport activity could be an indicator of why they participate in the first place. While participants may expect to gain some benefit out of their participation in their sport activity, this gain of benefits may actually be a motive to participate in the activity in the first place. Banta, Bradley, and Bryant (1991) recognized eight responses that students most frequently gave when evaluating their motivation for participation in recreational sports. These eight items include: (1) stress reduction, (2) feeling of physical well-being, (3) sense of accomplishment, (4) weight control, (5) sport skills, (6) physical strength, (7) fitness, and (8) friendship (Banta, et al.). It is important to note that these eight items are from participation in general campus recreational sport programs and not tied specifically to sport clubs. Yet because club sports are often considered as a part of campus recreational sports, they are likely to be indirectly related.

If students have a meaningful experience while participating in their sport activity, they may be more motivated to continue in the activity (Koivula, 1999). However, what is meaningful to one person may not contain the same amount of meaning for another individual. Motivations in sport participation may also vary depending on gender or age (Koivula). Socialization purposes may be a prominent motive for club sport participation.

Recreational sports facilities, and involvement in recreational sport programs, such as intramural sports and club sports, promote the groundwork for social interaction among students who do not achieve this in other settings on their own (Artinger, Clapham, Hunt, Meigs, Milord, Sampson, & Forrester, 2006).

## **2.8.List of Recreational Activities**

### **2.8.1. Basketball**

Basketball is one of the most popular games in the world. One of the reasons for basketball's popularity is its simplicity with a few basic rules and techniques you can easily understand and play the game. Basketball can be played almost everywhere, indoors or outdoors. Even we can play the game basketball by fixing only one ring (basket) on the back wall of the house (class). It is such an enjoyable game that we can play it alone or with only one partner using single ring. This makes it simple and interesting for most people to play the game. Moods explain so many things about basketball starting from history up to techniques.

Historically, basketball was first introduced in 1891 by Dr. James A. Naismith, then physical education director at the YMCA college in Springfield, Massachusetts. The first official game was not played until 1892. Basketball was principally designed as a game to create interest in the gymnasium during the winter months.

When we see the rules material and equipment are it is very easy and we can get every place, and we can play such activity by modifying the rules and the materials. The playing area is court it is rectangular surface five players are positioned in different position, like center, right forward, left forward, right guard, and left guard.

Mood says the playing court is a rectangular surface free from obstructions, having maximum dimensions for college of 94X50 feet (28.65X15.24m) and for high school of 84X 50 feet (25.60X15.24). However, many courts are small. The court dimensions are the same for men's and women's basketball. The backboard, 6 feet (1.83m) wide and 4 feet (1.23m) height (smaller for high school) is located at the center at each end of the court. It can be made of hardwood, metal, or glass.

The basket is an open hammock net, suspended from back board on a metal ring 18 inches (45.7cm) in diameter which must be 6 inches (15.2cm) from the rigid surface to which it is fastened and 10 feet (3.05m) above the floor. The ball is spherical, measuring 30 inches (76.2cm) in circumference. It consists of a rubber bladder covered with a leather or composite case. Ibid

Teams consist of five players. Two forwards, two guards, and one center. Generally the forward play closest to opponents basket, the guards play closest to their team's and the center plays between the forwards and the guards. The game is started with jump ball between any two opponents usually the centers at center court. After each field goal the ball is put in to play by the team not scoring, from the boundary area behind the basket at which the score was made (Mood 1983:42).

### **2.8.2. Athletics**

Athletics is an activity in which millions of people through the world, participate and in which many of its fans want to watch on television. Running, jumping and throwing exercises in track and field events originated almost with the beginning of humanity.

Historically games involving the fundamentals of track and field were first formulated by the Greeks during their Golden or Homeric Age. The most famous of these games were the Olympics, which were begun in 776 B.C and held every 5 and 4 then 4 years until 392 A.D, when they were published by the Romans. In 1896 they were organized again by Baron Pierre de Coubertin of France, and since then they have been conducted as an international festival. Athletics events consist of three major activities such as running, jumping and throwing.

According to Mood, track and field consists of four different types of events. Running, Jumping, Vaulting and weight throwing. Track events are running, sprinting and hurdling; the field events are long jump, triple jump, high jump, pole vault, shot put, discus, javelin and hammer throws. Mood, (1983:372).

Running events are sprints, distance and long distance, Mood explains such activities in depth.

**Sprints:**-out door sprint included 100 to 200 m dashes. Indoor sprints vary with the facility and range from 50 to 70 yards long sprints may encompass distance all the way up to 500 yards indoor and 440 yards outdoors.

Middle distance out doors or indoors, any race that falls within 600 to 1000 yards is considered middle distance. The most common races are the 800m or half mile.

Distance outdoors and indoors the distance events range from 1 mile to 6.2 miles (from 1,500 to 10,000m).

Hurdles A confusing array of races is run using hurdles over the total race distance. The height of hurdles and distance between them vary for indoor and outdoor races and for men and women outdoors, males 120 yards (110m) for the high hurdles (42 inches high for men and 39 inches high for boys) and 400m for the intermediate hurdles (36 inches high) outdoor races for females are 100m for high hurdles (33 inches high). Indoor races vary between 50 and 60 yards for both men and women.

**Relays:**-All relay teams consist of four members, each of whom (except in the shuttle hurdle relays) carries a baton, passing it to the next runner (with a marked zone) until the last runner carries it across the finish line. The relays include 4X100m, 4X200m, 4X400m, 4X880 yards and 4X1mile. The medley relays are the sprint (200, 400 and 800m) and the distance medley (440, 880, 1320

yards and 1 mile).

**Race walking:** - is advancing through a progression of steps to taken that un broken contact with the ground is maintained. The walk must progress in such a manner that the lead foot (preferably the heel) makes contact with the ground before the year foot leaves the ground. The leg must be extended momentarily, and the support leg must be extended vertically. Mood (1983:372-373).

**Long jump and triple jump:-** the run way generally varies from 120 to 160 feet (39.3 to 48.8m) for men and 90 to 120 feet (29.7 to 39.6m) for women. The styles of long jumps used are the soil, hitch kick, and hang. The triple jump has three phases: the hop, the step and the jump.

**High jump:-** The two primary styles of jumping are the straddle and the “Fosbury flop”.

**Pole Vault:-**Mood (1983:3740 )explained that the modern pole vaulted must be a sprinter, weight lifter, and gymnast. The combination of speed, strength and coordination makes this a spectacular event since the introduction of the fiber glass pole; tremendously increased performances have been recorded. The run way varies from 125 to 140 feet in length.

**Weight:-**throwing events consists 4 events those are Javelin through, shoot put through, discuses through and hammer through. Mood(1983:374) explains about these activities with including facilities that is necessary for those activities.

**Shoot put:-**for college and Olympic completion competition, 16 pounds (7.25 kg) are mode of cost iron, brazened or brass sell with lead center. The indoor shoot has a plastic shell. The shoot is thrown from a circle 7 feet (2.12m) in diameter.

**Discus:-** The collegiate discus is wooden a metal rim, measures 8.622 inches (21.6cm) in diameter and weights 4 pounds 6.548 ounces (2kg). It is thrown from a starting circle 8 feet 2<sub>1/2</sub> inches (2.5m) in diameter. For women the minimum weight of discuss is 2 pounds 3.25 ounces (1kg) and the diameter is 7<sub>1/2</sub> inches (17.6cm). For high school the discus must be less than 3 pounds currency (1.6kg) in weight.

**Hammer:-**the hammer consists of around weight attached to a triangular handle by a wire. It weight 16 pounds (7.25 kg ) and its total length may not exceed 45 inches (1.2m). It is thrown from a circle 7 feet (2.13m) in diameter.

**Javelin:-**The javelin is a metal alloy spear, tapered at the fail end with a reinforced steel tip. The length is approximately 81/2 feet (2.6m), and the weight is 1.7765 pounds (0.8kg). It has a cord grip 6.3 inches (16cm) wide around the center of gravity. For women the minimum weight of the javelin is 1 pound 51/2 ounces (0.61 kg). It is 7 feet 21/2 inches (2.2m) in length and has a crop grip 27/8 inches (14.9cm) wide. Ibid

## **Facility**

A Satisfactory facility for track and field is the combination foot ball area surrounded by an oval 440 Yard track. At both ends the track has covers with an 80 to 110 foot radius. Usually eight running lanes are marked off.

Around the periphery of the field are the spits and circles for the field events. A good layout is one in which two or more events can be conducted simultaneously. (Mood 1983:375).

### **2.8.3. Football**

Foot ballis presently the most popular sport through the world intermesh of spectators and participants because of this large number of students as a recreation and use their leisure time and participate foot ball activity. For this reason football is usually very useful educational activity for secondary school physical education program.

Mood (1983:261) explains about the values of foot ball game for high school, elementary and college students. Foot ball should be thought in every basic physical education program from the elementary grades up through high school and college if for no other reason to teach boys and girls the skillful use of their legs. Football is running game and thus it helps develop cardiovascular endurance. Little equipment is required, probably making football one of the last expensive athletics activities. No particular body size is or physical build is necessary. Training for and playing football develop leg strength, body coordination, speed, and muscular endurance. The game can be played equally well by both sexes.

When we play any kind of game, we must follow certain rules to play the game safely and properly. The rules help a player to develop student's talent without any restriction. At least, we need follow certain basic rules even when we are playing with a few numbers of players. Some of the rules are mentioned bellow according to explained by Mood(1983:263).

The game is played by two teams of 11 players, each of whom attempts to advance a ball between the opponents' goal with the objects of scoring (getting the ball between the goal post and under their cross bar) by propelling the ball with hand, feet, or body. Handling the ball with the hands is prohibited for all players with the exception of the goalkeeper.

The field is rectangular field not more than 360feet (109.8m) not less than 330 feet (68.6m) nor less than 195feet (59.5m) wide. The side field boundary lines are called touch lines in men's rules and side lines in women's rules. Corner flags not less than 5 feet, high are placed at each corner. At each corner of the field a quadrant with a 1 yard (30.4m) radius is drawn. Corner kicks are taken from this area.

In front of each goal a goal area is drawn, 6yards (16.45m) into the field. This is called a penalty area. A penalty kick mark 2feet(61cm) long is made 12 yards (10.97m) out from the goal line directly in front of the goal. An arc is drawn radius of 10 yards (9.14m) using the middle of the penalty kick mark as the center. In addition the field has a center line (half way line) drawn across and center circle with a 10 yard (9.14m) radius. But we can play the football game through modifying as comfortable as without formal rules and regulations. Ibid

#### **2.8.4. Handball**

Handball is one of the popular team games in the world one of the reasons for its popularity is its extensive nature. The game also be played by both sexes. The main objective of the game is to score a goal by moving the ball toward the opponent's goal. The game retains a unique nature that involves continuous play, body contact and movements. This make the game attractive and to be included in the physical education curriculum.

Handball is basically a running sport, and it can provide a large contribution to develop social interaction, health and improve fitness level. In general hand ball is a sport for all age, both sexes, is easily learned, can be played indoors or outdoors, and is expensive mood 1<sup>st</sup>out the rules of handball; describe playing and identity essential equipment needed for the game.

Team handball can be played by both sexes, with as few as five players and no more than seven players on a team both indoors and outdoors. The main objectives are to score a goal by moving

the ball towards the opponent's goal into the goal itself. The dribbling and passing techniques are very similar to those used in basketball. A goal counts as 1 point for the scoring team.

modified to be played by five to 15 players on a team, depending on space available. Team handball lends itself well to covered activity. It can be played by children at the elementary level as well as the secondary level. It is a great intra mutual, collegiate, and recreational sport. Mood (1983), sport and recreational activities for men and women P.332

Team handball is basically a running sport, and it can provide a large contribution to cardiovascular endurance training. It requires skills common to other sports, such as running, jumping, throwing and catching. The rules are simple, and the activity level is high when played in completion, it ranks as one of the fastest of team sports.

Additional expense is not incurred, because existing facilities can be used, and the equipment required is minimal and inexpensive – two factors that appeal to physical educators and recreation leaders. Mood (1983) sport and recreational activities for men and women P.332

The official field, whether indoors or outdoors, may be no more than 147 feet by 75 feet (44x22m) and no less than 126 feet by 60 feet (38x18m). The field for international competition: S 131 feet 4 inches by 65 feet 8 inches (40 x 20m). A inside basketball court can be modified without much difficulty located centrally on each goal line is a goal 6 feet 8 inches (2m) high and 10 feet (3m) wide, made of wood (3x3m) inch and pipe, with a net. So that, the ball can't immediately rebound. In front of each goal two semicircles are drawn. One, that goal area line at the 6 meter line, is a solid line drawn at a radius of 20 feet (6m) from the goal. The area thus encompassed is called the goal area. The other, the free throw line or 9 meter line, is drawn as an interrupted line parallel to and outside the goal area line, 3 meter further from the goal. A penalty mark is drawn 25 feet (7m) from the goal line, and a center line is drawn midway is drawn 25 feet (7m) from the goal line, and a center line is drawn midway between the goal line Mood (1983) sport and recreational activities for men and women P.332-335

The equipment required to play handball is minimal. A basketball type shoe may be used for indoor and outdoor play and a created shoe may be used on grass. The only other piece of equipment required is a ball. Two criteria must be met if an official ball is to be used; otherwise

a volleyball or similar sized ball maybe be sued. The USTHF ball requirements for men are that the ball weight 15 to 17 ounces and be 23 to 24 inches (55 to 60cm) in circumference. For women and juniors, the ball is to be 11<sup>1</sup>/<sub>2</sub> to 14 ounces and 21 to 22 inches (54 to 56cm). It should have 12, 18, or 32 panels. At least two balls should be available to start the game. Mood (1983) sport and recreational activities for men and women P.335

### **2.8.5. Table tennis**

Table tennis is one of the recreational activities which participate main by upper parts of the body specially hands. It is a popular recreational activity. The reason of its popularity is it is the easiest sport activity, and it requires minimum material and equipment table tennis develop the coordination ability. Mood explains about table tennis.

The game is popular the world over and is a major sport in England, Hungary and Czechoslovakia. Table tennis is one of the best of the home recreation room games for the entire family. One of the reasons for its popularity the person of any age and either sex can play the game the year round. It is popular at recreation and community centers. Table tennis causes no destructive damage indoors because a small paddle and “light as a feather” type of ball are used.

According to Mood (1983:326-327) There is no difficulty in finding a partner to play a game. If provided fun and exhilarating exercise for everyone.

**Equipment:-** any type of clothing and shoes allowing freedom of movement and comfortable is acceptable.

**The paddle:-** although a wide variety of paddles are available form commercial sources, a wooden, rubber faced paddle is most satisfactory. Paddles are manufactured with sand paper faces, backed with sponge, and in various sizes, weights, and colors.

**The ball:-** the ball is small, celluloid, spherical, pal in color, and restricted by rule as to size and weight. It is fragile but quite haredto break unless stepped on. When purchasing a ball, be sure to rely an the USTTA – approved standard ball that has a uniform bounce. If it is dropped from a height of 12 inches (30.5cm) on a play wood table, it should bounce up 8 to 9 inches (20.4 to 22.4cm).



**The table:-** the table should be constructed of  $\frac{3}{4}$  inch (1.9cm) play wood or particle board. The playing surface should be dark (usually green) and non reflecting. The side lines and end lines are white and should be  $\frac{1}{2}$  to  $\frac{3}{8}$  inch (1.2 to 1.87cm) wide. The center line is also white, but only  $\frac{1}{4}$  to  $\frac{1}{2}$  inch (1.5 to 1.7cm) wide.

**The net:-** the net is light in texture. It is stretched taut across the center of the table and attached to the outside by vertical standards. The top of the net should be 6 inches (15.3cm) above the table.

Mood (1983:326-328) discussed in detail. The game is won by the players who first score 21 points, unless both plays have scored 20 points in which case the one who first scores 2 point more than the opponent is the winner.

The choice of playing position at the table and order of service are determined by the toss of a coin. If the winner of the toss prefers to have first choice of playing positions, the opponent then has the choice of whether to serve first or receive first, and vice versa. A point is scored by the side that makes the lost successful return prior to the end of a rally. Ibid

#### **2.8.6. Volleyball**

Volleyball is one of the most popular games throughout the world in terms of spectators and participants because of this large number of peoples use their leisure time participate volleyball easily. The game has its own rules and regulation. It requires 6 players in one team. Mood explains about volleyball in detail.

The game of volleyball for men and women is played on a rectangular court divided by a tightly stretched net. The top of the net is 7 feet  $11\frac{5}{8}$  inches (2.43m) from the floor for men and 7 feet  $4\frac{1}{8}$  inches (2.84m) from the floor for women. A back court spiking line is drawn across the court 9 feet 10 inches (3m) and parallel to the center line. Two lines each 6 inches (15cm) long are drawn behind the end line to designate the serving area. One line is an extension of the right side line. The other is a feet inches (3m) to the left of the first line six players comprise a team; three front line players and three back line players. (Mood(1983:388). An inflated leather ball  $25\frac{5}{8}$  inches (63 to 67cm) in circumference and weighting between 9 and 10 ounces (260 to 280 gm) is used. It is soewhat smaller than a basket ball and resembles a soccer ball or water polo ball in

size.

As like other ball games volleyball also has its own rules and regulation which is guide the game and to avoid injuries, which is happen during the game. The play begins with a serve by the right back player. The serve stands with both feet in the service area, which are 6 feet 6 inches (2m) deep and 9 feet 10 inches (3m) wide to the right and in back of the end line. The right boundary line of this area is an extension of the right side line of the court. The serve consists of huffing the ball with the hand with the hand (open and closed) or any part of the arm so that is goes clearly over the net. The receiving team must return the ball over the net before it touches the floor. Each team may hit the ball a maximum of three times in returning it across the net. Theball isreturned back and forth until one team makes an error. Only the serving team may score points. If the receiving team commits a fault a point is scored. If the serving team makes the error or commits a fault, side out is called and the other team serves. The ball must be clearly hit (in volleyball, called a “pass” or a “pump” and may not come to rest momentarily in the hands or arms. A player may not hit the ball twice in succession (Exception, blocking rule.) The serve continue to serve until loss of serve or completion of the game.

### **2.8.7. Tennis**

Tennis is without a doubt, one of the most popular of universally accepted recreational games for many reasons. It can helped by everyone, whether young old. It is coeducational recreational game and is well suited for mixed competition. It can be played indoors or outdoors. Only a short time is needed to play either an easy game or very strenuous game that taxes the player ability, endurance, speed and agility. It is an excellent game of eye to hand coordination. It is non-contact sport. It can be adapted as a team sport in addition to being suitable for individual competition. For these and many other reasons, it is one of the best of all the carry over basic skill sports. All children should learn to play this game with in their school experience, for its social values have for reaching influence on the achievement of a full rich value. Mood (1983:344).

Tennis game need its own equipment like racquet, ball, clothing, net, and court. Mood explained each equipment bellow. The racquet should be selected with considerable care as to weight, balance, grip and feel as it is weighted. It consists of a handle and an oval head access which strings are woven. No exact specification exists.

The racquets are made of wood, steel, (not recommended), aluminum, plastic, fiberglass, graphite, of these. The grips should be selected according to the size of the hand it ranges from 4 to 5 inches (10.1 to 12.7cm). The racquets weight varies between 12 and 15 ounce (340 to 425gm).

The ball is an inflated, hermetically sealed rubber sphere covered with switchless felt, about 2.5 inches (6.3cm) in diameter, and weight 2 ounce (57gm). A relatively recent innovation is the use of “high visibility” Yellow or orange tennis balls. The notion is that the balls are easier to see both indoors and outdoors.

The net should be 3 feet (0.915m) height at the center and 3.5 feet (1.07m) height at the points, with the bottom touching the ground or held down at the center by a net band. The points should be located 3feet (0.915m) outside the side lines and be equal with a winch to raise or lower the net to desired height. Cotton nets are best for indoor courts. The tarred hemp type nets are best for outdoor courts because they are waterproof.

Mood (19983:345) the surface of the court should be smooth, firm, and level. It may vary from grass to hard surfaced comment. The dimension should be single court 78x28feet (23.8x8.24), double court 78x36feet (23.8x10.98m) (4.5 foot [1.37m] alley added to each side. The distance between the baseline and the service line is 21feet (6.41m). The end line called base line and the side line are called side line.

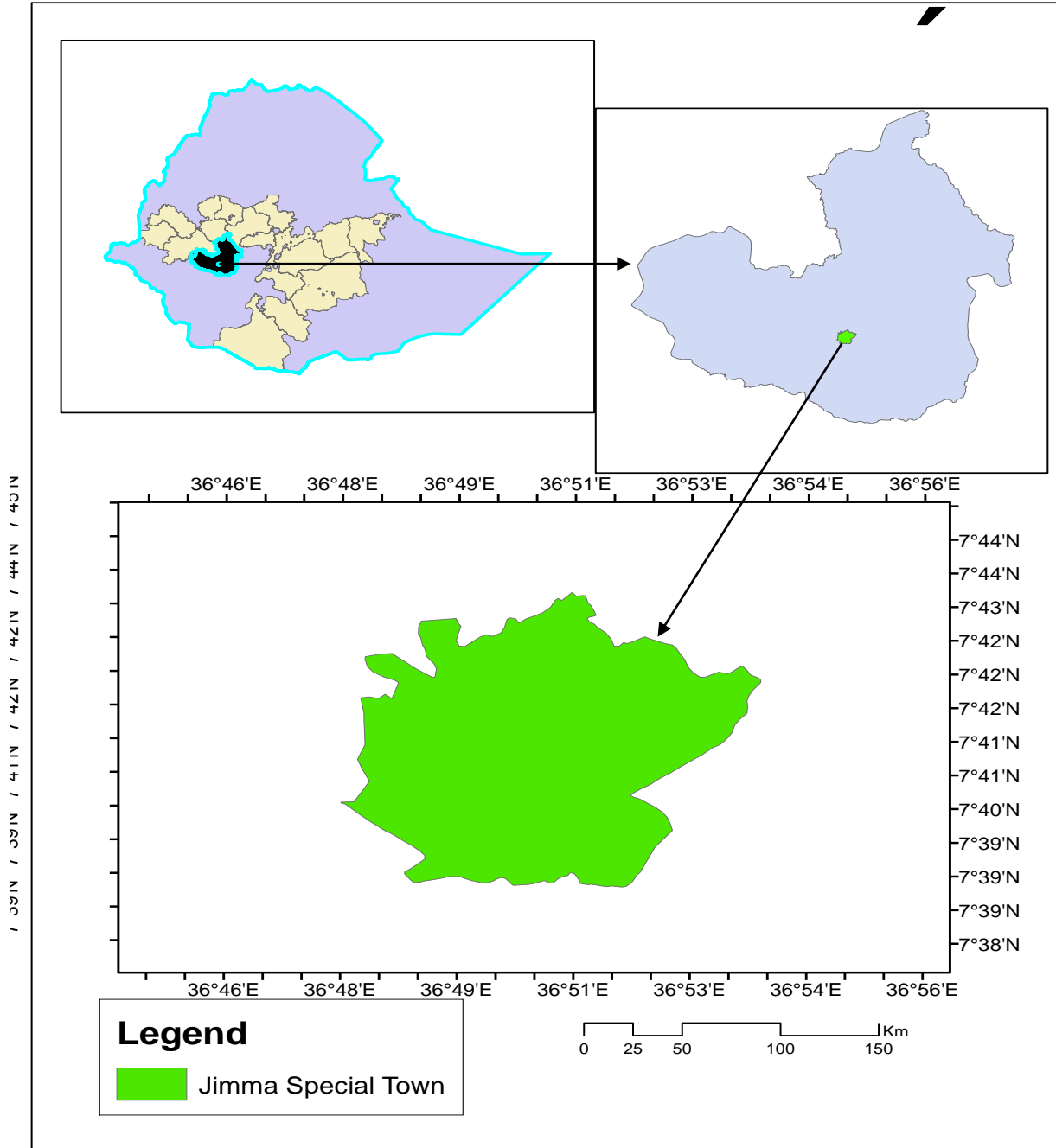
The game is started with services and the sequence of scores for each service point won by each player is 15, 30, 40 and game. If both serve and the receiver win a point, the score will be 15-all. If the receiver wins the next point, the sore becomes 15-30 (remembering the server’s score is always first). Mood (1983:). Although, we can play this tennis games as recreational activities with modifying all the equipments and the rules. Ibid.

# CHAPTER THREE

## 3. RESEARCH DESIGN AND METHOD

### 3.1. Study Area

The study is conducted in Oromia region, Jimma zone, Jimma city preparatory schools.



### **3.2. Research Design**

The aim of this study was to investigate the impact of recreational activities in enhancing physical education practical class. It is also goes to suggest some possible means that can be used to increase the participation of recreational activities. To this end, a descriptive survey research design methodology was employee with the assumption that it will help to identify the existing practices and situations that are encountered by the students in the schools. As Seyoum and Ayalew (1989:16) stated the descriptive method is concerned with depicting the existing situations.

Descriptive studies are aimed at finding out “what is” so, survey method is frequently used to collect descriptive data (Borg & Gall). A descriptive survey attempts to picture or document current conditions that is to describe what exists at the moment. Thus, this approach was enables the researcher to examine the prevailing constraints, the present e situations of the participation of students factors influencing participation of recreational activities to be tackled so as to enhance the implementation of physical education practical class . Moreover, this design was selected because it provides the best way to describe the basic questions stated in theresearch.

### **3.3. Source of Data**

The collection of information was carried out through primary data was collected from the five preparatory schools those are found in Jimma Town using questionnaires.

### **3.4. Study Population And Target Population**

The target population of the study was students from Jimma town preparatory schools and the study population is 3482 students from five preparatory schools in Jimma town which are Jimma Preparatory School, Eldan Preparatory School , SOS-HG Preparatory School,Community Preparatory School and Catholic Preparatory School.

### **3.5. Sampling Technique and Sample Size**

#### **Sampling technique**

A stratified random sampling procedure was used for selecting the participants in this study. This technique was employed to ensure a fairly equal representation of the variables for the study.

### Sample size

In this study, Jimma town was selected through purposive sampling selection techniques out of other district towns. Thus, Jimma Preparatory School, Eldan Preparatory School, SOS-HG Preparatory school, Community Preparatory School and Catholic Preparatory School were selected for the study. A sample of 300 students were taken from the total population of 3482.

In order to calculate the sample size to be used for the study in each school, we use proportionate stratified random formula. Which is;

$n_h = (N_h/N) * n$  The total population number for each school is listed as follows:

School	Jimma Prep.	Eldan Prep.	SOS Prep.	Jimma Comm. Prep.	Catholic Prep.	TOTAL
Population	1325	528	623	468	538	3482
Sample	114	46	54	40	46	300

$n_h$  = sample size for hth stratum

$N_h$  = population size for hth stratum

$N$  = size of entire population

$n$  = size of entire sample

By using the above formula, we calculate the sample size for each stratum (schools).

$$n(J) = (1325/3482) * 300 = 114$$

$$n(E) = (528/3482) * 300 = 46$$

$$n(S) = (623/3482) * 300 = 54$$

$$n(Com) = (468/3482) * 300 = 40$$

$$n(Cath) = (538/3482) * 300 = 46$$

$$\text{Total sample} = 300$$

### 3.6. Data Gathering Instruments

The means of collecting data used in this study was questionnaires. The questionnaires include closed-ended and open-ended items. Students were used as primary source of data. The data which was from schools helped the researcher to acquire first hand information.

### **3.7. Procedures of Data Collection**

The data gathering instruments used in the study was drafted on the basis of the reviewed literature and the intended data to be collected. To maximize the quality of the responses the researcher used pilot study and the rate of return the time convenient for the respondents was arranged. The researcher made the objectives of the study clear to all of the sample respondents at the verge of questionnaire administration in order to avoid confusion and facilitate ease of administration. A close follow-up was made to immediately correct problems that may arise during the filling in the questionnaires.

### **3.8. Procedure of Data Analysis**

The data secured from different sources was analyzed and interpreted using quantitative approaches. And these Quantitative data's are to be analyzed by utilizing inferential statistics techniques; frequencies are used to compute percentages for the proportion of responses on issues raised on both open-ended and closed-ended items. The views, opinions, relating opinions to facts were used in the open ended questions, made with respondents and close-ended questions were analyzed in narration under each category in table relating in to relevant issues addressed through the questioner items. In the results section, responses of all subjects were going analyzed on each research question. In addition to these, calculated chi-square value is used to test the significance differences among students in participating recreational activities.

### **3.9. Ethical Consideration**

The main purpose of this research was to study on the impact of recreational activities in enhancing the participation of physical education class at jimma town preparatory class. To conduct this research, the researcher developed questionnaire and measurement. This questionnaire and measurement was filled by students of SOS-HGS, Jimma ,Eldan, Community and Catholic preparatory schools. So, as performing this research the willingness of individuals was needed for what they asked to respond.

## CHAPTER FOUR

### 4. DATA PRESENTATION AND ANALYSIS

#### 4.1. Data Analysis and Interpretation

##### Total participant Biography

Some selected preparatory schools in Jimma town.

No	School Name	Grade 11			Grade 12			Total	Remark
		Male	Female	Total	Male	Female	Total		
1	Jimma preparatory school	386	350	736	295	294	589	1325	
2	Eldan preparatory school	147	123	270	139	119	258	528	
3	SOS HGS preparatory school	203	220	423	88	112	200	623	
4	JUCS Preparatory School	121	149	270	94	104	198	468	
5	Catholic Preparatory School	157	141	298	113	127	240	538	
	<b>TOTAL</b>	<b>1014</b>	<b>983</b>	<b>1997</b>	<b>729</b>	<b>756</b>	<b>1485</b>	<b>3482</b>	



**Table 1 :- Do you like recreational activities?**

Item	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	211	70.3	70.3	70.3
No	89	29.7	29.7	100
Total	300	100.0	100.0	

The majority of the respondents (70.3%) like recreational activities and the rest of the students (29.7%) are they did not like recreational activities. This implies the majority if the respondents like recreational activities whether they are participate or not.

**Table 2:- Do you participate in recreational activities during your free time?**

Items	Frequency	Percent	Valid Percent	Cumulative Percent
YES	201	67.0	67.0	67.0
NO	99	33.0	33.0	100
Total	300	100.0	100.0	

The majority of the respondents (67%) respond that participating in recreational activities during their free time. The rest of the students (33%) are they didn't participating in recreational activities during their free time. This implies student's participation towards recreational activities is very high relatively with non participantstudents.

**Types of activities which are students participate during their free time**

**Table 3.1.Athletics**

Items	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	55	18.3	27.4	27.4
No	146	49.0	72.6	100.0
Total	201	70.3	100.0	

From the participants those are responding participating in recreational activities, 27.5% of the participants are participating in Athletics as a form of recreational activities. The other 72.5% of the respondents they didn't participate in Athletics in the form recreational activities. This implies most of the time Athletics doesn't implement in these preparatory schools.

**Table 3.2. Volleyball**

Items	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	111	37.0	55.0	55.0
No	90	30.0	45.0	100.0
Total	201	67.0	100.0	

From the participants those are participating in recreational activities, (55.0%) are playing Volleyball as a form of recreational activities, the rest (45.0%) respondents did not participate Volleyball as a form of recreational activities. This indicates that most of the participants are playing Volleyball in their schools.

**Table 3.3. Football**

Items	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	138	46.0	68.7	68.7
No	63	21.0	31.3	100.0
total	201	67.0	100.0	

The majority of the respondents those are participating in recreational activities, (68.7%) of the participants are playing Football in their school during their free time, and the rest (31.3%) are did not participate Football as a form recreational activities. This implies as the majority of the respondents replied Football is one of the popular activities from these are found in all the three preparatory schools.

**Table 3.4. Handball**

Items	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	56	18.7	28.0	28.0
No	145	48.7	72.0	100.0
total	201	67.0	100.0	

The majority of the respondents (72.0%) of the participant said that they wear not participating in Handball in their school as a form of recreational activities, and beside this (28.0%) they play Handball as a form of recreation. As the data indicated participating in Handball in both preparatory schools are very less compared with other recreational activities which is implementing in those preparatory schools.

**Table 3.5. Basketball**

Items	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	113	38.0	56.0	56.0
No	88	29.3	44.0	100.0
total	201	67.3	100.0	

56% of the participants are playing Basketball in their school during their free time and the rest 44% do not participate in Basketball. This implies the participation of the students in Basketball is better than other actives those are found in those preparatoryschools.

**Table 3.6. Tennis**

Items	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	15	5.0	7.6	7.6
No	186	62.0	92.4	100.0
total	201	67.0	100.0	

According to the above table majority of the respondents (92.4%) Tennis did not implement in these preparatory schools. Beside this (7.6%) wear participating Tennis in their school. This indicates the implementation of Tennis as recreational activities in those schools are very less.

**Table 3.7. Table tennis**

Items	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	33	11.0	16.4	16.4
No	168	56.0	83.6	100.0
total	201	67.0	100.0	

As the data indicated above the majority (83.6%) of the respondents responded students did not played Table tennis as a form of recreational activities, and the rest (16.4%) of the respondents participating Table tennis during their free time. This indicates participation of students in Table tennis in their school is very less.

**Table4. Forms of activities which are students participate in their school.**

Item	Frequency	Percent	Valid Percent	Cumulative Percent
Through active Recreation	136	45.3	67.8	67.8
Passive recreation(watching)	65	22.0	32.2	100
Total	201	67.3	100	

The majority of the students (67.8 %?) participate in recreational activities through active recreation and (32.2%)of participant participate in recreational activities through passive recreation or through observing the participants. Passive recreation has its own benefits. Students those are participating in recreational activities are benefited from these benefits.

**The general benefit of participation in recreational activities.**

**Table 5.1. Refresh minds**

Items	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	199	66.3	99.1	99.1
No	2	0.7	0.9	100.0
Total	201	67.0	100.0	

The majority of the respondents (99.1%) respond that participating in recreational activities is used to refresh minds of the students whether it is through active participation or through passive participation. The other (0.9%) of respondents replied participating in recreational activities do not used to refresh students mind. This implies that participating in recreational activities is leads to students advantageous in refreshing minds.

**Table 5.2. Develop physical fitness**

Items	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	167	56.0	83.0	83.0
No	34	11.3	17.0	100.0
Total	201	67.3	100.0	

Based on the above table (83%) of the respondents said participating in recreational activities develop students physical fitness, and the other (16%) respond participating in recreational activities do not have value to develop students physical fitness. This indicates participating in recreational activities have value to develop the student's physical fitness.

**Table 5.3. Create positive interaction with others**

Items	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	138	46.0	68.7	68.7
No	63	21.0	31.3	100.0
Total	201	67.0	100.0	

The majority of the respondents (68.7%) replied that participating in recreational activities create positive interaction with others. the rest(31.3%) of the respondents replied participating in recreational activities do not have any value to create positive interaction with others. This shows that participating in recreational activities have positive effect to create positive interaction with others.

**Table 5.4. Build self confidence**

Items	Frequency	Percent	Valid Percent	Cumulative Percent
yes	127	42.3	63.0	63.0
No	74	25.0	37.0	100.0
Total	201	67.3	100.0	

The majority of the respondents (63.0%) replied that participating in recreational activities have positive effect to build students self confidence, on the other hand (37.0%) replied participating in recreational activities have not any value to build students self confidence. This implies participating in recreational activities have their own value to build students selfconfidence.

**Importance of participating in recreational activities on physical education practical class.**

**Table 6.1. Develop ability**

Items	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	167	56.0	83.9	83.9
No	34	11.3	16.1	100.0
Total	201	67.3	100.0	

Majority of the respondents (83.9%) answered that participating in recreational activities have positive effect to develop students ability to do activities during physical education practical class. The other (16.1%) replied participating in recreational activities did not have any value to develop student's ability during physical education practical class. This indicate participating in recreational activities have positive effect to develop ability in physical education practical class.

**Table 6.2. Develop physical fitness**

Items	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	126	42.0	63.0	62.6
No	75	25.0	37.0	100.0
Total	201	67.0	100.0	

The above table show (63%) believe participate in recreational activities develop physical fitness, and it used to perform the activity during physical education practical class. The remaining (37%) replied participating in recreational activities did not have any value to develop physical fitness, and they did not have any value for physical education practical class. This indicated that participating in recreational activities have positive outcome to develop physical fitness and physical education practical class.

**Table 6.3. Develop interest for practical class**

Items	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	174	58.0	86.7	86.7
No	27	9.0	13.3	100.0
Total	201	67.0	100.0	

The above table shows (86.7%) of the respondents answered that participating in recreational activities wear developing interest for practical class. The other (13.3% ) answered participating in recreational activities do not have any value to develop interest for physical education practical class. Based on this the researcher concluded that participating in recreational activities develop interest for physical education practicalclass.

**Table 6.4. Develop confidence to perform activities in practical class.**

Items	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	176	59.0	87.7	87.7
No	25	8.3	12.3	100.0
Total	201	67.3	100.0	

The majority of the respondents (87.7%) of the respondents answered that participating in recreational activities develop confidence to perform activities during physical education practical class. The rest (12.3%) responded participating in recreational activities did not have any value to develop confidence to perform activities which have done during physical education practical class. This implies participating in recreational activities have positive outcome to develop interest in physical education practical class.

**Why some of the students did not participate in recreational activities?**

**Table 7.1. Because of Lack of ability**

Items	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	72	24.0	73.3	73.3
No	26	8.7	26.7	100.0
Total	98	32.7	100.0	

The data indicated that (73.3%) of the respondents replied that they did not participate in recreational activities because of lack of ability. The other (26.7%) answered lack of ability is not the reason not to participate in recreational activities. This implies that lack of ability is one of the main factors that hinder student's participation in recreational activities.

**7.2. Lack of awareness**

Items	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	81	27.0	82.7	82.7
No	17	5.6	17.3	100.0
Total	98	32.6	100.0	



The majority of the respondents (82.7%) answered that the reason for the students they did not participate in recreational activities is lack of awareness. The other (17.3%) answered lack of awareness is not the reason. This implies lack of awareness is the reason to hinder student's participation in recreational activities.

**Table 7.3. Influence of culture, peer and religion.**

Items	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	27	9.0	27.6	27.6
No	71	23.6	72.4	100.0
Total	98	32.6	100.0	

The above table shows (72.4%) of the respondents answered that culture; peer and religion did not have reason to hinder participating in recreational activities. The other (27.6%) answered that culture, peer and religion is factor to hinder students participation in recreational activities. This indicates culture, peer and religion are not affecting student's participation in recreational activities.

**Table 7.4. Lack of conducive environment**

Items	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	72	24.0	73.4	73.4
No	26	8.7	26.6	100.0
Total	98	32.7	100.0	

The above table indicated that (73.4%) of the respondents replied that the problem that hinder students participating in recreational activities is lack of conducive environment. The other (26.6%) are lack of conducive environment is not the reasons that hinder students participating in recreational activities in their schools. This indicated that lack of conducive environment is the reason that affects students participating in recreational activities in their schools.

**Table 7.5. Lack of material, equipment, and facility**

Items	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	56	18.6	57.2	57.2
No	42	14.0	42.8	100.0
Total	98	32.6	100.0	

The above table indicated that (57.2%) of the respondents answered that lack of sport material, equipment and facilities affect the students to participate in recreational activities. The other (42.8%) answered lack of sport materials, equipment and facilities are not the reason that hinders student's participation in recreational activities. This implies lack of sport materials; equipment and facilities are the problems that hinder student's participation in recreational activities.

**Table 8. Does participation in recreational activities have negative influence in physical education practical class?**

Item	Frequency	Percent	Valid Percent	Cumulative Percent
yes	93	31.0	31.0	31.0
No	207	69.0	69.0	100.0
Total	300	100.0	100.0	

The majority of the respondents (69.0%) responded that participating in recreational activities does not have negative influence in physical education practical class. The rest (31%) Saied that participating in recreational activities has negative influence in physical education practical class. This indicates the majority of students consider the positive impact of recreational activities in physical education practical class. The negative impact of participating in recreational activities on physical education practical class.

**Table 9.1. I am tired after participating in recreational activities.**

Items	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	86	28.7	94.5	94.5
No	5	1.3	5.5	100.0
Total	91	30.0	100.0	

From the respondents they answered participating in recreational activities have negative influence in physical education practical class, (94.5%) of the respondents responded that they are tired after participating in recreational activities. The other (5.5%) of the respondents answered that they didn't feel tiredness. This indicated that participating in recreational activities has negative influence when it is above their level of performance.

**Table 9.2. I haven't interest to do exercise during physical education practical class, because the activities haverepetition.**

Items	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	69	29.6	77.5	77.5
No	20	6.6	22.5	100.0
Total	89	29.6	100.0	

The majority of the respondents (77.5%) answered that after participating in recreational activities they have not interest to do the exercise during physical education practical class, because the exercise has repetition. The other (22.5%) of the respondents answered that after participating in recreational activities they can learn physical education practical class is without problem. This implies after participating in recreational activities learning physical education practical class is uninteresting.

**Table 9.3. It increases feeling of anxiety.**

Items	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	31	10.4	34.8	34.8
No	58	19.6	65.2	100.0
Total	89	30.0	100.0	

The majority of respondents (65.2%) replied that the participation of recreational activities did not increase feeling of anxiety during physical education practical class. The other (34.8%) answered that participating in recreational activities increased feeling of anxiety for learning physical education practical class. This indicated that participating in recreational activities did not increase feeling of anxiety in physical education regular practical class.

**Table 10:- Does your school provide material, facility and equipment to participate in recreational activities?**

Item	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	183	61.0	61.0	61.0
No	117	39.0	39.0	100.0
Total	300	100.0	100.0	

According to the above table the majority of the respondents (61.0%) of the respondents Saied that the schools provide sport materials, equipments and facility that is used to participating in recreational activities in the school. The rest (39.0%) Saied that the schools do not provide such facilities. This indicated the schools are helping the students for participating in recreational activities through providing sport materials, equipment and facilities.

## Sport Materials, equipment and facilities provided by the schools.

**Table 11.1. Football field with ball, goal, and net.**

Items	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	76	25.3	41.6	41.8
No	2	0.7	1.0	42.6
Partially	105	35.0	57.4	100.0
Total	183	61.0	100.0	

According to the above table the majority of the respondents (57.4%) respond that the schools are partially provide the football field with ball, goal and net. The other (41.6%) respond the schools are providing the football field in sufficient way with ball, goal and net. The rest 0.8% the schools can't provide any material for football playing. This implies as the majority of the respondents answered that, the schools are providing the material but it doesn't fulfill all the materials which is necessary for football playing.

**Table 11.2. Basketball court and ring with net.**

Items	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	73	24.3	39.9	39.9
No	50	16.7	27.3	67.2
Partially	60	20.0	32.8	100.0
Total	183	61.0	100.0	

As the data indicated that 39.9% of the respondent's answered that the schools are provide basketball court, basketball and ring with net in full manner. The other 32.8% answered the schools are provide the basketball court, basketball and ring with net but it is not fully equipped. The rest 27% of the respondents answer totally there is no any material, equipment and facility which is used to play Basketball as a form recreation. This implies the schools provide the material, equipment and facilities which is used for Basketball playing.

**Table 11.3. Volleyball court with ball, and net.**

Items	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	57	19.0	31.1	31.1
No	51	17.0	27.9	59.0
Partially	75	25.0	41.0	100.0
Total	183	61.0	100.0	

The majority if the respondents (41.0%) answered that the schools are provide the materials, equipment and facilities which are use to participate volleyball in the form of recreational activities but not it doesn't fulfill the all necessary material, equipment and facilities. The other 31.1% of the respondents answered that the schools are providing the all materials, equipment and facilities. The rest 27.9% says the schools totally don't provide any material, equipment and facilities which are used to play football in the form of recreation.

This indicates that the schools are providing the material, but it doesn't include all the materials, equipment and facilities. Students are playing by modifying the material.

**Table 11.4. Handball field with ball, goal and net.**

Items	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	9	3.0	4.9	4.9
No	159	53.0	86.9	91.8
Partially	15	5.0	8.2	100.0
Total	183	61.0	100.0	

The data indicate that the majority of the respondents (86.9%) answered that the schools don't provide any material, equipment and facilities which are used to implement Handball in the form of recreational activities. The other 4.9% answered that the schools are providing the material, equipment and facilities in full manner. The rest 8.2% of the respondent says the schools providing the material but not all the requirements which are used to implement Handball game

as a recreational activity. This indicates the student's participation on Handball as a recreational activity is less. This is because of as the majority of the respondents answered the materials, equipment and facilities.

**Table 11.5. Athletics field with track.**

Items	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	6	2.0	3.3	3.3
No	107	35.5	58.2	61.5
Partially	70	23.5	38.5	100.0
Total	183	61.0	100.0	

The data indicated 58.2% of the respondents answered that there is no any materials, equipments and facilities which are used to participate both Track and Field events as a form of recreation. The other 38.5% of the respondents says there is the materials, equipments, and facilities. But not in a full manner. The rest of 3.3% of the respondents answered totally there is no any materials, equipments and facilities which are used to implement athletics in the form of recreational activities. This indicates student's participation in Athletics in the form of recreation is less.

**Table 11.6. Field of tennis with ball, racket and net.**

Items	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	1	0.3	0.6	0.6
No	177	59.0	96.7	97.3
Partially	5	1.7	2.7	100.0
Total	183	61.0	100.0	

The majority of the respondents (96.7%) answered that there is no any materials, equipments and facilities which are used to implement Tennis in the form of recreation in those preparatory schools. The other 2.7% of the respondents says there are a materials, equipments and facilities which are used to play Tennis in the form of recreation, but not all the materials, equipments and facilities. The rest 0.6% of the respondents answered that there is all the materials, equipments and facilities those are helping the students to participate Tennis in the form of recreational

activities. The data implies students do not play Tennis in the form of recreation, because of lack of materials, equipments and facilities.

Table 11.7. Table of tennis with ball, racket and net.

Items	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	4	1.3	2.2	2.2
No	174	58.0	95.1	97.3
Partially	6	2.0	2.5	100.0
Total	183	60.0	100.0	

As the data implies the majority of the respondent (95.1%) says the schools do not totally provide the materials, equipments and facilities, those are used to implement Table tennis as a form of recreational activity in the school. The other 2.5% Of the respondents answered that there are materials, equipments and facilities which are used to participate in Table tennis in the form of recreational activities in the schools. The rest 2.2% Of the respondents answered there are a materials, equipments and facilities in a full manner to implement Table tennis in the school as a form of recreation.

**Table 12. Do physical education teachers encourage students to participate in recreational activities?**

Items	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	198	66.0	66.0	66.0
No	102	34.0	34.0	100.0
Total	300	100.0	100.0	

The majority of the respondents (66.0%) answered Physical education teachers are encourage the students to participate in recreational activities, the rest of 34% are says physical education teachers do not encourage their students to participate in recreational activities. The data indicated that physical education teachers encourage students to participate in recreation activities.



## 4.2. Significant Difference Between Students

### 4.1. Significant Difference Between Grade 11 And Grade 12 Students

Items	Grade							Pearson Chi-Square			significance		
	11			Total	12			Total	Value	df	Asym p. Sig. (2- sided)	yes	No
	yes	no	Partial ly		Ye s	No	Par tial ly						
Do you like recreational activities?	119	31		150	100	50		150	4.619(b)	1	.032	<input type="checkbox"/>	
Do you participate in Recreational activities?	101	49		150	101	49		150	.000(b)	1	1.000		<input type="checkbox"/>
<b>Types of activities which are students participate in the schools.</b>													
Athletics	25	73		98	24	79		103	.119(b)	1	.731		<input type="checkbox"/>
Volley ball	53	45		98	59	44		103	.161(b)	1	.733		<input type="checkbox"/>
Football	60	38		98	77	26		103	2.691(b)	1	.101		<input type="checkbox"/>
Handball	15	83		98	19	84		103	.326(b)	1	.568		<input type="checkbox"/>
Basketball	61	37		98	54	49		103	1.355(b)	1	.244		<input type="checkbox"/>
Tennis	9	89		98	15	88		103	.943(b)	1	.332		<input type="checkbox"/>
Table tennis	13	85		98	15	88		103	.021(b)	1	.885		<input type="checkbox"/>
How do you Participate in Rec.Act.	53	45		98	63	40		103	.831(b)	1	.362		<input type="checkbox"/>

activities?														
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**The general benefits of participating in recreational activities.**

Refresh students mind	98	0		98	102	1		103	.964(b)	1	.326		✓
Develop physical fitness.	59	39		98	66	37		103	.305(b)	1	.580		✓
Create positive interaction.	66	32		98	75	28		103	.746(b)	1	.388		✓
Build self-confidence.	70	28		98	68	35		103	.559(b)	1	.445		✓

**Benefits of participating in recreational activities for PE practical class.**

Develop ability	70	28		98	66	37		103	1.120(b)	1	.290		
Develop physical fitness.	56	42		98	75	28		103	4.17(b)	1	.041		✓
Develop interest for practical class.	88	10		98	90	13		103	.166(b)	1	.684		
Develop confidence to learn PE practical class.	78	20		98	97	6		103	6.072(b)	1	.014		✓

**The reasons why students are not participate in recreational activities in their schools.**

Lack of ability	39	11		50	34	16		49	.848(b)	1	.357		
Lack of awareness.	44	6		50	38	11		49	1.099(b)	1	.294		
Influence of culture.	14	36		50	14	35		49	.116(b)	1	.939		
Lack of conducive environment.	35	15		50	38	11		49	.598(b)	1	.440		
Lack of materials, equipment, and facilities.	35	15		50	21	28		49	4.461(b)	1	.035		✓

Do you believe recreational activities have negative influence in PE practical class?	53	97		150	41	109		150	1.496(b)	1	.221		✓
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**The negative influence of participating in recreational activities on PE practical class.**

I am tired.	49	1		50	37	3		40	.599(b)	1	.429		✓
I haven't interest	39	11		50	28	12		40	.064(b)	1	.801		✓
It increases anxiety.	18	32		50	13	27		40	.120(b)	1	.729		✓
Do the schools provide materials, equipments, and Facilities for recreational activities?	99	51		150	84	66		150	2.102(b)	1	.147		✓

**Materials, equipments, and facilities provided by the schools.**

Football field with ball, goal and net.	36	1	62	99	40	0	44	84	2.430(a)	2	.297		✓
Basketball court, ball and ring with net.	40	26	33	99	33	24	27	84	.122(a)	2	.941		✓
Volleyball court, ball and net.	27	32	40	99	30	20	34	84	1.498(a)	2	.473		✓
Handball field with ball, goal and net.	3	87	9	99	6	72	6	84	1.198(a)	2	.549		✓
Athletics field with track.	5	49	45	99	1	57	26	84	4.156(a)	2	.125		✓
Tennis field with ball. Racket and net.	1	93	5	99	0	84	0	84	3.509(a)	2	.173		✓
Table of tennis with	1	93	5	99	0	84	0	84	3.501(a)	2	.174		✓

Do PE teachers encourage the students to participate in recreational activities?	86	64		150	113	37		150	7.219(b)	1	.007	✓	
--	----	----	--	-----	-----	----	--	-----	----------	---	------	---	--

When we observed from the above table as the majority of the respondents answered, conduct an appropriate summary of results from spss analysis. To be significant, the value listed in the table needs to be .05 or smaller. The proportion of grade 11 students who they like recreational activities are significantly different from the proportion of grade 12 students who they like recreational activities because the value indicated that the value of significance is (.032). Therefore we can conclude that there is a significant difference between grade 11 and grade 12 students to like recreational activities. The other significant difference is lies on the benefit of recreational activities on physical education practical class, specifically on participating in recreational activities to develop physical fitness and to develop self-confidence to learn physical education practical class with grade 11and grade 12. The result indicates, .041 and .014 respectively. This indicates there is a significant difference between grade 11 they participate in recreational activities to develop self-confidence and to develop physical fitness, this also beneficial on physical education practical class and grade 12 students they get such benefits. The last significant difference lies on the reason why some students are not participating in recreational activities, specifically lack of materials, equipment and facilities. The value of significance is .035. The proportion of grade 11 students who they didn't participate in recreational activities because of lack materials, facilities, and equipments are significantly different from grade 12 students who they don't participate in recreational activities because of lack material, equipment's, andfacilities.

The other research questions are totally there is no significant difference between grade 11 and grade 12.So based on this information the majority of the questions are non significant with grade11 and 12, because the value of significance is greater than .06.

#### 4.2.2. Significant Difference Between Genders

Items	Gender								Pearson Chi-Square			significance	
	Female			Total	Male			Total	Value	df	Asym p. Sig. (2-sided)	yes	No
	yes	no	Partially		Yes	No	Partially						
Do you like Recreational activities?	138	29	-	167	115	18	-	133	.498(b)	1	.489		✓
Do you participate in recreational activities?	104	63	-	167	97	36	-	133	2.640(b)	1	.104		✓
<b>Types of activities which are students participate in the schools.</b>													
Athletics	28	75	-	103	20	76	-	98	.731(b)	1	.393		✓
Volley ball	74	29	-	103	38	60	-	98	14.750(b)	1	.000	✓	
Football	49	54		103	88	10		98	28.241(b)	1	.000	✓	
Handball	19	84		103	15	83		98	.326(b)	1	.568		✓
Basketball	69	34		103	47	51		98	5.268(b)	1	.022	✓	
Tennis	12	91		103	12	86		98	.009(b)	1	.926		✓
Table tennis	7	96		103	20	78		98	5.420(b)	1	.020	✓	
<b>How do you participate In recreational activities?</b>													
Through active	40	63		103	76	22		98	21.373(b)	1	.000	✓	

participation									b)					
Through passive participation	63	40		103	76	22		98	21.373(b)	1	.000	✓		
<b>The general benefits of participating in recreational activities.</b>														
Refresh students mind	102	1		103	98	0		98	.964(b)	1	.326		✓	
Develop physical fitness.	47	56		103	78	20		98	16.207(b)	1	.000	✓		
Create positive interaction.	66	37		103	75	22		98	2.760(b)	1	.097		✓	
Build self-confidence.	57	46		103	80	18		98	11.058(b)	1	.001	✓		
<b>Benefits of participating in recreational activities for PE practical class.</b>														
Develop ability	56	47		103	80	18		98	13.257(b)	1	.000	✓		
Develop physical fitness.	50	53		103	79	19		98	16.442(b)	1	.000	✓		
Develop interest for practical class.	90	13		103	86	12		98	.166(b)	1	.684		✓	
Develop confidence to learn PE practical class.	88	15		103	86	12		98	.421(b)	1	.517		✓	
<b>The reasons why students are not participate in recreational activities in their schools.</b>														
Lack of ability	53	12		65	20	14		34	3.749(b)	1	.053		✓	
Lack of awareness.	54	11		65	28	6		34	.037(b)	1	.846		✓	
Influence of culture.	23	42		65	5	29		34	3.281(b)	1	.070		✓	
Lack of conducive environment.	54	11		65	19	15		34	6.414(b)	1	.011	✓		

Lack of materials, equipment, and facilities.	36	29		65	20	14		34	.064(b)	1	.801		✓
<b>Do you believe recreational activities have negative influence in PE practical class?</b>													
Yes	50	117		167	43	90		133	.188(b)	1	.664		✓
No	117	50		167	90	43		133	.188(b)	1	.664		✓
<b>The negative influence of participating in recreational activities on PE practical class.</b>													
I am tired.	46	1		48	39	3		42	.508(b)	1	.476		✓
I haven't interest	39	9		48	28	14		42	1.513(b)	1	.219		✓
It increases anxiety.	15	33		48	15	27		42	.146(b)	1	.702		✓
<b>Do the schools provide sport materials, equipments, and facilities for recreational activities?</b>													
Yes	102	65		167	81	52		133	.007(b)	1	.933		✓
No	65	102		167	52	81		133	.007(b)	1	.933		✓
<b>Materials, equipments, and facilities provided by the schools.</b>													
Football field with ball, goal and net.	50	2	51	102	27	0	54	81	3.914(a)	2	.141		✓
Basketball court, ball and ring with net.	45	30	12	102	29	19	33	81	2.784(a)	2	.249		✓
Volleyball court, ball and net.	36	29	37	102	21	22	38	81	1.516(a)	2	.469		✓
Handball field with ball, goal and net.	8	91	3	102	2	67	12	81	7.170(a)	2	.028	✓	
Athletics field with track.	2	64	36	102	5	42	31	81	2.618(a)	2	.270		✓

Tennis field with ball. Racket and net.	0	99	3	102	2	78	1	81	1.406(a )	2	.495		✓
Table of tennis with ball, racket and net.	2	97	3	102	2	76	3	81	1.409(a )	2	.494		✓
<b>Do PE teachers encourage the students to participate in recreational activities?</b>													
Yes	11 0	57		167	88	45		133	.006(b)	1	.938		✓
No	57	11 0		167	45	88		133	.006(b)	1	.938		✓

As the above table indicates which get from SPSS analysis is, the proportion of female students they are participate in volleyball, football, basketball, and table tennis are significantly different from the proportion of male students they are participate in such activities. The value of chi-square indicates 0.000, 0.000, 0.022, and 0.020 respectively. The other significantly difference indicates on forms of participating in recreational activities. As the data indicates, which is conducted on SPSS summary the proportion of female students they participate in recreational activities through active and passive participation is significantly different from male students. The value of chi-square indicates 0.000. The other significant difference lies on the general benefits of participating in recreational activities. As the value of SPSS indicates the value of chi-square of the benefits which is get from participating in recreational activities specifically to develop physical fitness and build Self confidence is 0.000 and 0.001 respectively. This indicates there is a significant difference between female and male students who they are participating in recreational activities to develop abilities. The next significance difference is on the influence of participating in recreational activities to enhance physical education practical class. The value of chi-square which is participating in recreational activities to develop ability on physical education practical class is 0.000 and develop physical fitness is 0.000. This indicates there is a significant difference between female and male students on participating in recreational activities to enhance physical education practical class through develop student's ability on physical education practical class and through physical fitness.



When we see significant difference between the proportion of female and male students on why students are not participate in recreational activities, there is a significant difference between the proportion of female students they are not participate in recreational activities because of conducive environment and the proportion of male students who they do not participate in recreational activities because of lack of conducive environment. The value of chi-square indicates 0.011. So we can conclude there is a significant difference between the proportion of female students who they do not participate in recreational activities because of lack of conducive environment and the proportion of male students who they do not participate in recreational activities because of lack of conducive environment. The last significance difference lies on material, equipment, and facilities which are provided by the schools, specifically on Handball field with ball, goal and net. As the data which is taken from SPSS summary, the value of chi-square is 0.028. This indicates there is a significant difference between female students they participate in recreational activities on Handball field with ball, goal and net, and the proportion of male students who they participate in recreational activities on Handball field with ball, goal and net. The other all are listed on items are they haven't significant difference between the proportion of female students and male students, because the value of chi-square is greater than 0.006.

### 4.3. Discussion

The main focus of this study was to investigate the impact of recreational activities in enhancing the participation of physical education class:the case of selected preparatory schools in Jimma town.

On the bases of review of related literature and analyzed data ,the following main findings were obtained from the study.

- The majority of the students participation in recreational activities are more likely to develop physical fitness and to develop self-confidence compared to respondents did not participate or less participation. This is because of lack of material, equipment's and facilities are less risk of participation in recreational activities.
- The majority of the respondents have exposure about recreational activities .The reason might be on students have gain very practical educational training through involvement in extracurricular activities such as recreational sports that perform it easily and intentionally.(Astin 1984)
- Moreover, as the frequency impact of recreational activities in enhancing physical education class. The reason might be participation in recreational sports to enhance physical education class. This is because of to stress reduction, feeling of physical well-being, sense of accomplishment, weight control, physical strength, fitness and friendship.
- As the data indicated that the factors that affect participation in recreational activities are lack of ability, lack of awareness, influence of culture, lack of conducive environment, family background, and lack of sport materials, equipment's and facilities. This is because of the availability of recreational sport programs was an important factor in deciding wether or not a student would attend particular recreational activities.(Korac and Beck,1997)

## CHAPTER FIVE

### 5. CONCLUSION ANDRECOMENDATION

#### 5.1. CONCLUSION

Based on the data which is collected from Jimma town preparatory school students the researcher was drawn the following conclusion.

- As the data indicated there are significant differences among students to participate inrecreational activities because of lack of sport materials, equipments, facilities, students interest, lack of awareness, ability, family economic back ground, and lack of conducive environment.
- The majority of the respondents replied that preparatory school students those are found in Jimma town have exposure about recreationalactivities.
- The researcher find out recreational activities have positive impact in enhancing physical education practical class through developing ability in activities those are found in physical education practical class, improving physical fitness, develop self confidence in involving different activities in physical education practical class , and to improve interest for practicalclass.
- The researcher selected the factors that affect participating recreational activities in these preparatory schools, were lack of awareness, lack of ability, lack of sport material, facility, and equipment, lack of school sport clubs, lack of family economic back ground, and lack of supervision from government body and schooladministrators.

## 5.2. RECOMENDATION

The researcher suggested the following recommendations in light of the summary and the conclusions made:

- ✓ To increase the participation of students in recreational activities, the students should be participant in recreational activities without deference's.
- ✓ In order to create awareness in the preparatory school schools, physical education teachers must be encouraging the students to participate in recreational activities better than the previous one, the government also done with schools based on student's interest.
- ✓ To enhance physical education practical class, the students have to give an attention and participate in recreational activities better than earlier trough modifying the sport materials, equipment, and facilities.
- ✓ In order to solve the factors that affect students participation in recreational activities, the schools have to provide the sport materials, equipment, and facilities, physical education teachers should have take additional time to create an awareness for their students, The families should have support the students through providing sport wears to increase student's participation in recreational activities.

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## APPENDIX

### JIMMA UNIVERSITY COLLEGE OF NATURAL L SCIENCE DEPARTMENT OF SPORT SCIENCE

**Dear students:-**

This questioner is designed to collect information for research purpose only. Its objective is to assess your opinion on the influence of recreational activities in enhancing physical education practical class in Jimma town Preparatory Schools.. The questionnaires are fieldby only Jimma town preparatory school students. The researcher kindly requests you to give your genuine response for each of the questions. All information and data you provide will be used only for this academic study.

**Thank you in advance kindly for your cooperation.**

**It is not necessary to write your name.**

#### **Biography**

**Instruction:** - please respond the following personal information by circling the letter on your choice.

1. **Grade**A. Grade 11                      B. Grade 12
2. **Sex**A. Female                      B. Male
3. **Subject division**A. Natural science B. Social science
4. **Age**A. 16-18                      B. 19-20                      C. above 21
5. **School:-**    A. Jimma Preparatory School B. SOS HG Preparatory School  
C. Eldan Preparatory school D. Jimma Community Preparatory School  
E. Catholic Preparatory School

**Instruction:** - please respond for the following question by circling the letter of your choice and write complete answer on the space provided.

1. Do you like recreational activities?  
A. yes      B.No
2. Do you participate in recreational activities in your schools during your freetime?  
A. Yes      B.No

**The following “5” questions are answered based on question number “2”.**

3. If you answer for question number “2” is yes, which activity? Please answer the following questions.

- |                          |         |       |
|--------------------------|---------|-------|
| 3.1. <b>Athletics.</b>   | A. Yes. | B.no. |
| 3.2. <b>Volleyball.</b>  | A. yes. | B.no. |
| 3.3. <b>Football.</b>    | A. yes. | B.no. |
| 3.4. <b>Handball</b>     | A. yes. | B.no. |
| 3.5. <b>Basketball</b>   | A. Yes. | B.No  |
| 3.6. <b>Tennis</b>       | A. Yes. | B.No  |
| 3.7. <b>Table tennis</b> | A. Yes. | B.No  |
| 3.8. If any other _____  |         |       |
- 

4. If your answer for question number “2” is yes, how do you participate?

- A. Through active recreation (participate actively).
- B. Through passive recreation (watching).

5. If your answer for question number “2” is yes, what is the general benefit of recreational activities? Please answer the following questions.

- 5.1. Refresh your mind      A. Yes      B. No
- 5.2. Develop physical fitness      A. Yes      B. No
- 5.3. Create positive interaction with others      A. Yes      B. No
- 5.4. Build self confidence      A. Yes      B. No

5.5. If any other \_\_\_\_\_

---

6. If your answer for question number “2” is **yes**, what the benefits of recreational activities participation in physical education practical class? Please answer the following questions.

6.1. Develop ability in practical class. A. Yes B. No

6.1. Develop physical fitness. A. Yes B. No

6.2. Develop interest to practical class. A. Yes B. No

6.3. Develop confidence in practical class. A. Yes B. No

6.4. If any other. \_\_\_\_\_

---

7. If your answer for question number “2” is **no**, what is the reason? Please answer the following questions.

7.1. Lack of ability. A. Yes B. No

7.2. Lack of awareness. A. Yes B. No

7.3. Influence of culture, peer and religion A. Yes B. No

7.4. Lack of conducive environment. A. Yes B. No

7.5. Lack of sport material, equipment, and facilities A. Yes B. No

7.6. fanyother. \_\_\_\_\_

---

8. Do you believe relational activities have negative influence on physical education practical class? A. Yes B. No.

9. If your answer for question number “8” is **yes**, what are their? Please answer the following questions.

9.1. I am tired after participating in such activities

A. Yes B. No

9.2. I haven't interest to participate in practical class. Because the activity is repeated (it has redundancy).

A. Yes                      B.No

9.3. It increase filling of anxiety.

A. Yes                      B.No

9.4. If any other \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

10. Does your school provide enough sport material to participate in recreational activities?

A. Yes                      B.No

11. If your answer for question number "10" is yes, which material? Please answer the following questions.

11.1. Football field with ball, goal and net. A. yes.                      B.no.                      C. partially.

11.2. Basketball court with ball, and ring with net. A. Yes. B. No. C. partially.

11.3. Volleyball court with ball, and net. A. yes.                      B. no.                      C. Partially.

11.4. Handball field with ball, goal, and net. A. yes. B. no. C. partially.

11.5. Athletics field with track. A. yes.                      B. no. C. partially.

11.6. Field of tennis with ball, racket and net. A. yes. B. no. C. partially.

11.7. Table of tennis with ball, racket and net. A. yes.                      B. no.                      C. partially.

11.8. If any other \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

12. Does your physical education teacher encourage you to participate in recreational activities?

B. Yes                      B. No.

THANK YOU IN ADVANCE FOR YOUR COOPERATION!