

**JIMMA UNIVERSITY  
SPORT ACADEMY  
DEPARTMENT OF SPORT SCIENCE**



**THE ATTITUDE OF STUDENTS TO WARD LEARNING  
PHYSICAL EDUCATION AMONG SECONDARY SCHOOLS OF  
BUNO BEDELE ZONE**

**BY SISAY SORESA**

**RESEARCH PAPER SUBMITTED TO JIMMA UNIVERSITY SPORT  
ACADEMY DEPARTMENT OF SPORT SCIENCE PARTIAL  
FULFILLMENT OF THE REQUIREMENT FOR MASTERS OF  
EDUCATION**

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**SEPTEMBER 2021  
JIMMA, ETHIOPIA**

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**DEPARTMENT OF SPORT SCIENCE**

**THE ATTITUDE OF STUDENTS TO WARD LEARNING PHYSICAL  
EDUCATION IN SOME SELECTED SECONDARY SCHOOLS OF BUNO  
BEDELE ZONE**

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## **DEDICATION**

I dedicate this script to all my family, especially to my wife Tigist Bajira Biru and My Children Sagn Sisay, Sinan Sisay, Bontu Sisay and to all my friends for treating and prop up me in different issues.

## STATEMENT OF THE AUTHOR

I the undersigned pronounce that this thesis is my original work and has not been presented for any degree in any university and all the resources of materials used for this thesis have been appropriately recognized.

Epigrammatic citations from this thesis are allowed without special permission provided that accurate acknowledgment of source is made. Requests for permission for extended quotation form or imitation of this manuscript in whole or in part may be granted by the Research and postgraduate coordinating office of Sport Academy of the Sport Science Department when in his/her judgment the proposed use of the material is in the concern of scholarship. In all other instances, acquiescence must be obtained from the author.

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The author was born in East Wollega Zone Gida Ayana woreda which is found in south west Oromia Regional State. He was born in November 21, 1978 E.C. He completed his primary school at Gida Ayana Senior School in Gida Ayana secondary school. In 2006 E.C he completed his BSc degree in Sport Science from Jimma University. Since then, he was worked as physical education teacher at Chora Secondary School. Then he joined the School of Graduate Studies of Jimma University in 2009 in E.C to pursue Masters of Education in Physical education.

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## **List of Abbreviation / Acronyms**

JU = Jimma university

ATPEA = Attitude Toward physical Education/Activity.

HPE =Health and Physical Education.

CDC =Center of Disease control and Prevention.

NC =Need for Cognition.

TRA =Theory of Reasoned Action.

TBP = Theory of Planned Behavior.

PE =Physical Education

M.O.E = Minster of Education

PT =Physical Training

## **ABSTRACT**

*Student attitudes towards physical education could either degenerate or improve during their years at school without teachers being aware of such changes. The general objective of this study was to investigate the attitude of students towards learning physical education in selected secondary schools of Buno Bedele Zone and four specific objectives were addressed. For research design of this study, Cross sectional survey type of descriptive method is strongly believed to be the most appropriate method to address the intended purpose of this study, the attitude of students towards physical education. Among Buno Bedele secondary schools three schools were selected by lottery method and 392 study participants were taken by using simple random sampling technique from each. Both primary and secondary data were used as the major source of this study; the data were gathered by using a questionnaire and analyzed by using SPSS 24. Findings of the study were shown as students of the zone have positive attitude towards physical education in base of overall benefit terms, have medium positive attitude (3-4) or agree level in respect to curriculum of PE towards to the course and in terms of social custom(Parent, culture and religion).Based on attitude towards physical education is labeled at agree (3-4) level this means it is at medium positive attitude and it was identified as significant relationship between students attitude towards physical education and students' academic performance. It was recommended if the Minister of education, school administrators, and teachers work on improving students' attitude towards physical education by making the course more planned, more attractive by incorporate different dancing and others beauty exercise to increase students' academic performance and the minister of education gives additional time to physical education class to increase students attitude to high positive attitude towards physical education in relation to curriculum.*

**Key Terms:** - Attitude, Students, Learning Physical education



# CHAPTER ONE

## INTRODUCTION

### 1.1 Background of the Study

Researchers in the fields of health and physical education have recognized that the goals of physical education are to get school children physically active and remain physically active through their adulthood (Corbin, 2001). The promotion of lifelong physical activity participation has been recognized as the ultimate goal of school physical education (Rink, 2006) and physical activity has been ranked top in the ten Leading Health Indicators (USDHHS, 2000). Despite all this, participation in all types of physical education among children continues to decline strikingly as age or grade in school increases (Corbin et al., 2004) and more students are among the sedentary or obese category.

Identifying and understanding factors that associate with children's physical activity participation are critical to promote current and lifelong physical activity participation of children (Sallis et al., 2000). Among many factors, children's attitudes are considered to be a key element influencing physical activity participation (Solmon, 2003). Children who have more positive attitudes toward physical activity are reported to be more likely to participate in physical activity outside of school (Portman, 2003) and demonstrate higher physical activity amounts (Hagger et al., 2002) than those with less positive attitudes. According to a review of literature on children's attitudes toward physical education by Solmon (2003), child characteristics and contextual factors are two major factors that related to children's attitudes. With regard to child characteristics, elementary children are found to have more positive attitudes than secondary children (Lee, 2004) and children's attitudes become less positive as they progress through their schooling (McKenzie, 2003). It is also found that elementary children express very favorable attitudes toward health, fitness, Enjoyment, and social interaction benefits of physical activity, but do not enjoy physical activities involving hard practice and risk-taking movements (Patterson & Faucette, 1990). Younger children's higher interests, values, and more positive attitudes toward physical activity, however, may not be realistic due to their low ability of self evaluation. Children's positive attitudes are likely to be linked with enjoyment, perceived usefulness of the curriculum, and a sense of belongingness (Subramaniam & Silverman, 2002).

Curriculum with situational interest, such as those require students to analyze and design offensive and defensive strategies, may foster students' interests in physical activity (Chen & Darst, 2001). A learning environment that promotes personal meaning is considered to be important to the development of positive attitude (Rink, 2006). Children are also likely to become more positive toward physical activity if they are in a learning environment that makes them comfortable and confident (Hagger et al., 2002). In terms of children's negative attitudes associated with contextual factors, Carlson (1995) indicated that students become bored if there is a lack of challenge or repeat the same activities without taking children's interests into account. Siedentop (2004) also argued that a multi-activity curriculum with a series of short-term units would negatively influence students' attitudes. Biddle and Chatzisarantis (1999) found that it is more difficult for students to maintain interests in traditional team sports than in individual sports or activities. Additionally, marginal status of PE in the school curriculum has a negative impact on students' attitudes (Tannehill et al., 1994). Compared with research dealing with children's physical activity levels, research addressing children's attitudes toward physical activity is relatively scant, and most research targets elementary school children. As discussed previously, children at elementary schools tend to report inflated physical activity ability, interest, and attitude due to their limited developmental ability of self-evaluation (Ogden et al., 2006).

Silverman & Subramaniam (1999) pointed out that student perceptions and positive attitude towards physical activity is one of the important elements in evaluating the success of a physical education curriculum.

According to (Lee, 2004), Secondary school students' self-report, however, were more realistic. Thus, it would be meaningful to examine secondary school students' attitudes toward physical education. Therefore, this study was conducted to investigate the present attitude and future view of students towards Physical Education in selected secondary schools of Buno Bedele zone; and to provide meaningful information about ways of developing positive attitude towards Physical Education.

## **1.2 Statement of the problem**

Overseas studies (O'Brien, 1987; Prince, 1969; William & O'Neill, 3.983) have shown that students hold less positive as their age increases whereas students' attitudes tend to improve as they mature. According to the Encyclopedia Britannica (2004) "attitude" refers to predisposition to classify objects and events, to react to them with evaluative consistency" The Encyclopedia America (2003) sees it as "a predisposition to respond in a certain way to a person, object, situation, events or idea". The response may come within

conscious reflection. A person who shows a certain attitude towards something is reacting to his conception of that thing rather than to its actual state. Many studies have been showing various possible determinant factors that might contribute for students' attitude towards physical education.

Attitudes held by students towards school subjects vary due to factors within the teaching program. Research on student attitudes usually requires them to respond unfavorably or favorably to concrete or abstract aspects of the subject. Attitudes often vary across the different subject areas and extensive research {Barrell & Holt, 1982; Campbell, 1986 and Earl & Stennett, 1983), has been documented in relation to student attitudes in the Discipline of physical education.

Student attitudes towards physical education often do not form part of the formal assessment of physical education. This failure to monitor attitudes has several implications. Student attitudes towards physical education could either degenerate or improve during their years at school without teachers being aware of such changes. This could depend on factors such as student's sporting experience and skill level, parental attitudes towards sport, type of grouping for classes, physical education teacher qualities, subject matter, and the perceived relevance of physical education to later life (Endris Y.2014).

Beside to abovementioned reasons, there is no similar studies conducted to identify the attitude of students towards physical education in the study area by others researcher In Ethiopia studies and literature on students' attitudes towards learning (PE) are limited compared to other subjects specifically in Buno Bedele zone. While there have been many studies into impact of materials and facilities on teaching the course and others related title. On the base of these motives this study was tried to investigate the attitude of students towards physical education in selected secondary schools of Buno Bedele zone.

### **1.3 Basic Research questions**

The following basic research questions were made to address the title objective; these were: -

- Ø What is the attitude of students towards physical education to its overall benefits?
- Ø What is the attitude of students towards physical education concerning the curriculum?
- Ø What is students' attitude towards Physical Education concerning social life?
- Ø Is there a significant relationship between the academic performance of students in physical education and their attitudes towards physical education?

### **1.4. Objective of the study**

#### **1.4.1 General Objective of the study**

The general objective of this study was to investigate the attitude of students toward learning physical education in selected secondary schools of Buno Bedele Zone.

#### **1.4.2. Specific Objective of the study**

The investigation was intended to: -

- Ø To identify the attitude of students toward physical education in respect to its overall benefits.
- Ø To examine the attitude of students toward physical education in respect to curriculum.
- Ø To describe Student attitudes to Physical Education with social life.
- Ø Find out the significant relationship between the academic performance of students in physical education and their attitudes towards physical education.

### **1.5. Significance of the Study**

This research is intended to give high lights on the attitude and future view of students toward Health and physical education in selected Buno Bedele Zone secondary school students. The researcher believes that the result of this study will indicate an important clue for the Physical education teachers, District education offices, zone education office and Oromia education Burro and others concerned bodies regarding with the feelings of students and factors that matter their feelings toward physical education at secondary school level.

In addition, since feelings and values attached to attitudes cannot be easily or directly measured, it is necessary to rely on a person's verbal report of how he or she feels towards aspects of physical education. In this study, Physical Education is taken to be a process of learning whose purpose is to develop specific knowledge, skills and understanding and to promote physical competence.

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

The study was limited to investigate the present attitude and future view of students toward physical education in Buno Bedele zone secondary schools.

### **1.7. Limitation of the Study**

The major limitation of this study, were COVID-19 and being late for some participants to complete the questionnaire on time. So that, the researcher solved by making the necessary protection for COVID-19. Some participants were not cooperative to complete the questionnaires on time. However, the researcher was managed these shortcomings through patiently discussing with respondents and arranged an additional time to bring the paper in its complete form.

### **1.8. Definition and explanation of terms and phrases**

It was assumed that this would help the readers to infer different meaning and usage of words.

**Academic Performance:-** Academic performance is the measurement of student achievement across various academic subject Rajindar K (2004).

**Attitude-** attitude refers to a set of emotions, beliefs, and behaviors toward a particular object, person, thing, or event Kendra (2020).

**Attitude change:** - An attitude change is a change in the belief or behavior toward someone or something Clarkson J (2011).

**Attitudinal factors:** - factors which are related with the students' Attitude towards health and physical education Herman M. (2015)

**Curriculum:** - A curriculum is what is taught in school. In other words a curriculum is a set of subjects Marsh J. (2009).

**Cognitive:** - of, relating to, being, or involving conscious intellectual activity (such as thinking, reasoning, or remembering Beatrice D (2017).

**Enjoyment:** - is what you experience when you are having a good time Joanna H.(2018).

**Future view:** - the way in which students accept something positively and trying to possess it in the coming years.

**Motivation:** the process that initiates, guides, and maintains goal-oriented behaviors (Spoisky, 1989)

**Physical Activity:** - Bodily movement that is produced by the contraction of skeletal muscle(US Dept. of Health and Human Services, 1996).

## CHAPTER TWO

### REVIEW OF RELATED LITERATURE

#### 2.1. The Concept of Attitude

The study of attitudes began in social psychology during the early part of the twentieth century. From the beginning, the study of attitudes has been "characterized by an embarrassing degree of ambiguity and confusion" as it indicated in Rolf M (2015). One of the earliest definitions came in when Harris Ch (2011) defined attitude as the "sum total of a man's inclinations and feelings, prejudice or bias, preconceived notions, ideas, fears, threats, and convictions about any specific topic"; later shortened his definition to simply say "attitude is the affect for or against a psychological object". Kendra Ch (2020) points out that all port's definition raises three points: First, an attitude is a state of readiness leading the individual to perceive things and people around him in certain ways; that is to be more ready with certain categories and interpretations than with others. In their everyday lives people are often 'ready' to deal with objects and people as they meet them without having to 'stop and think' about every encounter. Secondly, attitudes are not innate- they are learned, they develop and they are organized through experience. These states of readiness are relatively enduring but they are modifiable and subject to change. A third aspect of all port's definition follows from this and that is that attitudes are dynamic. Attitudes are not merely latent states of preparedness awaiting the presentation of an appropriate object for their activation. They have motivational qualities and can lead a person to seek (or avoid) the objects about which they are organized.

Influenced by all port's definition, Kendra Ch (2020) defined attitude as, "an idea charged with emotion which predisposes a class of actions to a class of social situations." He also suggests that attitudes consist of three components:

- (a) A cognitive component, which is a way for humans to categorize ideas,
- (b) An affective component, which is the emotion that charges the idea, and
- (c) A behavioral component, which guides behavior.

As Mueller (1986) points out "while there is not 18 total consensus among social scientists regarding the definition of attitude, there is substantial agreement that affect for or against is a critical component of the attitude concept". Although the debate over the

definition of attitude continues, most if not all social psychologists acknowledge the importance of attitudes in the lives of human beings.

The link between attitudes and behavior has received much attention. Many agree that attitudes are influential in behavior, however it is theorized that this relationship is not singular, but rather multi-dimensional. Attitudes are only part of a more complex decision-making process where other factors can also be of influence. Values, beliefs, perceptions of control, and intentions moderate attitude-behavior relationships. Specifically, attitudes cannot determine behavior unless they lead to the development of intentions Biddle and Chatzisarantis (1999). In explaining the relationship between attitudes, intentions, and future behavior Ajzen and Fishbein (1980) have developed the theory of reasoned action. This theory asserts that action is determined by intention which is influenced by attitudes and social norms. Attitudes are influenced by beliefs and values, and social norms are influenced by the beliefs of significant others and the motivation to comply with the beliefs of others.

The theory of reasoned action posits that the interplay of all these variables are what guide behavior. Since it is believed that attitudes do influence behavior, According to Rice (1988) 'Attitudes are evaluative reactions to persons, objects, and events. This includes your beliefs and positive and negative feelings about the attitude object.' He also added that attitude can guide our experiences and decide the effects of experience on our behaviors. Besides that (Kuh and Cooper 1992) also gave a similar definition of attitude which is, 'Attitudes can be defined as lasting, general evaluations of people (including oneself), objects, or issues. Attitude is lasting because it persists across time.

According to (Pennington and Krousas 1999) 'Attitudes are relatively permanent- persist across times and situations. A momentary feeling in one place is not an attitude.' 'A relatively enduring organization of beliefs, feelings and behavioral tendencies towards socially significant objects, groups, events or symbols or A general feeling or evaluation (positive/ negative) about some person, object or issue.' From this definition we could see that, attitudes are only relevant to socially significant objects. In brief, it could be said that, attitude is a positive or negative evaluations or feelings that people have towards other people, objects, issues or events. Attitudes include the general way people feel towards socially significant objects and most attitudes are lasting for example, if you were once bitten by a cat and you dislike the feeling at that moment, that emotional response is regarded as just a feeling. However, if your experience of getting bitten by a cat made you hate all cats, then your hatred for cats is considered an attitude that you have towards cats (Gifford and Hine 1997).



Attitude is a mindset or a tendency to act in a particular way due to both an individual's experience and temperament. Typically, when we refer to a person's attitudes, we are trying to explain his or her behavior. Attitudes are a complex combination of things we tend to call personality, beliefs, values, behaviors, and motivations. For example, we understand when someone says, "She has a positive attitude toward work" versus "She has a poor work attitude." When we speak of someone's attitude, we are referring to the person's emotions and behaviors. A person's attitude toward preventive medicine encompasses his or her point of view about the topic (e.g., thought); how he or she feels about this topic (e.g., emotion), as well as the actions (e.g., behaviors) he or she engages in as result of attitude to prevent health problems (McKenzie, 2003).

Attitudes help us define how we see situations, as well as define how we behave toward the situation or object. As illustrated in the tri component model, attitudes include feelings, thoughts, and actions. Attitudes may simply be an enduring of a person or object (e.g., "I like John best of my coworkers"), or other emotional reactions to objects and to people (e.g., "I dislike bossy people" or "Jane makes me angry"). Attitudes also provide us with internal cognitions or beliefs and thoughts about people and objects (e.g., "Jane should work harder" or "Sam does not like working in this department").

### **2.1.1. Definition of the Term 'Attitude'**

The term attitude has been treated in a number of different ways over the years by different scholars, especially in the field of social psychology.

(Mahzarin R. and Larisa H 2010) identifies the term 'attitude' as: a mental and neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related, He goes on to point out that: Attitudes determine for each individual what he will see and hear, what he will think and what he will do... without guiding attitudes the individual is confused and baffled they (attitudes) draw lines about and segregate an otherwise chaotic environment; they are our methods for finding our way about an ambiguous universe (Mahzarin R. and Larisa H 2010) further provides a list of the essential characteristics of attitude as follows:

- I. Preparation or readiness for favorable or unfavorable responses,
- II. [Attitude is] organized through experience,
- III. [Attitude is] activated in the presence of all objects or situations with which the attitude is related.

Rolf M (2015) also cites a list of the essential features of attitudes and argue that: i.attitude is learned orientation', ii. 'it predisposes action', and iii. 'such actions are consistently favorable or unfavorable towards the object. In Ajzen and Fishbein's later work published in (2005), the authors state a model which views attitude as a determinant of a response to an object, as they argue: "For the most part, however, attitudes continued to be regarded as primary determinants of a person's responses to an object" They report investigations carried out in this respect and conclude by reporting Freedman,

Carl smith and Sears who maintain that: attitudes always produce pressure to behave consistently with them, but external pressures and extraneous considerations can cause people to behave inconsistently with their attitudes. Any attitude or change in attitude tends to produce behavior that corresponds with it. However, this correspondence often does not appear because of other factors that are involved in the situation.

In a similar way, Anderson (1981) adds that any defamiation of attitude should take into account the way attitude links with other elements in order to develop a deeper understanding of attitudes and how they influence behavior.

McGuire (1985) sums up the work done on attitudes and states that they "are defined at least implicitly as responses that locate 'objects of thought' on 'dimensions of judgment' He further argues that these "dimensions of judgment are axes of meaning on which the person locates objects of thought when constructing meaning".

### **2.1.2. Responses to attitude objects**

By definition, observed responses have to carry some positive or negative valence, but aside from this requirement, they can be of various types. The most popular classification of tangible responses goes back to Plato and was later adopted by advocates of tripartite theory who categorized responses into cognitive, affective and behavioral (Rosenberg &Hovland, 1960). For practical reasons responses are also often divided into verbal and nonverbal.

#### **A. Cognitive responses**

Cognitive responses are grounded in thoughts about an attitude object. They can manifest themselves as verbal expressions of beliefs regarding an attitude object or nonverbal perceptual reactions to an object. For example, verbal expressions in respect with a charity organization can be either an expression of the belief that such an organization helps poverty-stricken people or the belief that its members do nothing but evoke a sense of guilt in ordinary citizens. Nonverbal cognitive reactions are more difficult to capture and assess. Usually, to measure an attitude, reaction time on positive and negative stimuli related to an

attitude object is compared. The assessment of an attitude is based on the assumption that persons with a positive attitude toward an object in general react faster to a positive than to a negative stimulus (Greenwald & Banaji, 1995).

### **B. Affective responses**

Affective responses refer to evaluations and feelings either verbally expressed or detected as physiological reactions to an attitude object. Verbal affective reactions referring to a charity organization can be expressions of admiration or disgust. Nonverbal affective reactions can be facial expressions or other bodily reactions to an attitude stimulus such as a charity organization.

### **C. Behavioral responses**

Behavioral responses can be either expressions of behavioral intentions or overt, observed acts. The valence of behavioral reactions can be observed in approach and avoidance responses to an attitude object. An example of a nonverbal approach response toward a charity organization is donating money to such an organization. An avoidance reaction is, for example, refraining from signing a petition postulated by such an organization. Verbal behavioral responses are expressions of an intention to perform or not to perform a certain behavior such as donating money to a charity organization Stephen C. (2015).

#### **2.1.3. Inferring attitude**

All three types of responses, cognitive, affective and behavioral, are external, observable cues to infer a latent attitude. Traditionally, behaviors were considered the most important indicators to infer dispositions such as sociability, clumsiness, or aggression (Reeder & Brewer, 1979).

#### **2.1.4. Attitudinal disposition**

According to Madden, et al. (1992) an attitude stimulus is an evaluative statement, which forms part of a larger attitude scale and responses are verbal, evaluative reactions to the stimulus. The level of a person's attitude is established based on the sum of raw scores of all the responses in a scale. In other words, to infer an attitude researchers rely on what people say they value rather than on what people actually do. We have already mentioned similarities between attitudes and other dispositions such as personality traits. For example, they can both be inferred from behaviors and they are hypothetical constructs derived from tangible responses. Although attitudes have a lot in common with traits such as honesty, Sociability, or self-esteem, it is probably noteworthy to make a few distinctions between the two types of dispositions. In the case of attitudes, observable responses have an

evaluative character and they directly refer to an attitude object. Also, attitudes are somehow less stable and more sensitive to changes than traits Ajzen, and Fishbein (2005).

In the definition of an attitude some theorists exchange the term predisposition for the term tendency, arguing that attitudes do not necessarily have to be durable and stable as the term predisposition would suggest (Eagly & Chaiken, 1993). Traditionally, two types of attitudes have been distinguished with respect to their specificity and stability. The first type has been disposition-like general attitudes toward such stimuli as physical objects, social issues, or social groups (e.g., an attitude toward Greenpeace or toward Italian food).

The second type is attitudes toward specific behaviors with respect to an attitude object (e.g., donating money to Greenpeace, or ordering Pizza). Although the distinction between general and specific attitudes can be practically advantageous, theoretically it seems redundant. In fact, an attitude toward an action or expression of such an attitude is guided by a general disposition to react on an attitude object. For example, an attitude toward donating money to Greenpeace is probably, in any case, determined by an overall general attitude toward this organization (Sigelman and Shaffer 1995).

An attitude is a general latent disposition which underlies affective, cognitive, and behavioral responses to an attitude object. These responses carry either a positive or negative value, which may be expressed either verbally or nonverbally. Theoretically, all three types of responses should be diagnostic for the disposition of interest. Consequently, the link between attitudes and behaviors should be firm and straight forward. Decades of research, however, have failed to confirm this logical assumption (Ajzen and Fishbein 2005).

## **2.2. The Power of Attitude**

Attitudes are formed by people as a result of some kinds of learning experience if the experience is favorable a positive attitude is found and vice versa. The attitudes people hold can frequently influence the way they act in person and larger situation. For this reason, administrators, psychologists and sociologists are concerned with attitude development, how they affect behavior and how they can be changed. This is the cross road physical education as an academic subject finds itself. According to Awosika (2004) and Orunaboka (2004), parents are not knowledgeable enough about the academic programmers in physical education. Some non-physical education lecturers at the colleges of education, and Universities believe that physical education is not for the do well students, they saw it to be for the academic drop outs, hence parents often say "I do not send you to school to go and play sports, football or jumping and running about on the field".

Young (2002), asserts that attitudes which arouse behavior and sustain or terminate an activity and progress, they regulate an organized behavior and they lead to the acquisition of motives and stable disposition to act. In support of the above Awosika (2005), pointed that several attempts have been made to identify teachers or students' attitudes towards teaching and learning of physical education as a science subject but no much positive results.

Allen (2004) stated that researchers should as a matter of urgency investigate some means by which desirable changes in the attitudes of teachers and students could be fostered and induced for the acceptance of physical education as an academic subject. Academic scholars may agree with the researcher that the objectives of any science curricular includes fostering favorable attitudes towards science and imparting cognitive knowledge which physical education as a science course is doing in this millennium. Physical education at the advance levels (under and post graduate levels) studies is housing specialization courses like "Sports Medicine; Exercise Physiology; Sports Equipment Technology; Sports Facilities Engineering; Human Anatomy and Physiology in Sports; Sports Management; Sports Psychology; Sports Marketing; Sport Law; Sport Insurance; among others. 30 After the observation of the contents of the physical education curricular, Uduk and Orunaboka (2001), asserted that consequent upon this, considerable funds and efforts have been expended on the research and development of physical education curricular, yet the level of acceptance of physical education as an academic subject is still low.

On the relationship between science teachers characteristics and students achievements and attitudes Lawrenz (2003) quoted by Awosika (2005) found that, the teacher's desire to improve himself within his profession was positively related to students' achievement, and that the teachers' attitude towards science was significantly related to students achievement and attitude. Campbell and Martinez Perez (1977),also conducted a study on relationship between attitude and achievement in science method class and observed that the attitudes of the students' and teachers towards science was not a predictor of achievement, and that a significant positive relationship existed between teacher process skills achievement and their (students) attitudes towards science.

### **2.3. The Power of a Positive Attitude**

- People carry on an internal dialogue with their selves that continue more or less nonstop throughout their waking hours. But for many of us, much of our internal dialogue is negative which, in turn, can have negative consequences on our actions (e.g. quitting at tasks instead of persisting, becoming creatures of habit rather than

trying new, unexplored things). In contrast, positive internal dialogue focuses on hope and positive outcomes. Someone with a positive attitude may acknowledge that there are some possible negative aspects to a situation, but they remain optimistic (i.e. positive) that things will turn out well. In this issue of Change Your Way to Health Thus, some of the known benefits of choosing to develop a positive attitude are provided and how to go about becoming more positive your outlook if it's not your natural tendency ([www.humansolutions.ca](http://www.humansolutions.ca))

- Enjoy improved health and well-being. In recent years, a growing body of research into 'positive psychology' has revealed the power of positive attitudes to change health and wellbeing. Some of the benefits of a positive attitude are: increased life span, lower rates of depression, lower levels of distress, greater resistance to the common cold, reduced risk of death from cardiovascular disease, and better coping skills during times of stress.
- Have more energy. Thinking negative thoughts depletes your energy reserves. Choosing positive thoughts, and letting go of the negative ones, can be self-liberating and energizing.
- Achieve goals and realize success quicker. There is no doubt that one of the most important keys to succeeding at reaching your goals is a positive attitude. This is because a positive attitude can open your mind to a wide variety of options, motivate you to take reasonable risks, and propel you to take action.
- Inspire others. People with an optimistic and 'can-do' attitude are inspiring to be around and their energy is contagious.
- Encounter fewer difficulties along the way. Positive, optimistic people tend to be convinced that setbacks and obstacles are temporary and they try to learn from these events rather than avoid them or complain.
- Depend less on others for happiness. Positive people tend to have more self-confidence and feel more at peace.
- Keep life in perspective. Thinking positively does not mean putting one's head in the sand, nor is it being unrealistic. A positive attitude allows us to focus on the hopefulness of a situation, rather than letting a sense of hopelessness get us down. Anyone can learn to be a more positive thinker. If you have a tendency to be negative in your outlook, perhaps now is the time to make a change! It's important to remember we always have choices in life. We can choose to look at life negatively

and see the dark side of situations, or we can choose to be positive and live a happy and fulfilling life.

#### **2.4. The Expression of Attitudes**

Attitude researchers have speculated about why people form attitudes. Some of these researchers have even gone so far as to suggest that unless you know the reason a receiver holds a particular attitude, you will not be able to change the attitude. There is little evidence for this strong claim, but the argument that people form attitudes for different reasons has an intuitive appeal. The first attempt to outline the bases for attitudes was by (Smith and et al., 1956). Smith's typology was based on a comprehensive clinical study of attitudes toward Russia held by 10 men. The 10 case studies suggested that attitudes and beliefs serve three functions: object appraisal, social adjustment, and externalization. It is important to recognize that these attitude functions are descriptions of the motivations that people have for holding attitudes.

Despite the popularity of Smith's typology among writers of persuasion texts, the evidence that Smith presented for his typology was purely anecdotal, tantamount to the results of a single focus group. Moreover, Smith's typology has generated little empirical research. Katz, (1960) attempted to subsume the typology proposed by Smith; re-labeling Smith's three functions and added a fourth. Katz renamed Smith's concept of object appraisal the knowledge function. He renamed Smith's concept of social adjustment the instrumental-adjective function. And he renamed Smith's concept of externalization the ego-defense function. The only new function introduced by Katz is that of value-expression. Katz argues that attitudes can be either aroused or changed. An attitude is aroused if it is excited by an internal need or an external cue from the environment. In this view, arousal is another name for attitude formation. Attitude change occurs when an attitude no longer fulfills its old need. For example, it is adaptive for a person to have a negative attitude towards a threatening object. Katz would argue that the attitude would change as soon as the object no longer threatens the person. Note that in reality this seldom occurs Ajzen I and Fishbein, (2005). The negative attitude persists long after the removal of threat. For instance, even though the Soviet Union no longer poses a threat, we continue to build large bombers designed to penetrate their air defense. Thus, Katz' typology works well as a framework for attitude formation than as a framework for attitude change.

#### **2.5. Attitude Formation**

Major findings in attitude formation and change involving both processing modes are reviewed and modeled from a connectionist perspective. We use auto associative network

architecture with a linear activation update and the delta learning algorithm for adjusting the connection weights.

The network is applied to well-known experiments involving deliberative attitude formation, as well as the use of heuristics of length, consensus, expertise, and mood. All these empirical phenomena are successfully reproduced in the simulations. Moreover, the proposed model is shown to be consistent with algebraic models of attitude formation (Fishbein&Ajzen, 1980). Evaluations of our environment are a ubiquitous aspect of human life. Attitudes pervade our thinking because they provide valence summaries of favorable and unfavorable objects and organisms and so serve as a behavioral guide to approach or avoid them. Without such spontaneous guidance by our evaluations, survival in a complex and, sometimes, threatening world would be impossible. Social psychologists have made substantial progress in the understanding of attitudes. Most definitions proposed in the literature point to the notion that an attitude involves the categorization of an object along an evaluative dimension (Chung & Phillips, 2002). In an extensive overview of theorizing and research Eagly and Chaiken (1993), defined an attitude as "a psychological tendency that is expressed by evaluating a particular entity with some degree of favor or disfavor." Attitudes are stored in memory, where they persist over time and from where they "become active automatically on the mere presence or mention of the object in the environment" (Bargh et al., 1992). After being activated, they provide a ready aid for interaction while at the same time freeing the person from deliberative processes. Furthermore, they aid in a coherent interpretation of the environment by biasing our preferences in a congruent manner (Schuette& Fazio, 1995).

According to Fazio (1990), an attitude is viewed as an association in memory between a given object and one's evaluation of that object. This definition implies that the strength of an attitude, like any construct based on associative learning, can vary. That is, the strength of the association between the object and the evaluation can vary. It is this associative strength that is postulated to determine the chronic accessibility of the attitude and, hence, the likelihood that the attitude will be activated automatically when the individual encounters the attitude object. Empirical tests of this view of attitudes as object-evaluation associations have yielded confirming results. For instance, participants who had been induced to express their attitudes repeatedly, which should strengthen the object-evaluation association, have been found to respond relatively quickly to direct inquiries about their attitudes (Fazio, 1990). However, attitudes are more than evaluations. As stated by (Chaiken et al., 1999).



## **2.6. Measurement of Attitudes**

The method includes expression of preference to an interviewer and writing an evaluation of something on a questionnaire. Through this method or technique, attitude is measured by asking individuals such kinds of questions that can show how they respond toward an attitudinal object. Based on this technique, It is also further reported that "attitudes are measured by an attitude item" that is, questions or statements an individual responds and "a format for the response." Lindgren (1993), defines the phrase "a format for the response" as"- the direction of attitude being expressed" or "intensity or strength of an attitude being expressed".

However, self-report method of measuring attitudes seems to have its own drawbacks. It is also further pointed that in order to solve this problem; scientists have sought indirect behavioral measure of attitude. In general, due to its drawbacks, it is difficult to rely completely on a single self-report technique of measuring attitude. Hence, as Papilla (1995) suggests it would be advisable to use different techniques to measure an individual attitude towards the object of attitude, many schools believe that measuring attitude by asking individuals is an easier and a more efficient technique of data collection.

## **2.7. The Importance of health and physical education to a Complete Education**

According to the National Association for Sport and Physical Education (2001), Physical education plays a critical role in educating the whole student. Research supports the importance of movement in educating both mind and body. Physical education contributes directly to development of physical competence and fitness. It also helps students to make informed choices and understand the value of leading a physically active lifestyle. The benefits of physical education can affect both academic learning and physical activity patterns of students. The healthy, physically active student is more likely to be academically motivated, alert, and successful. In the preschool and primary years, active play may be positively related to motor abilities and cognitive development.

As children grow older and enter adolescence, physical activity may enhance the development of a positive self-concept as well as the ability to pursue intellectual, social and emotional challenges. Throughout the school years, quality physical education can promote social, cooperative and problem-solving competencies. Quality physical education programs in our nation's schools are essential in developing motor skills, physical fitness and understanding of concepts that foster lifelong healthy lifestyles.

## **2.8. Attitude development in physical education**

One important goal of physical education is the promotion of participation in meaningful physical activity throughout one's life span. In attempting to accomplish this objective, teachers must assist their students in acquiring the necessary motor skills and knowledge pertaining to physical activity (Krosnick & Abelson, 1992). However, the likelihood that students will continue to participate in physical activities once they have left school is strongly influenced by their attitudes towards physical activity. Students with more favorable attitudes are more likely to participate in these activities than students with less favorable attitudes. Thus fostering favorable attitudes toward physical activity is desirable outcomes of physical education programs. Teachers must not only concern with the development of attitude but also with changing negative attitudes held by some students (Higgins, 1996). Attitude encompasses one's feelings toward a particular situation, one's likes and dislikes, and one's beliefs. Attitudes are reflected in one's behaviors specifically one's tendency in a certain manner. Positive attitudes are expressed when an individual chooses to become involved in a specific activity and seeks out opportunities to participate. Negative attitudes are evidence when an individual chooses to ignore or avoid an opportunity to participate in an activity. Attitudes are also reflected when the student is given a choice of activities and express a preference for one activity over the other or another (Bucher, 1972).

## **2.9. Attitude of students towards physical education in respect to Its Importance**

School-based physical education (PE) is one of the most widely available sources of physical activity (PA) for children and adolescents. It is well accepted that PE plays an important role in the overall educational process by helping students to develop a healthy lifestyle (Expert Group on Health-Enhancing Physical Activity [EGHEPA], 2014). School-based PE interventions have been shown to be effective in increasing levels of PA and possibly improving physical fitness of students (Kriemler et al. 2011). Nevertheless, research has revealed that students' motivation to participate in PE at school declines as they grow older (Gu & Zhang, 2016). On the other hand, for many students, PE is the only opportunity to be engaged in PA (Morgan, et al, 2007; Pate, et al 2007). This suggests the importance of better understanding students' attitude toward PE and its correlates for the development of interventions that could contribute to increasing levels of engagement in both PE and independent PA. Potential correlates of students' attitude toward PE have been studied. Among such factors enjoying PA, self-perception of a physically active lifestyle, self-perception of physical competence, PA, and physical fitness have been shown to

strongly relate to students' attitude toward PE (Carroll & Loumidis, 2001). For example, while boys and girls seem to show different levels of interest in PE classes, the available literature is still inconsistent. Some studies have shown that boys have a more positive attitude toward PE than girls do (Zeng et al., 2011), while others have shown no differences between males and females (Subramaniam & Silverman, 2007). These differences in students' attitudes could be attributed to previous experiences in PE, the level of skills, the PE teacher, the contents, the facilities, and the equipment.

#### **2.10. Attitude of students towards learning Physical education with respect to curriculum.**

A survey carried out by Sharpies (1969) on children's attitudes towards college activities, discovered that most children held favorable attitudes towards PE. Sharpies (ibid.) examined the attitudes of 438 pupils drawn from four colleges towards five curriculum activities in: 1) Art, 2) Reading, 3) Writing, 4) Physical Education and 5) Mathematics. His results indicated that although different colleges associated favorable attitudes with different curriculum activities, in the case of Physical Education all the colleges and most of the pupils held favorable attitudes towards Physical Education. Sharpies concluded that the children in his sample valued Physical Education. Sharpies also concluded that involvement in Physical Education contributed to the development in children of a healthier lifestyle. Figley (1985) conducted a similar study and used a sample of 88 female and 12 male college students enrolled in six separate courses in elementary college Physical Education. The main findings of this study were that curriculum, parent, atmosphere in the gymnasium, peer behavior and student perception of self were all important determinants of positive attitudes towards Physical Education. All the policy pronouncements make physical education a compulsory teaching subject in both primary and secondary schools in Ethiopia. However, in spite of the existence of these policies, physical education is still not being taught effectively in most primary and secondary schools in west Gojam of Ethiopia Bewketu Ch.(2015).

#### **2.11 Attitude of students towards learning Physical education with respect to social life.**

As it is indicated in Shyam P (2012) many students were not comfortable and felt insecure in their learning and practicing of physical skills. Most of the comments made in this sense, were advanced by females, who argued that, "I'm not good at basketball, and I hate playing in front of the guys", "Playing kickball inside with a bunch of guys, they made me feel stupid because they were by far more athletic", and that, "My parent discriminated against

people who looked different or people who were not athletic", and, "We were playing a baseball game. I was up to bat, and I struck out, and everyone, including the parent, laughed at me because I couldn't hit the ball". It can be seen here that the reason behind such negative attitudes may be due to the influence of their parents on their students when they participate in Physical Education without regard for the students' needs. The findings of Al-Ally's (ibid.) study indicated a significant relationship, first, between parent's attitudes and their knowledge, second, between teaching experience, age and participation, and third attitudes regarding health-related fitness. Other findings of the study revealed that the parents who participated had positive attitudes and a high level of knowledge regarding health-related fitness.

Benn (1996) carried out a research project in the summer term of 1994 in Britain. She studied "Muslim Women and Physical Education in Initial Parent Training". Benn (ibid.) examined the relational dynamics influencing institutional and Physical Education course developments as female Muslim students studied on a 4-year primary initial parent training degree course. The study had two main conclusions. Firstly, that there was a gradual unforeseen and unplanned process of negotiated accommodation as the management and staff responded to the expressed needs of the Muslim women whilst ensuring state requirements for parent training were met. Secondly, that there was a reciprocal shift in attitude towards Physical Education amongst the Muslim students. The latter conclusion of Benn's (ibid) study is relevant to the present study in that it indicates that there can be a shift in attitude experience among Arab people in relation to Physical Education. In addition, the study specializes in females, who are important in the present study. Over the years, descendents of many of the first generation immigrants of Asian origin have gradually assimilated into British society by adapting to various British customs and traditions; nevertheless, they may wish to preserve specific characteristics of their cultural heritage. Such retention is indicative of "pluralism" (Kanhard m 2012). However, the "present is also a period in which subsequent generations of British South Asian Muslims have begun to question their parents' religious and cultural values" (Abbas, 2004, p. 28). This questioning can extend to the potential conflict that Muslim students have between their religious identity and participation in school-based Physical Education (PE).

## 2.12 Attitude of students towards learning Physical education with in terms of their teachers.

According to Hardman (2009), factors such as teaching and learning materials, facilities, curriculum, the teacher, classroom atmosphere, and self-perception influence students` attitudes and behaviors during physical education lessons. Despite this, to be able to know why students have low interest in the subject and do not partake in physical activities, should call for certain strategies and plans to curtail the situation. Nonetheless, scholars and researchers argue that physical activity and health-related behaviors could be changed through positive attitudes and interventions towards physical education programmers (Wilkins,2010). Hunuk and Demirhan (2010) asserted that students who partake in physical education activities show more positive attitudes to the programmed. As a result, physical education teachers should help students to develop their physical education skills and encourage them to do exercises to achieve health benefits. This is because the teacher creates opportunities for purposeful dialogue and optimizes their practice in various ways to meet and exceed their learning objectives so that they can become better acquainted with their students and build trusting relationships in the learning process (Koslow, 1998). Although teachers possess some characteristics such as friendliness and intellectual skills which make students like and believe them in the learning processes, their unfriendly behavior makes students dislike them (Ryan, Fleming & Maima,2003).

## 2.13 Conceptual Frame Work of the Study

Attitude of students towards physical education is depend on factors related with the social life (like communities culture, religion, and parent`s attitude regarding to the course overall characteristics) , curriculum, participation and overall benefits.

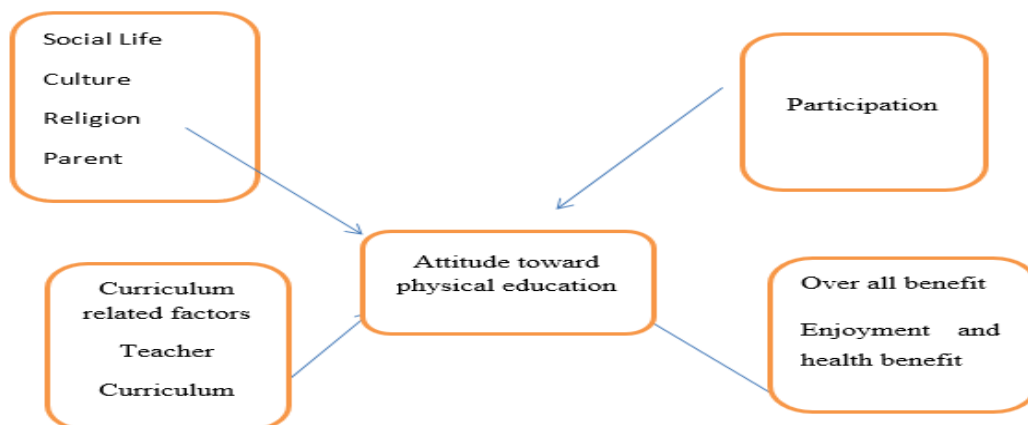


Figure 1 Conceptual Frame work of students Attitude towards physical education factors related

## CHAPTER THREE

### RESEARCH DESIGN AND METHODOLOGY

#### 3.1. Study area

The study was conducted on some selected secondary school in Buno Bedele zone Chora secondary school, Ingibi secondary school, Mako secondary school were the study area.

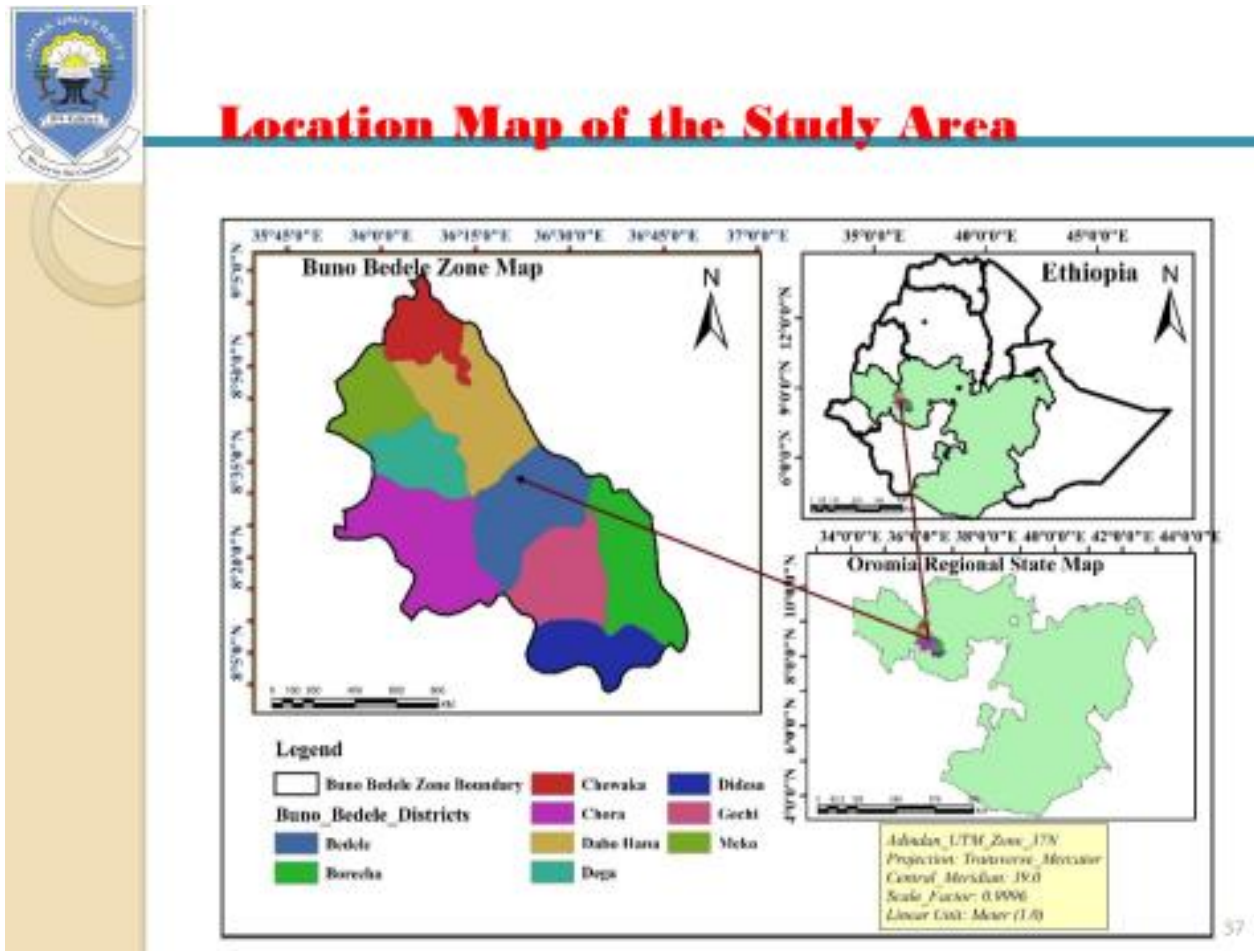


Figure 2 Map of Buno Bedele zone (Hambisa 2019)

#### 3.2. Research Design

According to Kumar, 1999, research design refers to the plan of action that links the philosophical assumptions to specific methods. Thus, cross sectional survey type of descriptive method is strongly believed to be the most appropriate method to address the intended purpose of this study, the attitude of students towards physical education.

### 3.3. Population of Data

A population is a group of individuals with at least one common characteristic which distinguishes that group from other individuals. The study population was Buno Bedele zone secondary school (Grade 9 & 10) students. In 2021 there were (N = 18800 students of 33 secondary schools (Male=10332 and Female= 8468) registered in Buno Bedele zone secondary schools. These (N = 18800) Buno Bedele zone students was considered as the total population of the study. Three secondary schools were selected randomly by using lottery method to collect the Data for accomplishment of the study. These schools were Chora secondary school, Ingibi secondary school, and Mako secondary school. The total students of the selected area were 3359 students. These targeted population were more than 1/6 of study population and adequate to represent the total population.

### 3.4. Sample and sampling Techniques

The sample size consisted of students in three secondary schools. These schools were selected randomly by using lottery method from different secondary schools of Buno Bedele zone. The aim of random selection according to Bryman and Cramer (1990) is to draw that can be generalized beyond the confines of those included in the study. The study units of this study were selected by using simple random sampling technique from selected secondary school students of Buno Bedele Zone. Since the study was expected to investigate the aforementioned topic, it is assumed that it would be quite appropriate to get the relevant data directly from the students. Accordingly, by using Kohatar 2014 the study sample size was determined as 392 students.

$$n = \frac{N}{1 + N(e^2)}$$

DESCRIPTION:

N= is the target population size

n= is required sample size

e= margin of error at 5% (standard value of 0.05)

1= constant

$$n = \frac{18800}{1+18800(0.05^2)} \quad n = \frac{18800}{1+18800(0.0025)}$$

$$n = \frac{18800}{48} = 392$$

This means that the primary data were collected from 392 students by using a questionnaire by simple random sampling technique from selected secondary schools.

Table 1 the total number of students' population and sampling size at Buno Bedele selected Secondary School Grade 9-10 in2013E.C academic years.

No	Selected Secondary schools' students in Buno Bedele Zone		Total number of students Grade 9	Numbers of Sample Students	Total number of Students in Grade 10	Numbers of sample Students	Sampling technique
1	Chora Secondary School	M	227	26	287	33	Lottery method For selecting schools And simple random sampling technique for study sample size (students)
		F	270	32	328	38	
2	Mako Secondary School	M	269	31	195	23	
		F	253	30	145	18	
3	Ingibi Secondary School	M	328	38	364	42	
		F	362	42	331	39	
Total			1709	199	1650	193	

Remark: The total numbers of grade 9-10 students were 3359 in which 1709 and 1650 grade 9 and 10 students respectively. From the three selected schools the number of participants was determined in proportion with total sample size.

### 3.5. Sources of Data

Both primary and secondary data were used as the major source of this study. The primary data sources were collected from selected secondary school students. Secondary data were collected from relevant books, journals and relevant documents.



### **3.5.1. Primary Source of data**

Primary source of data in this study was anything that researcher directly analyzed or use as first-hand evidence or quantitative data that was collected by researcher. The primary sources of data were collected through a standardized survey questionnaire from students of selected school by lottery method.

### **3.5.2. Secondary Source of data**

Secondary source was a document or recording that relates or discusses information originally presented elsewhere. In context of this study secondary sources of data were collected from documents, books, journals, the internet, and report of previous researches in order to supplement the primary source of data.

### **3.6. Methods of data collection**

In order to get valuable data for the study the researcher made a request to get permission from Jimma University as well as from the selected Buno Bedele zone secondary schools. A researcher was approaching the concerned bodies in the administration areas. As information seeker; the researcher explained the purpose of the researches to get guarantee with full permission and cooperation for collecting data related to this study.

The researcher was ensured that the environment is conducive for conducting questionnaires, and brief explanation of the aim of the study and confidentiality related issues was given to the participant by informing them coding and used to protect and ensure their privacy. Moreover, it is explained that only the researcher had access to the questionnaire and questionnaires were distributed for the selected school students.

### **3.7. Instruments of Data Collection**

Cohen and Manion (1989) agreed and stated that as a questionnaire is the most common methods of data-collection when evaluating attitudes. Robinson (1980) also pointed out and several people advocated the administration of a questionnaire at the beginning of a course in order to estimate students' need and wants. It is important to note here that educational researchers working in other fields of study also make similar statements relating to the collection of data on attitudes Oppenheim (1992) for instance, stated that: There are numerous methods of data-collection in social research, from the lengthy, with its 'hidden agenda', to the impersonal mailed questionnaire and the analysis of documents. It can be seen then that theorists agree that one or other or both of these methods can be used to collect data on attitudes. What must be taken into consideration, however, is that the researcher, in designing a questionnaire, must determine from the outset and the type of information which is required and ensure that the questions are structured so that the correct information is elicited. In other words, the researcher needs to know in advance what specific information he wants to elicit so that he may design his questions appropriately. Therefore, to gather information, the researcher used main instruments of data collection namely; questionnaire. This questionnaire was standardized survey questionnaire which designed in two parts. The first part requested demographics data on individuals, followed by 55 statements using a five-point Likert scale ranging from strongly disagree to strongly agree was distributed on selected Secondary schools of Buno Bedele Zone Students.

### **3.8. Procedure of data collection**

First of all, the researcher get permission from Jimma University, sport academy postgraduate research and ethical clearance, and all selected secondary schools of Buno Bedele zone students. Then, all the participants of the study were informed about the purpose of the study before the questionnaire distributed. The questionnaire was translating into the mother tongue language (Afan Oromo). During the administration of the questionnaire, further clarifications was given wherever questions raised by respondents. The questionnaires took approximately 30 minutes to complete and handed back to the researcher and the researcher placed them into a sealed envelope

### **3.9. Method of data analysis**

After collecting and gathering of data from the respondent's quantitative analysis of data were employed by both descriptive and inferential analysis. Questionnaire data were analyzed by using SPSS 24, percentage and frequency were applied to assess the

demography and academic performance of students, to provide mean and standard deviations derived from the 5 Likert-scaled questions of each question of questionnaire. Correlation analysis has been made for identifying as there is significant relationship between attitude towards physical education and academic performance in the course.

### **3.10 Study Variables**

The variable of interest or dependent variable of the present study was an attitude toward physical education which was measured through 55 statements that were categorized in seven subheadings. Social customs like culture, religion, and family pressure, academic performance, curriculum-related factors, and overall benefit of physical education like (health benefit and enjoyment) were independent variables.

### **3.11. Ethical consideration**

Conducting this study, every important ethical issue was taken into account. First, before entering into actual data collection, a formal letter was received from sport academy. Then the letter was given to school directors, and physical education. Then after, the admitted and permitted of the study was conducted, and participants were asked to participate in the study after a brief explanation of the purpose of the study. Finally, every effort was made to keep the participant anonymous and confidential. Moreover, every source that was used in this study was acknowledged.

## **CHAPTER FOUR**

### **RESULT AND DISCUSSION**

#### **Introduction**

General objective of this study was to investigate the attitude of students to ward learning physical education in selected secondary schools of Buno Bedele Zone. As to the data collection procedure mentioned in chapter three the data was collected using tool of instrument which is called as questionnaires.

A total of 55 questionnaires papers were distributed to students, all the questionnaires were filled and returned. In general 392(100%) of respondents participated and gave the necessary information on the issue raised through questionnaires. Therefore, the total answer rate was adequate and safe to analyze and interpret the data.

The collected data was analyzed using SPSS version 24. Frequency and percentages were used to analyze to analyze demographic characteristics, Means and standard deviations were computed for the perceived students' attitude towards physical education in descriptive part and correlation was computed for the inferential analysis.

#### 4.1 DEMOGRAPHIC RESULTS OF STUDY PARTICIPANTS

**Table 2 Demographic characteristics of**

Variables		Frequency	Percentage
Gender	Female	199	50.8
	Male	193	49.2
Present age	14-15	66	16.83
	16-17	225	57.41
	18-19	101	25.76
Secondary school	Chora Secondary School	129	32.9
	Mako Secondary School	102	26.0
	Ingibi Secondary School	161	41.1
Grade	Grade 9	199	50.8
	Grade 10	193	49.2
Religion	Orthodox	140	35.7
	Muslim	156	39.8
	Protestant	88	22.4
	Waaqeffataa	8	2.1

Table 2 item I indicates as students who respond the questionnaire were female in majority 199(50.8%), and 193 (49.2%) of them were male respondents. Therefore, greater numbers of students participated from were female students.

Table 2 item 2 indicates students who respond the questionnaire 66(16.83%), 225(57.41%), 101(25.76%) were between the age of 14-15, 16-17, and 18-19 respectively. Therefore, greater numbers of students in the three selected schools were between 16-17ages.

Item three of table two shows, the school and number of respondents from each school. Accordingly, majority 161(41%) were taken from Ingibi Secondary School, the second

majority number of respondents were taken from Chora secondary school and 102 (26%) from Mako secondary school, these number of respondents shows number of students at Ingibi secondary school is greater than number of students at others selected school.

Item four the above indicates the grade level of respondent, as a result in the table shows majority 199(50.8%) of them are from grade nine, while 193 (49.2%) of them were from grade ten of the three selected school. Therefore, greater numbers of students participated from were grade nine students.

The last item of the above drawn table shows students' religion, as the table pointed out majority (156 or 39.8%) of students were from Muslim religion, and the second majority (140 out of 392 or 35.7%) of them were from orthodox religion, those who are third place or 88 out of 392 or 22.4% were from protestant religion, and few or 8 (2 .1%) of them were from Waaqeeffataa.

#### 4.2 STUDENTS ACADEMIC PERFORMANCE IN PHYSICAL EDUCATION

Under this title, the score of students out of 100 % in physical education from semester before data collection was assessed and indicated as the following.

**Table 3 Students academic performance on base the semester before data collection**

Variable		Mean(M)	Standard Deviation (SD)
Last semester Mark as gender	Female	73.8191	12.96255
	Male	75.0000	13.20551
Last semester mark as grade level	Grade 9	74.3518	12.91647
	Grade 10	74.4508	13.27862
		74.405425	13.0907

Table 3 shows the academic performance of students in physical education from the three selected school as their gender and grade level based the semester before data collection. The semester before data collection was first semester of 2013 E.C Academic year. Accordingly female students from these schools' have lower average (M=73.8191, SD=12.96255) academic performance in physical education while compared to male (M=75.0000, SD=13.20551), and the overall average of students' academic performance in

physical education is at good level when we compare it with grading system since it is (M=74.405425, SD=13.0907)

### **4.3 THE ATTITUDE OF STUDENTS TO WARD PHYSICAL EDUCATION**

The students were given 55 statements and asked to record their responses on a five-point scale: Strongly Agree (5), Agree (4), Undecided (3), Disagree (2), and Strongly Disagree (1)

#### **4.3.1 The attitude of students to ward physical education in respect to health**

In this segment, student researcher deals with the analysis of the students' attitudes towards Physical Education in relation to health. This title includes seven questions (Physical education is good because it keeps you fit and healthy, Vigorous physical activity works off harmful emotional tensions, Physical education makes important contributions to mental health, Physical education makes a valuable contribution towards building up reserves of strength and stamina for everyday living, Participation in physical activities is essential for all of us ,Physical fitness is a most important aspect of life and Physical activities are valuable for maintaining health) which are related with health were considered all together and the results are presented in (table 3) and discussed accordingly.

**Table 4 Students' attitude towards physical education in terms of health**

<b>Statement</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>	<b>Level</b>
Physical education is good because it keeps you fit and healthy	392	3.9843	1.90003	Agree
Vigorous physical activity works off harmful emotional tensions	392	2.6889	1.32904	Undecided
Physical education makes important contributions to mental health	392	3.1093	1.17615	Agree
Physical education makes a valuable contribution towards building up reserves of strength and stamina for everyday living	392	3.3422	1.25070	Agree
Physical fitness is a most important aspect of life	392	3.44	1.1726	Agree
Physical activities are valuable for maintaining health.	392	4.5	.6458	Strongly Agree
Participation in physical activities is essential for all of us	392	4.123	0.7645	Strongly Agree
Total Average	392	3.5982	1.3180	Agree

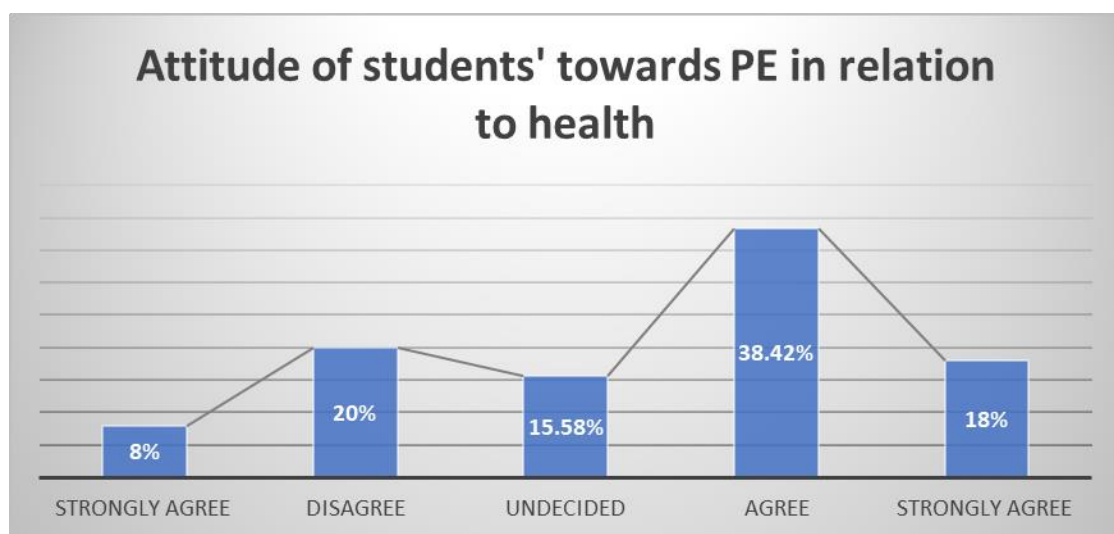
To assess the level of students' attitude towards physical education from three selected Buno Bedele Zone secondary school, mean values consisting of five sections, namely strongly agree (4.00 - 5.00), agree (3.00 - 3.99), undecided (2.00 - 2.99), and disagree (1.00 - 1.99), were used. It is appropriate since the instrument used to measure students' attitude towards physical education in terms of health a five -point scale. Based on the study, students' reply as they agree with statement says 'Physical education is good because it keeps you fit and healthy (M=3.9843, SD =1.90003)), undecided level of attitude in terms Vigorous physical activity works off harmful emotional tensions (M=2.6889, SD =1.32904),students' attitude towards physical education is at Agree level in terms of Physical education makes important contributions to mental health (M=3.1093,S=1.17615) Physical education makes a valuable contribution towards building up reserves of strength



and stamina for everyday living (M=3.3422, SD=1.25070), and also on the statement which tells as Physical fitness is a most important aspect of life (M=3.44, SD=1.1726).

The respondents were also responded as they strongly agree with the statements which are Physical activities are valuable for maintaining health by (M=4.5, SD=.6458) and Participation in physical activities is essential for all of us (M=4.123,SD=0.7645).

When computed, the level of overall students' attitude towards physical education in terms of health was at agree value with a mean value of 3.5982 and the standard deviation was 1.3180 The result indicated that students of Buno Bedele School have positive attitude to physical education in terms health.



**Figure 3 Summary of students' attitude towards PE in relation to health**

The above indicated graph shows the percentage of students according to their attitude level with regards to the physical education in relation to health, as a result majority or 38.42 were responded as they leveled agree which means they have positive attitude to the course in relation of health-related raised statements.

#### **4.3.2 Students attitude towards to physical education in relation to participation**

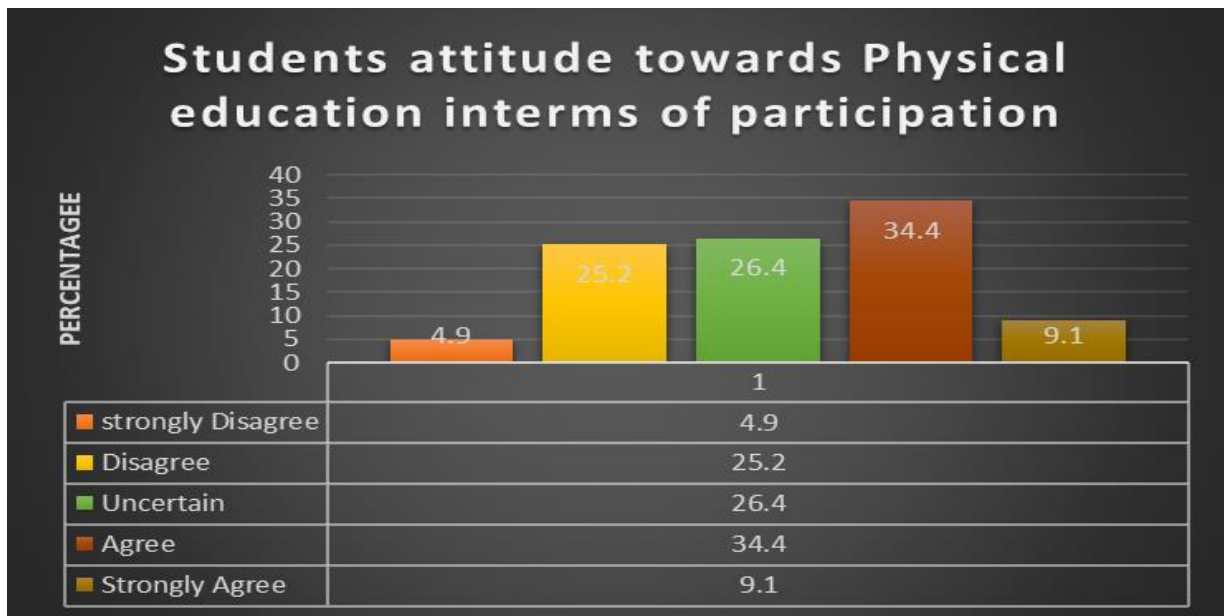
Under this title the student researcher analyzed the attitude of students towards to physical education with reference to participation on the statements like There are many opportunities for the development of moral and ethical conduct in physical education , Physical education offers training for leadership , Physical education activities provide opportunities for satisfying social Experiences , Girls should develop their physical abilities to the highest level, and Working together in physical education activities gives people a better understanding of each other .

<b>Statements</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>	<b>Level</b>
There are many opportunities for the development of moral and ethical conduct in physical education	392	3.2449	1.09928	Agree
Physical education offers training for leadership	392	3.0162	1.11491	Agree
Physical education activities provide opportunities for satisfying social Experiences	392	3.3418	.84653	Agree
Girls should develop their physical abilities to the highest level,	392	3.1250	1.14975	Agree
Working together in physical education activities gives people a better understanding of each other	392	3.1199	1.01820	Agree
Overall attitude		3.16956	1.04734	Agree

**Table 5 Attitude of students towards physical education with reference to participation**

Table 5 students' attitude with regarding to participation in physical education and as one can understand from the table students' attitude is at agree level among the five Likert namely strongly agree (4.00 - 5.00), agree (3.00 - 3.99), undecided (2.00 - 2.99), and disagree (1.00 - 1.99), and strongly disagree(-1to-1.99 ) utilized to identify their level of attitude. As it is indicated in item I-V of table five all statements were agreed by students with total average of attitude at (M= 3.16956, SD=1.04734), and this result shows, as students have positive attitude towards physical education with reference to participation.

**Figure 4 Graph of summarization of overall attitude of students towards to physical education interms of participation**



The graph shows students attitude of students towards PE in relation to participation in course. As one can understand from the graph majority(34.4%) of students have positive attitude toward PE in relation to participation statements.

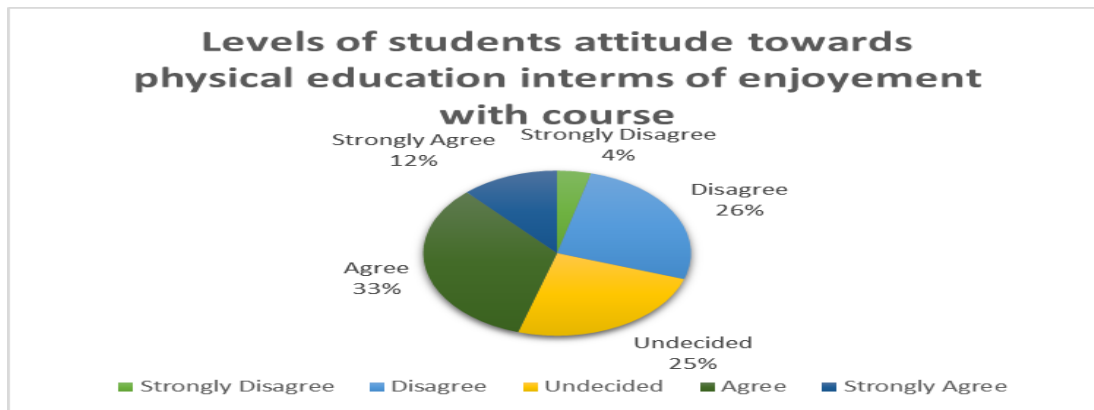
#### **4.3.3 Students attitude towards Physical Education in respect of enjoyment**

In this section the researcher discussed the attitude of students towards physical education in respect of enjoyment, which were assessed by five statements like , I like physical education because I can compete against my friends, I like physical education because if you are good enough you Can get into the school team, there is something interesting for everyone in physical education, I like doing physical education and games because they are fun, , and Even when I do not feel well, I do not want to miss physical education and games.

**Table 6 Students attitude towards Physical Education in respect of enjoyment**

Statements	N	Mean	SD	Level
I like physical education because I can compete against my friends	392	2.9923	1.18276	Undecided
I like physical education because if you are good enough you Can get into the school team	392	3.3673	1.12072	Agree
There is something interesting for everyone in physical education	392	3.2041	.92102	Agree
I like doing physical education and games because they are fun	392	3.2857	.99101	Agree
Even when I do not feel well, I do not want to miss physical education and games.	392	3.2194	1.10929	Agree
Most girls and boys do not enjoy physical education classes	392	2.9638	.89243	Undecided
Overall average attitude		3.21376	1.06496	Agree

Table six indicates the attitude of students of the three selected Buno Bedele Secondary school, similar to aforementioned tables value of five Liker scale also applied, as result indicates students were asked if they like physical education because they can compete against their friends and as most girls and boys do not enjoy PE classes, and they response as undecided ( $M=2.9923$ ,  $SD=1.18276$  and  $M=2.9638$ ,  $SD=.89243$ ) respectively for both items,, that means students attitude towards physical education due to the indicated items are nor positive or negative but neutral . Concerning to the rest four items, like I like physical education because if you are good enough you Can get into the school team, there is something interesting for everyone in physical education, I like doing physical education and games because they are fun and Even when I do not feel well, I do not want to miss physical education and games mean value of the Liker scale is found between 3 and 4; this shows as majority of students have agree level attitude in relation to indicated statements. The overall average of students' attitude towards physical education in terms of enjoyment is at agree level ( $M=3.21376$ ,  $SD=1.06496$ ).



**Figure 5 the overall summary of students’ attitude towards physical education in terms of enjoyment**

From the above chart one can understand that as majorities of students attitude towards physical education is in found in majority at agree level, this indicates as they enjoyed with the course and they have positive attitude towards the course in relation with enjoyment to the course.

#### **4.3.4 Students Attitude toward Physical Education In Terms Of Curriculum**

Under this section the researcher discussed attitude of students towards to curriculum of physical education, the researcher assessed students’ attitude towards physical education in reference to curriculum by statements like I do not go to school to do physical education but to learn more important subjects, I find the activities in physical education boring because we always do the same thing, I wish we could choose what we do in physical education and games, I would rather do physical education than other school subjects, Academic requirements for majors in physical education are not as difficult as other subject, A curriculum which does not include physical education does not offer a complete education, I will make physical education as major field of study if I get a chance in the college or university, More time should be given to physical education lessons, A physical education credit should be required for graduation from high school, and I prefer physical exercises which have beauty in movement such as dance and gymnastics.

**Table 7 Students Attitude toward Physical Education in Terms of Curriculum**

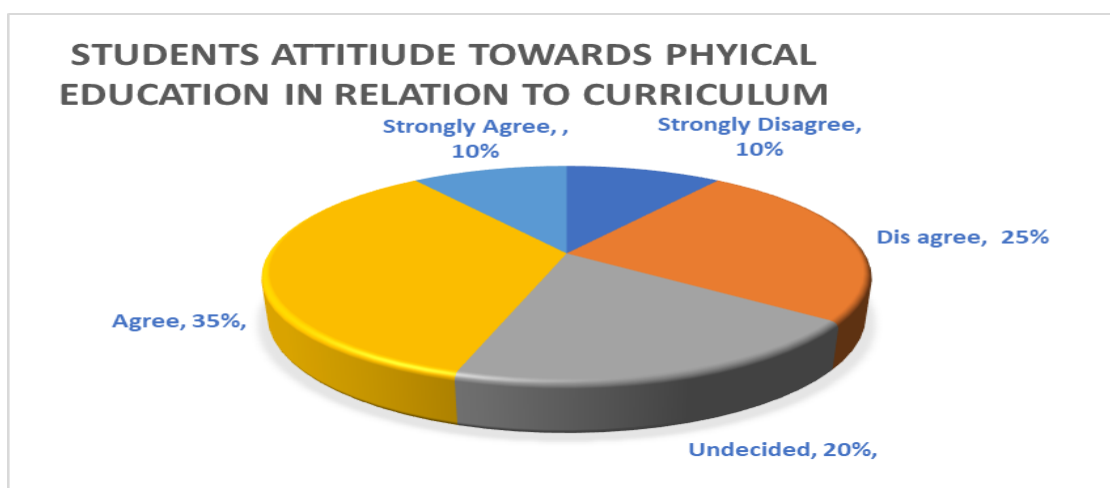
Statements	N	Mean	SD	Level
I do not go to school to do physical education but to learn more important subjects	392	2.8776	1.25325	Undecided
I find the activities in PE boring because we always do the same thing	392	2.8240	1.25400	Undecided
I wish we could choose what we do in physical education and games	392	3.1378	1.23313	Agree
I would rather do PE than other subjects	392	3.2219	.98023	Agree
A curriculum which does not include physical education does not offer a complete education	392	3.2321	1.19876	Agree
Academic requirements for majors in PE are not as difficult as other subjects.	392	3.0485	1.07289	Agree
More time should be given to PE lessons	392	3.2500	1.18116	Agree
PE credit should be required for graduation from high school	392	3.2832	.99560	Agree
Overall average		3.1094	1.146128	Agree

Table 7 shows students' attitude towards PE in terms of curriculum, accordingly students were reflect their attitude as undecided in the first two items, the first item which asked them as they do not go to school to do physical education but to learn more important subjects was replied as undecided (  $M=2.8776, SD=1.25325$ ), and the second item which asked students as if they bored because they find the same activities in all practical section and they respond as undecided ( $M=2.8240, SD=1.254$ ). Therefore, these two results indicated that as students are neutral to learn physical education similar to others course, and they learn not similar activities in physical education.

The rest items like "I wish we could choose what we do in physical education and games" agree level ( $M=3.1378, SD=1.23313$ ), 'I would rather do PE than other subjects found in agree level '( $M=3.2219, SD= .98023$ ), A curriculum which does not include physical

education does not offer a complete education level it has  $M= 3.2321$  and  $SD=1.19876$ , Academic requirements for majors in PE are not as difficult as other subjects agree with  $M=3.0485$ ,  $SD=1.07289$ , More time should be given to PE lessons it is again at agree level attitude of students by mean value of Likert scale  $M=3.2500$ ,  $SD=1.18116$  And PE credit should be required for graduation from high school also at agree level by students while  $M=3.283$ ,  $SD=99560$ . In general, students from the three selected school students were replied majority at agree level by  $M=3.1094$ ,  $SD=1.146128$ ). This means students from these schools have positive attitude in wards to statements to measure attitude of students towards physical education in relation with curriculum.

Figure 6 Summary of Students Attitude towards Physical Education In Relation To Curriculum



As one can understand from the summary, students attitude towards to physical education in terms of curriculum in overall statement is found on agree in majority OR 36 % of study participants.

#### 4.3.5 Students Attitude Toward Physical Education In relation to Dissatisfaction with course

Under this section the student researcher deals with statement related with attitude of students towards physical education in terms of dissatisfaction statements, these statements were listed out as Physical education is one of the worst lessons we have in school, I will make physical education as major field of study if I get a chance in the college or university, There are a large variety of interesting activities offered in the physical education program, I don't like sport at all because I feel a fool in my physical education kit, I hate getting muddy in games, Sometimes I pretend to be ill so that I do not have to do physical education and games, I do not like playing games because they are too rough,

Physical education is not important because it does not lead to a job, It is silly for high school girls to waste time playing games and Grades in physical education are not fair to the non-athlete in comparison to athlete. Regarding to their response on their level of dissatisfaction towards to physical education the findings were indicated in the following table.

**Table 8 Students Attitude toward Physical Education In relation to Dissatisfaction with course**

Statements	N	Mean	SD	Level
Physical education is one of the worst lessons we have in school	392	2.7908	1.28820	Undecided
I will make physical education as major field of study if I get a chance in the college or university	392	2.9796	1.03868	Undecided
There are a large variety of interesting activities offered in the physical education program	392	2.8423	1.16667	Undecided
I don't like sport at all because I feel a fool in my physical education kit	392	2.5867	.94754	Undecided
I hate getting muddy in games	392	3.0918	1.12254	Agree
Sometimes I pretend to be ill so that I do not have to do physical education and games	392	2.8801	1.12330	Undecided
I do not like playing games because they are too rough	392	2.9592	1.00554	Undecided
Physical education is not important because it does not lead to a job	392	2.7398	1.04558	Undecided
It is silly for high school girls to waste time playing games	392	2.89056	1.14294	Undecided
Grades in physical education are not fair to the non-athlete in comparison to athlete	392	2.9337	1.04658	Undecided



Overall average		2.86945	1.05318	Undecided
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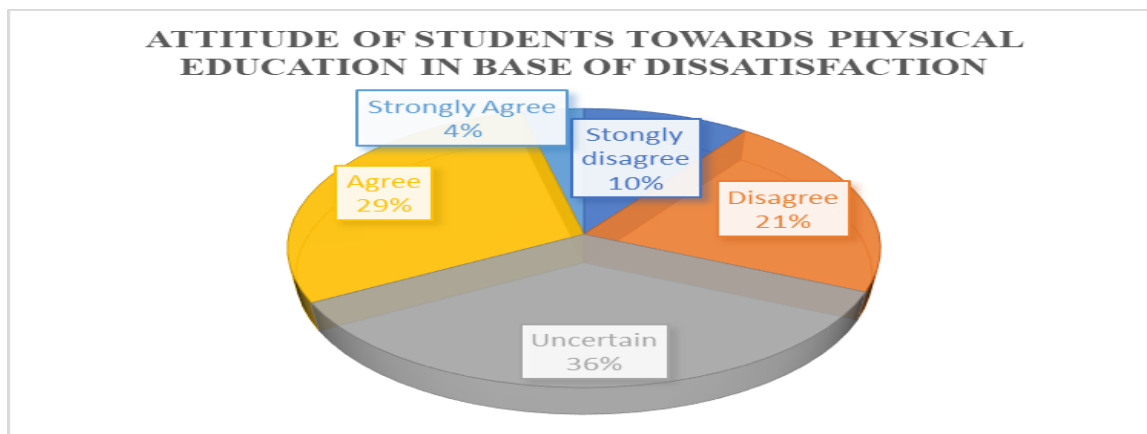
Table 8 shows students' attitude towards PE in relation to dissatisfaction. As it is indicated in the table among listed statements of dissatisfaction, students in average were at agree level (M=3.0918 SD=1.12254) only in statement which tells as "I hate getting muddy in games"; this means students of the selected schools are not like the muddy in games, but in the others they responded in majority as they are at undecided attitude level, for the statement which raised as Physical education is one of the worst lessons we have in school students were responded as undecided (M=2.7908 , SD=1.28820), this means students may think this subject is not worst or best . On the statement which talks as I will make physical education as major field of study if I get a chance in the college or university again the majority responded at mean level (M=2.9796,SD=1.03868) which is labeled as undecided , this means students might be or not make it their major subject if they join university or college.

The third item was asked as there are a large variety of interesting activities offered in the physical education program and their response was at mean value of (M=2.8423 SD=1.16667) this means students interest in activities offered in PE program is not show this much variety and it is at neutral level.

The others statements were at undecided or neutral level attitude by students of three selected schools of Buno Bedele zone , and accordingly, for the statements I don't like sport at all because I feel a fool in my physical education kit(M=2.5867SD=.94754), Sometimes I pretend to be ill so that I do not have to do physical education and games (M=2.8801, SD= 1.12330), I do not like playing games because they are too rough(M=2.9592,SD=1.00554), Physical education is not important because it does not lead to a job(M=2.7398,SD=1.04558), It is silly for high school girls to waste time playing games(M=2.89056,SD=1.14294), Grades in physical education are not fair to the non-athlete in comparison to athlete (M=2.9337, SD=1.04658).

In generally, for dissatisfaction statement listed to measure attitude of students toward physical education the overall average is (M=2.86945, SD=1.05318). Therefore, students' attitude towards physical education in relation to dissatisfaction is at neutral level.

Summary of students' attitude towards physical education in relation to dissatisfaction



**Figure 7 students' attitude towards physical education in terms of dissatisfaction**

The above indicated figure 5 shows the summary of students' dissatisfaction to course of physical education and in majority (36%) they replied as they are at neutral level; that means they are not dissatisfied nor satisfied with since the negative response is more than 31% (disagree 21% and strongly disagree 10%).

#### **4.3.6 Students Attitude toward Physical Education In relation to Physical Education Teacher**

Beneath this section the student researcher discusses the attitude of students towards physical education (PE) in relation with their PE teacher. For assessing this attitude five statements were used. These statements are, PE teacher does not treat people who are good at physical education differently from others; PE teachers are only concerned with muscle building, like PE teacher, only the good pupils are picked for a school team by the physical education teacher and the physical education teacher should offer extra activities for all children.

**Table 9 Students Attitude toward Physical Education In relation to Physical Education Teacher**

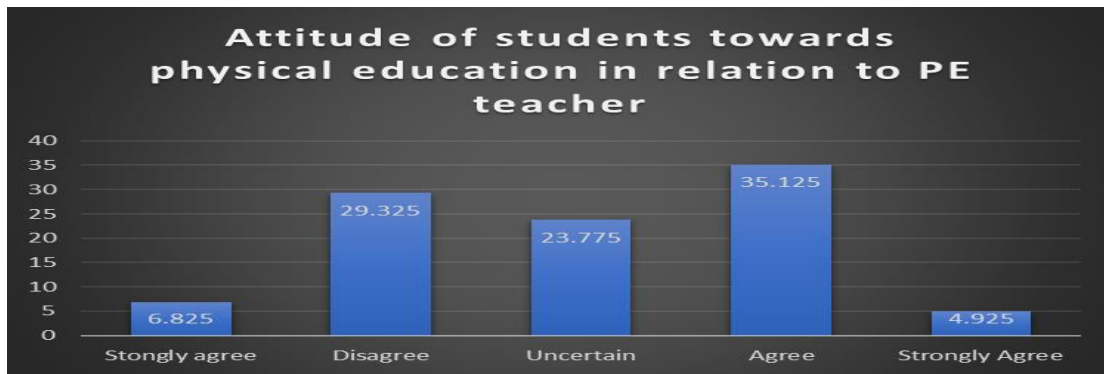
Statements	N	Mean	SD	Level
My physical education teacher does not treat people who are good at physical education differently from others	392	3.3827	.99693	Agree
Physical education teachers are only concerned with muscle building	392	2.7423	1.09050	Undecided

I like my physical education teacher	392	3.0918	1.05924	Agree
Only the good pupils are picked for a school team by the physical education teacher	392	3.0612	1.02965	Agree
The physical education teacher should offer extra activities for all children.	392	3.1837	.99201	Agree
Overall average		3.09234	1.034	Agree

Table 9 shows attitude of students towards physical education in terms of their physical education teacher. Accordingly in item I students were asked as their physical education teacher does not treat people who are good at physical education differently from others and in majority that means at mean level ( $M=3.3827$ ,  $SD=.99693$ ), this means teachers at selected schools are treat all students equally. In item two of indicated table students were asked if their physical education teachers are only concerned with muscle building and average ( $M=2.7423$ ,  $SD=1.09050$ ) were replied as their teachers are neutral this reelects that as teachers incorporate different exercise in their activity through, they teach their students. In 3<sup>rd</sup> item of the table the student researcher assessed if the students like their PE teacher and majority of them were responded as they agree with the statement at ( $M=3.0918$ ,  $SD= 1.05924$ ) this means teachers of physical education the schools have like from their students. In item 4<sup>th</sup> the students were asked if the teachers of physical educations are select Only the good pupils for a school team and students replied at average as they agree at the statement ( $M=3.0612$ ,  $SD=1.02965$ ) and this indicated as there is fairness through selection of school team from teachers and no complain from students. In the final or the fifth item of the table students were asked if they expect offering extra activities from their physical education teacher and they replied as agree ( $M=3.1837$ ,  $SD=.99201$ ) with this statement, this shows that as students are wait many activities from their teacher.

In over-all, one can understand that as the attitude of students towards to physical education is at agree level ( $M=3.09234$ ,  $SD=1.034$ ) that means, the students have almost all positive attitude towards physical education in relation to teacher.

Summary of students' attitude towards physical education in base their PE teacher in graph.



**Figure 8 students' attitude towards physical education in base their PE teacher in graph**

The graph shows as attitude of student is at agreeing level with 35.125 % in maximum percentage; which shows as the students have positive attitude towards physical education in base of their teacher.

#### **4.3.7 Students Attitude towards Physical Education In in relation to Parent, religion and Culture**

This title is deals with students' attitude towards physical education in base of parent, religion and culture ; therefore to assess these items based students attitude towards physical education the student researcher used statements like , Most parents would not approve of their daughters majoring in physical education, My parents would never want me to major in physical education, My parents always encourage me to participate and study physical education, My parents are pleased when I participate in physical education, My parents think that physical education lessons are necessary for all pupils, My culture encourages participation in physical education, and My Religion encourages participation in physical education.

**Table 10 Students Attitude towards Physical Education In relation to Parent, religion and Culture**

Statements	N	Mean	SD	Level
Most parents would not approve of their daughters majoring in physical education	392	2.9362	1.13467	Undecided
My parents would never want me to major in physical education	392	2.8597	1.10715	Undecided
My parents always encourage me to participate and study physical education	392	3.1020	1.20942	Agree

My parents are pleased when I participate in physical education	392	3.2194	.97426	Agree
My parents think that physical education lessons are necessary for all pupils	392	3.2551	.98906	Agree
My culture encourages participation in PE	392	3.1429	1.00383	Agree
My Religion encourages participation in PE	392	3.0781	1.04953	Agree
Overall average		3.08471	1.066846	Agree

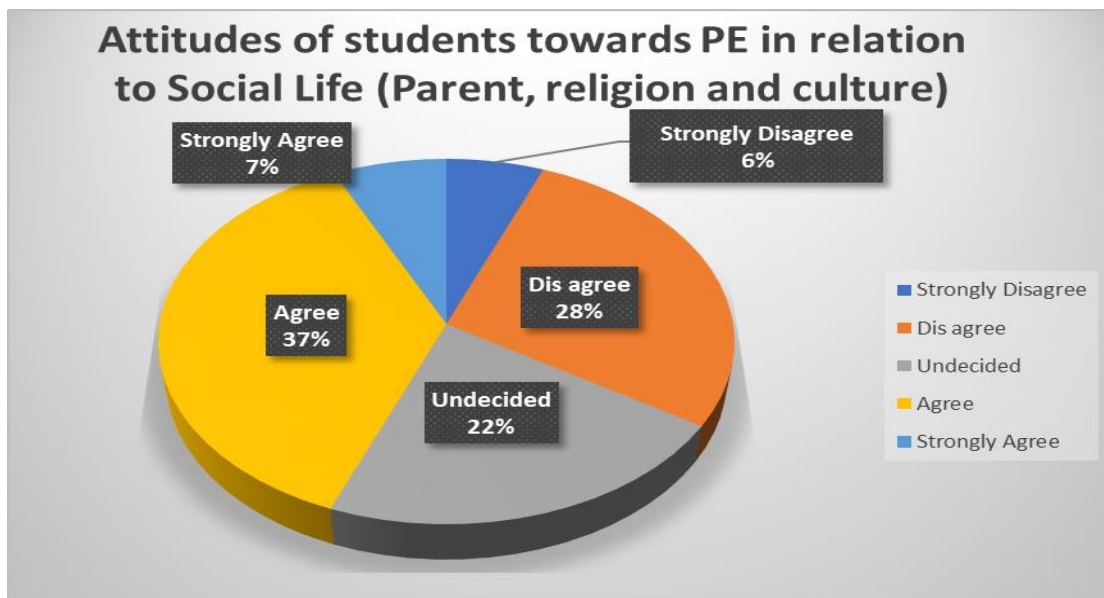
Table 10 shows the response of respondent regarding to their attitude towards physical education in base of parent, culture and religion, as it is designated in the table from first to fifth item result of statements related to parent base is listed and in the sixth and seventh one attitude of students towards physical education in relation with their culture and religion are discussed.

As it is mentioned only the two negative attitude (Most parents would not approve of their daughters majoring in physical education, and my parents would never want me to major in physical education,) in concerning parents-based attitude towards physical education as a neutral or undecided attitude in average of (M= 2.9362, SD=1.13467) and (M=2.8597, SD=1.10715) respectively. Results from these two statements designated as parents are at neutral level if their daughters and children are making physical education their major course that means they may leave the opportunities for their child. The three rests My parents always encourage me to participate and study physical education, my parents are pleased when I participate in physical education, and My parents think that physical education lessons are necessary for all pupils) statements in concerning attitude of students towards physical education were replied as they at agree level which replied as (M=3.1020, SD=1.20942, M=3.2194, SD=.97426 and M=3.2551, SD=.98906) respectively. One can recognize that from these results, as students' attitude towards physical education in relation to parent is positive.

In the sixth item of the above-mentioned table, students were asked if their culture encourages their participation in Physical education, and they replied in average (M= 3.1429, SD=1.00383) as they agree with the statements.

This result shows that as students have positive attitude in relation with their culture. In the final item of the table or seventh item the statements that written as “My Religion encourages participation in physical education” was raised as to be ranked by the five Likert scale and the average ( $M=3.0781$ ,  $SD=1.04953$ ) which was labeled as agree level, this means students attitude towards physical education in base of their religion is positive.

In general, attitude of students towards physical education in relation with social custom (Parent, culture and religion) is found in mean level of ( $M=3.08471$ ,  $SD=1.066846$ ) which explained as agree level, that shows as students of the zone have positive attitude towards physical education in relation to social custom (Parent, culture and religion).



**Figure 9 Attitudes of students towards PE in relation to social life**

As result from graph is shows Attitudes of students towards PE in relation to social life; and in majority (37%) of students selected from the three schools were reflect as they have positive attitude towards PE.

#### **4.4 The relation between students attitude towards physical education and students Academic performance**

This title is discussed the significance between attitude of students towards physical education in and their academic performance was analyzed on base of the following statements.

**Table 11 the relationship between student's attitude towards to physical Education and their Academic performance in Physical education**

Model	R	R <sup>2</sup>	df	Beta	Sig.
Physical Education and health	0.56	0.3136	1	.56	.000
			390		
Physical Education in relation to participation	0.63	0.3969	1	.63	.000
			390		
Physical Education in respect of enjoyment	0.782	0.6115	1	.782	0.002
			390		
Physical Education and the curriculum	0.65	0.4225	1	.65	.007
			390		
Physical Education and dissatisfaction	0.453	0.2052	1	-.45	.06
			390		
Physical Education and Teacher	0.71	0.5041	1	.71	.00
			390		
Physical education and Social based attitude	0.45	0.2025	1	.45	.000
			390		
Attitude of students towards PE	0.605	0.3794		0.416	0.009

a. Dependent Variable: Students' academic performance of previous semester in physical education

b. Predictors: (Constant), Attitude of students towards physical education

Indicate significance at 0.05 levels.

Table 11 shows the relation between students' attitude towards physical education in base of different terms and their academic performance. As one can understand from the table in majority of terms it is shown as students' attitude towards physical education have significance relation ( $P < 0.05$ ) with their academic performance in the course except in terms dissatisfaction statements which ( $P = 0.06$ ). As one can understand from the table the percentage in which their attitude influences their academic performance is high on the statement Physical Education in respect of enjoyment ( $R^2 = 61.5\%$ ,  $df = 1,391$ ,  $P < 0.05$ ). In General attitude of students towards physical education has ( $R^2 = 37.94\%$ ) of influencing students' academic performance and it is at low level of correlation ( $\beta = 0.416$ ) and significance relation ( $p < 0.05$ ).



## 4.5 Discussion

This part pointed out the different issues which were acquired from the analysis of the data and the result of the studies reviewed in earlier sections and discussions made accordingly. The current study investigated the attitude of students toward physical education in selected Buno Bedele zone secondary school.

To this effect the first examined was attitude of students towards physical education in respect to its overall benefits. This was examined on the base of health, participation, enjoyment and dissatisfaction towards physical education. The overall students towards physical education in base of health was at agree value with a mean value of 3.5982 which shows as Buno Bedele School students have positive attitude towards physical education in terms of health and only 38.4% of students were shows as their attitude at agree level regarding with the health benefit of physical education. Regarding with result the research conducted by (Shyam P.2012) as 44% of students were strongly agree with their attitude towards PE in terms of health. Therefore, Buno Bedele Secondary school students' attitude towards PE is low by comparing with study conducted by Shyam.

The students have average attitude of ( $M= 3.16956$ ,  $SD=1.04734$ ), and this result shows, as students have positive attitude towards physical education with reference to participation. The overall average of students' attitude towards physical education in terms of enjoyment is at agree level ( $M=3.21376$ ,  $SD=1.06496$ ). Study conducted in Addis Ababa by (ENDRIS Y 2014) shows as students in majority by more than 60 % shows agree level attitude towards to physical education and this is high when related with current study which agreed by only 33% of students, this may be reason because of the respondents were far from capital. According to (Ismael O. 2020) , the study conducted in Ghana 54% of students were shows positive attitude in relation to enjoyment towards PE. This may be due to Ghana is among middle income countries and have adequate facilities and materials needed to teach the course for improve students attitude towards PE, in terms of enjoyment.

The second examined *was* attitude of students towards physical education in respect to curriculum, concerning with these terms the participants of study conducted by (Shyam P.2012) were indicated as the overall attitude level ( $M= 3.8$ ) which shows as students in majority are agree with curriculum-based attitude towards PE and the current study result shows ( $M=3.1094$ ) which is low comparing with western students. This means western students' attitude towards physical education is higher than the zones students' attitude. Additionally, students' agreeing with statement of curriculum is shows that more time should be given to physical education and that physical education should be included in the curriculum to offer a more complete education. This clearly showed that students are not

satisfied with the time allocated to the subject and they think that there is not enough time for them to benefit from the activities offered. Yet in a study which was conducted by Rice (1988), which also assessed students' attitudes to physical education and the curriculum, the students had developed a negative attitude to physical education, because of their concerns with the subject. These factors included criticism of the status of physical education in the curriculum, the lack of variety of activities offered, the amount of time which was allocated to physical education within the curriculum, and the lack of contact between the staff and the students in lesson time; but students' of Buno Bedele have positive attitude when compared to Rice study.

The third examined statement was students' attitude towards Physical Education in relation to social life; on the base of social life students' attitude towards to physical education on the base of parents, culture and religion was evaluated. Accordingly, students of current study were replied in average level ( $M=3.07448$ ) as they agree with parents based student attitude towards physical education and this result not adequate enough when compared with the study conducted by (Jouqium L, *et. al* 2019) which tell as parents generally value PE but their belief that it should be compulsory and an assessable part of the curriculum is varied and associated with their own experiences and knowledge and students-based parent attitude is viewed at ( $M=3.5674$ ). Which greater than the current study is; this shows the attitude of Buno Bedele zone students in base their parent view to course is low. In base of culture the current study students' attitude towards physical education is ( $M=3.1429$ ) and it is low when compared to study conducted in on western students by (Teejay D.2019), ( $M=4.22$ ).

This shows the culture of the Buno Bedele zone has made more challenges on participation of students in Physical education than western students; this may happen because of the students' participants are female in majority. The religion has positive pressure on attitude of students towards physical education ( $M=3.0781$ ) but which low when compared with the aforementioned study.

The last one was to examined as there is a significant relationship between the academic performance of students in physical education and their attitudes towards physical education and the current study identify as there is significant relationship between students attitude towards physical education and the study conducted by (Teejay D.2019) indicates as there was a significant relationship between students attitude towards physical education and their academic performance by his which was titled as "attitude towards physical

education courses and academic performance of so more students in a state university” therefore, the student researcher result realize it.

These findings corroborate Orlić et al. (2017)’s research, who examined PE attitude of Serbian students using PE attitude questionnaire was ranged between mean of 3.52 -4.21, but the current study result shows average below 3.5 and this may be due to Serbian students being able to experience more pleasant social interactions and to have more fun and/or more challenging activities in their PE class; this could have made them feel more relaxed and less anxious, leading to the higher positive attitude in the comfort dimension than that of our sample. However, PE attitudes of students in study were still positively similar to former findings. Whereas literatures about PE attitude are available, studies that examine PE attitude using PE questionnaire are still limited. Henceforward, extra studies are recommended, utilizing this instrument tool in assessing PE attitude to add-on understand general and definite information in the enlargement of positive or negative attitude toward PE class.

## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATION

#### 5.1 SUMMARY OF THE STUDY

The general objective of this study was to investigate the attitude of students towards learning physical education in selected secondary schools of Buno Bedele Zone. In order to discuss briefly with respect to each objective in detail for this study, the following research questions were raised.

- What is attitude of students towards physical education in respect to its overall benefits?
- What is the attitude of students towards physical education in respect to curriculum?
- What is students' attitude towards Physical Education in relation to social life?
- Is there a significant relationship between the academic performance of students in physical education and their attitudes towards physical education?

In order to answer these questions, the descriptive and inferential statistics was applied to assess linear regression survey method was employed. The relevant data to the study was gathered through the questionnaire. In general, 392 participants were involved in the study in which all were students. The data have been analyzed using descriptive frequency, inferential statistics linear regression.

Based on this, the following findings have been obtained for this particular study.

- Majority or 38.42 were responded as they leveled agree which means they have positive attitude (M=3.5982) to the course in relation of health-related raised statements.
- Majority(34.4%) of students have positive attitude(M=3.16956) toward PE in relation to participation statements.).
- Students have shown positive attitude(M=3.21376) towards the course in relation with enjoyment to the course; since majority or more than 40% were, agree with positive statement in base of enjoyment.

- Students attitude towards to physical education in terms of curriculum in overall statement found on agree in majority OR 36 % of study participants which shows moderate positive attitude(M=3.1094).
- Students of Buno Bedele zone do not dissatisfy nor satisfied with since the negative response is more than 31% (disagree 21% and strongly disagree 10%) and their attitude is at undetermined (M=2.86945) level.
- Student is at agreeing level with 35.125 % in maximum percentage; which shows as the students have moderate positive attitude (M=3.09234) towards physical education in base of their teacher.
- Attitudes of students towards PE in relation to social life; and in majority (37%) of students selected from the three schools were reflecting as they have moderate positive attitude (M=3.08471) towards Physical Education .
- Attitude of students towards physical education has ( $R^2=37.94\%$ ) of influencing students' academic performance and it is at low level of correlation ( $\beta=0.416$ ) and with significance relation of ( $p<0.05$ ).

## 5.2 CONCLUSION

The purpose of this study was to investigate the attitude towards physical education among Buno Bedele secondary school, this study was conducted on the base of the following specific objectives

- To identify attitude of students towards physical education in respect to its overall benefits.
- To investigate attitude of students towards physical education in respect to curriculum.
- To identify students' attitude towards Physical Education in relation to social life or social custom
- To asses if there is a significant relationship between the academic performance of students in physical education and their attitudes towards physical education

To address these listed specific objectives the researcher used 55 questions which were used by previous researcher; findings of the study were shown as students of the zone have positive attitude towards physical education in base of overall benefit terms concerning with health, participation, and enjoyment base which were found in mean value of (3-4) which means agree level or moderate positive attitude and the mean value in relation with dissatisfaction is found between mean value of (2-3) which means students are undecided to their dissatisfaction with course that labeled as low positive attitude.

The second finding of the study shows as the students have medium positive attitude (3-4) or agree level in respect to curriculum of PE towards to the course and the third finding social custom (Parent, culture and religion) based attitude towards physical education is labeled at agree (3-4) level this means it is at medium positive attitude. The final objective shows that, as there is a significant relationship between students' attitude towards physical education and students' academic performance; that means students attitude have positive correlation with their academic performance. From these conclusion one can understand that , as the Buno Bedele Zone secondary schools students have positive attitude towards physical education and as the academic performance has positive correlation with the attitude towards physical education.

### 5.3 Recommendations

Depending on the findings of the study, the student researcher indicates the following recommendations

- It is better if the minister of education gives additional time to physical education class to increase students attitude to high positive attitude towards physical education in relation to curriculum
- It is good if teachers' treat all students equally, offer students different activities while they taught the course to improve attitude of students toward physical education in base of PE teacher
- It is better if the community is trained the values of physical education to improve students' attitude in base of parent.
- It is recommended if Physical educator is developed different ways of creating job in field of physical education to encourage students to join the course when they join college and university to improve to high positive attitude in relation to participation.
- It is good if the Minister of education, school, and teachers work on improving students' attitude towards physical education by making the course more planned, more attractive by incorporate different dancing and others beauty exercise to increase students' academic performance.

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**APPNDIX - A**  
**JIMMA UNIVERSITY**  
**JIMMA UNIVERSITY SPORT ACADEMY**  
**SPORT SCIENCE DEPARTMENT**

**Questionnaire for secondary school students**

Dear students, the purpose of this questionnaire is to collect information about the the secondary school students' attitudes towards Physical Education in Buno Bedele Zone and possible recommendation based on the findings. To get essential information, your home stand since cooperation in responding to each question is very important to meet the intended objective. Thus, feel free and confidential in giving your responses knowing that the responses are used for the purpose of the research only and do not be given to any other third body.

Section I please write in the appropriate response to each of the 5 questions that describe you or your position.

1. Gender \_\_\_\_\_ A. Male \_\_\_\_\_ B. Female...\_\_\_\_\_.....
2. Present age \_\_\_\_\_ (Years) \_\_\_\_\_.....
3. Name of Secondary school \_\_\_\_\_.....
4. Grade 9 Sections \_\_\_\_\_ Grade10 Section \_\_\_\_\_
5. Religion \_\_\_\_\_
6. Physical education mark of the previous semester \_\_\_\_\_

Section II. Make “X” on your option from number indicated in the table which were used as the symbol for the following liker scales.

5=Strongly Agree 4= Agree 3=Undecided 2=Disagree, 1=Strongly Disagree

No	Question	5	4	3	2	1
Physical education and curriculum, satisfaction and participation						
1.	Physical education is one of the worst lessons we have in school					
2.	I do not go to school to do physical education but to learn more important subjects					
3.	I find the activities in physical education boring because we always do the same thing					
4.	I wish we could choose what we do in physical education and games					
5.	I would rather do physical education than other school subjects					
6.	Vigorous physical activity works off harmful emotional tensions					
7.	Academic requirements for majors in physical education are not as difficult as other subjects					
8.	A curriculum which does not include physical education does not offer a complete education					
9.	I will make physical education as major field of study if I get a chance in the college or university					
10.	Most girls and boys do not enjoy physical education classes					

11.	There are a large variety of interesting activities offered in the physical education program.					
12.	More time should be given to physical education lessons					
13.	A physical education credit should be required for graduation from high school					
14.	I don't like sport at all because I feel a fool in my physical education kit					
15.	I hate getting muddy in games					
16.	Sometimes I pretend to be ill so that I do not have to do physical education and games					
17.	I prefer physical exercises which have beauty in movement such as dance and gymnastics					
18.	I do not like playing games because they are too rough					
19.	Physical education is not important because it does not lead to a job					
20.	It is silly for high school girls to waste time playing games					
21.	Grades in physical education are not fair to the non-athlete in comparison to the "natural athlete"					
22.	Physical education offers training for leadership					
23.	There are many opportunities for the development of moral and ethical conduct in physical education					

24	Physical education activities provide opportunities for satisfying social experiences					
25	Girls should develop their physical abilities to the highest level					
26	Vigorous physical activity works off harmful emotional tensions					
27	Working together in physical education activities gives people a better understanding of each other					
<b>Physical education and health and enjoyment</b>						
28.	Physical education is good because it keeps you fit and healthily					
29.	Physical education makes important contributions to mental health					
30.	Playing netball or football is very exciting when the scores get close					
31.	Physical education makes a valuable contribution towards building up reserves of strength and stamina for everyday living					
32.	I like physical education because if you are good enough you can get into the school team					
33.	I like physical education because I can compete against my friends					
34.	There is something interesting for everyone in physical education					
35.	I would take part in physical education even if I did not have to					

36.	Even when I do not feel well, I do not want to miss physical education and games					
37.	I like doing physical education and games because they are fun					
38.	Girls look forward to their physical education classes with enthusiasm					
39.	Participation in physical education contributes to the promotion of emotional development					
40.	Physical activities are valuable for maintaining Health					
41.	Physical fitness is a most important aspect of life					
42.	Participation in physical activities is essential for all of us					
43.	I don't like sport at all because I feel a fool in my physical education kit					
<b>Students' attitudes in respect of their Physical Education teachers</b>						
44.	My physical education teacher does not treat people who are good at physical education differently from others					
45.	Physical education teachers are only concerned with muscle building					
46.	I like my physical education teacher					
47.	Only the good pupils are picked for a school team by the physical education teacher					
48.	The physical education teacher should offer extra activities for all children.					



<b>Student attitudes toward Physical Education in respect of social life</b>				
49. Most parents would not approve of their daughters majoring in physical education				
50. My parents would never want me to major in physical education				
51. My parents always encourage me to participate and study physical education				
52. My parents are pleased when I participate in physical education				
53. My parents think that physical education lessons are necessary for all pupils				
54. My culture encourages participation in physical education				
55. My Religion encourages participation in physical education				

## **Maxxantuu A**

### **Yuunivarsiitii Jimmaa**

### **Akkadaamii Ispoortii**

### **Muummee Saayinsii Ispoortii**

#### **Gaafannoo Barattootaa Manneen Barnootaa Sadarkaa Lammaffaa Godina Buunnoo Beddeleef qophaa'e**

Kabajamaa barataa Kaayyoo gaafannoo kanaa data argametti dhimma bahuun“ ilaalcha barattootaa barnoota guddinaa fi jabeenya qaamaaf qaban adda baasuun argannoo argame irratti immoo yaada furmaataa ka'uuf" kan ooluudha. Dataa barbaachisaa argachuuf amantummaan keessaniifi nu waliin hojjechuun keessan data qulqulluu argachuun kaayyoo qorataa galmaan ga'aachuuf baayyee barbaachisaadha.

Kanaaf, deebiin keessan qorannoo kana ittiin hojjechuuf malee qaama sadaffaa bira waan hin deemneef bilisa tahuun soda tokko malee guutaa.

#### **Qajeelfama Waliigalaa**

1. Maqaa keessan barreessuu isin hin barbaachisu
2. Odeeffannoo dhuunfaa of eeggannoon qabama

#### **Laphee guutuun deebii nuuf kennuuf qopha'ootahuukeessaniifgalatooma**

Kutaa 1ffaa:-Gaaffii eenyummaa fi sadarkaa kee gaafatu kan gadii kana shanan akka gaafatamteetti deebisi.

1. Saala Dhiiraa\_\_\_\_\_ Dhala \_\_\_\_\_
2. Umrii\_\_\_\_\_
3. M/B \_\_\_\_\_Sadarkaa 2ffaa
4. Kutaa 9ffaa\_\_\_\_\_10ffaa\_\_\_\_\_
5. Amantaa \_\_\_\_\_
6. Qabxii BGJQ semeteera darbee \_\_\_\_\_

**Kutaa 2ffaa: -Gaaffiilee armaan gadiif iskeelii lakkoosi 1-5 kennameef qixa gaaffichaatti bakka deebii ta'a jettutti mallattoo "X" godhi!**

5=Baayyeen itti waliigala 4=Ittan walii gala 3=Himmurteessu 2=walii hin galu,

1=Baayyeen itti walii hin galu

Ti	Gaaffiilee	5	4	3	2	1
	Kaarikulamii Barnoota Guddinaa fi Jabeenya qaamaa					
1.	Barnooti Guddinaa fi Jabeenya Qabeenya (BGJQ) barnoota jibbisiisa mana barumsaa keenyaati					
2.	Mana barumsa kanan deemu BGJQ osoo hin taane kaaniif					
3.	Sochiilee BGJQ keessatti hojjenu yeroo hunda walfakkaata kanaaf na jibbisiisa					
4.	Sochiilee qaamaa hojjennuun utuu filatamnee ni gammadna					
5.	Barnoota kaanirra BGJQ'n hojjedha					
6.	Kaarikulamiin BGJQ hinqabne guutuu hin ta'u					
7.	Dandeettiin akkadaamii BGJQ'f barbaachisu kaaniin yoo madaalamu gadaanaadha					
8.	BGJQ sadarkaa lffaattis ta'e lammaffaatti akka koorsii barbaachisaatti ilaalamuu qaba.					
9.	Barnootni gudinaafi jabeenya qaamaa barannoo filatamaa akka mana barumsaa keenyaatti qabnu dha					
10.	Shammarranii fi dhirootni baayyeen wayitii (BGJQ)tti gammadoo miti.					

11.	Garaagarummaa fedhii guddaatu sochiilee qaamaa sagantaa BGJQ keessatti kennaman irratti mul'ata.					
12.	Yeroon dabalataa barannoo BGJQ'f kennamuu qaba					
13.	Qabxiin BGJQ Mana barumsaa sadarkaa lammaffaarra xumuruuf dirqama barbaachisaa tahuu qaba					
14.	Akkuma waliigalaatti sochii qaamaa hin jaalladhu, meeshaalee ispoortii fayyadamuun gowwummaa natty fakkaata.					
15.	Tapha keessatti mormii hin jaalladhu					
16.	Si'a tokko sochii qaamaattii hirmaachuu baqaaf nan dhukkubsadhan jedha					
17.	Sochiilee qaamaa sochii hawwatoo qaban kanneen akka daansii fi jiminaastikiin caalchifadha.					
18.	Waan miidhaa geessisaniif jecha, tapha taphachuu hin jaalladhu.					
19.	BGJQ barbaachisaa miti, sababnisaa carraa hojii hin qabu waan ta'eef					
20.	Shammarran mana sadarkaa lammaffaaf tapha taphachuun yeroo gubuun ala hiika hin qabuuf					
21.	Qabxiin BGJQ irratti kennamu yeroo kan atileetii fi barataa kaanii walbira qabamu haqummaa hin qabu,					
22.	BGJQ 'n leenjii hoggantummaa ni afeera					
23.	BGJQ keessa carraawwan hamilee fi seersafuu hawaasa itti guddifatan hedduutu jira					

24.	BGJQ'ncarraawwan muxannoo haawasummaa haala quubsaan itti argatan ni kenna					
25.	Shammarran gahumsa qaamaa isaanii sadarkaa ol'aanaati guddifatuu qabu					
26.	Sochii qaamaa cimaa hojjechuun miira hamaa balaa qabuuf nama saaxila					
27.	BGJQ keessatti gareen hojjechuun namoota gidduu wal hubannoon gaarii akka jiraatu godha.					
Faayidaawaligalaa BGJQ						
1	BGJQ'n ga'uumsaa fi fayyummaatti waan nu eeguuf gaariidha					
2	BGJQ'n sammun fayyaa tahuu keessatti qooda barbaachisa qaba					
3	Playing netball or football is very exciting when the scores get close					
4	Humnummaa fi jabeenya jireenya guyyaa guyyaatiif barbaachisu qabaachuuf BGJQ'n barbaachisaadha					
5	BGJQ nan jaalladha, yoo nama ga'aa gaarii taate carraa garee mana barumsaatti dabalammuu qabda.					
6	BGJQ nan jaalladha sababniisaa hiriyoota gidduutti miira dorgomtummaa uuma					
7	BGJQ keessa wanti nama kammiyyuu hawwatu tokko tokko jira					
	Yerooman waayitii BGJQ hin qabnellee					

8	barannoo isaatti hirmaachuuf nan hawwa					
9	Yerooma keessi koo natty hin tolettiyyuu waayitii BGJQ fi taphaa gubuu hin barbaadu					
10	Waan na gammachiisuuf taphaa fi BGJQ tti hirmaachuu nan jaalladha.					
11	Barattootni shammarranii waayitii BGJQ fedhii guddaan eegu					
12	BGJQ tti hirmaachuun dandeetti miira ofito'achuu ni gabbisa					
13	Sochii qaamaa fayyaa taanee jiraachuuf nu barbaachisa					
14	Ga'umsi qaamaa taatee jireenya baayye ebarbaachisaadha					
15	BGJQtti hirmaachuun hunda keenyaaf barbaachisaadha					
16	Waluma gala sportii hin jaaladhu sababiin isaa meeshaan gutuu waan hin jireef					
Barsiisaa BGJQ bu'uuragod hachuun ilaalcha Barataan BGJQ' fqabu						
1.	Barsiisaa BGJQ ijoollee BGJQtti gahuumsa qaban warra kaaniitti adda baasee hin ilaalu					
2.	Barsiisootni BGJQ guddina maashaa irratti qofa xiyyeeffatu.					
3.	Barsiisaa/stuu BGJQ koo nan jaalladha.					
4.	Barataa gaarii qofatu gareewwan mana barumsaaf filatu barsiisotni BGJQ					
5.	Barsiisootni BGJQ hundumtuu sochiilee qaamaa dabalataa barattootaaf kennuqabu.					

Ilaacha Barataan akkaataa jiruu hawaasaatti BGJQ'f qabu						
6.	Maatiin baayyeen ijoolleen isaanii BGJQ koorsii muummee akka godhatan hin barbaadan					
7.	Maatiin koo koorsii BGJQ akkan baradhu tasumaa hin fedhan					
8.	Maatiin koo akka BGJQ baradhuuf yeroo hunda ana kakaasu					
9.	Yeroo sochiilee BGJQ keessatti hirmaa dhumaatiin koo ni gammadu					
10.	Maatiin koo BGJQ'n barattoota hundaaf barbaachisaa tahuutti ni amanu					
11.	Aadaan kiyya sochiilee BGJQ keessatti hirmaachuu kiyya ni deggera					
12.	Dhaabbatni amantaa kiyyaa Sochii qaamaa BGIQ keessatti hirmaachuu ni jajjabeessa					