

**JIMMA UNIVERSITY**

**SPORT ACADEMY**

**DEPARTMENT OF SPORT SCIENCE**

**THE IMPACT OF ENHANCING RECREATIONAL ACTIVITIES ON  
PHYSICAL EDUCATION CLASS PARTICIPATION OF STUDENTS IN ARSI  
ZONE SELECTED SECONDARY**

**BY:**

**BIRETUKAN FANTAHUN**

**A RESEARCH THESIS SUBMITTED TO JIMMA UNIVERSITY SPORT  
ACADAMI DEPARTEMENT OF SPORT SCIENCE IN  
PARTIALFULFIMENTOF THE REQUIREMENTS FOR THE  
MASTERS OF EDUCATION IN TEACHING  
PHYSICAL EDUCATION**

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**JIMMA, ETHIOPIA**

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SEPTEMBER, 2021

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As members of the Examining Board of the Final MED. Open Defense, we certify that we have read and evaluated the thesis prepared by: Birtukan Fantahun entitled study on the impact of recreational activities enhancing secondary school physical education class performances at west arsi zone selected school we recommend that it could be accepted as fulfilling the thesis requirement the degree of Master of Education in physical Education.

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**DECLARATION**

By my signature below I declare and affirm that this Thesis is my own work. I have followed all ethical and technical principles of scholarship in the preparation, data collection, data analysis and compilation of this Thesis. Any scholarly matter that is included in the Thesis has been given recognition through citation.

Name: BIRTUKAN FANTAHUN

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## **Biography**

Ms. Birtukan Fantahun was born in 1984 in Gonegoa werda Chagni town, Awi zone of Amhara regional state. From her father Mr. Fantahun Worku and her mother Agegnehush Eshetu. She attends her Elementary Education and Secondary School Education at Chagni elementary school and Chagni Secondary& preparatory school respectively. After completing High School Education, she joined Axum University and graduated with B.Sc. Degree in sport science in 2013 G.C. Having graduated she continued her Post Graduate Diploma in Teaching (PGDT) education in Wollega University for two summers. Then she was employed by the Government and worked Ropi Siraro Secondary School in Siraro Werda of West Arsi Zone. Then, she joined Jimma University in 2017G.C. to purpose Master of Education in Teaching Physical Education (MEd) in summer program.

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## **List of Abbreviations and Acronyms**

PA	Physical activity
NASPE	National association for sport and physical education
YMCA	Young man Christian Association
USTTA	United States Travel and Tourism Administration
SNNP	South Nation and Nationality of People
ASK	Active Smarter Kids

## **Abstract**

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

**Key words;** *Recreational activity,*

# CHAPTER ONE

## 1. INTRODUCTION

### 1.1 Background

Peoples engage in different type of activities depending on their age, access and equipment in their school and communities. Elementary school students typically engage in free play, running, and age-appropriate sport activities that are aligned with the development of fundamental motor skills. Adolescents engage in complex motor skill development programs like resistance exercise, different individual and team sport.

Physical education is a means to develop motor skill, physical ability, and knowledge that leads to stimulate growth and balance. It provides a venue for student's express themselves through movement and physical activity. Barrow explained Physical Education is an education of and thruman movement where many of educational objectives are achieved by means of big muscle activities involving sports, games, gymnastic, dance and exercise.

Physical activities are the backbone of physical education program. Physical education program in the schools should be enjoyable and it provides opportunity for students to develop positive relation with others improves their physical fitness, self-esteem and reduce stress and anxiety. Beyond these known physical activity benefit students participate depending on their age, ability, and interest in their school. In addition to physical education program, students can get the opportunity to participate in sports and games in the form of leisure and recreational activities.

Activities, adventure and leisure education constitute an important premise that needs to be strengthened and diversified in relation to the development of educational performance

Exploring new teaching and learning methods to improve students' academic performance is important. Recreational activities, Physical activity (PA) may be an effective strategy affecting positively academic performance, and school-based studies investigating the effect of increased PA on academic performance have steadily increased in number the last decade.

Classroom physical activity is defined as any physical activity done in the classroom. Classroom physical activity can take place at any time and occur in one or several brief periods of time

during the school day. Classroom physical activity should be offered in addition to physical education and recess and at all school levels (elementary, middle, and high school). The two primary approaches for classroom physical activity are: Physical activity integrated into planned academic instruction and Physical activity outside of planned academic instruction.

Classroom physical activity is an important part of a Comprehensive School Physical Activity Program. Classroom physical activity gives students opportunities for physical activity during the school day in addition to physical education and recess. Encouraging students to be physically active during classroom learning can increase the amount of time they are active and limit the amount of time they are sedentary.

Recreation in Latin terminology «recreo» was introduced by the Romans and in Russian language means: to recreate, restore, update, support, refresh, etc. To be held in free from work (study) time, is creative, is based on a voluntary basis and is fun and satisfying. The term "recreation" varies depending on the content of the text in this case, considering the physical, social, psychological, geographical recreation and its various types.

Involvement of young people in outdoor recreational activities in tourist areas aims at increasing their awareness and participation by experimenting different forms of activity in different environments. Stimulating the young generation's interest in actively participating in recreational

Recreation is one of the varieties of entertainment. It is always the basis of physical recreation and creative activities of physical culture, forms and methods of training. The concept of "leisure time" in a self-organized manner, or rest, not yet clearly identified, there are still no common understanding of "leisure" and "recreation". At the present time, different authors in their own defined physical recreation.

## **1.2 Statements of the problem**

The Campus Labs study suggests that students view their co-curricular experiences as instrumental in developing these skills. For half of the skills, the majority of students indicated that they had gained these skills outside of the classroom. This included such skills as “ability to plan, organize, and prioritize work” and “make decisions and solve problems.

In the case of physical education, all children should be able to take part in physical activity organized in school settings. It is also the school which should provide them with a lot of fun and enjoyment, without making them feel embarrassed or teased by others for their lack of technical ability. It is partly the school’s role to keep them active (and thus healthy). But, however simple it may seem, one has to remember that people do not decide on leading an active life or playing a particular sport at any particular moment or under the influence of a singular factor. It comes through a process – the process of physical education, which is probably one of the most difficult processes to provide as it requires a combination of both pedagogical skills and a knowledge of biological nature. But this hasn’t always been so obvious.

It is suggested that beneficial effects of PA on academic performance are due to improved cognitive functions, such as attention, concentration and working memory. Results are mixed and range from a positive effect to none on academic performance. Most consistent is the observation that increases in school-time PA apparently does not affect pupils’ academic performance negatively. However, most previous studies are hampered by several limiting factors, including a lack of randomization, low statistical power and subjective measurement of PA.

Much of the focus for physical education teachers relates to the curriculum and each individual lesson that is taught. It is important, however, to advocate for another aspect of the program that teachers are trying to promote: physical activity outside of the physical education classroom. With the limited amount of time for physical education, students cannot reach the recommended 60 minutes of daily physical activity (National Association for Sport and Physical Education [NASPE], 2004b). To make up the difference, physical educators need to help promote, facilitate, and model opportunities for students to be active outside of class. The Healthy People



2010 goals state that individuals should increase their daily physical activity levels and increase their quality of life through physical activity.

One of its main functions is the recreation, restoration, development and human health. PA person the subject quite a lot. They reveal the purpose and objectives of recreation, substance use and reflect areas of concern. However, little is known, the use of physical recreation activities in the learning process.

During teaching physical education, the teachers face many challenges, and also, they have a gap like they did not know students' physical activity organized in school setting .it is also the school which should provide them with a lot of fun and enjoyment, without making them feel embarrassed or tested by other lack of technical ability. The experience of researcher the student in the school to participate physical activity during free time (outside of class) to do this, was needed to examine the impact of recreational activities on physical education practical class. This article provides suggestions for physical educators to help students, their friends, and even their families to lead a physically active lifestyle and make healthy choices outside of the physical education program. In order to improve schools status in participation of recreational activities, regular physical education practical class must be implemented in the schools and school sport clubs should be given emphasis and it is mandatory to run a well-organized and modern physical education program. In this study the problems to be investigated are there is lack of adequate trained man power in the area, lack of sport materials, facility and equipment as well as research works.

### **1.3. Research Questions**

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

## **1.4. Objectives of the Study**

### **1.4.1. General objective**

The general objective of this study is to investigate the impact of recreational activities to enhancing physical education practical class.

### **1.4.2. Specific objectives**

- To examine the difference this lies on student's participation in recreational activities and to suggest means to solve that difference.
- To know students' knowledge about recreational activities.
- To know negative or positive impact of recreational activities in enhancing physical education practical class.
- To explore factors that that hinder participation of students in recreational activities.

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

This research is emphasized the impact of recreational activities in enhancing physical education practical class.

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

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

Because of several factors it is not possible to consider all aspect of the study area therefor this study was delimited in assessing the impact of recreational activities in enhancing physical education practical class in west Arsi selected schools . The study focuses only delimited on the

assessing of in four werda seven secondary schools, males and females students from grade 9<sup>th</sup>-10 students. In addition, this research focuses on physical education practical class and the following recreational activities Athletics, Basketball, Football, Handball, Table tennis, Tennis and Volleyball.

### 1.7. Limitation of the Study

The study was likely faced the following limitations, in sufficiency of literature, COVID -19, disease, unwillingness of student.

### 1.8. Definition of Terms

- **RECREATION:** - Refreshment by means of some pastime, agreeable exercise, or the like. P Madow (ed.) (1965:3.)
- **RECREATIONAL ACTIVITIES:** - the activity of traveling for pleasure, to see sights, for recreation. Kanters, M. A. (2000).
- **ACTIVE RECREATION:** - is a type of recreation which is peoples freely peruse in their leisure time for a sense of enjoyment that also benefits their physical, social and emotional wellbeing. Kanters, M. A. (2000).
- **PASSIVE RECREATION:** - is a type of recreational activities which is peoples engage their free time only for enjoyment and psychological satisfaction. Kanters, M. A. (2000).
- **GAME:** - is a system in which players engage in an artificial conflict, defined by rules that result in a quantifiable outcome. Huizinga [1985]
- **LEISURE:** - The condition of having one's time free from the demands of work or duty.
- **PHYSICAL EDUCATION:** - is an integral part of the total educational process, is a field of endeavor which has as its aim the development of physically, mentally, emotionally and socially fit citizens through the medium of physical activities which have been selected with a view to realizing these outcomes. Sidentop (1998)
- **PLAY:** - Play is freely chosen, personally directed, intrinsically motivated behavior that actively engages the child Huizinga [1985]

### **1.9. Organization of the Study**

This research was consisted totally five chapters. The first chapter deals with background of the study, statement of the problem, basic research question, objective of the study, significance of the study, delimitation of the study, and operational definition of terms. The second chapter deals with review of related literature. The third chapter focuses on the Research Design, Source of data, Data gathering instrument, Procedure of data collection, and Method of data analysis. The fourth chapter also consist data analysis, interpretation and major findings of the study. The last chapter which is chapter five consist summary, conclusion and recommendation of the study.

## **CHAPTER TWO**

### **2. REVIEW OF RELATED LITRATURE**

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

#### **2.1 Concept of Physical Education**

Physical education provides students with the knowledge and skills necessary to perform a variety of physical activities, to maintain physical fitness, and to value as well as enjoy physical activity as an ongoing part of a healthy lifestyle. Different author defines the term physical education in different ways.

Physical education is the planned, progressive, inclusive learning experiences that take place as part of the curriculum in early years, primary and secondary education, and acts as the foundation for a lifelong engagement in physical activity and sport.

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

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

think and to interpret this knowledge, and Social Development: helping an individual in making personal adjustments, group adjustment, and adjustments as a member of society.

## **2.2. Physical Education as an Academic Discipline**

An academic discipline is an organized body of knowledge collectively embraced in a formal course of learning. The acquisition of such knowledge is assumed to be an adequate and worthy objective as such, without any demonstration or requirement of practical application; the content is theoretical and scholarly as distinguished from technical and professional. Henry, Franklin M (1964:6-9) Physical education is structured as a cross-disciplinary body of knowledge; it can meet the requirements of that definition. Educators in the field like Bucher (1972:212) argue that; Education and physical education are passing through a period of change and transformation from traditional roles to modern, purposive roles in accordance with the increased productivity of today's world through competition and production. Besides, isolation and segregation of physical activities has had many unhealthy setbacks like developing an inferiority complex in the physical educators with members from other teaching faculties usually referring to them as non-teaching staff. It is suggested that any organization of physical education should start with developing a positive attitude and self-confidence among physical educators themselves and make them feel that physical education should extend itself to the classroom and become the focus or centered point of the educational system.

Another scholar Siedentop (1998:225) discusses that; Physical education is a field of action, rules and of persons. The significance of self-involving physical participation and movement is really a planned exercise in growth and awareness not possible in other areas of learning. These facts are theoretically known to many people but are not explicitly expressed them or teach them too other. In other words, physical activities need a theoretical framework where ideas can be collected, judged and then formulated in to laws; hence we need a strong theoretical orientation for physical education so that the accumulated information can be consolidated and stabilized. In our interest of helping the student to the maximum, improving our own image, and cutting down the routine and traditional curriculum of the school. Siedentop (1998:225)

The amount the knowledge is not the criterion of successful life but the way in which an individual faces the physical realities of the world and problem of life. There is no doubt, offers

and educational dimension to the activity and tries to bridge the gap between school and the physical world (Ram and et.al. 1996: 13-14).

### **2.3. Physical Education as Part of the Total Education**

Skills before permitting his/her to take part in physical activities

The same authors explicitly elaborated that physical education has been accepted as an essential Physical education is the integral part of the total education process which enhances and integrates those physical, social, and psychological aspects of an individual's life, through directed physical activity.

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

Through a well-directed physical education program students develop skills for the correct use of leisure time by undertaking activities which are conducive to healthy living social development and a sense of civic responsibility. Bucher (1972:45) Cited in Ram and et.al. (1996:45) defines physical education as: "An integral part of the total education processes a field of endeavourer that as its aim the development of physically, mentally, emotionally, and socially fit citizens through the medium of physical activities that have been selected with a view to realize these outcomes."

The above definition depicts that physical education is a process which utilizes activities that are inherent in each individual to develop a person organically, neuron muscular, intellectually, and emotionally. These outcomes are realized whenever physical education activities are conducted in such places as the playground gymnasium and swimming pool. The relationship between physical education and general education provides opportunities for exchange of views between the physical education teacher and the subject teacher about the abilities, interests, limitation and scope of each individual student and his/her participation in the school program. In this way, good physical education teacher ascertains how well participation performs the necessary motor part of general education and no educational authority, state or organization questions the

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

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

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

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

In line to this idea, Bucher, (1972) cited in Ram and et.al (1996: 112) states “Physical education and health not only affect social development but emotional development as well. Games provide release from tension after long periods of study; furthermore, achievement in physical



activities gives students as sense of provides which pays dividends in emotional satisfaction and well-being.

Physical education has a long and broad range of traditional forms that can be included in its educational process of socialization. Here, “traditional” does not mean just traditional teaching (usually associated with unattractive and emotionally and intellectually undemanding). Although it is difficult to describe here precisely the whole of what might be considered as culture of physical, Kirk [1990] believes that to emphasize the idea of culture (physical culture) pupils in schools should be taught traditional games such as croquet as well as modern games such as curling. Introduction of “extraordinary” sports and forms of activity may induce resistance to traditional sports and participation in these, whilst offering different choices, allows another challenge to the pupils, that they would not normally face. Today one can observe that the values, once designed and destined for the upper classes, have been assimilated with those characteristic for less noble and less financially independent ones, Kirk [1990]

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

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

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

Mass popularity of some sports has caused changes in the nature of sport, thus reflecting social changes in the domain we can call the 'culture of physical activity'. Recent technological revolutions have brought the media along and what once was undertaken as a sport, recreational or pastime activity, has shifted towards something that is now watched on television. Therefore one may wonder if any form of activity (lacking for example its physical side) be considered as a part of physical culture? I do not know, but we all know how people tend to value things that they obtain without any effort – “easy come, easy go”. Will the same apply to valuing physical efforts? If not today, it might become so in 30-50 years. And what will be done about it then? Today's physical culture is a recognized part of human life, responsible not only for developing natural biological predispositions and needs, but also for creating certain life attitudes and thus plays an important role in developing social relationships, interests and moral values. It also concerns the organizational sphere of physical culture and how it deals with the whole range of matters – who runs sport federations, what is the policy behind national sports, how much money is spent on mass sport and how much on “elite”, professional sport, how things are handled on individual or family levels. Such an understanding of physical culture also influences the aims of physical education which, being a foundation for future self-development, has to emphasize and integrate those issues into its teaching more than ever. Physical education through pedagogical methods and the specific interactive nature of the relationship between teacher and pupils (in the educational environment of a sport gym) should aim at strengthening personal traits (beliefs, moral values, motives and interests as much as motor skills or sporting skills) in preparation for an active life style not just in the school but for a person's whole life span. If the process is delivered appropriately, according to pedagogical principles, some basic motor skills (i.e. running, jumping, skipping or catching) would be the means of achieving social and moral development. The variety of activities, the forms and methods of delivering it, and broadness of contexts should only enhance the educational process and help young people to direct their interests into physical culture in the future Kirk [1990]

## **2.5. Definition of Recreation**

Any consideration of the broad field of recreation and leisure should begin with a clarification of terms and concepts. The words play, leisure, and recreation are frequently used interchangeably. However, while related, they have distinctly different meanings, and it is important for students

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

Recreation is any pursuit engaged upon during leisure time, other than pursuits to which people are normally 'highly committed' ([the latter includes] such things as optional shopping, overtime, secondary work, house repairs, car maintenance, further education, homework, child care, religion and politics'). Countryside Recreation Research Advisory Group (1970:7).

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

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

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

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

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

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

Recreation while sharing some common elements with play differs from it in the sense that it encompasses many types of experiences that are not at all play like, such as reading, attending cultural events, or other intellectually based hobbies. In the past, recreation was regarded chiefly as a pleasurable and relaxing activity that served to restore and refresh individuals so that they might return to their work with new energy. Today it is understood to be a much more complex phenomenon, with meanings that extend far beyond simply taking part in activity. Most modern definitions of recreation fit into one of three categories: (1) recreation has been seen as an activity carried on under certain conditions or with certain motivations; (2) recreation has been viewed as a process or state of being-something that happens within the person while engaging in certain kinds of activity, with a given set of expectations; and (3) recreation has been perceived as a social institution, a body of knowledge, or a professional field. Richard Kraus (1966:7).

## **2.6. Benefits of Recreation**

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

According to Bryant, Banta, and Bradley (1995:158), “recreation may be the single common bond between students” during their schools outside of any structured orientation programs. A recreational facility with diverse sport programming opportunities designed to meet student’s need can serve as an active and effective way of establishing a sense of belonging as well as efficient measures for social engagement (Belch, Gebel, & Mass, 2001).

Recreational sport programs create “opportunities for interaction, collaboration, and unification which are essential if campuses are to develop a sense of community” (Dalgarn, 2001: 66). From their study done on persistent rates of freshman and the use of campus recreational sport facilities, Belch et al. (2001) discussed how regular participation in recreational sport programs create favorable opportunities for informally interact with other students. These informal interactions could lead to student’s increased satisfaction with their college experience. Recreational sport opportunities on school campuses have been identified by past researchers in helping students “feel more at home on school, facilitated the making of friends, and increased the quality of student life on campus” (Watson, Ayers, Zizzi, & Naoi, 2006, p. 14). Ellis, Compton, Tyson, and Bohlig (2002:58) reported results from their study indicating that students participating in campus recreation programs frequently tended to report “more positive health and quality of life”

Studies, it may take competition, challenge, excitement, involvement, and other characteristics of recreational sports to motivate students to socially connect to other students. Vilhjalmsson and Thorlindsson (1992) suggested that motives for participation in terms of social integration through sport participation depend upon the structure of the sport. A formal structure, such as the manner club sports are set, should have a more positive impact than informal sport. They further argue that within informal sport settings, sport groups should provide more beneficial opportunities than individual sport which can lead to further participation motives. In another way of examining what motivates students to participate in recreational sport programs, Artinger et al. (2006) developed a study that attempted to design an effective way of measuring the social benefits student gain through intramural sports participation. They focused on areas such as university integration, reliable alliances, social group bonding, cultural awareness, and personal benefits.

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

(1997) reported that participation in open recreational activities produced the highest percentage of student-reported participation and satisfaction in all aspects of campus life. The variety of potential benefits through recreational sports that frequently occur in a short period of time can also be a very prominent indicator as to why recreational sports often produce high participation and satisfaction levels among participants (Kovak & Beck). On another level, motivation and life satisfaction levels can also be affected by student's gender. Kanters and Forrester (in press) reported that both men and women have similar motivational factors for participation in recreational sport programs. However, when measuring overall participation motives and satisfaction levels, Kovak and Beck (1997) concluded that women are generally more satisfied with their recreational sport involvement than males had reported. They also found that females tend to participate in recreational sports for a wider variety of reasons than males do and participate for both individual as well as social reasons. Males, then, are motivated to participate in the recreational sport opportunities for benefits that are more related to them. Students can gain very practical educational training through involvement in extracurricular activities such as recreational sports. Astin (1984:527-528) supporting his theory of involvement stressed that "the greater the student's involvement in college, the greater will be the amount of student learning and personal development". If Astin's theory of involvement is applied to the study conducted by Artinger et al. (2006), it could be interpreted that the more intramural sports a student participates in, the more the student could potentially benefit. Students do not need to participate in a large number of recreational sport activities in order to gain a variety of developmental benefits and to establish a feeling of satisfaction. Students could ultimately feel the same levels of satisfaction through one consistent recreational sport activity than through numerous activities. However, Astin continues to explain how social-emotional development should be enhanced through involvement in sporting activities.

## **2.7 The effect recreational activities**

Across all 50 studies (reported in 43 articles), there were a total of 251 associations between physical activity and academic performance, representing measures of academic achievement, academic behavior, and cognitive skills and attitudes. Measures of cognitive skills and attitudes were used most frequently (112 of the 251 associations tested). Of all the associations examined, slightly more than half (50.5%) were positive, 48% were not significant, and only 1.5% were

negative. Examination of the findings by each physical activity context provided insights regarding specific relationship

The motric, Educational, Recreational and Satisfaction Impact of Adventure Education Activities in the Urban Tourism Environment shows that; At the Adventure Park Brasov Challenge the girls have accumulated 118 points (29.7%), and the boys 280 points (70.3%). For Photo Trip Brasov Adventure, the average distance covered by the 12 teams was  $5.516 \pm 0.240$ . The results are statistically significant for  $p < 0.05$ . The Cronbach's Alpha coefficient for the whole questionnaire was  $\alpha = 0.933$ ; for the Adventure Park Brasov Challenge was  $\alpha = 0.811$ ; for Photo Trip Brasov Adventure was  $\alpha = 0.924$ , suggesting that the items had a very high internal consistency.

Effects of physical activity on schoolchildren's academic performance: The Active Smarter Kids (ASK) cluster-randomized controlled trial shows that; no effect of the intervention on academic performance in primary analyses (standardized difference 0.01–0.06,  $p > .358$ ). Subgroup analyses, however, revealed a favorable intervention effect for those who performed the poorest at baseline (lowest tertile) for numeracy ( $p = .005$  for the subgroup\*group interaction), compared to controls (standardized difference 0.62, 95% CI 0.19–1.07).

A research of Perceptions of dimensions of service quality and recreational benefits in collegiate recreational sports programs indicate that a relationship does exist between service quality and benefits in collegiate recreation programs. Additionally, differences were found between the three institutional types, the three types of programs as well as gender. No differences were found between ethnic groups and there was not enough of a response in national origin to complete an analysis.

A publication prepared by the American Association of Colleges and Universities and released in January 2015 reports on a survey conducted last fall, in which 400 executives and more than 600 college students responded .,

## **2.8. Factors That Affect Students' Participation in Recreational Activities.**

The factors that affect recreation are varies from different basis. The recreation service industries, particularly school recreational sport programs, provide a multitude of benefits for those individuals who actively engage in recreational sport programs and services on a regular

basis (Banta, et al., 1999; Haines, 2001; Belch, Gebel, & Mass, 2001; Caldwell & Smith, 1998). Recreational sport centers can serve as a microcosm within the larger, often overwhelming school community enabling students to interact in ways that the larger university community is less likely to provide for students (Belch, et al., 2001).

Club sports offer an opportunity to further this sense of community by creating cohorts of students that gather on a regular basis to pursue a shared interest in a particular sport or physical activity over an extended period of time. Club sports typically exist for the entirety of a school year and are open to all skill and competitive levels. It has been noted in numerous studies that the availability of recreational sport programs was an important factor in deciding whether or not a student would attend a particular college (Kovac & Beck, 1997; Haines, 2001; Banta et al., 1991). Students may become more satisfied with their collegiate experience if they are actively part of a well-run recreational club sport program that meets their various needs. Understanding of the motivational factors that cause students to participate in a club sport will provide valuable information for campus recreational sports professionals to better cater to the needs of the students. The more attractive a program is to the student population the more likely participation in that program will increase. This attractiveness of the club sport program could be used as a marketing tool to prospective students to the campus. Despite an abundance of past research on general campus recreational sport programming and facilities, there is limited research from a student's perspective regarding motivations to join and actively participate specifically in collegiate club sport programs. Club sports contain different characteristics from these other recreational sport programs. Indiana University's Program Director of Intramural Sports, Club Sports, and Student Development defined a club sport as a "group of individuals who meet regularly to pursue an interest in a particular sport activity. The organization of the club may be structured or casual. Each club is developed governed and administered by the student membership of that particular club" (S. L., Hall, personal communication, January 18th, 2008). Club sports exist in order to serve as a means where students are able to practice and develop skills within the particular sport, voluntarily compete in their sport, as well as to develop social relationships with the other club members. Participants initially may join a club for reasons that another recreational sports program may not effectively address. These reasons could include the ongoing social camaraderie and friendships that develop within a club over extended contact with each other, the acceptance of being part of a group where participants initially did not know



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

Intrinsic and extrinsic motivation can be broken down further into individual factors that represent why a person is motivated to participate in an activity. Prior research on what individuals get out of participating in a recreational sport activity could be an indicator of why they participate in the first place. While participants may expect to gain some benefit out of their participation in their sport activity, this gain of benefits may actually be a motive to participate in the activity in the first place. Banta, Bradley, and Bryant (1991) recognized eight responses that students most frequently gave when evaluating their motivation for participation in recreational sports. These eight items include: (1) stress reduction, (2) feeling of physical well-being, (3) sense of accomplishment, (4) weight control, (5) sport skills, (6) physical strength, (7) fitness, and (8) friendship (Banta, et al.). It is important to note that these eight items are from participation in general campus recreational sport programs and not tied specifically to sport clubs. Yet because club sports are often considered as a part of campus recreational sports, they are likely to be indirectly related. If students have a meaningful experience while participating in their sport activity, they may be more motivated to continue in the activity (Koivula, 1999). However, what is meaningful to one Person may not contain the same amount of meaning for another individual. Motivations in sport participation may also vary depending on gender or age (Koivula). Socialization purposes may be a prominent motive for club sport participation. Recreational sports facilities, and involvement in recreational sport programs, such as intramural sports and club sports, promote the groundwork for social interaction among students who do not achieve this in other settings on their own (Artinger, Clapham, Hunt, Meigs, Milord, Sampson, & Forrester, 2006).

## **2.9. List of Recreational Activities**

### **2.9.1. Basketball**

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

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

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

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

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

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

### **2.9.2. Athletics**

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

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

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

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

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

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

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

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

Relays: - All relay team consist of four members, each of whom (except in the settle hurdle relays) carries a baton, passing it to the next runner (with a marked zone) until the last runner carries it across the finish line. The relays include 4X100m, 4X200m, 4X400m, 4X880 yards and 4X1mile. The medley relays are the sprint (200, 400 and 800m) and the distance medley (440, 880, 1320 yards and 1 mile).

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

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

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

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

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

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

Discus: - The collegiate discus is wooden with a metal rim, measures 8.622 inches (21.6cm) in diameter and weighs 4 pounds 6.548 ounces (2kg). It is thrown from a starting circle 8 feet 21/2

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

Inches (2.5m) in diameter. For women the minimum weight of discus is 2 pounds 3.25 ounces (1kg) and the diameter is 7 1/2 inches (17.6cm). For high school the discus must be less than 3 pounds 6 ounces (1.6kg) in weight.

Javelin: - The javelin is a metal alloy spear, tapered at the tip with a reinforced steel tip. The length is approximately 8 1/2 feet (2.6m), and the weight is 1.7765 pounds (0.8kg). It has a cord grip 6.3 inches (16cm) wide around the center of gravity. For women the minimum weight of the javelin is 1 pound 5 1/2 ounces (0.61 kg). It is 7 feet 2 1/2 inches (2.2m) in length and has a cord grip 2 7/8 inches (14.9cm) wide. Ibid Facility

A satisfactory facility for track and field is the combination football area surrounded by an oval 440 Yard track. At both ends the track has covers with an 80-to-110-foot radius. usually eight

Running lanes are marked off. Around the periphery of the field are the spits and circles for the field events. A good layout is one in which two or more events can be conducted simultaneously. (Mood1983:375).

### **2.9.3. Football**

Football is presently the most popular sport through the world interest of spectators and participants because of this large number of students as a recreation and uses their leisure time and participate football activity. For this reason, football is usually very useful educational activity for secondary school physical education program. Mood (1983:261) explains about the values of football game for high school, elementary and college students. Football should be thought in every basic physical education program from the elementary grades up through high

school and college if for no other reason to teach boys and girls the skillful use of their legs. Football is running game and thus it helps develop cardiovascular endurance. Little equipment is required, probably making football one of the last expensive athletics activities. No particular body size is or physical build is necessary. Training for and playing football develop leg strength, body coordination, speed, and muscular endurance. The game can be played equally well by both sexes.

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

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

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

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

#### **2.9.4. Handball**

Handball is one of the popular team games in the world one of the reasons for its popularity is its extensive nature. The game also is played by both sexes. The main objective of the game is to score a goal by moving the ball toward the opponent's goal. The game retains a unique nature

that involves continuous play, body contact and movements. This make the game attractive and to be included in the physical education curriculum.

Handball is basically a running sport, and it can provide a large contribution to develop social interaction, health and improve fitness level. In general hand ball is a sport far all age, both sexes, is easily learned, can be played indoors or outdoors, and is expensive mood 1st

Team handball can be played by both sexes, with as few as five players and no more than seven players on a team both indoors and outdoors. The main objectives are to score a goal by moving the ball towards the opponent's goal into the goal itself. The dribbling and passing techniques are very similar to those used in basketball. A goal counts as 1 point for the scoring team. out the rules of handball; describe playing and identity essential equipment needed for the game.

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

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

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

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

interrupted line parallel to and outside the goal area line, 3 meters further from the goal. A penalty mark is drawn 25 feet (7m) from the goal line, and a center line is drawn midway is drawn 25 feet (7m) from the goal line, and a center line is drawn midway between the goal line  
Mood (1983) sport and recreational activities for men and women P.332-335

The equipment required to play handball is minimal. A basketball type shoe may be used for indoor and outdoor play and a created shoe may be used on grass. The only other piece of equipment required is a ball. Two criteria must be met if an official ball is to be used; otherwise, a volleyball or similar sized ball maybe be sued. The USTHF ball requirements for men are that the ball weight 15 to 17 ounces and be 23 to 24 inches (55 to 60cm) in circumference. For women and juniors, the ball is to be 111 2 to 14 ounces and 21 to 22 inches (54 to 56cm). It should have 12, 18, or 32 panels. At least two balls should be available to start the game. Mood (1983) sport and recreational activities for men and women P.335

### **2.9.5. Table Tennis**

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

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

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

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



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

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

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

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

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

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

### **2.9.6. Volleyball**

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

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

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

### **2.9.7. Tennis**

Tennis is without a doubt, one of the most popular of universally accepted recreational games for many reasons. It can helped by everyone, whether young old. It is coeducational recreational game and is well suited for mixed competition. It can be played indoors or outdoors. Only a short time is needed to play either an easy game or very strenuous game that taxes the player ability, endurance, speed and agility. It is an excellent game of eye to hand coordination. It is noncontact

sport. It can be adapted as a team sport in addition to being suitable for individual competition. For these and many other reasons, it is one of the best of all the carry over basic skill sports. All children should learn to play this game with in their school experience, for its social values have for reaching influence on the achievement of a full rich value. Mood (1983:344).

Tennis game need its own equipment like racquet, ball, clothing, net, and court. Mood explained each equipment bellow. The racquet should be selected with considerable care as to weight, balance, grip and feel as it is weighted. It consists of a handle and an oval head access which strings are woven. No exact specification exists. The racquets are made of wood, steel, (not recommended), aluminum, plastic, fiberglass, graphite, of these. The grips should be selected

According to the size of the hand it ranges from 4 to 5 inches (10.1to12.7cm). The racquets weight varies between 12 and 15 ounce (340 to 425gm).

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

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

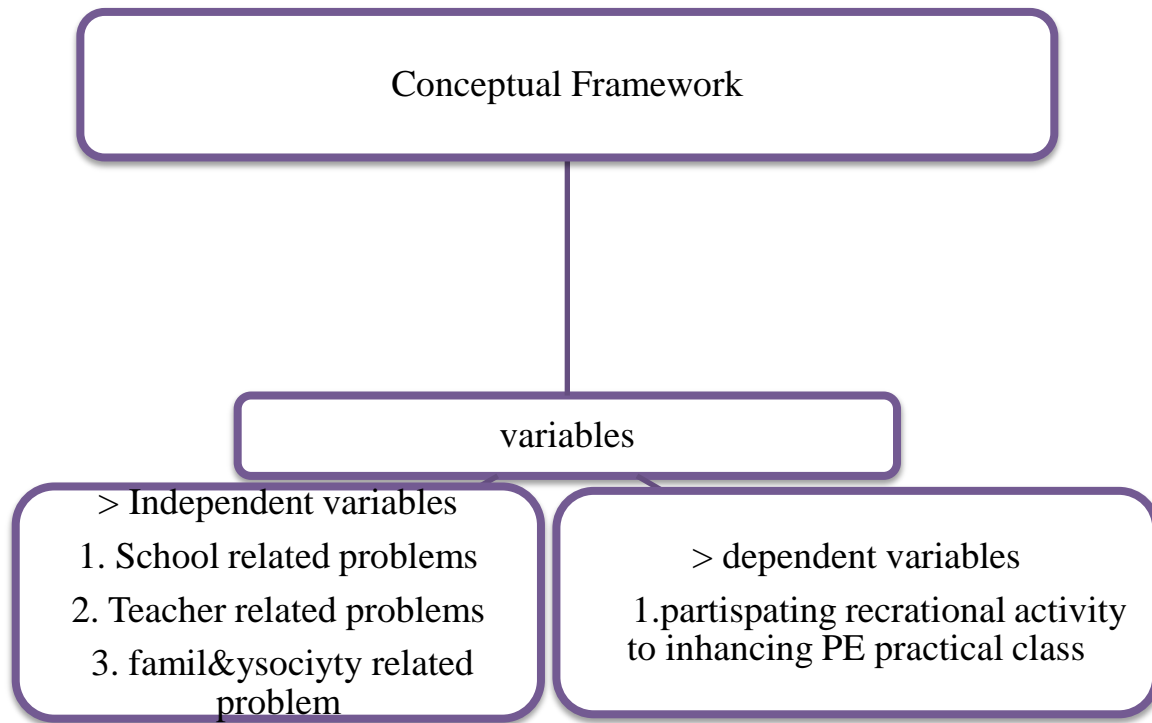
Mood (19983:345) the surface of the court should be smooth, firm, and level. It may vary from grass to hard surfaced comment. The dimension should be single court 78x28feet (23.8x8.24), double court 78x36feet (23.8x10.98m) (4.5 foot [1.37m] alley added to each side. The distance between the baseline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

The game is started with services and the sequence of scores for each service point won by each player is 15, 30, 40 and game. If both serve and the receiver win a point, the score will be 15-all. If the receiver wins the next point, the sore becomes 15-30 (remembering the server’s score is

always fist). Mood (1983 :). Although, we can play this tennis games as recreational activities with modifying all the equipments and the rules.

## 2.10 Conceptual Framework

Conceptual Frame was showing interrelationship between variables, the study on the problems of the impact of recreational activity and student performance on physical education practical class some selected secondary school of west Arsi Zone. The independent variable is focus on the problems to participate in recreational activity and student interests like teacher related problems, student related problems and school related problems teaching learning process of physical education. The dependent variable was the result that comes as result of these problems affecting teaching learning process of physical education the participating recreation and students' interest was explained by the effect of independent variable.



**Figure -1conceptual framework**

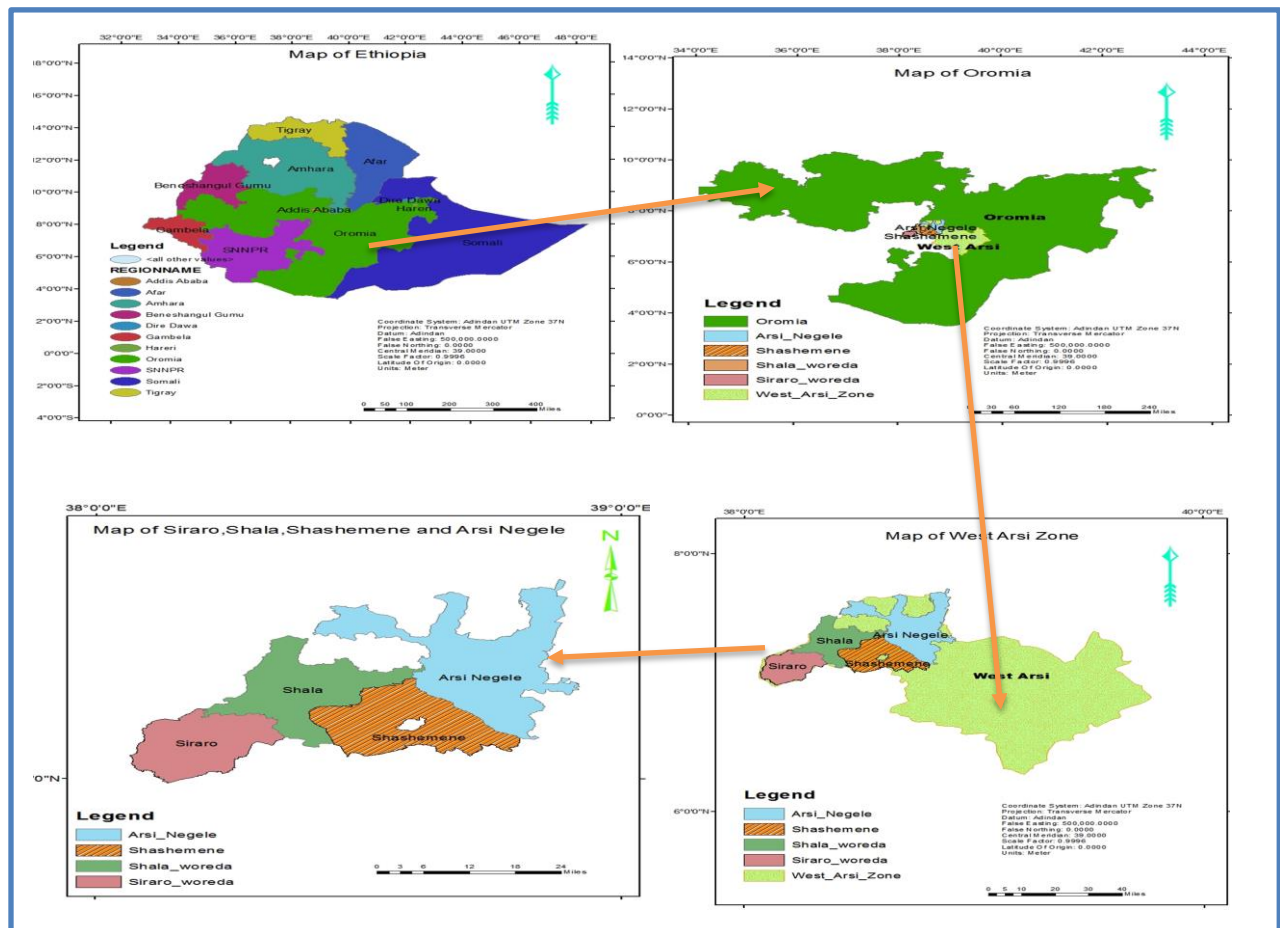
# CHAPTER THREE

## 3. RESEARCH DESIGN AND METHOD

### 3.1 Study area

West Arsi is one zone from Oromia regional state and 250km far from the capital city of Addis Abeba which is geographically bounded at south & west by SNNP, north east Shoa zone and west by Bale zone. There are 43 urban and 324 rural kebeles in zone. Based on 2007 census projection the total population of west Arsi zone is 2,613,762 of whom 1,308,188(50.05%) were females, 429,441(16,4%) were children's <5 years. There are 743 schools in west Arsi among these 53 (7%) are secondary schools. The total numbers of students in seconder school are 36,252. of these, 17,482 (48.22%) were females.

Figure2. Map of study area



Source: Extracted from ArcGIS V.10.4 (2021).

### **3.2. Research Design**

The aim of this study is to investigate the impact of recreational activities in enhancing physical education practical class. It is also goes to suggest some possible means that can be used to increase the participation of recreational activities. To this end, a descriptive survey research design methodology was employed with the assumption that it was help to identify the existing practices and situations that are encountered by the students in the schools.

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

The collection of information was carried out through primary data was collected from the 7 secondary schools those are found in west Arsi secondary school using questionnaires.

#### **3.3.1. Primary source of data**

The primary source of data of collected by directly administering questioner from the sample

### **3.4. Participant of the study**

The target of this study was student of west Arsi selcted secondary school students.

### **3.5. Population of the study**

The population of study is the entire group of people to which researcher intends the results of a study to apply (Arno and coups .2008). The population of the study was Oromia regional state in west Arsi zone in the seven (7) secondary schools include; Ropi siraro, Ajeshala secondary school, kiltury secondary school, Senbeti sinkli secondary school, Shashemni secondary school and Belila shelo secondary schools. The total population of this study is four thousand eight hundred thirty-six (4836) students. The study was on the target population or sample two hundred sixty (260) students,

### **3.6. Sample Size and sapling technique**

In light of consideration of research method and taking the significance of this study into account, the simple random sampling technique was used to select the students. The subject of the study was students those are found in west Arsi zone. Since the study was conducted in west arsi zone selcted werda schools, among15 district, four district were selected by simple random

sampling using lottery method from 4 district 7 schools were selected by simple random using computer generated.

**Table1. Sample students selected form some selected secondary schools in West Arsi zone.**

Selected secondary schools in west arsi zone	Total population	Target population	Sampling techniques
Ropi siraro secondary school	430	38	Simple random sampling using lottery method & computer generated
Siraro secondary school	300	37	>>
Ajeshala secondary school	1156	37	>>
Kiltury secondary school	1020	37	>>
Senbeti sinkli secondary school	345	37	>>
Shashemni secondary school	1335	37	>>
Belila shelo secondary school	250	37	>>
Total	4836	260	>>

### 3.7. Sample size Determination

The required sample size is calculated using a formula for a single population proportion. It is calculated by considering the impact of recreational activities in enhancing secondary school physical education class performance is 50%. Assuming that d=5% marginal error and CI=95% confidence interval of certainty. Based on this assumption the actual sample size for the study computed using single population proportion formula as indicated below. In addition, a non-response rate 10% is added.

$$n = \frac{(Z_{\alpha/2})^2 p (1-p)}{d^2} \text{ Where,}$$

**n**=is the required sample size

**Z  $\alpha$  /2** = critical value at 95% confidence level of certainty (1.96).

**d**= the margin of error between the sample and population (5%).

**p** =50%

**q**=1-0.5=0.5

**n**=  $(1.96)^2(0.5*0.5) / (0.05)^2$

**n**= **130**

Since the study has design effect  $130*2=260$

### **3.8. Method of data collection**

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

#### **3.8.1 Questionnaire**

A questionnaire is defined as a document containing questions and other types of items designed to split information appropriate for analysis (Cohen and manion 1994). Questionnaire was prepared to collect data from secondary schools' student. The closed ended questionnaire was chosen for it is easily to fill out, takes little time, keeps the respondents on the subject, is relatively objective and fairly easy to tabulate & analyze. On the other hand, the open-ended questionnaire is intended to give a chance for respondents to make their responses in their own words and all what they feel.

Before distributing the questionnaires to the actual participants of this study, permission and willingness of respondents was asked. After getting their consent, they were informed about the objective of the study and its confidentiality. Next to this, distribution of the questionnaire was continuing until the questionnaire complete. Finally, the student researcher collected the questionnaire back and expressed his gratitude to the respective participants the total distributed (260) questionnaires, and 260 were returned

### **3.9. Procedures of Data Collection**

The data gathering instruments used in the study was drafted on the basis of the reviewed literature and the intended data to be collected. To maximize the quality of the responses the researcher used pilot study and the rate of return the time convenient for the respondents was arranged. The researcher was made the objectives of the study clear to all of the sample



respondents at the verge of questionnaire administration in order to avoid confusion and facilitate case of administration. A close follow-up also made to immediately correct problems that arose during the filling in of the questionnaires.

### **3.10. Method of Data Analysis**

The data secured from different sources were analyzed and interpreted using quantitative approaches. Quantitative data were analyzed by utilizing descriptive techniques; frequencies were used to compute percentages for the proportion of responses on issues raised on both open-ended and closed-ended items. The views, options, relating opinions to facts were used in the open-ended questions, made with respondents and close-ended questions are analyzed in narration under each category in table relating in to relevant issues addressed through the questioner items. In the results section, responses of all subjects were analyzed on each research question.

### **3.11. Pilot Study**

Pilot Study is used to ensure the appropriateness of the items, (The instruments used for data collection) a pilot study was carried out in 4 selected school for 260 students. Questionnaire was also administered to 7 physical education teachers who were selected for the pilot study. Based on the response obtained from the pilot study, correction and revision was made in order to avoid ambiguity of the questionnaire items and to maintain the validity and reliability of the language coherence. After that the questionnaire were distributed to students.

### **3.12. Ethical Consideration**

Letter of ethical clearance was obtained from Jimma university institute of Sport Academy department of sport science. Official permission was sent to each selected secondary schools administrative in which the actual data collection was undertaken. The purpose and importance of the study was explained; and Verbal consent was taken from participants.

## CHAPTER FOUR

### 4. Result and Discussion

#### 4.1. Data Analysis and Interpretation

From all students those are found in both secondary schools the samples are selected by using simple random sampling. The total numbers of the students are 4836. Among these 4836 students the researcher selects 260 students and 7 teachers.

**Table 2; Total participants Biography**

Variables	Categories	Frequency	Percent
Sex	Male	160	61.5
	Female	100	38.5
	Total	260	100
Age	16-18	113	43.5
	18-20	106	40.7
	Above 21	41	15.8
	Total	260	100
Grade	9 <sup>th</sup>	130	50
	10 <sup>th</sup>	130	50
	Total	260	100

As shown from table 1 the sample respondents' sex, age and grade level, were analyzed in the above table 1 in that majority of the respondents 160 (61.5) of the male students and the other 100(38.5), female student This indicates that, there is less involvement of females Regarding to age of respondents, 43.5%,40.7% and 15.8% of the student were found in the age fewer than and between years old respectively above 21 A it was shown above the sample respondents grade level were analyzed in the above table in that 130 (50%) of the sample respondent were selected

from grade 9<sup>th</sup> students and 130(50%) of the sample respondent were equal selected from grade 10<sup>th</sup> students.

**Table 3: - Do you like recreational activities? Which Activities are students participate during their free time?**

No	Items	Yes		No		Total		Active		Passive	
		No	%	No	%	No	%	NO	%	NO	%
1.	Do you like recreational activity	235	90.4	25	9.6	260	100				
2.	Do you participate in recreational during free time	200	76.9	60		260	100				
3.	athletics	45	75	155	77.5	200	100				
4.	Volleyball	150	75	50	25	200	100				
5.	Football	120	60	80	40	200	100				
6.	Handball	2	1	198	99	200	100				
7.	Basketball	5	2.5	195	97.5	200	100				
8.	Tennis	0	0	200	100	200	100				
9.	Table tennis	30	15	170	85	200	100				
10	Forms of activity	-	-	-	-	-	-	200	76.9	60	23.1

As shown from table 2 item one the majority of the respondents (90.4%) like recreational activities and the result of the students (9.6%) are they did not like recreational activities. This implies the majority if the respondents like recreational activities whether they are participating or not.

As shown from table 2 item two the majority of the respondents (76.9%) respond that participating in recreational activities during their free time. The result of the students (23.1%) are they didn't participating in recreational activities during their free time. This implies

student's participation towards recreational activities is very high relatively with nonparticipant students.

As shown from table 2 item three from the participants those are responding participating in recreational activities, 22.5% of the participants are participating in Athletics as a form of recreational activities. The other 77.5% of the respondents they didn't participate in Athletics in the form recreational activities. This implies most of the time Athletics doesn't implement in these secondary schools.

As shown from table 2 item four from the participants those are participating in recreational activities, (75%) are playing Volleyball as a form of recreational activities, the rest (25%) respondents did not participate Volleyball as a form of recreational activities. This indicates that most of the participants are playing Volleyball in their schools.

As shown from table 2 item five the majority of the respondents those are participating in recreational activities, (60%) of the participants are playing Football in their school during their free time, and the rest (40%) are did not participate Football as a form recreational activity. This implies as the majority of the respondent's replied Football is one of the popular activities.

As shown from table 2 item six the majority of the respondents (99%) of the participant said that they wear not participating in Handball in their school as a form of recreational activities, and beside this (1%) they play Handball as a form of recreation. As the data indicated participating in Handball in both secondary schools are very less compared with other recreational activities which is implementing in those schools.

As shown from table item seven 2.5% of the participants are playing Basketball in their school during their free time and the rest 97.5% do not participate in Basketball. This implies the participation of the students in Basketball is both secondary schools are very less compared with other recreational activities.

As shown from table item eight majority of the respondents (100%) Tennis did not implement in these secondary schools. Not respondents participate in recreational activity in their school. This indicates the implementation of Tennis as not recreational activities in those schools.

As the data indicated table 2 item nine the majority (85%) of the respondents responded students did not played Table tennis as a form of recreational activities, and the rest (15%) of the respondents participating Table tennis during their free time. This indicates participation of students in Table tennis in their school is very less.

As the data indicated table 2 item ten the majority of the students (76.9 %?) participate in recreational activities through active recreation and 23.1% of participant participates in recreational activities through passive recreation or through observing the participants. Passive recreation has its own benefits. Students those are participating in recreational activities are benefited from these benefits.

**Table 4. The general benefit of participation in recreational activities.**

No	Items	Yes		No		Total	
		Freque ncy	Perce nt	freq uenc y	perc ent	frequ ency	Perc ent
1.	Refresh minds	199	99.6	1	0.4	200	100
2.	Create positive interaction with others	180	90	20	10	200	100
3.	Build self –confidence	178	89	22	11	200	100
4.	Develop ability in practical class	160	80	40	20	200	100
5.	Develop physical fitness	180	90	20	10	200	100
6.	Develop interest of practical class	150	75	50	25	200	100
7.	Develop confidence to perform activities in practical class	100	50	100	50	200	100

As shown from table 3 item one the majority of the respondents (99.6%) respond that participating in recreational activities is used to refresh minds of the students whether it is through active participation or through passive participation. The other (0.4%) of respondents replied participating in recreational activities do not used to refresh students mind. This implies that participating in recreational activities is leads to students advantageous in refreshing minds.

As shown from table 3 item two the majority of the respondents (90%) replied that participating in recreational activities create positive interaction with others. the result ( 10)% of the

respondents replied participating in recreational activities do not have any value to create positive interaction with others. This shows that participating in recreational activities have positive effect to create positive interaction with others.

As shown from table 3 item three the majority of the respondents (89%) replied that participating in recreational activities have positive effect to build students self-confidence, on the other hand (11%) replied participating in recreational activities have more value to build students self-confidence. This implies participating in recreational activities have their own value to build students self-confidence.

As shown from table 3 item four majorities of the respondents (80%) answered that participating in recreational activities have positive effect to develop students' ability to do activities during physical education practical class. The other (20%) replied participating in recreational activities did not have any value to develop student's ability during physical education practical class. This indicates participating in recreational activities have positive effect to develop ability in physical education practical class.

As shown from table 3 item five shows (90%) believe participate in recreational activities develop physical fitness, and it used to perform the activity during physical education practical class. The remaining (10%) replied participating in recreational activities did not have any value to develop physical fitness, and they did not have any value for physical education practical class. This indicated that participating in recreational activities have positive outcome to develop physical fitness and physical education practical class.

As shown from table 3 item six shows (75%) of the respondents answered that participating in recreational activities wear developing interest for practical class. The other (25%) answered participating in recreational activities do not have any value to develop interest for physical education practical class. Based on this the researcher concluded that participating in recreational activities develop interest for physical education practical class.

As shown from table 3 item seven the majority of the respondents (50%) of the respondents answered that participating in recreational activities develop confidence to perform activities during physical education practical class. The rest (50%) responded participating in recreational activities did not have any value to develop confidence to perform activities which have done

during physical education practical class. This implies participating in recreational active is having positive outcome to develop interest in physical education practical class.

**Table.5 participating in recreational activities during their free time and dose participation in recreational activity negative influence in physical education practical class**

No	Items	Yes		No		Total	
		Frequ ncy	Perce nt	Fre qu cy	%	Frequ ncy	percen t
1.	Lack of ability	40	66.7	20	33.3	60	100
2.	Lack of awareness	52	86.7	8	14.3	60	100
3.	Influence of culture peer and religion	48	80	12	20	60	100
4.	Lake of conduce environment	36	60	24	40	60	100
5.	Lack sport material, equipment and facility	48	80	12	20	60	100
6.	Do you believe recreational activity is negative influence	20	7.7	240	93.3	260	100
7.	I am tired after participating in such activity	12	60	8	40	20	100
8.	No interest in practical class because activity is repeated	15	75	5	25	20	100
9.	It increases filling of anxiety	5	25	15	75	20	100

As shown from table 4 item one the data indicated that (66.7%) of the respondents replied that they did not participate in recreational activities because of lack of ability. The other (33.3%) answered lack of ability is not the reason not to participate in recreational activities. This implies that lack of ability is one of the main factors that hinder student’s participation in recreational activities.

As shown from table 4 item two the majority of the respondents (86.7%) answered that the reason for the students they did not participate in recreational activities is lack of awareness. The other (14.3%) answered lack of awareness is not the reason. This implies lack of awareness is the reason to hinder student’s participation in recreational activities.

As shown from table 4 item three shows (80%) of the respondents answered that culture; peer and religion did not have reason to hinder participating in recreational activities. The other (20%) answered that culture, peer and religion is factor to hinder students' participation in recreational activities. This indicates culture, peer and religion are not affecting student's participation in recreational activities.

As shown from table 4 item four indicated that (60%) of the respondents replied that the problem that hinder students participating in recreational activities is lack of conducive environment. The other (40%) are lack of conducive environment is not the reasons that hinder students participating in recreational activities in their schools. This indicated that lack of conducive environment is the reason that affects students participating in recreational activities in their schools.

As shown from table 4 item five indicated that (80%) of the respondents answered that lack of sport material, equipment and facilities affect the students to participate in recreational activities. The other (20%) answered lack of sport materials, equipment and facilities are not the reason that hinders student's participation in recreational activities. This implies lack of sport materials; equipment and facilities are the problems that hinder student's participation in recreational activities.

As shown from table 4 item six the majorities of the respondents (93%) responded that participating in recreational activities does not have negative influence in physical education practical class. The result (7.7%) Saied that participating in recreational activities has negative influence in physical education practical class. This indicates the majority of students consider the positive impact of recreational activities in physical education practical class.

As shown from table 4 item seven from the respondents they answered participating in recreational activities have negative influence in physical education practical class, (60%) of the respondents responded that they are tired after participating in recreational activities. The other (40%) of the respondents answered that they didn't feel tiredness. This indicated that participating in recreational activities has negative influence when it is above their level of performance.

As shown from table 4 item eight the majority of the respondents (75%) answered that after participating in recreational activities they have no interest to do the exercise during physical



education practical class, because the exercise has repetition. The other (25%) of the respondents answered that after participating in recreational activities they can learn physical education practical class is without problem. This implies after participating in recreational activities learning physical education practical class is uninteresting.

As shown from table 4 item nine the majority of respondents (75%) replied that the participation of recreational activities did not increased feeling of anxiety during physical education practical class. The other (25%) answered that participating in recreational activities increased feeling of anxiety for learning physical education practical class. This indicated that participating in recreational activities did not increase feeling of anxiety in physical education regular practical class.

**Table 6: - Does your school provide material, facility and equipment to participate in recreational activities?**

No	Items	Yes		No		Partially		Total	
		Freq uenc y	Perc ent	Frequ ency	perc ent	Freq uenc y	Perce nt	frequenc y	Percent
1.	Does your school provide material & equipment to participate in recreational activity	50	19.2	210	80.8	-	-	260	100
2.	Football field with ball, goal and net	10	20	10	20	30	60	50	100
3.	Basketball court and ring with net	5	10	40	80	5	10	50	100
4.	Volleyball court with ball and net	40	80	5	10	5	10	50	100
5.	Handball field with ball, goal and net	2	4	43	86	5	10	50	100
6.	Athletics field with track	5	10	43	86	2	4	50	50
7.	Field of tennis with ball, racket and net	0	0	50	100	0	0	50	100
8.	Table of tennis with ball, racket and net	1	2	48	96	1	2	50	100
9.	Do physical education teachers encourage students to participate in recreational activates	200	76.9	60	23.1	-	-	260	100

As shown from table 5 item one the of the respondents (19.2%) of the respondents Saied that the schools provide sport materials, equipments and facility that is used to participating in recreational activities in the school The result majority the respondents (80.8%) said that the schools do not provide such facilities. This indicated the schools are do note helping the students for participating in recreational activities through providing sport materials, equipment and facilities.

As shown from table 5 item two the majority of the respondents (60%) respond that the schools are partially provide the football field with ball, goal and net. The other (20%) respond the schools are providing the football field in sufficient way with ball, goal and net. The result (20%) the schools can't provide any material for football playing. This implies as the majority of the respondents answered that, the schools are providing the material but it doesn't fulfill all the materials which is necessary for football playing.

As shown from table 5 item three as the data indicated that 10% of the respondent's answered that the schools are provide basketball court, basketball and ring with net in full manner. The other 10% answered the schools are provide the basketball court, basketball and ring with net but it is not fully equipped. The result 80% of the respondents answer totally there is no any material, equipment and facility which is used to play Basketball as a form recreation. This implies the schools not provide the material, equipment and facilities which is used for Basketball playing.

As shown from table 5 item four the majority if the respondents (80%) answered that the schools are provide the materials, equipment and facilities which are used to participate volleyball in the form of recreational activities but not it doesn't fulfill the all-necessary material, equipment and facilities. The other 10% of the respondents answered that the schools are providing the all materials, equipment and facilities. The rest 10% says the schools totally don't provide any material, equipment and facilities which are used to play football in the form of recreation. This indicates that the schools are providing the material, but it doesn't include all the materials, equipment and facilities. Students are playing by modifying the material.

As shown from table 5 item five the data indicate that the majority of the respondents (86. %) answered that the schools don't provide any material, equipment and facilities which are used to

implement Handball in the form of recreational activities. The other 4% answered that the schools are providing the material, equipment and facilities in full manner. The rest 10% of the respondent says the schools providing the material but not all the requirements which are used to implement Handball game as a recreational activity. This indicates the student's participation on Handball as a recreational activity is less. This is because of as the majority of the respondents answered the materials, equipment and facilities.

As shown from table 5 item six the data indicated 86% of the respondents answered that there is no any materials, equipments and facilities which are used to participate both Track and Field events as a form of recreation. The other 10% of the respondents says there is the materials, equipments, and facilities. But not in a full manner. The rest of 4% of the respondents answered materials, equipments and facilities which are used to implement athletics in the form of recreational activities. This indicates student's participation in Athletics in the form of recreation is less.

As shown from table 5 item seven the majority of the respondents (100%) answered that there is no any materials, equipments and facilities which are used to implement Tennis in the form of recreation in those secondary schools.

As shown from table 5 item eight totally provide the materials, equipments and facilities, those are used to implement Table tennis as a form of recreational activity in the school. The other 2. % Of the respondents answered that there are materials, equipments and facilities which are used to participate in Table tennis in the form of recreational activities in the schools. The rest 2% Of the respondents answered there are a material, equipments and facilities in a full manner to implement Table tennis in the school as a form of recreation.

According to the above table item nine the majority of the respondents (76.5%) answered Physical education teachers are encourage the students to participate in recreational activities, the rest of 23.1% are says physical education teachers do not encourage their students to participate in recreational activities. The data indicated that physical education teachers encourage students to participate in recreational activities.

## 4.2 Significant Difference between Students

**Table 7. Significant Difference between Genders**

Item	Gender			Total	Male			total	Person chi square				Significant	
	Female				Yes	No	Partially		Value	Df		Yes	No	
Do you like recreational activities?	85	15		100	150	10		160	4.61(b)	1	.032	✓		
Do you participate in recreational activities?	60	40		100	140	20		160	0.00(b)	1	1.00		✓	
Types of activities which are students participate in the schools														
Athletics	20	40		60	25	115	140		.118	1	.381		✓	
Volley ball	50	10		60	100	40	140		.16	1	.003	✓		
Football	20	40		60	100	40	140		2.6	1	.001	✓		
Handball	1	59		60	139	1	140		3.26	1	.568		✓	
Basketball	3	57		60	2	138	140		1.3	1	.044	✓		
Tennis	0	60		60	0	140	140		1.4	1	.332		✓	
Table tennis	5	55		60	25	115	140		.943	1	.003	✓		
How do you participate recreational activities														
Actively	45	55		100	100	60	160		.867	1	.001	✓		
Passively	55	45	100	100	60	100	160		0.00	1	.0	✓		
The general benefits of participating in recreational activities.														
Refresh students mind	40	20		60	130	10	140		.746	1	.002	✓		
Create positive interaction.	30	30		60	132	820			1.11	1	.388		✓	

Build self confidence	30	30		60	70	70			4.13	1	.445		✓
Benefits of participating in recreational activities for PE practical class													
Develop ability	30	10		40	10	10			.165	1	.290		✓
Develop physical fitness	35	5		40	17	3	20		6.1	1	.001	✓	
Develop interest for practical class	35	5		40	6	14	20		.847	1	.684		✓
The reasons why students are not participate in recreational activities in their schools.													
Lake of ability	20	10		40	6	4	10		4.50	1	.357		✓
Lake of awareness	20	20		40	2	8	10		1.48	1	.294		✓
Influence of culture	35	5		40	30	13 0	160		.598	1	.440		✓
Lack of materials	35	5		40	17	3	20		.063	1	.011	✓	
Do you believe recreational activities have negative influence in PE practical class?	10	90		100	10	15 0	160		.121	1	.221		
The negative influence of participating in recreational activities on PE practical class.													
I am tired	8	2		10	4	6	20		2.02	1	.801		✓
I have 't interest	9	1		10	6	4	20		2.43	1	.729		✓
It increase anxiety	3	7		10	2	8	20		.122	1	.147		✓
Do the schools provide materials, equipments, land facilities for recreational activities?	20	80		100	30	13 0	160		1.48	2	.297		✓
Materials, equipments, and facilities provided by the schools.													

Football field with ball, net	5	5	10	20	5	5	30		1.198	2	.941		✓
Basketball court ,ball and net	2	16	2	20	3	3	24	30	4.156	12	.473		✓
Handball field with ball , goal and net	1	16	3	20	1	28	1	30	7.50	2	.034	✓	
Athletics field with track	1	16	3	20	1	28	1	30	3.5	2	.125		✓
Tennis field with track	0	20	0	20	0	30	0	30	7.219	2	1.73		✓
Table of tennis with ball racket and net	1	29	0	20	1	26	3	30	3.50	2	173		✓
Do PE teachers encourage the students to participate in recreational activities	70	30		100	130	30		160	7.21	1	.007	✓	

As shown from table indicates which get from SPSS analysis is, the proportion of female students they are participate in volleyball, football, basketball, and table tennis are significantly different from the proportion of male students they are participate in such activities. The value of chi-square indicates 0.003, 0.001, 0.00, and 0.030 respectively. The other significantly difference indicates on forms of participating in recreational activities. As the data indicates, which is conducted on SPSS summary the proportion of female students they participate in recreational activities through active and passive participation is significantly different from male students. The value of chi-square indicates 0.002. The other significant difference lies on the general benefits of participating in recreational activities. As the value of SPSS indicates the value of chi-square of the benefits which is get from participating in recreational activities specifically to develop physical fitness and build Self- confidence is 0.001 and 0.001 respectively. This indicates there is a significant difference between female and male students who they are participating in recreational activities to develop abilities. The next significance difference is on the influence of participating in recreational activities to enhance physical education practical class. The value of chi-square which is participating in recreational activities to develop ability on physical education practical class is 0.002 and develop physical fitness is 0.001 This indicates there is a significant difference between female and male students on participating in recreational activities to enhance physical education practical class through develop student's ability on physical education practical class and through physical fitness. When we see significant difference

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

**Tabel 8. Significant Difference Between Grade 9 And Grade 10 Students.**

Item	Gen der 9			To tal	10			tota l	Person chi square				Signific ant
	Yes	no	Par tial ly		Yes	No	Par tial ity		Val ve	DF	Asym p. Sig	Y es	
Do you like recreational activities?	100	30		130	110	20		130	4.61	1	.032		No
Do you participate in recreational activities?	100	30		130	100	130		130	.00	1	1.00		✓

	Types of activities which are students participate in the schools												
Athletics	30	70		10	40	60		100	.11	1	.721		✓
				0					9				
Volley ball	60	40		10	70	30		100	.16	1	.001		✓
				0					1				
Football	60	40		10	70	30		100	.2.	1	.002		✓
				0					6				
Handball	1	99		10	1	99		100	.32	1	.544		✓
				0									
Basketball	1	99		10	1	99		100	1.3	1	.021		✓
				0					5				
Tennis	0	10		10	0	100		100	.94	1	.333		✓
		0		0									
Table tennis	14	86		10	16	84		100	.02	1	.855		✓
				0					1				
How do you participate In recreational activity	100	30		10	100	30		130	.83	1	.366		✓
				0					1				
	The general benefits of participating in recreational activities												
Develop physical fitness.	99	1		10	100	0		100	.96	1	.000		✓
				0					4				
Create positive interaction.	80	20		10	90	10		100	.74	1			✓
				0					6				
Build self -confidence.	78	22			80	20		100	.55	1	.001		✓
									6				
	The general benefits of participating in recreational activities.												
Refresh students mind	80	20		10	90	10		100	1.1	1	.323		✓
				0					2				
Create positive interaction.	80	20		10	90	10		100	.74	1	.377		✓
				0					6				
	Benefits of participating in recreational activities for PE practical class												



Develop ability	20	10		30	25	5		30	1.12	1	.290		✓
Develop interest for practical class	10	20		30	20	10		30	.166	1	.655		✓
	The reasons why students are not participating in recreational activities in their schools.												
Lack of ability	10	20		30	20	10		30	.1099	1	.354		✓
Lack of awareness	25	5		10	28	2		30	1.099	1	.294		✓
Influence of culture	10	20		10	15	15		30	.116	1	.937		✓
Lack of materials	6	4		10	10	20		30	4.45	1	.043	✓	
Do you believe recreational activities have negative influence in PE practical class?	20	120		130	30	100		130	1.49	1	.033	✓	
	The negative influence of participating in recreational activities on PE practical class.												
I am tired	8	2		10	3	7		10	.599	1	.429		
I have 't interest	5	5		10	2	8		10	.064	1	.800		✓
It increase anxiety	3	7		10	2	8		10	.122	1	.729		✓
Do the schools provide materials, equipments, and facilities for recreational activities?	20	110		130	30	110		130	2.22	1	.145		
	Materials, equipments, and facilities provided by the schools.												
Football field with ball, net	5	5	10	20	10	10	10	30	2.22	2	.299		✓

Basketball court, ball and net	2	15	3	20	3	25	2	30	.11	2	.454		✓
Volleyball	15	2	3	20	25	3	2	30	1.23	2	.000	✓	
Handball field with ball, goal and net	0	19	1	20	1	26	3	30	1.43	2	.566		✓
Athletics field with track	0	15	5	20	3	25	2	30	3.221	2	.233		✓
Tennis field with track	0	20	0	20	0	30	0	30	4.15	2	.23		✓
Table of tennis with ball racket and net	0	15	5	20	1	28	1	30	2.22	2	.133		✓
DoPE teachers encourage the students to participate in recreational activities	100	30		130	100	30			7.2	1	.007	✓	

When we observed from the table as the majority of the respondents answered, conduct an appropriate summary of results from spss analysis. To be significant, the value listed in the table needs to be .05 or smaller. The proportion of grade 9 students who they like recreational activities are significantly different from the proportion of grade 10 students who they like recreational activities because the value indicated that the value of significance is (.032). Therefore, we can conclude that there is a significant difference between grade 9 and grade 10 students to like recreational activities. The other significant difference is lies on the benefit of recreational activities on physical education practical class, specifically on participating in recreational activities to develop physical fitness and to develop self-confidence to learn physical education practical class with grade 9and grade10. The result indicates, .001 and .000respectively. This indicates there is a significant difference between grade 9 they participate in recreational activities to develop self-confidence and to develop physical fitness, this also beneficial on physical education practical class and grade 10 students they get such benefits. The last significant difference lies on the reason why some students are not participating in recreational activities, specifically lack of materials, equipment and facilities. The value of significance is .035.The proportion of grade 9 students who they didn't participate in recreational activities because of lack materials, facilities, and equipments are significantly different from

grade 10 students who they don't participate in recreational activities because of lack material, equipments, and facilities. The other research questions are totally there is no significant difference between grade 9 and grade 10. So based on this information the majority of the questions are non-significant with grade9 and 10, because the value of significance is greater than .06.

### **4.3 Discussion**

under this part of the study the results that had been obtained through quantitative data collecting approach and analyzed into percentage and frequency analysis given the meaningful conclusion through particularly had helped to identify the results and of results from spss analysis As the data indicated there are significant differences among students to participate in recreational activities because of lack of sport materials, equipments, facilities, students interest, lack of awareness, ability, family economic back ground, and lack of conducive environment.

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

The majority of the respondents replied that secondary school students those are found in west arsi selected werda have exposure about recreational activities. The researcher find out recreational activities have positive impact in enhancing physical education practical class spatially Volleyball, Football, Athletics

The researcher selected the factors that affect participating recreational activities in these secondary schools, were lack of awareness, lack of ability, lack of sport material, facility, and equipment, lack of school sport clubs, lack of family economic back ground, and lack of supervision from government body and school administrators.

Previously different researcher investigates about recreational activities, specifically Geoffrey Godbey (2009) Outdoor recreation, health and wellness. But this research is different because this research is focused on the impact of recreational activities in enhancing physical education

practical class Kovac and Beck, 1997 reported similar findings in their study of undergraduate students (N = 246) at a research institution located in the Pacific North West. Patterns and satisfaction of women and minority students. Respondents indicated that they were generally satisfied with the recreational sports programs and facilities (especially women respondents). Like Bryant et al. (1995) they also found that minority students indicated that availability of recreational sports program and facilities influenced their decision to attend the institution as well as stay at the institution. Respondents also indicated the importance of the following perceived benefits: fitness, feeling of physical well-being, sense of accomplishment, stress reduction and physical strength. Women and minorities rated social and community concerns higher than Caucasian men (Kovac & Beck, 1997).

## CHAPTER FIVE

### 5. SUMMARY, CONCLUSION, AND RECOMMENDATION

#### 5.1. Summary

The main focus of this study was to investigate the impact of recreational activities in enhancing physical education practical class: the case of selected secondary schools in west arsi zone. The study was mainly designed to answer the following basic research questions.

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

In order to answer these questions, descriptive survey research method was employed. The data applicable to the study were gathering through questionnaires from 7 governmental secondary schools in west arsi zone. The samples are selected through simple random sampling techniques. The data which is acquired from the students were analyzed by using one of statically acceptable tools (percentages) and descriptive statements. At last, on the bases of review of related literatures and the analyzed data, the following main findings were obtained from the study. The study has the following specific objectives.

- ✚ To know the difference this lies on student's participation in recreational activities and to suggest means to solve that difference.
- ✚ To know students' knowledge about recreational activities
- ✚ To asses both negative and positive impact of recreational activities in enhancing physical education practical class
- ✚ To explore factors that hinder participation of students in recreational activities.

As the researcher has seen from the data, there are significant differences between female and male students in forms of participating recreational activities through active and passive

recreation. According to Kovak and Beck (1997) concluded that women are generally more satisfied with their passive recreational sport involvement than males had reported. They also found that females tend to participate in recreational sports for a wider variety of reasons than males do and participate for both individual as well as social reasons. Males, then, are motivated to participate in the recreational sport opportunities through active recreation for benefits that are more related to them. There is also a significant difference between grade 9 and grade 10 students Participation in recreational activities because of lack of abilities. In addition, grade 10 students had more chance to participate in recreational activities since they are higher in the compound of their schools.

The researcher also investigated on student's exposure about recreational activities. As the data indicated most of the students have exposure about recreational activities. According to Astin (1984:527-528) Students have gain very practical educational training through involvement in extracurricular activities such as recreational sports that perform it easily and intentionally.

When the researcher is seeing impact of recreational activities in enhancing physical education practical class, participating in recreational activities has positive impact in enhancing physical education practical class. Banta, Bradley, and Bryant (1991) recognized eight responses that students most frequently gave when evaluating their participation in recreational sports to enhance physical education class. These eight items include: stress reduction, feeling of physical well-being, sense of accomplishment, weight control, developing sport skills, physical strength, fitness, and friendship.

Finally, the researcher concludes the factors that affect participation in recreational activities are lack of ability, lack of awareness, influence of culture, lack of conducive environment, family economic background, lack of sport clubs in the schools, and lack of sport materials, equipments, and facilities.

As (Kovac & Beck, 1997; Haines, 2001; Banta et al., 1991) stated that the availability of recreational sport programs was an important factor in deciding whether or not a student would attend particular recreational activities.

## 5.2. Conclusion

Based on the data which is collected from west arsi selected werda school students the researcher was drawn the following conclusion.

- ✚ As the data indicated there are significant differences among students to participate in recreational activities because of lack of sport materials, equipments, facilities, students' interest, lack of awareness, ability, family economic back ground, and lack of conducive environment.
- ✚ The majority of the respondents replied that secondary school students those are found in west arsi selected werda have exposure about recreational activities.
- ✚ The researcher finds out recreational activities have positive impact in enhancing physical

education practical class through developing ability in activities those are found in physical education practical class, improving physical fitness, develop self confidence in involving different activities in physical education practical class, and to improve interest for practical class.

- ✚ The researcher selected the factors that affect participating recreational activities in these secondary schools, were lack of awareness, lack of ability, lack of sport material, facility, and equipment, lack of school sport clubs, lack of family economic back ground, and lack of supervision from government body and school administrators.

### 5.3. Recommendation

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

- ✚ To increase the participation of students in recreational activities, the students should be Participant in recreational activities without deference's.
- ✚ In order to create awareness in the secondary schools, physical education teachers must be encouraging the students to participate in recreational activities better than the previous one, the government also done with schools based on student's interest.
- ✚ To enhance physical education practical class, the students have to give an attention and

Participate in recreational activities better than earlier trough modifying the sport materials, equipment, and facilities.

- ✚ In order to solve the factors that affect students' participation in recreational activities, the schools have to provide the sport materials, equipment, and facilities, physical education teachers should have taken additional time to create an awareness for their students, The families should have supported the students through providing sport wears to increase student's participation in recreational activities.



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**I. Appendix**  
**Jima University**  
**Sport academy**

**Department of sport Science**

Dear students:-

This questioner is designed to collect information for research purpose only. Its objective is to assess your opinion on the influence of recreational activities in enhancing physical education practical class in west arsi schools. The questionnaires are field by only selected school students. The researcher kindly requests you to give your genuine response for each of the questions. All information and data you provide was used only for this academic study.

- Thank you in advance kindly for your cooperation.
- It is not necessary to write your name.

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

1. Grade      A. Grade 9      B. Grade 10
2. Sex          A. Female      B. Male
3. Age          A. 16-18      B. 19-20      C. above 21

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

1. Do you like recreational activities?

A. yes            B. No

2. Do you participate in recreational activities in your schools during your free time?

A. Yes        B. No

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

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

3.1. Athletics.            A. Yes. B. No.

3.2. Volleyball.            A. Yes. B. No.

3.3. Football.            A. Yes. B. No.

3.4. Handball            A. yes. B. No.

3.5. Basketball            A. Yes. B. No

3.6. Tennis            A. Yes. B. No

3.7. Table tennis    A. Yes.        B. No

3.8.Ifanyother\_\_\_\_\_

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

A. Through active recreation (participate actively).

B. Through passive recreation (watching).

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

5.1. Refresh your mind      A. Yes                      B. No

5.2. Develop physical fitness      A. Yes                      B. No

5.3. Create positive interaction with others      A. Yes                      B. No

5.4. Build self- confidence      A. Yes                      B. No

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

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

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

5.8. If any other \_\_\_\_\_  
\_\_\_\_\_.

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

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

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

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

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

6.5. Lack of sport material, equipment, and facility.      A. Yes                      B. No

6.6. If any other \_\_\_\_\_  
\_\_\_\_\_.

7. Do you believe relational activities have negative influence on physical education practical class?

A. Yes      B. No.



8. If your answer for question number “7” is yes, what are their? Please answer the following questions.

8.1. I am tired after participating in such activities

A. Yes B. No

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

A. Yes B. No

8.3. It increase filling of anxiety. A. Yes B. No

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

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

A. Yes B. No

10. If your answer for question number “9” is yes, which material? Please answer the following questions.

10.1. Football field with ball, goal and net. A. Yes. B. No. C. Partially.

10.2. Basketball court with ball, and ring with net. A. Yes. B. No. C. Partially.

10.3. Volleyball court with ball, and net. A. Yes. B. No. C. Partially.

10.4. Handball field with ball, goal, and net. A. Yes. B. No. C. Partially.

10.5. Athletics field with track. A. Yes. B. No. C. Partially.

10.6. Field of tennis with ball, racket and net. A. Yes. B. No. c. partially.

10.7. Table of tennis with ball, racket and net. A. Yes. B. No. C. Partially.

10.8.If any other. \_\_\_\_\_  
\_\_\_\_\_.

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

A. Yes    B. No.

**THANK YOU IN ADVANCE FOR YOUR COOPERATION!**