

THE IMPACT OF RECREATIONAL ACTIVITIES IN ENHANCING PHYSICAL
EDUCATION PRACTICAL CLASS: THE CASE OF SELECTED PREPARATORY
SCHOOLS IN GULELE SUB-CITY, ADDIS ABABA.

By

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Table of content

Content	Page
Acknowledgement _____	I
Table of contents_____	II
List of tables' _____	III
Abstract _____	V
1. Introduction _____	1
1.1. Background of the study _____	1
1.2. Statement of the problem_____	2
1.3. Research question_____	2
1.4. Objectives of the study_____	3
1.5. Significance of the study_____	3
1.6. Delimitation of the study_____	3
1.7. Limitation of the study _____	4
1.8. Definition of terms_____	4
1.9. Organization of the study_____	5
2. Literature review _____	6
2.1. Concept of physical education Physical education as an academic discipline._	6
2.2. Physical education as an academic discipline _____	7
2.3. Physical education as part of the total education _____	8
2.4. Physical education and the need of society_____	10
2.5. Definition of recreation _____	10

2.6.	Benefits of recreation_____	12
2.7.	Factors that affect recreational activities._____	15
2.8.	List of recreational activities._____	17
2.8.1.	Basket ball._____	17
2.8.2.	Athletics._____	18
2.8.3.	Football_____	21
2.8.4.	Handball _____	22
2.8.5.	Table tennis_____	24
2.8.6.	Volleyball_____	25
2.8.7.	Tennis _____	26
3.	Research method _____	28
3.1.	Research design_____	28
3.2.	Source of data_____	28
3.3.	Sample population and sampling technique_____	28
3.4.	Sample size _____	29
3.5.	Data gathering instrument_____	30
3.6.	Procedures of data collection_____	30
3.7.	Method of data analysis_____	30
4.	Data presentation and analysis _____	31
4.1.	Data analysis and interpretation_____	31
4.2.	Significance difference between students_____	50
4.2.1.	Significant difference between grade11 and grade 12 students_____	50
4.2.2.	Significance difference between genders_____	54

4.2.3. Significance difference between social science and natural science students	58
5. Summary, conclusion and recommendation	62
5.1. Summary	62
5.2. Conclusion	64
5.3. Recommendation	65

Bibliography

Appendix

List of tables

Content	Page
Table 1:- Do you like recreational activities? _____	32
Table 2:- Do you participate in recreational activities during your free time? _____	32
Table 3.1. Athletics _____	33
Table 3.1. Athletics _____	33
Table 3.3. Football _____	34
Table 3.4. Handball _____	34
Table 3.5. Basketball _____	35
Table 3.6. Tennis _____	35
Table 3.7. Table tennis _____	35
Table 4. Forms of activities which are students participate in their school. _____	36
Table 5.1. Refresh minds. _____	36
Table 5.2. Develop physical fitness _____	37
Table 5.3. Create positive interaction with others. _____	37
Table 5.4. Build self confidence _____	38
Table 6.1. Develop ability. _____	38
Table 6.2. Develop physical fitness _____	39
Table 6.3. Develop interest for practical class _____	39
Table 6.4. Develop confidence to perform activities in practical class. _____	40
Table 7.1. Because of Lack of ability. _____	40

7.2. Lack of awareness. _____	41
Table 7.3. Influence of culture, peer and religion. _____	41
Table 7.4. Lack of conducive environment. _____	42
Table 7.5. Lack of material, equipment, and facility. _____	42
Table 8. Does participation in recreational activities have negative influence in physical education practical class? _____	43
Table 9.1. I am tired after participating in recreational activities. _____	43
Table 9.2. I haven't interest to do exercise during physical education practical class, because the activities have redundancy. _____	44
Table 9.3. It increases feeling of anxiety. _____	44
Table 10:- Does your school provide material, facility and equipment to participate in recreational activities? _____	45
Table 11.1. Football field with ball, goal, and net. _____	45
Table 11.2. Basketball court and ring with net. _____	46
Table 11.3. Volleyball court with ball, and net. _____	46
Table 11.4. Handball field with ball, goal and net. _____	47
Table 11.5. Athletics field with track. _____	47
Table 11.6. Field of tennis with ball, racket and net. _____	48
Table 11.7. Table of tennis with ball, racket and net. _____	48

Table 12. Do physical education teachers encourage students to participate in recreational activities? _____	49
Table 4.2.1. Significance difference between grade 11 and grade 12 students. ____	50
Table 4.2.2. Significance difference between genders _____	54
Table 4.2.3. Significance difference between natural science and social science students. _	58

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Abstract

The general objective of this study is to investigate the influence of recreational activities in enhancing physical education practical class in Addis Ababa, Gulele sub-city preparatory schools. To achieve this objective, the study used stratified random sampling method to select students of Gulele sub-city preparatory schools students. The design of this study was quantitative design; it was more of descriptive survey in nature. The major findings of this study are; there are significant differences between students on female and male students to participate in Volleyball, Basketball and Table tennis and also types of participation through active and passive recreation. again there is a significant difference between grade 11 and grade 12 students that do not participate in recreational activities because of lack of sport material, facility, and equipment, the students have exposure about recreational activities, but they didn't participate because of lack of ability, lack of awareness, lack of material ,equipment and facilities, lack of family economic support, lack of school sport clubs, participating in recreational activities have positive effect in enhancing physical education 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 preparatory school schools, physical education teachers should be encouraging the students to participate in recreational activities more than the previous one, school administrators should give an attention for recreational activities, the government also done with schools and medias to create an awareness more than the previous. To enhance physical education practical class, the students have to give an attention and participate in recreational activities better than earlier trough modifying the sport materials, equipment, and facilities and all students should be participant. In order to solve the factors that affect students participation in recreational activities, the schools have to provide the sport materials, equipment, and facilities, the physical education teachers have to create an awareness for their students additional to the formal physical education class, the government should give an attention for recreational activities, the school administrator also supervise the condition how to participate in recreational activities. Finally the families also support the students through providing sport wears to increase student's participation in recreational activities and to obtain the Childs benefit from it.

CHAPTER ONE

1. INTRODUCTION

1.1. BACKGROUND OF THE STUDY

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

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

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.

Recreational activities have a great role for all people. Richard Kraus explained "recreation consists of an activity or experience, usually chosen voluntarily by participant either the immediate satisfaction to be derived from it or she/he perceives some personal or social values to be achieved by it. It is carried on leisure time, and has no work connections such as study for promotion in a job. It is usually enjoyable and when it is carried on as part of organized or community service, it is designed to meet constructive and socially worthwhile goals of the individual participant, the group and society at large. Richard Kraus (1996:7). The overall level of recreational activities in which students engage according to their level may be affected by a variety of circumstances. According to Ethiopian context, student's participation towards

recreational activities is low. This is because of so many reasons. As a result this research mainly focuses on the impact of recreational activities in enhancing physical education practical class and its effect.

1.2 STATEMENT OF THE PROBLEM

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

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

4.1. General objective

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

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 asses either 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. SIGNIFICANCY 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 will use as a bridge to another research in the area.

1.6. DELIMITATION OF THE STUDY

This study was delimited in assessing the impact of recreational activities in enhancing physical education practical class. Although, it is impossible to cover all areas of the study due to lack of time money the study was limit in assessing the impact+ of

recreational activities in enhancing physical education practical class in Addis Ababa, Gulele Sub-city Preparatory Schools specifically Medihanialem and Yekatit 12 Preparatory schools. In addition this research focuses on physical education practical class and the following recreational activities. Athletics, Basketball, Football, Handball, Table tennis, Tennis and Volleyball.

1.7. LIMITATION OF THE STUDY

Due to time and money constraints the researcher could not take the whole population of Medihanialem and Yekatit 12 Preparatory Schools. The samples are taken from stratified random sampling.

1.8. DEFINITION OF TERMS

- 1.8.1. **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 well being.
- 1.8.2. **GAME: -** is a system in which players engage in an artificial conflict, defined by rules that result in a quantifiable outcome.
- 1.8.3. **LEISURE: -** The condition of having one's time free from the demands of work or duty.
- 1.8.4. **PASSIVE RECREATION:-** is a type of recreational activities which is peoples engage their free time only for enjoyment and psychological satisfaction.
- 1.8.5. **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.
- 1.8.6. **PLAY: -** Play is freely chosen, personally directed, intrinsically motivated behavior that actively engages the child.
- 1.8.7. **RECREATION:-** Refreshment by means of some pastime, agreeable exercise, or the like.

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

1.9. ORGANIZATION OF THE STUDY

This research has consists 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.

CHAPER 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 define 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 ACCADAMIC DISIPLINE

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, FranklinM (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 to other. In other words physical activities needs 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

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

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

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

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

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

good physical education teacher ascertains how well participation performs the necessary motor skills before permitting his/her to take part in physical activities.

The same authors explicitly elaborated that physical education has been accepted as an essential part of general education and no educational authority, state or organization questions the justification or need for it. But still there is a considerable confusion in interpreting the scope and the nature of a physical education program and its academic relationship with general education or the contributions of general education to physical education.

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

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

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

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.

2.4. PHYSICAL EDUCATION AND THE NEEDS OF SOCIETY

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

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

2.5. DEFINITION OF RECREATION

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

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

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

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

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

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

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

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

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

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

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

2.6. BENEFITS OF RECREATION

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

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

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

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

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

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

Along with the stresses that are associated with college life, extracurricular activities, such as recreational sports, are a significant aspect of many students’ lives during their college career. As stated by Garland (1985), students involved in extracurricular activities tend to be more satisfied with their college experience. Research involved with the benefits associated through

participation in extracurricular activities has consistently been linked with greater satisfaction levels of college choice (Banta et al., 1991). In relation to Garland's findings, Kovak and Beck (1997) reported that participation in open recreational activities produced the highest percentage of student-reported participation and satisfaction in all aspects of campus life. The variety of potential benefits through recreational sports that frequently occur in a short period of time can also be a very prominent indicator as to why recreational sports often produce high participation and satisfaction levels among participants (Kovak & Beck).

On another level, motivation and life satisfaction levels can also be affected by student's gender. Kanters and Forrester (in press) reported that both men and women have similar motivational factors for participation in recreational sport programs. However, when measuring overall participation motives and satisfaction levels, Kovak and Beck (1997) concluded that women are generally more satisfied with their recreational sport involvement than males had reported. They also found that females tend to participate in recreational sports for a wider variety of reasons than males do and participate for both individual as well as social reasons. Males, then, are motivated to participate in the recreational sport opportunities for benefits that are more related to them.

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

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

2.7. FACTORS THAT AFFECT STUDENTS PARTICIPATION IN RECREATIONAL ACTIVITIES.

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

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

Club sports offer an opportunity to further this sense of community by creating cohorts of students that gather on a regular basis to pursue a shared interest in a particular sport or physical activity over an extended period of time. Club sports typically exist for the entirety of a school year and are open to all skill and competitive levels. It has been noted in numerous studies that the availability of recreational sport programs was an important factor in deciding whether or not a student would attend a particular college (Kovac & Beck, 1997; Haines, 2001; Banta et al., 1991). Students may become more satisfied with their collegiate experience if they are actively part of a well run recreational club sport program that meets their various needs. Understanding of the motivational factors that cause students to participate in a club sport will provide valuable information for campus recreational sports professionals to better cater to the needs of the students. The more attractive a program is to the student population the more likely participation in that program will increase. This attractiveness of the club sport program could be used as a marketing tool to prospective students to the campus.

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

Club sports contain different characteristics from these other recreational sport programs. Indiana University's Program Director of Intramural Sports, Club Sports, and Student Development defined a club sport as a "group of individuals who meet regularly to pursue an interest in a particular sport activity. The organization of the club may be structured or casual. Each club is

developed, governed, and administered by the student membership of that particular club” (S. L., Hall, personal communication, January 18th, 2008).

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

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

If students have a meaningful experience while participating in their sport activity, they may be more motivated to continue in the activity (Koivula, 1999). However, what is meaningful to one

person may not contain the same amount of meaning for another individual. Motivations in sport participation may also vary depending on gender or age (Koivula). Socialization purposes may be a prominent motive for club sport participation.

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

2.8. LIST OF RECREATIONAL ACTIVITIES

2.8.1. BASKETBALL

Basketball is one of the most popular games in the world. one of the reason for basketballs popularity is its simplicity with a few basic rules and techniques you can easily understand and play the game basket ball can be played almost everywhere, indoors or outdoors. Even we can play the game basketball by fixing only one ring (basket) one 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, Jemes A.Naismth, then physical education director at the YMCA college in spring field, Massachusetts. The first official game was not played until 1892. Basketball was principally designed as a game to create interest in the gymnasium during the winter months.

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

Mood says the playing court is a rectangular surface from obstructions, having maximum dimensions for college of 94X50 feet (28.65X15.24m) and for high school of 84X 50 feet

(25.60X15.24). However, many courts are small. The court dimensions are the same for men's and women's basket ball. The backboard, 6 feet (1.83m) wide and 4 feet (1.23m) height (smaller for high school) is located at the center at each end of the court. It can be made of hardwood, metal, or glass.

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

Teams consist of five players. Two forwards, two guards, and one center. Generally the forward play closest to opponents basket, the guards play closest to their team's and the center plays between the forwards and the guards. The game is started with jump ball between any two opponents 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).

2.8.2. Athletics

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

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

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

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

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

Middle distance out doors or indoors, any race that falls within 600 to 1000 yards 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 consists 4 events those are Javelin through, shoot put through, discus 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 inches (2.5m) in diameter. For women the minimum weight of discus is 2 pounds 3.25 ounces (1kg) and the diameter is 7¹/₂ inches (17.6cm). For high school the discus must be less than 3 pounds 6 ounces (1.6kg) in weight.

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.

Javelin:- The javelin is a metal alloy spear, tapered at the tail end with a reinforced steel tip. The length is approximately 8¹/₂ feet (2.6m), and the weight is 1.7765 pounds (0.8kg). It has a cord grip 6.3 inches (16cm) wide around the center of gravity. For women the minimum weight of the javelin is 1 pound 5¹/₂ ounces (0.61 kg). It is 7 feet 2¹/₂ inches (2.2m) in length and has a cord grip 2⁷/₈ 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. (Mood 1983:375).

2.8.3. FOOTBALL

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

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

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

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

The field is rectangular field not more than 360feet (109.8m) not less than 330 feet (68.6m) nor less than 195feet (59.5m) wide. The side field boundary lines are called touch lines in men's rules and side lines in women's rules. Corner flags not less than 5 feet, high are placed at each

corner. At each corner of the field a quadrant with a 1 yard (30.4m) radius is drawn. Corner kicks are taken from this area.

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

2.8.4. HANDBALL

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

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

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

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 covered activity. It can be played by children at the elementary level as well as the secondary level. It is a great intra mutual, collegiate, and recreational sport. Mood (1983), sport and recreational activities for men and women P.332

Team handball is basically a running sport, and it can provide a large contribution to cardiovascular endurance training. It requires skills common to other sports, such as running,

jumping, throwing and catching. The rules are simple, and the activity level is high when played in completion, it ranks as one of the fastest of team sports.

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

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

The equipment required to play handball is minimal. A basketball type shoe may be used for indoor and outdoor play and a created shoe may be used on grass. The only other piece of equipment required is a ball. Two criteria must be met if an official ball is to be used; otherwise a volleyball or similar sized ball maybe be sued. The USTHF ball requirements for men are that the ball weight 15 to 17 ounces and be 23 to 24 inches (55 to 60cm) in circumference. For women and juniors, the ball is to be $11\frac{1}{2}$ 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

2.8.5. TABLE TENNIS

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

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

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

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

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

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

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

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

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

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

2.8.6. VOLLEYBALL

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

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

As like other ball games volleyball also has its own rules and regulation which is guide the game and to avoid injuries, which is happen during the game. The play begins with a serve by the right back player. The serve stands with both feet in the service area, which are 6 feet 6 inches (2m) deep and 9 feet 10 inches (3m) wide to the right and in back of the end line. The right boundary line of this area is an extension of the right side line of the court. The serve consists of huffing the ball with the hand with the hand (open and closed) or any part of the arm so that is goes clearly over the net. The receiving team must return the ball over the net before it touches the floor. Each team may hit the ball a maximum of three times in returning it across the net. 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 continue to serve until loss of serve or completion of the game.

1.8.7. TENNIS

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

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

according to the size of the hand it ranges from 4 to 5 inches (10.1 to 12.7cm). The racquets weight varies between 12 and 15 ounce (340 to 425gm).

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

The net should be 3 feet (0.915m) height at the center and 3.5 feet (1.07m) height at the points, with the bottom touching the ground or held down at the center by a net band. The points should be located 3 feet (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 court. The dimension should be single court 78x28 feet (23.8x8.24), double court 78x36 feet (23.8x10.98m) (4.5 foot [1.37m] alley added to each side. The distance between the baseline and the service line is 21 feet (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 score becomes 15-30 (remembering the server’s score is always first). Mood (1983:). Although, we can play this tennis games as recreational activities with modifying all the equipments and the rules. Ibid.

CHAPTER THREE

3. RESEARCH DESIGN AND METHOD

3.1. 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 will help to identify the existing practices and situations that are encountered by the students in the schools. As Seyoum and Ayalew (1989:16) stated the descriptive method is concerned with depicting the existing situations.

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

3.2. SOURCE OF DATA

The collection of information was carried out through primary data was collected from the two preparatory schools those are found in Gulele Sub-city using questionnaires.

3.3. SAMPLE POPULATION AND SAMPLING TECHNIQUE.

In light of consideration of research method and taking the significance of this study into account, the stratified random sampling technique was used to select the students. The subject of the study was students those are found in Gulele Sub-city preparatory schools. Since the study was conducted in Gulele Sub-city preparatory schools, among72.

Ten Sub-cities, Gulele Sub-city is selected purposely as a sample because the researcher know the schools recently and the problems are occurred in that preparatory schools.

3.4. SAMPLE SIZE

In this study, Gulele sub city of Addis Ababa was selected through purposive sampling selection techniques out of other sub city. Thus Medihanialem and Yekatit 12 preparatory school was selected to this study. The total population of this study was 4636. From these 2335 students are Medihanialem preparatory school students and the rest 2301 students are Yekatit 12 preparatory school students.

The researcher was distributing 200 questionnaires for 200 (100%) students of both Medihanialem and Yekatit 12 preparatory school students. Which are Medihanialem preparatory school female natural science grade 11 students are take 18 students(36%), female grade 11 social science students are 11(21%), number of grade 12 natural science female students are 16(33%), grade 12 social science female students are 11(22%). When we seen male's participants in this research in Medihanialem preparatory school, number of grade 11 male natural science students 17(35%), grade 11 male social science students are 4(8%), from grade 12 male students, natural science kh and 4(8%). In Yekatit 12 preparatory schools the samples are number of grade 11 female natural science students 17(35%), number of grade 11 female social science students are 15(31%), number of grade 11 male natural science students are 18(36%), number of male grade 11 social science students are 4(8%). From grade 12 number of female natural science students are 15(31%), female social science students are 12(23%), number of male natural science students 19(38%), and numbe4 of male social science students are 4(8%) was taken.

3.5. DATA GATHERING INSTRUMENTS

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

3.6. 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 ease of administration. A close follow-up was also made to immediately correct problems that arose during the filling in of the questionnaires.

3.7. METHOD OF DATA ANALYSIS

The data secured from different sources were analyzed and interpreted using quantitative approaches. Quantitative data's 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, opinions, 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. In addition to these, calculated chi-square value was used to test the significance differences among students in participating recreational activities.

CHAPTER FOUR

4. DATA PRESENTATION AND ANALYSIS

4.1. DATA ANALYSIS AND INTERPRITATION

Total participants Biography

From all students those are found in both Medihanialem and Yekatit 12 preparatory schools the samples are selected by using stratified random sampling. The total numbers of the students are 4636. Among these 4636 students the researcher selects 200 students.

In Medihanialem preparatory school the numbers of grade 11 students are 1172, and grade 12 students are 1163. The total numbers of grade 11 natural science students are 826, 406 students are male students and 420 students are female's students. The rest 346 students are grade 11 social science students. From these 346 students 97 students are males and 249 students are female students. When we see grade 12 students' data the total numbers of grade 12 students are 818. Among these 1163 student's, number of natural science students are 818. From these 818 students 432 students are male students and 386 students are female students. The samples are female natural science grade 11 students are take 18 students(36%), female grade 11 social science students are 11(21%), number of grade 12 natural science female students are 16(33%), grade 12 social science female students are 11(22%). When we see male's participants in this research in Medihanialem preparatory school, number of grade 11 male natural science students 17(35%), grade 11 male social science students are 4(8%), from grade 12 male students, natural science 19(37%) and 4(8%).

From Yekatit 12 preparatory schools, the total numbers of students are 2301. From these 2301 students, 1157 students are grade 11 and 1144 students are grade 12. From the total number of grade 11 students 817 students are natural science students. From the total of grade 11 natural science students 402 students are female and the other 415 students are male natural science students. And 340 students are grade 11 social science students. From these 340 students, 90

students are male social science students and 250 students are female social science students. When we see the number of grade 12 students, the total numbers of grade 12 students are 1144. From these 792 students are natural science students and the rest 353 students are social science students. From 792 natural science students 440 students are male students, and 352 students are female's students. From these data the samples are, Yekatit 12 preparatory school number of grade 11 female natural science students 17(35%), number of grade 11 female social science students are 15(31%), number of grade 11 male natural science students are 18(36%), number of male grade 11 social science students are 4(8%). From grade 12 number of female natural science students are 15(31%), female social science students are 12(23%), number of male natural science students 19(38%), and number of male social science students are 4(8%). Each and every analysis is presented below based on their frequency.

Table 1 :- Do you like recreational activities?

Item	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	169	84.5	84.5	84.5
No	31	15.5	15.5	100
Total	200	100.0	100.0	

The majority of the respondents (84.5%) like recreational activities and the rest of the students (15.5%) are they did not like recreational activities. This implies the majority if the respondents like recreational activities whether they are participate or not.

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

Items	Frequency	Percent	Valid Percent	Cumulative Percent
YES	134	67.0	67.0	67.0
NO	66	33.0	33.0	100
Total	200	100.0	100.0	

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

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

Table 3.1. Athletics

Items	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	33	16.5	24.1	24.1
No	104	52.0	75.9	100.0
Total	137	68.5	100.0	

From the participants those are responding participating in recreational activities, 75.9% of the participants are participating in Athletics as a form of recreational activities. The other 25.1% of the respondents they didn't participate in Athletics in the form recreational activities. This implies most of the time Athletics doesn't implement in these preparatory schools.

Table 3.2. Volleyball

Items	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	76	38.0	55.5	55.5
No	61	30.5	44.5	100.0
Total	137	68.5	100.0	

From the participants those are participating in recreational activities, (55.5%) are playing Volleyball as a form of recreational activities, the rest (44.5%) respondents did not participate Volleyball as a form of recreational activities. This indicates that most of the participants are playing Volleyball in their schools.

Table 3.3. Football

Items	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	93	46.5	67.9	67.9
No	44	22.0	32.1	100.0
total	137	68.5	100.0	

The majority of the respondents those are participating in recreational activities, (67.9%) of the participants are playing Football in their school during their free time, and the rest (32.1%) are did not participate Football as a form recreational activities. This implies as the majority of the respondents replied Football is one of the popular activities from these are found in both Medihanialem and Yekatit 12 Preparatory schools.

Table 3.4. Handball

Items	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	23	11.5	16.8	16.8
No	114	57.0	83.2	100.0
total	137	68.5	100.0	

The majority of the respondents (83.2%) of the participant said that they wear not participating in Handball in their school as a form of recreational activities, and beside this (16.8%) they play Handball as a form of recreation. As the data indicated participating in Handball in both preparatory schools are very less compared with other recreational activities which is implementing in those preparatory schools.

Table 3.5. Basketball

Items	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	79	39.5	57.7	57.7
No	58	29.0	42.3	100.0
total	137	68.5	100.0	

57.7% of the participants are playing Basketball in their school during their free time and the rest 42.3% do not participate in Basketball. This implies the participation of the students in Basketball is better than other actives those are found in those preparatory schools.

Table 3.6. Tennis

Items	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	16	8.0	11.7	11.7
No	121	60.5	88.3	100.0
total	137	68.5	100.0	

According to the above table majority of the respondents (88.3%) Tennis did not implement in these preparatory schools. Beside this (11.7%) wear participating Tennis in their school. This indicates the implementation of Tennis as recreational activities in those schools are very less.

Table 3.7. Table tennis

Items	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	19	9.5	13.9	13.9
No	118	59.0	86.1	100.0
total	137	68.5	100.0	

As the data indicated above the majority (68.1%) of the respondents responded students did not played Table tennis as a form of recreational activities, and the rest (13.9%) of the respondents participating Table tennis during their free time. This indicates participation of students in Table tennis in their school is very less.

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

Item	Frequency	Percent	Valid Percent	Cumulative Percent
Through active recreation	79	57.7	57.7	57.7
Passive recreation(watching)	58	42.3	42.3	42.3
Total	137	100	100	100

The majority of the students (57.7 %?) participate in recreational activities through active recreation and 42% of participant participate in recreational activities through passive recreation or through observing the participants. Passive recreation has its own benefits. Students those are participating in recreational activities are benefited from these benefits.

The general benefit of participation in recreational activities.

Table 5.1. Refresh minds

Items	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	136	68.0	99.3	99.3
No	1	.5	.7	100.0
Total	137	68.5	100.0	

The majority of the respondents (99.3%) 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 (0.7%) of respondents replied participating in recreational activities do not used to refresh students mind. This implies that participating in recreational activities is leads to students advantageous in refreshing minds.

Table 5.2. Develop physical fitness

Items	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	85	42.5	62.0	62.0
No	52	26.0	38.0	100.0
Total	137	68.5	100.0	

Based on the above table (62%) of the respondents said participating in recreational activities develop students physical fitness, and the other (38%) respond participating in recreational activities do not have value to develop students physical fitness. This indicates participating in recreational activities have value to develop the student’s physical fitness.

Table 5.3. Create positive interaction with others

Items	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	96	48.0	70.6	70.6
No	40	20.0	29.4	100.0
Total	136	68.0	100.0	

The majority of the respondents (70.6%) replied that participating in recreational activities create positive interaction with others. the rest 29.4% of the respondents replied participating in recreational activities do not have any value to create positive interaction with others. This shows that participating in recreational activities have positive effect to create positive interaction with others.

Table 5.4. Build self confidence

Items	Frequency	Percent	Valid Percent	Cumulative Percent
yes	94	47.0	68.6	68.6
No	43	21.5	31.4	100.0
Total	137	68.5	100.0	

The majority of the respondents (68.6%) replied that participating in recreational activities have positive effect to build students self confidence, on the other hand (31.4%) replied participating in recreational activities have not any value to build students self confidence. This implies participating in recreational activities have their own value to build students self confidence.

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

Table 6.1. Develop ability

Items	Frequency	Percent	Valid Percent	Cumulative Percent
yes	93	46.5	68.4	68.4
No	43	21.5	31.6	100.0
total	136	68.0	100.0	

Majority of the respondents (68.4%) answered that participating in recreational activities have positive effect to develop students ability to do activities during physical education practical class. The other (31.6%) replied participating in recreational activities did not have any value to develop student's ability during physical education practical class. This indicate participating in recreational activities have positive effect to develop ability in physical education practical class.

Table 6.2. Develop physical fitness

Items	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	88	44.0	64.7	64.7
No	48	24.0	35.3	100.0
Total	136	68.0	100.0	

The above table show (64.7%) believe participate in recreational activities develop physical fitness, and it used to perform the activity during physical education practical class. The remaining (35.3%) replied participating in recreational activities did not have any value to develop physical fitness, and they did not have any value for physical education practical class. This indicated that participating in recreational activities have positive outcome to develop physical fitness and physical education practical class.

Table 6.3. Develop interest for practical class

Items	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	120	60.0	88.2	88.2
No	16	8.0	11.8	100.0
Total	136	68.0	100.0	

The above table shows (88.2%) of the respondents answered that participating in recreational activities wear developing interest for practical class. The other (11.8%) 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.

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

Items	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	119	59.5	87.5	87.5
No	17	8.5	12.5	100.0
Total	136	68.0	100.0	

The majority of the respondents (87.5%) of the respondents answered that participating in recreational activities develop confidence to perform activities during physical education practical class. The rest (12.5%) responded participating in recreational activities did not have any value to develop confidence to perform activities which have done during physical education practical class. This implies participating in recreational activities have positive outcome to develop interest in physical education practical class.

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

Table 7.1. Because of Lack of ability

Items	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	48	24.0	73.8	73.8
No	17	8.5	26.2	100.0
Total	65	32.5	100.0	

The data indicated that (73.8%) of the respondents replied that they did not participate in recreational activities because of lack of ability. The other (26.2%) answered lack of ability is not the reason not to participate in recreational activities. This implies that lack of ability is one of the main factors that hinder student's participation in recreational activities.

7.2. Lack of awareness

Items	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	54	27.0	83.1	83.1
No	11	5.5	16.9	100.0
Total	65	32.5	100.0	

The majority of the respondents (83.1%) answered that the reason for the students they did not participate in recreational activities is lack of awareness. The other (16.9%)answered lack of awareness is not the reason. This implies lack of awareness is the reason to hinder student's participation in recreational activities.

Table 7.3. Influence of culture, peer and religion.

Items	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	18	9.0	27.7	27.7
No	47	23.5	72.3	100.0
Total	65	32.5	100.0	

The above table shows (72.3%) of the respondents answered that culture; peer and religion did not have reason to hinder participating in recreational activities. The other (27.7%) answered that culture, peer and religion is factor to hinder students participation in recreational activities. This indicates culture, peer and religion are not affecting student's participation in recreational activities.

Table 7.4. Lack of conducive environment

Items	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	48	24.0	73.8	73.8
No	17	8.5	26.2	100.0
Total	65	32.5	100.0	

The above table indicated that (73.8%) of the respondents replied that the problem that hinder students participating in recreational activities is lack of conducive environment. The other (26.2%) are lack of conducive environment is not the reasons that hinder students participating in recreational activities in their schools. This indicated that lack of conducive environment is the reason that affects students participating in recreational activities in their schools.

Table 7.5. Lack of material, equipment, and facility

Items	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	37	18.5	56.9	56.9
No	28	14.0	43.1	100.0
Total	65	32.5	100.0	

The above table indicated that (56.9%) of the respondents answered that lack of sport material, equipment and facilities affect the students to participate in recreational activities. The other (43.1%) answered lack of sport materials, equipment and facilities are not the reason that hinders student's participation in recreational activities. This implies lack of sport materials; equipment and facilities are the problems that hinder student's participation in recreational activities.

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

Item	Frequency	Percent	Valid Percent	Cumulative Percent
yes	62	31.0	31.0	31.0
No	138	69.0	69.0	100.0
Total	200	100.0	100.0	

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

The negative impact of participating in recreational activities on physical education practical class.

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

Items	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	57	28.5	95.0	95.0
No	3	1.5	5.0	100.0
Total	60	30.0	100.0	

From the respondents they answered participating in recreational activities have negative influence in physical education practical class, (95.0%) of the respondents responded that they are tired after participating in recreational activities. The other (5.0%) of the respondents answered that they didn't feel tiredness. This indicated that participating in recreational activities has negative influence when it is above their level of performance.

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

Items	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	45	22.5	77.6	77.6
No	13	6.5	22.4	100.0
Total	58	29.0	100.0	

The majority of the respondents (77.6%) answered that after participating in recreational activities they have not interest to do the exercise during physical education practical class, because the exercise has repetition. The other (22.4%) of the respondents answered that after participating in recreational activities they can learn physical education practical class is without problem. This implies after participating in recreational activities learning physical education practical class is uninteresting.

Table 9.3. It increases feeling of anxiety.

Items	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	20	10.0	34.5	34.5
No	38	19.0	65.5	100.0
Total	58	29.0	100.0	

The majority of respondents (65.5%) replied that the participation of recreational activities did not increased feeling of anxiety during physical education practical class. The other (34.5%) answered that participating in recreational activities increased feeling of anxiety for learning physical education practical class. This indicated that participating in recreational activities did not increase feeling of anxiety in physical education regular practical class.

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

Item	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	122	61.0	61.0	61.0
No	78	39.0	39.0	100.0
Total	200	100.0	100.0	

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

Sport Materials, equipment and facilities provided by the schools.

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

Items	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	51	25.5	41.8	41.8
No	1	.5	0.8	42.6
Partially	70	35.0	57.4	100.0
Total	122	61.0	100.0	

According to the above table the majority of the respondents (57.4%) respond that the schools are partially provide the football field with ball, goal and net. The other (41.8%) respond the schools are providing the football field in sufficient way with ball, goal and net. The rest 0.8% the schools can't provide any material for football playing. This implies as the majority of the respondents answered that, the schools are providing the material but it doesn't fulfill all the materials which is necessary for football playing.

Table 11.2. Basketball court and ring with net.

Items	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	49	24.5	40.2	40.2
No	33	16.5	27.0	67.2
Partially	40	20.0	32.8	100.0
Total	122	61.0	100.0	

As the data indicated that 40.2% of the respondent's answered that the schools are provide basketball court, basketball and ring with net in full manner. The other 32.8% answered the schools are provide the basketball court, basketball and ring with net but it is not fully equipped. The rest 27% of the respondents answer totally there is no any material, equipment and facility which is used to play Basketball as a form recreation. This implies the schools provide the material, equipment and facilities which is used for Basketball playing.

Table 11.3. Volleyball court with ball, and net.

Items	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	38	19.0	31.1	31.1
No	34	17.0	27.9	59.0
Partially	50	25.0	41.0	100.0
Total	122	61.0	100.0	

The majority if the respondents (41.0%) answered that the schools are provide the materials, equipment and facilities which are use to participate volleyball in the form of recreational activities but not it doesn't fulfill the all necessary material, equipment and facilities. The other 31.1% of the respondents answered that the schools are providing the all materials, equipment and facilities. The rest 27% says the schools totally don't provide any material, equipment and facilities which are used to play football in the form of recreation. This indicates that the schools

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

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

Items	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	6	3.0	4.9	4.9
No	106	53.0	86.9	91.8
Partially	10	5.0	8.2	100.0
Total	122	61.0	100.0	

The data indicate that the majority of the respondents (86.9%) answered that the schools don't provide any material, equipment and facilities which are used to implement Handball in the form of recreational activities. The other 4.9% answered that the schools are providing the material, equipment and facilities in full manner. The rest 8.2% of the respondent says the schools providing the material but not all the requirements which are used to implement Handball game as a recreational activity. This indicates the student's participation on Handball as a recreational activity is less. This is because of as the majority of the respondents answered the materials, equipment and facilities.

Table 11.5. Athletics field with track.

Items	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	4	2.0	3.3	3.3
No	71	35.5	58.2	61.5
Partially	47	23.5	38.5	100.0
Total	122	61.0	100.0	

The data indicated 58% of the respondents answered that there is no any materials, equipments and facilities which are used to participate both Track and Field events as a form of recreation. The other 38% of the respondents says there is the materials, equipments, and facilities But not in a full manner. The rest of 3.3% of the respondents answered totally there is no any materials, equipments and facilities which are used to implement athletics in the form of recreational activities. This indicates student’s participation in Athletics in the form of recreation is less.

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

Items	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	1	.5	.8	.8
No	118	59.0	96.7	97.5
Partially	3	1.5	2.5	100.0
Total	122	61.0	100.0	

The majority of the respondents (96.7%) answered that there is no any materials, equipments and facilities which are used to implement Tennis in the form of recreation in those preparatory schools. The other 2.5% of the respondents says there are a materials, equipments and facilities which are used to play Tennis in the form of recreation, but not all the materials, equipments and facilities. The rest 0.8% of the respondents answered that there is all the materials, equipments and facilities those are helping the students to participate Tennis in the form of recreational activities. The data implies students do not play Tennis in the form of recreation, because of lack of materials, equipments and facilities.

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

Items	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	1	.5	.8	.8
No	116	58.0	96.7	97.5
Partially	3	1.5	2.5	100.0
Total	122	60.0	100.0	

As the data implies the majority of the respondent (96.7%) says the schools no not totally provide the materials, equipments and facilities, those are used to implement Table tennis as a form of recreational activity in the school. The other 2.5% Of the respondents answered that there are materials, equipments and facilities which are used to participate in Table tennis in the form of recreational activities in the schools. The rest 0.8% Of the respondents answered there are a materials, equipments and facilities in a full manner to implement Table tennis in the school as a form of recreation.

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

Items	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	132	66.0	66.0	66.0
No	68	34.0	34.0	100.0
Total	200	100.0	100.0	

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

4.2. SIGNIFICANT DIFFERENCE BETWEEN STUDENTS

4.2.1. SIGNIFICANT DIFFERENCE BETWEEN GRADE 11 AND GRADE 12 STUDENTS.

Items	Grade							Pearson Chi-Square			significance		
	11			Total	12			Total	Value	df	Asym p. Sig. (2-sided)	yes	No
	yes	no	Partially		Yes	No	Partially						
Do you like recreational activities?	79	21		100	90	10		100	4.619(b)	1	.032	✓	
Do you participate in recreational activities?	67	33		100	67	33		100	.000(b)	1	1.000		✓
Types of activities which are students participate in the schools.													
Athletics	17	50		67	16	54		70	.119(b)	1	.731		✓
Volley ball	36	31		67	40	30		70	.161(b)	1	.733		✓
Football	41	26		67	52	18		70	2.691(b)	1	.101		✓
Handball	10	57		67	13	57		70	.326(b)	1	.568		✓
Basketball	42	25		67	37	33		70	1.355(b)	1	.244		✓
Tennis	6	61		67	10	60		70	.943(b)	1	.332		✓
Table tennis	9	58		67	10	60		70	.021(b)	1	.885		✓
How do you participate In recreational	36	31		67	43	27		70	.831(b)	1	.362		✓

activities?													
The general benefits of participating in recreational activities.													
Refresh students mind	67	0		67	69	1		70	.964(b)	1	.326		✓
Develop physical fitness.	40	27		67	45	25		70	.305(b)	1	.580		✓
Create positive interaction.	45	22		67	51	19		70	.746(b)	1	.388		✓
Build self-confidence.	48	19		67	46	24		70	.559(b)	1	.445		✓
Benefits of participating in recreational activities for PE practical class.													
Develop ability	48	19		67	45	25		70	1.120(b)	1	.290		✓
Develop physical fitness.	38	29		67	51	19		70	4.17(b)	1	.041	✓	
Develop interest for practical class.	60	7		67	61	9		70	.166(b)	1	.684		✓
Develop confidence to learn PE practical class.	53	14		67	66	4		70	6.072(b)	1	.014	✓	
The reasons why students are not participate in recreational activities in their schools.													
Lack of ability	26	7		33	22	10		32	.848(b)	1	.357		✓
Lack of awareness.	29	4		33	25	7		32	1.099(b)	1	.294		✓
Influence of culture.	9	24		33	9	23		32	.116(b)	1	.939		✓
Lack of conducive environment.	23	10		33	25	7		32	.598(b)	1	.440		✓
Lack of materials, equipment, and facilities.	23	10		33	14	18		32	4.461(b)	1	.035	✓	

Do you believe recreational activities have negative influence in PE practical class?	35	65		100	27	73		100	1.496(b)	1	.221		✓
The negative influence of participating in recreational activities on PE practical class.													
I am tired.	32	1		33	25	2		27	.599(b)	1	.429		✓
I haven't interest	26	7		33	19	8		27	.064(b)	1	.801		✓
It increases anxiety.	12	21		33	9	18		27	.120(b)	1	.729		✓
Do the schools provide materials, equipments, and facilities for recreational activities?	66	34		100	56	44		100	2.102(b)	1	.147		✓
Materials, equipments, and facilities provided by the schools.													
Football field with ball, goal and net.	2 4	1	41	66	27	0	29	56	2.430(a)	2	.297		✓
Basketball court, ball and ring with net.	2 7	17	22	66	22	16	18	56	.122(a)	2	.941		✓
Volleyball court, ball and net.	1 8	21	27	66	20	13	23	56	1.498(a)	2	.473		✓
Handball field with ball, goal and net.	2	58	6	66	4	48	4	56	1.198(a)	2	.549		✓
Athletics field with track.	3	33	30	66	1	38	17	56	4.156(a)	2	.125		✓
Tennis field with ball. Racket and net.	1	62	3	66	0	56	0	56	3.509(a)	2	.173		✓
Table of tennis with ball, racket and net.	1	62	3	66	0	56	0	56	3.501(a)	2	.174		✓

Do PE teachers encourage the students to participate in recreational activities?	57	43		100	75	25		100	7.219(b)	1	.007	✓	
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When we observed from the above table as the majority of the respondents answered, conduct an appropriate summary of results from spss analysis. To be significant, the value listed in the table needs to be .05 or smaller. The proportion of grade 11 students who they like recreational activities are significantly different from the proportion of grade 12 students who they like recreational activities because the value indicated that the value of significance is (.032). Therefore we can conclude that there is a significant difference between grade 11 and grade 12 students to like recreational activities. The other significant difference is lies on the benefit of recreational activities on physical education practical class, specifically on participating in recreational activities to develop physical fitness and to develop self-confidence to learn physical education practical class with grade 11and grade 12. The result indicates, .041 and .014 respectively. This indicates there is a significant difference between grade 11 they participate in recreational activities to develop self-confidence and to develop physical fitness, this also beneficial on physical education practical class and grade 12 students they get such benefits. The last significant difference lies on the reason why some students are not participating in recreational activities, specifically lack of materials, equipment and facilities. The value of significance is .035. The proportion of grade 11 students who they didn't participate in recreational activities because of lack materials, facilities, and equipments are significantly different from grade 12 students who they don't participate in recreational activities because of lack material, equipments, and facilities.

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

4.2.2. SIGNIFICANT DIFFERENCE BETWEEN GENDERS

Items	Gender								Pearson Chi-Square			significance	
	Female			Total	Male			Total	Value	df	Asym p. Sig. (2-sided)	yes	No
	yes	n	Partial		Ye	No	Partial					yes	No
Do you like recreational activities?	92	19	-	111	77	12	-	89	.498(b)	1	.489		✓
Do you participate in recreational activities?	69	42	-	111	65	24	-	89	2.640(b)	1	.104		✓
Types of activities which are students participate in the schools.													
Athletics	19	51	-	70	14	53	-	69	.731(b)	1	.393		✓
Volley ball	50	20	-	70	26	41	-	67	14.750(b)	1	.000	✓	
Football	33	37		70	60	7		67	28.241(b)	1	.000	✓	
Handball	13	57		70	10	57		67	.326(b)	1	.568		✓
Basketball	47	23		70	32	35		67	5.268(b)	1	.022	✓	
Tennis	8	62		70	8	59		67	.009(b)	1	.926		✓
Table tennis	5	65		70	14	53		67	5.420(b)	1	.020	✓	
How do you participate In recreational activities?													
Through active	27	4		70	52	15		67	21.373(b)	1	.000	✓	

participation		3							b)				
Through passive participation	43	27		70	52	15		67	21.373(b)	1	.000	✓	
The general benefits of participating in recreational activities.													
Refresh students mind	69	1		70	67	0		67	.964(b)	1	.326		✓
Develop physical fitness.	32	38		70	53	14		67	16.207(b)	1	.000	✓	
Create positive interaction.	45	25		70	51	15		67	2.760(b)	1	.097		✓
Build self-confidence.	39	31		70	55	12		67	11.058(b)	1	.001	✓	
Benefits of participating in recreational activities for PE practical class.													
Develop ability	38	32		70	55	12		67	13.257(b)	1	.000	✓	
Develop physical fitness.	34	36		70	54	13		67	16.442(b)	1	.000	✓	
Develop interest for practical class.	61	9		70	59	8		67	.166(b)	1	.684		✓
Develop confidence to learn PE practical class.	60	10		70	59	8		67	.421(b)	1	.517		✓
The reasons why students are not participate in recreational activities in their schools.													
Lack of ability	35	8		43	13	9		22	3.749(b)	1	.053		✓
Lack of awareness.	36	7		43	18	4		22	.037(b)	1	.846		✓
Influence of culture.	15	28		43	3	19		22	3.281(b)	1	.070		✓
Lack of conducive environment.	36	7		43	12	10		22	6.414(b)	1	.011	✓	

Lack of materials, equipment, and facilities.	24	19		43	13	9		22	.064(b)	1	.801		✓
Do you believe recreational activities have negative influence in PE practical class?													
Yes	33	78		111	29	60		89	.188(b)	1	.664		✓
No	78	33		111	60	29		89	.188(b)	1	.664		✓
The negative influence of participating in recreational activities on PE practical class.													
I am tired.	31	1		32	26	2		28	.508(b)	1	.476		✓
I haven't interest	26	6		32	19	9		28	1.513(b)	1	.219		✓
It increases anxiety.	10	22		32	10	18		28	.146(b)	1	.702		✓
Do the schools provide sport materials, equipments, and facilities for recreational activities?													
Yes	68	43		111	54	35		89	.007(b)	1	.933		✓
No	43	68		111	35	54		89	.007(b)	1	.933		✓
Materials, equipments, and facilities provided by the schools.													
Football field with ball, goal and net.	33	1	34	68	18	0	36	54	3.914(a)	2	.141		✓
Basketball court, ball and ring with net.	30	20	18	68	19	13	22	54	2.784(a)	2	.249		✓
Volleyball court, ball and net.	24	19	25	68	14	15	25	54	1.516(a)	2	.469		✓
Handball field with ball, goal and net.	5	61	2	68	1	45	8	54	7.170(a)	2	.028	✓	
Athletics field with track.	1	43	24	68	3	28	23	54	2.618(a)	2	.270		✓

Tennis field with ball. Racket and net.	0	66	2	68	1	52	1	54	1.406(a)	2	.495		✓
Table of tennis with ball, racket and net.	1	65	2	68	1	51	2	54	1.409(a)	2	.494		✓
Do PE teachers encourage the students to participate in recreational activities?													
Yes	7 3	3 8		111	59	30		89	.006(b)	1	.938		✓
No	3 8	7 3		111	30	59		89	.006(b)	1	.938		✓

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

When we see significant difference between the proportion of female and male students on why students are not participate in recreational activities, there is a significant difference between the

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

4.2.3. SIGNIFICANT DIFFERENCE BETWEEN NATURAL SCIENCE AND SOCIAL SCIENCE STUDENTS

Items	Subject							Pearson Chi-Square			significance		
	Natural science			Total	Social science			Total	Value	df	Asymp. Sig. (2-sided)	yes	No
	yes	no	Partially		Yes	No	Partially						
Do you like recreational activities?	119	20		139	50	11		61	.430(b)	1	.512		✓
Do you participate in recreational activities?	96	43		139	38	23		61	.879(b)	1	.349		✓

Types of activities which are students participate in the schools.

Athletics	24	72		96	9	32		41	.146(b)	1	.702		✓
Volley ball	44	52		96	32	9		41	12.071(b)	1	.001	✓	
Football	66	30		96	27	14		41	.111(b)	1	.740		✓
Handball	14	82		96	9	32		41	1.116(b)	1	.291		✓
Basketball	51	45		96	28	13		41	2.707(b)	1	.100		✓
Tennis	11	85		96	5	36		41	.015(b)	1	.902		✓
Table tennis	14	82		96	5	36		41	.137(b)	1	.711		✓
How do you participate In recreational activities?													
Through active participation	56	40		96	23	18		41	.059(b)	1	.808		✓
Through passive participation	40	56		96	18	23		41	.059(b)	1	.808		✓
The general benefits of participating in recreational activities.													
Refresh students mind	95	1		96	41	0		41	.430(b)	1	.512		✓
Develop physical fitness.	60	36		96	25	16		41	.028(b)	1	.866		✓
Create positive interaction.	66	30		96	30	11		41	.531(b)	1	.466		✓
Build self-confidence.	67	29		96	27	14		41	.207(b)	1	.649		✓
Benefits of participating in recreational activities for PE practical class.													
Develop ability	66	30		96	27	14		41	.174(b)	1	.677		✓
Develop physical fitness.	63	33		96	26	15		41	.043(b)	1	.836		✓
Develop interest for practical class.	82	14		96	39	2		41	2.682(b)	1	.102		✓
Develop confidence to learn PE practical class.	81	15		96	39	2		41	3.118(b)	1	.077		✓

The reasons why students are not participate in recreational activities in their schools.													
Lack of ability	29	15		44	19	2		21	4.442(b)	1	.035	✓	
Lack of awareness.	35	9		44	19	2		21	.556	1	.456		✓
Influence of culture.	13	31		44	5	16		21	.234(b)	1	.629		✓
Lack of conducive environment.	30	14		44	18	3		21	2.262(b)	1	.133		✓
Lack of materials, equipment, and facilities.	23	21		44	14	7		21	1.201(b)	1	.273		✓
Do you believe recreational activities have negative influence in PE practical class?													
Yes	44	95		139	18	43		61	.091(b)	1	.763		✓
No	95	44		139	43	18		61	.091(b)	1	.763		✓
The negative influence of participating in recreational activities on PE practical class.													
I am tired.	40	3		43	17	0		17	.212	1	.645		✓
I haven't interest	32	11		43	15	2		17	1.249(b)	1	.264		✓
It increases anxiety.	18	25		43	4	13		17	2.421(b)	1	.120		✓
Do the schools provide materials, equipments, and facilities for recreational activities?													
Yes	80	59		139	42	19		61	2.275(b)	1	.131		✓
No	59	80		139	19	42		61	2.275(b)	1	.131		✓
Sport Materials, equipments, and facilities provided by the schools.													
Football field with ball, goal and net.	38	1	41	80	13	0	29	42	3.849(a)	2	.146		✓
Basketball court, ball and ring with net.	35	20	25	80	14	13	15	42	1.272(a)	2	.529		✓
Volleyball court, ball and net.	23	21	36	80	15	13	14	42	1.562(a)	2	.458		✓

Handball field with ball, goal and net.	5	70	5	80	1	36	5	42	1.923(a)	2	.382		✓
Athletics field with track.	4	48	28	80	0	23	19	42	2.979(a)	2	.225		✓
Tennis field with ball. Racket and net.	1	76	3	80	0	42	0	42	2.171(a)	2	.338		✓
Table of tennis with ball, racket and net.	1	76	3	80	0	40	0	40	2.069(a)	2	.355		✓
Do PE teachers encourage the students to participate in recreational activities?													
Yes	89	50		139	43	18		61	.789(b)	1	.374		✓
No	50	89		139	18	43		61	.789(b)	1	.374		✓

The only significant difference between the proportions of Natural science students on why students are not participate in recreational activities in their schools, specifically on lack of ability. When we observe from the SPSS analysis the value of chi-square on lack of ability is 0.035. this indicates there is a significant difference between the proportion of Natural science students why they are not participate in recreational activities in their schools, because of lack of ability and the proportion of Social science students why the students are not participate in recreational activities in their schools, because of lack of ability. The rest all items are there is not a significant difference between Natural science and Social science students.

CHAPTER FIVE

5. SUMMARY, CONCLUSION, AND RECOMENDATION

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 preparatory schools Gulele sub-city Addis Ababa.

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 two governmental preparatory schools in Gulele sub-city of Addis Ababa. The samples are selected through stratified 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 are also a significant difference between social science and natural science students and grade 11 and grade 12 students. Social science students are less to participation in recreational activities because of lack of abilities. In addition Grade 12 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 see 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 conclude 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 Gulele sub-city preparatory 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 preparatory school students those are found in Gulele, Sub-city have exposure about recreational activities.
- The researcher find out recreational activities have positive impact in enhancing physical education practical class through developing ability in activities those are found in physical education practical class, improving physical fitness, develop self confidence in involving different activities in physical education practical class , and to improve interest for practical class.
- The researcher selected the factors that affect participating recreational activities in these preparatory schools, were lack of awareness, lack of ability, lack of sport material, facility, and equipment, lack of school sport clubs, lack of family economic back ground, and lack of supervision from government body and school administrators.

5.3. RECOMENDATION

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

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

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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. Basket ball A. Yes. B. No

3.6. Tennis A. Yes. B. No

3.7. Table tennis A. Yes. B. No

3.8. ifanyother _____

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

3.4. Build self confidence A. Yes B. No

3.5. If any other _____
_____.

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

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

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

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

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

6.5. If any other _____
_____.

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

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

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

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

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

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

7.6. If any other _____
_____.

8. Do you believe recreational activities have negative influence on physical education practical class?

A. Yes

B. No.

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

9.1. I am tired after participating in such activities

A. Yes

B. No

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

A. Yes

B. No

9.3. It increase filling of anxiety.

A. Yes

B. No

9.4. If any other _____
_____.

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

A. Yes

B. No

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

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

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

11.3. Volleyball court with ball, and net. A. yes. B. no. c. partially.

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

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

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

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

11.8. If any other. _____
_____.

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

A. Yes

B. No.

THANK YOU IN ADVANCE FOR YOUR COOPERATION!

Signed declaration

This thesis is my original work and has not been presented for a degree in any other university, and that all sources of material used for the thesis have been duly acknowledged.

By:- Tsigie Anberbir

signature_____

Advisor name:- Dr Aschenaki

signature_____

May, 2014.