

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDY

**“CHALLENGES AND OPPORTUNITIES OF PHYSICAL EDUCATION
IN FIVE EVANGELICAL THEOLOGICAL COLLEGES
IN ADDIS ABABA”**

BY
KETSELA SEYFACHEW

MAY, 2011
ADDIS ABABA

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KETSELA SEYEFACHEW

A THESIS SUBMITTED TO

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MASTERS OF SPORT SCIENCE**

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“Challenges and Opportunities of Physical Education in Five Selected Evangelical
Theological Colleges of Addis Ababa.

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ABSTRACT

This study attempts to find out the opportunities and challenges of physical education in five Evangelical theological college found in Addis Ababa.

Physical education, physical exercise, sport and play are the most similar words for many people around the world that put them in to dilemma. It is easy to see and hear they say one word saying the other one, even though Christianity and physical activity and education has positive relationship from Bible, it seemed two of them are like enemy.

For many centuries celebrations and festivals had traditionally revolved around the church and its fasting days due to creating positive relationship among members, families and communities. After a while due to many reasons celebrations and festivals forced to be stopped.

In our days living becomes very fast and short. This makes man to become machine (car, train, air plane, washing machine, electronics, etc) dependent or oriented, which forces man to become idle, this pushes man become sick due to having less activity. The best solution to minimize or avoid the problem at certain level is using Evangelical theological colleges, hoping this will change their way of behavior towards physical activity.

Being a believer of the word of Holy Bible does not mean being inactive. We can have many individuals from the Bible who were very accurate, sharp, fit, fast, strong etc. it known that the Bible is written for our knowledge and learning ,which means we must learn only spiritual and but not physical.

Evangelical theological colleges that are found in Addis Ababa are educating students from diploma, degree and masters level focusing on theology and related courses.

Since it is a college it must not only focus on spiritual activities or lessons. If then, they are in the wrong track of education. Education without physical involvement is not real, or is only cognitive. History tells as church and sport divorced from unity long ago. Since then believers become inactive due to mentioning reasons. This inactive situation leads them become and live more inactively (mentally, physically).

They are expected to teach their students about physical activity which they can be aware of their physical wellbeing, diseases, sickness and the possible method of resolving their health related problem.

ABBREVIATIONS

ABC- Addis Ababa Bible College

Admin. - Administration

Dr. – Doctor

ETC – Ethiopian Theological College

HBC- Harvest Bible College

MKBC- Meserete Kiristos Bible College

N – No

No –have on comet

No. – Number

P.E – physical education

PTC- Pentecostal Bible College

Respond. - Respondent

Stud. - Student

Tot. - Total

Un respond. - Unrespondent

W/ro – woyezero (miss)

Y- Yes

NIV- New International Version

KJV- King James Version

CHAPTER ONE

1.1 INTROUCTION

The available literature we have on the history of physical education agrees that physical education seems very old. The first society which leads life under the control of nature was very much movable because of daily living which asks to have good fitness to make his living good. It also refers to human biological need to be fit for situations like, traveling and running long distances, crossing rivers, climbing trees, hills, and mountains, combating each other, jumping things, playing game and these transfers to teaching it and sport festivals which were conducted one after another.

Ethiopia, the land of black peoples as one of the largest countries in Africa, has very strong relationship with Christianity and it benefited a lot regarding education and those festivals. In this large country around eighty one linguistics is found, all lives, works and spend their time together accordingly by doing additional activities like horse riding-“guges”, “gebeta”, “gena”, “short and long distance running”, etc. some of the activities are related to holydays. For example: - horse riding is mostly done during epiphany and other similar holydays, gena is during Easter and Christmas time. All this activities and the other lead physical activity immerge among Ethiopian people. History tells us that before the invasion of Italia, missionaries were in Ethiopian to open hospitals, schools, preach the good news of gospel and doing construction works.

History of schools in Ethiopia speaks almost nothing about the involvement of physical education in the school system. Since Ethiopian schools were under churches they tend to focus on memorization. Thus physical exercise becomes neglected or ignored by Ethiopians as education, or else they used to use it only for military purpose.

Education is a widely used word and has many definitions. Different scholars at different time defined it in many ways. There are few important reasons for defining it differently and interpretation of education, such as, Complex nature of human personality and money others. Education cannot be only mental and stay mental, but has to be discovered by the whole person and it needs a medium to be done. Many think Physical education is sport, game, physical activity or just play. But the fact is far from their thought.

According to Dr. Negusse (1995, p.7), “physical education is physical activity with an educational goal. It is physical and it seeks to educate, but either play or sport can be used in the educational process and always includes the educational portion of the physical experience as a vital aim. Play is essentially; used as amusement, it is non-competitive type of physical amusement, play does not have to be physical. When we see sport, it is an organized competitive form of play”.

When we raise the origin of physical education, it is connected with the necessity of the primitive person to have good fitness to make his living good. From the age of the first man, the way he has viewed and used his body and mind by then has had an impact on society. Prehistoric man unconsciously left some reminders of lost clues considering his life. From this, a partial view of his society and physical education can be reconstructed. From the very beginning of life in this universe, animal and human life has undergone a great change in biological and sociological direction.

Concerning this, physical exercises used for passing one's experience were really effective. The other is, connected with the ability of man to think and reasonably to relate the preparation for and the consequences of hunting.

Thus, gradually motive activities were separated from the real work and turned into physical exercise for hunting carried out independently from the working process. The man has realized that the necessity of training himself to improve the outcomes of his everyday activities. They used to use materials for throwing to capture animals, Thus they started to practice shooting or throwing to develop the quality of the activity or hunting. Their training exercise like shooting, throwing, aiming at, running (sprinting) etc got more and

more separated from their primary labor background. For example, spear throw become javelin-throw etc.

Years passed by leaving their footsteps for the future by reviling more truth and new findings about physical education. Physical education is not just only for physical but also for the whole some total of the person, for social, mental, physical, economy etc

It is observed and written that, those who perform physical activity have more nerve communications, thus it can help them grasp more knowledge than others.

Weston (Weston, 1962, p. 151), says, “The great thought in physical education is not the education of the physical nature, but the relation of physical training to complete education.”

Mentally ready person is also physically ready and visversa in every activity because it develops confidence and has good self concept.

In relation to education physical education helps to develop good self –concept. Siedento says, “A sound physical education program contributes to development of a positive self-concept.” (Daryl, 2001, p. 232)

It is an education through physical activity, which includes the activity of the person’s physical, mental and spiritual being. It is not like other subjects’ focuses only on cognitive aspect like, math, language, science and others that a person only expected only to think.

This paper is prepared to find out the challenges and opportunities of physical education among believers and their colleges , under the title “The challenges and opportunities of physical education in five selected Evangelical Theological Colleges of Addis Ababa”, aiming to find out the main truth about the issue and suggest solutions.

The first part of the research paper focuses on introduction and goes by giving the back ground of the study, Statement of the problem, Significance of the study, Objective of the study, Hypothesis of the study, Delimitation and Limitation of the study, including the definition of terms.

The second part of the paper includes the summery of reviewed materials from different published and unpublished materials.

The third part includes the Methodology of the research and the fourth part of the study discus the data collected vividly.

Finally the fifth part holds conclusion and recommendation, reference materials are presented and sample of the questioners, observation check list, interview questions are attached.

1.2 BACK GROUND OF THE STUDY

Since physical education is education it is for knowledge and it takes place by involving the individual whole personality in the activity. Human being is the same total of the whole personality, which we cannot separate the flesh from the soul or spirit. Or the mind from the body, it lives and works together. The researcher believes education will be perfect if it involves physical.

Many studied about the issue of “physical education”, which we will discuss in the future and suggest that it must be given in the evangelical theology colleges as a course.

Evangelical Theology colleges we have in Addis Ababa are not in the situation to give physical education. I hope they have reasons for it. Whatever the reason presented it cannot be accepted, because man is made to move, all parts of his body are movable. He is not only for mind but also physical.

Even if we cannot deny Christianity played the great roll for Ethiopian and world education it also highly limits physical education not to involve in school-college system and church by considering it only for physical.

Based on the information gathered and discussed through literature review, I have tried to identify the challenges and good opportunities of physical education in Evangelical theological colleges to make it accessible.

1.3 STATEMENT OF THE STUDY

The location of Ethiopia creates many incidents on the country like political advantage and disadvantage, invite invaders many times, merchants, religious leaders, have good environment and geography etc. Since Ethiopia has more than eighty linguistic, many religions also found. Majority people are the follower of Christianity but Islam also the strong religion mainly at the east of Ethiopia.

Religion is the strongest thing for Ethiopian people, indeed they die for it. Ethiopian school history tells as education was under churches, which means students were expected to focus on memorizing by heart and enrich their mind but very less concern for physical activity, health and hygiene.

The first theological college for Ethiopia is “The Theological College of the Holy Trinity” which is founded in the year 1942 by His Imperial Majesty, Haile Sellassie I. Its purpose was to provide sound religious and secular education to clergy as well as to those intending to become workers in and for, the Ethiopian Orthodox Church. It is clear that the evangelical theological colleges also are founded to provide religious teachings and have ministers.

The study is expected to answer the following questions;-

1. what are the challenges of physical education in these colleges and
2. what are the good opportunities of physical education

1.4 SIGNIFICANCE OF THE STUDY

The researcher believes this study have the following significances:-

- other researchers and concerned bodies will use this document as a primary source for further study
- investigating the reasons why these colleges could not give physical education as a course
- changing the attitude of college administrators and students in the colleges regarding physical education
- insisting them to start doing physical activity
- creating awareness on college administrators to start giving physical education as a course
- proposing possible solutions

1.5 OBJECTIVE OF THE STUDY

The study has the following general and specific objectives:-

General objective

The main objective of this work is finding out the challenge and opportunity of physical education in five Evangelical theological colleges and suggests solutions

Specific objective

- ✓ To identify the challenges of physical education in the theological college
- ✓ To identify the opportunities of physical education in theological college
- ✓ To change the attitude of college administration staff and students of theology colleges towards physical education
- ✓ To suggest possible solutions to give physical education as cours in these colleges

1.6 METHODOLOGY

To prepare this research paper, I have tried to read published and unpublished documents written by different writers, browse Internet, read magazines and visits libraries hoping to get updated and upgraded information on the issue which can help to write the research in a descriptive way. Ways of getting information would not be easy unless it is made in best, attractive and easy for filling.

1.6.1 Data collection instruments

1.6.1.1 Questioner

The data is collected mainly through questionnaire, which were prepared mostly in closed and few open ended way. It was two types, one for students and the other are for college administrators and was distributed for both.

1.6.1.2 Interview

“The interview is the favorite methodological tool of the qualitative research” (Denzin and Lincoln, 1994) Interview was one of the methods used in this research to get information while distributing and collecting the questionnaires and observing the compound, facilities. College principals, academic dean, students’ deans, accountants, secretaries and librarians and students were interviewed formally and informally.

1.6.1.3 Observation and Check list

It is one of the tools that researcher uses. It is prepared for checking the field condition and materials.

1.6.1.4 Internet

Since different Professors, Doctors and Researchers write new findings using internet, it was one of the methods for reviewing some articles about different issues related to the topic.

1.7 DELIMITATION OF THE STUDY

The research were delimited to

- Using libraries of KCTE, and International Evangelical College. To study the work and make it dependable, I have tried to read as much as I can both published and unpublished documents written by different writers, use Internet, read magazines.
- The researcher selected the following Evangelical theological colleges to conduct his research due to long service and size:-

No	Name of colleges	Abbreviation	Address
1	International Evangelical college	IEC	Addis Ababa
2	Pentecostal theological college	PTC	>>
3	Addis Ababa Bible college	ABC	>>
4	Harvest Bible college	HBC	>>
5	Meserete Kiristos theological college	MKTC	>>

Table 1:- Name of Colleges

Questionnaires distributed for

No	Persons	Total number of participants
1	20 students from each colleges	$20 \times 5 = 100$
2	5 College administrators	$5 \times 5 = 25$
Total participants		125

Table 2:- Number of Participants

Description of participants

- ❖ Students are graduating students, ministered for many years and believed to give more relevant answer by understanding the questions.

- ❖ College administrators are representative of the administration staff of the college which is believed to understand the questions and make some kind of change in the college.

1.8 LIMITATION OF THE STUDY

The researcher does not believe the work is faultless but has been trying every possible ways to get sufficient information make the work good. There are limitations and are stated as follows:-

1. The research is limited to the selection of colleges: it only focuses on Evangelical theological colleges. The theology colleges that are under Ethiopian Orthodox Church and Catholic Churches were not a part of the study, but it was the researcher wish to include them in this research.
2. Shortage of Finance, since the research needed large finance investment, it was impossible to cover all the necessities.
3. lack of materials
4. Students were on final exams
5. The timing of starting to conduct the research, to keep ongoing of the study and accomplish it on time was not conducive
6. One college which used to be at Addis Ababa around Kotebe, finally found changing its place two kilo meters out of Debrezeit, thus the researcher were obliged to travel half by renting Bajaj and half way walking on foot and collect the dates’.
7. Sport commission library were not conducive regarding free from voice, time etc.

1.9 DEFINITION IF TERMES

Sport: - well organize competitive play or game under rule and regulations supervised by officials

Play: - any kind of activity that give pleasure, happiness or fun

Game: - any kind of play under rules

Physical exercise: - any kind of physical exercise done purposely for the sack of health

Evangelical college: - a college where students going to learn theology and related course

Believers: - those who believe in and follower of Jesus Christ

CHAPTER TWO

2.1 REVIEW RELATED LITERATURE

2.1.1 EDUCATION

Education is a widely used word and has many definitions. Different scholars at different time defined it in many ways. There are few important reasons for developing the definitions and interpretation of education, these are:-

1. Complex nature of human personality,
2. Complex nature of environment of a society,
3. Different philosophy of life style and
4. Different educational theories and practices.

Aggarawal (2005) said the word Education is derived from some Latin words which are explained as follows:-

Educere - To lead out or to draw out, **Educare** - To bring up, to train, to nourish, **Educo**- To lead forth, to extract out. Finally **Education**- is the act of teaching.

Thus education implies that: - Act of drawing out, extracting out, leading forth, leading out, teaching and training.

As mentioned on Aggarawal (2005, p. 7) Mill says, “Not only does education include whatever we do for ourselves and whatever we does for us by others, for the express purpose of bringing us somewhat nearer to the perfection of our nature, it does more, in its largest acceptance, it comprehends even the indirect effects produced on character, and on human facilities, by things of which the direct purposes are quite different by laws, by forms of government, by the industrial arts, by the modes of social life, may even by physical facts not dependant on human will, by climate, soil and local position. Every environment, every surrounding, every activity helps to shape the human being. A human

soul is in constant interaction with his environment. The interaction results in the modification of human behavior or education.”

Different scholars defined education based on their understanding, for the sack of simplicity I preferred to present it in the following form:-

- **Aristotle** (384-322 BC) --- Creation of a sound mind in a sound body
 - **Aurobindo, Sri** (1872-1950) -- Building of the human mind and spirit
 - **Comenius John Amos** (1592-1670) -- Development of the whole man
 - **Dayananda, Swami** (1824-1883) -- formation of character
 - **Dewey, John** (1859-1952) -- Increasing social efficiency
 - **Emerson, Ralph Waldo** (1803-1882) -- Controlling the mind
 - **Froebel, Friedrich** (1782-1852) -- Leading and guiding for peace and unity with God
 - **Herbart, Johann Friedrich** (1776-1841) -- Developing morality
 - **Locke, John** (1632-1704) -- Attainment of a sound mind in a sound body
 - **Plato** (427-347 B.C) -- Developing the body and the soul of all the perfections which they are capable of
 - **Socrates** (469-339 B.C) -- Dispelling error and discovering truth
 - **Spencer, Hebart** (1820-1903) -- Preparing for complete living.
 - **Tagore, Ravindranath** (1861-1941) -- Making life in harmony with existence.
- Aggarawal (2005, p.3)

Dr. Negusse says, (Negusse 1995, P.5) “if we take the definition which takes in to account the knowledge gained through books in schools, colleges and universities alone will be a very incomplete definition”.

Pestalozzi (1741-1827) said that real knowledge came through observing things and by examining them with one's senses.

Froebel (1782-1852) the father of kindergarten system was a great advocate of the play activities of children. According to him children need to be punished into work, which was considered useful for them and restrained from play, for him play was highly beneficial for children. It made education pleasant and effective and was it-self education. More over because play activities are the foundation activities of physical education program, we can say that physical education or education through physical activities is a vital instrument of education" (Ibid p.5)

2.2 DEFINITION AND CONCEPT OF PHYSICAL EDUCATION

Since the time of the immemorial, physical education along with life and society has been in a process of evolution. Today it is not what it used to be, say, a hundred years back. There is a change in its contents, and there is a change in the instruments and methodology of teaching. There was a time when we considered education to be merely conquest of illiteracy. Now, we regard education to be a serious of experience, this experience are physical, mental, and emotional. The sum total of these experiences ranging from birth to death constitutes education. (Dr. Negusse 1995 p. 13)

Education cannot be only mental and stay mental, but has to be discovered by the whole person and it needs a medium to be done. Many think Physical education is sport, physical activity or just play. But the fact is far from their thought.

As we read it in the above mentioned book, "physical education is physical activity with an educational goal. It is physical and it seeks to educate, but either play or sport can be used in the educational process and always includes the educational portion of the physical experience as a vital aim. Play is essentially; used as amusement, it is non-competitive type of physical amusement, play does not have to be physical. When we see sport, it is an organized competitive form of play" (Ibid P.7)

Oberteuffer (1962), "The term *physical education* is unfortunate. In contemporary usage physical implies the medium through which the education takes place.... The adjective

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physical does not imply that we are educating the physical, i.e. developing physical prowess or cultivating physical skills solely for their own sakes.” Physical education serves as a medium for man’s total education, intellectual, emotional, using experiences centered in movement.

According to Williams, (1959, p. 13) physical education is the sum of man’s physical activities selected as to kind, and conducted as to outcomes . . . a selection of activities must be made and that outcomes are important... a selection of physical activities that contribute to democratic human relations, that will offer opportunity for the individual to be tolerant, generous, kind, and friendly, that will encourage manifestations of self-reliance, independence , and adventurous spirit, and that will make primary the goal of a strong and positive personality.”

Physical education is an activity oriented which should be based on the nature of the individual and be conducted to increase interest as well as skills and should select objectives in games, play, athletics, sport that will seek development of major and minor organs, stimulate interest in play, and set high standards of behavioral change. Parents and teachers mostly teach their children or students handling a pen or pencil but I am not sure of that they do have knowledge that they are teaching them through physically not just by memorization. This activity leads the child till his or her adult hood.

Hennessy (1996,p.3) says, it was believed that physical education class could contribute to the emotional, social, mental, and physical development of children so that they might become well rounded adults and contributing citizens”

In fact these students in evangelical colleges might not get proper physical education, thus they might not be as Hennessy mentioned, but if physical education is provided at least they can develop good habit of practicing physical exercise in their daily life so that the habit can transfer from one to another and be a good healthy citizen.

Oberteuffer states (1962,p. 61) , “Perhaps the reason so many people, both in and out of physical education as a profession, think of physical education as wholly for body development is that this view comfortable. We used to thinking in dualistic terms: mind and body, body and soul, work and play, thinking and feeling. To those who see physical education as useful mainly for physical development the other values are so vague, so general, that they prefer to ignore them. Physical development they can see; muscular strength they can feel and measure.”

As coated by Singer and Dike 1974, p.16: Charles Bucher says, “‘physical education’, an integral part of the total education process, is a field of endeavor that has 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 realizing these outcomes. Physical education is concerned primarily with the qualitative aspects of human behavior. ... It is principally concerned with the totality of personal development, with all of main relation to his ability to organize and control his society”

Now days it seems that every parent is looking for sending its child and himself to physical activity centers due to seeking behavioral change, fitness, good looking, sickness reduction etc . Sometimes adults at old age also go for fitness activity so that they might change their body shape and keep their health.

Physical education is stated in the following major objectives.

- To develop an understanding and appreciation of movement in children, youth and adults so that their lives will become more meaningful, purposive, healthy and productive.
- To develop an understanding certain scientific principles concerned with movement that relate to as time space, force and mass- energy relationships.
- To develop through the medium of games, play and sports better interpersonal relationships and to develop the various organic systems of the body.

These objectives stressed the role of physical education in preparing students for life time involvement in physical activity.

2.3 WHY PHYSICAL EDUCATION IS IMPORTANT

As stated in (Bjarte, 2008.p 5), “I believe the following to be true:- what I hear- I forget, what I see-I remember, what I do- I know, what I discover- I use”. Education and knowledge are concerned on changing once attitude towards something. Physical education is all about doing, learning and discovering and using what is already known. This means that, someone learns by doing and discovers what he or she already learned; as a result they use what they know.

The importance of Physical education is not negotiable because it uses movement as a medium in today’s education system and medical treatment. Movement involves every part of the person which helps him or her to learn as much fast and easy as he/she can. It is known that an individual learn through all sense organs. Singer (1974, p.22) mentions the benefits of Physical education to student as follows:-

1. Condition the heart, lungs, muscles, and other organic systems of the body to meet daily and emergency demands.
2. Learn to move skillfully and effectively through exercise, games, sports, dance, and swimming.
3. Developing an interest and a desire to participate in lifetime recreational sorts.
4. Enrich his understand of the concepts of space, time and force as they are related to movements.
5. Express culturally approved patterns of personal behavior and interpersonal relationships in and through games, sports, and dance.
6. Acquire an appreciation of and a respect for good physical condition (fitness), a function posture, and a sense of personal well-being.

Reynolds (2000, p.29) believes that physical activity promotes problem solving, individuality and creativity; as children explore, practice and refine their actions, they are able to improve the execution of specific skills and apply this skillfulness in different contexts with imagination and ingenuity. Physical education is self education, the discovery of self through bodily movement, the discovery of one's unlimited capacity to express love, beauty, freedom, discovery meaning- anything that beyond verbal explication."

Despite the fact that, the evangelical colleges focus more on spiritual activity, they did not help their students to discover anything through body.

I know young believers in evangelical churches start to participate in different games so that they can develop having good relationship, develop good character and takes care of their health.

The first and perhaps the most aspect of physical education is the directness of adults' physical, mental, and social well-being. When adults are not often well informed about health and pursue healthy life-style that include good nutrition, exercise, physical activity, and fitness, their physical health and well-being are frequently a cause for concern. The child, youth and adult who is well educated physically is likely it become a healthy adult who is motivated to remain healthy.

Recognizing the threat of a sedentary life-style and danger, few numbers of adults can be found jogging, walking, eating healthy foods, and seeking out counseling and activity into their daily routines.

Regarding attention, Physical education, activity, play, game and sport holds attention. According to James (1890), attention is the taking possession by the mind, in clear and vivid form, of one out of what seem several simultaneously possible objects or trains of thought. It implies withdrawal from some things in order to deal effectively with others. In sport, nothing can be more important than paying attention to the object at hand.

A physical educated person is who has mastered the necessary movement skills to participate confidently in many different forms of physical activity, values physical fitness, and understand that both are intimately related to health and well-being. In a society that

tends to be computerized, stress-ridden, and sedentary, the physically educated person is prepared to participate throughout life in appropriate physical activities. For the physically educated person, health and physical well-being are important personal values.

Physical education is a multifaceted process that teaches a wide range of skills and activities with the aim of the students' becoming physically educated, physically fit, and able to enjoy a variety of physical activities, and committed to lifelong health and physical well-being.

If physical education is integrated in evangelical theological colleges it involves students directly in thinking, creating meaning, discipline, healthy and learning how to learn. I believe it is difficult and dangerous to sit and stay in one place for longer time of age without participating body.

It is obvious that learning involves thinking and feeling, being active and processing information, not just using skills. Education encompasses much more than training. Learning cognitively is an important to physical education as learning specific movement skills. Activities in physical education programs may emphasize self-improvement, participation and cooperation instead of winning or losing.

What a person receives from physical education is presented shortly as the following way :-

Physical skill	Physical fitness	Knowledge and understanding	Social skill	Attitude and appreciation
In :	Such as:	Of:	Such as:	Such as:
Games, Gymnastic Swimming outdoor activity fitness program, track and field	Cardio respiratory efficiency, muscular endurance, Flexibility Motor ability Capacities . Speed . Balance . Coordination . Reaction time	Safety physical skills Physical fitness Body system Learning process Social skills Scientific principles of movement Environmental concerns Rules	Fair play Cooperation Team work; sharing Responsibility Leadership and citizenship Competition Communication	Desire to participate in physical activities Desire to be physically active Interest in health and responsibility for personal care Appreciation of fair play Operating within the rules

Source: The British journal of Teaching Physical Education Autumn 2002

2.4 THE CONCEPT OF TEACHING PHYSICAL EDUCATION AT HIGHER EDUCATION

The importance of physical education today is its direct link with academic learning. It is clear that, the healthy, physically active child and adult are more likely to be academically motivated, alert and successfully perform daily routines.

According to Thomson (2005, P. 222) “physical education is an academic discipline (an

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organized, formal body of knowledge), which has, as its primary focus, the study of human movement. It may be viewed as a field of knowledge, drawing on the physical and human science and philosophy, with its main emphasis on physical activity. As this field of

Knowledge has broadened; the subject specific areas have increased. Sub-disciplines have emerged which have diversified the subject and related it to career opportunities; examples are sport sociology, biomechanics, sport medicine, exercise physiology, sport philosophy, history, psychology, sports management.”

Teaching must be clear before we continue discussing on it. Different groups defined “teaching” differently, the following are some of the definitions:-

- Idealists say teaching is a process of transmitting/ imparting knowledge.
- Pragmatists says teaching is a process of facilitating the individual’s learning
- Naturalist says teaching is helping the individual develop the potentials he/she posses and become a person who he/she would be.
- Others say it is common definition that helps our understanding,
 - ❖ Teaching is “a process of facilitating individual’s learning through motivation, coordination, guiding/directing the activities he/she performs and controlling/evaluating the learning results”.
 - ❖ Teaching is “a process of directing the interaction between the learner and the material to be learned” etc.
 - ❖ Teaching is a set of processes and procedures used by the teacher for the purpose of making learning happen.
 - ❖ Teaching is a process of bringing about positive changes in a learner.

When we define teaching in a broad way: - It includes the design of curriculum, choice of content and methods, various forms of teacher-student interaction, and the assessment of students. Teaching is interactive, thus, there is no "banking" of education where the teacher is a role source of knowledge that put knowledge in the minds of the students.

In other way we find teaching as an art of providing, directing, checking and following-up activities to facilitate formal or informal learning. It is a collection of practical activities

aimed at bringing about learning or understanding.

It is said that the best way of teaching whether a certain activity in teaching is to see whether it intentionally brings about understanding in pupils and inclination to apply the understanding appropriately.

Teaching is also defined as "the aspect, of instructional process concerning teacher's activity including all actions of a teacher for evoking and leading the process of learning and with it, part of the indivisible unity of teaching and learning. It carries three main functions namely, imparting subject matter and respective activities of students, helping the students in learning, assisting and providing techniques of learning, and leading the instructional process including planning, steering, checking and evaluating." (From Dr. Negerich's reading matter 1/6, "basic terms of socialist pedagogic sciences").

Some take it as a process by which both establish a shared environment of values beliefs knowledge and appreciation that have impart on their perception of what is real. This definition views teaching as a process of interaction one another rather than transmission of information from one direction going beyond a simple jamming of facts in students' minds.

As a conclusion the above ideas about teaching tells as that teaching must be done in a way to interact student, students need to practice initiative as they work, solve problems, choose better ways of learning or dealing with life situation. They need it when they are required to assume leadership role in their group, when they play or are engaged in committee work or assignments. He does not want them to come to him or to go to adults for every step they need to take. Singer (1974, p. 18-20) in his book called "Teaching Physical Education-A system Approach", tried to put and discuss about physical education stages:-

1. Means of intellectualizing the learning of activities, of involving the cognitive process, were pursued. So were ways of developing favorable attitudes towards activity, encouraging social interaction and desirable personal behavior, and providing for a sense of self-expression and fulfillment."

2. "In the early 1900s as physical education acquired many of the characteristics of the other aspects of education. Rigidity, training, exercise and formality gave a way to more consideration for individual needs, interests, enjoyment, and expressions."
3. "...physical education class was on healthy body proportions (anthropometric measurements), exercise, physical training, and physical development.
4. Thomas Wood in 1893, as quoted by Singer "the great thought in physical education is not the education of the physical nature, but the relation of physical training to complete education, and then the effort to make physical contribute its full share to the life of the individual, in environment, training, and culture."

Clark Hetherington called for a new physical education, "with the emphasis on education, and the understanding that it is 'physical' only in the sense that the activity of the whole organism is the educational agent and not the mind alone." He felt that physical education should encompass four basic processes: organic education (nutrition, fitness); psychomotor education (skills); character education (moral and spiritual powers); and intellectual education (understandings, insights)

5. "When physical educators attempt to utilize the results of research in the psychology of learning, in education and in related areas such as the behavioral sciences in order to teach students more effectively."

2.5 HISTORY OF PHYSICAL EDUCATION

The available literature on the history of physical education agrees that physical education, even though very much informal seems very old. The first form of society which leads life under the control of nature was very much mobile because of daily living which asks to have good fitness to make his living. It also refers to human biological need to be fit for situations like, traveling long distances, crossing rivers, climbing trees, hills, mountains, combating each other, jumping things, playing game, and these transfers to sport festivals which were conducted one after another.

From the age of the cave man, the way man has viewed and used his body and mind has had an impact on society. Prehistoric man unconsciously left some reminders of lost clues considering his life. From this, a partial panorama of his society and his physical education can be reconstructed. From the very beginning of life in this universe, animal and human life has undergone a great change in biological and sociological direction, which aspect of life leads to the transformations of the other cannot be said precisely. (Dr. Negusse 1995)

Thus, gradually motive activities were separated from the real work and turned into physical exercise for hunting carried out independently from the working process. The man has realized that the necessity of training himself to improve the outcomes of his everyday activities. They used to use different materials for throwing to capture animals, due to this they started to practice shooting or throwing to develop the quality of the activity or hunting. Hunting built the man's physical and spiritual and improved his physical and mental skills. In other way, the origin of physical culture was concerned the social necessity which one after gained experience need to share it and it changed in making and using the manufacturing tools.

The manufactured tools make man compete each other which turns to making training by himself. Training exercise like shooting, throwing, aiming at, running (sprinting) etc got more and more separated from their primary labor background. For example, spear throw become javelin-throw etc. When they were without hunting activity they usually plays a game.

The games were a natural copy of that of hunting, Running, materials, activities and other things were expected to repeat in the games. At the level, education developed as an independent complex of means and the physical culture began to be applied. Games had become more and more distinguished and purposeful. Wrestling, archery, throwing (stone, javelin), jogging, running and other kind of sport emerged with agricultural, military and religious group use. They were available for everyone from the community. The first tools and devices for physical education appeared, instead of spears and stones special sticks and leather balls were made up. (Ayalew 2001)

Sport originates in the period of the tribal system decrease and the transition to the slave-holding around 3500 up to 2750BC. The newly established privileged military-tribal aristocracy played an important role in this process. Essentially, the sport was an extremely new activity better and more perfectly motive than the game. It educates in **physical, moral-willing and spiritual qualities** through intensive exercises in the form of a competition. The multiple tribal conflicts, the established patriarchal-tribal society and the need of noblemen's military fitness benefited the sport established too.

During Spartan system, when the children reached the age of fourteen, they began learning group fighting tactics which would allow them to succeed while in the military from the ages of twenty to thirty. Once at thirty, the men could then marry a woman who had been doing some training of her own in order to make strong babies. The philosophy of the Spartans was basically to allow them to invade other countries if desired, and to prevent other countries from invading them. (Dr. Negusse, 1995)

Athenians was quite different compared to the Spartans. Their culture was focused on training the mind and the body. Reading and writing was a large part of society as well as physical activity which took place in the center of the city where the gymnasium was located. The physical education philosophy of the Athenians was the high point of physical education for many years.

Romans and Physical education is all about athletics, which was primarily about entertainment. People were forced to fight to the death, and oftentimes fed to animals.

Physical education during the renaissance period is quite similar to physical education today. It is done to better oneself not to be doing something for someone else. The development of physical education had another setback in the 1600's when it was very functional and not a priority. People believed that if it did not have a specific purpose, than it was a waste of time.

During the 1700's, there was a big change in physical education that can be largely attributed to three people: Rousseau, Johan Simon, and Guts Muths. Rousseau was the first person to promote education for the masses and he also thought of play as being educational. In 1712, Rousseau invented an activity that is still used by millions of children every day, recess. Johan Simon was the first physical education teacher and believed physical education should be taught along with reading and writing. He believed physical education should include a lot of physical labor while Guts Muths developed a series of gymnastic apparatuses and believed physical education developed very important social skills. These people of the 1700's and the things they did began paving the road to where we are today.

During the 1800's, physical education programs were finding their way into universities which contributed for many things we have today. New sports were being invented, intramurals were being brought into schools, women began exercising, gymnasiums could be found in most colleges, and many recreational areas and parks were being built in order to decrease the crime rate. This continued on into the 1900's which brought on the creation of the National Collegiate Athletic Association to regulate college athletics, and the golden age of sports during the 20' and 30's. During this golden age of sport, the number of people in sport increased dramatically, the number of teachers increased, and physical education began moving toward the involvement of sport.

2.6 THE AIM OF TEACHING PHYSICAL EDUCATION

I hope everyone understands the aim of physical education. The aim is simple, just to make learning for students possible as much as they can. The researcher believes learning is not only through cognitive but also through physical psychomotor.

Teaching physical education helps students to explore things by themselves. Cognitive and affective does not help them to do it.

Methods of teaching as series of separate steps the teacher uses or takes to achieve educational objective. They are the sum total of the teacher's work with learners determine learners' goals, to plan, organize, guide and facilitate their roles in changing their seeking activities and to evaluate their achievements.

(Azeb Desta, 1983), Teaching method is the rational ordering and balancing of lessons in light of knowledge and purpose of the several elements that enter into the educational process by taking into consideration the nature of the learners and materials of instruction and the total learning situation including step procedures, subject matter and instructional activities.

As it is seen from the above definition, teaching method is a sequential arrangement of concepts and authority on the basis of their appropriateness to students' developmental levels and educational outcomes aimed at. It is an orderly planned progress towards a given and coordinate system of principles for the performance or conduct of practice. Example: - lecture method, discussion, etc...

Techniques of teaching refers to how will and effectively the teacher applies and follow specific steps, procedure, ways and manner in teaching or performing specific teaching acts.

2.7 THE METHODS OF TEACHING PHYSICAL EDUCATION

Universally believed that teaching is an essential part of education, it seems without teaching nothing will happen regarding education. The following are some of the definitions found on many sights:-

1. Albert Einstein (A Swiss Physicist 1879-1950) – the supreme art of teaching is to awaken joy in creative expression and knowledge
2. Thomas P. Green (1970) – Teaching is the task of teacher which is performed for the development of a child. Where development includes the sum total of the individual.
3. Yoakm and Simpson: Teaching is a means whereby society trains the young in a selected environment as quickly as possible to adjust themselves to the world in which they live, And Smith says few words about teaching,
 - A. Teaching is a system of action
 - B. Teaching is a goal-directed action
 - C. Teaching takes place in a situation comprising the controllable and uncontrollable set of factors.

It is easily understandable to grasp that there are different methods of teaching. Great teachers surrounded by students are the ones who are able to relate to their students in ways that make the students feel accepted, safe, and loved without feeling pressured or anxious.

- ✂ They are the ones who put their personal lives aside too many times to be there for a student or lose sleep thinking up ways to make it make sense to that one student.
- ✂ They are the people who can take being kicked in the face time and again by administrators, parents, politics, unions, students, and sometimes even their loved ones and they still have the strength to drag themselves out of bed in the morning.

According to Rogers and Sawyers (1988) play contributes to learning and cognitive maturity in a number of ways:

- Play is an active form of learning that unites the mind, body, and spirit (Levy, 1978) until at least the age of 9, children's cognitive structures function best in this unified mode.
- Play enables children to transform reality into symbolic representations of the world
- Through play children can consolidate previous learning. Much of what we learn cannot be thought directly, but must be constructed through our experiences.
- As they play, children can retain their playful attitude- a learning set that contributes to flexibility in problem solving. It also true in adults.
- Creativity and aesthetic appreciation are developed through play.
- Play enables children to learn about learning- through curiosity, invention, persistence, and a host of other factors.
- Play reduces the pressure of tension that otherwise is associated with having to achieve or needing to learn. "Children first attempt to read and write frequently occur during play."
- One to one, in group and Demonstration are one of the methods to teach physical education

Whatever the classification are the different methods of teaching are the tools for the teacher in his/her interaction with the students and the materials to be taught under a certain classroom condition. He/she must select the methods and use them in his/her teaching and can refer them in other writing:-

1. The demonstration method
2. The group discussion method, The different learning groups can be classified
3. Role-playing method
4. The questioning answering method
5. The task method
6. The problem solving method
7. The field trip method (camping)
8. The student independent study method
9. Team teaching method (in games)

2.8 LEARNING PHYSICAL EDUCATION

It is understood that Learning has its own definitions, even though; learning physical education needs ones effort.

According to Ormrod, (2004) Learning is “a relatively permanent change/modification of the behavior of the learner as a result of practice. Here the change in behavior is related to the acquisition of knowledge, the development of skills, and the formation of value systems”. Even if practicing spiritual activity and studying about it more is good for someone, it only does not make a total change in one’s behavior. How can we expect a change without including physical being, since we are also human being?

According to Schunk (1996, p.445) Learning is “an enduring changes in behavior or in the capacity to behave in a given fashion resulting from practice or other forms of experience”.

In the Holy Bible Pole says, “For bodily exercise profiteth little...” 1 TIMOTY 4:8 KJV. The writer of the book knows how much bodily exercise helps. Even if he uses to magnify spiritual life still exercise is profitable and must be done. Evangelical theological colleges have to do something regarding physical education.

As mention on Driscoll (2005, P.1), “learning is a persisting change in performance or performance potential that results from experience and interaction with the world”.

Once I heard someone says, practice makes perfect, practice comes from a day today activity, and this leads to practice and finally takes to perfection. According to Maver (2003, p.5) Learning refers to “lasting changes in the learner’s knowledge, where such changes are due to experience”. Conducting experiment based on the knowledge we have will help to gain experience.

In each of the above stated ideas, change is brought about through experience, practice or some form of interaction with the environment.

- *To learn is to change or have a capacity to change one’s level of ability or knowledge in a permanent way.*

- *Learning is measured by the amount of change that occurs within an individual's level of knowledge, performance, or behavior.*
- *To qualify as learning, this change must be brought about by experience- by the interaction of a person with his or her environment.*
- *Changes simply caused by maturation such as growing taller or turning gray, do not qualify as learning.*

Once a person says about learning physical education, Physical education is health endurance, contributes to academic achievement, provides skills and experience that can last a life time and helps in developing a positive self image and the ability to compete and cooperate with others. In physical education and sport program social development is further encouraged by opportunities to interact with program participants. For example: in school physical education programs student have more opportunities to interact with one another and work together than in any other area of the educational curriculum. It allows to work together as a part of a team, compete fairly accept responsibility and respect the right of others. Physical education and sport foster the development in the effective domain. It can contribute in many meaningful ways to development in the other domains, psychomotor development in the schools in the unique response of the physical educator. It concerns with two primary objectives of physical education and sport. Motor skill development and physical fitness development (foundation of sport .P 57)

In 1986 (Siedentop Mand and Taggart) expressed purpose of sport education as to educate students in the skills values, and attitudes of good sport so that they might enjoy and participate themselves and also so that they would by active contributors to a healthier sport culture.

Siedentop (1994), says, If play education lacked a clear program prescription sport education did not, In sport education students become members of teams for the duration of a season (unit), a schedule for competition among teams (or individuals in case of an individual sport) is established, a culminating event through which a seasonal champion can be determined is arranged and records are kept that infuse the competition with

greater interest and meaning and that begin to develop a sense of tradition in that sport in that school.

2.9 TYPES OF LEARNING AND PHYSICAL EDUCATION

2.9.1 Formal Learning and Physical Education

Formal learning is learning that takes place within a teacher- student relationship, such as in a school system. In our case evangelical colleges should include physical education in their curriculum, so that their students could learn the benefit of it. Hand in hand with the curriculum they need to have professionals.

2.9.2 Informal Learning and Physical Education

Informal learning occurs through the experience of day to day situation. It is learning from life, play, exploring etc. Physical activity, play and game can be learned and done by anyone at any time.

2.9.3 Non formal learning and Physical Education

Non formal learning is organized learning outside the formal leaning system for example, learning together with people similar interest and exchanging view points.

2.9.4 Domains of learning

Education is designed to affect the three domains of learning. However, the ratio, time and resources allocation might not be proportional. This depends on the nature and the objective of the subject. Physical education as an education through the physical gives more time on the psychomotor domain, the other two domains.

1. Psychomotor (doing) – The psychomotor domain in valves the development of motor skills and physical fitness like, to dance, swim, skip, dive, ride a bike, gymnastic etc. Furthermore before, during and after the game or play the person may even learn to love the game, his partner which mostly can grow to the neighborhood and society, value its applications in life, discussing, arguing, analyze problem happened and solving.

According to Singer and Dick (1974, P.97), “The psychomotor domain is concerned with bodily movement, control, or both. The behaviors in this domain can be characterized by the verb *doing*.” As we have said before doing or practice make knowledge perfect because it helps the individual understand and puts it in good memory.

2. Cognitive (thinking)- The cognitive domain is concerned with the acquisition of knowledge and its application , to recall, calculate, discuss, analyze rules and regulations, problem solve etc
3. Affective (feeling) - The affective domain includes the promotion of the values, the fostering of social skills and entrancement of emotional development, to like something or someone, love, appreciate, fear, hate, worship etc. “Physical education is no of the new educational experiences in which students usually engage actively in situations requiring social interactions. Social interactions are affective if activities progress favorably and individual students realize personal satisfaction, development, and socially acceptable patterns of behavior”. (Ibid P. 105)

I personally is a witness for this, I know a young boy who has a relationship problem due to lack of fluency in speech and inferiority spirit. Sometimes he feels that he even could not play a football with his friends. The first thing that I did is I kept telling him again and again that he can do what others can do. And took him in to playing field after a while he managed to develop good relationship even if he has difficulty in speech and avoid inferiority spirit as fast as we want.

These domains are not mutually exclusive. For example:-

1. In learning basketball the person have to learn the role of the game (cognitive domain) but he also has to learn how to dribble, pass, shot, and play etc. which involve the psychomotor.
2. In fitness exercise the person have learn or know the role doing different types of fitness exercise but also has to learn how to use objects.

2.10 PEDAGOGY AND SPORT PEDAGOGY

It is well known that pedagogy is a science and part of teaching in education as of underagogy, but it focuses on children.

The word comes from the ancient Greek paidagogeio, literally 'to lead the child'. In ancient Greece, the paidagogos was a slave who supervised the education of his master's son and led him to school.

It is the study of teaching methods, including the aims of education and the ways in which such goals may be achieved. The field relies heavily on educational psychology, or theories about the way in which learning takes place.

Effective teachers display a wide range of skills and abilities that lead to creating a learning environment where all students feel comfortable and are sure that they can succeed both academically and personally. This complex combination of skills and abilities is integrated in the professional teaching standards that also include essential knowledge, dispositions, and commitments that allow educators to practice at a high level.

Sport pedagogy is a term used widely in international physical education and sport sciences. And is the study of the processes of teaching and coaching, of the outcomes of such activities, and of the content of fitness, physical education, and sport education programs.

People may be genetically equipped to be stronger, taller, or faster, but those qualities in and of themselves will not allow them to be successful in sport somewhere sometime, they must learn sport skills and the sport strategies that result satisfactory participation in sport and competitive success.

In most cases young people learn sport skills and sport strategies from people who are designated to teach those things physical education teachers and coaches.

2.11 ANDRAGOGY

Andragogy core adult learning principles take the learner seriously. They go beyond basic respect for the learner and view the adult learner as a primary source of data for making sound decisions regarding the learning process.

(Knewels, 1984, p-418), While each principle of andragogy is important, as a set they must be viewed as “a system of elements that can be applied totally or with out modification in fact an essential feature of andragogy is flexibility” It is easy to see direct interactions between the principles of andragogy and the variations derived through the ring of individual and situational differences and the ring of Goals and purposes for learner. There are four viable definitions of adult.

1st biological definition: - we became adult when we reach the age we can reproduce (early adolescence.)

2nd the legal definition: - the age at which legally we can vote, get a driver’s license etc

3rd the social definition: - we became adult socially when we start performing adult roles such as full time worker, parent etc

4th psychological definition: - we became adult psychologically when we arrive at a self concept of being responsible for our own lives, of being self directing. With regard to learning, it is the psychological definition that is most crucial.

2.12 EDUCATION IN ETHIOPIA

Ethiopia is the oldest and the first independent nation in Africa. The current Federal Democratic Republic of Ethiopia is located on a massive rugged mountainous plateau in Eastern Africa. Regarding size Ethiopia used to be the second largest country in Africa, things are changing; it will not be like this after few years due to Sudan get divided.

Ethiopia has an ethnically diverse population. Some 40 percent of its population is Oromo, the Christian Amhara and their Tigre allies are 35 percent of the populations, 9 percent are

of Sidamo descent, and the remaining 19 percent come from small indigenous groups, such as the Mursi, Hamar, Konso, Karo, Surma, and Bumi.

Amharic (Amarigna) is the language of the dominant Amhara ethnic group. It was the language of the imperial rulers for many centuries and is still widely spoken throughout Ethiopia. This is the principal language of instruction in most Ethiopian schools today. The English language is growing in importance as the main language of instruction, especially in colleges and universities. More than 51 percent of Ethiopia's population is Coptic and evangelical Christian. Muslims traditionally attend Koran school, rather than state sponsored schools.

Emperor Yohannes IV (1871-89) sought national unity through religious conformity, while Menelik II (1889-1913) sought centralization of government functions, creation of government health centers, financing of small industries, and spreading education as a means of creating that unity for Ethiopia. Both used church schools to educate Ethiopians. Christian schools use either Amharic or English as the language of instruction.

For several thousand years religion controlled education in Ethiopia. The ancient Axumites created a system of writing that evolved from a Sabeian script believed to have been introduced from Arabia. The ancient Ge'ez language descended from such origins. Stone monoliths record the daring feats of ancient kings in Ge'ez, which has been the first language of Ethiopia's Jews for 3,000 years and the Ethiopian Coptic Christian church since A.D. 400. This language was developed by a sophisticated ancient civilization and used not only by priests, but also by rulers who created impressive stone palaces, temples, and tombs, like the obelisks found at Aksum.

The greatest traditional schools were constructed and managed by the Ethiopian Orthodox Coptic Church. King Ezana started church schools to complete Christianity, but church schools achieved their "golden age" of expansion between A.D. 1200 and 1500. Church education has changed little since that time. Its primary mission has been to train individuals for the priesthood, but the secondary mission has been to spread the faith through Christian culture. Church schools trained not only priests, but monks and *debtera*

(cantors), who were often better educated than the priests they served. Teachers were also trained in church schools, along with civil servants, such as judges, governors, scribes, treasurers, and administrators of all sorts. Religious schools were the only source of trained personnel.

Prompted by Italy, which militarily occupied Eritrea between 1885 and 1892, Emperor Menelik II began the modernization and secularization of Ethiopian education. The church did not challenge his opening of competing secular schools from 1905 onward. The government was modernized by creating 10 ministries, and the administration of education was left in the hands of the church, which satisfied its leaders.

Secular curriculums included the study of French, English, Arabic, Italian, Amharic, Ge'ez, mathematics, **physical training, and sports**. Tuition, as well as room and board, was paid for by the emperor. From 1905 on, Ethiopians began to associate secular education with national progress. The elite began to discuss the need for universal education and literacy.

Empress Zewditu Menelik declared in 1921: Every parent is hereby required to teach his child reading and writing through which the child may learn the difference between good and evil. . . . Any parent refusing to do so will be fined 50 dollars. . . . Those of you who are leaders of parishes in rural as well as urban areas, in addition to your regular responsibilities in the churches, teach the children of your respective communities how to read and write. . . . If you fail to teach, you will be deprived of your positions entrusted to you. . . . Every parent, after you have taught your child how to read and write, makes him attend your choice of any of the local trade schools, lest your child will be faced with difficulty earning a livelihood. If you fail to do so, you will be considered as one who has deprived another of limbs, and accordingly you will be fined 50 dollars, which money will be used for the education of the poor. This proclamation applies to those between the ages of 7 and 21 years. A parent will not be held responsible for any child of his who is over 21 years old. Beaver (1966, P .20) Says, "The church was the intellectual mother of the arts of learning"

I believe physical education is one of these arts. Studies on physiology of muscular work demonstrate that the efficiency of muscular contraction depends up on the relative load on the muscle. The person of less than normal strength, in addition to his constant fatigue, works always at a relatively lower level of efficiency than he would if his strength were up to normal for his weight.

2.13 HISTORY OF SPORT IN ETHIOPIA

Ethiopians were strictly obliged to honor the many saints and holidays of the Ethiopian Orthodox church which was highly influenced by Judaism and incorporated many Judaic practices. Due to this, it was on market days than holidays that many of the outdoor games and entertainments were held. In those days people who were also participants as well as spectators from near and far gathered on market days to exchange commodities, information, witness litigation, socialize with friends and relatives, elope with the future wife/husband, have drinks or pick fights. Here, one might also factor in the absence of a sophisticated means of communication.

Seasons are other variables that determine the types of games played and the times they were organized. Almost all outdoor games, wedding ceremonies and major holidays New Year, “Meseqel” (Finding of the True Cross), Christmas, Epiphany and Easter were/are held after the rainy season, especially between December-January and March-April. The rest of the games such as Feres Guges, Dula-Miktosh, and Gibigh are, more or less, related to and reflections of the warrior traditions of Ethiopians. All involve the skillful handling of weapons such as (dula-stick), (gorade- sword), (tor-spear) that also includes hand-to-hand combat.

Ethiopia Observer, Vol. II, No. 7 (1958, p. 255) have been traditionally rated by an essentially warrior people as among the highest of manly virtues, and some of the most daring and highly honored acts of sportsmanship were carried out on a horseback, rulers and important personalities being indeed frequently referred to by the names of their horses."

The establishment of Western modeled schools in the imperial capital, Addis Ababa, and in some of the regional capitals, and where European and other expatriates served as instructors, the traditional "pastimes" were absent from the curriculum. Instead, a curriculum of physical education, (esport/jimnastics), as the corrupted and borrowed words signify, was introduced; and the late emperor Haile Sellassie was noted for hosting "the festival of all schools" in which school children from Addis Ababa and the surrounding areas come and exhibit their gymnastic skills, once a year during Christmas.

Currently, almost all sport activities are included in school curriculum, but still the cultural or Ethiopian sorts are not as such active but those, gymnastic, foot ball, volleyball, hand ball and other dose exist, but it is in government universities, colleges and almost all schools, but not private religious and none religious colleges.

Ethiopian has a policy on sport and, According to it (The sport policy of Ethiopian, 1998, P.4-5, 9); it stated the main focus of the policy and some of are presented as follows:

1. To facilitate the participation of the society in different sports activities at their localities, schools and working places.

Even if the policy didn't say any about theological colleges in general, Evangelical colleges are among the community and organizations which are providing education, if then either sport commission or evangelical colleges must work towards the common goal.

2. To establish and preserve sports and recreational facilities constructed by the community in residential, educational areas as well as working places.

It is clear that the policy says, recreational areas must be available in educational areas, I believe these colleges must have the area for recreation and teaching and learning process.

And on method of execution of the policy, in educational institutions:-

1. Work in co-operation with educational institutes to include sport including traditional sport in the curriculum

Evangelical colleges are educational institution that the Government gives license, it seems that the colleges and sport commission can work cooperatively.

2. Give special attention to disabled students and facilitate their participation in sports suitable for their physical condition. I believe, if these colleges work on physical education then they can provide information about disability and physical exercise and therapy.

2.14 PHYSICAL EDUCATION CURRICULUM IN ETHIOPIA

The word curriculum has its origins in the running/chariot tracks of Greece. In Latin curriculum was a racing chariot; *currere* was to run. A useful starting point for us here might be the definition offered by John Kerr and taken up by Vic Kelly in his standard work on the subject.

According to Ornstein and Hunkins (1997, p.9), “A curriculum can be defined as a plan for action or a written document that includes strategies for achieving desired goals or ends”

Teshome A. Says, “The curriculum is the medium for translating educational philosophy into teaching procedures” (Ibid, P.80)

“Jon Wiles and Joseph Bondi view,” curriculum as a plan for learning [where by] objectives determined what learning is important” (coated in Ornstein and Hunkins (1997).

Kerr defines curriculum as, 'All the learning which is planned and guided by the school, whether it is carried on in groups or individually, inside or outside the school. (quoted in Kelly 1983: 10; see also, Kelly 1999). This gives us some basis to move on - and for the moment all we need to do is highlight two of the key features: Learning is planned and guided, as we all know learning is a lifelong process thus as much as we can we have to

plan it and specify in advance what we are seeking to achieve and how we are to go about it. This model defines the content of physical education as sport and describes ways that sport can be taught to all students within the context of physical education with in this model, sport is defined as playful competition thus deriving its main conceptual focus from what had been described in physical education as “play education”. (Siedentop, 1980)

The curriculum that is designed for students in evangelical theological colleges must help them to practice physical exercise out of the school compound. Indeed, physical education teachers in these colleges also have to secure this.

These evangelical theology colleges must prepare physical education curriculum so that their students can benefit from it even out of the school or college situation. Camping events, competitive games among students and teachers and college to college etc helps to teach the benefits of physical education and exercise. Sport education is now used widely in other countries where reports from both teachers and students are promising and enthusiastic. Teachers feel that students improve their skills and their strategic play.

I am sure of, some students of these colleges come from different professions, among these professions sport is one of it. Students in these colleges could benefit a lot out of physical education. I can be sure of these students in evangelical colleges would love to have physical education class.

As it is coated on the history part physical education and sport were included in schools but it was difficult to get the curriculum of the subject. It is believed that they were teaching the subject without properly prepared curriculum. When we see the general history of physical education curriculum in our country, we might not be surprised if an evangelical college lacks by this time.

According to Ato Teshome Alemayehu, Tekuame Welde Tsadike and Zegeye Tesfaye,(1972 E.C) physical education for the first time involved in elementary and high schools (“በኢትዮጵያ ትምህርት ቤቶችም የሰውነት ማሳልመሻ ትምህርት ተገቢ ቦታ ሊያገኝ የቻለው ከ1966 ዓ.ም አብዮታዊ እንቅስቃሴ በኋላ ነው፡፡”)

Even though, the book prepared by then it was not as such good enough. The problem was not only lack of curriculum but also enough trained teachers. Kotebe College of teachers' education did a lot regarding preparing physical education teachers.

In one way or another students of these teachers are at the position of curriculum development position and in theological colleges. And in one or another way this evangelical theological students have influence their young members in the negative side of physical education. Uniquely physical education is one of the curriculums where students can obtain knowledge about human body functioning, health, fitness and etc.

2.15 SPORT AT THE BEGINNING OF CHRISTIANITY

To understand the meaning that sport has taken on in Christian writings, it is of the essence to trace its sources and thereby to throw light upon aspects that lead sport lecturers, teachers and chroniclers to state that Christianity under Catholicism has been hostile to sport and to all forms under which it has been practiced throughout history until current practices.

By reading earliest Christian writings, after Saint Paul's it is feasible to make a report of how earliest Christians dealt with Greek athletic games and Roman circus games. This work's sources are from Christian canon writers of the earliest centuries, who considerably influenced the attitude toward them.

2.15.1 Athletes and martyrs (victim)

Another source allowing us to examine the use of athletic expressions in the Christian discourse of the first Fathers is Tertullian, who in 197 in a message to the Christians imprisoned in the city of Cartage exhort them to remain faithful in confession and strong in martyrdom. "Martyrs Exhortation" describes how a soldier is trained in time of peace.

As athletes are anointed for the fight, those who pursue the career of martyrdom are anointed by Christ with the Holy Spirit; and since during the days prior to the fight the athlete was kept away from comfort and sensual pleasures, from delicate food and from

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enervating drinks and is harassed, tortured and strained to secure victory; so are Christians kept away from everything, so that their strength should be “great enough for the test”.

Quoting Paul’s First Letter to the Corinthians, Tertullian urges further on the Pauline analogy between athletics and Christian life: “And these –according to the Apostle- do it to gain a perishable garland, while you to gain an eternal one (1 Cor 9, 25), he exhorts them to think of imprisonment as an Arena, (where boxers and fighters trained for the contest), and to feel that after leaving prison to the tribunal, they had left a stage behind. Tertullian referred to the recreational ritual contests of the Greeks.

2.15.2 Prohibition of spectacles

Due to the prohibition by the Fathers of the Church to Christians from attending, witnessing and taking part in recreational spectacles, it is to be noticed that earliest Christians enjoyed taking part as spectators in these festivals; Saint John Crysostom in his “Homily against spectacles” regrets that Christians preferred “willingly” horse races and disliked “angrily” the “sermons and instructions” wherein their attendance was forbidden.

In the second century the Fathers apologists include in their writings, now more vigorously, the prohibition of attendance at spectacles of recreational gladiator fights in order to defend the accusation of anthropophagi that was then against Christianity.

The truth is that it is forbidden to witness gladiator contests, not to be accomplices and promoters of those deaths. Neither should we watch other such spectacles so that there eyes and ears become impure by being involved in what is done there. For if it is a matter anthropophagi, there are the children of Thyestes and Tereus devoured; if it is about adultery, there are tragedies wherein not only men but also the gods commit it, that are sung in melodious lines, not without honors’ and prizes.

As for Tertullian, in the treatise “De spectaculis” meant to the catechumens, written probably in 200, more likely in 197, he condemns irrevocably the attendance by Christians at circus, stadium and amphitheatre spectacles, demonstrating that these recreational

practices contained a form of idolatry, exhibited violently the passions and were incompatible with the Saviour's religion.

In some texts by the Fathers wherein the attendance at public spectacles is also forbidden with comments and quotations from the bible, among them Saint Cyprian's text titled "De Spectaculis" acknowledged under the authorship of Novatian¹² and in that of Tertullian with the same title and also in Ad Donatum by Saint Cyprian, Novatian establishes idolatry as the mother of all diversions and confirms the prohibition for all Christians to attend the spectacles that promote gladiator games where "cruelty, vices and brutalities" are shown.

The reasons are but evident in that Roman gladiator practice has as origin the idolatry Christians give up by the grace of christening. In exchange, a delight in "nobler spectacles" is put forward, "truthful and profiting pleasures" under the condition that Christians "withdraw into themselves", whose equivalent in modern language would be "interiorize" what furthers spiritual growth. Novatian's proposal can be seen as somehow fitting in with contemporaneous environmental tendencies as a proposal of contemplative leisure appropriate for walks and open air nature-friendly sports.

The Pauline periscope, wherein three Hellenic games are mentioned: races, wrestling and boxing, to compare them with Christian life, ends up being a quotation most preferred by the Fathers of the Church to exhort earliest Christians to remain firm in persecutions, imprisonment and martyrdom, but above all else when they seek to teach that the aim of the Christian is set beyond the finishing line of the races in the stadium, of the boxing stage and of the ring. On the same matter Saint Irenaeus adding to 1 Cor 9, 24" tells that the contest, wherein Hellenic athletes trained in the palaestra and then competed before the public, constituted an extreme effort.

Since racing was one of the most cherished athletic events among Greeks in their recreational ritual competitiveness and the first competition that gave rise to this kind of ritual practice, it is the image most employed by the Fathers to exhort Christians to run in a life exercised with restraint and towards an aim beyond the finishing line, a race, as

expressed by the Pseudo Cyprian, already run and won by Jesus, who as Theonas Bishop of Alexandria said: “.....had been trained for perfection”

In the controversy with Celsus, Origen draws a comparison between those who run in the temples as if sacred with those who build on the ground of Jesus’ teachings with faith and confidence until they can say they have fought their fight and have run the race to deserve a garland of Justice. In this sense, the Pauline analogy followed by the Fathers allow to understand modern sports as empty human actions (punching the air) (running aimlessly) if there is no higher aim than medals (corruptible garland-headaddress) and further allows to put forward a sport with the sense introduced by the attainment of that incorruptible garland.

2.16 SPORT TEACHING VALUE IN RELIGION

Religion viewed physical education as a waste of time and a work of the devil. Following the dark ages in approximately 1096, were the crusades. The crusades were a time of muscular Christianity, because of the Muslims conquering Jerusalem. Muscular Christianity is basically Christians believing that the more one trained to become good soldiers, the more Christian a person was. In 1270, the crusades ended and so did the thought of physical education being worthwhile until approximately 1400 when the renaissance period began.

Most sport historians trod (walk) the old path of spotting and quoting patrician sources to show a purportedly traditional hostile attitude from earliest Christian writers and so from the whole tradition of the Church to come towards games, sports and physical activity. As a response to this, we shall base our work on a thesis by Alois Koch in 1968 in Germany to whom the magazine *Citus, Altius, Fortius* published a summary in an article titled “About the Problem of Christianity and Physical Exercises”.

In that report Koch holds that the Fathers of the Church state clearly enough the prohibition to Christians from taking part in spectacles and games because by indulging in them they become accomplices of offences and of idolatry so spread in Roman games and

in Hellenic ritual agonism. In exchange, they propose the practice of physical exercises without the pagan content.

In the work Pedagogues Clement of Alexandria supports this conduct, he furthers physical exercises in gymnasia, attendance at public toilets and recommends ball play as a practice fit for Christian children's education; on this matter writes Koch: "He knows that a good body disposition is generally the base for a good physical and spiritual quality".

Clement of Alexandria rejects the practice of games as an artistic representation shown as spectacle; that is, the game practiced as profitable profession, rejection that from certain contemporaneous European academic environments is made against the current industrialization reached by sports in our time.

Another testimony offered by Koch in the article we have taken as reference is contained in the Letter to Diogneto, cap 5. about which writes Koch, "it contains an emphatic approval of that environment and, although not an open approval of physical culture, the letter states that daily vital manifestations, according to such paternal customs, are kept after conversion and that Christians go often to gymnasia, public toilets, seeing yet in them pictures of old divinities but the pagan manners have already vanished.

Koch quotes Isidore of Seville's instruction in the text "Historia de los godos", written to guide the education that German knights, who according to him, ought to receive if the "hidalgo is to be educated as a prince". After having given the rules of how wet nurses and teachers should educate children and after advising for these an adequate formation of body expressions, he advises so that youngsters acquire "a more vigorous and stronger spirit than body itself.... To exercise yourselves at full through mountains, through sea and you shall see with wonder how good and healthy the body feels with the work and development that the limbs acquire with exercise. Since for the first task not only horses and darts are to be used but also should you overcome distances running and jumping (riding horses, throwing darts and open yourselves to danger), put your strength to the test in wrestling against your matches, travel through woods, scare wild animals off their lairs and be the first to hurt them, reach the steepest mountain and descend by awful abysses:

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compete in speed against fast wild animals, in courage against the boldest and in cleverness against the cleverest".

So far it is evident that in Christian writings from the earliest centuries of the life of the Church the attitude from the Fathers as to spectacles of Hellenic agonism and of Roman recreation expressly forbids attendance by Christians as spectators. Now it is also clear that earliest Christians understood that these athletic practices kept the content of pagan religions already superseded by Christian spirituality and that besides promoted manners against the new way of understanding the body and the relations with others, in exchange they promoted the practice of physical exercises and likened them to the exercises of Christian spiritual life.

2.17 CHRISTIANITY AND SPORT

Sport has not always been welcome in religion up to 1880, there was hardly a place in the country where a grown man could openly set about to play without doing violence to established prejudice and without a sense of personal shame.

Experimentation was part of the cultural changes of the 1920s. Much effort was expended in applying the Gospel in the home, in the work area, and in recreation programs. Churches began including recreational facilities such as gymnasiums, swimming pools, and tennis courts. These facilities grew so rapidly that the trained personnel supply proved inadequate.

Protestant Christian beliefs have supported the ideas that: The body is a tool to be used to establish mastery over the world Competition is a legitimate means for demonstrating individual achievement and moral worth Sport participation could be used as a form of religious witness.

One of the greatest aids in providing leadership was the young man Christian association (YMCA) which began in London in 1844. In the book called "Sport and P.E" (2005, p. 475) "The aim of YMCA founders was not to furnish the public of Liverpool with increased facilities for athletic exercise, or intellectual development important as these may be in

themselves; but to multiply the number of Christ's true followers among the young men of our city, and to aid in strengthening their Christian character"

But In 1922, this organization helped start church athletic leagues, and helped churches enlarge their physical; recreation programs. Today the YMCA offers many recreational opportunities, including softball, soccer, flag football, swimming and gymnastics.

One of the gymnasiums in Addis Ababa was also constructed and used to organize under YMCA.

In addition to the YMCA church recreation programs today are often recited by trained recreation professional and or youth directors the church recreation magazines reported. Recreation is a nice extra that churches can offer their members. It is a way of providing wholesome activities and allowing members to become better up to date activities include games crafts, camping, retreats, special events, and sport leagues. The activities are designed to stimulate growth both physical and spiritually.

According to Sport and physical education book (2005, p. 474), Evangelism, the practice of spreading the Christian gospel, they emphasis personal conversion and faith for salivation, On In the nineteenth century the Evangelist restricted the recreations of the working classes, believing their popular recreations to be sinful and associated with gambling and alcohol". And "The belief of the protestant religion associated with the Calvinist and Lutherans of the Seventeenth century. The emphasis is on worldly work that should be treated as a duty and as a means of earning salivation from God. Worldly success was seen as a sign that you were one of the 'chosen' to be saved, though reckless spending and enjoyment was not encouraged ,rather a thrifty out look towards life. Leisure time and recreational activities therefore were given very low status. This was to be a particular constraint for the working class who had no private means for recreation and were subjected to the value of the moral middle class"

As it is stated on a world History of physical education, "The Christians eventually came to regard the body as an instrument of sin. The body was mortal and of little consequence to a

man seeking eternal salvation, 'save your soul!' was the all-impelling drive of the Christians"

However, religion is coming to a new appreciation of the importance of physical well-being as an aid to soul cultures. The Hebrew word that is translated as 'soul' in English refers to the psycho-physical totality of man- the whole man.

One hundred years ago church was built on hillsides, surrounded cemeteries; today they are built in settings of playgrounds, tennis court and swimming pools etc.

In team sports, the group is the athletes who combine their knowledge and skill perform their best as a unit. In Christianity the group is the church of Christ (i.e. the group of believers) who fellowship together in order to increase their knowledge of the bible.

According to Apostle Paul, "Therefore encourage one another and build up one another....." (II Thessalonians 5:11). I believe physical activity or sport helps to understand this message.

Athletes must learn the rules of the sport prior to competing similarly. Christians have a rule book namely, the bible, which sets forth guidelines for Christian living.

(James 1:22). Putting the knowledge into the action of living like Christ is the skill of Christian. Self governing lesson can be learned through physical exercise. When sometimes church ministers come as a group and play soccer or any group game, it is easy to see they sometimes lack self governing behavior.

According to Novak (1976), "impulse for freedom respect for rituals limits, a zest for symbolic meaning and a longing for perfection." sports are related to godliness because they emerge out of the same quest for perfection in body, mind, and spirit that leads people to form their conceptions of God conceptions that always embody the ideals of a particular group of society.

According to Blum, (1996), “The extent to which are willing to overlook the moral crisis in sports to have a vehicle of mass evangelism is outstanding, As soon as you apply the tenets of the Christian message to the medium of sports you would expect these organizations to become staunch critics of sport but this has not happened”. Biblical teachings have a great help for sport persons in a way to develop good character.

According to Edwards (1973), sport is described as a secular quasi-religious institution because sport share with religion certain characteristics and social functions.

Some people believe that both religion and sport have unique, separate “essence” that is grounded in divine inspiration and/or nature itself.

According to Hoffman, editor of the book sport and religion (1992), Christians religious beliefs don’t automatically fit with sport participation, because Christianity is based on an ethic emphasizing the importance of means over ends process over product quality over quantity and caring for self today’s sports however, especially those based on a power and performance model tend to emphasizes a contradictory ethic focused on winning, final scores, season records personal performance statistics and self-display.

- While Christianity emphasize peace and turning the other cheek, sports emphasizes the use of intimidation and other forms of aggression due to wining.
- While Christianity emphasizes that the body is to be treated with respect because it is made in the image of God, sports often encourage athletes to build their bodies into performance machines and to subject them willingly to the possibility of injury.
- While Christianity emphasizes a dedication to service others in a spirit of humility, sports requires a focus on training the self and achieving personal success that is recognized and rewarded by others.

2.18 BIBLICAL VERSES AND PHYSICAL ACTIVITY

There are Bible verses which talk directly or indirectly about Sports taken from the books of the Old Testament and the New Testament. The Bible Verses about Sports provides guidance about various everyday life styles of the believer to help with the problems of life in the modern world. Let us see some of them as mentioned below: All are taken from KJV (King James Version).

"You know that many runners enter a race, and only one of them wins the prize. So run to win! Athletes work hard to win a crown that cannot last, but we do it for a crown that will last forever. I don't run without a goal. And I don't box by beating my fists in the air. I keep my body under control and make it my slave, so I won't lose out after telling the good news to others." 1 Corinthians 9:24-27

This verse immediately creates a picture of Marathon runners, many, may be thousands register to participate in running; some of them plan to may be to win and get the medal or trophy. Pole says only the one who works hard, has a goal (aim), keep his body under control, will win. The researcher believes, the evangelical theological colleges must include physical education if their students have to understand this message.

Again pole wrote this message for Philippians Christians, "But one thing I do: Forgetting what is behind and straining toward what is ahead, I press on toward the goal to win the prize for which God has called me heavenward in Christ Jesus" Philippians 3:13-14. I believe, to understand this message, having an experience of losing in a good game or being defeated by a strong team or person is needed, because it is easy to understand the feeling of rejecting losing and hard to forget it.

Pole emphasizes, on forgetting the past and strengthening toward what is in the future. That means in sport, preparing the body, get a good plan or strategy to win and get the prize. According to Pole in 2 Timothy 2:3-6, "Join with me in suffering, like a good soldier of Christ Jesus. No one serving as a soldier gets involved in civilian affairs; rather, they try

to please their commanding officer. Similarly, anyone who competes as an athlete does not receive the victor's crown except by competing according to the rules."

He invites them to come to compete based on the rules to get the crown. I believe, whenever there is no training or practice, no one understands what he wants to say or just memorizing it as it is. To make it happen physical activity must be there.

According to pole in 1Timothy 6:12, "Fight the good fight of the faith. Take hold of the eternal life to which you were called when you made your good confession in the presence of many witnesses." Let us try to see fitting in karate and judo sport or in other sports, they fight for winning and getting the best prize, but under the rule and regulations, instructed by the referee. Both competitors since they both need to win you can imagine how they compete. If physical education or sport is there, then it is easy to teach Biblical truths.

It is easy to picture a hurdle which athletes need to jump. In the holy life of the believer there are hindrances or obstacles ahead of them, even if they will face problems, they must run and pass or jump so that they can live holy life. The writer of Hebrews, in Hebrews 12:1-3 says, "Therefore, since we are surrounded by such a great cloud of witnesses, let us throw off everything that hinders and the sin that so easily entangles. And let us run with perseverance the race marked out for us, fixing our eyes on Jesus, the pioneer and perfecter of faith. For the joy set before him he endured the cross, scorning its shame, and sat down at the right hand of the throne of God. Consider him who endured such opposition from sinners, so that you will not grow weary and lose heart".

Again Pole states in Philippians 4:13 "I can do all things through Christ which strengthened me." The researcher believes, physical and spiritual Strength does not come just by wishing or by dreaming but by strong practice. I believe Pole understands his Master very well, so that the Master will give him spiritual strength exercise. The Lord, who makes His disciples strong, gives strong strength exercise.

2.19 PHYSICAL EXERCISE AND PERSONALITY

Kalat (1999, p.477) says, "Personality is the constant ways in which the behavior of one person differs from that of the others, especially in social situations."

Personality, generally speaking, is a dynamic organization within an individual of those psychophysical symptoms that determine his unique adjustment to the environment. In other words it is the sum total characteristics which make the person unique.

According to Lazarus and Mowat (1979), "personality is the underlying relatively stable psychological structure and process that organizes human experience and shape a person's action and reactions to the environment." Based on this definition believe personality can be shaped by physical education. One cannot say I am what I am; it is just a human being which can be changed by situations.

Gross (1979) says, "Those relatively stable and enduring aspects of individuals which distinguish them from other people, making them unique but at the same time permit a comparison between individuals." This is perfect; it is why we choose people for something which are different from us, even in the church situation.

2.20 PHYSICAL EXERCISE AND PERSONALITY TYPES

2.20.1 Psychodynamic theory

In Freud's view, the id, ego, and super ego form of structure of personality, we see these persons all over the world of sport that shows their inner personality. They need to develop their character.

Id represents the unconscious instinctual core of personality. It is pleasure seeking mechanism. These persons tend to do an activity which gives them pleasure. I believe they need adjustments in their life so that they are expected to participate in one or other form of physical activity.

Ego represents the conscious, logical, reality-oriented aspect of the personality. Here, being spiritual person is one strong personality. They see reality around them and act accordingly.

Superego represents the conscious of the individual; it is the internalized moral standards of society impressed up on the person by parental control and the process of socialization. Colleges are the place where we learn to grow in all directions. Thus, evangelical colleges must help their students grow.

2.20.2 Social learning theory

Human behavior is a function of social learning and the strength of the situation. An individual behaves according to how he/ she have learned to behave either good or bad, as this is consistent with environmental constraints. Those who are arrogant people need to pass through physical activity so that they can develop good behavior. Of course, many school teachers can give their real testimony regarding this. Physical training does much regarding good behaving.

2.20.3 Humanistic theory

Human nature is inherently healthy and constructive. The human organization possesses an innate drive or tendency to enhance itself, to realize capacities, and to act to become better and more self-fulfilled person. This can develop this even more through education of physical.

2.20.4 Trait theory

Personality can be described in terms of traits possessed by individuals. These personality traits are considered synonymous with dispositions to act in a certain way. Traits are considered to be **stable**, **enduring** and **consistent** across a variety of differing situations.

Somatotype - William Sheldon, 1940's

William Sheldon (1940, 1942, cited in Phares, 1991) classified personality according to **body type**. He called this a person Somatotype.

Sheldon's Somatotype	Character	Shape	Picture
Endomorph [viscerotonic]	relaxed, sociable, tolerant, comfort-loving, peaceful	plump, buxom, developed visceral structure	
Mesomorph [somatotonic]	active, assertive, vigorous, combative	Muscular	
Ectomorph [cerebrotonic]	quiet, fragile, restrained, non- assertive, sensitive	lean, delicate, poor muscles	

Table: 3A Body Type

Body types have been criticized for very weak empirical methodology and are not generally used in psychology. It is clear that we have such kinds of people in those colleges, which needs to be educated how to control them.

(Sheldon Somatotype)	Character	Shape
(Ectomorph)	changeability, unpredictability, variability - in size, shape, mood, and action moody, enthusiastic, imaginative, and impulsive, quick to grasp ideas and good at initiating things but poor at finishing them. Energy fluctuates, tolerant, comfort-loving, peaceful	Slender with prominent features, joints, and veins, with cool, dry skin. Eat and sleep erratically prone to anxiety, insomnia, premenstrual syndrome, and constipation.
(Mesomorph)	Relatively predictable, quick, articulate, intelligence, and can be critical or passionate with short, explosive tempers. Efficient and moderate in daily habits, eats and sleeps regularly	Medium build , strength, and endurance. Well-proportioned and easily maintains a stable weight. Tends to perspire heavily and are warm and often thirsty. Prone to acne, ulcers, hemorrhoids, and stomach ailments.
(Endomorph)	Relaxed, slow to anger, slow to eat, slow to act. They sleep long and heavily. Tends to procrastinate and be obstinate.	Solid, heavy, and strong, with a tendency to be overweight, slow digestion and somewhat oily hair, and cool, damp, pale skin. Prone to high cholesterol, obesity, allergies, and sinus problems.

Table: 3B Body Type

Learning and applying the theories of personality type and physical exercise can be a powerful and rewarding experience.

William Sheldon (1940, 1942, cited in Phares, 1991), the personality types which we use based on the well-known research of Carl Jung, Katharine C. Briggs, and Isabel Briggs Myers. Carl Jung first developed the theory that individuals each had a psychological type and some of them are presented as follows:-

1. Serious and quiet, interested in security and peaceful living, extremely thorough, responsible and dependable.

They are well-developed powers of concentration usually interested in supporting and promoting traditions and establishments, Well-organized and are hardworking, they work steadily towards identified goals. They can usually accomplish any task once they have set their mind to it. Physical training may improve what they already have inside for more effectiveness.

2. Quiet and reserved, interested in how and why things work, excellent skills with mechanical things.

These are risk-takers who they live for the moment, usually interested in and talented at extreme sports, uncomplicated in their desires. Loyal to their peers and to their internal value systems, but not overly concerned with respecting laws and rules if they get in the way of getting something done. Detached and analytical, they excel at finding solutions to practical problems. If it is known students will be beneficiary and even children can be good sport persons.

3. Quiet, kind, and conscientious, can be depended on to follow through.

Usually, they put the needs of others above their own needs. They are stable and practical, they value security and traditions. They have well-developed sense of space and function, rich inner world of observations about people extremely perceptive of other's feelings Interested in serving others.

4. Quiet, serious, sensitive and kind.

They do not like conflict, and not likely to do things which may generate conflict. They are Loyal and faithful, they extremely have well-developed senses and aesthetic appreciation for beauty, Not interested in leading or controlling others. Flexible and open-minded, likely to be original and creative, Enjoy the present moment.

5. Quietly forceful, original, and sensitive.

They tend to stick to things until they are done. Extremely intuitive about people and concerned for their feelings, they have Well-developed value systems which they strictly adhere to, and need to be Well-respected for their perseverance in doing the right thing, Likely to be individualistic, rather than leading or following.

6. Quiet, reflective, and idealistic,

They are Interested in serving humanity, have Well-developed value system which they strive to live in accordance with, extremely loyal. They usually are talented writers mentally quick, and able to see possibilities, Interested in understanding and helping people.

7. Independent, original, analytical, and determined.

They have an exceptional ability to turn theories into solid plans of action. Highly value knowledge, competence, and structure, driven to derive meaning from their visions, are Long-range thinkers. They have very high standards for their performance, and the performance of others. They are Natural leaders, but will follow if they trust existing leaders. I believe these leaders need to learn about physical fitness which makes them rich to the higher performance.

8. Logical, original, creative thinkers.

They can become very excited about theories and ideas, exceptionally capable and driven to turn theories into clear understandings, highly value knowledge, capability and logic. They are quiet and reserved, hard to get to know well, Individualistic, having no interest in leading or following others. This may not be good for them, thus they need to develop the way of behaving, to do this physical education or sport helps, living on earth in all about having good relationship with others.

9. Friendly, adaptable, action-oriented,

They are "Doers" who are focused on immediate results. They prefer living in the here-and-now; they're risk-takers who live fast-paced lifestyles. They are Impatient with long explanations, extremely loyal to their peers, but not usually respectful of laws and rules if they get in the way of getting things done, Great people in skills.

10. Practical, traditional, and organized.

They likely to be athletic not interested in theory or abstraction unless they see the practical application. They have clear visions of the way things should be. They are Loyal and hard-working, like to be in charge, exceptionally capable in organizing and running activities and are "Good citizens" who value security and peaceful living.

11. People-oriented and fun-loving,

They make things more fun for others by their enjoyment. They think of living for the moment, they love new experiences. They dislike theory and impersonal analysis, Interested in serving others likely to be the center of attention in social situations, Well-developed common sense and practical ability. People oriented peoples are, since they say focus on people they need to know how to use play, physical activity while they enjoy each other.

12. Warm-hearted, popular, and conscientious.

They tend to put the needs of others over their own needs, Feel strong sense of responsibility, duty, Value traditions and security, Interested in serving others, need positive reinforcement to feel good about them, Well-developed sense of space and function.

13. Enthusiastic, idealistic, and creative.

They are able to do almost anything that interests them, are great people in skills, need to live life in accordance with their inner values. They are excited by new ideas, but board with details; they are open-minded and flexible, with a broad range of interests and abilities.

14. Popular and sensitive, with outstanding people skills.

They are externally focused, with real concern for how others think and feel. They usually dislike being alone. They see everything from the human angle, and dislike impersonal analysis; they are very effective at managing people issues, and leading group discussions. They are interested in serving others, and probably they place the needs of others over their own needs.

- ✓ Learning about Personality Type helps to understand why certain areas in life come easily, and others are more of a struggle and what kind of physical exercise is expected to be performed.
- ✓ Learning about people's Personality Types help understand the most effective way to communicate with others and how they function or perform things best.

2.21 HEALTH AND PHYSICAL ACTIVITY

World Health Organization (WHO) is the United Nations' agency for health and has around 192 member countries. Its main goal is the attainment of the height possible level of health for all people. The organization has been instrumental in making health policy and in implementing health programs worldwide since its inception 1948.

As coated in Dayton and Johnson (1997 p. 135), "Health is a moral issue, it concurrences matters of girth and wrong. My personal health involves my personal morality. It is wrong for me to do that which will damage my own person: body, mind, and spirit"

Ethiopian Evangelical theological colleges are under moral and low rules and regulations. I think the Ethiopian Ministry of education must have concern before they give a license for those colleges to be open and start functioning. It is obvious that they will have health classes' but not physical education class. But the more health is included under or with physical education it becomes fruitful.

According to Sallis and Owen (1999), "Health benefits from regular physical activity for adults are undeniable. Regular participation in such activities is associated with a longer and better quality of life, reduced risks of a variety of diseases and many psychological and

emotional benefits”. There is also a large body of literature showing that inactivity is one of the most significant causes of death, disability, disease and reduced quality of life in the Western World (US Department of Health and Human Services 1996).

Summarizing research evidence on the positive effects of physical activity for children and young people, (Stuart Biddle and his colleagues 1998: 4-5) highlight the following benefits:

- Psychological well- being
- Self-esteem
- Moral and social development
- Overweight and obesity
- Chronic disease risk factors
- Physical activity tracking

Health is well-being that contributes to one’s quality of life. It is more from freedom disease and illness, though freedom from diseases is important to good health. Optimal health includes high- level mental, social, emotional, spiritual and physical wellness within the limits of one’s hereditary and personal abilities. (Charles B. Corbins P.3)

Health is a range of states with physical, mental, emotional, spiritual and social components. At a minimum, health means freedom from physical disease, poor physical condition, social maladjustment and other negative state. At a maximum, health means “wellness”. (Caroline Ann Sizer, P.3)

Wellness is a maximum well-being; the top of the range of health stats; the goal of the person who strives toward realizing his or her or her full potential physically, mentally, emotionally, spiritually, and socially.

Beck says (Beck 1985, p.157), “When parents and infants are playful and enjoy their interactions with one another, infants is more likely later to be securely attached to enjoy problem- solving tasks, and to be sociable with adults and with peers”. Play plays a great role in developing family relationship and health.

Emotional – mental health – A person with emotional health is free from emotional/mental illnesses such as clinical depression, and possesses emotional wellness. The goals for the nation’s health refer to mental rather than emotional health and wellness.

Intellectual health – A person with intellectual health is free from illnesses that invade the brain and other systems that allow learning.

Physical health – A person with physical health is free from illnesses that affect the physiological systems of the body, such as the heart and the nervous system. A person with physical health possesses an adequate level of physical fitness and physical wellness.

Social health – A person with social is free from illness or conditions that severely limit functioning in society including antisocial pathologies.

Spiritual health – spiritual health is the one component of health that is totally comprised of the wellness dimension; for this reason, spiritual health is considered to be the synonymous with spiritual wellness. All mentioned above can be treated by doing physical activity.

Dimensions of wellness, source; “Concept of physical fitness” Fourteenth Edition p.5

<i>Wellness Dimension</i>	<i>Negative</i>	<i>Positive</i>
<i>Emotional- mental</i>	<i>Depressed</i>	<i>Happy</i>
<i>Intellectual</i>	<i>Ignorant</i>	<i>Informed</i>
<i>Physical</i>	<i>Unfit</i>	<i>Fit</i>
<i>Social</i>	<i>Lonely</i>	<i>Involved</i>
<i>Spiritual</i>	<i>Unfulfilled</i>	<i>Fulfilled</i>
<i>Total outlook</i>	<i>Negative</i>	<i>Positive</i>

Table 4. Dimensions of wellness

A well person works on developing much mental, emotional, and spiritual strength. Among other things, the person:

- ✓ Maintains a strong sense of self and appropriate weight
- ✓ Is willing to accept new ideas and try new behaviors
- ✓ Handles setbacks without loss of self-esteem
- ✓ Is aware of emotions (emotion is a feeling of being attracted to or repelled by something) and manages and express them appropriately
- ✓ Recognizes emotional problems in self or others, and seeks help when needed
- ✓ Manages stress with skill and enjoyment, not letting it become overwhelming
- ✓ Good digestion habit and sleeping time

Self-confidence is also one can be developed through exercise. Those who perform physical exercise are more likely confident in their emotion, physical, mental, spiritual being.

The Evangelical theological college program catalogue (2001-2003, p. 5) states the following:-

The Purpose of the Evangelical theological college: - is to prepare servants primarily for urban vocational and non- vocational ministry that expands and matures the church in Ethiopia and beyond by equipping:-

- the head- providing instruction in biblical theological and human development discipline
- the heart- providing nurture for Christian character;
- the hand – providing skills training for more effective ministry.

If then, I believe first aid, physical exercise and fitness are one of the focus area to be conducted in these colleges.

2.22 PHYSICAL FITNESS

As a human a Christian or not, need to be fit for life. According to the book, “Concept of physical fitness” P. 6 stats - Physical fitness is a multi dimensional state of being, and is the body’s ability to function effectively and efficiently. And physical fitness consistes of at least five health - related and six skill-related physical fitness components, each of which contributes to total quality of life.

The five components of health-related physical fitness are body composition, cardiovascular fitness, flexibility, muscular endurance and strength. Each health-related fitness characteristic has a direct relationship to good health and reduced risk for hypokinetic disease. Hypo –“under or too little” kinetic- “movement or activity-hypokinetic- “too little movement”. It is observable, individuals, believers also pray to become fat, not to be fit for life.

It is also associated with a person's ability to work effectively, enjoy leisure time, be healthy, resist hypokinetic diseases or conditions, and meet emergency situations.

Skill related exercise: -Why it is called skill related is, because people who possess them find it easy to achieve high levels of performance.

The development of physical fitness is the result of many things; optimal physical fitness is not possible without regular physical activity. The researcher believes everyone has to do physical exercise as recommended by professionals and Doctors.

To make this happen every one has to work as much as he or she can. Since we have said education is power, schools, colleges, and universities must teach physical education.

2.23 FACTORS INFLUENCE HEALTH AND FITNESS

It is easy to understand that good health and fitness is always under pressure. The following are few examples:-

-  **Health care system:** - many people fail to seek medical help even though care is accessible. Others seek medical help but fail to comply with medical advice. For example: - they do not take prescribed medicine or do not follow up with treatments. You can imagine Ethiopian people how they are living.
-  **Environment:** - living, working and learning location, social, spiritual and personal interaction also influence your health and even more can cause different problems on our health.
-  **Life style:** - how do you live your life? Is a wise question for everyone and I believe every one must think deeply before giving answer.

These days the living style is changed, nutrition, transportation, technologies and everything seems smooth which I believe it is killing the nation.

The word “Fast” becomes famous in our time but without focusing or giving concern for being healthy. Fast food, fast transportation, incubated eggs and other are affecting our health.

I wonder why, relatively speaking most Europeans and the Americans die by cancer. Is it due to the nutrition, stress, loneliness etc?

Socially Ethiopians are much good than others. I think some European life style is movement flying over on us/ our generation, which I believe all family, schools and other government bodies have to fight it together.

Being Fat is becoming sick in one or another way, diabetics, heart attack, blood pressure, bad body posture etc are

Bickle (2007, p.7- 8) says, “By the time I was about five years old Dad was encouraging me to go to the Olympics. I was too young to know what participating in the Olympics meant at the time, but the idea of going excited my dad- so it excited me, too.” His father trained him to become a healthy man in this future. “By the time I was eight, I was working out several hours a day and athletics seemed to come naturally for me”. We can see how his father life style influenced him positively⁴, for both health and profession’

A famous female preacher and teacher Meyer (2002, p. 6), tries to show how the people around her lives, they eat much. She says, “you say you work very hard just by pushing buttons, even your clothes are washed by using machine.” Eat and stay thin”.

She mentions a Bible verse, “Do not be deceived . . . A man reaps what he sows” GALATIYANS 6:7 NIV. If there is no activity but eating and sitting, over weighting, diabetes and heart problem will come and even more and destroy you.

She says “people who constantly fight the battle with weight often feel bad about themselves” (Ibid p.12). Why they feel bad is because they didn’t control their body weight.

Increasing in body weight can be a cause for many problems, ministers in evangelical churches and colleges are less active.

The Bible says, “And the LORD GOD took the man, and put him into the Garden of Eden to dress it and to keep it” Genesis 2:15. *The researcher believes God gave man a work to work think, socialize with nature and to make plans and to be active but not bed to sleep.*

Joyce (2000, p. 59) says, “If we are to be fit for service to the Lord and His kingdom, we must do what Paul did; we must exercise restraint and self-control. We must discipline our bodies, keeping them under our command and authority”. She also emphasizes more on lack of knowledge which she says as: - “In regard to eating, lack of knowledge leads to poor food choice. Food with high fat, salt, calorie and cholesterol content is the culprit behind many an overweight body”

Many times when Christians have problems they start looking for some devil to blame often our problems are not caused by devil but our own ignorance. That is why we need to get educated and stay informed about food, proper nutrition and physical exercise. Joyce again emphasizes and said,

“When we eat and exercise properly, we just feel better about ourselves, finally she mentioned what she learned from life, “I learned what food had what vitamins in them and how much protein I need every day and how important it is to drink water and how vital exercise is to proper health.”

We can conclude her issues she raised: - doing proper exercise, reading and learning or getting proper knowledge on food and proper nutrition are necessary for good health and even to be fit for service.

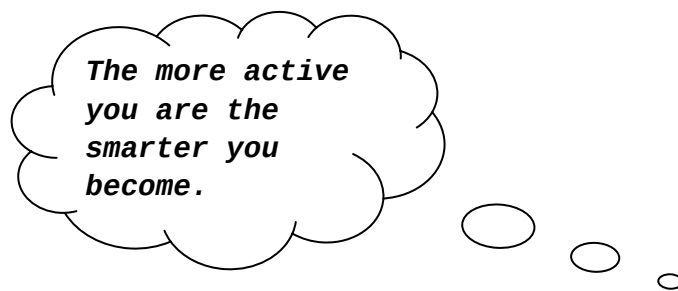
2.24 NERVOUS SYSTEM

When someone born he or she already have their whole package of nervous with them, the bad thing is that the human brain cannot make new neurons. The good news is that every time someone learns something new, new nerve connections are made. In the nerve cells, the brain, the spinal cord and nerves consists of more than 100 billion nerve cells, called

neurons. You can imagine when you are more active you learn and know more. We all know how learning happens in many ways; it is not only through mind or cognitive.

Either calisthenics type of activity or any activity like walking, jogging, hand and head stand, rolling on the floor, jumping robs etc makes you know something and fill confident.

Like wires are in your home, nerve cells make connections with one another in circuits called neural pathways. Again like wires are in your home, nerve cells do not touch, but come close together at synapse. At the synapse, the two nerve cells are separated by tiny gap, or synaptic cleft.



The brain stem is on the top of the spinal cord. It automatically controls our breathing, heartbeat, blood pressure, and circulation. Those are not active with much eating, damage their breathing system, heartbeat, blood pressure and circulation. But those who are active will be at the other side. Likewise the brain stem, hypothalamus which is located at the base of the brain controls many body functions like body temperature, appetite, thirst and sleeping.

The nervous system consists of two parts. Your brain and spinal cord make up one part. Forty three pairs of nerves connecting the brain and spinal cord to other parts of your body make up the other part. Your nervous system coordinates your thoughts and actions in three basic steps. First, it receives information about your environment and the other parts of your body. Then, it interprets this information. Finally, it causes the body to respond the information and so on.

Since your nervous system controls your action and thoughts, it is important for you to keep it functioning well. Rest, sleep, good nutrition, and daily exercise help to keep your nervous system in good condition.

When we born, we already have our whole package of neurons with us, the human brain cannot make new neurons but when every time we learn something new, new nerve connections are made. Thus the more tangled your brain, the smarter we are. We already said, what we do, we know and what we discover, we use.

2.25 THE BRAIN

The brain, a moist, spongy organ weighting about three pounds (1,400 grams) or 1.4 kg, is made up of 10 billion neurons that control everything you do your thought, your movements, your memory- and everything you sense.

One part your brain- brain stem, located below the cerebellum at the base of the skull, acts as the body's support system. It controls heartbeat, breathing, and blood pressure.

Medulla controls breathing, heart rate, and swallowing. The Pons regulates breathing and helps to control eye movement. Two smaller parts of the brain, the thalamus and the hypothalamus, grow out from the brain stem. The brain stem deals with very important functions that keep us alive. It automatically controls our breathing, hearing, blood pressure and circulation. If we didn't keep our health you can imagine what will happen on you.

Breathing and heart rate are so crucial for our living. Thus to have good breathing system (in and out of pure air from the atmosphere to the cells and from the cells to the atmosphere)

Heart must be kept in healthy way by doing physical exercises, so that it can do its own work efficiently. Those who do not do physical exercise and very fat persons are in risk, of birthing problem, and getting heart problem.

Hypothalamus: - the hypothalamus is located at the base of brain. The thalamus is a relay station for the sense. It processes information from the sense organs and provides some control over muscle activity. The hypothalamus another bundle of nerve fibers regulates

the body's temperature, use of the water, blood pressure, and the release of regulatory chemicals.

Kenneth Cooper Dr (1968) says, according to the physiologist, there are three types of exercise:

1. Aerobic or dynamic exercise, an exercise that require increased amount of oxygen for prolonged periods of time. Example of exercise for this is fast walking jogging, swimming, cycling etc. Which I believe these students can learn and do it for life.
2. Anaerobic or static exercise, it is a kind of exercise which is of short duration like weight lifting and sprinting.
3. Stretching exercise, these exercises involves walking with moderate speed for about half an hour, jogging, cycling swimming etc. while doing the above exercise it is advisable to have a few minutes starching exercise like:- shoulder, inner thigh stretch, lower back, calf, abdominal, etc.

2.26 PLAY

The ancient Greeks and others used to use play as a major activity in their daily life, So that, they can achieve what they wanted to do. Now a day's all nation plays so that they get recreation, money, trophy, health etc

Already we know that social and aesthetic activities are necessary for everyone to develop to their great potential. Although research shows that play is related to problem solving and creativity, these abilities are not highly valued in the current climate of publishing back to these basics.

In the book called (Theory and practice of education, p.8) the publishers say, "Education is to promote culture and right living by exposing child to the proper kind of environment and atmosphere through play, music, discussion and criticism"

All in our world agree that sport is a language for all, for the west –east and north – south. Anyone with a boll any place can make friends easily and quickly than other professionals.

Once I watched a movie were Politian trying to use football games so that the Israel and Palestine to come closer and resolve their problems, which is really good. We can see how much power play has on influencing people.

(Landreth, 1983 p. 202), "Since play is the language of the child play provides a medium for building the essential relationship between counselor and child, the counselor is able to enter into the child's emotional world as it is freely revealed and acted up on by the child."

I believe these students and administration staff need to know the benefit of play for life, how to organize it.

(Beck with 1985, p.157) "When parents and infants are playful and enjoy their interactions with one another, infants are more likely to be securely attached, to enjoy problem- solving tasks, and to be sociable with adults and with peers."

CHAPTER THREE

3.1 METHODOLOGY

Questioner was one of the best methods to collect the necessary information. Respondents were purposely selected to be able to write qualitatively. Among graduating Students the first twenty odd numbers were selected and from the college administrators, principals, academic deans, student's dean, librarians and secretaries were selected. Some teachers were volunteers to fill the questionnaires. The research is a descriptive type of study.

Questioner

The data is collected mainly through questionnaire. Two kinds of questioner were prepared, one for evangelical theological college students and the other is for the same college administrators and was distributed for the college students and administration staffs.

Type of the questioner was closed ended and few open ended for both. Sample of the questioner is attached in the annexes.

Interview

"The interview is the favorite methodological tool of the qualitative researcher" (Denzin and Lincoln, 1994) Interview helped me a lot while distributing, collecting the questionnaires and observing the compound as much information as I could from college principals, academic dean, students' deans, secretaries and librarians, finance managers etc

Observation and Check list

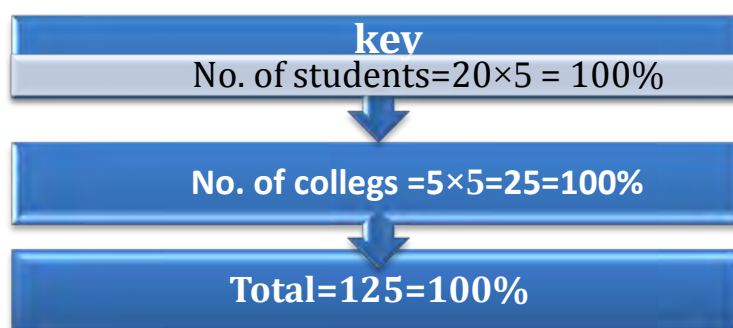
It is one of the tools that the researcher uses. It is prepared for checking the field condition, materials etc side by side He observed as much as he can.

CHAPTER FOUR

4.1 DATA ANALYSIS

The data which is collected from the respondents mainly through questionnaires is analyzed and discussed in this chapter; finally recommendation will be forwarded in the next step.

As it is mentioned in the previous chapter respondents were from five selected evangelical theological colleges. These are twenty graduate students totally hundred and five administration staffs totally twenty five respondents. Total students and administration staffs are hundred twenty five. Even if it was planned and expected to get all of the respondents' paper, few were not willing to give back.



4.1.1 Evangelical Theological Students' Respondents' Data Analysis

1. Do you think physical education is an education?

No. of colleges	Expected no. of Respondents	Un respondents	No. Respondents		
			Yes	No	Have no comment
5	20	19	79	1	1

79 % of the respondents believed physical education is an education.

2. Does your college give physical education course?

No. of colleges	Expected no. of Respondents	Un respondent	No. Respondents		
			Yes	No	Have no comment
5	20	19	24	56	1

Even if the above 79% of respondents believed physical education is an education 56% of college students said their college does not provide them. But 24% of respondents said their college is openhanded for physical education. This means few colleges give physical education course.

3. Do you agree if the college provides you physical education as a course?

No. of colleges	Expected no. of Respondents	Un respondents	No. Respondents		
			Yes	No	Have no comment
5	20	19	77	4	0

Even though, most colleges did not provide physical education 77% of respondents' agreed to get physical education class in their colleges.

4. Have you ever participated in physical activity before?

No. of colleges	Expected no. of Respondents	Un respondent	No. Respondents		
			Yes	No	Have no comment
5	20	19	60	21	0

60 % of respondents said they have participated in physical activity before, this means that they have positive relationship with the subject. Either through sport friends Ethiopia they mentioned or school life or other meanness.

5. Do you believe physical education is only for physical or for body?

N0. of colleges	Expected no. of Respondents	Un respondents	No. Respondents		
			Yes	No	Have no comment
5	20	19	26	53	2

While 53% of the respondents say physical education is not for physical or body, nevertheless 26% of them said it is for physical or for body. This means most of them understands physical education have affective, cognitive and psychomotor benefits.

6. Do you know physical education has a help for your mind?

No. of colleges	Expected no. of Respondents	Un respondents	No. Respondents		
			Yes	No	Have no comment
5	20	19	79	1	1

Among the respondents 79% of them know physical education have a help for mind.

7. Have you ever heard that, those who do physical exercise have more nerve connection?

No. of colleges	Expected no. of Respondents	Un respondent	No. Respondents		
			Yes	No	Have no comment
5	20	19	35	34	12

When 35% respondents say physical exercise helps to have more nerve connection, 34% of them say it does not. During distributing the questionnaires, I have observed most of them flabbergasted and ask each other whether activity have relationship with nerve. But I can say equal number of them do not have a clue.

8. Does physical education (sport) develop bad character?

No. of colleges	Expected no. of Respondents	Un respondents	No. Respondents		
			Yes	No	Have no comment
5	20	19	6	72	3

72% of the respondents believe sport or physical education do not develop bad character. In fact six percent of them might have a bad experience regarding the question.

9. Do you believe physical activity (sport) keeps your health or prevents you from being sick?

No. of colleges	Expected no. of Respondents	Un respondents	No. Respondents		
			Yes	No	Have no comment
5	20	19	78	2	1

78% of respondents believed doing physical activity (sport) prevents form being sick. Even if most of them are not active they know the positive aspect of it.

10. Do you think play can do mental, spiritual, physical and social therapy for human?

No. of colleges	Expected no. of Respondents	Un respondents	No. Respondents		
			Yes	No	Have no comment
5	20	19	74	3	4

Even if they did not get the chance to play either in college, church or community, 74% understood play therapy for mental, spiritual, physical and social.

11. Do you think physical education improve stewardship?

No. of colleges	Expected no. of Respondents	Un respondents	No. Respondents		
			Yes	No	Have no comment
5	20	19	62	6	13

62% of students say physical education improves stewardship. This means keeping their body will give them room to be responsible for their own personality, family, work, job, environment etc

12. Do you think physical education (sport) can develop Team working, communication skill and Time management?

No. of colleges	Expected no. of Respondents	Un respondents	No. Respondents		
			Yes	No	Have no comment
5	20	19	76	3	2

76% of students say, physical education (sport) develops team working, communication skill and time management. If it helps developing these qualities of the individual, then these colleges has to provide physical education and competitive sport events among students or other in relation to the issues.

13. Do you believe play develop good family relationship?

No. of colleges	Expected no. of Respondents	Un respondents	No. Respondents		
			Yes	No	Have no comment
5	20	19	73	4	4

73% shows the respondents know play has a great role in developing family relationship. And need to learn the benefit and variety of play so that they can develop their family relationship even more.

14. Are you aware of inactive people got more sickness than the active ones?

No. of colleges	Expected no. of Respondents	Un respondents	No. Respondents		
			Yes	No	Have no comment
5	20	19	72	5	3

For this question 72% of respondents say, inactive people got more sickness than the active ones. These colleges must teach their students how and what makes them active so that they might not get early sickness which has relation to less activity.

15. Do you know physical activity suggested by medical doctor's treats disease like diabetes, blood pressure, muscle problem etc?

No. of colleges	Expected no. of Respondents	Un respondents	No. Respondents		
			Yes	No	Have no comment
5	20	19	78	1	1

Students in evangelical colleges know some disease can be treated through physical activity, 78% shows it. Even though they understand, they did not get the opportunity to grasp enough knowledge about diseases and physical treatments during their college life.

16. Do you at list jog or walk two days per week?

No. of colleges	Expected no. of Respondents	Un respondents	No. Respondents		
			Yes	No	Have no comment
5	20	19	58	20	3

Here, 58% say they walk or jog at least twice a week but 20% of them did not. Since they are ministers and their situation leads them for becoming over weight. I believe it would be good if the college provides proper lesson about physical activity and nutrition during their college life.

17. Did you know Massage therapy can avoid your stresses?

No. of colleges	Expected no. of Respondents	Un respondent	No. Respondents		
			Yes	No	Have no comment
5	20	19	60	12	9

60% shows, these students have knowledge about massage and stress but still the rest didn't have clue of resolving their stress.

18. Do you agree physical fitness can help mental and social wellbeing?

No. of colleges	Expected no. of Respondents	Un respondents	No. Respondents		
			Yes	No	Have no comment
5	20	19	79	0	2

79% shows all agreed. The problem is most of the colleges are not in the position to give any lesson regarding fitness program.

19. Do you believe sport can bring positive impact among communities?

No. of colleges	Expected no. of Respondents	Un respondents	No. Respondents		
			Yes	No	Have no comment
5	20	19	78	4	0

It is well known that sport has positive impact among communities, ethnic groups, linguistics, countries etc. this is supported by 78 % of the respondents. If students believes on it, I do not see a single problem not to provide physical education lesson in these colleges unless otherwise they try's to do averting activities.

20. Do you think physical education (sport) develop leadership quality?

No. of colleges	Expected no. of Respondents	Un respondents	No. Respondents		
			Yes	No	Have no comment
5	20	19	56	13	12

56 % of respondents understand and answered that physical education (sport) develops leadership quality. Only 13% are against to it.

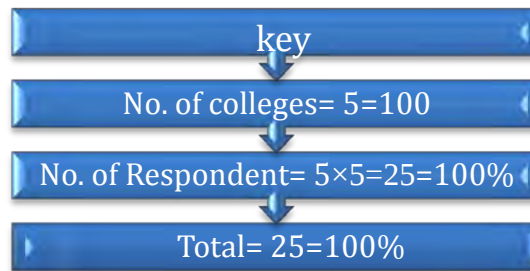
21. Have you ever participated in any camping events?

No. of colleges	Expected no. of Respondents	Un respondents	No. Respondents		
			Yes	No	Have no comment
5	20	19	40	34	7

It was believed or expected that most of the students would have camping's in the past but only 40% of them have the experience. This shows schools, colleges, churches and other work places do not organize camping events at least once in a year. Some said they had few experience through sport friends Ethiopia. What about the 34% of students?

Hope these colleges will find a solution for it because some says: - Due to camping events, they have developed building good relationship, get happiness, enjoyed and relaxed during camping events.

4.1.2 Evangelical Theological colleges Administration staff respondents Data Analysis



The following questioners are given for administration which I believe they can represent their college administration staff and are interpreted.

1. Do you believe physical education is an Education?

No. of colleges	Expected no. of Respondents	Un respondents	No. Respondents		
			Yes	No	Have no comment
5	5	6	19	0	0

Among the respondents 76% of staff believes physical education is an education.

2. Have you observed that sport develop **leadership** quality?

No. of colleges	Expected no. of Respondents	Un respondent	No. Respondents		
			Yes	No	Have no comment
5	5	6	18	1	0

72% of the respondents know physical education (sport) develops leadership quality

3. Does your college give physical education as a course?

No. of colleges	Expected no. of Respondents	Un respondents	No. Respondents		
			Yes	No	Have no comment
5	5	6	9	9	1

36% of the respondents agree that their college gives physical education and at the same time equal percent of respondents says they do not give physical education as a

course. It seems that one of them is considering the health and wellness lesson as physical education course.

4. Do you think physical education (sport) can develop leadership, stewardship, Team working, communication skill, work ethics and Time management qualities?

No. of colleges	Expected no. of Respondents	Un respondents	No. Respondents		
			Yes	No	Have no comment
5	5	6	18	0	1

72% the respondents say physical education (sport) develops stewardship, Team working, communication skill, work ethics and Time management qualities.

5. Do you think physical education is only for physical or body?

No. of colleges	Expected no. of Respondents	Un respondents	No. Respondents		
			Yes	No	Have no comment
5	5	6	6	13	0

52% of college admin staff says physical education is not only of body. It means they understand the benefit of physical education is more that bodily effect.

6. Does physical education develop bad or unwanted behavior of believer?

No. of colleges	Expected no. of Respondents	Un respondents	No. Respondents		
			Yes	No	Have no comment
5	5	6	2	16	1

64% of respondents says physical education do not develop bad behavior.

7. Do you think Bible supports doing physical exercise?

No. of colleges	Expected no. of Respondents	Un respondents	No. Respondents		
			Yes	No	Have no comment
5	5	6	15	3	1

60% of them say Bible supports doing physical exercise. If then they have to provide physical education class for their students.

8. Do you think physical fitness and first aid class for mission students should include for preparation?

No. of colleges	Expected no. of Respondents	Un respondents	No. Respondents		
			Yes	No	Have no comment
5	5	6	18	0	1

72% of admin staff supports for the inclusion of physical fitness and first aid class in their participation for mission. It then two of the courses are expected to be applicable in the colleges.

9. Do you know those who do physical exercise have more Nerve connection?

No. of colleges	Expected no. of Respondents	Un respondents	No. Respondents		
			Yes	No	Have no comment
5	5	6	8	4	7

Only 32 % of respondents know doing physical exercise helps to have more nerve connection. Almost equal number of students does not want to say any regarding the question.

10. What kind of memories do you have about your high school physical education teacher and class?

No. of colleges	Expected no. of Respondents	Un respondents	No. Respondents		
			Yes	No	Have no comment
5	5	6	10	4	5

40% of them had good memories about high school. This must help administration staff to think about physical education in a good way. 25% of them said they had bad memories, which can have foggy influence on physical education.

11. Does all of your management team agree to give physical education in the college?

No. of colleges	Expected no. of Respondents	Un respondents	No. Respondents		
			Yes	No	Have no comment
5	5	6	13	2	4

52% of the respondents think their management staff agrees to give physical education in their college. If then in the near future these colleges might start providing physical education class.

12. Does your college have an open field for students?

No. of colleges	Expected no. of Respondents	Un respondents	No. Respondents		
			Yes	No	Have no comment
5	5	6	12	5	2

48% of respondents say the colleges have an open field. But based on my observation only one college has proper (asphalt) basket ball and volleyball field, the others have only just open field which need construction.

13. Do you know physical education has a help for your mind?

No. of colleges	Expected no. of Respondents	Un respondents	No. Respondents		
			Yes	No	Have no comment
5	5	6	19	0	0

76% of administration staff says physical education has help mind. If then the admin staff will hopefully start giving physical education.

14. Are you aware of that, Apostle Paul uses some of physical education, physical activity, sport words from 1 Corinthians 9:24-27?

No. of colleges	Expected no. of Respondents	Un respondents	No. Respondents		
			Yes	No	Have no comment
5	5	6	19	0	0

76% are aware of Paul's used sport words to teach his audiences.

Among other Biblical words, the above word was mentioned so that they might be aware of Bible and physical education.

4.1.3 Summary of administration staff respondents

N O.	Name of colleges						Name of colleges						Name of colleges					
	ETC	ABC	PTC	MKC	MBC	Tot.	ETC	ABC	PTC	MKC	MBC	Tot	ETC	ABC	PTC	MKC	MBC	Tot
	Y	Y	Y	Y	Y		N	N	N	N	N		No	No	No	No	No	
1	4	4	3	3	5	19	0	0	0	0	0	0	0	0	0	0	0	0
2	4	4	2	3	5	18	0	0	1	0	0	1	0	0	0	0	0	0
3	4	4	0	1	0	9	0	0	3	1	5	9	0	0	0	1	0	1
4	4	4	2	3	5	18	0	0	0	0	0	0	0	0	1	0	0	1
5	0	0	3	3	0	6	4	4	0	0	5	13	0	0	0	0	0	0
6	0	0	0	2	0	2	4	4	3	0	5	16	0	0	0	1	0	1
7	4	4	0	2	5	15	0	0	2	1	0	3	0	0	1	0	0	1
8	4	4	2	3	5	18	0	0	0	0	0	0	0	0	1	0	0	1
9	1	3	1	0	3	8	1	0	1	0	1	3	2	0	1	3	1	7
10	1	2	2	3	2	10	1	0	0	0	1	2	1	1	1	0	2	5
11	4	2	1	1	5	13	0	2	0	0	0	2	0	0	2	2	0	4
12	4	0	2	1	5	12	0	4	0	1	0	5	0	0	1	1	0	2
13	4	4	3	3	5	19	0	0	0	0	0	0	0	0	0	0	0	0
14	4	4	3	3	5	19	0	0	0	0	0	0	0	0	0	0	0	0
	42	39	24	31	50	186	10	14	10	3	17	54	3	1	8	8	3	23

Table 5: Summary of administration staff respondents

- Some administration staff says physical education is necessary for college students, so that they will understand some of Biblical issues and to be able keep their health.

4.1.4 Summary of questioners of college student respondents

No.	Name of colleges						Name of colleges						Name of colleges					
	ETC	ABC	PTC	MKC	HBC	Tot.	ETC	ABC	PTC	MKC	HBC	Tot.	ETC	ABC	PTC	MKC	HBC	Tot.
	Y	Y	Y	Y	Y		N	N	N	N	N		No	No	No	No	No	
1	15	17	14	14	19	79	0	0	0	1	0	1	0	0	1	0	0	1
2	15	2	2	5	0	24	0	15	13	9	19	56	0	0	0	1	0	1
3	15	17	13	13	19	77	0	0	2	2	0	4	0	0	0	0	0	0
4	13	12	14	11	10	60	2	5	1	4	9	21	0	0	0	0	0	0
5	6	17	2	1	0	26	9	0	13	12	19	53	0	0	0	2	0	2
6	15	17	14	14	19	79	0	0	1	1	0	2	0	0	0	0	0	0
7	8	9	6	6	6	35	4	3	7	7	13	34	3	5	2	2	0	12
8	1	1	1	3	0	6	12	16	13	12	19	72	2	0	1	0	0	3
9	14	17	14	14	19	78	0	0	1	1	0	2	1	0	0	0	0	1
10	15	15	12	13	19	74	0	0	3	0	0	3	0	2	0	2	0	4
11	12	13	11	8	18	62	1	0	2	2	1	6	2	4	2	5	0	13
12	15	17	12	13	19	76	0	0	2	1	0	3	0	0	1	1	0	2
13	14	17	11	12	19	73	0	0	3	1	0	4	1	0	1	2	0	4
14	14	13	13	13	19	72	0	2	2	1	0	5	1	1	0	1	0	3
15	15	17	12	15	19	78	0	0	1	0	0	1	0	0	1	0	0	1
16	14	13	13	9	9	58	1	3	2	4	10	20	0	1	0	2	0	3
17	10	14	13	12	11	60	3	0	1	0	8	12	2	3	1	3	0	9
18	15	17	15	13	19	79	0	0	0	0	0	0	0	0	0	2	0	2
19	15	17	12	15	19	78	1	0	3	0	0	4	0	0	0	0	0	0
20	14	12	6	9	15	56	0	1	6	2	4	13	1	4	3	4	0	12
21	9	13	7	7	4	40	4	4	5	8	13	34	2	0	3	0	2	7
	264	287	217	220	282	1270	37	49	81	68	115	350	15	20	16	27	2	80

Table 6: Summary of questioners of college student respondents

4.2 OBSERVATION FINDINGS

Two colleges have the course and some others used to have it but somehow stopped it and others have it in their course description but at description level.

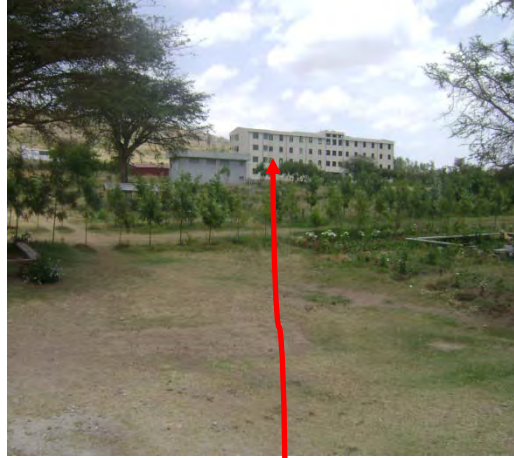
Most of the colleges did not have a proper field but only buildings. The following table shows the summery based on observation

Colleges Name	Open Field ready to use	Other	P.E curriculum	Comment
ABC	None at all	Gymnasium	No	They have only have Health and wellness class not P.E class due to lack of facilities, proper place
IEC	Well constructed Basketball, volleyball field	----	Yes	They already have P.E class which has 2 credit hours.
PTC	Only large open field	Table tennis	No	Needs construction
MKC	Damaged volleyball field	Table tennis	Yes	They only have Health and wellness class not P.E due to prioritizing other courses. It has course number and 2 credit hours. They have vast land so that they can prepare.
HBC	Just open field	-----	No	Believe they can prepare place curriculum and start P.E class

Table 7: Observation Findings



Damaged Volleyball field



students' dormitory



Open fields



Basket ball, volleyball fields and seats at one of the college

Summary

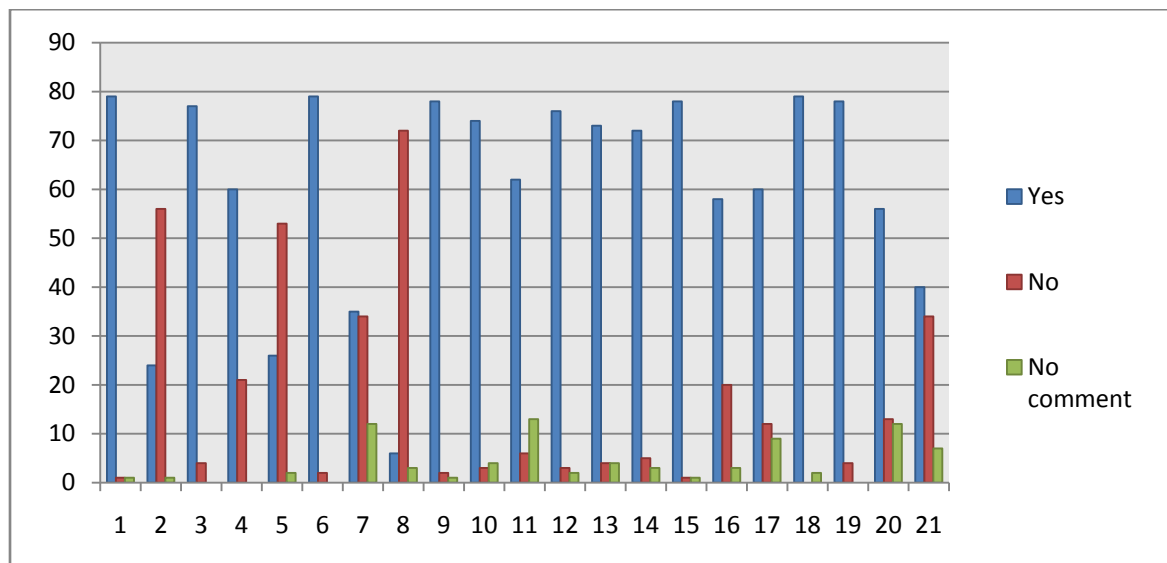


Figure 1: Summary of Students

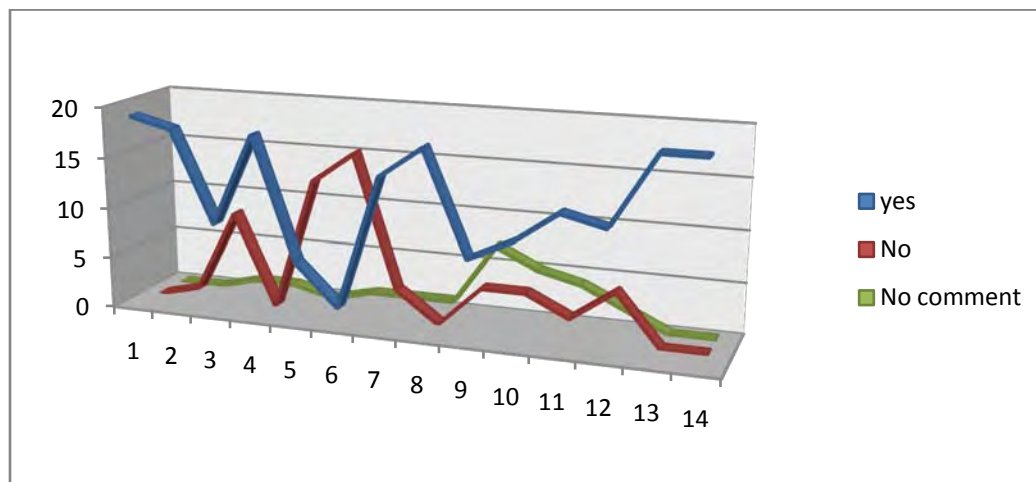


Figure 2: Summary of Administration

Total Summery

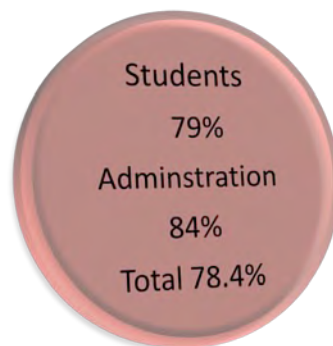


Figure 3: Summary of all Respondents in percent

The above chart shows, the total population of respondents of students 79% and administration 84%, 78.4% the total respondents.

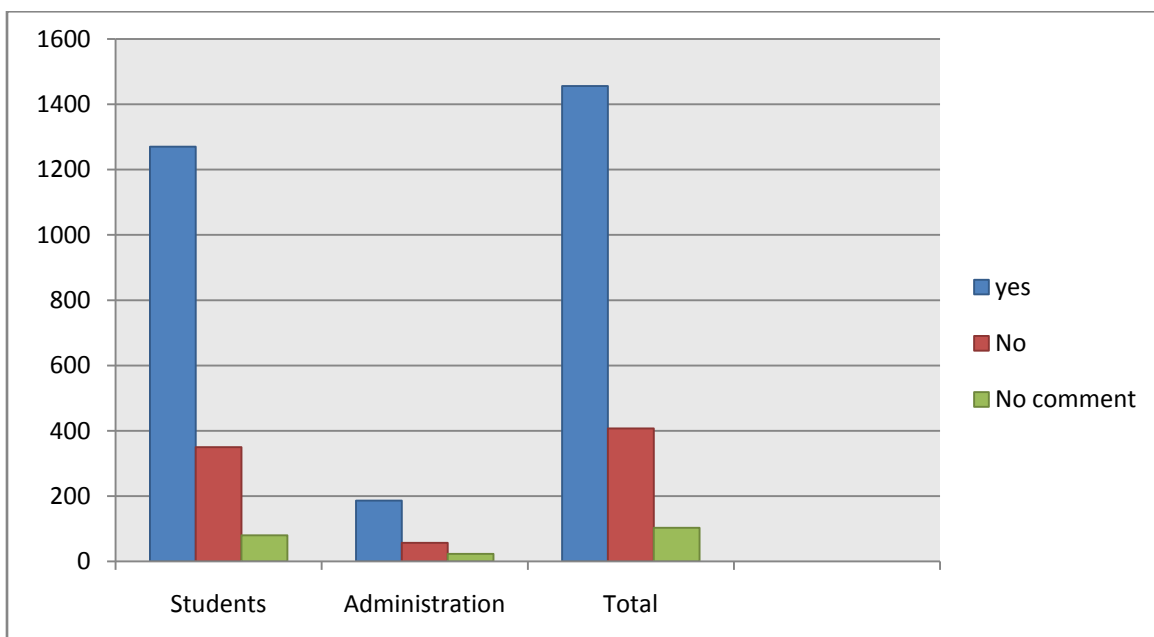


Figure 4: Summery for all respondants regarding Yes,NO and Have no comment

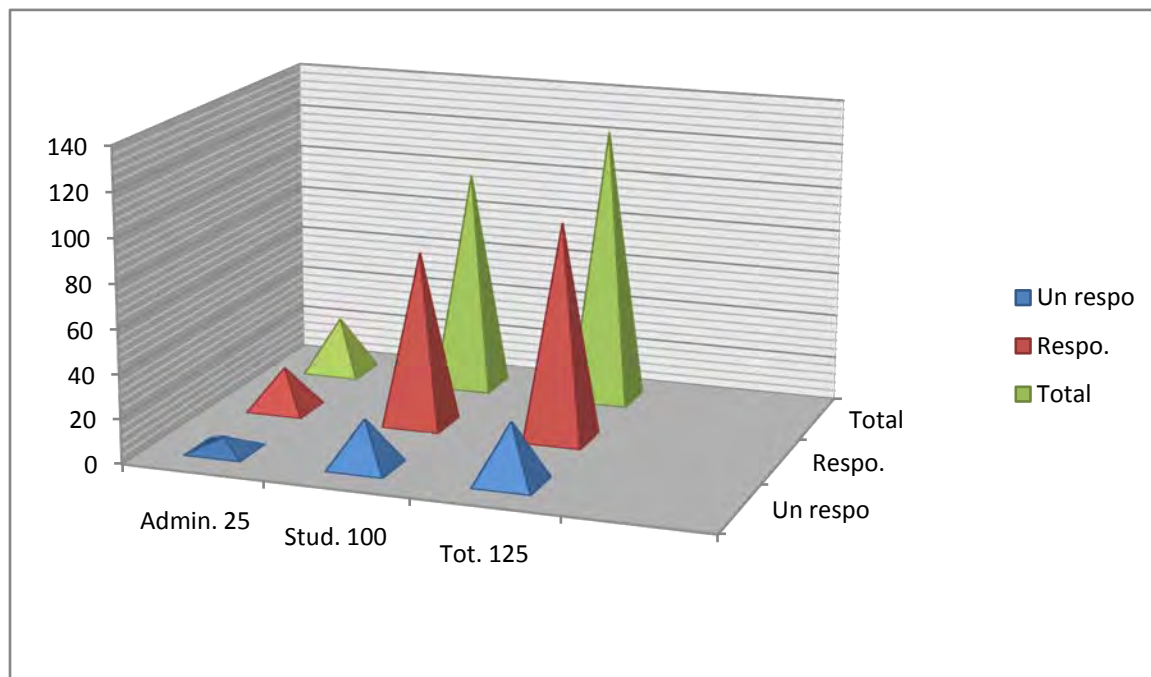


Figure 5: Summery for Respondent and un respondent

	Un respond	Respond.	Total
Admin.	6	19	25
Stud.	21	79	100
Tot.	27	98	125

Table 8: Summery for Respondent and un respondent

CHAPTER FIVE

5.1 CONCLUSION AND RECOMMENDATION

5.1.1 CONCLUSION

After the researcher collected the questionnaires and analyzed them he made a conclusion in the following way thus any one can easily find out the challenges and opportunities of physical education in evangelical colleges.

- I can say almost all of the college staff members agreed if the college gives physical education as a course. Even if most of the colleges did not give physical education course most of the students want it and administration staff also agrees to have the course.
- I remember one male student says, *"They are too late to start physical education in our college, but tell them to start it as much as possible."* A physical education teacher, a commando and judo trainer, one from military and one Boy Scout man also said physical education is necessary for students.
- Regarding open field: - the reason why some of the colleges did not have open field is: -
 - i. *Due to lack of property*
 - ii. *Due to having only buildings for teaching learning purpose and*
 - iii. *Due to giving very less attention in constructing the field*
 - iv. *No concerned bodies for it*
- *The organization they mentioned called "Sport friends Ethiopia" is doing great work regarding sport and Christians. It organizes different events and participants Christian bodies.*
- Based on the responses, the reason why church ministers focus on spiritual than physical activities is:-
 - ❖ Due to focusing on spiritual activities (prayer, reading , meditation, ministering etc)
 - ❖ Due to lack of knowledge and awareness of the benefits of physical exercise
 - ❖ Due to prioritizing spiritual activity

- ❖ Due to cultural influence
- ❖ Due to thinking physical activity holds evil behavior and so it is evil
- ❖ Due to having shortage of time
- ❖ Due to thinking that church is divinely ordained to be spiritual
- ❖ One of female respondent says “አከባጃች ስለሆንን”

➤ Based on the responses of administrators, the following is concluded:

Even if most administration staff says they do not give physical education as a course. They agreed if the college gives physical education course. It is found out that most of them teach a course called “health and wellness” but did not considers physical education as a course.

They also believe physical education (sport) develops stewardship, Team working, communication skill, work ethics and Time management qualities. Among the administration staff teachers also were included and they all say Holy Bible supports doing physical exercise. If then they have to provide physical education class for their students. Physical fitness and first aid class also one of the issues we raised in the questionnaires and it is welcomed by them.

Only 40% of them had good memories about high school physical education class and the teacher. But the rest are either do not remember or do not have good memory regarding the issue. Those colleges which are providing physical education are cherished by the researcher because they have understood the profit of physical activity.

5.1.2 RECOMMENDATION

After we traveled these expedition of the study , the researcher recommends physical education class to be conducted in these colleges as much as possible for the reason that depending on the findings:-

Recommendation one

- I. Administration staff and students believe physical education is an education, Holy Bible supports doing physical exercise and develops stewardship, team working, communication skill, work ethics, time management and leadership qualities.
- II. students are agreed to have physical education course
- III. most of them have open field
- IV. These colleges are the best and first choice to get elders and make a change on church community and ministers', to brake cultural influence, to teaching them both spiritual- physical being.
- V. To teach being physical active does mean not neglecting the body and does not hold evil behavior and it is not evil if then Pole does not have to use athletic words to teach the Corinthians in 1 Corinthians 9:24-This is a very big miss understanding. I believe they must to learn about their physical being.
- VI. To teach proper time management, of course life on earth is too short but when they say they have shortage of time it shows that they did not spend their time properly, it is clear that churches did not demand a twenty four hours spiritual activity.
- VII. Even though the church is divinely ordained to be spiritual, it has the same responsibility for person (man- women), family, community and environment. Thus being divinely ordination must be clear. As I have discussed it in chapter two, God did not give Adam a bed to sleep on it but an activity to do, to be busy in keeping Aden Garden, to lead the water.
- VIII. To change this saying “አከባጅቶ ስለሆነን”, which I prefer to put as it is.

Recommendation Two

- 1 Fields must be constructed; those who have an open field must give precedence and attention in making changes on the field in addition to this, Rooms and materials must be provided.
- 2 Consultancy initiations must be taken between these colleges and Addis Ababa University sport science department and sport commission regarding curriculum development.
- 3 Those who are teaching their students in building be obliged by concerned bodies to find a solution. Because learning only in the class room situation by their age is boring. They just must not be mandatory to read books and become mentality loaded and physically dormant. The situation they have almost seems a reformatory, it makes mind reject what they learn unless they get fresh environment.

Recommendation Three

As far as my knowledge is concerned, the Ethiopian sport policy did not say any or invite Christian colleges and churches regarding sport. I recommend the policy to make some adjustment on the issue.

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ሺፈራው መንገሻ: ታሪክ: “የትውልድ አርአያ” 1993 ዓ.ም

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ተሾመ ዓለማየሁ: ተቋመ ወ/ዓድቅ: ዘገየ ተስፋዬ: “ የሰውነት ማሳለመሻ ትምህርት መሰረታዊ ጥያቄዎችና መደባዊ ይዘት“ የመምህሩ መምሪያ ክፍል 1-12 :አሳታሚ:- ትምህርት መሳሪያዎች ማደራጃና ማከፋፈያ ድርጅት :1972 ዓ.ም

Appendix 1

Research Questionnaire

My Name is Ketsela Seyfachew from Addis Ababa school of Graduate studies Faculty of Science and Department of Sport science.

As a part my study, I am carrying out a study on the assessment of “**Challenges and opportunities of Physical Education in Five Evangelical Theological Colleges in Addis Ababa**”.

This questionnaire is designed to gather information to conduct my research. The study is only for academic purpose and hereby requests you to answer all questions below to the best of your knowledge.

Please indicate your response for the questions by underlining the words or your answer.

I thank you for your cooperation that you showed me.

Research Questionnaire for theological college students 2011

Respondents' profile:-Year of study: - year_____ Gender _____ Profession _____

Please indicate your response for the questions by underlining the words or your answer.

1. Do you think physical education is an education?
Yes No have No comment
2. Does your college **give** physical education course?
Yes No have No comment
3. Do you **agree** if the college provides you physical education as a course?
Yes No have No comment
4. Have you ever participated in physical activity before?
Yes No have No comment
5. Do you believe physical education is **only** for physical or for body?
Yes No have No comment
6. Do you know physical education has a help for your **mind**?
Yes No have No comment
7. Have you ever heard that, those who do physical exercise have more **nerve** connection?
Yes No have No comment
8. Does physical education (sport) develop **bad** character?
Yes No have No comment
9. Do you believe physical activity (sport) keeps your health or prevents you from being sick?
Yes No have No comment
10. Do you think **play** can do **mental, spiritual, physical and social therapy** for human?
Yes No have No comment
11. Do you think physical education improve **stewardship**?
Yes No have No comment

12. Do you think sport can develop **Team working, communication skill and Time management**?

Yes No have No comment

13. Do you believe **play** develop good family relationship?

Yes No have No comment

14. Are you aware of **inactive** people got **more sickness** than the **active** ones?

Yes No have No comment

15. Do you know physical activity suggested by medical doctor's treats disease like diabetes, blood pressure, muscle problem etc?

Yes No have No comment

16. Do you at list **jog or walk** two days per week?

Yes No have No comment

17. Did you know **Massage therapy** can avoid your stresses?

Yes No have No comment

18. Do you agree **physical fitness** can help mental, social wellbeing?

Yes No have No comment

19. Do you believe sport can bring positive impact among communities?

Yes No have No comment

20. Do you think sport develop **leadership quality**?

Yes No have No comment

21. Have you ever participated in any **camping** events?

Yes No have No comment

If yes, may you share your memories that you get from it?

22. Why do you think any physical activity attracts **attention**?

23. Why do church ministers focus only on spiritual activity and not physical activity?

Research Questionnaire

Dear Administration staff of the college,

My name is Ketsela Seyfachew from Addis Ababa school of Graduate studies Faculty of Science and Department of Sport science.

As a part my study, I am carrying out a study on the assessment of “**Challenges and opportunities of Physical Education in Five Evangelical Theological Colleges in Addis Ababa**”.

This questionnaire is designed to gather information to conduct my research. The study is only for academic purpose and hereby requests you to answer all questions below to the best of your knowledge.

Please indicate your response for the questions by underlining the words or your answer.

I thank you for your cooperation that you showed me.

Research Questionnaire

For administration staff: - Responsibility _____ Gender _____ service year _____

Please indicate your response for the questions by underlining the words or your answer.

15. Do you believe physical education is an **Education**?

Yes No I have no comment

16. Have you observed that sport develop **leadership** quality?

Yes No have No comment

17. Does your colleg give physical education as a course?

Yes No I have no comment

If your answer is **No**, may you give the reason?

Lack of instructor, Lack of facility, Lake of curriculum

Other -----

18. Do you think sport can develop leadership, **stewardship, Team working, communication skill, work ethics and Time management qualities**?

Yes No have No comment

19. Do you think physical education is **only** for physical or body?

Yes No I have no comment

20. Does physical education develop bad or unwanted behavior of believer?

Yes No I have no comment

21. Do you think Bible supports doing physical exercise?

Yes No I have no comment

22. Do you think physical fitness and first aid class for mission students should include for preparation?

Yes No I have no comment

23. Do you know those who do physical exercise have more **Nerve** connection?

Yes No I have no comment

24. What kind of memories do you have about your high school physical education teacher and class?

Good Bad don't remember

25. Does all of your management team agree to give physical education in the college?

Yes No I have no comment

26. Does your colleg have an open field for students?

Yes No I have no idea

If your answer is No, why do you the reason is? -----

27. Do you know physical education has a help for your mind?

Yes No have No comment

28. Are you aware of that, **Apostle Paul** uses some of physical education words like, *the underlined words from* 1 Corinthians 9:24-27?

“Do you not know that in a race all the runners run, but only one gets the prize? Run in such a way as to get the prize. Everyone who competes in the games goes into strict training. They do it to get a crown that will not last; but we do it to get a crown that will last forever. Therefore I do not run like a man running aimlessly; I do not fight like a man beating the air. No, I beat my body and make it my slave so that after I have preached to others, I myself will not be disqualified for the prize.” (NIV)

Here are the definitions

Race ----event, contest, competition, and battle--***Runners*** ---- athletes--***Prize*** ----award, medals, trophy, and money etc-- ***Competes*** ----to compete with other competitor , ***Game*** -- match, sport--***Strict*** ----- firm, focused, and aimed--***Training*** -----preparation, exercise, and teaching, ***Aimlessly*** ---without direction, without purpose---***Disqualified*** ----- prohibited, being out of computation, penalized by authorities

Yes No

Any comment _____

Research Observation check list

1. Name of college :- _____
2. Does the college have p.e class? _____
3. Does the colleg have p.e teacher? _____
4. Does the teacher have a room and materials? _____

Playing field

Activity	Condition			
	Good	Bad	Damaged	Under constriction
Fields				
Basket ball: field, board, ring				
Volleyball: - lines poles, Net				
Football: field, lines, poles, net,				
Running tracks				
Table tennis				
Gymnasium and materials				
Water, rest room, shower room...				
Other				

NB. How good is not measured because un able to measure but just the existence of the fields and general condition are taken in to consideration.

Any observation _____

Interview questions

1. How long did you work in this colleg? _____
2. What is your position in the college? _____
3. Do you think Bible support doing physical exercise? _____
4. Do you personally do physical exercise? _____
5. Why Christians are not active in sport activities? _____
6. How does the college encourage students doing physical activity? _____
7. What do you think of the reason for not having physical education course in your college? Curriculum, man power facilities etc _____
8. Does your college participate in sport events? _____
9. What do you think is your college has one of a team (football, volleyball, athletics etc) or other? _____
10. Why does not the college have a playing field? _____

DECLARATION

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

Name _____

Signature _____

Date _____

This thesis has been submitted for examination under my approval as a research advisor.

Name _____

Signature _____

Date _____