THE ATTITUDE OF STUDENTS TOWARD LEARNING PHYSICAL EDUCATION IN SOME SELECTED SECONDARY SCHOOLS OF ADDIS ABABA

BY

ENDRIS YIMER

A THESIS SUBMITTED TO THE SCHOOL OF GRADUATE STUDIESOF ADDIS ABABA UNIVERSITY IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OFMASTER IN SPORT SCIENCE

May, 2014

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Acronyms

AAU=Addis Ababa University.

ATPEA=Attitude Toward physical Education/Activity.

HPE= Health and Physical Education.

USDHHS=U.S. Department of Health and Human Services.

CDC=Center of Disease control and Prevention.

NC=Need for Cognition.

TRA=Theory of Reasoned Action.

TBP=Theory of Planned Behavior.

Abstract

Researchers in the fields of health and physical education has recognized that the goals of public health and physical education are to get and remain school children physically active through their adult hood. In fact, the promotion of lifelong physical activity participation has been recognized as the ultimate goal of school physical education programs and physical has been ranked top in the ten leading health indicators. In addition, many studies have been showing various possible determinant factors that might contribute for students' attitude towards health and physical education .Thus, this study tries to investigate the attitude of students learning physical education in some selected secondary schools of Addis Ababa. The data was collected through administration of questionnaires and the information was analyzed excel computer software and both qualitative and quantitative analytical procedures were employed. Besides, frequency counts, percentage, mean, standard deviation and descriptive statements were used to analyze the items of the questionnaire. The results are presented and discussed by categorizing some related questions together for the ease of understanding in to six main headings. Namely, students attitude toward physical education with reference to health, participation, enjoyment, curriculum, dissatisfaction and their physical education teachers. It is possible to conclude that physical education has a great role in keeping the individuals fit and healthy through participating in regular physical activities daily, it also contributes positively to improve relationships and training for leadership, the time and number of periods as well as extra-curricular activities related to Physical Education should be increased and provided so as to equip students with the necessary knowledge, skill and ethical value of the subject matter. Besides, it seems important that teachers should be required to create and use variety of teaching methods which are appropriate and enable encourage most students to participate and show their abilities and this initiative should include those students who wish to do physical activity for recreation and for enjoyment as well as for those who are members of the school team.

Keywords:-Attitude, curriculum, dissatisfaction, enjoyment, health, physical education, participation.

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CHAPTER ONE

INTRODUCTION

1.1. Background of the study

Researchers in the fields of health and physical education have recognized that the goals of public health and physical education are to get school children physically active and remain physically active through their adulthood (Corbin, 2001). In fact, the promotion of lifelong physical activity participation has been recognized as the ultimate goal of school physical education programs (Rink, 2006) and physical activity has been ranked top in the ten Leading Health Indicators (USDHHS, 2000). Despite all this, participation in all types of physical activity among children continues to decline strikingly as age or grade in school increases (Corbin *et al.*, 2004) and more children are among the sedentary and/or obese category (CDC, 2007).

Identifying and understanding factors that associate with children's physical activity participation are critical to promote current and lifelong physical activity participation of children (Sallis *et al.*, 2000). Among many factors, children's attitudes are considered to be a key element influencing physical activity participation (Solmon, 2003). Children who have more positive attitudes toward physical activity are reported to be more likely to participate in physical activity outside of school (Portman, 2003) and demonstrate higher physical activity amounts (Hagger *et al.*, 2002) than those with less positive attitudes. According to a review of literature on children's attitudes toward physical education/activity by Solmon (2003), child characteristics and contextual factors are two major factors that related to children's attitudes. Child characteristics refer to chi1ldren's age, gender, and sports skill.Contextual factors include the quality of physical education programs and accessibility of after school physical activities etc. With regard to child characteristics, elementary children are found to have more positive attitudes than secondary children (Lee, 2004) and children's attitudes become less positive as they progress through their schooling (McKenzie, 2003). It is also found that elementary children express very favorable attitudes toward health, fitness, enjoyment, and social interaction benefits of physical activity, but do not enjoy physical activities involving hard practice and risk-taking movements (Patterson & Faucette, 1990). Younger children's higher

interests, values, and more positive attitudes toward physical activity, however, may not be realistic due to their low ability of self-evaluation. With regard to contextual factors, quality physical education (PE) programs have been reported to be a strong factor influencing children's attitudes toward physical activity (Lee, 2004).

Children's positive attitudes are likely to be linked with enjoyment, perceived usefulness of the curriculum, and a sense of belongingness (Subramaniam & Silverman, 2002). Curriculum with situational interest, such as those require students to analyze and design offensive and defensive strategies, may foster students' interests in physical activity (Chen & Darst, 2001). A learning environment that promotes personal meaning is considered to be important to the development of positive attitude (Rink, 2006). Children are also likely to become more positive toward physical activity if they are in a learning environment that makes them comfortable and confident (Hagger *et al.*, 2002). In terms of children's negative attitudes associated with contextual factors, Carlson (1995) indicated that students become bored if there is a lack of challenge or repeat the same activities without taking children's interests into account. Siedentop (2004) also argued that a multi-activity curriculum with a series of short-term units would negatively influence students' attitudes.

Biddle and Chatzisarantis (1999) found that it is more difficult for students to maintain interests in traditional team sports than in individual sports or activities. Additionally, marginal status of PE in the school curriculum has a negative impact on students' attitudes (Tannehill *et al.*, 1994). Compared with research dealing with children's physical activity levels, research addressing children's attitudes toward physical activity is relatively scant, and most research targets elementary school children. As discussed previously, children at elementary schools tend to report inflated physical activity ability, interest, and attitude due to their limited developmental ability of self-evaluation (Ogden *et al.*, 2006).

According to the findings of Abdullah and Fauzee (2002) physical activity can be very effective in improving the human respiratory system, while strengthening the heart muscle and increasing its volume is the benefits of physical activity. People with physical activity and those who exercise regularly are able to adopt an active lifestyle, have an attractive appearance and changes in mood and experience confidence. Physical activity can be described as an activity that involves stimulus throughout the body that results human skeleton muscles contraction and increases energy levels (Bouchard *et al.*, 1990).

Silverman & Subramaniam (1999) pointed out that student perceptions and positive attitude towards physical activity is one of the important elements in evaluating the success of a physical education curriculum. Although everyone knows that sporting activities can enhance physical health and also is an entertainment, it is practically observed that majority of students are less interested to participate in either theoretical or practical regular physical education class.

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

1.2. Statement of the problem

Many studies have been showing various possible determinant factors that might contribute for students' attitude towards physical education. Thus, this study tries to investigate the attitude of students towards learning physical education in some selected secondary schools of Addis Ababa and suggest relevant ways and meanness of developing positive attitude of students toward learning Health and physical education.

1.3. Basic Research questions

- What are the students' attitudes toward Physical education?
- What are the factors that influence the attitude of students toward learning physical education?

1.4. Objective of the study

1.4.1. General Objective of the study

The main objective of the study lies on investigating the present attitude and future view of students towards Health and physical education.

1.4.1.1. Specific Objective of the study

The investigation is intended to:-

- describe the attitude of students toward learning physical education.
- identify the factors that influence the attitude of students toward learning physical education
- suggest the ways and meanses of developing positive attitude toward learning physical education.

1.5. Significance of the Study

This research is intended to give high lights on the attitude and future view of students toward Health and physical education. The researcher believes that the result of this study will have an important contribution for the concerned bodies in indicating the feelings of students and factors for their feelings so that they could take the possible measure accordingly.

1.6. Delimitation of the Study

The study is limited to investigate the present attitude and future view of students toward health and physical education in Bole, Wondirad, Addis Ketema, Minilk and Balchabanebso secondary schools.

1.7. Limitation of the Study

Due to material, time and money constraints, the study could not take the whole population of students in the selected schools. Hence, the samples are taken from randomly selected students.

1.8. Definition and explanation of terms and phrases

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

Attitude- "a positive or negative feeling effect associated with a specific Psychological object" (colliers Encyclopedia1975; 11:203).

Attitude change- Modification of an individuals' general evaluative perception of a stimulus or set of stimuli.

Attitudinal factors- factors which are related with the students' attitude towards health and physical education.

Attitudinal reaction- emotional feeling one tend to act towards something positively or negatively.

Attributes- the result of something advantageously or disadvantageously.

Affective- Behavior involving feelings and emotions as applied to self and others through movement; the feelings component.

Disposition- the outlook that one tends to act something based on his belief about it.

Cognitive- Behavior involving the relationship between mind and body; the knowledge component.

Foster- to accept something positively.

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

Motivation-"The combination of effort plus desire to achieve the goal of learning" (Spoisky, 1989).

Motor Skills- The experience of an individual to perform different physical activities.

Pertain- lead to something by knowing its reference and relate it with other thing.

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

Physical Fitness- The body's ability to function efficiently and effectively (Corbin, 2001).

Value- the degree of attitude given towards something either positively or negatively.

1.9. Organization of the Study

The content of the study is organized in to five chapters. Chapter one deals with background, statement of the problem, basic research questions , objectives of the study ,significance of the study, limitation and delimitation of the study, definition of terms used in the research document and organization of the study; Chapter two discusses about the relevant literature works of scholars; chapter three presents the research design and methodology of the study. Chapter four in its part reports the presentation, analysis and discussion of the study, and finally, chapter five presents the summary, conclusion and recommendation of the study

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1. The Concept of Attitude

The study of attitudes began in social psychology during the early part of the twentieth century. From the beginning the study of attitudes has been "characterized by an embarrassing degree of ambiguity and confusion" (Fishbein and Ajzen, 1975). One of the earliest definitions came in when Louis (1928) defined attitude as the "sum total of a man's inclinations and feelings, prejudice or bias, preconceived notions, ideas, fears, threats, and convictions about any specific topic" . Thurstone (1931) later shortened his definition to simply say "attitude is the affect for or against a psychological object". Shortly thereafter, Allport (1935) defined attitudes as, "a mental and neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related".

Halloran (1967) points out that Allport's definition raises three points: First, an attitude is a state of readiness leading the individual to perceive things and people around him in certain ways; that is to be more ready with certain categories and interpretations than with others. In their everyday lives people are often 'ready' to deal with objects and people as they meet them without having to 'stop and think' about every encounter. Secondly, attitudes are not innate-they are learned, they develop and they are organized through experience. These states of readiness are relatively enduring but they are modifiable and subject to change. A third aspect of Allport's definition follows from this and that is that attitudes are dynamic. Attitudes are not merely latent states of preparedness awaiting the presentation of an appropriate object for their activation. They have motivational qualities and can lead a person to seek (or avoid) the objects about which they are organized.

Influenced by Allport's definition, Triandes (1971), defined attitude as, "an idea charged with emotion which predisposes a class of actions to a class of social situations." He also suggests that attitudes consist of three components: (a) a cognitive component, which is a way for humans to categorize ideas, (b) an affective component, which is the emotion that charges the idea, and (c) a behavioral component, which guides behavior. As Mueller (1986) points out "while there is not

total consensus among social scientists regarding the definition of attitude, there is substantial agreement that affect for or against is a critical component of the attitude concept". Although the debate over the definition of attitude continues, most if not all social psychologists acknowledge the importance of attitudes in the lives of human beings.

According to Katz (1960) attitudes serve people in four ways. First, attitudes guide behavior toward valued goals and away from aversive events. Secondly, attitudes help to manage and simplify information. Thirdly, attitudes allow people to communicate information about their personality and values. And lastly, attitudes protect people from unacceptable or threatening thoughts, urges, and impulses.

The link between attitudes and behavior has received much attention. Many agree that attitudes are influential in behavior, however it is theorized that this relationship is not singular, but rather multi-dimensional. Attitudes are only part of a more complex decision making process where other factors can also be of influence. Values, beliefs, perceptions of control, and intentions moderate attitude-behavior relationships. Specifically, attitudes cannot determine behavior unless they lead to the development of intentions Biddle and Chatzisarantis (1999).

In explaining the relationship between attitudes, intentions, and future behavior Ajzen and Fishbein (1980) have developed the theory of reasoned action. This theory asserts that action is determined by intention which is influenced by attitudes and social norms. Attitudes are influenced by beliefs and values, and social norms are influenced by the beliefs of significant others and the motivation to comply with the beliefs of others. The theory of reasoned action posits that the interplay of all these variables are what guide behavior. Since it is believed that attitudes do influence behavior,

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

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

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

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

someone else's handwriting").Although the feeling and belief components of attitudes are internal to a person, we can *view* a person's attitude from his or her resulting behavior. (Allport 1935).

2.1.1 Responses to attitude objects

By definition, observed responses have to carry some positive or negative valence, but aside from this requirement they can be of various types. The most popular classification of tangible responses goes back to Plato and was later adopted by advocates of tripartite theory who categorized responses into cognitive, affective and behavioral (Rosenberg &Hovland, 1960). For practical reasons responses are also often divided into verbal and nonverbal (Figure 1.1)

2.1.1.1 Cognitive responses

Cognitive responses are grounded in thoughts about an attitude object. They can manifest themselves as verbal expressions of beliefs regarding an attitude object or nonverbal perceptual reactions to an object. For example, verbal expressions in respect with a charity organization can be either an expression of the belief that such an organization helps poverty-stricken people or the belief that its members do nothing but evoke a sense of guilt in ordinary citizens. Nonverbal cognitive reactions are more difficult to capture and assess. Usually, to measure an attitude, reaction time on positive and negative stimuli related to an attitude object are compared. The assessment of an attitude is based on the assumption that persons with a positive attitude toward an object in general react faster to a positive than to a negative stimulus (Greenwald &Banaji, 1995)

2.1.1.2 Affective responses

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

2.1.1.3 Behavioral responses

Behavioral responses can be either expressions of behavioral intentions or overt, observed acts. The valence of behavioral reactions can be observed in approach and avoidance responses to an attitude object. An example of a nonverbal approach response toward a charity organization is donating money to such an organization. An avoidance reaction is, for example, refraining from signing a petition postulated by such an organization. Verbal behavioral responses are expressions of an intention to perform or not to perform a certain behavior such as donating money to a charity organization. (Ajzen, 2005).

2.1.2 Inferring attitude

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

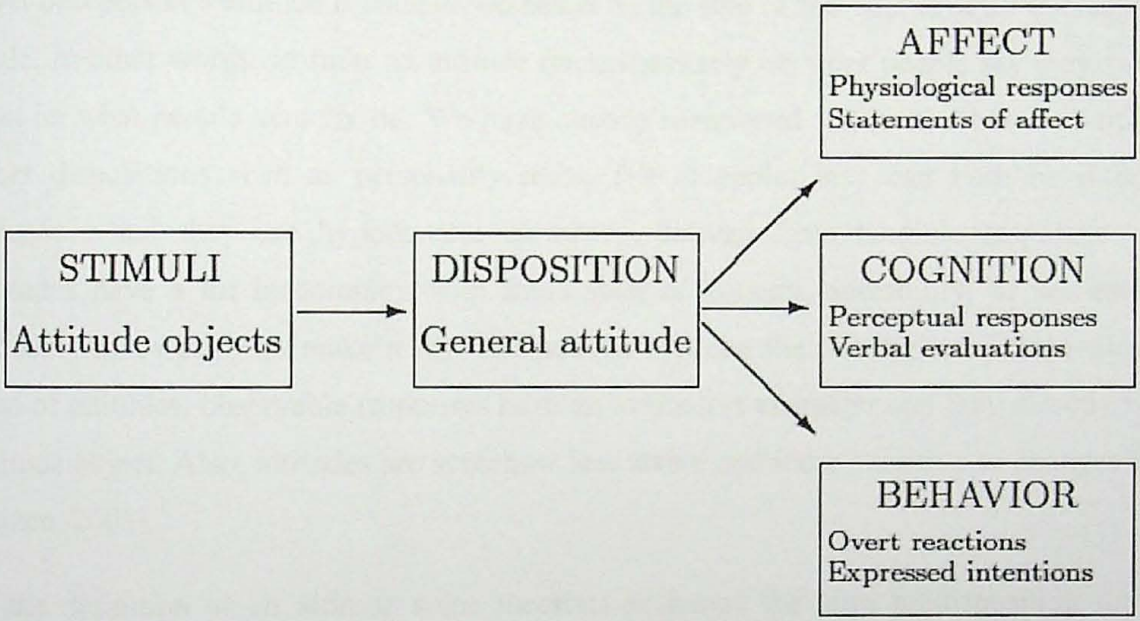


Figure 1. Classification of responses that serve as cues to infer attitudes based on Rosenberg and Hovland's (1960) tripartite theory. Affective, cognitive, or behavioral reactions occur in response to a relevant stimulus such as social groups, social issues, institutes, or people. Tangible responses can be either nonverbal or verbal as presented in the diagram in respective order under three main responses types.

Jestingly, with the exception of Bem's (1967), self-perception theory, relatively little attention has been paid to inferring attitudes from behaviors. Also the behavioral component of an attitude has been rather neglected in the literature. This is quite surprising because in everyday life people often infer attitudes on the basis of actions. For example, if one observes a person who studies Russian, often travels to Moscow and reads novels by Dostoyevsky, he or she concludes with a dose of certainty that such a person is fond of Russia and has a positive attitude toward this country. Some early attempts to introduce a behavioral definition of an attitude did not fall on fertile ground at the dawn of the cognitive revolution in psychology. For example, the proposition that an individual's social attitude is a syndrome of response consistency with regard to social objects did not and many proponents Campbell (1950).

2.1.3 Attitudinal disposition

According to Madden, *et al.* (1992) an attitude stimulus is an evaluative statement, which forms part of a larger attitude scale and responses are verbal, evaluative reactions to the stimulus. The level of a person's attitude is established based on the sum of raw scores of all the responses in a scale. In other words, to infer an attitude researchers rely on what people say they value rather than on what people actually do. We have already mentioned similarities between attitudes and other dispositions such as personality traits. For example, they can both be inferred from behaviors and they are hypothetical constructs derived from tangible responses. Although attitudes have a lot in common with traits such as honesty, sociability, or self-esteem, it is probably noteworthy to make a few distinctions between the two types of dispositions. In the case of attitudes, observable responses have an evaluative character and they directly refer to an attitude object. Also, attitudes are somehow less stable and more sensitive to changes than traits (Ajzen, 2001).

In the definition of an attitude some theorists exchange the term predisposition for the term tendency, arguing that attitudes do not necessarily have to be durable and stable as the term predisposition would suggest (Eagly&Chaiken, 1993).

Traditionally, two types of attitudes have been distinguished with respect to their specificity and stability. The first type has been disposition-like general attitudes toward such stimuli as physical objects, social issues, or social groups (e.g., an attitude toward Greenpeace or toward Italian

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

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

2.2 Attitude - behavior relation

2.2.1 Classic studies: first doubts

The great interest in an attitude concept as such has been nurtured by the belief that an attitude was a direct precedent of a behavior, and therefore a key to predicting and explaining human actions. Early studies advocated that attitudes were closely related to behaviors. For example, religious students had more positive attitudes towards the church than non-religious students and army recruits held a more positive attitude towards war than civilians (Thurstone&Chave, 1929). Probably, the first doubt surrounding the existence of a coherent link between attitudes and overt acts were cast in response to the illustrative study by LaPiere (1934).

Nonetheless, when the owners of those hospitality establishments were later asked in a letter if they would receive a Chinese couple, almost all (92%) respondents gave a negative answer. Admittedly, LaPiere's study has been widely criticized for the lack of methodological thoroughness. For example, the researcher had no control over the sample and he could not be sure whether the same persons received the Chinese and responded to the letter. Also, the response rate in the second phase of the study was rather low and did not exceed 50%

contributing possibly to the bias in the results. Despite many awes, however, the extreme findings provoked first debates on whether people always act in accordance with their attitudes. Additional evidence casting doubts on the firm attitude-behavior relation was found in studies on prejudice gains the Afro-Americans. (Stagner, 1942). For example, DeFleur and Westie (1958) observed that some respondents refused to take a picture with an Afro-American despite their verbally expressed, positive attitudes toward the minority.

A few decades later, (Wicker, 1969), contributed to the growing skepticism concerning the utility of an attitude concept. After examination of over thirty contemporary studies, Wicker concluded that a correlation between attitudes and behaviors rarely exceeded 0.30 and was often close to zero. As a result, he postulated abandoning the idea of attitude being closely related to behavior.

2.2.2 General attitude - general behavior: aggregation

In particular, researchers pointed out that the studies reviewed by Wicker (1969) investigated correlations between very broad and general issues such as discrimination, prejudice or job satisfaction and a specific behavior such as signing a petition or taking a picture with an Afro-American (Epstein, 1983). Accordingly, some theoristsargued that single instances of behavior were unreliable measures of a behavioral tendency, because a behavior is not only caused by a general attitude but also by a range of additional factors. For example, donating to an environmental organization might be a function of a pro-environmental attitude, but also could be influenced by the wealthiness of a contributor or whether he was or was not approached by volunteer collecting money. General attitudes could show correlations with a behavior only if a behavioral measure was aggregated across specific behaviors. The aggregation of behaviors representative for the domain of interest should minimize the influence of other factors and increase reliability of the measure of a behavior Fishbein and Ajzen (1974), systematically approached the problem of an aggregation and proposed the term multi-act criteria for the assessment of an attitude measured with a compound of behaviors and the term single-act criteria to the behavior measure containing a single behavior. Indeed, empirical results confirmed the effectiveness of multi-act criteria. In studies with a behavioral measure consisting of an aggregation of behaviors representative for the whole domain such as religious behaviors or pro-

abortion acts, an attitude-behavior relationship appeared to be stronger than when only a single behavior was considered (Werner, 1978).

The main reason for an aggregation of behaviors was an increase in the reliability of the measure by diminishing the measurement error. The principle of aggregation seemed to be an effective way to increase correlations between general attitude and behavior. Nonetheless, the response was probably too obvious and the focus of researches shifted to specific behaviors (Epstein, 1983).

2.2.3 General attitude - specific behavior: moderation

Some theorists have not entirely abandoned the idea of predicting specific behaviors from general attitudes. They argued that the attitude-behavior relationship is not direct, but moderated by other person-related or situational factors (Ajzen & Fishbein, 2005). For example, self-monitoring was found to diminish the impact of an attitude on a behavior (Snyder & Kendzierski, 1982). Specifically, persons high in self-monitoring are highly aware of the appropriateness of a certain behavior in certain social or interpersonal context. As a result, such awareness might hinder an expression of attitudes in some circumstances. Examples of external moderators are personal involvement and a direct experience with an attitude object which generally increase observed correlations between an attitude and a behavior (Ajzen & Fishbein, 2005).

Fazio and Towles-Schwen (1999), proposed a more sophisticated model (MODE) to explain the moderation effect of an attitude's strength and accessibility. The MODE model assumes that attitudes can be activated either in a deliberate or in an automatic way.To activate an attitude in a deliberate fashion a person needs to be motivated and have a cognitive capacity to retrieve information on an attitude object. In the case of low motivation and capacity, an attitude is activated in an automatic way.

Fazio and Towles-Schwen (1999) defined an attitude as a learned association in memory between an object and an evaluation of that object. The stronger the association, the greater the chance that an attitude will be activated and will influence perception of an attitudinal object. Attitudes easily accessible from memory are better predictors of specific behaviors than weak,

inaccessible attitudes. In other words, the stronger the attitude, the stronger an attitude's effect on a behavior. The moderation effect of an attitude's strength is especially evident in an automatic fashion of treating information. Undoubtedly, the discovery of new moderating variables has contributed to the better understanding of an attitude-behavior relation and has been coherent with the belief that humans are complex individuals. Nonetheless, multiplying the number of moderators seems to be a mixed blessing, as moderators usually depend on other variables in higher order interactions (Ajzen, 2005).

2.2.4 Specific attitude - specific behavior: compatibility

Practically, researchers might be more interested in a specific attitude toward actions to directly predict and change a specific behavior such as screening for cancer or voting in presidential elections. In such instances, Ajzen and Fishbein (1977), suggested applying the principle of compatibility. The compatibility rule can be thought of in terms of generality and specificity of the measure. The principle specifies that every behavior of interest may consist of action, target, context and time.

Behavioral criteria designed to measure behavior vary from specific to general with respect to each of these four elements. A criterion may assess a) a single action or a range of actions, b) a single target or a range of targets, c) in a single context or a range of contexts, and d) at a single time or a range of times. Accordingly, the principle of aggregation is a specific instance of the more general rule of compatibility. An aggregation of behaviors produces a measure compatible with a general attitude. To predict a specific behavior, a specific attitude about this behavior should be measured. For example, if we are interested in predicting screening for cancer in Saint Joseph Hospital next Friday, we should also measure an attitude toward screening for cancer in the same place at the same time. In a number of studies, compatible declarations concerning specific actions such as an infant-feeding method appeared to be good predictors of specific actions (Terry & O'Leary, 1995).

The problem with the compatibility rule and focusing on specific behaviors, however, goes beyond mere correlations. A broad application of the compatibility principle has shifted the interest of researchers from general attitudes to more specific attitudes toward behaviors. One important aspect that was compromised in that way was the meaningfulness of the relations that

were examined, that is, the possibility of explaining findings in general terms. Sometimes studies employing the compatibility rule refer to behaviors on such a specific level that the psychological significance of the findings could be questioned (Kaiser *et al.*, 2007).

2.2.5. Predicting behaviors from intentions

The application of the compatibility rule inspired the idea that specific behavior should be predicted from intentions, i.e., from motivation-based indicators directly related to specific behaviors. A behavioral intention has been considered an attitudinal indicator the most proximal to an overt behavior, and as such it should be the best predictor of a single action. (Fishbein & Ajzen, 1975).

An intention expresses a person's willingness to perform a certain behavior and captures motivational factors that influence behavior. The stronger the intention to perform a certain behavior the larger the probability that this behavior will be performed. By suggesting that behaviors are under the control of intentions, behaviors are considered to be volitional or voluntary. In other words, a behavior is reasoned. Much of the research on the intention-behavior relation and on the determinants of intention was made in the context of the theory of reasoned action, TRA (Ajzen&Fishbein, 1980) and the theory of planned behavior, TPB (Ajzen, 1991). They first proposed a multi-determinant model of behavior, which was largely inspired by advances in structural equation modeling. TPB, which might be seen as an improved TRA, specifies that intention is determined by an attitude towards behavior, a subjective norm and a perceived behavioral control. An attitude is conceived as beliefs about consequences of 6performing a certain behavior and evaluation of these consequences. A subjective norm is determined by normative beliefs, i.e., beliefs about an approval or a disapproval of a behavior by important others. Finally, a perceived behavioral control is defined beliefs about the existence of factors that facilitate or hinder performance of a behavior (Ajzen, 1991).

Meta-analytical studies over the years have shown that TRA and TPB models explain on average between 40% and 50% of the variance in intention, and between 19% and 38% of the variance in behavior (Sutton, 1998). Undoubtedly, 60% to 80% of the unexplained variance leaves room for improvement. Whether such an amount of uncertainty is a lot or not is open to discussion. What is certain, however, is that linear relation between attitudes and behaviors is far from perfect,

even if the most proximal attitudes such as intentions are considered. Some researchers have accepted the moderate strength of an attitude-behavior relation arguing that many other relationships in social psychology are not more sizeable (Wallace *et al.*, 2005).It must be argued that this is a rather weak line of argumentation, especially if we are not exclusively interested in explaining behavior but also in predicting. Some theorists point to another more fundamental issue related to predicting behaviors from intentions. For example, Greve (2001) questions whether intentions can be verified as causes of reasoned behaviors as in principle they are not logically independent of behaviors.

According to the deductive-nomological explanation principle, empirical research requires logical independence of causes and effects to entail meaningful empirical explanation (Popper, 2002).

According to (Ajzen, 1991, In TRA and TPB, behavior is conceived as reasoned and under volitional control, and consequently, dependent on intention). The first argument in favor of the lack of logical independence of causes and effects in these models is that intentions imply reasoned behaviors. An intention can only be identified in reference to a behavior. The second argument is that reasoned behaviors imply intentions. The identification of any reasoned behavior is only possible in recourse to an intention, by definition.

Intentions and behaviors, as defined in TRA and TPB, cannot be logically independent and as a result the question of falsifiability of these models can be raised (Fiedler, 2004). It appears that despite the significant progress that has been made in understanding an attitude-behavior relation (Wicker's (1969). the research into attitudes still lacks the solution that would firmly and formally link attitudes and behaviors (Greve, 2001).

Unfortunately, formal and logical structure of attitude theories has been rarely considered State-of-the-art research into attitudes has focused mostly on multiple determinants of behaviors and has explored variables which explain the strength of an attitude-behavior relationship. Available social-cognitive models address processes behind the performance of behaviors and neglect an attitude-behavior relation per se. There is also no coherent and formalized model to explain inconsistencies on a more specific level between verbal declarations and actions, that is, between various indicators of a general attitude. (Fiedler, 2004).

2. 3. The Power of Attitude

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

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

Allen (2004) stated that researchers should as a matter of urgency investigate some means by which desirable changes in the attitudes of teachers and students could be fostered and induced for the acceptance of physical education as an academic subject. Academic scholars may agree with the researcher that the objectives of any science curricular includes fostering favorable attitudes towards science and imparting cognitive knowledge which physical education as a science course is doing in this millennium. Physical education at the advance levels (under and post graduate levels) studies is housing specialization courses like "Sports Medicine; Exercise Physiology; Sports Equipment Technology; Sports Facilities Engineering; Human Anatomy and Physiology in Sports; Sports Management; Sports Psychology; Sports Marketing; Sport Law; Sport Insurance; among others.

After the observation of the contents of the physical education curricular, Uduk and Orunaboka (2001), asserted that consequent upon this, considerable funds and efforts have been expended on the research and development of physical education curricular, yet the level of acceptance of physical education as an academic subject is still low.

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

2.4. The Power of a Positive Attitude

People carry on an internal dialogue with their selves that continue more or less nonstop throughout their waking hours. But for many of us, much of our internal dialogue is negative which, in turn, can have negative consequences on our actions (e.g. quitting at tasks instead of persisting, becoming creatures of habit rather than trying new, unexplored things). In contrast, positive internal dialogue focuses on hope and positive outcomes. Someone with a positive attitude may acknowledge that there are some possible negative aspects to a situation, but they remain optimistic (i.e. positive) that things will turn out well. In this issue of Change Your Way to Health!. Thus, some of the known benefits of choosing to develop a positive attitude are provided, and how to go about becoming more positive in your outlook if it's not your natural tendency (www.humansolutions.ca).

- **Enjoy improved health and well-being**. In recent years, a growing body of research into 'positive psychology' has revealed the power of positive attitudes to change health and well-being. Some of the benefits of a positive attitude are: increased life span, lower rates of depression, lower levels of distress, greater resistance to the common cold, reduced risk of death from cardiovascular disease, and better coping skills during times of stress.

- **Have more energy**. Thinking negative thoughts depletes your energy reserves. Choosing positive thoughts, and letting go of the negative ones, can be self-liberating and energizing.
- **Achieve goals and realize success quicker.** There is no doubt that one of the most important keys to succeeding at reaching your goals is a positive attitude. This is because a positive attitude can open your mind to a wide variety of options, motivate you to take reasonable risks, and propel you to take action.
- **Inspire others.** People with an optimistic and 'can-do' attitude are inspiring to be around and their energy is contagious.
- **Encounter fewer difficulties along the way**. Positive, optimistic people tend to be convinced that setbacks and obstacles are temporary and they try to learn from these events rather than avoid them or complain.
- **Depend less on others for happiness**. Positive people tend to have more self-confidence and feel more at peace.
- **Keep life in perspective.** Thinking positively does not mean putting one's head in the sand, nor is it being unrealistic. A positive attitude allows us to focus on the hopefulness of a situation, rather than letting a sense of hopelessness get us down.

Anyone can learn to be a more positive thinker. If you have a tendency to be negative in your outlook, perhaps now is the time to make a change! It's important to remember we always have choices in life. We can choose to look at life negatively and see the dark side of situations, or we can choose to be positive and live a happy and fulfilling life.

Here are some suggestions on how to do that:-

- Rather than living your life on autopilot, make a conscious effort to fill your mind with positive thoughts.
- Keep a journal and at the end of the day write down all the good things that happened to you.
- Find something positive to say about everyone you meet.
- Use positive words and phrases in your internal dialogue with yourself and in spoken conversations with others. Talk about what works rather than what doesn't.

- Take action even if you aren't certain things will go well. When you challenge your fears, you build self-confidence. If things don't go well, look at the situation as a learning experience.
- Find reasons to smile more often. And if you don't have a reason to smile, try smiling anyway.
- Surround yourself with other positive people.
- Read inspiring stories and quotes.
- Learn to be more conscious of your thoughts through meditation and concentration exercises.
- Be appreciative of all that is good in your life

2.5. Attitude strength

Several researchers suggested that attitudes vary in their degree of "strength", "centrality", or "crystallization" (Petty & Krosnick, 1995). Empirically, these concepts have been difficult to operationalize and researchers have used a variety of indicators to assess attitude strength, including the intensity of respondents' feelings about the object, the certainty with which they report holding the attitude, or the importance they ascribe to it. Unfortunately, the various measures of attitude strength are only weakly related to one another (Krosnick & Abelson, 1992) and reports of attitude strength are themselves context dependent (Haddock, 2000). Moreover, the widely shared hypothesis that context effects in attitude measurement "are greater in the case of weaker attitudes has clearly been disconfirmed" (Krosnick & Abelson, 1992). In the most comprehensive test of this hypothesis, based on more than a dozen experiments and different measures of attitude strength found no support for it, (Krosnick and Schuman (1988).

On the other hand, attitude strength has proved important in other domains of research. Most importantly, strongly held attitudes have been found to be more stable over time and less likely to change in response to persuasive messages. Moreover, they are better predictors of behavior than weak attitudes. Again, however, a construal approach allows for the same predictions. To the extent that we are likely to think more, and more often, about topics that are important to us, a larger amount of information would be chronically accessible. Increased chronic accessibility of a larger amount of information, in turn, would decrease the likelihood of arriving at a different

judgment when a few new pieces of information are added to the representation in response to a persuasive message. Similarly, the reflection that the processes underlying reports of "strong" attitudes differ from the processes underlying reports of "weak" attitudes. (Krosnick& Abelson, 1992).

2.6 The Expression of Attitudes

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

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

The negative attitude persists long after the removal of threat. For instance, even though the Soviet Union no longer poses a threat, we continue to build large bombers designed to penetrate their air defense. Thus, Katz' typology works better as a framework for attitude formation than as a framework for attitude change. The knowledge function allows people to understand how objects are organized in their environment, and facilitates cognitive consistency. Attitudes provide an inner framework for organizing the environment, allowing simplification of incoming stimuli, and enhancing perceptual accuracy. Greater perceptual accuracy results in better reality testing, that is, a better fit between the external environment and a person's internal representation of that environment. An accurate internal representation of the external environment allows us to make accurate predictions about the behavior of objects, enabling greater control of the environment. A knowledge orientation towards an object will lead an individual to enthusiastically process information regarding the object, and pay attention to messages regarding the object. An attitude that serves a knowledge function should result in what Kelman calls a content orientation towards the attitude object (Armitage& Conner, 1986)

In fact, Petty and Cacioppo (1986), see this function as the driving force behind the formation and change of attitudes. The (instrumental) adjustment function allows people to adapt to their social environment, selecting behaviors that will result in maximum reward. An attitude that serves a social adjustment function should result in what Kelman calls a person or source orientation towards the object.

The ego-defensive function allows people to protect their self-concept by avoiding internal or external conflict through ego-defense mechanisms. Katz' concept of ego-defense is broader than Smith's concept of externalization. The ego-defense mechanisms considered by Katz include other defenses, such as repression, denial, identification with the aggressor, and reaction formation, in addition to projection (externalization). The concept of ego defense can be explained using Schwarz (1999) psychoanalytic theory of attitudes; a motive is an inner stimulus in a person's mental life that is either conscious or unconscious. Tension between conflicts is resolved, as suggested by various consistency theories, if the motives do not evoke intolerable fear. Motives that evoke intolerable fear threaten the ego and are kept from consciousness by ego defense mechanisms.

The ego is a configuration of perceptual and motor skills. Its purpose is to reduce tension caused by motivation. It is a mental construct that develops as the person develops.

If a person does not defend the ego, it loses its perceptual function, and the person may lose consciousness and faint. Attitudes may develop to facilitate the perceptual obliteration of the stimulus that is producing the intolerable fear. This attitude performs an ego defense function. The intolerable fear may come from an internal stimulus or from an external stimulus. Ego defense varies as to whether the threatening stimulus is internal or external in origin. There are three defenses against internal threats. First, repression occurs when people forget their anxiety providing motive. Second, projectionis the attribution of unacceptable motives to others, where people attribute their own inferiority or guilt to others so that it is the others who appear inferior. And third, reaction formation, people cover up their unacceptable feelings toward others by acting in a manner opposite to the way that they really feel (Hagger *et al.,* 2002).

There are two defenses against external threats. The first is denial --the failure to perceive threatening circumstances; the person refuses to admit the existence of the danger. The second is identification with aggressor-- adopting the attitudes or behavior of the threatening person; the person becomes less able to view the aggressor as separate from or different from the self. Katz claims that attitudes may also serve a value-expressive function. As part of defining who we are, we let others know what our values are. The expression of our values bolsters the ego and reaffirms the self. The word "value" in the label of this function implies something more than the mere expression of attitudes, however. The expression of values, as opposed to attitudes, indicates that the speaker holds attitudes that are value-consistent, that is, derived from a person's value system (Subramaniam and Silverman, 2000)

According to Ledyard (1995), value expression is related to cognitive consistency. In fact, one might argue that it is cognitive consistency that drives this function, as much as the feedback a person receives for expressing the value. Katz did not effectively distinguish between value-expression and value-consistency. In fact, a person may have different reasons for holding an attitude than for expressing an attitude.

A person can hold an attitude because it is value consistent, and still not express that attitude. Suppose that Tabatha values nature, is proud of her womanly virtues, believes in the power of

the goddess, and so on. As a consequence, she may have a positive attitude toward witches – the ones who do holistic healing and the like, not the ones that cast evil spells. Witches, after all, emissaries of the goddess. Her attitude towards witches is value-consistent. Yet she might not express that value when she is around her Catholic boyfriend Sean. Perhaps because she fears that he will envision her head spinning around and around as in the movie "The Exorcist".

Conversely, a person might express an attitude for reasons of social adjustment even though they do not hold that attitude, even if it might be value-consistent to do so. Suppose that on his first date with Tabetha, Sean decided that she was the woman of his dreams. As they were moving from topic to topic, exploring areas of common interest, they stumbled onto birth control. This was potentially awkward topic for their first date, particularly since the situation was charged with animal magnetism. Tabetha expressed a positive attitude toward birth control. Not wanting to put a damper on the fire of passion licking at their possibility for eternal bliss, Sean said he too was pro contraception – even though he knew it was against church policy to say so. His "confession" to Tabetha was attitude-expressive, but not value-inconsistent (Hagger et al., 2002).

It is preferred that the term value-consistent to describe Katz (1960)' fourth function of attitudes. value consistency can be viewed as a form of cognitive consistency. As it is noted, cognitive consistency is an aspect of knowledge function. Thus it is likely to go back to three major functions of attitudes, and Katz' terminology appears to be more descriptive than Smith's original terms. Thus, the work of Smith and Katz yield three major functions of attitudes: knowledge, instrumental adjustment, and ego-defense. If it is put the concept of attitude expression into the model, then there are six possibilities, as shown in Table 1.

Table 1. Attitude functions by the decision to hold and express an attitude

Attitude Function	Hold Attitude	Express Attitude
Knowledge	*Yes or No*	*Yes or No*
Instrumental Adjustment	*Yes or No*	*Yes or No*
Ego-Defense	*Yes or No*	*Yes or No*

Assume, for the moment, that attitudes are formed on the basis of knowledge, social adjustment, and ego-defense. The Smith-Katz typology suggest that their functions operate on an on or off basis. That is, they treat their functions as dichotomies. There is also the implication that the functions may be mutually exclusive. It is believed that functions are neither dichotomous nor mutually exclusive. Instead, one or more functions provide the motivation for holding a particular attitude, to a greater or lesser degree.

2.6.1. Knowledge

Petty and Cacioppo (1986) have argued that people are driven to hold the correct attitude toward objects in their environment. They imply that the main motivation a person has for holding an attitude is to better understand their world.

Petty and Cacioppo (1984) popularized the Need for Cognition (NC) Scale. Need for Cognition is a personality trait that cuts across persuasion topics. But this overall motivation to hold the correct attitude – the need to be right, may vary from topic to topic, depending on how personally relevant the issue is to a person. For this reason, Petty and Cacioppo have stressed the importance of personal relevance in their research. The general trait of NC influences the specific state issue involvement. Both NC and issue involvement should influence the motivation to be right on topic. Knowledge, sometimes called accumulated information, provides a person with an internal representation of reality.

2.6.2. Defense of the Ego

The degree to which a person takes an ego orientation toward an attitude is what is sometimes called the person's ego-involvement with the attitude (Cook and Campbell 1979). The more ego-involved a person is with an attitude, the less likely they will give in to a counter attitudinal attitude on the topic. That is, ego-defensiveness inhibits attitude change. A cognitive consistency orientation will exert downward pressure on attitudes, from more general attitudes to more specific attitudes. At the root of such a consistency effect is often a value. For example, a person might have a negative attitude toward war. This global attitude could exert strong pressure on more specific attitudes, such as the person's attitude toward the war in Yugoslavia. The amount

of this downward pressure would vary from individual to individual, depending in part on the person's degree of dogmatism (Epstein, 1983).

2.6.3. Social Adjustment

A person's social adjustment orientation will exert influence on their attitudes that are based on personal relationships. To the degree that a person values a relationship with a source, source likability will influence the receivers' attitude if there is a difference between the position advocated by the source, and the pre message position of the receive (Kashima *et al.,* 2000).

2.7. Attitude Formation

Major findings in attitude formation and change involving both processing modes are reviewed and modeled from a connectionist perspective. We use auto associative network architecture with a linear activation update and the delta learning algorithm for adjusting the connection weights. The network is applied to well-known experiments involving deliberative attitude formation, as well as the use of heuristics of length, consensus, expertise, and mood. All these empirical phenomena are successfully reproduced in the simulations. Moreover, the proposed model is shown to be consistent with algebraic models of attitude formation (Fishbein & Ajzen, 1975).

Evaluations of our environment are a ubiquitous aspect of human life. Attitudes pervade our thinking because they provide valenced summaries of favorable and unfavorable objects and organisms and so serve as a behavioral guide to approach or avoid them. Without such spontaneous guidance by our evaluations, survival in a complex and, sometimes, threatening world would be impossible. Social psychologists have made substantial progress in the understanding of attitudes. Most definitions proposed in the literature point to the notion that an attitude involves the categorization of an object along an evaluative dimension (Chung & Phillips, 2002).

In an extensive overview of theorizing and research Eagly and Chaiken (1993), defined an attitude as "a psychological tendency that is expressed by evaluating a particular entity with some degree of favor or disfavor. "Attitudes are stored in memory, where they persist over time

and from where they "become active automatically on the mere presence or mention of the object in the environment" (Bargh *et al.*, 1992).

After being activated, they provide a ready aid for interaction while at the same time freeing the person from deliberative processes. Furthermore, they aid in a coherent interpretation of the environment by biasing our preferences in a congruent manner (Schuette& Fazio, 1995). How do attitudes reside in memory? Perhaps the most prominent view is that attitudes are stored in memory in the form of object–evaluation associations.

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

As stated by (Chaiken *et al.,* 1999), attitudes are represented in memory not only as mere object-evaluation linkages but also in a more complex, structural form wherein cognitive, affective and behavioral associations also appear as object-association linkages …. When such linkages are many …, or when such linkages are evaluative consistent …, attitudes are stronger and thus manifest greater persistence, resistance to change and predictability over behavior.

Eiser *et al.*, (2003) that "attitude theorists have tended to make relatively little use of paradigms developed in other areas of learning research. …The time is ripe for renewed analysis of the learning processes underlying the acquisition of attitudes".

There are several important characteristics that make connectionist approaches superior to earlier attitude models (for an accessible introduction to connectionist networks, McLeod *et al.* 1998). First, a key difference is that the connectionist architecture and processing mechanisms are based on analogies with properties of the human brain. This allows a view of the mind as an adaptive

learning mechanism that develops accurate mental representations of the world. Learning is modeled as a process of online adaptation of existing knowledge to novel information provided by the environment. Specifically, the network changes the weights of the connections with the attitude object so as to better represent the accumulated history of co-occurrences between objects and their attributes and evaluations. Most traditional algebraic and associative models in social psychology (Fishbein&Ajzen, 1975), in contrast, are incapable of learning. In many algebraic models, attitudes are not stored somewhere in memory so that, in principle, they need to be reconstructed from their constituent components (i.e., attributes) every time an attitude is accessed (Anderson, 1971).

Earlier associative models proposed in social psychology, can only spread activation along associations but provide no mechanism to update the weights of these associations. This lack of a learning mechanism in earlier models is a significant restriction. In connectionist models, retrieval and judgment is also reconstructive in the sense that activation spreading along the object– valence association is needed to reactivate the evaluation associated with the attitude. However, this involves dramatically less computational steps than retrieving all constituent attributes and their evaluations, and computing some sort of algebraic integration of it (Fishbein & Ajzen, 1975).

The present approach is consistent with the idea that strong attitudes are stored in object–valence associations that are easily accessible, whereas weak attitudes are stored in weaker associations and are therefore more susceptible to salient temporary information and context effects. Interestingly, the ability to learn incrementally puts connectionist models in broad agreement with developmental and evolutionary constraints. Second, connectionist models assume that the development of internal representations and the processing of these representations are done in parallel by simple and highly interconnected units, contrary to traditional models where the processing is inherently sequential. As a result, these systems do not need a central executive, which eliminates the requirement of central and deliberative processing of attitude information. Although many attitude theories assume that simple object associations are learned implicitly through conditioning (Fishbein&Ajzen, 1975) or heuristic processing (Chaiken, 1987), the process by which the different evaluative reactions to a stimulus are integrated in an overall attitude is often left vague and couched in verbal terms only. At most, the outcome of this

integration is described in an algebraic formula, without specifying the underlying mental mechanism. Given that a supervisory executive is superfluous in a connectionist approach, this suggests that much of the information processing in attitude formation is often implicit and automatic without recourse to explicit conscious reasoning. This does not, of course, prevent people from being aware of the outcome of these preconscious processes. In addition, based on the principle that activation in a network spreads automatically to related concepts and so influences their processing, connectionist models exhibit emergent properties such as pattern completion and generalization, (Smith, 1996), which are potentially useful mechanisms for an account of the biasing effect of attitudes on the interpretation of the environment.

Finally, connectionist networks have a degree of neurological plausibility that is generally absent in previous algebraic approaches to information integration and storage (Anderson, 1981). They provide insight into lower levels of human mental processes beyond what is immediately perceptible or intuitively plausible although they go not so deep as to describe real neural functioning. Drawing on Marr's (1982) notion of levels of information processing (Kashima &Kerekes, 1994), algebraic models are regarded the computational level of human reasoning, which simply describes input–output relationships; connectionist models attempt to mimic psychological processes, and therefore are considered the algorithmic level; and models that describe neural circuitry and processing that implements mental processes are regarded as the implementational level.

Thus, although it is true that connectionist models are highly simplified versions of real neural functioning and only describe the algorithmic level of mental thinking, it is commonly assumed that they reveal a number of emergent processing properties that real human brains also exhibit. One of these emergent properties is that there is no clear separation between memory and processing as there is in traditional models. Connectionist models naturally integrate long-term memory (i.e., connection weights) and short-term memory (i.e., internal activation) with outside information (i.e., external activation). In addition, recent concerns of the biological implementation of evaluative reactions have started to emerge and this implementational level of analysis will certainly help to improve our understanding of the cognitive and emotional mechanisms underlying attitude formation. (Adolphs & Damasio, 2001)

Early attempts to identify the origins of attitudes focused on the needs or functions that attitudes may serve. Thus, attitudes were assumed to have instrumental or utilization functions (helping people attain rewards and avoid punishments); knowledge functions (organizing and simplifying people's experiences); expensive functions (enabling emotional release); and ego-defensive functions (protecting and enhancing the self). Although it generated considerable interest, the functional approach to attitudes has been of limited practical value. Its limitations can be traced impart to a built-in circularity of rising: by inferring attitude related needs from the attitudes people are known to hold, then it is possible to use these inferred needs to explain the observed attitudes. Defining attitude as an implicit, evaluative response to a stimulus, behaviorally oriented social psychologists have used principles of classical conditioning to describe and explain attitude formation. Conditioned stimulus-a repeated and systematic association between the attitude object and unconditioned stimulus-a positively or negatively valued event is assumed to produce a favorable or unfavorable affective reaction (attitude) to the object. Although a general trend toward cognitive or information processing explanations of social behavior has brought a concomitant decline in the importance accorded to needs and automatic conditioning processes, stress is now placed on the role of information as a basis of attitude formation. Thus, this view, beliefs-representing peoples subjective knowledge about themselves and their world are the primary determinants of attitudes. Each belief links the attitude object to a positively or negatively valued attitude: thus smoking (the object) causes lung cancer (the attribute) (Campbell, 1963).

Generally speaking the greater the number of beliefs that associate with positive attributes and the smaller the number of beliefs that associate it with negative attributes, the more the favorable the resultant attitude toward the object. In addition; in an influential early formulation, Allport (1935), listed four conditions for the formation of attitudes: -

- **Integration:** - The integration of numerous specific responses with in an organized structure
- **Differentiation:** - The differentiation of more specification patterns and conceptual systems from primordial, non-specific attitudes of approach and withdrawal
- **Trauma:** - involving a compulsive organization of the mental field following single intense emotional experience, and

- **Imitation:** - the adaption of attitudes by imitation of parents, teachers, or pears.

Even though the above categories variously emphasize different aspects of attitudinal learning, such as its gradualness or suddenness, the emotional intensity of the leaning experience, and the informational basis on which attitudes are acquired, regarding attitudes are a special case of the more general category acquired behavioral dispositions, Campbell (1963) focuses on the problem of informational basis and proposes six different ways of acquiring the information up on which such dispositions are based: -

- Trial and error blindly
- General perception
- Perceptions of others responses
- Perception of the outcomes of others explorations
- Verbal instructions relevant to behavior
- Verbal instructions about objects' characteristics

Although these represent varying degrees of efficiency, Campbell argues that dispositions acquired by these different modes are psychologically equivalent: and that the several modes combine additively to result in stronger dispositions.

2.8. How attitude changes

According to professionals working in the field of advertisement or advertisings each of these celebrity endorsements is" a carefully selected match between the product and the individual chosen to represent it. It is not just a matter of finding a well-known celebrity; the person must also be believable, trust worthy, and representative of the qualities that advertisers want their particular product to project.(Chapman and Robbins.1990).

According to most psychological research, there has been a considerable factors which are likely to be most successful in persuasion: -

a. Source of the message: - The individual who delivers a persuasive message has a major impact on the effectiveness of that message .Chaiken, (1987).Communicators who are both physically and socially attractive seem to produce greater attitude change Fosterling (1989).Moreover, the expertise and trustworthiness of a communicator are reheated to the impact of a message except in situations in which the communicator are relied is believed to have an ulterior motive. If a prestigious communicator seems to be benefiting from persuading others, the message may be discontinued. Canli*et al.* 1978).

For example, a prestigious scientist who argues in favor of opening a nuclear power plant would generally be a particularly influential source, unless it is revealed that the scientist owns stock in power plant and stands to benefit financially from its opening.

b. Characteristics of the message: - As one expects, it is not just who delivers a message but what the messages are like that affects attitude and behavior change. One-sided arguments-in, which only the communicator's side is presented, are probably best if the communicator's message is initially viewed favorably by the audience. But it the audience receives a message presenting an unpopular viewed point, two-sided messages, which include both the communicator's position and the one he or she is arguing against are more effective, probably because they are seen as more precise and thoughtful (Kruglanski and Thompson 1999).

In addition, fear –producing messages ("if you don't practice safer sex, you will get Aids") are generally effective, although not always. For instance n the fear aroused is too strong; messages may evoke people's defense mechanisms and may be ignored. In such cases, fear appearly work best if they include precise recommendations for actions to avoid danger (Kashima and Kerekes1994).

C. Characteristics of the Recipient: - Once a message has been communicated, the characteristics of the audience determine whether the message will be accepted. For example, one might expect that recipients' intelligence would be related to their persuasibility and it is although the relationship is complex. High intelligence might be expected to both aid and hinder persuasion because higher intelligence enables people to understand a message better and later

recall it move easily, hence persuasion would be more likely. On the other hand, higher intelligence is associated with greater knowledge about a subject and more confidence in one's own opinions, and so messages of opposing viewpoints would be more likely to be rejected. The weight of the research carried out on the question suggests that those who are of high intelligence are more resistant to persuasion than those of lower intelligence. (Kunda and Thagard 1996).

2.9. Measurement of Attitudes

Morgan and et al, (1986) point out the many point techniques that range from simple to complex are in current use to measure attitudes. They further explain that the selection the method measurement depend on the purpose of doing measurement. According to the purpose, one can use different techniques to measure an individual's attitude toward an attitudinal object (warren and Johoda 1973). But according to Londgren (1973), measuring an attitude by asking individuals is an easier and a more efficient technique of data collection.

According to Morgan and *et al.,* (1986), the most common method of measuring and by expressing their personal evaluation. Thus, this method includes expression of preference to an interviewer and writing an evaluation of something on a questionnaire. Through this method or technique, attitude is measured by asking individuals such kinds of questions that can show how they respond toward an attitudinal object. Based on this technique, It is also further reported that "attitudes are measured by an attitude item" that is, questions or statements an individual responds and "a format for the response."

Lindgren (1993), defines the phrase "a format for the response" as"- the direction of attitude being expressed" or "intensity or strength of an attitude being expressed". However, self-report method of measuring attitudes seems to have its own drawbacks. One of those drawbacks is the problem of willingness and ability of respondents to express their attitudes (Morgan and *et al.*, 1986). It is also further pointed that in order to solve this problem; scientists have sought indirect behavioral measure of attitude. In general, due to its drawbacks, it is difficult to rely completely on a single self-report technique of measuring attitude. Hence, as papilla (1985) suggests it

would be advisable to use different techniques to measure an individual attitude towards the object of attitude, many schools believes that measuring attitude by asking individuals is an easier and a more efficient technique of data collection.

2.10. The Importance of health and physical education to a Complete Education

According to the National Association for Sport and Physical Education (2001), Physical education plays a critical role in educating the whole student. Research supports the importance of movement in educating both mind and body. Physical education contributes directly to development of physical competence and fitness. It also helps students to make informed choices and understand the value of leading a physically active lifestyle. The benefits of physical education can affect both academic learning and physical activity patterns of students. The healthy, physically active student is more likely to be academically motivated, alert, and successful. In the preschool and primary years, active play may be positively related to motor abilities and cognitive development. As children grow older and enter adolescence, physical activity may enhance the development of a positive self-concept as well as the ability to pursue intellectual, social and emotional challenges. Throughout the school years, quality physical education can promote social, cooperative and problem solving competencies. Quality physical education programs in our nation's schools are essential in developing motor skills, physical fitness and understanding of concepts that foster lifelong healthy lifestyles.

2.10.1. Physical Benefits

Physical education is unique to the school curriculum as the only program that provides students with opportunities to learn motor skills develop fitness and gain understanding about physical activity. Physical benefits gained from physical activity include: disease prevention, safety and injury avoidance, decreased morbidity and premature mortality, and increased mental health. The physical education program is the place where students learn about all of the benefits gained from being physically active as well as the skills and knowledge to incorporate safe, satisfying physical activity into their lives.(Barton and *et al.*, 1999).

High school students become increasingly more independent as their daily lives become more complex and diversified. High school students begin to make decisions and choices in taking increased responsibility for themselves. Quality high school physical education programs provide students conceptual and practical understanding of: 1) health-related physical fitness, and 2) how to maintain a health-related level of physical fitness. Physical education plays a vital part in helping high school students maintain and refine the skills and knowledge needed to select physical activities to use throughout their lives (Evans *et al.,* 1987).

2.10.2. Cognitive Benefits

Children learn through a variety of modalities (e.g., visual, auditory, tactile, physical). Teaching academic concepts through the physical modality may nurture children's kinesthetic intelligence. Academic constructs have greater meaning for children when they are taught across the three realms of learning, including the cognitive, affective and psychomotor domains. Greater depth and relevance can be achieved when the subject matter constructs are related to each domain of learning. Research has demonstrated that children engaged in daily physical education show superior motor fitness, academic performance, and attitude towards school versus their counterparts who did not participate in daily physical education. Physical education learning experiences also offer a unique opportunity for problem solving, self-expression, socialization, and conflict resolution (Pate *et al*., 1999).

During the high school years students should be given more in-depth learning opportunities so they can understand the mechanical, physiological and social-psychological aspects of physical activity. High school students' growing ability to compare and contrast, analyze, and synthesize information enables them to apply movement principles in new and meaningful ways. Students can more fully understand the role of physical activity in preventive health and analyze the pros and cons of various types of physical activity in lifelong health (Keays and Allison 1995).

2.10.3. Affective Benefits

Physical competence builds self-esteem. Quality physical education programs enhance the development of both competence and confidence in performing motor skills. Attitudes, habits, and perceptions are critical prerequisites for persistent participation in physical activity.

Appropriate levels of health-related fitness enhance feelings of wellbeing and efficacy. During this phase of development, students begin to select activities based more on personal interests. Other factors affecting students' choices of physical activity may be their level of health-related physical fitness, body type, geographical location, and socio-economic group or circle of peers. Physical education programs must continue to enhance students' fitness development and offer an array of activities from which students can select Attitudes, habits, and perceptions are critical prerequisites for persistent participation in physical activities. To help students achieve self-realization through physical activity, the physical education program can guide student choices and help them become self-directed in the selection of activities that are satisfying. The importance of commitment and dedication in achieving success may be emphasized in physical education. Physical activity habits and preferences are not static, but are continually in a state of flux throughout one's lifetime. High school is a time when students can establish habits and attitudes about the role physical activity will play in their lifetime. This is the time for students to explore their preferences related to physical activity and perhaps specialize based on abilities and interest (Gruber, 1985).

2.10.4. Importance of Physical Activity on Improving the Quality of Life

Regular physical activity improves functional status and limits disability during the middle and later adult years. Physical activity contributes to quality of life, psychological health, and the ability to meet physical work demands. Physical education can serve as a vehicle for helping students to develop the knowledge, attitudes, motor skills, behavioral skills, and confidence needed to adopt and maintain physically active lifestyles (Rink, 1998).

The outcomes of a quality physical education program include the development of students' physical competence, health-related fitness, self-esteem, and overall enjoyment of physical activity. These outcomes enable students to make informed decisions and choices about leading a physically active lifestyle. In early years children derive pleasure from movement sensations and experience challenge and joy as they sense a growing competence in their movement ability. Evidence suggests that the level of participation, the degree of skill, and the number of activities mastered as a child directly influences the extent to which children will continue to participate in physical activity as an adult. In early adolescence participation in physical activity provides

important opportunities for challenge, social interaction, group membership, as well as opportunities for continued personal growth in physical skill (Mohnsen, 1997).

Participation for high school students continues to provide enjoyment and challenge as young people express preferences for activities that meet their specific interests. A comprehensive, well-implemented physical education program is an essential component to the total education of students. Physical education prepares students to maintain healthy, active lifestyles and engage in enjoyable, meaningful leisure-time pursuits (Chan *et al.*, 1998).

2.11. Attitude development in physical education

One important goal of physical education is the promotion of participation in meaningful physical activity throughout one's life span. In attempting to accomplish this objective, teachers must assist their students in acquiring the necessary motor skills and knowledge pertaining to physical activity (Krosnick & Abelson, 1992).

However, the likely hood that students will continue to participate in physical activities once they have left school is strongly influenced by their attitudes towards physical activity. Students with more favorable attitudes are more likely to participate in these activities than students with less favorable attitudes. Thus fostering favorable attitudes toward physical activity is desirable outcomes of physical education programs. Teachers must not only concern with the development of attitude but also with changing negative attitudes held by some students (Higgins, 1996).

Attitude encompasses one's feelings toward a particular situation, one's likes and dislikes, and one's beliefs. Attitudes are reflected in one's behaviors specifically one's tendency in a certain manner. Positive attitudes are expressed when an individual chooses to become involved in a specific activity and seeks out opportunities to participate. Negative attitudes are evidence when an individual chooses to ignore or avoid an opportunity to participate in an activity. Attitudes are also reflected when the student is given a choice of activities and express a preference for one activity over the other or another (Bucher, 1972).

2.12. Procedures to develop desirable attitudes in physical education program.

As pointed out by (McKenzie,2003) Despite the complexity of the process of acquiring attitudes, the teacher should keep in mind that since attitudes are a learned response they can be taught so the following are some suggested procedures for developing desirable attitudes: -

- Teachers should get good examples, be good model; they should epitomize various qualities which they wish to establish in their students, including those of sportsmanship democratic outlook, and adherence to rules of cleaning. The teacher of physical education his close contact with students has considerable opportunity to be a respected leader. In any case his actions will enviably influence student attitudes either favorably or unfavorably.
- Teachers should strive for continuity and consistency of favorable student experience because attitudes often result from long accumulative experiences. If youngsters are consistently impressed with the high value and worth-wiliness of physical education, attitudes of acceptance appreciation, respect, and interest will develop .Such attitudes may lead one toward participating in physical activities for many years.
- Efforts should be made to do the best possible job of teaching skills knowledge and understanding. Research reveals that information does change attitudes and that success in motor skills increases interest in an activity. Barring the presence of dominating outside incentives which compel the student to learn despite a lack of inherent interest in the activity, favorable attitudes will a company increased insight and skill in to the learning involved.
- Provisions should be made for the individualized nature of attitudes. Differences in attitudes are likely to be far greater than physical or even skill differences among a typical high school class. By considering individual difference and striving to know and understand each student can effective work in attitude development be forth coming.
- Provisions should be made for practicing the outward acts of a desired attitude. If the program of physical education aims to promote attitudes of good sports man ship, such as applauding a good play by an opponent congratulating the winner, cheering for the opposing team at the end of a contest refraining from jeering officials, and replaying close or questionable decisions. Such procedures are likely to lead to acceptance of the worth of this conduct.

- Finally, the teacher should recognize that attitudes can be taught, i.e. teacher should be very conscious of what attitudes he wants to teach. Generally, both in planning and airing the progress of teaching and learning one should think carefully about how teaching, how students experiences how the whole environment affects attitudes.

2.13. Attitudinal Factors towards learning Health and Physical education.

Researchers in the field of Physical Education (PE) indicated that identifying and understanding the factors that are associated with children's physical activity participation are critical to the promotion of current and lifelong physical activity participation. Among many factors, the children's attitude is considered to be a key factor that influences physical activity participation (Keays and Allison, 1995).

(Blaydes and Jean, 2003), stated that attitudes are born from beliefs that one's has about him or herself and things. Attitudes shape ones' behaviors in many ways and determine ones' involvement in his or her daily activities.

Developed a theoretical framework for a rational action, their framework further explained attitudes flow come from beliefs and yield intentions and actions. While intentions are a function of two basic determinants: (a) one's personal attitude toward a behavior and (b) one's attitude toward others (i.e., peers, teacher/leader and parents. (Sallis and *etal*., 1994. The first determinant is the individual's positive or negative evaluations for performing the behavior; it just as (Stapel and Schwarz 1998) indicated: generally, with positive beliefs one will have a favorable attitude toward the object of the beliefs; otherwise one will possess an unfavorable attitude toward the object of the beliefs. The second determinant is the person's perception of social pressure to perform or not perform the behavior based on the evaluation of others. Therefore, an attitudinal consideration and a normative consideration are formed that exert different degrees of power toward influencing one's behaviors for more positive or negative responses.

According to (Strack and Martin, 1987) people express their beliefs and attitudes daily through behaviors and language. They also pointed out that in PE, obtaining students' insight into their beliefs is a critical source for understanding their attitudes and their interests and involvement toward their PE program.

Researchers indicated that children who have more positive attitudes toward physical activity are reported to be more likely to participate in physical activity outside of school and demonstrate higher physical activity levels than those with less positive attitudes. (Schwarzer, R. (2006). According to Solmon (2003), Children's characteristics and contextual factors are two major factors that are related to children's attitudes toward physical education/activity (ATPEA). Children's characteristics refer to children's age, gender and sports skill. Contextual factors include the quality of physical education programs and the accessibility of after school physical activities.

With regard to children's characteristics, elementary children are found to have more positive attitudes than secondary school children (Lee, 2004) and children's attitudes become less positive as they progress through their schooling It is also found that elementary school children express very favorable attitudes toward health, fitness, enjoyment and social interaction benefits of physical activity, but do not enjoy physical activities involving hard practice and risk-taking movements.(O'Reilly and Munakata 2000).

Lee (2004) found that the younger children possess more positive attitudes toward physical activity and show more interests toward all kinds of physical activities. However, the reliability of younger children responding to questions might need to be carefully considered due to their lower self-evaluation ability.

With regard to contextual factors, the quality of physical education programs has been reported to be a strong factor influencing children's ATPEA, (O'Reilly and Rudy2001) indicated that school children's positive attitudes are likely to be associated with enjoyment, perceived usefulness of the curriculum and a sense of belongingness.

Curriculum with situational interests, such as those requiring students to analyze and design offensive and defensive strategies, may foster students' interests in physical activity (Chen and Darst, 2001).A learning environment that promotes personal meaning is considered to be

important to the development of positive attitudes (Rink, 2006). Children are also likely to become more positive toward physical activity if they are in a learning environment that makes them comfortable and confident (Hagger *et al.*, 2002).

(Carlson (1995) indicated that students would lose interest in physical activity if the subject matter lacks challenges or the instructors repeat the same class activities without bringing fun to the children. Siedentop (2004) also argued that a multi-activity curriculum with a series of short-term units would negatively influence the attitudes of students toward physical education. In contrast found that it is difficult for students to maintain interests in traditional team sports than in individual sports or activities.

Additionally, Tannehill *et al.*, (1994) found that, if physical education in school curricula becomes a marginal status, it would have a negative impact on students' attitudes (Subramanian and Silverman, 2007). Gender difference is another factor that has been addressed in children's ATPEA research. In the studies comparing the differences of attitudes toward physical education between girls and boys by Hick *et al.*, (2001), girls were found more favorable ATPEA emphasizing aesthetics, whereas boys were found more positive ATPEA in challenging and risk-taking activities (Papaioannou, 1994).

Specifically, Greenwood and Stillwell, (2001) reported that boys demonstrated strong interests in archery, bowling, flag football and wrestling, whereas girls preferred gymnastics, softball and volleyball. Furthermore, boys were reported to have more positive attitudes than girls toward physical activities bringing them risk-taking experiences, whereas girls were more positive than boys in physical activities with beautiful and graceful movements however, (Subramanian and Silverman, 2007).did not find gender difference in attitudes between boys and girls toward physical education.With regard to children's sports/activities preferences, found that children had strong interests in basketball, bicycling, roller-skating, soccer, swimming and volleyball and had little interests in folk or square dancing, badminton, field hockey and floor hockey (Greenwood and Stillwell, 2001).

Parkhurst, (2000) conducted a study to compare the attitudes toward physical activity and physical activity levels of sixth grade children in different ethnic groups. It was founded that

African American boys possessed more positive attitudes in the ascetic sub domain than African American girls. Regardless of ethnicity, boys possessed higher physical activity levels than girls.

According to the study conducted by Subramanian and Silverman 2002 Concerning Socio-Economic Status (SES) to examine how it affects children's attitudes toward physical activity and participation in sports and physical activities. Since 1990, there has been an increase in the body of knowledge in children's ATPEA. The increased interest in this topic might be attributed to the influence of attitudes toward further participation in physical activities after school; and further participation in physical activities out of school that related to achievements in students' sport competition (Graham 1995).As Silverman and Subramanian (1999) stated that, researchers also reported that students tend to participate in physical activities continually when they perceive the activities to be fun and enjoyable.

CHAPTER THREE
RESEARCH DESIGN AND METHODOLOGY

This chapter deals with the methodology, source of data, the procedure of selecting subjects, data measuring instrument, data collection method, and data analysis procedures.

3.1. Research Design

According to Kumar, 1999, research design refers to the plan of action that links the philosophical assumptions to specific methods. Thus, survey type of descriptive method is strongly believed to be the most appropriate method to address the intended purpose of this study, "the attitude of students towards learning physical education in the case of secondary school students (Grade-12)''

3.2. Subjects of the Study

The participants of this study were some selected secondary school students; in Addis Ababa since the study was expected to investigate the aforementioned topic, it is assumed that it would be quite appropriate to get the relevant data directly from the students. Accordingly, 225 students are participated in filling the questionnaires.

Table 2. Sample students selected form some selected secondary schools in Addis Ababa.

No	Selected Secondary schools in Addis Ababa	Total number of Students in Grade 12	Selected Students from three sections(A,B &C)-15 from each section
1	Bole secondary school	400	45
2	Wondirad secondary school	350	45
3	Addis Ketema secondary school	450	45
4	Minilik secondary school	380	45
5	Balchabanebsosecondary school	370	45
6	Grand total	1950	225

Remark: of the population of Students, 225(100%) were considered in filling out of questionnaire.

3.3. Sources and methods of data collection

The major source of collecting data for this study is administration of questionnaire.

3.3.1. Instruments of Data Collection

A reliable research implement was sought to assess attitudes towards physical education. There are a number of data gathering tools which could be used to collect information on various attitudinal studies. Mackay and Mountford (1978), considered questionnaires and structured interviews to be the most appropriate methods of information gathering: There are basically two formal ways of gathering the necessary information: by a questionnaire to be completed by the learner or teacher, or by means of a structured interview. Cohen and Manion (1989) agreed and stated that a questionnaire and interviews are the most common methods of data-collection when evaluating attitudes.

Robinson (1980) also pointed out and several people advocated the administration of a questionnaire at the beginning of a course in order to estimate students' need and wants.

It is important to note here that educational researchers working in other fields of study also make similar statements relating to the collection of data on attitudes .Oppenheim (1992) for instance, stated that: There are numerous methods of data-collection in social research, from the lengthy, exploratory pilot interview, with its 'hidden agenda', to the impersonal mailed questionnaire and the analysis of documents.

It can be seen then that theorists agree that one or other or both of these methods can be used to collect data on attitudes. What must be taken into consideration, however, is that the researcher, in designing a questionnaire, must determine from the outset and the type of information which is required and ensure that the questions are structured so that the correct information is elicited. In other words, the researcher needs to know in advance what specific information he wants to elicit so that he may design his questions appropriately.

3.3.2. The questionnaire

According to Evans (1978), a questionnaire is a series of questions dealing with some psychological, social, educational, ectopic or topics, sent or given to a group of individuals, with the object of obtaining data with regard to some problems; sometimes employed for diagnostic purposes, or for assessing personality traits of secondary school students. This definition is explicit. The next consideration however was to think how to construct such a questionnaire. Clearly the construction of such a tool is a time consuming process and many weeks of planning are required.

As Oppenheim (1966) states: It is clear that questionnaire construction is by no means the first stage in carrying out a survey. Many weeks of planning, reading, design, and exploratory pilot work will be needed before any sort of specification for a questionnaire can be determined. The specification will follow directly from the operational statement of the issues to be investigated and from the design that has been adopted. The questionnaire has a job to do: its function is measurement, and the specification should state the main variables to be measured.

Cohen and Manion (1989) suggested that there are **three types** of questionnaire:

1. Mailed or postal questionnaires

2. Self-administered questionnaires

3. group-administered questionnaires

In this study, both self-administered and group-administered types were adopted for the students' questionnaire. The reason for choosing the self-and group-administered questionnaire as opposed to the mailed questionnaire (that might delay or damage the questionnaire during distribution, the need for personality of the researcher and his style of conduct could convince others to contribute to his work, but without influencing their responses and the absence of significant distance from the institution) or the interview method, for instance, was based on the following reasons:

1. By using self-administered questionnaire group-administered questionnaires, high response rates could be anticipated since the researcher could ensure that most questions were answered and that everyone would complete their questionnaire.

2. The researcher would be able to assist the respondents in understanding the questions asked.

3. Checks could be made at the questionnaire site to ensure completion of all questions.

4. The size of the sample would be assured.

Cohen and Manion (1994) were describing about leading questions: questions which are worded (or their response categories presented) in such a way as to suggest to respondents that there is only one acceptable answer. Furthermore, they suggested that the questionnaire can frustrate the respondents if it contains open-ended questions, resulting in a situation where these questions may be left unanswered because they are too demanding in terms of time and effort compared with close ended questions. Therefore the open-ended question is a less satisfactory way of eliciting information.

In establishing the weakness of questionnaires in general, these points have been taken into account in this study to make the process of answering the questions as easy as possible and to guarantee a large response. In all questions, the respondents were only required to check one response to represent their opinion. Complex structures and abbreviations were avoided to guarantee accuracy in the information. For example, the questions did not include any double negative structures which could in themselves are difficult to understand and leading questions.

Moreover, close ended questions were used and all of the questions presented for this study had five alternative items to provide the respondents with a wider choice. These five items were strongly agreed, agree, undecided, disagree and strongly disagree. Respondents were requested to choose and thick one of the above items.

An attempt was also made to ensure all questions were relevant and was related to one another this is done to ensure clarity existed throughout the questionnaire.

The questionnaire was also supported by a brief covering letter which aimed to assure the respondents about the confidentiality of their answers whilst at the same time motivating them to

answer all the questions and briefing them about the purpose of the study and its importance. In addition, it included all the necessary points such as the name and address of the researcher, confidentiality, the name and addresses of the institution in which the researcher was studying.

Although there are various reasons for the choice of a questionnaire as a research tool to obtain information, only three main reasons were considered for this investigation as indicated below.

1. The collaboration of the respondents in such an activity was easily obtainable

2. It was considered that the respondents would prefer to answer a questionnaire than deal with an interview.

3. The students could be requested to answer the questionnaires in their classroom where their teachers could ensure suitable monitoring procedures, and thereby ensure that there would be less wastage in terms of unreturned, incomplete or inaccurately filled in questionnaires.

A total of forty eight questions were intended and these are composed of two sections: I and II each section was intended to focus on a certain area to achieve an explicit purpose. Section I contained general questions which could be answered easily as recommended by Educationists. This section contained five questions (Annex 1) concerned with sex, age, place of school, type of school and academic year. The purpose of this section was to obtain background information of students attending secondary schools in Addis Ababa.

Section II consisted of forty three questions (from1-43, Annex 1) that are designed to assess students' attitudes towards Physical Education and their Physical Education teachers. These questions also addressed different issues: health, participation, enjoyment, curriculum and dissatisfaction that are related to Physical Education.

Above all, questionnaires were developed which included most of the possible factors which might influence the attitude of students towards learning physical education in Addis Ababa. A review of the relevant literatures and in depth discussions with the individuals and scholars involved, allowed a comprehensive overview of the state of attitude toward Physical Education in Addis Ababa to be completed, and suitable attitude statements to be formulated. The questionnaire covered attitude statements related to the three major components of Physical Education: the students, the teacher and the curriculum.

3.4. Pilot Test

The instruments were initially prepared by the investigator and then commented by the advisor to the extent in which the items were appropriate in securing the relevant information for the research. Based on the feedback obtained, amendments were made. Yet again, the questionnaires were examined by various experts, to avoid errors related to language, ideas, and contents and to validate the frame items.

Accordingly, based on the comments obtained, the questionnaires were restated as required. Afterward, from the whole reaffirmed questions 20 items were considered to be rated for pilot test, for ten students at Wondirad Secondary School in order to check the consistency of a test result.

In this regard, Koul (2006) pointed out that a test given to a group of students on one day should yield the same result if it is given to the same group on another day. To this effect, of several methods used to determine reliability simple mathematical and statistical tools were used.

3.5. Sampling procedure

The sample consisted of students in five secondary schools (table 2). These schools were selected randomly using lottery system from different sub cities of government secondary schools in Addis Ababa. The aim of random selection according to Bryman and Cramer (1990) is to draw out findings that can be generalized beyond the confines of those included in the study. They justified choosing such a method below: Clearly some populations can be very large and it is unlikely that all of the units in a population can be included because of the considerable time and cost that such an exercise would entail.

Table 3.Name of selected Schools, subcity and number of questionnaire distributed and returned.

Name of Schools	Sub-city	Number of questionnaires distributed	Number of questionnaires returned
Wondirad secondary school	Yeka	**45**	**38**
Bole secondary school	Bole	**45**	**40**
Addis Ketema secondary school	Addis Ketema	**45**	**40**
Minilik secondary school	**Arada**	**45**	**37**
Balchabanebso secondary school	**Ledeta**	**45**	**39**
TOTAL		**225**	**194**

NOTE: It should be noted here that the number of administered questionnaires in each schools were the same because to have representative data/information

The data were collected from March 21 to 30 /2014 during the academic year. Questionnaires were distributed to 225 students in the schools in order to obtain representative information. Three Natural science classes per school were selected. From each class fifteen students (5 top ranked students, 5 average ranked students and 5 last ranked students based on the class size) were selected purposely.

A total of **225** questionnaires were distributed, for 225 students by getting permission from the schools for the refined questionnaires to be distributed to each class. Finally, it is important to state here that at every stage of this study, the researcher was given every support needed in collecting the information. The questionnaires were delivered to the schools by the researcher to ensure that all were received and in good condition. Of the 225 questionnaires administered to students 194 (93 male and 101female respondents) was returned (table 3).

3.6. Procedures of Data collection

The researcher asked and agreed with Physical Education teachers in each school to get support in distributing and collecting the questionnaires during the process. In such a way that the role of the teachers were enormous in reading the instructions (or introductory statements) on the front of the questionnaire while the students read their own copy, and to tell the students to get the questionnaires back to the teacher (researcher) after completing the questionnaires. The questionnaires were administered in normal class conditions and were completed during a Physical Education class. The whole operation was designed to cause as little disruption and inconvenience to the class as much as possible.

The data obtained was presented and organized in the form of tables, charts, graphs, and figures and then analyzed by using simple mathematical tools and the results were discussed accordingly.

3.7. Method of data Analysis

The main objective of this part is to present the results relating to Students' attitude towards Physical Education in secondary schools (Grade twelve) in Addis Ababa. The data were organized and the Information was analyzed using excel computer software.

In addition, in this study, both qualitative and quantitative analytical procedures were employed. Thus, frequency counts, percentage, mean, standard deviation and descriptive statements were used to analyze the items of the questionnaire. Then the data were organized and presented in the form of tables and discussed accordingly as main findings.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF DATA

In this chapter the results obtained from the questionnaire and documents were described. Thus, frequency counts, percentage, mean, standard deviation and descriptive statements were used to analyze the items of the questionnaire (table 4). Then the data were organized and presented in the form of tables and discussed accordingly to illustrate certain findings which in turn would be used to give conclusion and possible recommendation.

Based on the response obtained from natural science students (Grade twelve) in sample some selected secondary schools in Addis Ababa , the characteristics of the study groups were examined considering their class rank (knowledge and awareness about physical education), not sex, age, marital status, work experience in and outside of the school.

Table 4. The data on average values of respondents response on attitudes towards physical education from selected schools in Addis Ababa.

Question	Strongly Agree	%	Agree	%	Undecided	%	Disagree	%	Strongly Disagree	%	Total number	% total	Mean	SD
1. Physical education is one of the worst lessons we have in school.	23	12	27	14	13	7	70	36	61	31	194	100	38.8	25
2. I do not go to school to do physical education but to learn more important subjects	67	35	65	34	20	10	28	14	14	7	194	100	38.8	25
3. I find the activities in physical education boring because we always do the same thing	67	35	52	27	20	10	29	15	26	13	194	100	38.8	20
4. I wish we could choose what we do in physical education	77	40	76	39	20	10	13	7	8	4	194	100	38.8	35
5. I would rather do physical education than other school subjects	25	13	39	20	18	9	54	28	58	30	194	100	38.8	17
6. Vigorous physical activity works off harmful emotional tensions	17	9	20	10	10	5	77	40	70	36	194	100	38.8	32
7.Physical education does not need academic requirements as other subjects do	52	27	48	25	23	12	40	21	31	16	194	100	38.8	12
8. A curriculum which does not include physical education does not offer a complete education	56	29	68	35	24	12	32	16	14	7	194	100	38.8	23
9. I will make physical education as major field of study if I get a chance in the college or university	10	5	17	9	8	4	74	38	85	44	194	100	38.8	38
10.Physical education is good because it keeps you fit and healthy	126	65	59	30	2	1	4	2	3	2	194	100	38.8	54
11.Physical education makes important contributions to mental health	104	54	73	38	7	4	6	3	4	2	194	100	38.8	47
12. Physical education offers training for leadership	80	41	75	39	22	11	12	6	5	3	194	100	38.8	36

Question	Strongly Agree	%	Agree	%	Undecided	%	Disagree	%	Strongly Disagree	%	Total number	% total	Mean	SD
13. There are many opportunities for the development of moral and ethical conduct in physical education	69	36	63	32	14	7	25	13	23	12	194	100	38.8	25
14. Physical education activities provide opportunities for satisfying social Experiences	66	34	116	60	8	4	4	2	0	0	194	100	38.8	51
15. Physical education should be a requirement from elementary school through high school	75	39	67	35	14	7	16	8	22	11	194	100	38.8	30
16. Physical education is one of the best lessons we have in school.	12	6	33	17	23	12	62	32	64	33	194	100	38.8	23
17. Most girls and boys do not enjoy physical education classes	13	7	9	5	16	8	82	42	74	38	194	100	38.8	36
18. There are a large variety of interesting activities offered in the physical education programme	24	12	16	8	20	10	63	32	71	37	194	100	38.8	26
19. Working together in physical education activities gives people a better understanding of each other	65	34	101	52	14	7	10	5	4	2	194	100	38.8	42
20. More time should be given to physical education lessons	109	56	49	25	17	9	4	2	15	8	194	100	38.8	43
21.Physical education makes a valuable contribution towards building up reserves of strength and stamina for everyday living	71	37	65	34	21	11	26	13	11	6	194	100	38.8	27
22. I like physical education because if you are good enough you Can get into the school team	64	33	83	43	15	8	26	13	6	3	194	100	38.8	33
23. I like physical education because I can compete against my friends	51	26	89	46	18	9	33	17	3	2	194	100	38.8	33
24. There is something interesting for every-one in physical education	51	26	96	49	26	13	16	8	5	3	194	100	38.8	36
25. I hate getting muddy in games	12	6	17	9	15	8	78	40	72	37	194	100	38.8	33
26. Sometimes I pretend to be ill so that I do not have to do physical education and games	11	6	5	3	19	10	70	36	89	46	194	100	38.8	38
27. Even when I do not feel well, I do not want to miss physical education and games	64	33	58	30	25	13	32	16	15	8	194	100	38.8	21
28. I like doing physical education and games because they are fun	79	41	86	44	7	4	15	8	7	4	194	100	38.8	40
29. I prefer physical exercises which have beauty in movement such as gymnastics	92	47	66	34	9	5	11	6	16	8	194	100	38.8	38
30. I do not like playing games because they are too rough.	10	5	18	9	20	10	77	40	69	36	194	100	38.8	32
31. Physical education is not important because it does not lead to a job.	88	45	83	43	5	3	14	7	4	2	194	100	38.8	43
32. My physical education teacher does not control the class properly..	80	41	71	37	19	10	16	8	8	4	194	100	38.8	34
33. My physical education teacher uses different teaching aids.	35	18	40	21	20	10	45	23	54	28	194	100	38.8	13
34. My physical education teacher does not encourage me to learn health and physical education	84	43	77	40	20	10	8	4	5	3	194	100	38.8	39
35. Girls should develop their physical abilities to the highest level.	92	47	78	40	6	3	10	5	8	4	194	100	38.8	42

Question	Strongly Agree	%	Agree	%	Undecided	%	Disagree	%	Strongly Disagree	%	Total number	% total	Mean	SD
36. Physical activities are valuable for maintaining health.	120	62	54	28	15	8	5	3	0	0	194	100	38.8	50
37. Physical fitness is a most important aspect of life	116	60	60	31	6	3	6	3	6	3	194	100	38.8	49
38.Participation in physical activities is essential for all of us	126	65	50	26	18	9	0	0	0	0	194	100	38.8	53
39. My physical education teacher does not treat clever students in physical education.	15	8	25	13	17	9	64	33	73	38	194	100	38.8	28
40. Physical education teachers are only concerned with muscle building	100	52	70	36	3	2	16	8	5	3	194	100	38.8	44
41. I like my physical education teacher	15	8	18	9	10	5	87	45	64	33	194	100	38.8	35
42. Only the good pupils are picked for a school team by the physical education teacher	90	46	67	35	12	6	15	8	10	5	194	100	38.8	37
43. The physical education teacher should offer extra activities for all Students	69	36	71	37	25	13	18	9	11	6	194	100	38.8	29

4.1. Main findings and discussions

The results in this chapter are presented and discussed by categorizing some related questions together for the ease of understanding as follows.

1. Student's Attitudes towards Physical Education with reference to Health.
2. Students' Attitudes towards Physical Education in relation to Participation.
3. Students' attitudes towards Physical Education in relation to enjoyment.
4. Students' Attitudes towards Physical Education with reference to the Curriculum.
5. Students' Attitudes towards Physical Education with reference to Dissatisfaction.
6. Students' Attitudes with respect to their Physical Education Teachers.

4.1.1. Respondents response on their attitudes towards to Physical Education with reference to Health.

This section deals with the analysis of the students' attitudes towards Physical Education in relation to health. The six questions which are related with health were considered all together and the results are presented in (table 5) and discussed accordingly.

Table 5. Results showing Student's Attitudes towards Physical Education with reference to Health.

Statements	Str. Agree	Agree.	Undecided.	Disagree.	Str Disagree	Total nu &total %	Mean	S.D
6. Vigorous physical activity works off harmful emotional tensions	17 9%	20 10%	10 5%	77 40%	70 36%	194 100%	38.8	32
10.Physical education is good because it keeps you fit and healthy	126 65%	59 30%	2 1%	4 2%	3 2%	194 100%	38.8	54
11.Physical education makes important contributions to mental health	104 54%	73 38%	7 4%	6 3%	4 2%	194 100%	38.8	47
21.Physical education makes a valuable contribution towards building up reserves of strength and stamina for everyday living	71 37%	65 34%	21 11%	26 13%	11 6%	194 100%	38.8	27
36. Physical activities are valuable for maintaining health.	120 62%	54 28%	15 8%	5 3%	0	194 100%	38.8	50
37. Physical fitness is a most important aspect of life	116 60%	60 31%	6 3%	6 3%	6 3%	194 100%	38.8	49
38.Participation in physical activities is essential for all of us	126 65%	50 26%	18 9%	0	0	194 100%	38.8	53

It is particularly interesting at this stage to note the differences in the students' attitudes to the role of Physical Education in relation to physical, mental and emotional well-being, in most of the items indicated above. More interestingly, respondents replied on physical education is good because it keeps you fit and healthy and Participation in physical activities is essential for all of us showed highly significant variation. However, it appeared that they do not value emotional well-being as highly as their mental or physical well-being as the standard deviation is not significantly different from the mean.

4.1.2. Respondents response on their attitudes in relation to Participation.

The results and analysis of the respondents attitudes towards Physical Education in relation to participation were summarized as follows (table 6).

Table 6. Results indicating students' Attitudes towards Physical Education in relation to Participation.

Statements	Str Agree	Agree	Undecided	Disagree	Str Disagree	Total number &%	Mean	S.D
12. Physical education offers training for leadership	80 41%	75 39%	22 11%	12 6%	5 3%	194 100%	38.8	36
13. There are many opportunities for the development of moral and ethical conduct in physical education	69 36%	63 32%	14 7%	25 13%	23 12%	194 100%	38.8	25
14. Physical education activities provide opportunities for satisfying social Experiences	66 34%	116 60%	8 4%	4 2%	0	194 100%	38.8	51
19. Working together in physical education activities gives people a better understanding of each other	65 34%	101 52%	14 7%	10 5%	4 2%	194 100%	38.8	42
35. Girls should develop their physical abilities to the highest level.	92 47%	78 40%	6 3%	10 5%	8 4%	194 100%	38.8	42

As it is noticed from (table 6) that students have positive attitudes towards physical education with reference to participation. There would appear to be considerable agreement that physical education contributes positively to improving relationships and training for leadership. But there is disagreement in that Physical education activities provide opportunities for satisfying social experiences and the presence of many opportunities for the development of moral and ethical conduct in physical education.

4.1.3. Respondents response on their attitudes in relation to enjoyment.

The results and analysis of the respondents attitudes towards Physical Education in relation to enjoyment were summarized as follows (table 7).

Table 7. Results showing students attitudes towards physical education in relation to enjoyment.

Statements	Str .Agree	Agree	Undecided	Disagree	Str Disagree	Total nu.&%	Mean	S.D
22. I like physical education because if you are good enough you Can get into the school team	64 33%	83 43%	15 8%	26 13%	6 3%	194 100%	38.8	33
23. I like physical education because I can compete against my friends	51 26%	89 46%	18 9%	33 17%	3 2%	194 100%	38.8	33
24. There is something interesting for every-one in physical education	51 26%	96 49%	26 13%	16 8%	5 3%	194 100%	38.8	36
26. Sometimes I pretend to be ill so that I do not have to do physical education and games	11 6%	5 3%	19 10%	70 3%6	89 46%	194 100%	38.8	38
27. Even when I do not feel well, I do not want to miss physical education and games	64 33%	58 30%	25 13%	32 16%	15 8%	194 100%	38.8	21
28. I like doing physical education and games because they are fun	79 41%	86 44%	7 4%	15 8%	7 4%	194 100%	38.8	40

Table 7 showed that all students have a positive attitude towards physical education with reference to enjoyment that deals with fun, excitement and competition. As can be seen, there is significant difference between the items in terms of how strongly students feel about their interest in missing physical education class and games even they do not feel well.

4.1.4. Respondents response on their attitudes towards Physical Education with reference to Curriculum.

This section deals with the analysis of the students' attitudes towards Physical Education in reference to the curriculum. The questions which are related with curriculum were considered all together and the results are presented in (table 8).

Table 8. Respondents' attitude towards Physical Education with reference to curriculum.

Statements	Str Agree	Agree	Undecided	Disagree	Str Disagree	Total nu&%	Mean	S.D
2. I do not go to school to do physical education but to learn more important subjects	67 35%	65 34%	20 10%	28 14%	14 7%	194 100%	38.8	25
3. I find the activities in physical education boring because we always do the same thing	67 35%	52 27%	20 10%	29 15%	26 13%	194 100%	38.8	20
4. I wish we could choose what we do in physical education	77 40%	76 39%	20 10%	13 7%	8 4%	194 100%	38.8	35
8. A curriculum which does not include physical education does not offer a complete education	56 29%	68 35%	24 12%	32 16%	14 7%	194 100%	38.8	23
9. I will make physical education as major field of study if I get a chance in the college or university	10 5%	17 9%	8 4%	74 38%	85 44%	194 100%	38.8	38
15. Physical education should be a requirement from elementary school through high school	75 39%	67 35%	14 7%	16 8%	22 11%	194 100%	38.8	30
20. More time should be given to physical education lessons	109 56%	49 25%	17 9%	4 2%	15 8%	194 100%	38.8	43
29. I prefer physical exercises which have beauty in movement such as gymnastics	92 47%	66 34%	9 5%	11 6 %	16 8%	194 100%	38.8	38

Data summarized in Table 8 showed that students have wide ranging views towards physical education with reference to the curriculum. In particular, there would appear to be considerable agreement that students wish they could choose what they do in physical education, that students do not go to school to do physical education but to learn more important subjects, that more time should be given to Physical Education lessons and that Physical Education should be included in the curriculum to offer a complete education.

4.1.5. Respondents response on their attitudes towards Physical Education with reference to Dissatisfaction.

This section deals with the analysis of the students' attitudes towards Physical Education in reference to dissatisfaction. The questions which are related with dissatisfaction were considered all together and the results are presented in (table 9).

Table 9. Respondents' attitude towards Physical Education with reference to Dissatisfaction.

Statements	Str Agree	Agree	Und	Disagree	Str Dis	Total nu&%	Mean	S.D
1. Physical education is one of the worst lessons we have in school.	23 12%	27 14%	13 7%	70 36%	61 31%	194 100%	38.8	25
17. Most girls and boys do not enjoy physical education classes	13 7%	9 5%	16 8%	82 42%	74 38%	194 100%	38.8	36
25. I hate getting muddy in games	12 6%	17 9%	15 8%	78 40%	72 37%	194 100%	38.8	33
26. Sometimes I pretend to be ill so that I do not have to do physical education and games	11 6%	5 3%	19 10%	70 36%	89 46%	194 100%	38.8	38
30. I do not like playing games because they are too rough.	10 5%	18 9%	20 10%	77 40%	69 36%	194 100%	38.8	32
31. Physical education is not important because it does not lead to a job.	88 45%	83 43%	5 3%	14 7%	4 2%	194 100%	38.8	43

Data summarized in table 9 indicated that students have positive attitudes towards Physical Education with reference to dissatisfaction. The responses showed some interesting results in relation to how strongly the students felt about each item. It is particularly interesting at this stage to note the differences in the students' attitudes to the physical education as the worst lesson in school, like playing games and it does not lead to a job (responses 1,30 and 31) respectively.

4.1.6. Respondents response on their attitudes towards their physical education teachers.

This section deals with the investigation of the students' attitudes towards their physical education teachers. Related questions assessing perceptions of their teachers about physical education were measured and the results are presented in (table 10).

Table 10. Respondents' attitude towards their physical education teachers.

32. My physical education teacher does not control the class properly.	80 41%	71 37%	19 10%	16 8%	8 4%	194 100%	38.8	34
33. My physical education teacher uses different teaching aids.	35 18%	40 21%	20 10%	45 23%	54 28%	194 100%	38.8	13
34. My physical education teacher does not encourage me to learn health and physical education	84 43%	77 40%	20 10%	8 4%	5 3%	194 100%	38.8	39
39. My physical education teacher does not treat clever students in physical education.	15 8%	25 13%	17 9%	64 33%	73 38%	194 100%	38.8	28
40. Physical education teachers are only concerned with muscle building	100 52%	70 36%	3 2%	16 8%	5 3%	194 100%	38.8	44
41. I like my physical education teacher	15 8%	18 9%	10 5%	87 45%	64 33%	194 100%	38.8	35
42. Only the good pupils are picked for a school team by the physical education teacher	90 46%	67 35%	12 6%	15 8%	10 5%	194 100%	38.8	37
43. The physical education teacher should offer extra activities for all Students	69 36%	71 37%	25 13%	18 9%	11 6%	194 100%	38.8	29

This table presented differences between these eight items in terms of how strongly students feel about each question. When considering these findings particular emphasis will be placed on questions 42, 43, 34 and 32 which deal with school team, extra-curricular activities, and encouragement to learn health and physical education and management of physical education class.

The results showed on only the good pupils are picked for a school team by the physical education teacher is that most of the students (46%) strongly agreed and (35%) agreed with this item. The physical education teacher should offer extra activities for all students large proportion of the responses showed that strongly agreed (36%) and agreed (37%) with this question. Those who strongly disagreed (6%) and just disagreed were only (9%). A further (13%) could not make up their mind.

My physical education teacher does not encourage me to learn health and Physical education. The responses showed that strongly agreed (43%) and agreed (40%) with this statement. Those who strongly disagreed (3%) and just disagreed were only (4%). A further (10%) could not make up their mind.

4.2. DISCUSSIONS OF THE FINDINGS

This part pointed out the various issues which were obtained from the analysis of the data and the findings of the studies reviewed in earlier sections and discussions made accordingly.

4.1.1. Physical Education and health

In considering the students' attitudes to 'health' as it is indicated in the result sections of this study indicated that all the students showed a positive attitude towards the health effect which they believe results from participation in Physical Education.

As has been shown in statement 10, (65%) of students clearly believed and agreed that the role of Physical Education is important because it keeps the individual fit and healthy. Similar findings have been arrived at by Goudas and Biddle (1993) in a study concerned with pupil perceptions of enjoyment in Physical Education. The general findings of this study were that students liked Physical Education because of its contribution to fitness and health. Furthermore, a survey carried out by Sharpies (1969) on children's attitudes towards school activities discovered that most children held favorable attitudes towards Physical Education and concluded that involvement in Physical Education contributed to the development in children of a healthier lifestyle. Brumbach and Cross (1965) also found that students who participated in high school athletic programmes were more likely to have a healthy attitude towards Physical Education. Finally, in a study conducted by Mathes and Battista (1985), college males and females are reported to have rated health and fitness benefits very highly and gave these as important reasons for participating in physical activity. The students surveyed in the present study, in addition to having positive attitudes to Physical Education in relation to physical health, also agreed or strongly agreed that Physical Education makes important contributions to mental health. In support of this finding, Armstrong and Biddle (1992), point out that there is a likely correlation between mental health and physical activity. They state that 'some people with particularly poor mental health, such as those suffering depression, will have low activity and fitness levels.

However, it appears from the results in this study that the students do not value emotional well-being as a health factor as highly as their belief that involvement in physical activity can contribute to both their mental and physical well-being. It is possible to say that the students in this study may not have enough knowledge in this area to assess the benefits and value which can be derived from participation in Physical Education in the promotion of emotional health. This could be a result of the methods and teaching styles used by their teachers, which in turn perhaps reflects a lack of a well-informed teaching staff together with a poorly constructed curriculum.

Nevertheless, Physical Education will have a double function, firstly, an immediate and direct function concerned with educating young people to understand that regular physical activity has a health effect which can prevent physical diseases particularly those related to obesity and heart conditions, and secondly, an indirect function which is to help create the example of an active citizen in all respects. Shortly, Physical Education in secondary schools can be, if given due priority, of great help in contributing to general national health plans. Indeed, Physical Education might even be more effective in achieving good national health standards than many government health campaigns, due to the factors of enjoyment and satisfaction that are inherently attached to good Physical Education curricula, although clearly, a partnership between Education and Health Ministries in producing such a philosophy is essential.

The students in this study clearly valued Physical Education in relation to health promotion and in the light of the above evidence these findings should be taken into consideration and quality Physical Education lessons, with an emphasis on health should be allocated appropriate space and time in the curriculum teaching programs.

4.1.2. Physical Education in relation to participation

The results in this study indicated that the students' response showed a positive attitude towards Physical Education with reference to participation. This is in agreement with Cale (1996) study that fostering positive attitudes towards Physical Education is necessary with regard to participation and Williams (1988) in that a positive attitude towards Physical Education is an essential condition for participation in physical activity outside the school environment.

Students in the secondary schools of Addis Ababa considered in this investigation are accustomed to take part in Physical Education lessons seriously. It is possible therefore, that the result of this could be that the students enhance their social relationship among themselves and enjoy the mental release which participation in physical activity brings, together with a whole health 'well-being' effect which thrusts them into an understanding of the value of physical education lessons. Dickenson and Sparkes (1988), supported this view and reported that the students in their study stated Physical Education was their most enjoyable school subject as it offered **a** release from normal school work.

The outcome of the findings of this present study were centered upon respondents class rank (considering their knowledge and awareness about physical education) .thus, regardless of sex, age, personal experience students showed more positive attitudes towards participation in physical education. Furthermore, the majority of the students who participated in the study considered physical education of great value and significance in the development and training for leadership. This study, as it was stated earlier it is concerned with an investigation of students' attitudes towards participating in physical activity along with social interaction. They pointed out that physical activity and social interaction are highly valued among students. Indeed, Coakley and White (1992) confirm this and maintain that, past experiences in physical education and school sports were incorporated into current decision making about sport participation.

4.1.3. Physical Education in respect of enjoyment

The aim of this section is to examine the way in which students manifest their enjoyment and degree of liking for physical education. The results showed that students display positive attitudes towards physical education in relation to enjoyment.

The most significant positive attitude which may be discerned from students' responses is that which is related to fun. They stated that they like doing physical education and games, because they are fun. This finding was supported by Goudas and Biddle (1993), who came to a similar conclusion. They found that fun change in schoolwork and health and fitness are factors that

make Physical Education an enjoyable subject. Similar findings are indicated by Dickenson and Sparkes (1988).

In their study, in which they asked the students why they had reported physical education as the most enjoyable subject, four reasons were given. First, physical education was a break or release from normal school work. Second, Physical Education was fun and enjoyable. Third, physical education afforded contact with friends and fourth, physical education provided for health and fitness.

Students believed that physical education is beneficial for everybody and has something to contribute to the advantage of all. Their liking for physical education, they state, is due to the fact that physical education enables them to have contact with their friends in all sorts of games and sports. The element of competition in school games has been reported by the students as a primary reason for liking the subject. The students enjoy the idea of competing for qualification for the school teams in various games. This suggests that teachers of physical education should give all students equal opportunities to participate in this type of competition.
Through this competition students can be educated in many ways:

- to explore and develop their skills in a variety of games.
- to learn about the nature of competition.
- to understand the nature of the social and psychological aspects of the concept "team"
- to have fun and gain enjoyment.
- to understand social health , emotional health, mental health and physical health.
- to enable students strengthen their social relationships and social interaction among themselves.

4.1.4. Physical Education and the curriculum

The attitudes of students towards the importance of physical education in relation to the curriculum are discussed in this section based on the response of students given in each item. The findings indicated that there is a general tendency among the respondents to agree that they wish to choose what they do in physical education. Students expressed a wish that they might be

given more choice of the type of physical activity they are asked to perform or are expected to do. This gives us insight into the importance of addressing students' needs if the curriculum of physical education is to be deemed satisfactory by them. It is also given that credence to the issue of students' involvement in curriculum construction.

In addition to this, students' agreed that more time should be given to physical education and that physical education should be included in the curriculum to offer a more complete education. This clearly showed that students are not satisfied with the time allocated to the subject and they think that there is not enough time for them to benefit from the activities offered. They feel that education without physical education is by no means complete and it is only when physical education is seriously considered and fully accounted for in the curriculum that it will be possible to achieve a proper education.

Students also expressed the view that they believe that they go to school to learn other more important subjects than Physical Education. This again, could reflect the fact that physical education is not given an important place in the curriculum. It is not assessed, nor is students' progress reported to parents. This could be a reason for the students' devaluation of the subject, which in the circumstances is not surprising. Similarly, it is not surprising that students only pay serious attention to those subjects such as mathematics and physics which are assessed by examination and which are important in accessing the next stage of higher education or employment.

Although students like to participate and play in sport activities and games in physical education, they are not in a position to make it their major field of study if they get the chance in the college or university in the future. Yet in a study which was conducted by Rice (1988), which also assessed students' attitudes to physical education and the curriculum, the students had developed a negative attitude to physical education, because of their concerns with the subject. These factors included criticism of the status of physical education in the curriculum, the lack of variety of activities offered, the amount of time which was allocated to physical education within the curriculum, and the lack of contact between the staff and the students in lesson time.

4.1.5. Physical Education and dissatisfaction

This section deals with the discussion of the students' attitudes towards physical education in relation to dissatisfaction.

Respondents pointed out that they had a positive attitude towards physical education. They were also somewhat satisfied with different levels. It can thus be seen that students had shown interest in the benefits of physical education in relation to playing games and liking sports.

Nevertheless, there is a general tendency for all students to consider Physical education as essential and important. The value of satisfaction has also been discussed in Goudas and Biddle (1993), who conducted a study on pupils' perceptions of satisfaction in physical education. The major reason both for satisfaction and dissatisfaction would be the content of the lessons, the teacher approach, perceptions of the student, class atmosphere etc.

All this gives further emphasis to the importance of curriculum content, the teachers' behavior, perceptions of the student and class atmosphere with respect to physical education which, if properly identified to take into consideration the students' needs and likes and dislikes, could lead to tangible benefits on the part of the students. As a result, the students might also have a more sustained interest in the subject.

4.1.6. Students' attitudes in respect of their Physical Education teachers

The students were given eight questions to give their opinions towards their physical education teachers. The results indicated that most of the students (46%) strongly agreed and (35%) agreed that their physical education teachers only picked the good students in physical education for the school teams and eventually these students were given all of their attention in class time. Inevitably, at school these students are normally few in number compared to the overall number of students, and it would appear that in most cases all other students are almost totally neglected. This finding was also highlighted by Luke and Sinclair (1991), who studied the factors that help in developing positive and negative attitudes towards physical education. Hence, the most important factor in attitudes towards physical education was the teacher's behavior towards their students.

From the findings described here, one can notice the real situation of teaching and learning processes of physical education in secondary schools of Addis Ababa. So there is clearly a need for teachers of physical education to be given in-service training not only in the physiological and physical aspects of physical education, but also in the educational and psychological dimensions of the process in general and in the principles of student-teacher interaction in particular.

In addition, teachers should be required to create differentiated teaching plans which would encourage most students to participate and show their abilities and this initiative should include those students who wish to do physical activity for recreation and for enjoyment as well as for those who are members of the school team.

Furthermore, it is also observed that (37%) of the respondents agreed that extra co- curricular activities related to sport should be arranged outside school time so that students are given enough time to practice more often, and improve their skills. This might indicate that the capability of students to give comments and suggestions about their teachers performance and behavior and the gaps related to physical education curriculum. Indeed, their reply whether or not their teacher offers extra activities for most students, they complained that the teachers did not offer a variety of activities rather they always stick to limited games or sport activities.

Finally, the students strongly agreed that their physical education teachers neither seek their students' interest to help them learn health and physical education nor manage the class properly.

The findings above are supported with the study conducted by Rice (1988), in which he found that students at high school level had negative attitudes towards Physical Education. The students' main concerns were" a need for a wide variety of activities to be offered", "lengthening class periods", "preference for team over individual sports" and "increased participation by physical educators with their classes".

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1. SUMMARY

This study is conducted to investigate the attitude of students towards learning physical education. In order to answer these questions, descriptive survey research methods were employed. The data relevant to the study were gathered through administration of questionnaires for 225 students in some selected secondary schools in Addis Ababa.

The data obtained were analyzed using descriptive statements and various simple statistical tools such as excel computer software to analyze frequency, percentage, mean standard deviation etc.

Hence, based on the analyzed data and review of related literatures the following major important points were summarized as follows.

- In the study 65% of the respondents strongly agreed that Physical education is good because it keeps the individual fit and healthy and 54% of them also responded positively to the same degree that Physical education makes important contributions to mental health. However, at this stage to note the differences in the students' attitudes to the role of Physical Education in relation to physical, mental and emotional well-being. It appeared that they do not value emotional well-being as highly as their mental or physical well-being.
- It is reported in the study about 52% of the respondents agreed or strongly agreed that Working together in physical education activities gives people a better understanding of each other. It is also observed that 41% of the respondents supported and agreed that Physical education offers training for leadership.
- Regarding to enjoyment 44% of the respondents agreed or strongly agreed that they liked doing physical education and games because they are fun for them, besides this they also replied that there were something interesting for every-one in Physical Education.
- In particular, there would appear to be considerable agreement that 40% of students wish they could choose what they do in physical education, 35% of the students do not go to school to do physical education but to learn more important subjects, 56% agreed or

strongly agreed that more time should be given to physical education lessons and that Physical Education should be included in the curriculum to offer a complete education.

- With regard to dissatisfaction 46% of students disclosed that they have positive attitudes to the importance of physical education, playing games and liking sports.
- With reference to students' attitude towards their physical education teachers, (46%) of the responses strongly agreed that Only the good pupils are picked for a school team by the physical education teacher, (35%) agreed to the same item respectively.
- Concerning to offering extra activities, (36%) of the respondents strongly agreed and (37%) agreed that the physical education teacher should offer extra activities for all students. Those who strongly disagreed (6%) and just disagreed were only (9%). A further (13%) could not make up their mind.
- According to the result observed in the finding related with appreciation of students by their physical education teachers to learn health and Physical education, the responses showed that (43%) strongly agreed and (40%) agreed with this statement. Those who strongly disagreed (3%) and just disagreed were only (4%). A further (10%) could not make up their mind.
    - Regarding to management of physical education teachers, the result showed that (41%) of the students strongly agreed and (37%) agreed that physical education teacher does not control their class properly. However, (4%) strongly disagreed and just disagreed were only (8%). A further (10%) could not make up their mind.

5.2. CONCLUSIONS

Based on the results and discussions of the study described in each sections about the attitude of students towards learning physical education the following possible conclusions are made.

- Most of the students showed a positive attitude towards the health effect of participation in Physical Education. However, Students do not value emotional well-being as a health factor as highly as their belief that involvement in physical activity can contribute to both their mental and physical well-being. It is possible to say that the students may not have enough knowledge to assess the benefits and value which can be derived from participation in Physical Education in the promotion of emotional health.
- Students showed more positive attitudes towards participation in physical education. Thus, students who participated in the study considered physical education of great value and significance in the development and training for leadership. Moreover, when participating in physical activity together, it is pointed out that physical activity and social interaction are highly valued among students.
- Students display positive attitudes towards physical education in relation to enjoyment. It is stated that students like doing physical activities and playing games because they are fun to them.
- There is a general tendency among the respondents to agree that they wish to choose what they do in physical education. Students commonly agreed that more time should be given to physical education and demanded extra-curricular activities related to physical education to be offered. Furthermore, it is also reported that students do not go to school to do physical education but to learn more important subjects.
- Education without physical education is by no means complete and it is only when physical education is seriously considered and fully accounted for in the curriculum that it will be possible to achieve a proper education.
- Respondents pointed out that they are satisfied with different levels and had shown interest in the benefits of physical education with respect to playing games and liking sports.
- Most of the respondents indicated that their physical education teachers should use different teaching aids. It is also stated that their physical education teachers neither seek

their students' attention to help them learn physical education nor manage their class properly.

- The teachers' performance and behavior, methods of teaching employed, students' perception, inequity, and other factors could contribute for the development of either a positive or negative attitude towards learning physical education.

5.3. RECOMMENDATIONS

With the points and facts mentioned in the results, summaries and conclusions, the following recommendations are suggested.

- The methods and teaching styles used by the teachers should be appropriate with the Physical Education lessons in order to equip students with the necessary knowledge that enable them evaluate the importance of physical education with respect to physical, mental, emotional and social health.
- Students believed that physical education is beneficial for them and has something to contribute to the advantage of all while participating in competition. Thus, physical education teachers should give all students equal opportunities to participate in different competition so that students can be educated in many ways:-
  - ✓ to explore and develop their skills in a variety of games.
  - ✓ to learn about the nature of competition.
  - ✓ to understand the nature of the social and psychological aspects of the concept "team"
  - ✓ to have fun and gain enjoyment.
  - ✓ to enable students strengthen their social relationships and social interaction among themselves.
- The time and number of periods given to Physical Education should be increased per a week and extra-curricular activities related to physical education should be offered to develop the students' knowledge, skill, and ethical value in physical education.
- More weight should be given to physical education this could be achieved by:
  - ✓ Facilitating the teaching learning process based on the curriculum and contents designed for physical education, the needs and expectations of the students, students learning ability and other related factors.
  - ✓ devising evaluation techniques compatible with the nature of the subject
  - ✓ establishing objective criteria for assessment.
  - ✓ giving in-service training for physical education teachers based on their level of qualification.
  - ✓ Providing training in educational and psychological aspects of teacher student interaction.

- Many awareness activities should be done progressively to develop positive attitude towards physical education so that students could pay serious attention to learn the subject and making it as a major field of study in their future careers.
- Physical education teachers should use different teaching methods supported with relevant teaching aids that enable them deliver physical education lessons during either theoretical or practical class. This intern helps them manage their class properly.
- Further research should be carried out to identify students' attitude towards physical education with respect to health, participation, enjoyment, curriculum needs and perception problems associated with students and teachers etc.

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7. Appendix I. Questionnaires prepared for the study

Dear student,

This questionnaire is part of a research process which aims to collect data concerning the attitude of students toward Physical Education in some selected secondary schools in Addis Ababa. The collection of this data is solely for academic and research purposes. Your honest and accurate answers will be greatly appreciated by the researcher in conducting this research. It will be of great help if you answer all the questions as indicated. Your answers will be treated as confidential and no individual will be identified in the research. Note also that the answers will not be used for any purpose other than the research. Each item in this questionnaire has five responses. Could you please tick the response you think is most appropriate? If you have any comments to add please do not hesitate to do so. Your suggestions on the questionnaire will be of great help.

The researcher

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STUDENTS'ATTITUDE TOWARDS PHYSICAL EDUCATION IN SOME SELECTED

SECONDARY SCHOOLS IN ADDIS ABABA (GRADE 12)

Section I---- Biographical Data

Please write in the appropriate response to each of the five questions that describe your position.

1. Sex A. Male----- B. Female----------

2. Age----------

3. Name of The school----------

4. Place of the School (Sub-City) ----------

5. Academic year----------

Section II—Opinions about Physical Education within some selected secondary schools in Addis Ababa (Grade 12)

Direction:-Five-alternatives questions are provided for responding to the statements listed below. For each question tick the one response which best represents your opinion.

Students' Attitudes to Physical Education and their teachers.

Questions	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1. Physical education is one of the worst lessons we have in school.					
2. I do not go to school to do physical education but to learn more important subjects					
3. I find the activities in physical education boring because we always do the same thing					
4. I wish we could choose what we do in physical education					
5. I would rather do physical education than other school subjects					
6. Vigorous physical activity works off harmful emotional tensions					
7.Physical education does not need academic requirements as other subjects do					
8. A curriculum which does not include physical education does not offer a complete education					
9. I will make physical education as major field of study if I get a chance in the college or university					
10.Physical education is good because it keeps you fit and healthy					
11.Physical education makes important contributions to mental health					
12. Physical education offers training for leadership					

Questions	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
13. There are many opportunities for the development of moral and ethical conduct in physical education					
14. Physical education activities provide opportunities for satisfying social Experiences					
15. Physical education should be a requirement from elementary school through high school					
16. Physical education is one of the best lessons we have in school.					
17. Most girls and boys do not enjoy physical education classes					
18. There are a large variety of interesting activities offered in the physical education programme					
19. Working together in physical education activities gives people a better understanding of each other					
20. More time should be given to physical education lessons					
21.Physical education makes a valuable contribution towards building up reserves of strength and stamina for everyday living					
22. I like physical education because if you are good enough you Can get into the school team					
23. I like physical education because I can compete against my friends					
24. There is something interesting for every-one in physical education					
25. I hate getting muddy in games					
26. Sometimes I pretend to be ill so that I do not have to do physical education and games					
27. Even when I do not feel well, I do not want to miss physical education and games					
28. I like doing physical education and games because they are fun					
29. I prefer physical exercises which have beauty in movement such as gymnastics					

Questions	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
30. I do not like playing games because they are too rough.					
31. Physical education is not important because it does not lead to a job.					
32. My physical education teacher does not control the class properly.					
33. My physical education teacher uses different teaching aids.					
34. My physical education teacher does not encourage me to learn health and physical education					
35. Girls should develop their physical abilities to the highest level.					
36. Physical activities are valuable for maintaining health.					
37. Physical fitness is a most important aspect of life					
38.Participation in physical activities is essential for all of us					
39. My physical education teacher does not treat clever students in physical education.					
40. Physical education teachers are only concerned with muscle building					
41. I like my physical education teacher					
42. Only the good pupils are picked for a school team by the physical education teacher					
43. The physical education teacher should offer extra activities for all Students					

DECLARATION

I declare that this thesis is my work, has not been presented for a degree in another University and that all sources of materials used for the thesis have been duly acknowledged.

Name:-Endris Yimer

Signature:……

Date:……..

This has been submitted for examination with my approval, as a university advisor.

Name; Solomon Teka (Phd.)

Signature:……

Date:……