

**PERCEPTION OF SECONDARY HIGH SCHOOL STUDENTS IN
LEARNING PHYSICAL EDUCATION IN NEJO WOREDA**

ISRAEL BAYISA

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This is to certify that the Thesis prepared by Israel Bayisa, entitled: *The Perception of High School Students in Learning Physical Education in Western Wollega*, in partial fulfillment of the requirements for the degree of Master of MED (Teaching Physical education), complies with the regulations of the university and meets the accepted standards with respect to the originality and quality.

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ABSTRACT

The perception of high school students in learning physical Education in Nejo woreda

Israel Bayisa

Addis Ababa University,2016

The aim of this study was to investigate the perception of secondary high school students toward physical education learning in Nedjo woreda;Nejo secondary school,Agar Aleltu Secondary School, Werejiru Secondary high school, Gori Secondary high school and Gidamariam Secondary high schools. These schools were selected by simple random sampling technique. The study employed a descriptive survey research design and the mixed research methods. Data for the study were collected through questionnaires and interviews. The questionnaires were prepared and administered to 200 of the sample students and five physical education teachers in the schools under investigation by using quota sampling technique. Quota sampling was used because the researcher took affixed amount of students and teachers from each high school .The interviews were also made for each of this physical education teachers. The data collected were analyzed by using quantitative and qualitative forms. The data gathered through open-ended questions and interviews were analyzed qualitatively narration and the data collected through close-ended were analyzed quantitatively by using percentages followed by descriptive statements. From the data analyzed the major findings of the study were the students had positive attitudes toward learning physical education, the time allowed to PE classes was not enough, PE teachers had good views to PE than other academic subjects .The ministry of education and regional education bureau should improve time given for PE and fulfill materials for sporting. Future research on perception of secondary high school students in learning PE is advised.

Key words: Attitude, Methodology, Perception and Physical Education

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ABBREVIATION

ALT-PE -Active Learning Time in Physical Education.

DSE - Directorate of School Education.

HMIE – Her Majesty’s Inspectorate of Education

MoE – Minister of Education.

NASPE -National Association for Sport and Physical Education.

PE – Physical Education.

CHAPTER ONE

INTRODUCTION

This chapter contains different subtopics. These are: Back ground of the study, Statements of the problem, Objective of the study, Research questions, Delimitation of the study, Significance of the study and operational definition of terms.

1.1. Back ground of the study

Good health is necessary for effective learning, feeling physically and mentally health is essential as students face intense competition, peer and media pressure, and the stresses of physical, emotional, social, intellectual and work related activities (Donald son, ,2000).

Physical education is a planned sequential kg-12 grades curriculum that provides cognitive context and learning experiences in a variety area of activity area such as basic movement skills, physical fitness; rhythm and dance, games, teams and individual sport, tumbling and gymnastics and aquatics. “While little is known about students” belief about the value of school sport or about the factors associated with positive school sport belief numerous studies have explored students beliefs about physical education.

Schools have been identified as a central institution for the promotion of physical activity among youth while physical education is considered to be the major vehicle for physical activity promotion in the school setting, school sport provide another important opportunity to engage youth in physical activity.

It is important to understand high school students’ attitudes and perceptions toward physical education since they will be future members of the work force who will need to use their knowledge to maintain a healthy life style.

Most studies on attitudes to physical education have approached the concept from the effective perspective of enjoyment, and studies from Hashim, Gove&whipp (2008 a 2008 b) show that enjoyment of physical education represents a crucial factor in the creation of

positive experiences of movement activities and thus further involvement. According to Rikard and Banville (2006),

Positive attitude toward PE require a variety of interesting activities that generate active participation and sense of fun.

However, growing number of quantitative as well as qualitative studies reveal that some adolescents experience PE in negative terms (Hashimetal. 2008a, 2008b)that some adolescents hate PE . The researcher also observed that there is such a negative perceptions of students under some of the schools investigation. The behavior they show in the lecture time as well as practical time is under some circumstances the same. The content standards are intended to assure that if students do not find physical education valuable, the content standards may have no meaning either.

1.2. Statements of the problem

This research is titled as the perception of students toward Physical education learning in western wollega zone. It is obvious that there are many challenges in teaching and learning processes. Some among is the student's perception, understanding, attitudes, motivation and initiation towards particular subject. In dealing with the perception of students there are serious problems toward physical education theoretical as well as practical classes. The researcher was working from some of these high schools and observed that there was negative feelings of students in PE learning. They didn't perceive as PE contributes to the healthy functioning of daily activities. Thus why the researcher wanted xto research on the perception of high school students in learning PE. Most studies on attitudes to physical education have approached the concept from the effective perspectives of enjoyment and studies from Hashim ,Gov e &Whipp(2008 a, 2008b) show that enjoyment of physical education represents a crucial factor in the creation positive experience of movement activities and thus further involvements. However ,different studies reveal that some adolescents experience PE in negative terms (Hashim etal,2008a,2008b,that some adolescents hate PE(Curson 1995,Olatson 2002) and that PE may have a devastating effect on adolescents ' development(Blankenship 2007,Ennis 1996. On the basis of these ,the study

attempts to assess the perception of students to PE learning in Western Wollega zone in some selected woredas.

1.3. Objectives of the study

This study contained two objectives. The first one is the general objective and the second is specific objectives. These objectives addressed the perception of high school students to physical education learning.

The general objective of the study is to investigate the perception of students toward physical education learning.

The specific objectives of the study are to:

- Investigate the perception of students to PE classes.
- Examine the time given for physical education classes.
- Investigate the perception of students in learning PE.
- Examine the student behavior towards PE in relation to other subjects.

1.4. Research questions

These research questions were prepared in relation to research objectives. Each of the research questions asks the respondents in the form of questionnaires and interviews.

The researcher was initiated to carry out the study to explore the answers for the following research questions.

1. What is the perception of students toward physical education theoretical as well as practical classes?
2. Is there enough time for learning physical education classes’?
3. What is the student feeling in learning physical education?
4. How students consider physical education in relation to other academic subjects?

1.5. Delimitation of the study

This research paper is focused only in the perception of high school students in Western Wollega zone Nejo woreda in some selected high schools. It also participated some teachers of physical education under the schools studied. Due to time constraints and shortage of finance, the researcher was forced to de limit the study on the perception of high school students to ward learning physical education in West Wollega zone in some selected Nejo woreda high schools.

1.6. Significance of the study

This study has significant importance for the following organs:

- It helps the student to have positive attitudes towards PE.
- It will help the teachers to identify the students problems toward physical education learning and use the appropriate strategies to initiate students
- Students will show behavioral change in physical education learning
- The research will serve as a base for further study conducting on this issue.

1.7. Operational Definition of terms

There are different words and phrases that are used in this study. It may have different meanings than usual use in this context.

Attitude: A predisposition or a tendency to respond positively or negatively towards acertain idea, object, person or situation.

Curriculum: The lessons and academic content taught or in a specific course or program.

Data: information in raw or unorganized form.

Methodology: is the systematic, theoretical analysis of the methods applied to a field of study.

Perception: the way you think about or understand someone or something

Physical Education: is an education that is mainly given through practical parts to develop and maintain all aspects of personality.

Population: the complete collection to be studied from which the sample is obtained.

Research: systematic investigative process employed to increase or reverse current knowledge by discovering new facts.

Sample: a small number of individual that show the quality style or nature of the whole.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter contained materials reviewed related to the perception of students in learning physical education. These are: the importance of physical education for students, physical education as part of general education, physical education curriculum time allocation, goals of physical education and the concepts of attitudes.

2.1. Importance of Physical Education

Physical education contributes significantly to every student's health and well-being, and it is an instructional priority in the schools. Every student regardless of disability, ethnicity, gender, native, language, race, religion, or sexual orientation is entitled to a high quality of physical education program. PE is an integral part of the overall educational program for every student and provides one of the few opportunities students have to develop the skills, knowledge, and confidence necessary to lead a physically active life style.

Daily physical education for all students is recommended by numerous national associations, including the center for disease control and prevention, the national association for state boards of education, the American Academy of pediatrics and the American heart association and is no fed in the healthy people 2020 document.

Student who become skilled and knowledgeable in physical education are more likely to become healthy adults who are motivated to remain healthy and physically active throughout their lives.

Physical education is a part of the coordinated school health system program. It is the component that addresses each student's fundamental needs for planned, sequential instructions that promotes lifelong physical activities and attitudes and behaviors that reduced health risks.

Physical education can increase student's participation in moderate to vigorous physical activities and help high school students gain the knowledge, attitude, and skills they need to engage in lifelong physical activity (MCGlynn, 1993). researchers in the field of physical

education indicated that identifying and understanding the factor that one associate with Children' physical activity participation are critical to the promotion current and lifelong physical activity participation (Sallis et al,2000, Chung and Phillips , 2002 ding et5 ,al 2006). Among many factor the children's attitude is considered to be a key factors that influences physical activity participation (Hagger et al, 1995, Chang and Philis 2002;Solmon ;2003; Dingetal ;2006).

Rikard and Banville (2006) stated that attitudes are born from beliefs that one's has about him or herself a things. Attitudes shape one's behaviors in many way and determine one's involvement in him or her daily activities developed theoretical frame work further explained for rational action their frame work farther explained attitudes flow come from belief and intentions and actions while intentions are faction of two basic determinants: (a) ones personal attitudes toward others (i.e peers, teachers, leaders , and parents). The first determinants are individual positive or negative evaluations for performing the behaviors; just as Silverman and Subramanian (1999) indicated: generally, with one will have favorable attitudes toward to object of the belief; otherwise one will possess an unfavorable attitude toward the object of the belief. 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 , attitudinal consideration and normative consideration are formed that exert different degrees power to power ward influencing one's behaviors for positive or negative responses (Ricard and Bonville ,2006) attitudes are born from belief that we have about people and things. They shape our behavior in countless ways and determine our involvement in activities, are goals that we set and those we dedicate Bandon. (Alzen and Fish ben 1999) theory of reasoned action further explains that attitudes flow from beliefs and yield intensions actions.

However only a limited number of resent students have been conducted that access secondary students attitude and their perspirations to ward physical education isolation and segregation of physical activities has had many UN healthy setbacks like developing an inferiority complex in the physical educators with members from other teaching facilities visually referring to them as non-teaching staff. It is suggested that any organization of

physical education should start with developing appositive attitude and self-confidence among physical educators themselves and make them feel that physical education should extend itself these class room and become the focus of centered point of the educational system. Other scholar side men top (1998) discuss that physical education is a field of action; rules and of persons. The significance of self-involving physical participation and movement is really a planned exercise in growth and dewiness not possible in other areas of living. These facts are theoretically known to many people but are not explicitly expressed then or teach them to other. In other words physical activities needs a theoretical frame work where ideas can be collected, judged and the formulated in to loss .Hence, we need strong theoretical orientation for physical education so that the accumulated information can be consolidated and stabilized. It is not secret that physical activity is necessary to a person's wellbeing. Because children are continuously developing physically and emotionally, they are affected by the benefits of activity and inversely, the negative effects of inactivity. Educators can control the amount of exercise a child gets at home no more than they can control his eating habits or his family situation, and according to numerous studies , many children are neither active at home nor at school .Consequently it is vital that school provides physical education programs to ensure that each child stays active. First lady Michelle Obama's initiative let's move! Reports that nearly one third of US children are overweight or obese, and that "schools are a key setting for kids to get their 60 minutes of play with moderate to vigorous activity, given the significant portion of time they spend there".

2.2 Physical education as part of general education

Physical education is the integral part of the total education process which enhances and inter grates those physical, social and physiological as accepts of individuals life , through directed physical activity ,Arnold(1976) very often the natural relation sheep between general education and physical education is for gotten is the result that to exist physically together but functionally apart. This has resulted in reducing the scope of school program into respects, firstly: the educational function of physical education has been neglected and secondly, the physical functions of education are not recognized.

Arnold (1976) also Views that, through a well-directed physical education program students develop skills for the correct use of leisure time by understanding activities which can be conducive to healthy living social development and sense of civic responsibilities.

Bucher (1972) defines physical educations as;” An integral part of the total education process a field of endeavor that as it is aim the development of physically, mentally, emotionally and socially fit citizens through the medium of physical activities that have been selected with views to realize these out comes.

The relationship between physical education and general education provides opportunity for exchange of view between the physical education teacher and the subject teacher about abilities, interests, limitation and scope of each individual education student and his / her participation in the school program. In this way, good physical education teacher as certain how well participation performs the necessary motor skill before permitting him /her to take part in physical activities.

2.3 Approaches to Physical Education in the schools

Because it is guaranteed to reach virtually all children, physical education is the only sure opportunity for nearly all school aged children to access health enhancing physical activities high quality physical education programs are characterized by (1) instruction by certified physical education teachers (2) a minimum of 150 minutes per week (30 minute) per day for children in elementary school and 225 minutes per week (45 minutes per a day) for students in middle and high schools and (3) tangible standards for students achievement and for high school graduation. Quality physical education has strong support from both and examples demonstrate that physical education scheduled during the school day is feasible on a daily basis. Substantial discrepancies exist in state mandates regarding the time allocated for physical education. Nearly half of school administrators (44%) reported cutting significant time from physical education and recess to increase time spent in reading and mathematics since passage of the no child left behind act. Standardized national level data on the provision of and participation, perform once and extent of engagement in vigorous or moderate intensity physical activity are insufficient to allow assessment of the current status and friends in physical education in the united states systematic research is needed on

personal, curricular and policy barriers to successful physical education the long term of physical education has been understudies of should be a research priority to support the development of evidence based policy.

Physical education is a formal context area of study in schools that is standards and benchmarks. As school subject physical education is focused on teaching school aged children the science and methods of physically active health full living (NASPE, 2012). It is an avenue for engaging in developmentally appropriate physical activities designed for children to develop their fitness, gross motor skills and health (Sallisetal 2003: Robinson &Goodway 2009).

2.4 Physical education as part of education

In institutionalized education, the main goal has been developing children's cognitive capacity in the sense of learning knowledge in academic disciplines. This goal dictates a learning environment in which seated learning behavior is considered appropriate and effective is rewarded. Physical education as a part of education provides the only opportunity for all children to learn about physical movement and engaged in physical activity. As noted, its goal and place in institutionalized education have changed from the original focus on teaching hygiene and health to educating children about the many forms and benefits of physical movements including sports and exercise. With a dramatic expansion of content beyond the original Swedish and German gymnastics programs of the 19th C, physical education has evolved to become a content area with diverse learning goals that facilitate the holistic development of children (NASPE, 2004). To understand PE as a component of the education system, it is important to know that the education system in the United States does not operate with a centralized curriculum. Learning standards are developed by national professional organizations such as the national association for sport and physical education (NASPE) and or state education agencies rather than by the federal department of education, all curricular decisions are made locally by school districts or individual schools in compliance with state standards. Physical educations influenced by the system which leads to great diversity in policies and curricula. According to NASPE and the American heart association (2010), although most states have begun to mandate physical education for both

elementary and secondary schools, the number of schools, the number of states that allow waivers/exemptions from or substitutions for physical education increased from 27 and 18 in 2006 to 32 and 30 in 2010, respectively.

2.4.1. Curriculum Models

Given the curricula are determined at the local level in the United States, encompassing national standards, state standards, and state-adopted textbooks that meet and are aligned in the standards, physical education is taught in many different forms and structures. Various curriculum models are used in instruction, including movement education, sport education and fitness education. In terms of engagement in physical activity, two perspectives are apparent. First, programs in which fitness education curricula are adopted are effective at increasing in-class physical activity (Lonsdale et al, 2013). Second, in other curriculum models, physical activity is considered a basis for students' learning skill or knowledge that the lesson is planned further to learn. A paucity of nationally representative data is available with which to demonstrate the relationship between actual level of physical activity in which students are engaged and the curriculum models adopted by their schools.

2.4.2. Movement education

Movement has been a corner stone of physical education since the 1800s. Early pioneers (Franco Delsarte, Liselott Dien, Rudol Von Laban) focused on a child's ability to use his or her body for self-expression (Abels and Bridges, 2010). Exemplary works and curriculum descriptions include those by Laban himself (Laban, 1980) and others (e.g. Logsdon et al, 1984).

Over time, however, the approach shifted from concern with the inner attitude of the mover to a focus on the function and application of each movement (Abels & Bridges, 2010). In the 1960s, the intent of movement education was to apply four movement concepts to the three domain of learning (i.e. cognitive, psychomotor, and effective).

The four concepts were body (representing the instrument of the action); space (where the body is moving); effort (the quality with which the movement is executed), and relationships

(the connection that occur as the body moves – with objects, people and the environment; Stevens – smith, 2004). The importance of movement in PE is evidenced by its inclusion in the first two NASPE standards for K-12 PE (NAS PE, 2014).

2.4.3. Sport education

One prevalent physical education model is the sport education curriculum designed by Daryl Siedentop (Siedentop, 1994; Siedentop et al, 2011). The goal of the model is “educate student, literate, and enthusiastic Sports persons”. The model entails unique instructional featuring sport organizations (teams) and plays multiple roles as team managers, coaches, captains, players, referred, statisticians, public relations staff, and others to mimic a professional sports organization. A unit is planned in terms of sport season, including preseason activity /practice, regular season competition, play offs and and/or tournament, championship competition, and culminating event. (E.g. an awards ceremony or sport, festivity). Depending on the developmental level of students, the games are simplified or modified to encourage maximum participation. In competition, students play the roles noted above in addition to the role of players.

A sport education unit is much longer than a conventional physical education unit. Siedentop and Colleagues (2011) recommend 20 lessons per unit, so that all important curricular components of the model can be implemented.

Findings from research on the sport education model have been reviewed twice. Wall head and Osullivan (2005) report that evidence is insufficient to support the conclusion that use of the model results in the student’s developing motor skills and fitness and learning relevant knowledge: some evidence suggests that the model leads to stronger team cohesion, more active engagement in lessons and increased competence in game play. In a more recent review, Hastie and Colleagues (2011) report on emerging evidence suggesting that the model leads to improvement in cardio respiratory fitness (only one study) and mixed evidence regarding motor skills development, increased feeling of enjoyment in participation in physical education, increased sense of affiliation with the team and physical education and positive development of parent of fair play values. The only study on in class physical activity using the model showed that it contributed to only 36.6 percent activity at the

vigorous or moderate intensity levels (Parker and Curtner smith, 2005). Hastic and colleagues caution, however, that because only 6 of 38 studies reviewed used an experimental or quasi experimental design, the findings must be interpreted with extreme caution. The models merits in developing motor skills, fitness, with more rigorous research designs.

2.4.4. Fitness education

Instead of focusing exclusively on having children move constantly to long activity time, a new curricular approach emphasizes teaching them the science behind why they need to be physically active in their lives. The curriculum is designed so that the children are engaged in physical activities that demonstrate relevant scientific knowledge. The goal is the development and maintenance of individual student fitness. In contrast with the movement education and sport education models, the underlying premise is that physical activity is essential to a healthy life style and that students understanding of fitness and behavior change result from engagement in a fitness education program. The conceptual frame work for the model is designed around the health related components of cardio respiratory fitness, muscular strength and endurance, and flexibility.

A recent meta-analysis (Lonsdale et al, 2013) suggests that physical education curricula that include fitness activities can significantly increase the amount of time spent in vigorous or moderate intensity physical activity.

Several concepts – based fitness education curriculum models exist for both the middle school and senior high school levels. Activities in the curriculum are designed for health benefits and the ultimate goal for the student is to develop a commitment to regular exercise and physical activity. It is assumed that all children can achieve a health enhancing level of fitness through regular engagement in vigorous or moderate intensity physical activity.

2.4.5. Physical health

Physical education programs in schools directly benefits student's physical health. Getting them commended amount of exercise combats obesity, which consequently reduces the risk of diabetes, heart disease, asthma, sleeping dis orders and other illness. Regular exercise also

contributes to cardiovascular health and promotes muscle and bone developments. According to the national Association for Sport and Physical Education and cognitive assessments. In addition to participating physical activity, students in physical education learn the fundamentals of health full healthy, knowledgeable adults.

2.4.6.Academic performances

Though a lack of attention on physical education is often justified as an opportunity to spend more time in the class room, studies show that physical activity contributes to improved academic performance.

Regular activity during the school day is strongly associated with higher concentration levels as well as more directed, composed behavior.

2.4.7. Social Assimilation

Activities in physical education help children develop health full social interactions. From a young age, children learn cooperation through group activities and form a positive sense of identity as part of a team. Such group activities are continually important as children grow order. The international plat form on sport and development states that “sport has been used as a practical tool to engage young people in their communities through volunteering, resulting in higher levels of leader ship, community engagement and altruism among young people.”

Sport and development organization also notes that positive character development through group physical activities depends on the program curriculum.

2.4.8. Mental Health

The benefits of physical education to a children’s mental health are both complex and comprehensive. Improved physical health, academics and social interactions all contribute to good mental health. Physical activity sets the stage for a good night’s sleep, while obesity, caused in party by in activity, is linked to sleep apnea. Sleep deprivation negatively affects the body’s immune function, aids in memory consolidation and may cause irritability and

impatience. Regular physical activity, in addition to adequate sleep, provides more energy to participate in hobbies and interact with others.

2.5. Physical Education Curriculum Time Allocation

Curriculum time allocation remains in issue of concern globally since the time allocated for PE has been whittled away or disappeared altogether (directorate of school Education (DSE), 1993). This situation is exacerbated in most countries because PE is never examined and therefore, teachers prefer using PE time to teach the “academic” subjects. Most school has PE slotted on the timetable but hardly implement it. Unfortunately, while there have been many education reforms since the late 1990s these reforms have impacted negatively on PE because PE time allocation has continued to decrease in around 17% of countries (Hardman, 2008). This happening despite “strong efforts and international advocacy supported by extensive economical, medical, scientific, social, and cultural support for sufficient PE programmed and initiatives in some countries to increase PE time. PE research in the 1980s concentrated on active learning time in physical education (ALT-PE) but recently, this has shifted to the more crucial issue of the overall amount of time available to PE (Green, 2008). Schools in many countries have gradually reduced PE time and Marshal and Hardman (2000) attribute this to lack of facilities, lack of teachers and the make to time for other subjects. The situation is less encouraging in most African countries where there is either very little time allocated to PE or not time at all.

2.6. Characteristics of Quality Physical Education Program

As noted, a high quality physical education program can help youth meet the guide line of at least 60 minutes of vigorous - or moderate –intensity physical activity per day. This increase in physical activity should be balanced with appropriate attention to skill development and to national education standards for quality physical education. In a recent literature review, Bassett and colleagues (2013) found that physical education contributes to children achieving an average of 23 minutes of vigorous-or moderate intensity physical activity daily. However, the time spent in vigorous – or moderate intensity physical activity could be increased by 60 minutes if the physical education curriculum were to incorporate a standardized curriculum (Bassett et al, 2013).

Thus, it is possible for physical education to contribute to youth meeting at least half (30 minutes) of their daily requirement for vigorous- or moderate-intensity physical activity.

To help children grow holistically, however, physical education needs to achieve other learning goals when children are active. To this end, physical education programs must process the quality characteristics specified by NASPE (2007b, c). designing and implementing a physical education program with these characteristics in mind should ensure that the time and curricular materials of the program enable students to achieve the goals of the coming knowledgeable exercisers and skill full movers who value and adopt a physically active healthy life style.

2.7. Certified PE specialists as the main teaching force

If standards are the gauge for quality, teachers make the difference in a particular school in terms of the extent to which students can achieve the standards. Research has made clear that certified physical education specialists can provide more and longer opportunities for students to meet physical activity guide lines compared with Class room teachers trained to teach physical education (McKenzie et al, 2001). Moreover, when teachers are taught strategies to encourage vigorous- or moderate- intensity physical activity in physical education class, a significant increase in physical activity can be expected (Lonsdale et al. 2013). The role of certified physical education specialists in health enhancing physical education on has become increasingly critical (Mckenzie, 2007).

In recent years physical education has been falling out of its position as staple of the traditional school day. Research not only connects regular PE classes with improved academic performance but also suggests that lack of activity could be damaging children's Cardio Vascular health. Despite, the scientific evidence, the modern curriculum continues to impede physical education in favor of more time spent in the classroom, placing additional pressure on physical educators and school departments to optimize the time allotted towards achieving crucial fitness goals.

In school for all ages, the physical education program is responsible for helping students learn the value of activity for health, recreation, social interaction, and more. Here is what

you should aim for when outlining goals as a physical educator or organizing a school physical education department.

High quality physical education can encourage young people to develop knowledge, understanding and skills across a range of physical education, sport and health enhancing experiences. More than that, it can develop in them the desire and commitment to continue to enjoy, improve and achieve in line with the own personal capacities throughout their life time (HMIE,2008).

In more than a few primary and secondary schools, physical education experiences are not part of a well-planned curricular frame work but are often mainly opportunities for physical activities and recreation. Such opportunities are not always fully developing pupil's skills and understanding in a way that will allow them become more successful and confident learners (HMIE,2008).

Key to physical education's contribution to developing responsible citizens is the promotion respect for the involvement of others ...Throughout participation in physical education and other physical activities ,pupils can be encouraged to take more of a part in the social ,cultural and sporting life of the school (HMIE 2008).

physical education program highlighted curriculum called new physical education , which delivers 30 minutes of constant physical education equipment(Nike Raises Awareness of the importance of physical education in Los Angeles school through 2007,children spend a considerable amount of time in school , and schools are a power full motivator for helping them adopt health life styles. Several studies demonstrate school based physical education programs are one of the most effective ways to facilitate activity in our youth.

Nike seeks to increase the quality and quantity of physical education in schools. The times we realities of the times we live in demand that we strengthen physical education in our schools and ultimately bring full time physical education, taught by PE specialists, back to every school in the United States.

Certified PE specialists provide more physical education and higher quality PE than class room teachers (Physical Education Matters,2007).Professional development is particularly

needed for the class room teachers ,who continue the main instructors of PE in elementary level is vital for developing the skills ,knowledge, attitude and health benefits for an active ,healthy life style(Mandigo,2003).

Non physical education specialists reported lower levels of confidence, enjoyment, preparation and knowledge and less professional development opportunities than physical education specialists (Mandigo,2003).Principles may be more inclined to devote more time in their schools to physical education if it is taught by a specialist (Mandigo,2003).

The nature and quality of delivery of the physical education curriculum are fundamental to the future of the subject! (Hardman and Marshall, 2000).Physical education teachers can also have a direct impact by developing more opportunities for physical activities throughout the school day.(Mckenzie, Marshal, Sallis and Conway,2000).

Quality physical education also requires qualified teachers ...potential safety issues (principles magazine 2003).A physical education teacher plays an important role in guiding students to explore.(Chen and Cone 2003).

2.8. Goals of the physical education

The aim of organized physical education and sport programs is to create an environmental that stimulate selected movement experiences resulting in desirable response that contributed to the optimal development of the individual potentials in all phases of life, shaped (1997) .regular physical activities provides numerous health benefit from leaner bodies and lower blood pressure to improved mental health and cognitive functioning. The provision of adequate physical resources including facilities equipment and maintenance can help influencing attitude and facilitating program success. The physical education and sports programs learning environment suggest that facilities should be available to children engaged large muscles activity involving climbing, jumping, skipping, throwing, leaping and catching, and those also engaged in fundamental motor –skills activities and other in low organization games various cooperative, team activities and competition.

PE is used to provide children with guided kretchmer (2005). Experiences that promote development of physical fitness enhance motor abilities and faster sport and leisure activities

participation (grosse,2009) it applied a holistic approach and incorporate the concepts of both physical (body) and education (mind) of person (a well-planned PE program can integrate education across the dimensions of the physical, social, emotional, cognitive , aseptic , moral and creative aspects of development (sleapet'al. 2000).A quality physical education should offer challenging yet achievable goals and include all activity session. High school physical education should review skills and begin to focus more on team – building and more in depth sport strategy, along with coaching and officiating sport.

All physical education programs should also include cross-curricular activities so that students who think that math is not applicable in physical education can see how a football field is measured and how a trajectory of a soccer kick or basket free throw has math and physics elements. Vocabulary and history of the sport and most important, all activities should be fun and rewarding for all participants.

The psychological benefits of exercise are just as important as the physical ones. Not to be over looked are the positive effects of physical activity on self –image and self-confidence, and on promoting general feelings of health and wellness. Movement develops brain cells and stimulates the production of endorphins, body chemicals that help create feelings of happiness and calmness as well as ease stress and pain.

2.9. Teaching Essential body management skills

The most well-known goal of any physical education class is to promote movement – but there is more to this aspiration than breaking students out of a stationary life style. PE. Classes teaches for many younger children, physical education classes after their first chance to learn about the relationships between nutrition, exercise, and health while acquiring basic body management skills such as: the ability to stop and start on signal, spatial awareness, body part identification, balance and control.

Though these skills may not seem as crucial as literacy and numeracy, the absence of them can result in sedentary children who feel to “Clumsy” to engage in any regular activity. After time the inability to develop mature motor skills can cultivate sedentary adults, who struggle to achieve career goals or lack self-confidence.

2.10. Promoting physical fitness as fun

Quality instruction from dedicated educators helps children develop fundamental motor patterns. But it is also important for teaching students that being active can be of unnatural habit.

The more that young students consider physical fitness a natural part of their daily schedule, the more likely they are to be engaged in fitness as they age leading to a healthy life style.

One in three children is overweight in America, and youngsters who enjoy physical activity are the ones most likely to be active in the future. While physical education is not the only factor helping children get active, it can be a useful way to help them uncover new skills and discover activities that they enjoy. By exploring a range of sports and fitness solutions, from gymnastics to running and climbing, physical educators give students a chance to find the activity that appeals most to them giving children their own personal tool in the fight against obesity.

2.11. Developing team work, sportsmanship, and cooperation

Physical education allows children to experience healthy social interactions, teaching cooperation through group activities, and encouraging team work through identification as one part of a team. These social skills stay with children throughout their lives, increasing the chance that they will become involved in their communities, take leadership roles, and build lasting relationships. Social skills develop confidence, contributing to academic performance and mental health. When students are stressed, they struggle to focus and manage their emotions properly. Physical activity is a great way to relieve stress, promoting positive mental health and enhanced learning aptitude. Although reduced time for physical education is often justified as a way to help students spend more time in the classrooms studies have shown that regular activity during the schooldays links to higher concentration levels, more composed behavior, and happier students.

2.12. Setting goals is crucial

In a physical education setting, the right goals will:

- Engage students in physical education class
- Attract the attention of distracted learners.
- Create an environment that cultivates movement
- Teach the values of health and exercise.

Establishing goals within physical education can also help students learn the value of setting their own personal and achievable goals in relation to their favorite activities. Teach kids about goal setting by recording each child's best sprint time and showing them how they improve through the year, or encouraging students with a particular interest to take their skills to the next level.

From developing motor skills for younger children to creating an environment where students can cultivate a positive attitude toward physical fitness, well-designed physical education goals will not only boost kids' education, but prepare them for an active, healthy and productive life style.

Attitudes develop at an early age and can be changed based on situational context such as a particular teacher or the class environment (A, Zen, 2001). In other words a student's attitude toward a particular subject in school can be shaped by his or her perception of the teacher or instructional setting. Attitudes towards physical activity and perception about physical education classes are important to begin or to continue participation in activity (Silverman and Subramanian, 1999).

One aspect of teaching that has received a great deal of attention from researchers is related to teacher expectations of pupils' abilities and behaviors. A number of writers have proposed that teachers' attitudes and expectations towards their pupils can have a considerable effect upon teachers' behaviors towards. Those pupils, and that in turn influences the pupils behaviors. Rink (1993, 47) refers to these as expectancy effects, which she says, deal with the relationship between teacher expectations for pupil behavior, the characteristics of the pupils and the actual achievement of the pupil.

Numerous studies have suggested that pupils of different levels of achievement are treated in different ways by teachers in terms of the frequency and quality of the contacts between them (Cohen, Nanion&Morvison 1996). High achievers seem to be given more opportunities to respond to teachers' questions and more time to answer than low achievers. They are also allowed to ask more questions themselves, and are offered more praise from teachers.

Some teachers' expectations about pupils achievement is largely determined by their perception of pupil effort, and sometimes by how well pupils behave. These expectations can have both indirect and direct effects on pupils learning. In directly, now teacher expectation may lead some pupils to modify their perception of their own ability, which may influence the goals they set themselves and the standards with which they are satisfied more directly, well-meaning teachers may actually restrict the learning opportunities they offer some pupils.

2.13. The concept of Attitude

The study of attitude 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 (Fishbone and ajzen, 1975). One of the earliest definition came in 1928 when Louis Thurston defined attitude as the "sum total of man's inclination and feelings, prejudice or bias conceived nations, ideas fears threats, and convictions about any specific topic "thrust one (1931) later shortened his definition to simply say attitude is the affect for or against psychological object" shortly thereafter , All port(1935) defined altitudes as, "a mental and neural state of readiness , organized through experience, exerting a directive or dynamic influence up on the individual's responses to all objects and situations with which it is related" . Hallo rams (1967) point out that All port's definition raises three points:

First: an attitude is a state of readiness leading the individual to perceived things people around him in certain ways. That is to be more ready which certain categories and interpretations than with others. In their ever day lives people are often ' ready ' to deal with object and people as they meet them without, having to ' stop and think ' about every encounter.

Secondly, attitude is not innate – they are learned, they develop and they are organized through experience.

These states of readiness are relatively enduring but they are modifiable and subject to change. A third aspect of all port's definition follows from this and that is that attitudes are dynamic. Attitudes are not merely latent states of preparedness awaiting the presentation of an appropriate object for their activation. they have motivational qualities and can lead a person to seek (or avoid) the objects about which they are organized influenced by all port's definition , trained (1971) defined attitude as , "an idea charged with emotion which predisposes a class of action to a particular class of social situations ." trainees (1971) suggest that attitudes consist of three components: (a) a cognitive component , which is a way for humans to categories ideas (B) an affective component , which is the emotion that change the idea and (c) a behavioral component , which guides behavior.

As Mueller (1986) points out " which there is not total consensus among social scientists regarding the definition of attitude , there is substantial agreement that affect for or against is a certain component of the attitude concept " , this was precisely what Louis Thurston proposed in his modified definition in 1931 . Although that the debate over the definition of attitude continuous, most if not all social psychologist acknowledgement the importance of attitude in the lives of human beings. According to Katz(1960) attitudes server people in four ways . First, attitude guide behavior toward valued goals and a ways from aversive events. Secondly, attitude helps to manage and simply 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 impulse to prepare our nation's children to meet the demands of the 21st century by acquiring the knowledge and skills needed to be successful and productive citizens has been the focal point of the recent educational reform movement in the United States. Students in our nation's schools are being held accountable to high academic standards. To this end, many states have initiated standards based education to improve academic achievement in each of the areas of the school curriculum. These standards indicate what students should know and be able to do at specified points in their academic careers. Physical education has not been exempt from this reform at the national level. In 1995 the national association for sport and physical education

(NASPE) defined a physically educated person as one who has “the knowledge, skills, and confidence to enjoy a life time of healthful physical activity” and subsequently developed content standards for physical education. Since the time, individual states have developed standards in health and physical education. This may be viewed as an attempt to combat the secondary life styles plaguing many of our youth by providing knowledge and skills that will influence students’ decisions to pursue an active life style. The development of the content standards may also suggests that physical education is being viewed as an important means in promoting health and wellness that may, in turn, influence students to lead physically active life style.

It is important to examine student’s attitudes toward their curriculum as they can have a large impact on the success of a class. Attitudes develop an early age and can be changed based on situational context such as a particular teacher or the class environment (Aicinena, 1991).

In other words, a student’s attitude toward a particular subject in school can be shaped by his/her perception of the teacher or instructional setting. Attitudes toward physical activity and perceptions about physical education classes are important to understand as they can influence an individual’s decision to begin or to continue participation in activity (Lee, Kang, and Hume, 1999; Silverman and Subramanian, 1991).

Studies have examined attitudes and perceptions of students of all ages toward physical education (e.g. Barney 2003; Bowyer, 1996, Stewart, Green, and HuelSkamp, 1991; Tannehill and Zakraisek, 1993). However, only recent studies have been conducted that assess secondary students’ attitudes and their perception toward physical education (Carlso, 1995; Greenockle, Lee, and Lomax, 1990; Luke and Sinclair, 1991; Scantling, Strand, Lackey, and McAleese, 1995; TabbegukkmRinarm O. Sullivan, England, and Rosenberg, 1994). There are several variables that influence high school students’ attitudes toward physical education.

Carison (1995) examined high school students’ negative attitudes toward physical education and found that some students did no feel physical education filled a need in their lives ad consequently did not find it valuable. A lack of student input gave some students a feeling of powerlessness there by making them feel as though they did not have any control over what

happened in the gymnasium. This finding concurs with Aicinenena (1991) who hypothesized teachers who allow some input in to class room decision while maintaining control of instructional processes may foster positive attitudes toward physical education in relation to a curriculum driven by state content standards are intended to assure that all students meet minimum curricular requirements, if students do not find it valuable, the content standards possibly may have no meaning in their lives either. This attitude may lead to avoidance behavior or disruptive behavior in the classroom. What may be one key to the relationships between student attitudes toward physical education and state content standards are the activities offered, the way in which these activities meet the standards, and the presentation of the activities to the students. For example, if one of the standards relates to developing aerobic fitness (NASPE standard 4) it should be presented along with the concepts of the FITT (frequency, intensity, type and time) principle, thereby giving the students a better understanding of why the activity is beneficial (NASPE standard 2) and they will likely have a more positive attitude (NASPE standard 6).

Students' attitudes and perceptions of their physical education classes have quite an impact on the degree to which students participate and gain benefits from their physical education classes (Lee, Kang and Hume, 1999; Silver man and Subramanian, 1999).

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter contains research design and method, research site, participants of the study, sampling techniques and sampling size, data collecting instruments and method of data analysis.

3.1. Research design

To undertake this study, a mixed research approaches were employed to address basic research questions. This approach would help to improve the quality of research since it enables to collect multiple sets of data using different research methods. In this study both the quantitative and qualitative data were employed since the resection question addressed both qualitative and quantitative methods of data presentation. Most of the data collected through questionnaires were in quantitative forms. The data collected through interviews were qualitative in nature. The descriptive survey design would employ in this study. A descriptive survey describes and interprets what is carried out in the school currently. This is because the intention of the study was to assess the existing situation and to describe opinions on the students' perception in learning physical education by participants of the study. In the same line of argument, Best and Kahn,(2003;p.14) have argued that descriptive study concerned with conditions or relationship that exist, opinions that are held, process that were going on, effects that were evident or trends that were developed.

3.2. Research site and population of the study

The study was conducted in the Western Wollega zone in some selected woredas' high schools students. The researcher choosed this area because it is the work place of the researcher and easily interacted with the respondents when it was needed. In addition to this it minimized the time taken and economy expend during the study. The research was specifically carried out in NejoWoreda. Nejo Woreda has two administrations. Nejo town administration and Nejo district administration. There are seven high schools and two preparatory schools in NejoWoreda. The data was collected from two high schools of Nejo

town administration and three district town administration. These five high schools were selected by random sampling with lottery method of sampling. In general, Nejo town administration and district administration high schools have 2000 students. From these students 10% of them were taken as a sample. From these high schools, 200 females and males students were randomly selected. 200 respondents were taken because 10% of the total population in the study can be represented by 10% of that population. From these 105 were females and 95 were males. From each high school one physical education teacher was included. They were two females and three males.

3.3. Sampling techniques and sampling size

The selection of sampling techniques for the study was based on the representativeness and resourcefulness of the sample. In this study, simple random sampling and quota sampling techniques were employed; because simple random sampling is important to participate all participants in the study equally and quota sampling helps to obtain the needed samples in the total population.

The sample size of the study was 200 of the total students of the Nejo Woredas' high schools under studied and 5 physical education teachers in the indicated Woreda.

3.4. Data collecting instruments

There were instruments used in the process of gathering the necessary data for the study. These were questionnaire and semi structured interview.

3.4.1. Questionnaire

Both closed and open ended questionnaires were employed to collect quantitative data from selected students and teachers. This is because questionnaire is convenient to conduct survey and to acquire necessary information from large number of study subject with short period of time. Furthermore, it makes possible an economy of time and expense and also provides a high proportion of usable response (Best & Kahn, 2003). The questionnaire was prepared in English language, because all of the sample teachers and students (respondents) can have the necessary skills to read and understand the concepts that were incorporated. It was dispatched

and collected through the assigned data collectors. To make the data collection procedure smart and clear from confusions, the data collectors were properly oriented about the data collection procedures by principal investigator. In addition to this, nearby follow up was kept by the principal investigator.

3.4.2. Interview

In this research semi-structured interviews were prepared for PE teachers in the study to collect the necessary data. Because interview has greatest potential to release more in-depth information, provide opportunity to observe non-verbal behavior of respondents, gives opportunities for clearing up misunderstandings, as well as it can be adjusted to meet many diverse situations (MoE, 1999).

3.5. Procedures of data collection

To answer the research questions raised, the researcher had gone through a series of data gathering procedures. These procedures helped the researcher to get authentic and relevant data from the sample units. The researcher would make an agreement with the participants. After making agreement with the concerned participants, the researcher introduced his objectives and purposes. Then, the final questionnaires were administered to the respondents in the selected schools. The participants were allowed giving their own answers for each item independently and the data collectors closely assist and supervise them to solve any confusion regarding to the instrument.

Finally, the questionnaires were collected and made it ready for data analysis. The interview was conducted after the participants' individual consent had been obtained. During the process of interview the researcher would attempt to select free and clam environment to lessen communication barriers that disturb the interviewing process.

3.6. Method of data analysis

The data obtained through questionnaires were organized and analyzed quantitatively by using percentage. The data collected through semi-structured interview and open ended questions were organized according to theme identified from the research questions and

analyzed qualitatively. The contents were presented in narrative using well-said accurately, according to the study participants as illustration.

3.7. Validity and Reliability checks

Checking the validity and reliability of data collecting instruments before providing to the actual study subject is the core to assure the quality of the data (Yalew,1998). The pilot test was conducted to test the validity of the instruments. It had been done with the objective of checking whether or not the items contained in the instruments could enable the researcher to gather relevant information on the problem under treatment. The draft of the questionnaire was first distributed to Haro Birru secondary high school which is not included in the sample. The respondents were oriented well to overcome ambiguities that may pose problem to them in attempting to answer the items and filling out the questionnaire. After the questionnaires were filled and returned each questionnaire was examined critically and corrections were made in accordance with relevant inputs obtained from the theses adviser and pilot result before carrying out the final study. The pre-test will provide an advance opportunity for the investigator to check the questionnaires and to minimize errors due to improper design elements , such as question , wording or sequence (Adams et al ,2007).

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

This chapter deals with the presentation, analysis and interpretation of the data gathered through questionnaires and interviews. Presentation and analysis is the arrangement and implementation of fragmented data into tangible and meaning full information. The data gathered was presented with the help of tables and following by descriptive statements for analysis to give answers to the basic questions set in the study. The data were collected using quantitative and qualitative forms. Both the open ended and closed ended questionnaires were prepared for the high school students of the west wollega zone Nadjoworeda, Nedjo town and district high schools. There are seven high schools in this woreda and five high schools were randomly selected. The quantitative part of the data was present using the percentage of the respondents and followed by descriptive statements after each tables. The open ended questionnaires were analyzed by using descriptive statements.

The researcher also prepared questionnaires and interviews for five PE teachers in Nedjo town and district high schools. The researcher distributed 200 questionnaires for the students which had different questions and five questionnaires for the teachers. For each of this teacher questionnaires were distributed and interviews were also prepared and administered for physical education teachers in the schools under studied.

4. 1. Research setting and participants of the study (teachers).

Participants of the study	Data collecting instruments	Names of the schools	Total
Physical education teachers	Questionnaires and interviews	Nedjosecondary school	1
	Questionnaire and interviews	Agar Aleltu secondary school	1
	Questionnaires and interviews	Werejiru secondary school	1
	Questionnaires and interviews	Gidamariam secondary school	1
	Questionnaires and interviews	Gori secondary school	1
Total			5

The above table shows there were 5 high schools and the researcher focused on and five physical education teachers. For each of this teacher questionnaires and interviews were prepared and the questionnaires were distributed and interviews were asked.

4. 2. Research setting and participants of the study (students).

Participants of the study	Data collecting instruments	Names of the schools	Total
Students	Questionnaires	Nedjo secondary school	40
	Questionnaires	Agar Aleltu secondary school	40
	Questionnaires	Were Jirusecondary school	40

	Questionnaires	Gidamariam secondary school	40
	Questionnaires	Gori secondary school	40
Total	200		200

The above table shows students respondents in five high schools in Nedjoworeda. For each of the student different questions were prepared for the total 200 students and questionnaires were randomly distributed for male and female and every of the questionnaires were returned.

4. 3. Characteristics of the student's respondents.

Sex				Age				Grade			
Female		Male		15-16		17-19		9		10	
No	%	No	%	No	%	No	%	No	%	No	%
105	52.5	95	47.5	115	57.5	85	42.5	70	35	130	65

The above table indicates 105(52.5%) of the students are female and 95(47.5%) of the students are males. 70(35%) of them were selected from grade nine and 130(65%) from grade ten. They are between the age of fifteen to nineteen, 115(57.5%) of them are between 15-16 years and 85(42.5%) of the between 17-19 years of age.

4.4. Back ground of the physical education teachers in Nedjoworeda in the research.

Participants of the study	Names of the schools	Qualification	Sex	Work experience	Age
Physical education teachers	Nedjo secondary school	Degree	M	3	29
	AgarAleltu secondary school	Degree	F	10	30
	WereJiru secondary school	Degree	F	5	28
	Gori secondary school	Degree	M	7	29
	Gidamariam secondary school	Degree	M	10	31

According to the above table, the physical education teachers of these schools were degree holders and they have working experience between 3-10 years. Two of them are females and three of them are males. They are between 28-31 years of age.

4.5. Students' responses in the participation they have in learning physical education

The researcher had prepared different questionnaires depending on the research question set for students. The questionnaires have both close ended and open ended questions. The students forwarded their ideas on both the close ended questions and open ended questions.

In general, the researcher prepared twelve questionnaires and the students responded differently. The answer they answered for each questions is presented by table followed by descriptions of the tables.

4.6. The views of students to physical education in relation to other subjects.

Alternative	Number of respondent	Percentage	mean	SD
Good	95	47.5	31.6	21.1
Medium	65	32.5	21.6	14.4
Low	40	20	13.3	8.9
Total	200	100	66.50	44.40

According to the above table, 95(47.5%) of the respondents have good view 65(32.5%) respondents have medium and 40(20%) of the students have low view to physical education compared to other academic subjects. The mean and standard deviation of the respondents are 31.6 and 21.1, 21.6 and 14.4 and 13.3 and 8.9 for good, medium, and low respectively. The results show that as much of the students like physical education than other subjects.

4.7 The student's responses to if the time given for PE develop physical fitness.

Alternative	Number of respondent	Percentage
Yes	92	46%
No	108	54%
Total	200	100%

This table shows that 92 (46%) of the respondents said the time given for physical education can develop physical fitness and 108(54%) of the students responded that the time given to physical education can't develop physical fitness. From this it is concluded that the time given to PE can't develop physical fitness.

4. 8. The score of the students in PE compared to other academic subjects.

Alternatives	Number of respondent	Percentage	mean	SD
High	80	40%	40	20
Low	120	60%	60	30
Total	200	100%	100	60

The above table indicate that, 80(40%) of the respondents said as their score is higher than other subjects and 120 (60%) of the respondents were said as they have low score in physical education than other subjects. The mean of the respondents are 40 and 60 for high and low respondents and standard deviation of 20 and 30 respectively. The result tells us that the point they recorded in PE is less than other subjects.

4.9. Does the maximum number of students per class have affected the quality of participating in PE class?

Alternatives	Number of respondent	Percentage
Yes	105	52.5%
No	95	47.5%
Total	200	100%

From the above table, 105(52.5%) of the students respondent as the maximum number of students per class has affected the quality of participating in physical education classes and 95(47.5%) responded as it has no effects. From this information we conclude that as the maximum no of students per class affect the quality of participating in PE classes.

4.10. Responses of students to parts of physical education

Alternatives	Number of respondent	Percentage
Theory	33	16.5
Practice	75	37.5
Both	92	46
Total	200	100

The above table tells us 33 (16.5%) of the respondents like theoretical parts of PE 75(37.5%) practical part of PE and 92(46%) like both theoretical and practical parts of physical

4.11. Student's attitudes in learning physical education.

Alternatives	Numbers of respondents	Percentage	Mean	SD
High	67	33.5	22.3	14.9
Medium	93	46.5	31	20.7
Low	40	20	13.3	8.9
Total	200	100	66.6	44.5

From the above table 67(33.5%) respondents responded as their attitude is higher 93(46.5%) medium and 40(20%) of them have low attitudes toward learning PE. The mean of the respondents of high, medium and low is 23.3, 31 and 13.3 respectively and the standard deviation is 14.9, 20.7 and 8.9. Therefore, from these we concluded that the students have medium attitudes in learning PE.

4.12. What is the behavior of the teacher in teaching PE

.Alternatives	Number of respondents	Percentage	Mean	SD
Interested	70	35	23.3	15.6
Not interested	25	12.5	8.3	5.7
Highly interested	105	52.5	35	23.3
Total	200	100	66.6	44.60

This table shows 70(35%) of the respondents said as the behavior of the physical education teacher is interested 25(12.5%) not interested and 108(52.5%) highly interested in teaching PE. The mean of each respondents is 23.3, 8.3 and 35 from top to down respectively and tables are the descriptive of close ended questions for the students and followed by explanations the standard deviation is 15.6 , 5.7 and 23.3. The result shows that the behavior of PE teacher is highly interested. In general, the above of the tables.

There were also open ended questionnaires for the students and they were answered to the questions. The first question was what causing the students unwillingness and lack motivation to participate in physical education classes. Most of the student were stressed that since PE did not included in national exam, students un willing to learn and lack motivation and also there were no enough materials for practicing physical education activities. As they responded the period per week given is also decreased students motivation toward leaning physical education. The other questionnaires prepared for the students were what the students recommended in order to increase interests of students in PE. They responded that, the period given for the PE should at least increased from 1 /week to 2/ week, PE should be include in

national Examination, PE teachers shouldn't force students to participate in PE classes rather than advising, motivating, clearly teaching the importance of physical education for human body and physical education text should be revised as other subjects were revised. They also strongly stressed that there should be youth sport center in the area to practice after school. At the end, the researcher asked to explain the general knowledge they have about PE. They also for worded their ideas as: PE education is important than other subjects as it develops goods posture, defend diseases, develops confidences , contributes for the mental developments, physical developments , motor developments and social developments.

4. 13. Responses of physical education teachers in the study.

No	Items	Alternative	No of respondent	%
1	How do you express your interest toward your profession	Interested	5	100%
		less- interested	-	-
		Not interested	-	-
2	What is your opinion about the attitudes of students in theoretical class of PE	Highly motivated	2	40%
		Medium	3	60%
		Low	-	-
3	What is the attitudes of students to practical classes of PE	Interested	2	40%
		Highly interested	-	-
		Less interested	3	60%
4	What is your opinion about period given per week for PE	Enough	-	-
		Low	5	100%

	teaching	Not enough	-	-
5	Do you have sports field in your school	Yes	2	40%
		No	3	60%
6	Is the time given for PE practical class is enough to develop students fitness	Yes	-	-
		No	5	100%

According the above presented table question number one indicates that 5(100%) respondents responded that as they have interested toward their profession. There were no teachers less interested and not interested in their profession. In question number two 2(40%) of the respondent responded that the attitudes of students to ward theoretical class of physical education is high and 3(60%) of the respondents are medium. The results indicate that the attitude of students to physical education theoretical class is medium. the question number 3 questions the attitudes of students to practical class of PE and 2(40%) responded that they have interest in practical class and 3(60%) students have less interest. the result indicates that the students have less interest to physical education practical class. lecture method and 2(40). The question number 4 tasks respondents about the period given per week for PE teaching. 5(100) of the respondent were responded that the period given for physical education is low. Question no 5 ask the respondents if there were sport field in their school 2(40%) of the respondents responded as there was sport field and 3(60%) responded that there was no sports field. From these it is concluded that as there were no enough sports fields in their schools.

The last question no 6 asks if the time given is enough to develop students' fitness.5 (100%) respondents said that, the time given for physical education practical session was not enough to develop student's fitness. In addition to the above closed ended questions, open –ended questions were also prepared for the physical education teachers. The first question asks how to develop positive attitudes of students to physical education learning and most of the teacher responded that motivating student, encouraging and highly initiating the students

during skill development demonstration is needed in physical education practical classes. The next question was to examine the no of periods they teach in a week in the teaching effectiveness. They responded that the period per week for the PE is not enough to teach PE that has practical and theoretical part and they recommended that in order to teach PE effectively at least two periods per week should be given. The third question was how student observe PE in relation to other academic disciplines. The respondents responded that most of the students consider physical education as none academic subjects since it is not appear in the national examinations. In addition to these the number of period per week given to PE also posed negative out looks to PE. The fourth question was what are the problems that hinder the effective teaching and learning process in the PE class. Most of the respondents were explained that the scarcity of the materials for sporting in the school, the time given for PE and they school society also under mined PE. These are some among the problems that hinders the effective teaching and learning in PE. In addition to the above questions the researcher also prepared interviews for each of the PE teachers. The first interview was what your feeling is in teaching physical education.

Most of them responded that they had positive attitude to PE teaching and because of the absence of sports materials in their school; some of the responded were not have interests in teaching physical education. The second interview asks if the time given for PE is enough to teach PE as other academic subjects. They were responded that there was no enough time to teach physical education and additional time should be given to physical education. They third interview was how the teacher motivates the students in learning PE. They responded that encouraging, advising during practical part and skill demonstration should be done for students they said. The fourth interview was that do you suggest increasing the student's interests in learning PE? Most of the respondents were responded that teaching through demonstration and talking frankly the values of sport from personal develop up to the national and international recognition gained from the sports. The last interview for the teachers was which part of PE students like most of the respondent were totally responded that the student like practical part of PE because during physical education parts they interact freely with their friends and they develop relation among themselves they said.

4.14. Major findings

It is obvious that there are many challenges in teaching and learning processes. Some among is the student's perception, understanding, attitudes, motivation and initiation towards particular subjects. By this study, the researcher investigated the perception of high school students toward learning physical education classes. After collecting the data from the respondents and analyzed it, the researcher came up with the major findings. The major findings of the study were:

- The students had positive attitudes toward learning physical education.
- The time allowed to physical Education classes was not enough to develop students' fitness.
- The teachers of physical Education had high interest in teaching physical education
- The students had good views to PE when it was compared with other academic subjects.

According to Zen,(2001), attitudes develop at an early age and can be changed based on situational context such as particular teacher or the class environment. Curriculum time allocation remains in issue of concern globally since the time allocated for PE has been whittled away or disappeared altogether(DSE),1993.

The researcher also stressed that the time given to high school PE was not balance with the text since PE has both theory and practical parts. In addition, this gave negative assumption to PE by some students in high schools.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

This chapter deals with the summery of the study, conclusion and recommendation given by the researcher at the end of the study.

5.1. SUMMARY

The objective of the study was to investigate the perception of the students to ward physical education learning in western Wollega, Nedjo woreda high schools .To conducted this research mixed research methods and survey research design was utilized. The research data was collected from 205 of the respondents from the total population of 2005 by using questionnaire and interviews. The respondents were chosen by using sample random sampling and quota sampling techniques. The gathered data was analyzed and interpreted by using percentages.

After analyzing and interpreting the data, the researcher found the following results.

- The students had positive attitudes toward learning physical Education.
- The time allowed to PE classes was not enough to develop students' fitness.
- The teachers of PE had high interests in teaching physical Education.
- The students had good views to physical Education compared to other academic subjects.

5.2. CONCLUSION

The aim of this study is to investigate the perception of high school students in learning physical education. This study is important because if students do not find physical education valuable, the content standards have no meaning either. The study involves the students of Western Wollega, Nejo Woreda some selected of high schools and PE teachers of the school under study.

To carry out this study, descriptive research design and mixed research methods is used. To collect the data questionnaire and interviews were applied. The collected data analyzed by percentages and described by narrative statements.

Thus, the study attempts to answer the following research questions in particular:

1. What is the attitude of students toward physical education theoretical as well as practical classes?
2. Is there enough time for learning physical education classes?
3. What is the teacher feeling in teaching physical education?
4. How students consider physical education in relation to other academic subjects?

It is suggested that any organization of physical education should start with developing a positive attitudes and self-confidence among physical educators themselves and make them feel that physical education should extends itself the class room and become the focus of centered point of the educational system.

On the bases of the results obtained from responses to students' and teachers' questionnaire and interviews, the following conclusion is drawn:

- The students have good attitudes toward learning physical education.
- The time given for physical education is not enough to develop students' fitness.
- The physical education teachers have high interest in teaching physical education.
- The students like physical education than any other academic subjects.

5.3. RECOMMENDATION

Based on the data gathered from students and physical Education teachers and analyze made, the researcher drawn the following recommendations. These are:

- The ministry of education and regional education bureau should improve the time given for teaching PE.
- The Woreda's education office, school administrator and school director should fulfill the materials needed for sports.
- The Woreda's sport and youth office should construct youth sport center.
- The ministry of education should think to incorporate PE in national exam.
- Physical education teachers should advice, motivate and clearly telling the students the importance of sports to students rather than forcing students to do sports.
- The Zone, Woredas and school education office should arrange sport fieldsand facilities in the school.
- Future research on perception of high school students in learning physical education is advised because the attitudes could be influenced by different factors.
- Systematic research is needed on personal, curricular and policy barrier to success full physical education.

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Appendix-A

Addis Ababa University

College of education and behavioral studies

Department of education and mathematics education

Questionnaire for High School PE teachers:

Dear teacher;

The main purpose of this questionnaire is to collect the necessary data for the study of the perception of students' in learning PE. For this research to be effective, your kind and genuine response is reburied and highly appreciated.

Thank you in advance for your cooperation

Name of the school _____

Sex _____

Age _____

Qualification _____

Work of experience _____

Kebele _____

Town _____

Region _____

1 .How do you express your interest toward your profession? A. Interested B. less interested C. Not interested

2 .What is your opinion about the attitudes of students in theoretical class of PEA.
highly motivated B. medium C. low

3 .What is the attitudes of students to practical classes of PE A. Interested B. less
interested C. highly interested D .Not interested.

4. Write your opinions how to develop positive attitudes of students'to physical
education learning _____

5. How do you examine the n^oof periods you teach in a week is your teaching
effectiveness _____

6. Justify your opinion how students observe PE in relation to other academic
disciplines? _____

7 .What are the problems that hinder the effective teaching and learning process in PE
in your School? _____

8 .If your answer to question no7 is no , Justify your opinion in what it should be
arranged and if yes how? _____

Appendix-B

Addis Ababa University

College of education and behavioral studies

Department of science and mathematics education

Questionnaire for high school students.

Dear student:

The main purpose of this questionnaire is to collect the necessary data for the study of the perception of students' in learning PE. For this research to be effective, your kind and genuine response is required and highly appreciated.

Thank you in advance for your cooperation

Name of the school _____

Sex _____

Age _____

Kebele _____

Town _____

Region _____

1. What is your view of PE in relation to other subjects A. high B. low C. medium
2. Is the time given for physical education is enough to develop your fitness?
A. yes B. No
3. What is your score of PE when you compare it with other academic subjects?
A. High B. low

4 .Does the maximum number of students per class have affected the quality of participating in physical education class. A. Yes B. No

5. What social factors influence high schools students to participate in physical activities? _____

6. What is causing students un willingness and lack of motivation to participate in PE classes? _____

7. Is your PE teacher certified to teach PE A. yes B. No

8. Which part of PE you like most ? A. theory B. practice C. both D. none

9. What do you recommend in order to increase interested of students in PE?

10. What is your attitude toward learning PE? A. high B. Medium C. low

11. What is the behavior of your teacher in teaching PE?

A. interested B. Not interested C. highly interested

12. Explain the general knowledge you have about PE

Appendix-C

Addis Ababa University

College of education and behavioral studies

Department of science and mathematics education

Interview questions for PE teachers in the high school

Dear PE teachers; the main purpose of this interview is to gather information for the study to investigate the students perception in learning PE. For this research to be effective, your kind and genuine response is needed and highly appreciated.

Thank you in advance for your cooperation.

1. What is your feeling in teaching PE? _____

2. Is the time given is enough to teach PE as other academic subjects ? If not what will be done to improve it? _____

3. How do you motivate the students in learning PE? _____

4. What do you suggest to increase the students interest in learning PE?

5. Which part of PE students like most? Theory or practice? why?
