

The Factors Affecting Students Participation In Physical Education And Sport Programin Jitu Preparatory School, Nekemte City, East Wollega, Oromia, Ethiopia

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ABSTRACT

This study is attempted to assess the factors that affecting the participation of students in physical education and sport program in Jitu preparatory school. Samples were taken from grade 9 up to grade 12 students.138 students,three school leaders and one PE teacher were selected by using stratified and simple random samplingtechnique. The “Attitudes toward Physical Activity Scale” (APAS) (Mok et al., 2015) was used in this study which was designed in English for larger global projects. A validated, self-developed, structured questionnaire for socio-economic, environmental factors and facility checklist were used to generate data for the study. Self-made structured interview also used to collect data from school principals and PE teacher. Sport materials and facility safety inspection checklist was applied. Research reliability was measured by Cronbach's alpha test; $\alpha = 0.87$. Finally, the data was analysed via descriptive statistics (frequency and percent). The analysis shows that the socio-economic status of parents, environments, attitudes of family toward participation of PE, lack of adequate material and facilities,and school compound was not conducive for students to participate inPE and sportin the study area.

KEYWORDS: Physical education, Socio-cultural, Attitude, Interest, Environmental factors

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I. INTRODUCTION

Physical education is a socially constructed activity which is informed by, and informs wider physical culture. Individual experiences of physical education as well as messages from wider physical culture, shape understandings of the nature and purpose of physical education, where physical education is defined by what is done in its name (Kirk, 2010).

Physical education provides today's students and society within a school setting in many ways if implemented and utilized appropriately. In many areas, physical education can positively affect students and society. One is overall physical fitness: For example, it helps students and society to improve skill-related components such as speed, agility, reaction time, balance, coordination, and basic movement patterns. On the other hand many students around the world are not currently able to take advantage of the benefits of regular sports and physical activities due to inequitable access and opportunities. Physical education helps students and society to improve their strength, endurance, flexibility, and cardiovascular/respiratory activities. The American Heart Association (AHA) recommends that if children and adolescents want to increase their life expectancies, they need to eat healthy diet and become active in physical activity. Doing these things will help children and adolescents defend against certain diseases and other health problems. Hence, the question: why is there little emphasis on the importance of physical education in today's schools? **The American Heart Association (AHA, 2010).**

In developing countries, students often face barriers to participate in sport and physical education activities, these may include complex issues like attitudes towards physical education, traditional and religious beliefs, and physical education systems, i.e. the curriculum designed for each level, access to sporting infrastructure including services, facilities and equipment. Now a day physical education, which involves various sub fields with in it, and has become internationally that one of the top professions opening the door for peace full coexistence of people of the world, high level of health status. **Byrne& Hills (2007)**

II. MATERIALS AND METHODS

The study was conducted on preparatory students, Nekemte city, Oromia, Ethiopia, to identify the major factors that affect the participation of students in physical education and sport program. The researcher collected the information from total of 138 students, 3 principals and 1 PE teacher of Nekemte City Jitu

preparatory school. The “Attitudes toward Physical Activity Scale” (APAS) (Mok et al., 2015) was used in this study which was designed in English for larger global projects. A total of 58-item APAS is 4-point Likert-type scale ranging from Strongly Disagree, Disagree, Agree, and Strongly Agree. A validated, self-developed, structured questionnaire for socio-economic, environmental factors and facility checklist were used to generate data for the study. Research reliability was measured by Cronbach's alpha test; $\alpha = 0.87$. Structured interview also used to collect data from school principals and PE teacher. Descriptive survey study design was employed for conducting this investigation. The quantitative data was analysed by using descriptive statistics (Frequency and Percent).

III. Data Analysis and Discussion

DEMOGRAPHIC PROFILE

The result in below table 4.1 shows that, out of total respondents 81 (58.7%) of them were males and 57 (41.3%) of them were female. Regarding age, 53(38.4%) of the respondents were between the age of 14–16, 80 (58%) of them were between the age of 17 – 19, and finally 5(3.6%) of them were above 20. Regarding parents occupation, 85 (61.6%) of them were farmers, 48(34.8%) merchant and 5 (3.6%) of them were civil servants. Regarding grade level 102 (73.9%) of them were grade 9&10, 36 (26.08%) of them were grade 11&12.

Table 4.1 Participants’ characteristics by age, sex and Parent’s occupation and grade level

Participants	Age					Parents Occupation				Grade Level		
	14-16	17-19	< 20	Total	%	Farming	Merchant	civil servant	Total	9-10	11-12	Total
Students	28	49	4	81	58.7	49	29	3	81	61	20	81
Male	25	31	1	57	41.3	36	19	2	57	41	16	57
Female	53	80	5	138		85	48	5	138	102	36	138
Present (%)	38.4	58	3.6	100	100	61.6	34.8	3.6	100	73.9	26.08	100

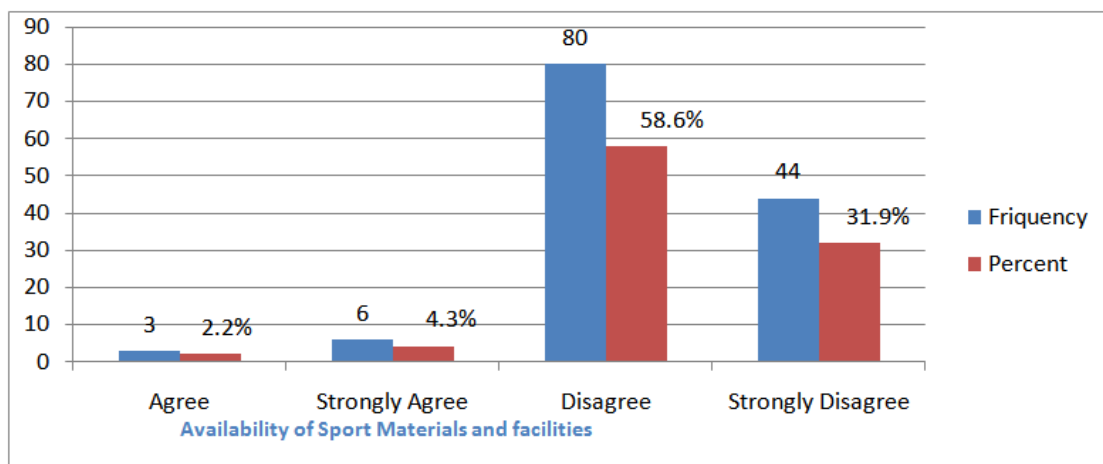
Key: SA-(Strongly Agree) =5 A-(Agree) =4 U-(Undecided) =3 D-(Disagree) =2 SD-(Strongly Disagree) =1

Student’s responses on the availability of sport materials and facilities

As indicated in below table, 3(2.2%) are agree, 6(4.3%) are strongly agree, 80(58.0%) are disagree and 44(31.9%) strongly disagree on availability of sport material and facilities in their school. This shows that the majority of respondent’s responded that there is no availability of sport materials and facilities in their School.

Table 4.2 Availability of Sport Materials and facilities

Alternatives	Frequency	Percent
Agree	3	2.2
Strongly agree	6	4.3
Disagree	80	58.0
Strongly disagree	44	31.9
Total	138	100.0

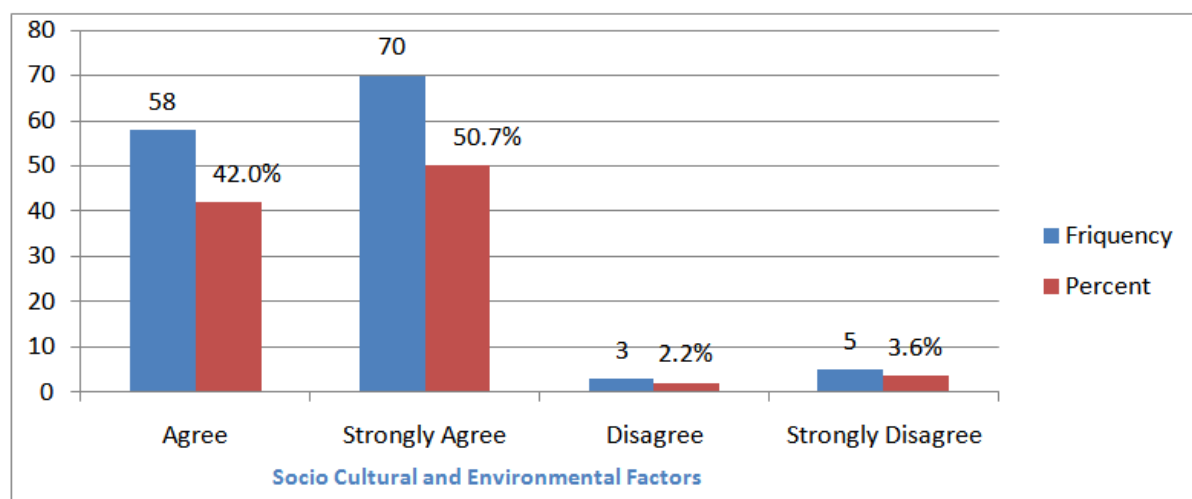


Students Respond towards Socio Cultural and Environmental Factors

Greater than 70(50.7%) of students responded that local culture of the society, the economy status of their parents, Lack of knowledge of their parents toward physical exercise, weather condition, the location of the school & physical environment negatively affect the participation of students in to physical education and sport.

Table 4.3 Students Respond towards Socio Cultural and Environmental Factors

Alternatives	Frequency	Percent
Agree	58	42.0
Strongly agree	70	50.7
Disagree	3	2.2
Strongly disagree	5	3.6
Total	138	100.0

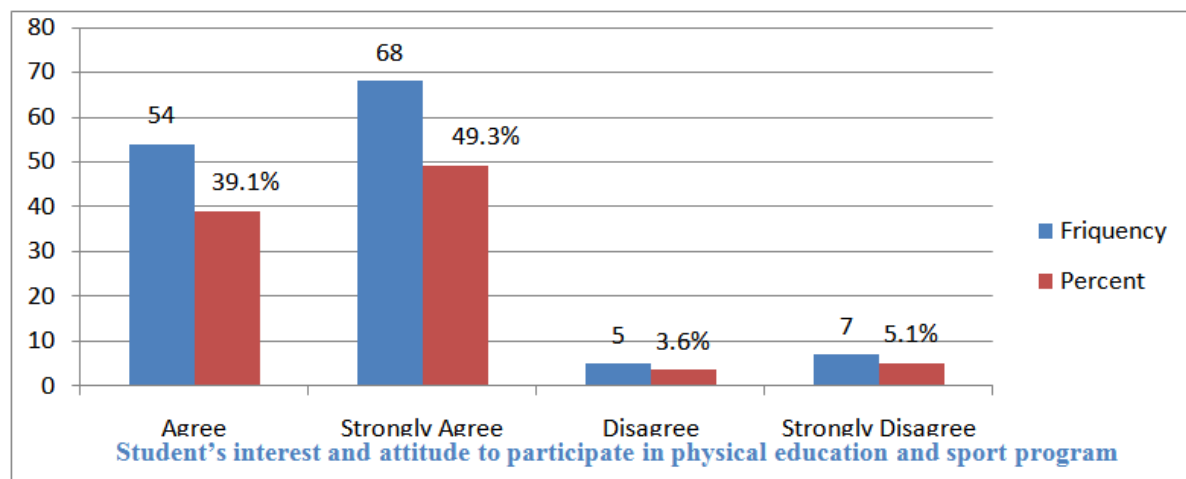


Student's response towards their attitude to participate in physical education and sport program

As it is noticed in below table, the students have positive attitudes towards physical education participation. They believe that participation in physical exercise is good for enjoyment, satisfaction, and health.

Table 4.4. Student's response towards their attitude to participate in physical education and sport program

Alternatives	Frequency	Percent
Agree	54	39.1
Strongly agree	68	49.3
Disagree	5	3.6
Strongly disagree	7	5.1
Total	138	100.0



IV. DISCUSSIONS OF FINDINGS

School Sport Facilities and Equipment's

The result of the present study showed that the majority respondents responded that there was no sport facility, equipment and playgrounds in the study area and lack of these sport materials hinders the student's activity in physical education and sport teaching learning process.

On the interview questions, the interviewed principals and physical education teacher also revealed that there was no sufficient sport materials and sport play ground in the study area. The above result of this study was confirmed with the result found by **Mitzel (In Azeb, 1998)** in some high schools the shortage of facilities are very real.

Socio-cultural and Environmental factors

The result of the present study showed that the majority respondents responded that there was a high socio cultural and environmental factor in the study area which affects the student's participation in physical education and sport teaching learning process.

Based on the interview on the second variable of socio cultural factors in the study area all principals and PE teachers replied that most of the time the socio cultural factor affects students' and environmental factors such as warm weather condition and unsuitable topography of the school which are not suitable for the students to perform any physical activity in the study area participation in physical education and sport program to some extent. However one of the respondents replied that socio cultural factor affects greatly female students and those students came from country side to participate effectively.

The above result of this study was confirmed with the result found by **Trostet al.2002** studied on the association between society and sport; there is a positive association between physical activity behavior and Social support from family, friends, peers and program staff in supervised settings. **Booth et al.(2000)** found that Australian adults aged 60 years and over having friends who participated regularly in physical activity were more active.

Interest and attitude of the students on PE and sport program

The result of the present study revealed that the majority respondents responded that their interest and attitude towards on PE and sport was less and their interest to perform physical activity was too weak. Due to this participation of students highly affected in physical education and sport teaching and learning process.

Based on the interview, both the school leaders and PE teacher replied on the interest and attitude of the students on PE and sport program; lack of their interest and attitude affect the participation PE subject and sport program. In addition to this the three school leaders and PE teacher also forwarded that the interest and attitude of the students on PE and sport program was too weak because of there was no sport competition and other sport movements in their school and their living environment. Therefore this and related factors affects their participation the program on the study area. In line with this they also responded about the awareness of the student's family towards PE and sport program and they replied that they didn't have any concept about the subject. Therefore all these challenges hinder students' participation in physical education and sport program.

The above a result of this study was confirmed with the result found by **DeBourdeaudhuijet al. (2005)** stated that If students are interested in a particular activity, they will be more motivated to learn very widely.

V. CONCLUSION

Based on the above summary of the study, the following conclusions were drawn:-

1. The school had no enough sport materials and sport playground due to this:
 - Students had low confidence in their ability,
 - Students participation in physical education period and sport program was very less,
 - Students had little involvement in the class room and field activities,
 - Students had less understanding on the subject,
2. Students were also affected by culture and socio economic factors which hindered to participate freely in PE and sport program.
3. The school physical structure and surrounding was not conducive for the students to practice sport activities.
4. The majority of the students were not interested to participate in physical education period and sport program, therefore, it is possible to conclude that,
 - Students had low perception for the subject,
 - Less participation in physical activities and competitions,
 - Students, school administration and local communities didn't give equal emphasis similar to other subject,
5. The attitude and interest on students, teachers and parents for participation of physical activity were less.
6. Again based on the findings, poor commitment from school administration and concerned bodies to provide necessary supports and opportunities and the warm weather conditions were factors which affecting the participation of students both in physical education and sport program activities.

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