



International Journal of Physical Education, Sports and Health

P-ISSN: 2394-1685
E-ISSN: 2394-1693
Impact Factor (ISRA): 5.38
IJPESH 2016; 3(6): 334-337
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www.kheljournal.com
Received: 26-09-2016
Accepted: 27-10-2016

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Analytical study of attitude and infrastructure of physical education/sport in Addis Ababa, Ethiopia

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Abstract

The study examined the attitude of university students towards physical education and sport curriculum and infrastructure in higher institution in Ethiopia particularly the university which are found in the capital city of the country (Addis Ababa). For this purpose, sample of 314 students were selected, of which 242 are male and 72 are female. Among the respondents 279 are coming from Urban and 35 rural areas. The instruments were used to collect data from the participant by distributing Questionnaires. Data were analysed using independent cronbach Alpha and two ways (ANNOVA). Testing the two hypotheses results showed that analyses university students have a positive attitude towards physical education and sport curriculum and lack of sport facilities affect the skill of the students in the teaching learning physical education and sport courses.

Therefore, the aim of this study was to investigate the attitude of university students towards physical education and sports curriculum and infrastructure of physical education /sport science university students to identify which factors are influenced in the programme of physical education /sports in Addis Ababa University and Kotebe University College in Ethiopia. A total subject 314 students were selected to fill the questionnaires. As finally the finding of this study student's attitude on physical education/sport curriculum and sport facility are affected the program of physical education/sport science course.

Keywords: Physical education Attitude, infrastructure, higher institution

Introduction

In modern times, there has been increasing recognition of the role of physical education and s
“Every human being has a basic right to physical education physical activity and sport, without discrimination on the bases of ethnicity gender, Sexual orientation, language, political or other opinion national or social origin property or any other bases. The freedom to develop physical, Psychological and social health and competences through these activities must be maintained by all governmental, sport and educational institutions. Every human being must have the chance to achieve a level of success through physical education, physical activity and sport which agrees to their abilities and interest.” (Charter of UNESCO 2015) [3]

Physical education activities in school and college play an important role in the promotion of regular involvement in physical activities that also help in the coming years of their life (Christodoulidis2001).The engagement of students in physical activities PA in the early stage not only developed their physique but also inculcate positive attitude towards these activities. One of the primary goals of physical education is to promote positive attitude among the students that encourage life time PA (NASPE,1995).It is evident that students who show more positive attitude towards PA in institutions are also participate in PA outside the institution (Biddle,1999) [1].

Physical education is a significant educational process. It aims at the development of human act and improvement of human development through the medium of physical activities. It is a necessary element in a complete and well balanced curriculum. It can also be a major contributing factor in the development of an individual in all aspects (i.e. physical, emotional, mental and social) of life. School physical education (PE) programs are often viewed as one of the best and most effective ways to encourage children and youth to be physically active as they provide an environment ideal for promotion of a healthy life style.

Jill (1998) and Terry(1996).indicated in their study that a positive attitudes towards exercise may be the primary determinant of a physically active life style.

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The time distributed to physical education in the popular of Western schools has declined over the last decade with a consequent increase in time allocation for other academic subjects (Hillman, 2008) [5]. Budget limitation and force to meet academic targets have affected schools to cut back on physical education, with the aim of improving academic performance.

Research Methodology

The objective of this study was to examine the current attitude of students toward physical education/sport curriculum and sport facility and equipment. To answer this questions the researcher used qualitative research approach were used. Descriptive survey was preferred because it helps to examine the existing situation of student’s attitude and collecting data at a particular time.

Participant of the Study

Participant of the study were 1st, 2nd and 3rd year of Addis Ababa and Kotebe University College students who have taken the physical education course.

Population and Sampling Teqenicues

The population of this study includes all the 1st,2nd and 3rd year students of physical education /sport science in Addis Ababa and Kotebe university college that have been taking the course in 2013/14. All the samples were selected by census sampling.

Table1: Students Respondents on study years and areas.

	Study Years				Area of the study		
	1 st	2 nd	3 rd	Total	Urban	Rural	Total
Respondent years	68	113	113				314
Respondent Areas					279	35	314
Total	68	113	113	314	279	35	314 100%

Data Collection Instruments

The data collection instrument were questionnaires interviews and field observation.

Method of Data Analysis

Data collected through Questionnaire were tallied, organized tabulated and then entered into SPSS software according to the nature of issues raised in instruments. The data of each item were analysed totally for all groups. The collected data were computed by using SPSS and analysed by employing descriptive data analysis method using mean score and Standard Deviation. Accordingly all responses of the questionnaire were grouped and analysed based on their similarity. The responses to rating scale (5, 4, 3, 2 and 1) were analysed using mean and standard deviation, and ANOVAs were used to see if there is any significance difference across among categories.

Table 2: Students Attitude on physical education /sport science curriculum

No	Items	Mean	Standard Deviation
1	The modern ages of science and technology PE/sport science have no place in university syllabus.	1.6656	.80709
2	The participation in PE/sport by students affecting the result of other subjects.	1.7006	.99497
3	Occasionally taking part in PE/sport is sufficient rather than study in university.	1.3599	.72.017
4	The skills acquired in sport are valuable in life.	4.1911	.56108
5	Study of PE/sport is fun and pleasure.	3.6975	1.26927
6	Sports are an important role in the development of friendship.	4.2898	.57261
7	The main purpose of sport is muscle building.	1.5478	.74941
8	Dangerous sports should be excluded from the PE/sport curriculum	1.9268	.94127

The physical education curriculum was identified as one of the determinants student attitudes. Students did confirm some positive points such as the importance of physical education and usefulness of physical education content. However, they were also concerned that the status of physical education needs to be improved, assessment needs to be seriously considered, and physical education should provide opportunities for all students rather than the minority of students who are good at sports. With regard to the status of physical Education, this finding is supported by Omar-Fauzee *et al.* (2009) who reported that physical education should be made compulsory subject and offered at all levels of education, and by Van Wersch *et al.*(1992) [12] who found that the status of physical education as a school subject was the most important contributor to interest in the curriculum because it is important as a stepping stone for them to get actively involved in physical activities (Omar-Fauzee *et al.*,2009).

The aim of education is to develop the overall personality of an individual including his/her intellectual, social, emotional and physical attributes. As far as the role of physical development is concerned, it has rightly said that ‘a sound body possesses a sound mind’. In view of this fact, the educationists have since long been highlighting the importance of Physical Education in the total scheme of education in curriculum at all levels of education” (Prasad, 1996) [9].

As for curriculum content, and experience Carlson’s (1995)

participants expressed a desire to learn “new things” and experience “the Variety in more elective choices” whereas students in this study sought the “useful stuff”. No matter which aspect they prefer, curriculum content is one of the influential elements in the development of student’s attitudes toward physical education and sport.

Table 3: Students attitude on sport facility and equipment mean and standard deviation

No.	ITEMS	Mean	Standard deviation
9	PE/sport science students are more involved in public university sport festivals in your university.	4.0860	.43298
10	The sport facility in your university is adequate	4.1083	.58283
11	PE/sport equipment facility affects student’s ability and interest.	3.7834	1.05029
12	Sport facility encourages students to continue to participation in outside activities.	3.8726	.76024
13	Budget allocation for PE/sport science department is less in your university.	3.0987	.99510

According to Humhrey & etal the decision to participate in sport is subject to budgetary and time constraints (Humphrey&

Ruseski 2010)

Chauhan, (1993) examined the extent of geographical locale and its influence on the educational achievement tribal children of Bastar of district of then Madhya Pradesh. He also studied the influence of the economic condition, cultural system and educational facilities on the educational achievements of tribal children in this district He found that there was no significant differences in the educational facilities in the schools of Northern, Middle and Southern parts of Bastar there was a positive correlation between facilities and academic achievement. Less facilitated schools are not attracting the tribal children and that was why the enrolment and achievements was low. Further, all three conditions are positively affecting the achievement of the tribal children. There were significant difference found in all three in North, Middle and Southern schools of the district. The economic condition of the parents are in all three regions of the district have direct correlation with the academic achievement of the tribal children. The education of the children has shown positive impact on the economic condition of the family. There are also positive correlation between education and socio-cultural activities in their society the education of the children has shown positive impact on the economic condition of the family. There are also positive correlation between education and socio-cultural activities in their society positively affecting the achievement of the tribal children. There were significant difference found in all three in North, Middle and Southern Schools of the districts. The economic conditions of the parents are in all the three regions of the district have direct correlation with the academic achievements of the tribal children. The education of the children has shown positive impact on the economic condition of the family. There are also positive correlation between education and socio-cultural activities in their society.

Table 4: Physical Education/sport equipment facilities affect student ability and interest.

	scales	Frequency	per cent	Valid per cent	Cumulative per cent
Valid	Strongly Disagree	34	10.8	10.8	10.8
	Disagree	1	.3	.3	11.1
	Undefined	7	2.2	2.2	13.4
	Agree	229	72.9	72.9	86.3
	Strongly Agree	43	13.7	13.7	100.0

The above table show that 72.9% and 13.7% of have a positive attitude on Physical Education/sport equipment facilities affect student ability and interest. And 10.8% of the respondents have a negative idea and the rest 2.2% and 3% respectively Undefined and dis agree on the statement. According to charter of UNESCO *Physical education, physical activity and sport must take place in a safe environment that protects the dignity, rights and health of all participants. Practices and events that undermine safety, or involve inappropriate risk, are incomplete with the integrity and potential benefits of physical education, physical activity and sport; such practices and events require a determined and immediate response.* (Charter of UNESCO 2015) [3]

Table 5: Sport facility encourage students to continue to participate in outside activities.

		Frequency	Per cent	Valid per cent	Cumulative per cent
Valid	Strongly Disagree	13	4.1	4.1	4.1
	Disagree	11	3.5	3.5	7.6
	Undefined	2	.6	.6	8.3
	Agree	265	84.4	84.4	92.7
	Total	314	100	100.0	

The above table revealed that 265 or 84.4% of the respondents are responding Sport facility encourage students to continue to participate in outside activities this means the availability of sport facility in the university Collage or school have attracted students to participate in outside activities.

Adequate equipment and appropriate facilities are provided to implement the curriculum are adequate budget for physical education is provided on a yearly bases apart from athletic program, adequate number of indoor and outdoor teaching stations are reliable for the number of students, classroom space is available for school physical education programme, equipment and facilities are clean, safe and are inspected on a regular basis (Mary Thissen Milder, 2006).

As examined that from the above table lack of sport facilities and equipment has affect physical education and sport in and outside activates. And also due to this reason the student outside activities restricted to involve and participate in the school and intercollege competitions.

Conclusion

- The findings of this study show that university students’ attitude towards physical education and sport curriculum slightly decreased the interest of students due to lack of attitude to physical education and sport in the university syllabus.
- The conclusion from this study Inadequate or lack of sport facility and equipment’s affects the students sport skills and outdoor activities to this reason the students are less participated in inter –university sport championship.
- Less amount of money allocated to physical education and sport department is a determinant factor for giving the course properly in and outside the class.

Recommendation

Based on the finding of the study the following suggestions are concluded

- The physical education and sport curriculum should be give equal places by different stakeholders. Administrators Ministry of education specially policy makers and researchers in their efforts to plan and manage a more effective and improved physical education curriculum.
- The curriculum of physical education and sport should be revised within certain period of time.
- The physical education and sport syllabus designed by based on the students centre approach and should be fun and pleasurable.
- Providing enough amount of sport facility and equipment is a very crucial to be given the course PE and Sport in and outside the class room properly. As well as students are motivating to participate inter-university competition.

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