



***Factors That Affect Students' Attitude Towards Learning Health And Physical Education
Theoretical Class in Mandura Woreda Gilgel Beles Primary School
Grade 8th Section 'B' Students***

Asfaw Abera Mossisa (Author)

MA in Handball from Addis Abeba University, Ethiopia

Lecturer of Health and Physical Education

in Gilgel Beles College of Teacher Education, Ethiopia

E-mail: aberaassefaw@ gmail.com

Abstract

The purpose of this research is to identify and to examine factors that affect the students' attitude towards learning health and physical education on theoretical class in case of Mandura Woreda in Gilgel Beles Primary School. Self-made questionnaires were distributed to respective students who are currently enrolled in Gilgel Beles Primary School from sample; I had taken grade 8th B in terms of number of students. Several factors; I had been discussed in this research. This paper also used to organize and administer the qualified persons, school administrators, standard sport teaching aid and equipment's were recommended as necessary inputs. The study used descriptive type of data analysis and purposive type of sampling method. Questionnaire, interview, observation, and document findings were tools for data gathering. I prepared different questions for each type of tools. For the administrative persons I distributed 5 different questions related to my research title. After the respondents fill the answer; I identified four different factors, such as lack of teachers motivation to teach students, misunderstanding about the subject, the teacher give high mark, poor supervision of school principals and others were the major factors understood from the collected data. The study also describe about the class room environment, attitude, educational qualification of teachers and other related literature. Generally this research provides different useful idea for the improvement of selected title, by showing possible solution for each factor with in clear and concrete recommendation. I have used both qualitative and quantitative data analysis methods. I analyzed in the form of 11 tables. Finally I have suggested different recommendation based on the major factors that I identified. Furthermore the school principal, teachers and students should participate collectively for the improvements of student's attitude towards learning health and physical education on theoretical class by reading this research report module

Key words: *Factors, Affect, Attitude, Health, Physical Education, Theoretical class*

2. INTRODUCTION

2.1 Background Of The Study

Education is the process by which people acquire knowledge, skill and desirable attitudes that makes the useful members of the society. Health and physical education has a great contribution for the individuals' psychological development. Arnold (in 1998) states that health and physical education helps in the

development of the human mind as well as body. Performance of a child is associated with certain factors closely related to his motors, emotional, social and intellectual development.

The term physical education is unfortunate in contemporary usage physical implies the medium through which the education takes place one acquires an education in many ways and from many sources not only through reading books but also through other important experience. The adjective physical doesn't imply that we are educators of the physical. That is developing physical powers or cultivating physical skills. Solely for their own sakes modern physical education sees these skills more as a means to an end than as absolute or continuing ends in themselves.

Physical education serves as a medium for mental education of the intellectual, emotional, developmental using experiences centered in movement. In today's schools these experiences are focused largely on the natural movements of actively play or recreation life. Physical education means more than merely building a body fit to provide a safe receptacle for a bright mind. The results of a good mind mean that physical education is not limited to the body alone but they extend even to the mind and the soul,

The word physical education is derived from the following word physical means "body" while education means "an ongoing process that occurs through our life span". Physical education is an educational process that uses physical activity as a means to help peoples acquire 'skills' fitness, knowledge, and attitudes' that contributed to their optimal development and wellbeing aim of physical education. Like general education, it develops human personality in its totality well planned activity programs. In some words physical education aim at the all-round development of human personality of an individual or whole some development of human personality and it includes physical, mental, social, emotional and moral aspects to make an individual good citizen who able to make contribution in process of one nation in its own way. Thus physical education means at making on individual physical fit, mentally alert, emotionally balanced, socially well adjusted, morally true and spiritually up lifted.

Today in most of the school there are wide ranges of students'. As we know most of the students are not interested to learn physical education especially in theoretical class. When we look Mandura Woreda Gilgel Beles Primary School there are more than 700 students' in the school and considerable numbers of teachers are also present. There are different subjects which the students are learning, from those subjects physical education one of them. From grade 5-8 we select grade 8th B section. It has 2cr.h per a week. This means the teacher gets in class (2*40 minutes) per a week in one section. Physical education student text book and teacher guide aren't revised by new curriculum. Beside this in the school there is only old curriculum teachers' guide but there is no student text book.

There is no comfortable environment in the study area. Additionally when we observe school library, there so many reference books for other subjects which helps the teacher and the students to get more detail knowledge but there is no any reference books for physical education subjects. It is commonly agreed by developmental psychologists through the period of growth in the human system there is an inner drive for activity. This indicates that health and physical education has to be treated as important part of education and should be given as much time and attention as other subjects. Health and physical education learning has health, physical and metal benefits for better life and develops the attitude of mutual understanding, cooperation and friendly relationship with others.

Despite the fact that health and physical education is essential, there are problems in the teaching learning process that are factors affecting health and physical education. This includes teaching method, qualification of teachers, lack of materials, equipment's and the attitude of students towards health and physical education. In order to solve the basic problem of Gilgel Beles Primary School researcher must interested to take a research to factors that affect the students attitude towards health and physical education in theoretical class.

2.2 Statement Of The Problem

This study conducted to address the different factors related to the subject teachers, students, school principal as well as to show the major factors and the possible solution for the improvements of student's attitude towards learning theoretical class of physical education. From those factors that hinders the way of learning theoretical class are; poor supervision of school principals on the subject, instability of the students in the class room, most of the students simply assumed it as leisure time, periodical absenteeism of teachers, etc... Due to those, the research is going to assess the factors that affect the student's attitude towards learning health and physical education in theoretical class in cases of Mandura Woreda Gilgel Beles Primary School.

2.3 Research Question

The research need to answer the following basic question

- 1) What is the attitude of students towards health and physical education?
- 2) What are the factor that affects the attitudes of students towards health and physical?
- 3) What are reasons of students to have a positive/negative attitude towards health & physical education?
- 4) What are the advantage of learning health and physical education theoretical class?

2.4 Objective Of The Study

2.4.1 General objective

The general objective of the study aimed:

- To assess and investigate the factors that affect student's attitude towards learning health and physical education in theoretical class at Gilgel Beles Primary School

2.4.2 Specific objective

The specific objective of the study aimed:

- To identify the major factors that affects the student's attitude towards to learning the theoretical class of physical education in the case of Gilgel Beles Primary School.
- To justify the variable that hinders class participations of the students in learning health and physical education in theoretical class in cases.
- To give more tasks to students which help them to develop their attitude to achieve knowledge

2.5 Delimitation Of The Study

The study delimited in Benishangul Gummuz Regional State, Metekel Zone, Mandura Woreda at Gilgel Beles Primary School grade 8th B. This study was assessed the factors that affect students' attitude towards learning physical education in theoretical class in cases. 75 students, 5 teachers and 5 school administrative bodies were the participants of the study.

2.6 Significance Of The Study

The study has the following significance:

- It helps students to develop positive attitude towards in the physical education
- It helps the students develop self- motivation and confidence.
- It enables to create smooth and disciplined theoretical class atmosphere between teachers and students.

2.7 Limitation Of The Study

The researcher faced the following problem during conducting the study,

- Lack of resource like computer, paper, manpower etc...
- Lack of time
- Lack of transportation
- The distance of researchers
- Access of internet network and the electric power

2.8 Definition Of Terms

Factors: one of the elements contributes to a particular result or situation.

Affects: to have an influence on someone or something or cause of something

Attitude: is a pre disposition or a tendency to respond positively or negatively towards certain idea, object, person or situation health and

Physical education: an education through which knowledge and skill and attitude is gained through physical exercise.

3. REVIEW OF RELATED LITERATURE

In this related literature review session only those facts which are assumed by the write to serve as a frame reference in the analysis parts are included. It is also advisable for the reader in mind that each part in the review session is presented in brief and general form. The task of developing favorable attitude in the mind of students towards the learningof health and physical education is a great concern.

3.1 Health and Physical Education

Health and Physical Education is an education process that used to physical activity as a means of helping individual acquire knowledge. Skill, fitness and understanding of human movements and provide opportunities to facilitate their development, Arnold (1998); Hygiene and Physical Education for college students.

3.2 Physical Education and the Goal of Education

Education gives individual knowledge and skill to function effectively and efficiently. Health and physical education is one of education continuous in different ways for the society. According to Dust and Bueches in 1988 the significance of health and physical education are listed below.

1. Health and physical education makes unique contribution to the development of total personality.
2. The quality of health and physical education enhance health and wellbeing of students. One who is healthy can learn more effectively, have more energy, to expand on educational tasks and possess greater resin ritually not for only learning but also for daily living.

3. Physical education can contribute learning retainers movement experiences are critical to learning independent through movement and children become ready as they explore gain confidence as they accomplish new tasks and acquire social skill a study interact with others.
4. Health and physical education can be important part of all integrated education curriculum. Integration provides opportunity for students to see new relationships.

3.3 Factors Affecting Teaching Health and Physical Education

The theory of constructivism suggests students create meaning by connecting their ideas with their experience, both inside the class room and out (azurite and Ennis 2003). In the constructivist approach educators encourage the students to create meaning for themselves both individually and in social groups (Gagnon and Collay 2001). The constructivist theories used for the development of the learning experience include Vygotsky's principles of social construction of meaning and scaffolding, as well as the inquiry based learning theory. Constructivism according to Dyson, Griffin and Hastie (2004) has three distinct faces which the "active learner", the "social learner" and the "creative learner" (p.227). Out lined in more detail;

- (i) The active learner engages in discoing making, questioning, dictation and critical thinking through all lessons. In this context the students construct their own knowledge through their experiences in responding to a problem posed. Their reflections on their learning is then used to contextualize and support the next lesson, making the planning and teaching student center and giving them control over their individual learning (sparapani,2003)
- (ii) Secondly the social learning is important according to Vygotsky's as a student will construct their own understanding individually and use social interaction to test their understanding and form new shared meaning (Gagnon and Collay 2001).
- (iii) Lastly the creative learner can be supported through the use activity which allow for imagination and creativity. The first learning experience for the students to create or recreate their own understanding from selected activities. By doing students who are creative learners are able to take ownership of their own knowledge and they have developed (Dyson etal 2004)

3.3.1 Equipment Supplies (Teaching aids)

An excellent physical education program requires adequate facilities and equipments. Because they are the most important in conducting comprehensive program of physical education in primary school not only provide for instructional purposes but also intramural scholastic programs to the needs interests and number of students to be served.

3.3.2 Time Allotment

Time has divers effect on the extent of participation by students on the type of activates that call be offered and the students outcome which can be experienced. Most teachers find out that they are faced to introduce physical education with a limited period of time as a result of achieving optimum development as effectively as possible (Thomsam, 1978).

3.3.3 Class Room Environment

It also has effect on teaching. This environment is made by both teachers and students. Without active participation of both teachers and students in education; teaching has no effect. If the concentration is there in class room and students listen teacher's voice and teachers also care the activity of teachers doing interacting with the students. The classroom were students will learn the various skills, teacher teach his students to succeeding global society. The class room is where the student will gain understanding of their place in the

world. Classroom can setup in a way that encourage creativity or does promote positive learning environment. Due to this reason classroom could setup areas to conduct various experiments. It is an activity center caused in real world Warring and E.C wood E.K (1984)

3.3.4 Class Size

Research suggest that reductions from a typical 22 to 30 students class, to approximately 15 students class have the potential to significantly increase student achievement. This provides suitable changes in teaching practices. Evidence about class size affects not only identify of optimum size , it also suggests that the greatest benefits of reducing class size are found in the first two years of schooling to accompanied by appropriate adaptation to instruction (egFinn 2001) class of manageable size will encourage the teachers to guide class activity and exercise. In our country the situation with large class size leads to not accomplish their tasks effectively and efficiently

3.3.5 Educational Qualification of Teacher

Qualification, interest, and ability of the qualified physical education staff have also a positive effect on the quality of physical education program. The program of physical education in primarily school should be thought by qualified teachers whose certification in physical education is recognized by the concerned authority. Most qualified teachers can be providing high scholarly instructions can affect more than general graduate teacher. Many teachers hold different degrees which is the indicator of their higher educational qualification. If a teacher has teaching skills than provide better effective teaching often says that teaching is god gifted but someone can get good education training and psychologies with best education books, we can get this skills and create better result sided top p;d(1991).

In teaching talent we can include the following skills: communication skills of teachers, teaching aid, techniques of teaching, human relation skills, and experience of teachers also affect the teaching. After increasing teaching experience a teachers learn many new things, which can employ in next time teaching. First day the teachers may not effect on students but after 5 year teaching teachers can have more effect on students Prerote (1982).

3.3.6 Contribution of Administration

Administration referred to the management of all department affairs. It includes the management facilities, purchase and care of equipment's and supervision of sport materials along with complete development of health and physical education. Administration contains the following elements such as; achievement, objective, goal coordination of efforts, effective utilization of resource, motivations, interactions, supervision, leaderships, and commitment to the mission of the facilitation of education. Therefore, according to Horne/1985/ the critical factor in promising excellent in physical program has been quality of the head administration.

3.3.7 Attitude

The health promotion campaign are often aimed at changing beliefs or knowledge on the assumption that such changes are necessary to bring change in behavior, change in awareness, attitude, beliefs and knowledge far from guarantee change in behavior. Although they may be an important step in such process (Biddle 2008) any interference causal link between beliefs and attitude will have some influence on our actions.

Attitude has been defined as psychological tendency that is expressed by evaluating a particular entity with some degree of favor (Cagly and Chaiken 1993) suggesting that the affecting element of attitude is a key. The

term attitude is used extensively but offers different connotation. Thurston defined attitude as the intensity of positive or negative effect for or against a social object. It has also been defined as consistency among response to a specified set of stimuli or psychological object, an enduring system of negative or positive evaluations, emotional feelings, and pro or con action tendencies with respect to social object and as an acquired behavioral disposition.

Attitudes play an important role in order for people to be successful in their work. However, people are not born with those attitudes; they obtained them afterwards. In other words, attitudes are developed through learning and they change & develop in time. Considering the fact that students at secondary stage of education are also at the stage of adolescence, it is recognized that during that period student's attitudes to physical education lesson period shall be an important determinant of their participation (Surgeon general 2009).

Research on adolescence with negative attitudes toward physical education has been limited. A recent study by Carlson (1995a) examined a cross section of students and their attitudes toward physical education. The study demonstrated that the majority of students didn't regard physical education in the same way as they do many of their other subjects such as, mathematics or geography. Carlson (1995a) found that student's attitudes were often linked to their expectation of the subject. The students expressed that they saw physical education as a break from them. Other studies; not as a real subject, that would aid likelihood of getting a good job or place at university at those not as important as other subjects. Other studies (Carlson 1995b: Portman 1995: Smith 1993) focused on special population of students such as, those of low ability or those socially isolated or a lineated. However, there has been very little in depth examination of component and their attitudes towards physical education. Teachers tend to recognize those students who are talented and try to encourage and stimulate these students to receive their full potential. The assumption of teachers is that competent students enjoy and like physical education. However, Bain (1980) found that students needed to be positively socialized in to physical education to have positive attitudes towards it. Bandura (1977, 1986) in his social cognitive theory states that adolescent formed the attitude from influences around them. In early adolescence they are primarily influenced by their parents, but as the student matures during adolescence they tend to become more influenced by significant others like teachers, coaches and peers. Figley (1985) suggests that teachers influenced their student's attitude towards the subject that they teach. Some studies have demonstrated that environment can affect attitude formation. Henry (1993), Hawkins and Catalan (1990) and Rovigo (1994) in their studies described how the school community and school ethos can affect the attitudes of students with in it.

3. METHODOLOGY OF STUDY

3.1 Design of the Study

The study used descriptive type of data analysis to get the real information from the participant of the study.

3.2 Sample Size and Sampling Technique

The researcher used purposive sampling method or available sampling method. Because, it allows all the population possessing the required characteristics to be included in the study. Therefore, sampled 75 students, 5 physical education teachers and 5 administrative bodies were the source of the study.

3.3 Population of the Study

The main source of the data was health and physical education teachers, students and administrative bodies in Gilgel Beles Primary School.

3.4 Data Gathering Instruments

In our research we use both primary data gathering instrument example questionnaire, interview, observations and secondary data gathering instruments like document finding. Those enables us gathered real data and information to conduct our research successfully. To conduct this study the researcher used questionnaire, interview, observation and document findings.

3.4.1 Questionnaire

Questionnaire is used to gather more information with in short period time. Both open and closed ended questionnaires were distributed to students, teachers and administrative bodies. Our questionnaire included different question items such as yes or no.

3.4.2 Interview

Interview is a short term secondary social interaction between two stagers with explicit purpose of one person obtaining specific information from the other. The purpose of interview is to have the interview ask questions and records the respondents. Our interview process involves the following stakeholder like administrative bodies, teachers and students. The unstructured interviews for effectiveness of the research are important. This part also taken place through individual idea that have higher to get information in depth that is not possible through questionnaires and other tools.

3.4.3 Observation

It is a systematic data collection approach looking in classroom, outside of class room, like pedagogical center and library. We are using all of their senses to examine people in natural settings or naturally situations occur. Observation of a filed setting involves, prolonged engagement in a setting or social situation.

3.5 Data Analysis Techniques

This study mainly concerned with qualitative and quantitative methods. The collected data through questionnaires and interview were organized and analyzed by both qualitative and quantitatively. The numbers and percentages of respondents were analyzed and arranged into table forms.

4. ANALYSIS AND INTERPRETATION OF DATA

In this section of the study the data collected with different instrument those are questionnaires, interview and observation were organized by both qualitative and quantitative analysis in the form of numbers and percentages of respondent. The number of respondents are male 3, female 2, total 5, teachers; male 43, female 32, total 75 students; and male 4, female 1 total 5 are administrative bodies response are arranged are arranged into the table forms.

4.1 Students Response

Table 1: Weight of physical education class

Does health and physical education given equal weight with others subjects?

Alternative	Number of respondents		Total	Percentage
	Students	Teacher		
Yes	15	-	15	18.75%
No	45	5	50	62.5%
Undecided	15	-	15	18.75%
Total	75	5	80	100%

Other subjects are allocated with different contact hours in Gilgel Beles Primary School. But in the case of health and physical education less number of periods is allocated. As compared to other subjects this question was formulated on this base and distributed to grade eight students for exclusion as it is presented in the first table. The response obtained concerning the allocation of periods to health and physical educations 18.75% of the respondents say yes. 62.5% of the respondents say no that health and physical education should be given equal weight like other subject. On the other hand 18.75% of the respondents have indicated undecided. So it can be said that many of the students have unsupported the idea of being given equal period allotment to health and physical education.

Table 2: Sport equipment's and materials in the school

Are there necessary materials and equipment's?

Alternative	Number of respondents		Total	Percentage
	Students	Teacher		
Yes	15	-	15	18.75%
No	50	5	55	68.75%
Undecided	10	-	10	12.5%
Total	75	5	80	100%

In addition to the good methodology of teaching materials and equipment's are very important in teaching certain subjects. Table 2 shows that 18.75% of the respondents replied that all the necessary equipment's and materials are present, 68.75% of the respondents replied that there are no enough equipment's and materials, while 12.5% of the respondents are undecided whether the equipment's and materials are present or not. Most of the respondents were replied there is no sufficient necessary equipment and materials in their school. So that the school community as well as the stake holders should have to give strong support in fulfilling the necessary equipment's in order to improve the way of teaching and learning process of the subject matter

Table 3. The teacher's qualification

Are there enough qualified teachers in health and physical education in theoretical session in your school?

Alternative	Number of responds	Percentage
Agreed	20	26.6%
Disagreed	30	40%
Undecided	25	33.3%
Total	75	100%

Teacher’s knowledge and skill of the subject matter and their qualification is very important to handle the subject effectively and confidentially. From the table 3 26.6% respondents show agreement, 75% respondents strongly disagree on enough qualified teachers of health and physical education in Gilgelbeles primary school. From the open ended question part many students suggested that the number of qualified teachers is not enough. Therefore the number of qualified teacher should be added. This indicated that students have good inclination towards learning health and physical education.

Table 4: Student’s attention to health and physical education
Do you give attention to health and physical education?

Alternative	Number of responds	Percentage
High	20	26.6%
medium	25	46.6%
low	20	26.6%
Total	75	100%

As shown in the above table 26.6% respondents were attends high and 46.6% respondents attend medium where as 26.6% respondents had low attention. Therefore we can understand that most students have no attention for health and physical education. Practically they have not wear sport cloths and sport shoes as they indicated in the open ended question.

Table 5: Interest of students towards health and physical education
When you are interested and motivated for health and physical education class?

Alternative	Number of responds	Percentage
Theoretical session	35	46.6%
Practical session	40	53.3%
both	-	-
Total	75	100%

As the above table indicates that 46.6% respondents were shown physical education class provided theoretical class methods. The rest of respondents indicate that the theoretical teaching methods were very low compared to that of practical. This may lead to lack of concept and known often students participate in practical one.

Table 6: interest of students towards health and physical education
What is student’s interest and attitude towards learning health and physical education?

Alternative	Number of respondents		Total	Percentage
	Students	Teacher		
High	14	1	15	18.75%
Medium	18	1	19	23.75%
Low	43	3	46	57.5%
Total	75	5	80	100%

Teachers and students response about student’s interest and attitude indicate that 57.5% of the observation by the teachers of low attitude to the health and physical education 18.75% of teachers and students response had very high interest. On the other hand 23.75% of teachers and students response indicate medium attitude of students towards learning health and physical education. Generally, most of the students have low interest and attitude towards learning health and physical education.

4.2 Teacher's Response

Table 7: Teacher's satisfaction in teaching health and physical education
Have you satisfied in teaching health and physical education?

Alternative	Number of responds	Percentage
Yes	1	20%
No	4	80%
Undecided	-	-
Total	5	100%

From the above table 80% teachers respondents were not satisfied by their profession. But 20% teachers were satisfied by their profession. Then we can say that teacher's unsatisfied behavior is the course to the subject perceived by others as nothing in students and societies as the whole. Teacher's response to open ended item part indicate that most of teachers were unsatisfied by their profession. Because the attitude of society, material or tool, students, administration of the school and even the minority of education towards this subjects have low attitude by the case their morale was diminished.

Table 8: Teachers teaching style

Which class of teaching method do you mostly use?

Alternative	Number of responds	Percentage
Theoretical session	1	20%
Practical session	4	80%
both	-	-
Total	5	100%

Regarding students' motivation and interest from the above table indicates that almost all of 90% of respondents perceive the students motivations were towards practical one. This implies there are no teachers as well as school administration that promote the use of theoretical teaching learning process. In general the school physical education teachers prefer to give practical one but it affects the attitude of students towards the subject. The school physical education teachers and administrative body not give clear information to know useful or theoretical and practical one.

Table 9: Administrative Towards Health and Physical Education

What is the attitude of the administrative towards health and physical education?

Alternative	Number of responds	Percentage
Positive	1	20%
Negative	4	80%
Undecided	-	-
Total	5	100%

Regarding administrative attitude table 9 shows almost all 80% of the respondents indicated that the administrative body of the school had negative attitude towards health and physical education and sport. This negative attitude of the administrative body affects the motivation of teachers in teaching learning process. The class size of each class at an average of 80 students was in one class the principal of school responded

during interview and there is lack of sufficient equipment's and facilities in the school. So these are the general problems of the school about health and physical education and sport club.

Table 10: School budget for health and physical education
Does the school allocated budget for physical education subject?

Alternative	Number of respondents		Total	Percentage
	Teacher	Administration		
Yes	-	1	1	20%
No	5	4	9	80%
I don't known	-	-	-	0%
Total	5	5	10	100%

The above table shows 80% of the respondents replied there is no budget for physical education subject, 20% of the respondents replied that yes whether budget is allocate for the subject or not. Based on the above table replied by the respondents the school didn't allocated budget for physical education for the matter of fulfilling teaching aids and other materials those are used to improve the way of teaching learning process. But, the administrative bodies should allocated sufficient budget for the subject. This is why with the scarcity of teaching aids as well as other materials the subject by itself couldn't attract its students.

Table 11: Supervisions of health and physical education
Are there continual supervisions and feedbacks for the health and physical education subject?

Alternative	Number of responds	Percentage
Yes	-	0%
no	5	100%
Undecided	-	0%
Total	5	100%

The above table shows 100% of the respondents replied that, no continual supervision and feedbacks were held. If there is no any supervision and feedback for the subject teacher, the subject would be delivered carelessly. And it also makes the students assumed that as recreation rather than one of the subjects that knowledge gained. Therefore the school administrative bodies should be practiced continual supervision and feedbacks for the subject teacher and the environment which faced them in order to improve the way of teaching and learning process.

5. SUMMERY CONCLUSION AND RECOMMENDATION

5.1 Summery

Physical education is an education process that uses physical activity as a means to help peoples acquire skills, knowledge and attitudes that contribute to their optimal development and well-being. Regular physical and sport activities are essential for mental health, normal muscle strength, flexibility and joint structure function. Based on the data analyzed and interpreted the research pointed out the major findings that need interaction to minimize and solve the barriers, the following results were provided to be the barriers for the students encountered as major factor affects their attitude towards the subject.

≈Being not given equal period allotment like other subjects to health and physical education.

≈Lack of equipment to implement health and physical education theoretical class.

- ≈ Shortage of qualified health and physical education teachers.
- ≈ Students assumed it as recreation only.

5.2 Conclusion

The study mainly concluded with assessing the attitude of grade 8 students of Gilgel Beles Primary School towards learning health and physical education. Concerning on this, the researcher has formulated the basic questions of the study and gathered information through questioner, interview and observation. Based on the data obtained the study has come up with the following outcomes.

At the first questioner most of grade 8 students of Gilgel Beles Primary School have negative attitude towards of learning health and physical education. There are some factors that influence their attitude negatively towards learning health and physical education. These are mentioned as following.

- It has not equal period distribution with other subjects.
- Lack of materials and equipment's at school.
- The subject is not included in regional exam as the other subjects.
- Students expected it as recreational period.
- Lack of sufficient professions.
- The absence of teachers and students guide and text book.
- Lack of teacher's motivation to teach.
- The subject teachers give their period to other colleagues carelessly.
- School directors and cluster supervisor make poor supervision on subject teachers.
- Other subject teacher's advice for the students to don't give attention.
- Subject teachers lack of awareness on how to prepare annual, weekly and daily lesson plan.
- Subject teachers lack of awareness on theoretical class continues assessment
- There is no reference book in school library
- Most of the students don't follow their teachers attentively.
- Most of the students have not exercise book.

Based on the above negative attitude practice we can conclude that grade eight students of Gilgel Beles Primary School have negative attitudes towards learning health and physical education. If this situation will continue as it is, theoretical class of the subject matter might be disappearing.

5.3 Recommendations

Based on the outcomes of the study the following recommendations are made.

- ☞ Since health and physical education is an important subject in production of healthy, productive, and responsible citizen, the responsible body should give equal weight or credit per week with other subjects.
- ☞ To enhance the positive attitude towards learning health and physical education the school administration must fulfill the necessary teaching materials, equipment's and proper supervisions on subject matters.
- ☞ The government must provide and get trained health and physical education teachers. So that students will equally benefited from learning health and physical education. The importance of

health and physical education for a country is unquestionable. At the present time the effective and efficient trained man power is needed in any sector. So the government and ministry of education should give more emphasis for health and physical education.

- ☞ The subject teachers should improve their methods of evaluation and methods of teaching.
- ☞ Finally, we would like to recommend that other studies should be done to find out other factors which influence the students positively or negatively towards learning health and physical education.

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