

Who is Joining Sport Science and Why? Back-Ground Quality of Students; Cross Department Comparison

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Abstract: The aim of present study is to explore back-ground quality of sport students relative to other college of natural and computational science students (CNCS). In doing so, three hundred sixty 2017/18 freshman students (180 from sport science and 180 from other CNCS) were selected by multi stage sampling techniques. To this end survey research design followed by comparative approach was employed and the previous academic achievement, sport enrolment trained, the rational to join department, demographic character and socio-economic status are the selected variable. To this end descriptive and independent t-test statistical analysis is used and the level of significance is set at $P < 0.05$. The result shows sport science students have significantly less grade 11 and 12 mark ($M=65.8 \pm 7.2$, 63.2 ± 7.2) than other CNCS students ($M=70.9 \pm 9.8$, 68.3 ± 9.8) ($P < 0.01$) but higher point in EHEEE ($M=378.8 \pm 45.8$) than other CNCS students ($M=366.4 \pm 20.0$) ($P < 0.01$). 69% of sport science students is join the department due to their internal interest, where as 23.2% of them is to get better job opportunity and 77.2% have sport enrolment train. Greater family number of sport science students (MEL=17.3% and FEL=35%) are graduated from College and above, than other CNCS family (MEL=16.5% and FEL=23%). 25.5% and 6.9% of are from medium and high income family but other CNCS students are 21.3% and 6.5% respectively. In conclusion, Sport science students have better profile in EHEEE, Family educational level, Resident place and Socio-economic status relative to other CNCS students.

Key words; Sport science, Student, Socio-economy

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I. INTRODUCTION

Back ground of the study

Education plays a vital role in the development of all rounded capacity and opportunities for better living Battle & Lewis, (2002). However this education is not stick only on formal learnings rather family, society and peer interaction. The beginning of this education in Ethiopia traced back to 4th century, by church with inattention of of promoting Christianity whereas the modern one is let on 1898 when Minilik II School is opened in Addis Ababa (Wagaw 1990).

The new Ethiopian educational Sector Development Programme V provide conspicuous emphasis for science and technology. The policy enforces 70% of first year university students to enrol in Science and Technology, of which, natural science stream taking approximately 30%. with this policy higher education (university) in Ethiopia has seen a shift from elite to mass education Amare, A., (2010). Whatever Ethiopian ministry of education don't denied access to a high quality education at any level, particularly at university is mere

A wide range of situations are adduced the effectiveness of education, back ground quality of student which manifested by various socio-economic status, demographic character, previous academic performance and rational behind selecting program is among root one.

Previous Academic Performance

Recent study secures as there is strong relationship between previous academic performance, meaning secondary school achievement and university performance Power *et al.*, (1987), and Kirsten Mc., and Robert S., (2001). Power *et al.*, reported as the correlation between secondary school academic achievement and Grade Point Average (GPA) at university is generally about 0.5. However, they found that the predictive capacity of secondary school grades is different for different individuals and groups. Secondary school grades are not as good predictors for mature age student's performance as they are for school leaver's performance, and female students with the same secondary school grades as male students consistently outperform their male counterparts. The motivation level that includes the rational of students to select certain specific department had influential in the out come of students by directing attention towards their goal (Adedeji T., 2007)

Socio-Economic Status

The Socio-economic disparities and academic achievement have attracted the attention of researchers. In the formal education students do not live in vacuum that means any of equipment supply postulate financial fund. Thus socio-economic status is considered influential issue on academic achievement Mushtaq A. *et al* (2016), Suleman, Q., *et al.*, (2012) more over low socioeconomic status level prevents the students in gaining access to sources and resources of learning Eamon, M., K. (2005). As Rothman (2003) states that the students from low socioeconomic status do not have a study condition at home which would affect their academic achievement at school.

However this fact is greatly vary across countries. Researches suggested that “the poorer the country, the greater the impact of school and teacher quality on achievement”. This study indicated that in developing countries family characteristics explained a significantly smaller portion of the variance in achievement than in industrialized countries; and, conversely, school factors played a much more important role in such contexts (Heyneman and Loxley 1983).

Demographic Character

Demographic character which consists age, sex, residence place and parents educational level, Research's where figure out inconsistent result for same of variable. For example Clark and Ramsay insure in their study as there is negative relationship between age and academic achievement Clark, E. and Ramsay, W., (1990) whereas other study secured as mature students, with a clearer career orientation and lower integration needs, are achieve higher academic performance Mc. Innis *et al.*, (1995), Kirsten Mc., and Robert S., (2001). On the other hand residence place influence enrolment of students in physical activity “urban children in Slovenia are more physically active than rural” (Vedrana S., *et al.*, 2018)

Whether the parent educational level influence the academic achievement of child directly or indirectly is still debating. For-example Dombrusch *et al.* (1987) purport that parental education level affects directly parenting style which, in turn, affects children's academic success. because families with higher educational levels are likely to be more permissive and less strict in parenting. However other researches conducted by White K., (1982), purport parental educational level shows a strong correlation to students' academic achievement.

Increase in number of higher educational institution in Ethiopia, postulates diversity of sport science student. Sport science students from different socio-economic status, academic back ground, motivation level, demographic character and cultural backgrounds, with different experiences and varying levels of education bring with different needs and academic potential. However the singularity of under graduate sport science students, previous academic achievement, enrolment trained in sport the rational to join department, demographic character and socio-economic status from other college of natural and computational science (CNCS) departments were not study yet.

Research question

- Is there a deference between undergraduate sport science and other CNCS departments students on previous academic achievement.
- What are the rational of undergraduate students behind selecting sport science departments from other alternative of CNCS departments
- Does sport science students have enrolment trained in sport before they join to university?
- Is there any deference of socio economic and demographic character among undergraduate sport science and other CNCS departments students

Operational Definition

Back ground quality - in this research, this statement is wide term that adders previous demography, socio-economic status, sport enrolment of students and grade eleven, twelve transcript and University entrance exam results.

II. MATERIAL AND METHODS

Description of study area

This study was conduct on three first generation universities located in South Nation Nationalities People Regional State (SNNPRS), Ethiopia. Namely *Hawassa University, Dilla University, Arbaminch University*. Because Ethiopian ministry of Education (MoE) accredited the first generation university had relatively equivalent access of staff profile, teaching experience, equipment and facility.

Study Design

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Research design is the conceptual structure which constitutes the blueprint for the collection, measurement and analysis of data C.R., Kothari (2004). Having this in mind survey research design followed by comparative approach was employed. The study attempt to find the singularity of first year undergrad sport science students relative to other CNCS students on previous academic achievement (grade eleven(11) and twelve(12) transcript and University entrance exam results,) sport enrolment (enrolment level and kind of sport), demography (parental education and resident place), and Socio economic status(Family income).

Study Method

2017/18 academic calendar freshman students who are enrolled at different programs of CNCS, at selected university were target population of study. The programs offered under CNCS were include Biology, Chemistry, Geology, Physics, Mathematics, Statistics and Sport Science.

Four-hundred ten(410) students were joined sport science department and equal ratio of sport and non-sport science was selected. In so doing department and gender based stratification was employ to divide study population based on their department they enrolled and gender. Finally based on ratio of gender and department strata three hundred sixty(180 from sport science and 180 from CNCS) subjects was selected randomly by computer.

Finally after oral informed consent to participate in the study was obtained, students proceeded to complete the questionnaire, which took approximately twenty five minutes. Thirty one participants did not complete the questionnaire in a satisfactory manner and were, therefore, excluded from the final sample.

Measures

A Questionnaire

Subjects were receive the questionnaire package consisting of demographic questions, socio-economic status questions and sport enrolment questions. This package were completed independently and returned to the researcher on spot.

Demographic;-Participants completed a short demographics questionnaire assessing their age, sex, parental education and resident place.

Socio-economic;-Participants completed a short socio economic questionnaire assessing their family income

Enrolment;- subjects allowed to complete a short sport enrolment questionnaire assessing their department and sport enrolment level.

B Document Analysis

Participants grade eleven(11) and twelve(12) transcript and Ethiopian higher education entrance exam(EHEEE) results were directly obtained from Hawassa, Dilla and Arbaminch University Registrar and Alumnae office.

Statistical Analysis

After the normality distribution of data was checked the descriptive statistics (Frequency %) and independent T-test was used to compute and compare the difference in sport science and other CNCS students. In commenting on the analysis results, significance was rated through $p < .05$ level.

III. RESULT

An independent t-test was conducted to compare Grade 11, 12 average mark and EHEEE result of Sport science students with other CNCS students.

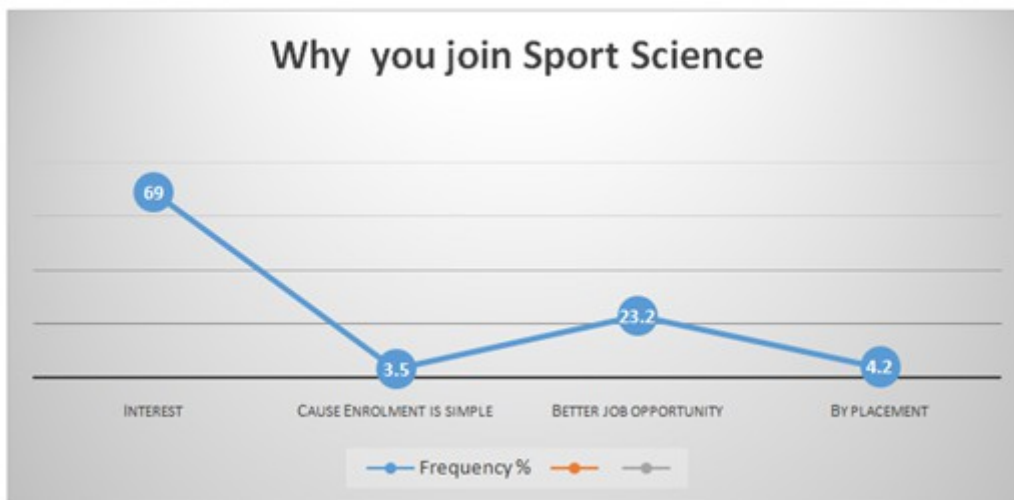
Table 1. T-test and descriptive statistics result of Previous academic achievement in department

Variables	Groups						95% CI for		
	Sport Science			other CNCS			Mean difference		t
	N	M	SD	N	M	SD			
Grade 11	119	65.8	7.29	127	70.9	9.18	3.01, 7.1	4.83**	237.6
Grade 12	117	63.2	7.24	127	68.3	9.17	2.9, 7.1	4.80**	236.4
EHEEE	122	378.8	45.84	136	366.4	20.05	-21.2, -3.4	-2.75**	161.8

* $p < 0.05$, ** $p < 0.01$

There are significant difference on grade 11 and 12 average mark of sport science ($M=65.8 \pm 7.2$, 63.2 ± 7.2) and other CNCS students ($M=70.9 \pm 9.8$, 68.3 ± 9.8) ($P < 0.01$). In contrast, on EHEEE result sport science students were score higher point ($M=378.8 \pm 45.8$) relative to other CNCS students ($M=366.4 \pm 20.0$) ($P < 0.01$). Generally sport science students had less grade 11 and 12 transcript score than other CNCS students, Whereas in EHEEE greater than their counterpart other CNCS.

The reason of sport science students to join the department



The 69 % of sport science students were join the department due to their internal respect to the discipline where as 23.2% of them were to get better job opportunity. However, 4.2% was forced by placement and the rest 3.5% were joined because the believe that sport science is simple to enrol. On the other hand in 77.2% freshman sport Science students have sport enrolment train before the were joined university. But their enrolment level is 18.1% in leisure time, 19.8% in school level, 20.7% in kable and worda level, 27.6 % in youth project level and 13.8% in club level.

Table 2 Descriptive Result demographic characteristics

Variable	Groups			
	Sport science		Other CNCS	
	N	Valid Percent %	N	Valid Percent %
Pre university Urban	49	32.9	52	28
Resident place Rural	100	67.1	134	72
FEL Illiterate	49	34.3	67	37.6
Up-to high School				
Class graduate	50	35.0	70	39.3
College graduate	44	30.8	41	23
MEL Illiterate	71	47.3	97	53.3
Up-to high School				
Class graduate	53	35.3	55	30.2
College graduate	26	17.3	30	16.5

67% of sport science students were came from rural area of Ethiopia and the rest 32.9% is from Urban whereas in-case of other CNCS students 72% from rural and 28% is from urban. The result indicates greater number of sport science students are from urban than other CNCS students. The greater family number of sport science students(MEL=17.3% and FEL=35%) are graduated from College and above, than other CNCS family(MEL=16.5% and FEL=23%).

Table 2. socio economic status

Variable	Groups			
	Sport science		Other CNCS	
	N	Valid Percent %	N	Valid Percent %
Low Family income	98	67.6	122	72.2
Medium Family income	38	25.5	36	21.3
High Family income	37	6.9	11	6.5

Student family socio-economic status indicates that 25.5% and 6.9% of sport science students are from medium and high income family but 21.3%and 6.5% of other CNCS students are from medium and high

IV. DISCUSSION

The purpose of this study is explore singularity of sport science students on previous academic achievement, sport enrolment trained, reason to join department, demographic character and socio-economic status from other CNCS students. The finding secures as sport science students had lees average mark of grade eleven and twelve than other CNCS students. Zebdewos Z., *et al.* (2015) on their study entitled “predictors of academic achievement for first year students. The case of Wolaita-soddo university, Ethiopia” reported high school transcript and EHEEE significant predictors of university academic achievement. Other research conducted by Power and his friend reported as there are strong correlation between secondary school academic achievement and Grade Point Average (GPA) at university Power C., *et al* (1987). Again Sackett (2009) reported that who moderate correlation between highschool marks and standardized admission tests with academic performance of University students. Based on the suggestion this three articles sport science students are disadvantageous on grade eleven and twelve average marks relative to other CNCS students. However the reverse is true on EHEEE result science they score greater than counterpart of CNCS.

On the other hand most(69%) of students were joined sport science department because of their internal interest and respect to the discipline, which is considered as strength of sport science students since motivation has impact on academic Achievement Adedeji T (2007). Surprisingly more than 77 % of sport science students were enrolment train in sport before they join to department, 41.4% of which where on formal or structured training. Sport enrolment train have positive relation with Academic achievement(Grissom JB. 2005). Predominantly both Sport science and other CNCS students were come from rural are of Ethiopia However, urban children in Slovenia are more physically active than rural children are and achieve better (Vedrana S.*et al* 2017). Great number of sport science students family(both mother and Father) were graduated from college and above relative to other CNCS students. This considers as strength of sport science students since parental educational level shows a strong correlation to students' academic achievement White K.,(1982, but 35 % students were from illiterate family.

Sport science students were from better socio-economic status relative to other CNCS students. Which considered as strength of sport science science students, Since family socio-economic status had strong correlation with academic achievement of students(Mushtaq A ., et al. 2016).

V. CONCLUSION

- Sport science students had less grade eleven and twelve transcript mark than other CNCS students, but greater score in EHEEE.
- Most of students joined the department by their interest and have sport enrolment train before they joined.
- Sport science students have better profile in Family educational level, Resident place and Socio-economic status than other CNCS students.

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