

Perception and Practice of Female Students Towards Physical Education Practical Classes; In Selected Kaffa Zone Preparatory Schools

Getachew Bogale, Markos Yohannis, Esayas Hailu*

Teacher at preparatory school, Bonga, Ethiopia

Assistance Professor (PhD), Department of Sport Science Dilla University, Ethiopia

Lecturer, Department of Sport Science Hawassa University, Ethiopia

Corresponding Author: Esayas Hailu

Abstract: The aim of this study is to explore perception and practice of female students in physical education practical classes at selected Kaffa Zone preparatory schools. Purposefully 13 of Physical education teachers who taught at the selected preparatory schools (M=11, F=2) and randomly 255 students from grade eleven and twelve were selected as subjects of the study. Apart from this descriptive survey research design with qualitative and quantitative approach is employed and observation, interview and questionnaire are instruments that used to gather data. To this end descriptive and correlation statistical analysis using statistical analysis software IBM® SPSS version 20 is used and the level of significance is set at $P < 0.05$. Result shows majority of female students have moderate perception to physical education practical class and low practice level. However, significant negative correlation between perception and Practice ($r = -0.12, P < 0.05$). Apart from this environment, equipments, content of the subject and students- teacher relationship were among the major difficulties that female students were face.

Key words; Female Students, Perception, Practice.

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I. INTRODUCTION

Education is one of the fundamental elements for social, cultural, technological and economic development of a country. In addition it is the main means to bring changes in values, beliefs, perceptions and attitudes conducive to changes (Battle and Lewis, (2002)). Thus, schools are educational institution where students would acquire systematic knowledge; develop creative thinking and better understanding of the world. It is in the school that young generation of a country is shaped and develops the physical and mental changes in accordance to the educational goals of the country. The overall cultural, social, technological and economic development of a country depends up on the degree to which it ensures access and opportunity of education to all social groups without any gender disparity (Vasiliadou *et al.*, 2009).

According to (Deborah and Bennet, 1993), state that physical education is the only area of the school curriculum that teaches motor skills and an understanding of human movement and provides opportunities to facilitate their development. The benefits of participation in physical activities are great, and the potential costs of inactivity can be severe. Many girls around the world are not currently able to take advantage of regular sports and physical activities due to several reasons. According to O'Brien (2007) suggested these include: inequitable access, self-confidence; lack of motivation; low perceived value of physical activity; lack of opportunities for physical activity, marking scheme, competition, teaching approach and peers (Fairclough, S. and Stratton, G. (2005).

Therefore a central challenge facing governments, schools, sports groups and communities is to develop forms of physical activity that are sensitive to girls' needs and interests. Though the benefits of physical education activity have been discussed for many years, the preparatory school Physical Education in the contemporary is affected by different factors such as; culture, social attitudes, educational systems, lack of appropriate infrastructures, lack of perceptions of physical education activities and lack of support (Hills, A. *Pet al* 2007). Thus, it is crucial that we look at the possible solutions that encouraged females' students to take physical education courses in the future (O'Brien, 1987).

Female students in physical education practical classes in the third world suffers from low participation, lack of perceptions towards practical classes, poor performance and gender biases, which are the outcomes of the society discriminatory practices on females. Gender role socialization has its root at home and

is reinforced in schools and other social institutions (Genet Zewdie 1991:9).Female students' perceptions in Physical education are considered as the first step towards understanding the process of teaching and learning Fekadu (2005).

In relation to this, research has been done on female students' attitude and perceptions of physical education practical classes. The research attempted to address the extent to which PE is carried out in practical settings. For instance, Stewart *et al.* (1991); Tannehilet *al.* (1994) Bowyer, 1996; Barney, 2003) have been conducted research on secondary school female students attitudes and their perceptions towards physical education. However, female students' perception and practice of physical education at selected preparatory schools of Kaffa Zone was not study yet. Therefore this study attempted explore female students' perceptions and practices of physical education practical classes at selected preparatory schools of Kaffa Zone.

Objective of study

- Identify female students' perceptions towards the physical education practical classes
- Determine practices level of the physical education practical classes.
- Find out the link between female students' perception and their practice of physical education.

II. MATHERIAL AND METHOD

Study Area

Kaffa zone is found on average of latitude and longitude of 7°16'N and 36°14'E with an elevation of 1,714 meters above sea level at Southern Regional State of Ethiopia, 468 km far away from Addis Ababa at south west direction. The population of kaffa zone have eleven districts with 1,206,004 total population size and five tribes living together, those are Kaffa, Manja, Chara, Na'o and Meinit.

Research design

So as to investigate female students' perceptions and practices of physical education, the researcher employed a descriptive survey research design with qualitative and quantitative approach, because it is easy to implement and work with. For this study the quantitative approach was employed for the data collected through the questionnaire, 27 items of close-ended questions (Likert type scale) were developed for questionnaire. The qualitative approach was employed for the data collected through interviews and observations.

Sample size and sampling technique

Among eleven districts of kaffa Zone, five of them were selected by simple random sampling method & from those districts five preparatory schools were included purposefully. Whereas 13 teachers and 255 female students were selected randomly.

Method of Data Analysis

Taking into account the overall aims of the study, the analysis includes quantitative and qualitative approaches in analysing and interpreting the data. The data obtained through questionnaires, observation and interviews were analyzed using descriptive and person moment correlation analysis using Statistical Package for the Social Sciences (SPSS), Version 20.

Ethical considerations

The research was governed by the research code of ethics in maintaining privacy and confidentiality and or other related values. The researcher promised to the participants of the study that the information which was collected from the respondents should not be transferred to third party in candidate.

III. RESULT

Majorities of the respondent are in the age range of 16-18 years that is 45.1% whereas 39.2% of the respondents are in the age group of 19-20 years. About 15.7 % of the respondents are above 20 years old. This shows that majority of the respondents or participants are young enough.

Table 1. Demographic profile of the respondents

	Age			Grade	
	16 - 18	19 - 20	>20	11	12
F	115	100	40	110	43.1
P	45.1	39.2	15.7	145	56.9

F= frequency P=Valid Percent

Female students’ perception toward the PE practical classes

Female students of preparatory school differ in favoring with the items referring Physical education is a challenging subject to do different physical activities. As it can be seen above in the above table, under item 1, more of the respondents 57 (22.4%) strongly agreed that Physical education is a challenging subject to do different physical activities. whereas 86(34.2%) and 34(12.8%) of respondents forwarded her strong disagreement and disagreement respectively on the issue raised but the rest of 45(18%) of the respondents moderate on the issue presented under item one. This implies that almost more than half of female students have positive perceptions of physical education practical classes.

Table 2. Result of female students’ perception toward the PE practical classes

No	Items	5	4	3	2	1	M	Med.
		P	P	P	P	P		
1	Nature of subject is Challenging to do different physical activities.	22.4	12.6	18	12.8	34.2	2.97	3
2.	PE is base for creating discipline and cooperation	38.2	25.8	15.3	10.2	10.2	3.72	4
3.	I have a great interest in learning PE practical classes as it creates fun.	38.6	26.2	14.8	10.2	10.2	3.72	4
4.	PE makes you feel bad about Your self when	22.4	13	17.6	12.4	34.2	2.98	3
5.	PE prepares you to solve problems related to physical problem.	29.9	14.4	18.8	18.2	9.2	3.19	3
6.	PE creates awareness to you To participate in any sport activities.	38.6	26.2	14.8	10.2	10.2	3.19	3
7.	PE is creates fun and enjoyment during practical sessions.	30.2	14.4	18.8	18.4	18.2	3.19	3
8.	PE is a discipline that develop Critical thinking and create desire to participate in practical activities	29.5	14.5	19.2	18.2	18	3.2	3

PE = Physical education P = Valid %, 5= Strongly agree, 4=Agree, 3=Undecided, 2=Disagree, 1=Strongly disagree

As to item two, female students responses on Physical education is base for creating discipline and cooperation among students when they participate in practical sessions, most of the respondents, 98(38.6%) and 66(25.8%) reported their strong agreement and agreement on Physical education is base for creating discipline and cooperation among students when they participate in practical sessions respectively; whereas, 39(15.2%), 26(5.2%) and 26(10.2%) of the respondents were neutral, strongly disagreed and disagreed respectively. So majorities of the respondents perceived that physical education is base for creating discipline and cooperation among students.

In general, the analysis of all the above items indicates that most female students seem to have good perceptions towards the physical education practical classes. It implies that a great majority of the respondents with a total grand mean value of 3.27 hold favorable perceptions physical education practical classes. Hence, one can deduce that female students have perceived physical education positively.

Female students’ practices of the PE practical

Table 3. Questionnaire related to female students’ practices of the PE practical classes.

No	Items	5	4	3	2	1	M	Med.
		P	P	P	P	P		
9.	PE is important for physical fitness improvement if it is properly practised.	28.2	16.5	19.2	18.5	17.6	3.18	3
10.	PE practical classes create a good level of confidence that Make you strong enough.	28.2	16.5	19.2	18.5	17.6	3.18	3
11.	PE is used to make you take the responsibility to improve physical fitness.	28.2	15	19.2	18.8	18.8	3.15	3
12.	PE have load on you because it needs time to practice the practical sessions.	10.2	8.2	10	38	33.3	2.2	2
13.	In PE personal fitness aspect is a huge appeal and makes you more active.	27.9	16.0	19.6	18.5	18	3.18	3
14.	Physical activity is ranged From low to strong intensity.	29	14.9	20	18.4	17.6	3.18	3
15.	PE encourages and helps you to participant in practical classes	27.8	16.1	19.6	18.8	17.6	3.16	3
16.	Physical education is important to develop body strength and general enjoyment	27.8	16.1	19.6	18.8	17.6	3.16	3
17.	PE practical classes help the teacher to follow students’ Performance Progress .	27.8	16.5	19.2	18.5	18	3.17	3
18.	Most students hate the practice of practical class and refuse to cooperate with their friends.	2	3.1	17.3	42	35.6	1.8	2
19.	Some practical part of PE is difficult and boring to take part on it.	4.3	7.5	12.5	20	55.7	2.2	2
20.	Most of the practical activities exposed you to injury.	10.6	8.2	10.2	34.9	36.1	2.2	2

PE = Physical education P = Valid % , 5= Strongly agree, 4=Agree, 3=Undecided, 2=Disagree, 1=Strongly disagree

The grand mean of the above table indicates that 2.8 which is closest to moderate. The result bear witness as female students on the selected study area have moderate participation on physical education practical class.

Correlation of female students perception and practice level

The result indicates moderate inverse relationship between practice and perception

Table 4. Correlation between perception and practice

	Practice	perception
Practice		-0.120*
Perception	-0.120*	

* P= 0.05

Table 4 shows significant negative correlation (r=-.120 P<0.05) values of dependent (Practice) and independent variables (perception). The result indicates moderate inverse relationship between practice and perception with the existence of different factors such unattractiveness of field, the inappropriateness of teachers teaching method, shortage of materials etc.

Interview result analysis

The semi-structured interview was designed to provide an insight into the responses made on the PE teachers’ survey regarding the female students’ perceptions and practices of physical education practical classes. The response of teachers ensure as female students knew the benefits of PE, they give less attention than boys’ as

they take on the greater burden of responsibility for housework, childcare, and care of elderly or infirm relatives. However they indicated as working place is not conducive.

IV. DISCUSSION

The findings indicate that Kaffa Zone preparatory school female students have moderate perceptions and understanding towards the PE practical classes. Thus, it seems that the female students strongly favor the theoretical part of the physical education practical classes. These results are quite similar to the ones Eric C.K. Tsang female students in Hong Kong believed that regular physical activities promote health and allow them to have a better body shape, and they can gain satisfaction and enjoyment through participation in physical Education Practical class. On the other hand Female students' perceptions have a vital importance in learning improvement especially the practical part,(Hargraves &Fullan, 1991) explain that female student's conceptual base of the issue of what the students think, what students perceive, and what they do in classroom ultimately shape the kind of learning. The findings of this study are in line with the results found in Iran (Cockburn C 2002; Cox A. E., &Williams L. (2008). Furthermore, the result is consistent with the study conducted by Liao's (2003) which was investigated on the two high schools female students' beliefs toward PE practical classes and their practice. The results indicated that the female students held strong and positive beliefs toward PE practical classes.

However the moderate perception or good understanding of the PE practical classes did not transfer to the practice of practical classes. The field practical observations of PE practical sessions showed that female students fail to participate on the PE practical activities. The finding of these study is consistent with Stratton, 1996 who found that Girls' physical education activity participation is generally less frequent and of a lower intensity than that of boys. These finding also argue with A. Ferreira, L. *et al* (2016)result, which reports as boys are more physically active than girls, regarding practices inside and outside of physical education classes. The possible justification is physiological and psychosocial changes experienced during the high school years make them a particularly high-risk period for girls to adopt sedentary habits (Rowland, 1999). Despite the moderate perception and low practice level of female students in PE practical class there are significant envers relation between them. To this end environment, equipments, content of the subject and students- teacher relationship were among the major difficulties that female students were face.

V. CONCLUSIONS

Based on the major findings of the study the following conclusion is draw:-

- The findings of this study generally indicate that the majority of respondents have moderate perception towards PE practical classes.
- Concerning the field practice of the PE practical classes, female students fail to participate on the practical part since they focus on the theoretical part of the PE practical classes. Thus, it can be concluded as female students' positive perception did not transfer to the practice of PE practical part.
- To sum up, there were significant negative correlation between female students' perceptions and their practices of PE practical part.
- Moreover, results from this study showed that as the society view importance of practical activities for girls in relation with boys differently. It has been shown that as teachers and peers cannot influence female student's participation in physical education as much as expected. In addition, the result of this study shows that, as the stakeholders 'had not support the practical activities of female students.

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