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Teacher's competence on attitude of high school students towards physical education in a Kellem Wollega Zone, Ethiopia

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Abstract--The aim of this study was to assess the effects of a teacher's competence on the attitude of high school students towards Physical Education in a Kellem Wollega Zone, Ethiopia. Students from three high schools were selected as a sample study. The study employed a descriptive survey design. To fit the purpose of the study, the stratified random sampling technique was used to select 349 students from Anfilo, Lafto, and Dereje Keba high schools. The data were collected by using questionnaires and analyzed by frequency counts and percentages in tables. The questionnaire consisted of 10 items of close-ended questions with a Likert-type scale format from Strongly Disagree to Strongly Agree. The results of the study show most students like physical activities that do not make them tired and sweaty. But they develop a more negative attitude towards Physical Education because their Physical Education teacher does not treat the students equally and students do the same thing which made them boring. Another thing that affects the students' attitude towards physical education was they prefer playing a game rather than learning physical education as a subject.

Keywords---Attitude, Competence, Physical Education.

Introduction

Physical Education is a subject that helps students to learn having good body shape, good communication skills, the learning of movement abilities, and skills that are favorable to the practicing of physical exercises and moments during an entire lifetime (Wali et al., 2021). Although there are many benefits of physical activity offered through physical education, physically, mentally, socially and academically, only few people that have realized the importance. As a result, there are few people who are interested doing physical activities, including those in school. Here is Stevens & Culpan, (2021), suggested school should encourage

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children to participate in physical activity. According to Phillips, et al., (2020); and Pereira, et al., (2020), students' attitudes toward physical education have an impact on their future activities and careers.

As Ramer, et al., (2021) & Bragas, et al., (2019) stated in their study, students who participate in physical education have a positive attitude, and they also recognize that the physical education teacher uses them for behavioral patterns (Ramer, et al., 2021). According to research, students with a positive attitude towards physical education are growing in their experience in physical activity, winning, competing, and teamwork (De Meester, et al., 2020 and Chu & Zhang, 2018). According to Deliligka, et al., (2020), people who want to get involved in physical education are less interested in learning theory classes than in participating in a game.

Eberline, et al., (2018) said, students' interest to enjoy physical activity is related to the competence of their teacher, and attitude is also associated with physical activity. Cruz et al., (2021) stated that culture, social status, athletic ability, peers, and the school itself can affect a student's attitudes toward physical activity. In addition, the teacher himself has a great impact on the change of the students' positive or negative attitudes (Huhtiniemi, et al., 2021). As Bragas, et al., (2019), if a teacher has sufficient knowledge of what he is teaching, he can teach the students well. The teacher must have sufficient knowledge of the subject he taught; a teacher cannot be effective if he does not have enough knowledge of what he is teaching (Al-Mutairi, 2020), and this impacts the teacher's acceptance by students (Al-Mutairi, 2020). As Bora, (2018) & Phillips, et al., (2019) stated, whether or not students like physical education depends on their participation in physical activity in their daily life. De Meester, et al., (2020) concluded by saying, students do not participate in physical activity when they grow up because they do not have good experience in physical activity. As a result, this study aimed to examine how teacher competence affects students' attitude towards physical education.

Materials and Methods

To examine the effects of a teacher's competence on attitudes of high school students toward physical education, a descriptive survey research design was employed. This study was engaged in three high schools, namely Anfilo, Lafto, and Dereje Keba high schools in a Kellem Wollega Zone. By using the stratified sampling method, 349 students were selected. For this study, the questionnaire was used as the data instrument and the questionnaires consisted of 10 items of close-ended questions with a Likert-type scale format from Strongly Disagree to Strongly Agree. Taking into account the overall aims of the study, the analysis was comprised of a quantitative approach to analyzing and interpreting the data. The data obtained through the questionnaires were analyzed by using frequency counts and percentages in a table. As with any study, ethical consideration was preserved.

Results

Table 1: Attitudes of students towards Physical Education

S/N	Items		SD	D	UN	A	SA
1	I like doing PE because it is fun	N	23	80	16	117	113
		%	6.6	22.9	4.6	33.5	32.4
2	I prefer those activities in PE which do not make me tired and sweaty	N	3	31	13	115	187
		%	0.9	8.9	3.7	33.0	53.6
3	I do not go to school to do PE, but to learn more important subjects	N	40	66	25	111	107
		%	11.5	18.9	7.2	31.8	30.7
4	I find the activities in PE boring because we always do the same things	N	32	50	27	114	126
		%	9.2	14.3	7.7	32.7	36.1
5	I prefer playing a game rather than learning PE as a subject	N	42	68	22	120	97
		%	12.0	19.5	6.3	34.4	27.8

Key: SD: Strongly Disagree, D: Disagree, UN: Undecided, A: Agree, SA: Strongly Agree

When students asked the item "I like doing PE because it is fun" 23(6.6%) strongly disagree, 22.9(22.9%) disagree, (16)4.6% undecided, 117(33.5%) agree and 113(32.4%) strongly agree. As suggested on item 2, 3(0.3%) strongly disagree, 31(8.9%) disagree, 13(3.7%) undecided, 115(33%) agree and 187(53.6%) strongly agree that they asked the item which says "I prefer those activities in PE which do not make me tired and sweaty".

According to item 3, the majority of students, 111(31.8%) and 107(30.7%) of students agree and strongly agree respectively that they do not go to school to do physical education but to learn more important subjects. But the rest respondents did not agree with the item. When students asked the item "I find the activities in PE boring because we always do the same things" as described in item 4, 32(9.2%) strongly disagree, 50(14.3%) disagree, 27(7.7%) were undecided and 114(32.7%) agree and 126 (36.1%) of the respondents strongly agree. Regarding the above table, the fifth item, "I prefer playing a game rather than learning PE as a subject", they replied 42(12%) strongly disagree, 68(19.5%) disagree, 22(6.3%) undecided, 120(24.4%) agree and 97(27.8%) strongly agree.

Table 2: Competence of Physical Education teacher in Physical Education class

S/N	Items		SD	D	UN	A	SA
1	My PE teacher starts lesson on time	N	71	166	1	57	37
		%	20.3	47.6	5.2	16.3	10.6
2	My PE teacher can demonstrate the sport skills in front of the students	N	62	149	26	80	32
		%	17.8	42.7	7.4	22.9	9.2
3	My PE teacher does not pay much attention to the students who are not very good at games and activities	N	26	29	12	80	202
		%	7.4	8.3	3.4	22.9	57.9

4	My PE teacher use the time effectively when teach us	N	93	114	16	86	40
		%	26.6	32.7	4.6	24.6	11.5
5	My PE teacher does not explains the exercises well in physical education class	N	34	45	22	147	101
		%	9.7	12.9	6.3	42.1	28.9

Key: SD: Strongly Disagree, D: Disagree, UN: Undecided, A: Agree, SA: Strongly Agree

According to the above table item 1, students were asked to give their response to "My PE teacher starts lesson on time" and offered their responses as 88(25.2%) strongly disagree, 166(47.6%) disagree, 1(0.3%) undecided, 57(16.3%) agree and 37(10.6%) strongly agree with it. The research offered the item, "My PE teacher can demonstrate the sports skills in front of the students", 62(17.8%) strongly disagree, 149(42.7%) disagree, 26(7.4%) were undecided, 80(22.9%) agree and 32(9.2%) strongly agree with the item. On the item, "My PE teacher does not pay much attention to the students who are not good at PE, 26(7.4%) strongly disagree, 29(8.3%) disagree, 12(3.4%) undecided, 80(22.9%) agree and 202(57.9%) strongly agree. Regarding the above table item 4, the majority of the students, 114(32.7%), disagree with the item that says, "My PE teacher uses the time effectively when teaching us". But 93(26.6%) strongly disagree, 16(4.6%) were undecided, 86(24.6%) agree and 40(11.5%) strongly agree with it. On the last item, which says "My PE teacher does not explain the exercise well in PE class", 34(9.7%) strongly disagree, 45(12.9%) disagree, 22(6.3%) undecided, 147(42.1%) agree and 101(28.9%) strongly agree.

Discussions

The main objective of the study was to assess the effects of teacher's competence on the attitudes of high school students towards physical education. Students answer that they like doing Physical Education because it is fun to play. Study has recognized that students' and teachers' degrees are enjoyable at or close to the highest of their lists of objectives for Physical Education (Schembri, et al., 2021). As Rahman, et al., (2020), Huhtiniemi, et al., (2021) and Ramer, et al., (2021), indicated, the reason why children are involved in physical activity is amusement and a lack of amusement is the serious reason why children and youths stop contributing to physical activity. Other researchers, Sivaramakrishnan, et al., (2021), Costa, et al., (2021), Woods, et al., (2021) and Healy & Garcia (2019), showed that involvement in a movement with gratifying and satisfaction bears benefits that contain improving knowledge and talents, spending time with friends, practicing victory and engaging, and developing fitness, wellness, and total health. In another study, Barney & Leavitt (2019) found that if the activity is enjoyable, there is a better chance of keeping a student's interest in the activity. Students viewing positive feelings about Physical Education realize it as a time to amuse, socialize with peers, and make new friends (Tyndorf, 2020).

In this study, Students preferred to do those activities in Physical Education which do not make them tired and sweaty. As Raufelder & Kulakow, (2021), when schoolchildren sense insufficient about their Physical Education

performance they not only do not experience the positive outcomes of Physical Education involvement, they advance negative attitudes about themselves and others; including physical education teachers, and manifest "learned helplessness". Almeida, et al., (2020) concluded that students who perform poorly in physical activity are not selected for team sports and are isolated from their peers because of a lack of skill.

Students replied that because they do the same thing in Physical Education class, it makes them boring. According to Long, et al., (2019), different teaching methods should be considered when preparing a plan for physical education teaching, and the learning process because it can cause problems for students' learning. Beck et al., (2021), Montoya, et al., (2020) and Cruz, et al., (2021) also indicated, that things that make students develop a negative attitude toward physical education are if, the lesson is boring, more repetitive, the lesson is senseless, and the teacher. According to Wang, & Chen, (2021), if there is nothing that motivates the students when they learn physical education, if the lesson is found to be boring, they develop a negative attitude toward the subject. In another study, Barney, & Leavitt (2019) assessed high school students' undesirable approaches toward Physical Education and originated that some learners did not impress Physical Education complete a requirement in their lives and accordingly did not find it respected.

According to Jha, (2020), Physical Education teachers should teach the students only what they should have to learn; and they should not teach just because they have the skills. He suggested to all of the physical education teachers that the contents of the subject should be commensurate with the student's ability and level of education. Al-Shammari & Hornby (2020) also suggested that Physical Education teachers do not have enough knowledge concerning the cognitive domains and fitness skills necessary for Physical Education.

When students were asked about how their Physical Education teacher taught them more percentage of the students answered as their Physical Education teacher did not start the class on time, not only that Physical Education teacher did not use the time effectively and did not give equal attention to all students when teaching new skills. Researchers recommend that the factors related to a negative attitude of students are the teacher's credibility, how negative social comparisons are avoided, and, more generally, improving students' motivation to partake. In terms of credibility, Nesbitt, et al., (2021), found that students viewed teachers positively when they "looked like" a Physical Education teacher, practiced what was taught in class, and were "overwhelming pedagogues." Gondwe (2021) also found that approachable, joyful and experiences are something the students want to see in a teacher. The self-confidence of students increased when teachers are closer to them and can help the students psychologically and emotionally. Marina et al., (2019) supported this view by stating that a successful teacher is who develops relationships with students and motivates them knowledgeably.

Teacher responses to students who have low motivation is not permanently the most suitable as shown by investigational and Physical Education based study showing that educators choose to work with students who are internally inspired

or show great points of effort (Killian & Mays Woods, 2021 and Ulstad et al., 2019).

Conclusions

The aim of this study was to assess the effects of the teacher's competence on the attitudes of high school students towards physical education. Based on the outcomes of the study the next conclusion was pinched: Most students like to do physical activity in Physical Education because these activities are fun and enjoyable, but they did not want to do those activities in Physical Education which make them tired and sweaty. Regarding doing a variety of activities in Physical Education, many times they do the same activities which are boring and this may make them boredom during their Physical Education. Most of the respondents develop a negative attitude towards Physical Education because some Physical Education teachers do not use their time effectively; they do not treat students equally when teaching physical education, and also do not demonstrate activities effectively to students while teaching a practical class. Further, outcomes from this study show students like to participate in physical activity, but their attitudes towards physical education are influenced by the competence of a physical education teacher; usage of time, the skill of a teacher to demonstrate the activities, and support all students fairly.

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