



Ethiopian Higher Education Students Attitude Towards Physical Education

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Abstract: The purpose of the existing examination has changed to gain access to the "Ethiopian Higher Education Students' Status of Physical Education". The current study was conducted on 800 students (500 males and 300 females) between the ages of 20 and 26 years. The subjects were Ethiopian Higher Education Students, Addis Ababa, and Dire Dawa. Topics were Ethiopian Higher Education Students, Addis Ababa, and Dire Dawa. The responses collected from the given studies were converted into raw data with the help of a frequency distribution method. The data were then sorted as a result of a percentage study method.

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1 Introduction

Physical Education refers back to a training approach that tends to focus on sports that expand and hold the human body. It is found that "training thru physical exercises to fully improve the perfect character of the student to the fullness and completeness of body, mind, and spirit". Physical Education is the process by which the transformation within a character is marked almost entirely by a movement experience. The aspirations of Physical Education are no longer able to develop physically, however, they are also concerned about everyone's physical education training. Physical training provides the ability to acquire and acquire mindset information on the physical, mental, emotional, social, and religious development of a person. Attitude can be defined as an active emotion of liking or disliking on the side of something (which can be anything) that has moral potential. According to Don Forsyth, "mental thinking is not always a state of mind, perception, or behavior; instead, attitudes include all 3 appendixes in" which include touch-awareness-behavior. "Both situations are either positive or negative. Priority or bending to respond unequivocally or negatively according to a certain point of view, object, individual, or situation.

Review of Literature

The higher education students have long gone through the accompanying textbooks, which can be applied to existing looks.

Macintosh and Albinson (1982) compared the corporate attitudes of higher education students in ages 20-24: those who take the splendor of physical

education and students no longer take it for granted. They found that academics who are now choosing not to study physical education claim to have a much better mindset than physical education and to have more fun.

Lakshmi and Singh (1991) tested the specific psychological capabilities of college students of males and females who are closest to physical education. They have identified the top 5 psychological decisions: curriculum content, coach ethics, aesthetic status, expert opinions, and resources. Both male and female college students see those decisions within the same order.

Alden, M. A. (1932) Additional complementary elements that contribute to negative emotions that are close to physical education. These items protect against boredom with activities, now no longer trying to sweat, now no longer trying to dress, and the belief that athletes have received special treatment. Internal participation within the view was decided in the middle of the area and too much power within the Midwest. The students completed a 66-item study conducted with the help of Edgington (1968) which represents attitudes related to physical education to improve health, skills development, cognitive development, social development, and social improvement. Students were given 4 Likert Scale response options (1-4): Strongly agree, agree, disagree, and strongly disagree. Many studies like this allow college students to respond with a sense of impartiality, however, this has been removed to pressure college students to make good or bad choices.

Campbell (2002) studied the minds of 199 college students from Texas Austin University to Hudge. A

mindset for college students (female) who are close to physical education with the help of a creative mindset. A list of 30-statement questionnaires was answered on the JBM solution page. The result advised that the difficulty was a good idea close to physical study.

Significance

The mindset is one of the most influential sizes now of the easiest teachers but also college students practicing within the classroom. Although educators are believed to be the most important people within the college in all of their actions, miles show that the thoughts and behaviors of college students are also critical to success. For senior educators or curriculum designers, the desired separation in the form of college students' methods is a common way to improve the curriculum.

Looking at how it can help with action, Stewart and Green (1991) examined the attitudes of 1,049 adult males and 1,081 females from overweight and overweight college students in physical training to train teachers/trainers in the best possible way and to prepare programs to implement physical education programs within schools/strengths and universities for balanced professional development. Observing will help to expand physical fitness programs to the level and help educators/trainers to encourage academics closer to physical training.

Hypothesis

For the current study, it was assumed that the Student Status was optimistic concerning Physical Education.

Sample

Eight hundred students (500 male and 300 female) studying in higher education in Ethiopia were randomly selected from Addis Ababa and Direct Dawa. Academic years students age ranges from 20 to 26 years, with 23 years of age.

Description of the Questionnaire

A close-up attitude to the exercise program developed with the help of Claudia Cockburn (1999) has been used to gain an idea of the topics surrounding physical Education and sports program run within the Ministry of Higher Education in Addis Ababa and Direct Dawa. Questions are designed to cover the following areas:

1. Appreciation and emotion close to the Physical Education class.
2. An effort is made in a physical education class.
3. Factors that motivate or place college students in a physical education class.

4. Participate in external mandates and activities.
5. Activities are valued and disliked within the Physical Education class.
6. Any long-term infection or incapacity affects academics in their physical Education category.

Results, Discussion, and Findings

The survey found that during the last consultation there were 58% male and 48% female college students interested in physical education training and 15% of male and 17% female now did not like training. Students have been asked to submit their play motivations and currently no longer play to play Physical Education training; provide individual motivation for playing Physical Education training. 30% of male and 20% female college students who prefer Physical Education training classify it as "sports-loving"; Only 15% of male and 15% female of college students want to "gain knowledge" about Physical Education; Only 17% of male and 30% female college students seek "skills analysis" and 13% male and 5% female college students preferred training because of the "training method" of their trainer.

The students provided one of the best reasons now for not attending Physical Education training during the final consultation. The main reason was (i) Physical Education to be a problem for 25% of male and 14% of female; (ii) causes 25% of accidents of male and 29% of female; College students say they are no longer receiving training because of (iii) the way their teachers train 8% male and 29% female and 17% male due to a few different reasons now no longer playing Physical Education training.

The result of the efforts made in Physical Education training found that 40% of male and 40% female college students made significant efforts in physical training, while 38% of male and 38% female made very little effort in training, 44% of male and 25% of female college students try to stay strong because it makes sense that it enables them to maintain their health; 13% of male and 19% of female want to improve their hobby skills; Only 9% of male and 19% of female college students say that this is the biggest problem. College students who are no longer trying to work hard without training college students say that because of the grinding problem 43% male and 27% female, could cause accidents for them 23% male and 15% female, college students say trying to strengthen Physical Education is only a waste of time. -17% male and 20% female and 10% male and 27% of college students say they are no longer trying to be strong for a few different reasons.

Only 62% (248) male and 55% (110) female college students submit their gambling package for further instruction and 23% male and 20% of female college students no longer transfer their gambling package to Physical Education instruction. The targets set by students for 22% of male and 63% of female were accidents; 11% of male and 25% of female do not pay attention to their gambling pockets, and 11% of male college students give a few different reasons.

Records relating to glamorous habits showed that 75% of college students took most or all of their Physical Education instructions, while the top 10% of college students ignored about 1/2, or major commands. About 1/2 of the students (40% male and 50% female) ignored instructions due to accidents or pollution; 1/3 ignored because they forgot the gambling and relaxation package of lessons (20%) deliberately blocked Physical Education instructions.

15% of male college students and 25% female reported being subjected to minor chronic contamination or disability affecting their participation or recreational physical education instructions. 42% of males and 50% of females were affected by fractures or separation; 33% of male and 40% of female college students have been physically assaulted and 25% of male and 10% of female college students have suffered from several fitness-related problems.

In response to topics related to their strengths in bodybuilding in general, 25% of male and 25% of female college students thought they were the best, and top 10% male and 10% female college students the idea that they had negative effects on Physical Education in general. While a variety of 65% male college students and 65% female college students said their suitability for Physical Education depends on the enthusiasm to be developed.

In response to what motivates or discourages academics in physical education courses, the majority of students (87% male and 84% female) college students are encouraged to "run with friends"; "Competitiveness" (50%) "create or create" (62%) "gambling games" (47%); male college students were also recommended for "class with the boys" (72%) and "male teacher" (65% male); in the case of female "class with female" encourages 75% female and "having a female teacher" encourages 55% female.

The same diversity of male and female college students (42%) are discouraged from using "game in front of different people"; More than 1/2 college students (60% male and 60% female) college students say "doing Physical Education without a bloodless climate" is frustrating; 32% of male students and 32% of female college students say that "playing the right gambling games" is frustrating; 50% of female college students are frustrated with the way males are present in the classroom. "Family support" (15%) male

students and (23%) female college students are considered to be involved in where injury, fatigue, or infection (40% male and 30% female) are considered traumatic.

Responses to college students' responses to physical education found that the majority of college students 90% agreed to make fun of physical education. "Make new friends"; in addition to "continuing to be equitable" and healthy and holding their frame and that they are finding appropriate, constructive ways to use their frame; they test skills in Physical Education. On the other hand 1/2 of college students (50% male and 50% female), college students do not agree that they feel tired in Physical Education. And 58% of male and 58% of female college students do not agree with the "bad experience because they are tired".

Students were asked to express their feelings in almost all Physical Education courses, 520 college students brought positive emotions and 8 college students brought negative emotions. In beneficial terms, 20% male students and 18% female college students see Physical Education as an exciting subject; 20% male students and 29% female college students find that it provides insight into most sports; 14% male students and 32% female college students felt that it kept them mentally fit and 6% male college students gave a few helpful feelings.

In negative contexts 50% of male students and 40% female college students see Physical Education as immeasurable; 30% of male and 33% female college students consider it a waste of time and 20% male and 27% of female college students feel that it will not be possible in the future.

When college students were asked to write 3 sports they would like to participate in all Physical Education training, Athletics, Football, Volleyball, and Table Tennis were games that were especially popular with Physical Education training studies. Reasons for liking the games were hobbies, fitness, good ability, and a few different reasons why they were asked to list 3 sports they could no longer like to do in Physical Education training and expressed their dislike for those games, Boxing and swimming are a few Growing up, injuries and bad capability were the reasons now that are no longer the same as those games.

When analyzing emotions related to Physical Education by changing time, it was found that most of them were starting to play Physical Education in high schools (71% male and 72% female); 50% of male and 63% of female college students said that they, however, were heavily involved in Physical Education in the Higher Education and that 60% of male and 42% of female reported bringing their gambling

pockets frequently to colleges and participating in classes.

While academics were asked around their time during the day or after professional sports membership games in their best education 87% of male and 85% female college students said there was no such place to have in their college. Athletics, Football, Volleyball, Basketball, and Table Tennis were sports that experts will follow in the years to come.

Conclusions

Within the limits of the research, keep the following conclusions

1. Only 1/2 college sample students prefer full-time physical education courses, the objectives of which are to “acquire new technologies and new skills”. Students also feel that physical training is a “fun challenge” and “they love sports”.
2. 1/2 rest of the students from time to time or not at all liked physical training because they felt it was a great challenge and could cause harm to them.
3. Less than 1/2 of the few 40% of the sampled college students made a good effort in physical training because they felt that it was an exciting and life-sustaining challenge.
4. More than 1/2 of the 60% of the college students who were sampled now could no longer struggle because they saw it as a challenge and a sense of time.
5. Female college students have become disillusioned with the presence of male college students in their studies and exercise package gambling makes them reluctant to play games in front of others.
6. College students agreed that it keeps them healthy and healthy and teaches them how to keep their bodies healthy and healthy.
7. Lack of motivation is one of the reasons for the dreaded participation of college students in the physical education program as they see it as a brand new challenge for them due to what is sports entertainment. Most female college students felt embarrassed when there were male teachers who discouraged them and disrupted their participation in physical education classes.
8. Physical training such as Athletics, Football, Volleyball, Basketball, and Table Tennis has become the most popular sports among academics because these Physical trainings are very popular in Addis Ababa and Dire Dawa State.
9. These Physical training such as boxing and swimming have become less popular Physical

training for sampled college students because they felt they could be injured.

10. The climate of Dire Dawa State is one of the reasons for the dreaded participation in Physical Education.

Recommendations

The following recommendation draws on the following guidelines

1. Many experts now do not see the phases of physical training. Gymnastics style should be protected in a physical training program to provide additional desire that quickly matches the strength.
2. The Physical Education-based program must be protected within the number one curriculum and the individual learning phase; helps develop skills in sports activities, as well as hobbies for various college students.
3. Different sports activities centers should be designed for female college students to increase the participation of college students in environmental education and sports.

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