



Research Article

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The Contribution of Physical Fitness to Academic Achievement in Wachemo University in the Case of First Year Students



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Abstract

Physical Education is the basis of healthy living conditions, social, physical, and mental well beingness to citizens. This study is made in searching for the major problems that affect the implementation of the subject in Wachemo University and to recommend the possible solutions to be taken to avoid the problems. From the 926 students 50 students were selected purposive sampling method. From the total students 926 samples selected purposively from the total population. The primary sources of data were students, Health and Physical Education teachers, and school leaders in Wachemo University. The secondary sources were relevant books and manuals. Data from primary source were collected using questionnaire, interview and observation as data collecting instrument from respondents. The descriptive data collected were processed, organized, and tabulated in percentile for analysis. The result shows that most of the students are less interested in Health and Physical Education subjects in Wachemo University.

Keywords: Physical Fitness; Health; Academic Achievement; Contribution

Introduction

Physical Education is the basis of healthy living conditions, social, physical, and mental well-being to citizens. The above idea clearly shows that health and physical education is the base stone to produce citizens who are equipped with cognitive, affective, and psychomotor domains that make them fittest in physical, mental, and social well beings. This intern means that physical education is the key for production of healthy and productive societies which can lead quality lives. Again, as can be seen from the above idea, health, and physical education besides to the classroom instructions includes physical exercise or activities that comprise the various games performed outside the class in the field, in the community and national wise [1-12].

However, Wachemo University has several problems or difficulties implementing physical education subject to achieve its objectives. Hence, this research has aimed at finding out problems or factors that limit or hinder from achieving the contribution of physical education in Wachemo University. And searching for possible solutions for the identified problems is also its objective. Physical education is a two headed coin; one side represents development and maintenance of physical characteristics

including strength, endurance, good posture, flexibility balance and neuromuscular skills. The other side represents what is happening to the total person as he develops these physical attributes, and that is a growth regarding self-perception, attitudes, interest aspirations social and emotional qualities and agencies feeling of wellbeing or self- realization.

It may be emphasized that the most important purpose of physical education for a student are to help him learn how exercise can contribute to his wellbeing for the rest of his or her life and to help him acquire the attitude and skills which will most likely ensure his determination to incorporate the teaching of physical education in to his or her everyday living in both the present and the future. Living in physical education requires that one incorporate physically and mentally healthful exercise in to daily and weekly schedule. However, this is not true in our schools. We couldn't see that physical education plays the above stated objectives. Of course, it is believed that there are problems or factors that hinder the contribution of physical education in producing healthy, creative, and disciplined and problem-solving generations in the targeted community. Hence, this research has

aimed at finding out problems or factors that limit or hinder from achieving the contribution of physical education in Wachemo University. And searching for possible solutions for the identified problems.

1. To find out the problems that affect the contribution of physical education to student's physical fitness, health, and academic achievement.
2. Identify the problems that hinder implementation of physical education lessons.
3. To find out the teacher related problems during physical education lesson.
4. Forward possible suggestions to improve the contribution of physical education to students.

Methods

This study was aimed at evaluating the contribution of Health and Physical Education in primary students (on physical fitness, health, and academic achievement). To this effect the descriptive survey method was employed. Because the researcher believes that it helps to go through the study (to address the research question in the study), this method was mainly appropriate to gather several kinds of data related to the problem under the study and to identify common elements. This study was designed generally as a descriptive survey study. A descriptive survey is concerned with establishing "what is?". There are many variations of descriptive studies. The one selected for this study was the ex-post facto design. According to Kerlinger, ex-post facto design involves a systematic empirical enquiry in which the researcher does not have direct control of events (independent variables) because their manifestations have already occurred, or because they are inherently not manipulate.

This method was chosen because it was not the intention of the researcher to manipulate variables of this study such as sex, academic qualification, administrative experience, state and nature of sports equipment and facilities already in use in the various schools under stud. The primary sources of data used for this study were: -Wachemo, physical education teachers and school principal. For the specific research for this study Wachemo university first year students were selected as population. Total of 926 students. Then from the 926 students 50 students were selected purposive sampling method. From the total students 50 samples selected purposively from the total population. and physical education teacher were selected purposively for interview.

Findings and Discussion

This paper identifies the contribution of physical fitness to academic achievement as well as physical, mental, emotional, and social interaction students that actively participate in physical fitness class of in Wachemo university first year students. Result obtained from secondary school students, health and physical

education teachers, and school principals result were tabulated and interpreted as follows.

Q1. What is your interest in learning Health and Physical Education?

(Table 1) above shows that in item Number 1 about 8(40%) and 7 (35%) of the student respondents have high and medium interest in learning health and physical education respectively while about 5 (25%) of the respondents have low interest to learn in health and physical education classes. Lack of interest in the subject in turn creates big problems in achieving the goals of health and physical education. This is because achieving intended goals of any discipline in education is mainly the product of interest and ability.

Table 1: Student Interest for Learning.

No	Options	No	%
1	High	26	40
2	Medium	11	35
3	Low	14	25

Q2. How far the Health and Physical Education instruction given in your school did bring physical fitness to students?

(Table 2) It is also shown in item number 2 that 80% (16 respondents) of the student respondents said that the instruction given in schools (classrooms) did help students to improve physical fitness's while about 20% (4 respondents) claim that the classroom instruction given to students did not help them to improve their physical fitness's. When we see this response superficially, the role of classroom instruction in developing physical fitness in physical education seems to be very low or insignificant. But scientifically it is the theoretical part given in the class that serves as the ground or base stone for practical activities. In other words, one can acquire knowledge and skill. About how to do and when to do practical activities and the benefit of doing them from classroom instructions.

Table 2: Contribution of Physical Education to Physical Fitness.

No	Options	No	%
1	Yes	40	80
2	No	10	20

Q3. Do you think that Health and Physical education helps you to keep your health?

(Table 3) above indicates, in item number 3, 16(80%) of the respondents suggested that the classroom instruction given in health and physical education contributes a lot to the development of mental, physical, and social health of students if it is implemented in the right way. About 20% (4 respondents) in contrast suggested that health and physical education have less value for the student's healthy living condition. Though some respondents lowered the value of Physical Education to the

development of healthy living condition, it is more obvious that individuals who regularly perform physical activities have better physical fitness, mental and social well-being than others.

Table 3: Physical Education and Health.

No	Options	No	%
1	Yes	39	80
2	No	11	20

Q4. The role of Health and physical education to the rest of academic performance?

(Table 4) Responses obtained from students for item number 4 in (Table 4) again ensures that Physical Education plays vital role for the students' academic achievement (about 12 out of 20 respondents) support this idea. It is clear that high academic performance is achieved when individuals have matured mental readiness, well developed social interactions with colleagues as well as good physical fitness to withstand challenges. For this to be achieved, physical education takes the lead.

Table 4: Role of Physical Education.

No	Options	No	%
1	High	28	60
2	Medium	10	30
3	Low	12	10

Q5. What is your participation in health and physical education practical classes? Looks like?

(Table 5) According to the above (Table 5) in item number 5 about 30% (6 respondents) have a high participation in practical physical education activities but the rest 70% (14 respondents) have low participation. Generally low level of participation in physical education classes creates big problems to achieve the goal of physical education, so the participation level of students must promote by different mechanisms.

Table 5: Student Participation.

No	Options	No	%
1	High	20	30
2	Low	30	70

Q6. Do the theory you have learned in the class relate to the practical activity you perform outside classroom?

(Table 6) Majority of 17 (85%) of the respondents in item 6 revealed that the classroom instruction has closer integration to the practical activities given in schools but the rest 3 (15%) of the respondents revealed that the classroom instruction has less integration to the practical activities. From this one can rated that the theory given in the classroom instruction is the preliminary task or duty to be done and key for practical activities.

Table 6: Theory and Practice.

No	Options	No	%
1	Yes	17	85
2	No	3	15

Q7. Do you think that the period allocated to Health and Physical Education instruction is adequate?

(Table 7) In the above (Table 7) in item 7, about 3 (15%) of the respondents said that period allocated per week to teach both the theoretical and practical activities is high while about 17 (85%) of them responded that the period allocated per week to teach both the theoretical classroom instruction and field practical activities is very low. According to the respondents especially, practical activity classes take time to make learners efficient in various practical activities and develop interest towards health and physical education. As can be seen from the above issue, one can deduce that the period allocation problem seems to need to be revised and adjusted to give relaxed time especially for practical activities to be done.

Table 7: Period Allocation.

No	Options	No	%
1	Yes	9	15
2	No	41	85

Q8. Do you practice physical exercise outside of school?

(Table 8) In item number 8 about 12 (60%) of the respondents confirmed that the students did not carry out various physical activities outside the school in the community while about 8 (40%) of the respondents replied that they carry out various sport games out of schools. From this we can

Table 8: Physical Exercise Outside of School.

No	Options	No	%
1	Yes	12	40
2	No	38	60

Concluded that schools alone are not enough to develop one's knowledge and skills of health and physical education. Therefore, students need to practice what they have learnt in schools outside the school in their community to improve their health, physical, mental, and social wellbeing.

Q9. Does your physical education teacher utilize a suitable method of teaching for you to learn properly.

As (Table 9) above, in item number 6 (30%) of the student respondents revealed that the teaching method used by physical education teachers are suitable while about 14(70%) of the student's respondents revealed that the teaching method used by the physical education teacher is not suitable for learning physical education. From this we concluded that unsuitable methods of

teaching affect or impede students' understanding of the content and its participation. Most Physical Education teachers do not allow and encourage students to express themselves i.e. to ask or answer questions and to participate throughout the period. Some Physical Education teachers are not willing to listen to their student's problems. Even if it is not said that schools have sophisticated sports equipment, teachers are not volunteer or willing to use what is available in the school.

Table 9: Method of Teaching.

No	Options	No	%
1	Yes	15	30
2	No	35	70

Most physical education teachers do not use teaching aids during teaching physical education in school. Most physical education teachers do not motivate students while teaching. Since students learn from the interaction between the student themselves and student teacher. Some Health and Physical Education teachers do not help students to work in pairs or small groups or individually. The teaching method used by Health and Physical education teachers are not appropriate and suitable for the easy understanding of the content by the student and affects its participation in the lesson. They use lecturing methods or explanations when they are expected to use demonstration and practice methods. When planning instructional activities most physical Education teachers do not consider the needs, interests, and experiences of their students. There are contents which are not beyond student's capacity of learning and the opposite is also true.

Some teachers design different instructional activities to work in small groups or in pairs, but the majority of the physical education teachers fail to design the activities well. They want to teach or to address contents once for the whole class and they do not permit students to learn from themselves. Meaning that there is a problem of thinking the teacher is the source of everything. Points that understand from my observations the teachers themselves are part of the problems. They are not doing in such a way that the needs and objectives of Physical Education and the curriculum.

Conclusion

Health and Physical Education is a science that is the base stone to develop the student's mental, physical, social, and emotional wellbeing and increases their academic achievement. However, the results of this finding show that it is not as such the desired objectives due to problems. Some of them are concluded in the following way. The various problems related to school facilities such as lack of sport field preparation, and the various

sport equipment's etc. are the major problems that weaken the activities and progress of physical education. The period allocated to teach physical education is not enough to address different concepts and practices for students.

School leaders and other bodies' attention to physical education is too low and this weakens the achievement of goals. The learning and teaching motives of students and teachers. Respectively is low due to the various problems such as lack of adequate school facilities, shortage of time etc. to practice physical education. As mentioned in the research findings, most of the communities in which the primary schools are found have no youth recreational centers outside the schools themselves. Students do not have access to practice physical education activities outside schools; this in turn decreases and weakens the students learning interest to physical education. Many teachers do not use teaching aids properly and at the required level. The teaching method used by the teachers is not suitable for the subject matter or Physical education.

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