Innovation Education
2026, Vol. 1, No. 1, pp. 29–35
https://doi.org/10.11648/j.iedu.20260101.14

Research Article

Students Attitude Towards Physical Education in Selected Secondary Schools of Cheha Woreda, Gurage Zone

Assaye Gashaw Tilahun[1, *], Genet Nigussie[2], Shemsi Haji[1], Abraham Bekele[1], Mekdes Mamo[3]

[1]Department of Sport Science, Madda Walabu University, Robe, Ethiopia
[2]Department of Sport Science, Gura Awyatiye High School, Welkite, Ethiopia
[3]Department of Sport Science, Hawassa University, Hawassa, Ethiopia

Abstract

The purpose of this study was to investigate secondary school students' attitude towards health and physical education in the Chehawereda, Gurage Zone. One hundred ninety-two grade 9 and 10 students from four chosen schools (Dakona, Moche, Jock, and Gura) participated in the study. Moreover, 4 HPE teachers were selected for qualitative interview using purposive sampling. The data collection instruments were Attitude Rating Scale and semi-structured questions. A mixed methods study was used to investigate secondary school students' attitude towards health and physical education. Quantitative data were analyzed using independent sample t-test. SPSS version 25 was used to analyses quantitative data. There were no statistically significant differences among schools in student attitudes. Qualitative open-ended responses from students and interviewers with teachers indicated existence of a number of things that encourage Students to engage in physical activity in physical education class, awareness of the health advantages of physical activity, and possibility of providing an inspiring and captivating atmosphere that promotes all students' active involvement. It is recommended that the time and number of periods as well as extracurricular activities related to physical education should be increased and provided in order to equip students with the necessary knowledge, skill, and ethical value of the subject matter.

Keywords

Attitude, Secondary School, Physical Education

1. Introduction

Physical education (PE) is taught in schools throughout the world. It emphasizes the development of motor skills, fitness-related knowledge, and behaviors. In order to enhance their general health and physical well-being, children participate in movement exploration, psychomotor learning, and cognitive growth through physical education. PE has several advantages, such as lowering the risk of metabolic diseases, increasing cardiorespiratory fitness, improving mental health, and having a good impact on Behavior and academic achievement. Team sports like basketball and football as well as individual activities like swimming and cycling are all included in the curriculum. PE is a vital component of health, fitness, and overall

*Correspondence: Assaye Gashaw Tilahun (assayegashaw22@gmail.com)

Received: 2 January 2026; **Accepted:** 29 January 2026; **Published:** 9 February 2026

wellbeing. It challenges the body and mind, preserves mobility, and increases strength. At its best, it fosters lifelong passions and establishes the foundation for an active lifestyle [13]. Additionally, in order to teach illness prevention and control, several programs include health education. To get ready for this fulfilling career, you can study the history, goals, and types of physical education if you want to become a teacher [1].

The cornerstone of a comprehensive school physical activity program is physical education. The planned, sequential K–12 curriculum (course of study) for this academic subject is based on the national standards for physical education. The cognitive content and instruction offered by physical education are intended to foster the development of motor skills, knowledge, and behaviors necessary for physical activity and fitness. Students can be given the skills and self-assurance to remain physically active for the rest of their lives if schools are supported in implementing physical education on a regular basis [7]. According to researchers in the field of PE, promoting students' present and lifetime physical activity requires an awareness of the factors that are linked to their engagement in physical activity [22]. The attitude of the student is thought to be one of the main elements influencing physical activity, among many others [17]. Attitudes originate from one's views about oneself and other things. Attitudes influence a person's Behavior in a variety of ways and decide how involved they are in their everyday activities [14]. These authors created a theoretical framework for rational Behavior, which went on to describe how attitudes originate from beliefs and manifest as intentions and behaviors. However, intentions are determined by two fundamental factors: (a) one's attitude towards behavior and (b) one's attitude towards other people, such as parents, teachers, and peers. The first factor is the person's positive or negative assessment of carrying out the behavior. People who have positive beliefs typically have a positive attitude towards the thing they believe in, while people who have negative beliefs will have a negative attitude towards the thing they believe in [15].

The individual's sense of social pressure to engage in or refrain from engaging in the behavior based on other people's opinions is the second determinant. As a result, normative and attitudinal factors are created, each of which has varying degrees of influence over behavior, either positively or negatively [15]. People use language and behaviors daily to convey their attitudes and beliefs. One of the most important ways to understand students' attitudes, interests, and involvement in their physical education program is to get insight into their ideas [18].

Since the 1930s, researchers have been examining how students feel about physical education. Such research has historically sought to determine the elements that influence attitudes towards physical education, both positively and negatively. It is thought that having this information will enable teachers to take student opinions into account when deciding on curricula or programs, therefore improving the quality of physical education [4]. The body of knowledge regarding student attitudes in physical education has grown in recent years. The impact of beliefs towards future involvement in extracurricular physical activities may also be responsible for the rise in interest. [19], as well as the accessibility of information obtained regarding students' perspectives on physical education for the purpose of creating curricula [5]. Students' views are greatly influenced by their teachers, the classroom, their families, and the school administration [6]. Even though there are attitude related studies in Ethiopian context, there is scarcity of studies which focus on secondary school student's attitude toward health and physical education in Cheha woreda. Thus, this study examined secondary schools' students (grade 9 and 10) attitude towards health and physical education in some selected schools of Cheha Woreda.

Attitudes are born from beliefs that we have about people and things. They shape our behaviors in countless ways and determine our involvement in activities, the goals that we set and those we decide to abandon. Increased levels of sedentary behaviors among youth indicate a critical need for physical education programs to adopt curriculum that is inclusive of all students and that increases their interest and motivation levels for physical activity participation [9]

2. Materials and Methods

2.1. Description of the Study Area

The Southern Nations, Nationalities, and Peoples Region of Ethiopia (Now Central Ethiopia) is home to Cheha Woreda. Emdiber is the town of Cheha Woreda, which is 30 kilometers from Welkite (the seat of the Zone), 234.1 kilometers from Hawassa (the city of the Region), and 158 kilometers from Addis Ababa (the capital of Ethiopia). The Worde's 167 square kilometers make it the moderately sized of all the other Woredas in the Gurage Zone. The Gurage Zone is 5932 square kilometers in size. The research region of Cheha is situated geographically between 7.80 and 8.50 North latitude and 37.50 C and 38.70 East longitude of the equator. Enset, grains, fruits, and vegetables are the Worde's primary agricultural products; khat and coffee are used in smaller quantities. The Woreda is separated administratively into one urban Kebele and seventeen rural Kebele. Ten or more villages with various local names can be found in each kebele. 13 Woredas (Abeshege, Kebena, Cheha, Enemor, Gumer, Ejah, Kokir, Mareko, Meskan, Sodo, MaehurAklil, Geta, and Endegagn), two temporary city administrations (Butajira is the largest city of Gurage Zone and Wolkitieis is the capital), and 411 Kebeles (small communities) make up Gurage Zone.

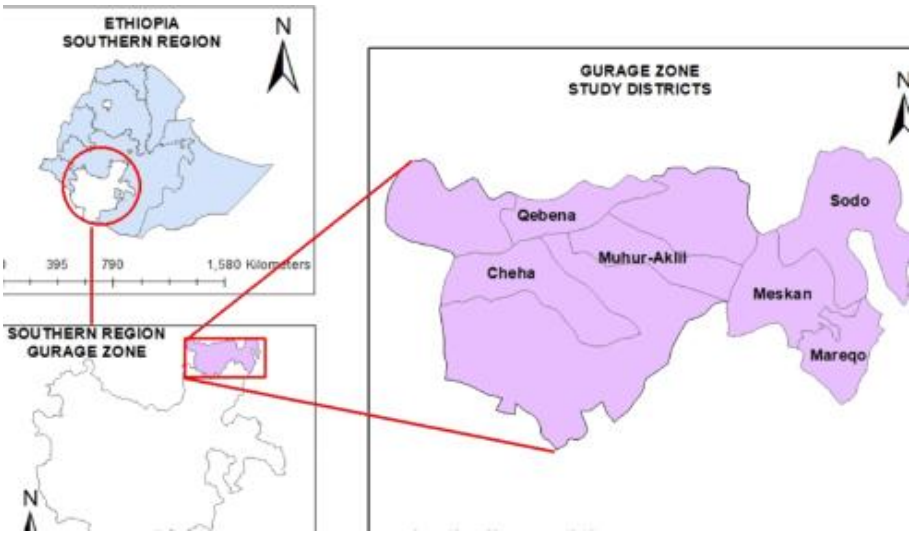

Figure 1. *Research area.*

2.2. Statement of the Problem

Physical education, a key component of Ethiopia's curriculum and educational policy, contributes to students' growth by enhancing their knowledge and abilities. However, compared to other subjects, students show lower levels of participation in physical education classes, which is linked to their attitudes. Through evaluating and addressing these attitudes, this participation issue can be resolved. The researcher has been teaching physical education at Cheha schools for four years and has observed that students' attitudes towards learning physical education are generally not positive, with noticeable differences among students. The motivation to understand students' attitudes led the researcher to conduct this study, focusing on the attitudes of Grade 9 and 10 students at Cheha Woreda Secondary Schools.

2.3. Purpose of the Study

The primary goal of the study was to investigate secondary school students' attitude towards health and physical education in a few selected gurage zone high school students.

2.4. Hypothesis

Secondary school Students in Cheha woreda have different attitudes depending on their grade level, their school and their gender?

2.5. Scope of the Study

1) Both boys and girls in high school participated in the study.
2) Conducted in Cheha, Gurage zone.
3) The study focuses on Secondary School students who learn health and physical education as a subject.

2.6. Sources of Data

Books, journals, and other relevant sources are examples of secondary sources of data that the researcher used. On the other hand, students from secondary schools in Cheha woreda served as the researcher's primary source of data.

3. Inclusion and Exclusion Criteria

The study comprised students who attend secondary schools in Dakona, Moche, Jock, and Gura Aweyatye. This study did not include the students who are in the other schools. Four physical education instructors who exclusively teach physical education courses in the two chosen schools were chosen at random to be included.

4. Sampling Procedure

Using the purposive sampling technique, the researcher chose all of the Gurage zone Cheha woreda 4 secondary schools' PE pupils. The researcher estimated the sample size using the simplified sample size formula (Yamane, 1967), which is as follows: n = N/ (1+Ne^2).

4.1. Selection of the Test and Scoring Procedure

This section's primary goal was to convey the findings from an investigation of the current attitudes of students towards physical education in high schools in the Gurage Zone. Following data collection, the Statistical Package for Social Sciences (SPSS) Version 25 was used to code and enter the data onto a computer for analysis. Additionally, the independent sample T test was used in this work to analyze quantitative data.

4.2. Pilot Test

According to Muzah (2011), a pilot study was conducted to improve the validity and reliability of the questionnaires. The questionnaires were designed to be understandable to all respondents, and all instruments and questionnaires were checked for conciseness and bias when the research's questionnaires weren't standardized. In order to ensure the validity and reliability of the instruments (questionnaires), the researcher conducted pilot tests. Therefore, a pilot research was carried out on one of the remaining Chehawereda secondary school pupils using the questionnaire. [11] suggest that in order to ensure that a survey is dependable and fulfills the objectives of the study; it should be tested on a small sample.

4.3. Validity

The researcher validated the instruments before the main study. The face and content validity of each item in the instruments were checked by a group of physical education teachers and advisor. Based on the comments obtained, necessary modifications were made.

4.4. Reliability

After collecting the distributed instruments during piloting the result was entered to SPSS software version (25) then internal consistency (reliability) of the test computed. Alpha value for the attitude scale was found to be 0.702. As suggested by [10] this Cronbach's Alpha result is good in the acceptable range.

5. Data Analysis and Interpretation

This section's primary goal was to convey the findings from an investigation of the current attitudes of students towards physical education in high schools in the Gurage Zone. Following data collection, the Statistical Package for Social Sciences (SPSS) Version 25 was used to code and enter the data onto a computer for analysis. Additionally, the independent sample T test was used in this work to analyses quantitative data.

6. Results and Discussion

This section is dedicated to findings of attitude data in relation to appropriate literature. In this study, independent samples t-test was performed on attitude scores to check if there was a change in the scores of grades 9 and 10 Secondary school students. The independent samples t-test indicated that the grade 10 secondary school students scored higher on attitude scale than the grade 9 Secondary school students. This study result agrees with studies of similar studies [8, 12, 21]. For instance, [12] in their study have found that older students (high school) tend to have a more favorable attitude toward physical education due to increased autonomy in choosing activities and a better understanding of health-related fitness.

Also, in this study, independent samples t-tests were performed on attitude scores to check if there were changes in the scores of four Secondary school students. The independent sample t-tests indicated that the four secondary school student's scores were statistically similar. Schools in Cheha were with comparable attitude score. This study results agree with other similar study findings [2, 16, 20]. For instance, researchers found that that secondary school students in India exhibited similar attitudes towards physical education across different schools in the study region [16]. Factors such as school infrastructure and teacher support were identified as key influencers.

In this study, independent samples t-test was performed on attitude scores to check if there was a change in the scores of male and female Secondary school students. The independent samples t-test indicated that the female secondary school students in Cheha scored higher on attitude scale than the male Secondary school students. This study result agrees with studies of similar studies [3, 20]. For instance, [20] found that female students had more positive attitudes toward physical education than male students. The researchers suggested that this might be due to increased emphasis on health and wellness among girls.

Table 1. *Independent samples t test of secondary school Students in grades 9 and 10 regarding attitude.*

Variable	Group/Grade level	N	M	SD	SE	Df	t	P
Attitude	Grade 9	103	3.04	.77	.10	190	-2.17	.031
	Grade 10	89	3.27	.67				

According to an independent samples t-test analysis, there was a significant difference between the attitude mean scores of grade 9 and grade 10 secondary school students (M9=3.04, SD9=0.77, N9=103 and M10=3.27, SD10=0.67, N10=89; t(190)=-2.16, P<0.05). This indicates that grade 10 secondary school students have a higher attitude mean score than grade 9 secondary school students.

Table 2. *Independent samples t test of Male and Female secondary school students with respect to attitude.*

Variable	Group/Gender	N	M	SD	SE	Df	t	P
Attitude	Male	124	3.05	.72	.12	180	-2.13	.034
	Female	58	3.29	.74				

Male and female secondary school Students in Cheha had significantly different attitude mean scores (MM=3.05, SDM=0.72, NM=124 and MF=3.29, SDF=0.74, NF=58; t (180) =-2.13, P<0.05), according to independent samples t-test analysis. This demonstrates that female secondary school students in Cheha had a higher mean attitude mean score than male secondary school students.

Table 3. *Independent samples t test of each secondary school students with respect to attitude.*

Variable	Group/School	N	M	SD	SE	df	t	P
Attitude	Dakota	52	3.19	.77	.14	110	.86	.391
	Moche	60	3.07	.72				
	Dakota	52	3.19	.77	.15	93	.43	.667
	Jock	43	3.12	.72				
	Dakota	52	3.19	.77	.16	87	-.39	.695
	Gura	37	3.25	.71				
	Moche	60	3.07	.72	.14	101	-.38	.704
	Jock	43	3.12	.72				
	Moche	60	3.07	.72	.15	95	-1.24	.220
	Gura	37	3.25	.71				
	Jock	43	3.12	.72	.16	78	-.81	.421
	Gura	37	3.25	.71				

According to an independent samples t-test analysis, there was no significant difference between the attitude mean scores of Moche and Dakota secondary school students (MM=3.07, SDM=0.72, NM=60; t (110) =.86, P>0.05 and MD=3.19, SDD=0.77, ND=52). This demonstrates that Dakota secondary school students and Moche secondary school students have comparable attitude mean scores. The attitudes of the two school Students are similar.

Independent samples t-test analysis shows that the difference between attitude mean scores (M_D=3.19, SD_D=0.77, N_D=52 and M_J=3.12, SD_J=0.72, N_J=43; t (93) =.43, P>0.05) of Dakota and Jock secondary school students were not significant. This shows that, in terms of attitude mean score Dakota secondary school students are similar to the Jock secondary school students. The two school students have a similar attitude.

According to an independent samples t-test study, there was no significant difference between the attitude mean scores of secondary school Students from Dakota and Gura (MD=3.19, SDD=0.77, ND=52 and MG=3.25, SDG=0.71, NG=37; t(87)=.-.39, P>0.05). This indicates that Dakota secondary school students and Gura secondary school students are comparable in terms of attitude mean score. The attitudes of the two school students are similar.

The attitude mean scores of Moche and Jock secondary school students (MM=3.07, SDM=0.72, NM=60 and MJ=3.12, SDJ=0.72, NJ=43; t (101) =.-.38, P>0.05) did not differ significantly, according to independent samples t-test analysis. This demonstrates that Moche secondary school students and Jock secondary school students are comparable in terms of attitude mean score. The attitudes of the two school Students towards physical education are comparable.

According to an independent samples t-test study, there was no significant difference between the attitude mean scores of Moche and Gura secondary school Students (MM=3.07, SDM=0.72, NM=60 and MJ=3.25, SDJ=0.71, NJ=37; t(95)=-1.24, P>0.05). This indicates that Moche secondary school students and Gura secondary school students are comparable in terms of attitude mean score. The attitudes of the two school Students towards physical education are comparable.

The attitude mean scores of Jock and Gura secondary school students (MJ=3.12, SDJ=0.72, NJ=43 and MG=3.25,

SDG=0.71, NG=37; t (78) =.-81, P>0.05) did not differ significantly, according to independent samples t-test analysis. This indicates that Jock secondary school students and Gura secondary school students are comparable in terms of attitude mean score. The attitudes of the two school Students towards physical education are comparable.

7. Discussions

This section is dedicated to findings of attitude data in relation to appropriate literature. In this study, independent samples t-test was performed on attitude scores to check if there was a change in the scores of grade 9 and 10 Secondary school students. The independent samples t-test indicated that the grade 10 secondary school students scored higher on attitude scale than the grade 9 Secondary school students. This study result agrees with studies of similar studies [8, 12, 21]. For instance, [12] in their study have found that older students (high school) tend to have a more favorable attitude toward physical education due to increased autonomy in choosing activities and a better understanding of health-related fitness.

Also, in this study, independent samples t-tests were performed on attitude scores to check if there were changes in the scores of four Secondary school students. The independent sample t-tests indicated that the four secondary school student's scores were statistically similar. Schools in Cheha were with comparable attitude score. This study results agree with other similar study findings [2, 16, 20]. For instance, [16] found that that secondary school students in India exhibited similar attitudes towards physical education across different schools in the study region. Factors such as school infrastructure and teacher support were identified as key influencers.

In this study, independent samples t-test was performed on attitude scores to check if there was a change in the scores of male and female Secondary school students. The independent samples t-test indicated that the female secondary school students in Cheha scored higher on attitude scale than the male Secondary school students. This study result agrees with studies of similar studies [3, 20]. For instance, [20] found that female students had more positive attitudes toward physical education than male students. The researchers suggested that this might be due to increased emphasis on health and wellness among girls.

8. Findings

Based on the analysis and interpretation, the alternative hypothesis was accepted and the null hypothesis was rejected. It was found that there is a significant difference in secondary school Students in Cheha woreda has different attitudes depending on their grade level, their school and their gender.

Based on the aforementioned conversation, the researcher discovered that there is a different attitudes, in contrast to their physical education attitude depending on grade level, gender and their school due to a number of factors, including the students' lack of knowledge about physical education, the inadequate infrastructure for games and sports, misconceptions held by students, parents, and even teachers about physical education, a lack of motivation, and possibly even their socioeconomic status, which may be the cause of their negative attitudes towards physical education.

9. Suggestions

1) The coming researchers better to conduct on a variety of students, including those in elementary schools.
2) Instructors ought to encourage their students to participate in physical education lessons and exercises.
3) Parents ought to be better knowledgeable about the advantages of sports, games, and physical education.
4) Every day's curriculum should include a mandatory physical education session as well as games.
5) Every school should have a physical education teacher hired by the government.
6) More parent and student education program should raise awareness of the value of physical education.
7) Enough equipment should be available so that students can play the games of their choice.
8) Every school should announce a prize and a reward at the outset for taking part in and winning a competition.

10. Conclusion

The researcher concluded that there is a different attitude, in contrast to their physical education attitude depending on grade level, gender and their school due to a number of factors.

Abbreviations

PE	Physical Education
HPE	Health and Physical Education
SPSS	Statistical Package for Social Science

Conflicts of Interest

The authors declare that there are no conflicts of interest regarding the publication of this article. I hereby declare that I have no conflicts of interest related to this work. I have not received any financial support or sponsorship from any organizations that could influence the research or its outcomes.

References

[1] Bailey, R., Armour, K., Kirk, D., Jess, M., Pickup, I., Sandford, R., & Education, B. P. (2009). The educational benefits claimed for physical education and school sport: an academic review. Research papers in education, 24(1), 1-27. https://doi.org/10.15468/rpen.2009.24.1.1

[2] Çakiroglu, U., and Korkmaz, A. (2018). Attitudes Towards Physical Education: A Comparative Study Across Different Schools. International Journal of Sports Science Coaching, 13(2), 315-324. https://doi.org/10.34293

[3] Çelik, S. and Korkmaz, A. (2015). Examining the Attitudes of High School Students Towards Physical Education: A Gender Perspective. International Journal of Educational Sciences, 10(1), 25-31.

[4] Chakraborty, B., Nandy, S., &Adhikari, S. (2012). A study on physical education Children. Human Kinetics Publishers. https://doi.org/10.3126/ocemjmtss.v3i1.62229

[5] Cothran, D. J., & Ennis, C. D. (1998). Curricula of mutual worth: Comparisons of students' and teachers' curricular goals. Journal of teaching in physical education, 17(3), 307-326. https://doi.org/10.1123/jtpe.17.3.307

[6] Gül, M., & Küçükibis, H. F. (2018). Research on the Sport High School and Other High School Students' Attitude towards Physical Activities and Levels of Satisfaction with Life. International Journal of Progressive Education, 14(6), 132-137. https://doi.org/10.29329/ijpe.2018.179.10

[7] Hardman, K. (2008). Physical education in schools: a global perspective. Kinesiology, 40(1). 372.879. 6: 316.32: 001. 5'2000/2007.

[8] Karp, T. (2010). The Influence of Gender and Grade Level on Students' Attitudes Toward Physical Education. Journal of Physical Education, Recreation Dance, 81(3), 34-39. https://doi.org/10.4324/9781138609877-REE31-1

[9] Linda Rikard, G., & Banville, D. (2006). High school student attitudes about physical education. Sport, Education and Society, 11(4), 385-400. https://doi.org/10.1080/13573320600924882

[10] Lohana, S., Rashid, U. K. B., Nasuredin, J., & Kumar, V. (2019). Management and Business Research Quarterly. https://doi.org/10.1007/978-981-96-3942-7_33

[11] Mason, P., Augustyn, M., & Seakhoa‐King, A. (2010). Exploratory study in tourism: Designing an initial, qualitative phase of sequenced, mixed methods research. International Journal of Tourism Research, 12(5), 432-448. https://doi.org/10.1002/jtr.763 Digital Object Identifier.

[12] McKenzie, T. L., and Lounsbery, M. A. F. (2009). Physical Education Teacher Effectiveness in Promoting Physical Activity: A Review of the Literature. Research Quarterly for Exercise and Sport, 80(4), 626-638. https://doi.org/10.1080/02701367.2014.931203

[13] Pangrazi, R. P., & Beighle, A. (2019). Dynamic physical education for elementary school children. Human Kinetics Publishers.

[14] Rikard, G. L. and D. Banville, 2006. High school student attitudes about physical education. Sport Educ. Soc., 11: 385-400.

[15] Silverman, S. and P. R. Subramaniam, 1999. Student attitude toward physical education and physical activity: A review of measurement issues and outcomes. J. Teach. Phys. Educ., 19: 97-125. https://doi.org/10.1080/01610409909560001

[16] Sharma, R., and Gupta, A. (2017). A Comparative Study on Attitudes Towards Physical Education Among Secondary School Students. Journal of Physical Education and Sport Management, 8(1), 12-21. https://doi.org/10.1504/IJMC.2017.086366

[17] Solmon, M. A. (2014). Physical education, sports, and gender in schools. Advances in child development and behavior, 47, 117-150. https://doi.org/10.1016/bs.acdb.2014.04.006

[18] Strand, B. and E. Scantling, 1994. An analysis of secondary student preferences towards physical education. Phys. Educ., 51: 119-129.

[19] Subramaniam, P. R., & Silverman, S. (2007). Middle school students' attitudes toward physical education. Teaching and teacher education, 23(5), 602-611. https://doi.org/10.1016/j.tate.2007.02.003

[20] Tadesse, T. and Sileshi, Y. (2019). Gender Differences in Attitudes Toward Physical Education Among Secondary School Students in Ethiopia. International Journal of Educational Research Review, 4(3), 354-362.

[21] Van der Merwe, C., and Van der Merwe, J. (2015). Attitudes of Secondary School Learners Towards Physical Education. South African Journal for Research in Sport, Physical Education and Recreation, 37(1), 145-158. https://doi.org/10.1016/j.powtec.2014.06.008

[22] Zeng, H. Z., Hipscher, M., & Leung, R. W. (2011). Attitudes of high school students toward physical education and their sport activity preferences. Journal sof Social Sciences, 7(4), 529. https://doi.org/10.3844/jssp.2011.529.537