

Assessing Students' Interest Towards Football Course in Some Selected Oromia Regional State's Secondary Schools in Ethiopia

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Abstract

The purpose of this study was to assess the Students Interests' towards football course in some selected Oromia regional state's secondary schools in Ethiopia. Accordingly, it examined the students' interest and participations in the football course. To accomplish this purpose across sectional descriptive survey design, which is supplemented by qualitative research, was employed. The study was carried out in selected four secondary schools in East Showa Zone. The 8 physical Education teachers were selected purposively. One hundred and ninety (190) students were included in the study using simple random sampling techniques. Six(6) schools principals were also included in the study by using census. Questionnaire was the main instrument of data collection. Interview was also utilized to substantiate the data gained through the questionnaire. Percentage was employed to analyze the quantitative data, while qualitative data which was obtained through interview were analyzed qualitatively. The results of the study revealed that, the students' interests and students' self confidence in football class were not satisfactory. Based on the findings, it is possible to conclude that, the students' interests were not sufficient. But the situations like shortage of resources and skilled manpower including large class size were the factors that contributed for the decrease of students' interest in the secondary schools. The point of the recommendations include: To develop students' interest and participation in football activities the teachers should give football courses properly, by increasing students' understanding and interests, encouraging students to the football course by preparing football competition both in-and-out of the schools compounds.

Keywords: Secondary school, Interest, Participation

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1. Introduction

Education is a process by which man transmits his experiences, new findings, and values accumulated over the years, in his struggle for survival and development through generations. It enables individuals and the society to make all-round participation in the development of the process by acquiring knowledge, skills and attitudes (TGE, 1994). Education is also recognized as a key instrument for over all development of every nation. It is a means of change and development. In relation to this, Lockheed and Verspoor (1991) argued that, education is a cornerstone of economic and social development. It improves the productive capacity of societies, their political, economic and scientific institutions; it plays a role in the promotion of respect for human rights and democratic values, creating the condition for equality, mutual understanding, and cooperation among people. So, schools are places where people come together to acquire knowledge. They are formal agencies where citizens are developed. Concerning this, Million (2010) noted that, schools are the formal agencies of education where the future citizens are shaped and developed through the process of teaching and learning. According to him, schools need to help students to develop their potential to the fullest level. It prepares students for the future; teach them the skills they need to be successful in life; and motivate them to read, write, and think creatively.

The expected learning outcomes at the various key stages serve to make learning meaningful and progressive as they build on and maximize students' earlier experiences. Schools are expected to ensure that students attain the expected learning outcomes at the various key stages. Flexibility is given to schools to select appropriate activities from the contents listed in the syllabus so as to facilitate the attainment of the expected learning outcomes. The list of content is not exhaustive and schools can conduct activities outside of those in the content list as long as the activities help students to attain the expected learning outcomes (Luxbacher, 1996)

Active students are less likely to develop numerous diseases later in life including heart disease, obesity, diabetes, depression, and cancer. Further, sport experiences often foster citizenship, social success, positive peer relationships, leadership skills, and a sense of initiative in youth (Berger & Owen, 1988; Cote & Hay, 2002). Supporting this statement, Eccles and Barber (1999) pointed out that, football teaching are positively correlated with adult career achievement and negatively correlated with student's dropout and delinquent behavior. So, the brief study of football teaching in general education is very crucial to enhance the quality of education.

1.1 Statement of the Problems

The students' interest and their participation in football class at the school level are very significant. Regarding to this, Deborah (1994) stated that, students are more interested to learn activities that they perceive to be relevant

to their lives in selecting activities for instruction, the potential of the activity to education should be considered as well as its ability to meet the needs and interests of students. So, as students become involved in the physical education program, teachers should seek to expand their interests by offering new activities and broadening curriculum opportunities. Similarly, Woods et al, (2010) suggested that, Inactivity or low levels of participation in physical activity during childhood and youth can have lasting consequences on one's health and quality of life.

In contrast to these the students' participations in football classes were not adequate in some selected zones of Oromia regional state secondary schools of Ethiopia from the researcher experience. Hence it is necessary to get clear understanding and to find out the problems of football teaching (both practical & theoretical) through assessing students' interests to improve the student's participation & knowledge, through a research. So, to the best knowledge of the researcher, there is scarcity of studies which focused on the issue in the area. Therefore, all these initiated the researcher to investigate the research on Interests' of Students towards football course in secondary school of some selected zones of Oromia regional state in Ethiopia. In light of this the study tried to answer the following basic research question:

1.2 Basic Research Questions

- To what extent the secondary school students are interested towards football course in some selected zone of Oromia regional state secondary schools in Ethiopia?
- What are the possible solutions?

1.3 Objective of the Study

The objective of this study was to investigate the interests' of students towards football course in secondary school of some selected zones of Oromia regional state in Ethiopia.

1.4 Significance of the Study

The results of the study have the following contributions:

- a) Identify the strength and weaknesses in secondary schools of East Showa Zone. Thus the responsible body would take corrective action to solve the problems.
- b) It will generate alternatives for the improvement of student's interests through the stated recommendation.
- c) Fill the knowledge gap about the teaching-learning approach, build consensus and raise awareness of stakeholders for better practices.
- d) It contributes to the improvement of quality education by initiating responsible parties in the program.
- e) It encourage physical education teachers school principals, Woreda education office experts and sport commission as well as Zone education district to take actions against problems faced in teaching.
- f) Encourage other researchers' interest to conduct further study on the topic.

1.5 Delimitations of the Study

The research was delimited in both conceptually and geographically. Regarding to content, this research was limited on assessing the interests' of students towards football in secondary school. Geographically the scope of this study also limited to some selected government school at East Showa Zone, specifically grade 10 students. This means it did not include grade 9, primary schools and non-governmental schools found under the study area. Therefore, the finding of this research was generalized for secondary schools (grade 10) in East Showa Zone without considering non-governmental secondary school.

1.6 Limitations of the Study

Even though the research attained its objectives, there were some inescapable limitations. First, due to the limit of time, finance and material resources; this research did not incorporate all the secondary schools of East Showa Zone. The assessment was run by focusing on the 13 government secondary schools. It did not include the non-governmental secondary schools. In addition to these, the data gathering process were so difficult because of the large number of population and the location of the schools. Furthermore, the lack of similar research done on the issue investigated in the studied area hindered the researcher from consulting more findings in the literature as well as in the discussion part.

1.7 Organization of the paper

This study was organized into five chapters. The first chapter deals with introduction of the study, statement of the problem, objectives of the study, significance of the study, delimitations of the study and limitation of the study. The second chapter presents review of related literatures. Chapter three presents research design and methodology including the sources of data, the study population, sample size and sampling technique, procedures of data collection, data gathering tools and methodology of data analysis. The fourth chapter deals with data presentation, analysis and interpretation. The final chapter presents summary, conclusions and recommendations of the study.

2. Review of the Related Literature

2.1. Definition of Football

Football is a game that is played by two different teams of 11 players each on a rectangular field of 100 yard with goal lines and goal posts at either ends, the objectives of the players is to gain possession of the ball, passing it across the opponents and scoring a goal. The game of football is not a modern sport it has been played for the last 2,500 years and it is played worldwide. Football has great importance not only to the students and their teachers but developments in the game have made it contribute greatly to the entire universe. The game for example in England contributes substantial percent in the gross domestic product. There are so many social cultural benefits that are associated with the game especially where it bring people of different races together to participate either as fans or as players. Football in schools gives the students an opportunity to unique and special experiences (Wang et al., 2005).

2.2 Facility of Teaching-Learning

Physical facilities are the plant facilities provided in the school in order to facilitate teaching learning process. It includes school building, availability of enough rooms, proper lighting and ventilation, seating and furniture, provision of pure and safe drinking water, availability of play grounds, laboratories, writing boards, enough washrooms. In order to improve teaching learning process general cleaning and particularly the cleanliness of class rooms are necessary. Excellent school facilities are basic ingredients for good education programs and are very important for achieving the targets and improving the literacy rate of a country. The phenomena that some schools have surplus facilities and others lack them are an indicator of poor educational planning in schools. Regarding to this, Lyons (2012) suggested that, learning is a complex activity that supremely tests students' motivation, physical condition, teaching resources, their skills of teaching and curriculum. All these play a vital role in a student's development. He further concluded that there was an explicit relationship between the physical characteristics of school buildings and educational outcomes. Linkages between different subject areas were growing and teachers were enhancing their multi-disciplinary capabilities. All these changes in teaching methods required changes in school facilities.

2.3 The Benefits of Youth Sport Participation

With so many youths (students) participating in sports/football in school programs is important to examine the possible benefits of this involvement. The benefits and detriments of youth sport participation have been a topic of debate within the research and policy literature. However, numerous benefits have been identified. For instance, Seefeldt, Ewing, and Walk (1992) have identified the following possible benefits associated with competition:

- Learning physical skills. Young athletes learn both fundamental motor skills (e.g., running, jumping and hopping) and sport-specific skills (e.g., how to shoot football or a jump shot in basketball) that allow them to stay active.
- Appreciation of fitness. Two of the motives for participation identified by children is "to get exercise" and "stay in shape" (Ewing & Seefeldt, 1989); participating in sports offers this benefit.
- Sense of belonging. Another strong motive of participation is social interaction. Sports can provide peer interaction through both teammates and healthy competition (Weiss & Stuntz, 2004).
- Acquiring sport skills for leisure. Learning the fundamental motor skills through sport (e.g., coordination) can aid in skill development, but can also be transferred to other sports and leisure activities, promoting increased participation and involvement.

3. Research Methods and Materials

3.1 Research Design

Research design is the plan of action that links the philosophical assumptions to specific methods (Creswell & Planoclark, 2007). Therefore in order to assess the students' interests' towards football in secondary school, the cross-sectional descriptive study design was employed. This is because; the cross sectional descriptive study design is used to gather information from a population at a single time (Gratton & Jones, 2004).

3.2 Research Method

Method is a style of conducting a research work, which is determined by the nature of the problem (Singh, 2006). So, in this study, both quantitative and qualitative approaches were used to get reliable result assessing the students' interests towards football. The collection of quantitative data was in a formal, structured and rigid manner. The qualitative approach was also incorporated in the study to validate and triangulate the quantitative data.

3.3 Sources of Data

To achieve the stated objectives, data was collected from physical education teachers, students and school principals. The decision to use these subjects as a source of data was based on the expectation that, they have a

better experience and information about the interests of students towards football in secondary schools.

3.4 Target Population

Population is the entire group of people to which a researcher intends the results of a study to apply (Aron & Coups, 2008). Therefore, the target populations of this study were physical education teachers, students and the respective secondary schools' principals of the East Showa Zone. Specifically, secondary schools physical education teachers (16), Secondary schools principals (12), and secondary schools students (2000) with the total populations of 2028.

3.5 Sample size and sampling Techniques

In this study, both probability (lottery sampling) and non-probability (purposive) sampling techniques were employed to obtain the representative sample units. 8 (eight) secondary school teachers, 6(six) school principals and 190 (one hundred ninety students) were selected as a sample size from four (Bora, Batu, Dugda, Wanchi) secondary schools through simple random sampling technique (lottery method) The researcher decided to use these sample schools due to the available financial and material resources to conduct the study effectively. Since, most secondary schools in East Showa Zone have relatively similar standards like infrastructure, facility, availability, geographical place and weather condition. Thus, selecting them randomly was promoted their representativeness for the whole secondary school of the Zone.

Table 1: Students Sample from each Secondary School

Name of the schools	Sample size from each school	Sex		Sampling techniques
		Male	Female	
Wanchi secondary school (students)	42	22	20	Randomly
Batu secondary school (students)	96	52	44	
Bora secondary school (students)	24	14	10	
Dugda secondary school(students)	28	15	13	
Total (students)	190	103	87	
Secondary Schools teachers	8	5	3	Purposively
School principals	6	6	0	Purposively
Total(students, principals &teachers)	204	114	90	

3.6 Instruments of Data Collection

In order to acquire the necessary information from the study participants, two types of data collecting instruments were employed. These are: Questionnaire and interview.

3.6.1 Questionnaire

Both closed and open ended questionnaire were employed to collect quantitative and qualitative data from selected students & teachers. This is because questionnaire is convenient to conduct survey and to acquire necessary information from large number of respondents with short period of time. Furthermore, it save time and expense and also provides a high proportion of usable response (Best & Kahn, 2003).The questionnaire was prepared in English language, because all of the respondents have the necessary skills to read, write and understand the concepts that were incorporated.

The researcher and assistance data collectors dispatched and collected the questionnaire at each school. To make the data collection procedure smart and clear from confusions, the data collectors were properly oriented about the data collection procedures and the researcher closely monitors the process. The questionnaire has two parts. The first part of the questionnaire describes the respondents' background information like gender, age, level of education and work experience (for teachers) and name of School, age and gender (for students). The second and the largest part of the questionnaire contain the whole number of closed and open-ended questions that address the basic questions of the study.

3.6.2 Interview

An interview is the verbal questions asked by the interviewer and verbal responses provided by the interviewee (Gall et al., 2007). For this study, Semi-structured type of interview which prepared in English language was used to gather in-depth qualitative data from schools principals (6) on the students' interests towards football course in secondary school.

3.7 Procedures of Data Collection

To answer the research questions raised, the researcher had gone through a series of data gathering procedures. These procedures help the researcher to get authentic and relevant data from the sample units. After made agreement with the concerned participants, the researcher introduced his objectives and purposes. Then, the final questionnaire administered to sample teachers and students in the selected schools. The participants were allowed to give their own answers to each item independently and the data collectors were closely assessed and supervised

them to solve any confusion regarding to the instrument. Finally, the questionnaires were collected back at the right appointment and mode ready for data analysis. The interviews were conducted after the participants' individual consent was obtained. During the process of interview the researcher was select free and calm environment to minimize communication barriers that disturb the interviewing process.

3.8 Method of Data Analysis and Interpretation

The data was analyzed both quantitatively and qualitatively. The analysis of the data was based on the responses collected through questionnaires and interview. The data collected through closed ended questionnaires were filled in to SPSS and analysis was done. Then interpretation was made with help of percentage. On the other hand, the data obtained from interview and open ended questions were analyzed qualitatively. Finally, the findings were concluded and recommendations were forwarded.

3.9 Ethical Consideration

Research ethics refers to the type of agreement that the researcher enters into with his or her research participants. Ethical considerations play a role in all research studies, and all researchers must be aware of and attend to the ethical considerations related to their studies. Thus the purpose of the study was explained to the participants and the researcher asked their permission to answer questions in the questionnaire or interview guide and the participants also informed that the information they provide is use only for the study purpose. Accordingly, researcher used the information from participants only for the study purpose. In addition, the researcher ensured confidentiality through made the participants anonymous.

4. Data Analysis and Interpretation

This chapter deals with presentation, analysis and interpretation of the data gathered from the respondents through questionnaires and interviews. Thus, the quantitative as well as qualitative data analysis was incorporated in this chapter. The qualitative part was supposed to be complementary to the quantitative analysis.

The data was collected from a total of 204 (190 students, 8 teachers and 6 school principals) respondents. To this effect, a total of 198 copies of questionnaires were distributed to 8 teachers and 190 students. But properly filled and returned questionnaires were 182 (95.97%) from students and 8(100%) from teachers. The other 8 questionnaires were lost or not included in the analysis. This is because, the questioners were found to be incomplete. All 6 interview respondents were properly participated and gave necessary information on the issue under investigation. Therefore, the total response rate is sufficient and safe to analyze and interpret the data. This chapter consists two main sections. The first section deals with the characteristics of the respondents and the second section presents the analysis and interpretation of the main data.

4.1 Characteristics of the participants

The respondents were asked to indicate their background information and in view of that, they responded their background information. The details of the respondents' characteristics were given in table below.

Table 2: Characteristics of the Respondents

Items		Respondents					
		Teachers		Students		Principals	
		No	%	No	%	No	%
Sex	Male	5	62.5	95	52.20	6	100
	Female	3	37.5	87	47.80	0	0
	Total	8	100	182	100	6	100
Age	16-20	-	-	182	100	-	-
	26-30	2	25	-	-	-	-
	31-40	6	75	-	-	4	66.67
	41-50	-	-	-	-	2	33.33
	Total	8	100	-	-	-	-
Educational Level	Diploma	-	-	-	-	-	-
	1 st Degree	7	87.5	-	-	4	66.67
	2 st degree	1	12.5	-	-	2	33.33
	Total	8	100	-	-	6	100

As the information obtained from respondents shows in table-2 above, 5 (62.5%) of teachers and 95 (52.20%) of students were males while 3 (37.5%) of teachers and 87 (47.80%) of the students were females. However, all 6 (100%) of the principals were males. Regarding age, all 182(100%) of the students were between 16 -20 years old. But 2(25%) and 6(75%) of the teachers were between 26-30 and 31-40 year old respectively. In other way the age of the principals were between 31-50 years old and this indicated that all the principals were matured enough in

order to give important information about the study.

4.2 Students' Interest towards Football

Regarding interests Deborach (1994) states that If students are interested in a particular activity, they will be more motivated to learn. Students' interests are vary and wide. Athletic ability is highly valued by our society some students may be interested in learning an activity order to be a member of a sports team. Physical ability may also be important for being included in a desired peer group a desire to lean skills for leisure time pursuits, to maintain one's health, or to improve one's appearance are the other reasons students may be interested in an activity. In many secondary schools, elective programs are offered in the upper grades so students may select activities according to their interests. Thus the students and teachers responses concerning students' interests are shown in Table-3

Table 3: Summary of Students' Responses about their Interests'

Items	Very low (1)		Low (2)		Average (3)		High (4)		Very High (5)	
	No.	%	No.	%	No.	%	No.	%	No.	%
Your participation in football activities, especially in practicing session.	40	21.98	53	29.12	60	32.97	25	13.74	4	2.2
Your interest and self Confidence in Football class to be successful compared with other disciplines.	51	28.02	58	31.87	65	35.71	5	2.747	3	1.64
The contribution of your participation in football activities for health & improvement.	42	23.07	68	37.36	61	33.52	7	3.846	4	2.19
The extent to which you have an interest to study football in the future.	29	15.93	53	29.12	48	26.37	35	19.23	20	10.98
The extent to which the students follow the football skill demonstration during practice class.	57	31.31	47	25.82	32	17.58	30	16.48	16	8.79
The extent to which the students have interests to learn the theoretical part of the football course in class room.	45	24.72	64	35.16	40	21.97	25	13.73	8	4.39
Students'Participation in football lesson by group activities compared with other discipline.	25	13.73	42	23.07	50	27.47	63	34.61	2	1.09
Students' participation , answering questions and forwarding ideas in the football class and in the field compared with another discipline	62	34.06	53	29.12	55	30.21	10	5.49	2	1.09

As shown in Table 3 above, the students were asked about their participation level in football activity and regarding this 40(21.98%) of them replied their participation were very low. 53 (29.12%) of them said their participation level were low. While 60 (32.97%) of the respondents replied their participation level were Average. But 25 (13.74%) and 4(2.2%) Of them answered their participation level were high and very high respectively. This data indicated that the majority of the students 60 (32.97%) replied that their level of participation in football activity were at average. As it can be observed from the results in Table 3, Students asked their interest and self Confidence in football class to be successful compared with other disciplines. Regarding this majority of the students about 65(37.36%) of them replied that their interests and self confidence in football class were at average level.

Regarding Students participation in football activities for health & improvement, 68 (37.36%) of respondents responded that their participation in football activities for health & improvement were low. While 42(23.07%) and 61(33.52%) of them replied that their interests and self confidence in football class were very low and average respectively. As can be observed in Table 3, Item 4, the students were asked the extent to which they have an interest to study football in the future. Regarding this about 29 (15.93%), 48(26.37%) and 35(19.23%) of them responded very low, average and high respectively. While 53(29.12%) and 20(10.98%) were replied low and very high respectively.

As presented in the same Table, Item-5 Concerning the extent to which the students follow the football skill

demonstration during practical class. 30(16.48%), 32(17.58%) and 47(25.82%) were answered the extent to which the students follow the football skill demonstration during practical class were very low, Low and moderate respectively. But the majority 57(31.31%) of them responded high while the left 16(8.79%) of them responded very high. Similarly in the some table students also asked the extent to which they have interests to learn the theoretical part of the football course in class room. Regarding this 57(31.31%) and 47(25.82%) of them responded that their interest to learn the theoretical class were very low and low correspondingly. In other way 32(17.58%) of the respondents replied moderate. Converse of these very few respondents 16(8.79%) of the students responded that their interest to learn the theoretical class were very high.

As it can be expressed in Table 3, respondents were asked to indicate their Participation in football lesson by group activities compared with other discipline. Regard to this 25 (13.73%) and 42 (23.07%) of Students responded 'very low' and 'low respectively. While 50(27.47) and 2(1.09) of them replied average and very high respectively. But majority of the respondents 63(34.61%) of them replied high. That means their Participation in football lesson by group activities compared with other discipline were high. In addition the data obtained from interview reveled that Students' participation, answering questions and forwarding ideas in the football class and in the field compared with another discipline were high level.

In Table 3, the respondents were requested to indicate their participation answering questions and forwarding ideas in the football class and in the field compared with another discipline. Accordingly, 62 (34.06%) and 53(29.12%) of the students responded very low and low. 55 (30.21%) and 10(5.49%) of them replied moderate and high respectively. But the left 2(1.09%) of the students responded that their participation , answering questions and forwarding ideas in the football class and in the field compared with another discipline were very high.

Table 4: Summary of teachers' Responses about the students Interests'

Item	Very low (1)	%	Low (2)	%	Average (3)	%	High (4)	%	Very High (5)	%
Students' participation in football activities, especially in practicing session.	1	12.5	2	25	4	50	1	12.5	-	
Students' interest and self-confidence in football class to be successful compared with other disciplines.	2	25	2	25	3	37.5	1	12.5	-	
The contribution of students' participation in football activities for health & improvement.	4	50	2	25	2	25	-		-	
The extent to which the students have an interest to study football in the future.	2	25	3	37.5	1	12.5	1	12.5	-	
The extent to which the students follow the football skill demonstration during practice class.	-	-	2	25	2	25	4	50	-	
The extent to which the students have interests to learn the theoretical part of the football course in class room	2	25	3	37.5	1	12.5	2	25	-	

As shown in Table 4, respondents were requested to put their view on student's participation in football activities, especially in practicing session. The 1(12.5%) and 2(25%) of the teachers were replied very low and low respectively. In contrast 4 (50%) and 1(12.5%) of them responded that Students' participation in football activities, especially in practicing session were average and high correspondingly.

In the some table, the respondents were requested to indicate their perception regarding to Students' interest and self-confidence in football class to be successful compared with other disciplines. Thus 2(25%) and 1(12.5) of the teacher responded very low and high. The majority 3(37.5%) of the teacher replied that Students' interest and self-confidence in football class to be successful compared with other disciplines were moderate (average).

In Table 4, all the respondents were responded their feeling about students' participation in football activities for health & improvement. Consequently 4(50%) of the teacher responded that the students' participation in football activities for health & improvement were very low. In other ways 2(25%) and another 2(25%) of teachers responded that the students' participation in football activities for health & improvement were low and average respectively.

As it was observed in Table 4, the respondents were requested to indicate their outlook regarding to the extent

to which the students have an interest to study football in the future. The respondents, 2(25%) and 1(12.5%) of the teachers responded that the extent to which the students have an interest to study football in the future were very low, average and high respectively. But the majority 3(37.5%) of them responded that the extent to which the students have an interest to study football in the future were low. Similarly data obtained from open ended questions and interview revealed that the extent to which the students have an interest to study football in the future were low.

Table 4, investigates the extent to which the students follow the football skill demonstration during practice class. Consequently, 2 (25%) and 2 (25%) of the teachers agreed that the extent to which the students follow the football skill demonstration during practice class were low and at average level. While 4 (50%) of the teachers replied that the extent to which the students follow the football skill demonstration during practical class were high. In addition to this the data obtained from interview revealed that the extent to which the students follow the football skill demonstration during practical class were high.

Moreover, it is clear from table 4 above that, the degree to which the students have interests to learn the theoretical part of the football course in class room were asked. Regarding this 2(25%) and 1(12.5%) of the respondents responded that the degree to which the students have interests to learn the theoretical part of the football course in class room were very low and average. The other respondents about 3(37.5%) and 2(25%) of them replied that the degree to which the students have interests to learn the theoretical part of the football course in class room were low and very high. Therefore from the above statement any one can understand that the extent to which the students have interests to learn the theoretical part of the football course in class room were low.

5. Summary, Conclusions and Recommendations

This final part of the study with the summary of the findings of the study, the conclusions reached and the recommendations forwarded on the basis of findings.

5.1 Summary

The main purpose of this study was to assess the interests' of Students towards football course in secondary schools and to forward recommendations for the drawback identified. So, based on finding the following summary was drawn:-

- ❖ The finding of this study indicated that the students participation in football activities, especially in practical session were at average level.
- ❖ Regarding to the students' interest and self-confidence in football class compared with other disciplines, the finding of this study revealed that the students' have moderate (average) interests and self-confidence in football class. Even though the students have moderate interest and moderate self confidence in football class but there were no encouragement that initiate their interest.
- ❖ The findings in this study also showed that the contribution of students' participation in football activities for health & improvement was moderate, which is inadequate.
- ❖ On the other hand, it is evident from the findings that the extents to which the students have an interest to study football in the future were unsatisfactory (low).
- ❖ The findings underscore that the extents to which the students follow the football skill demonstration during practical class were high.
- ❖ The results also revealed that the students have low interests to learn the theoretical part of the football course in class room and this may have an influence on the football development in the area.
- ❖ Finally as the data obtained from interview questions indicated that the situations like shortage of resources, teaching materials and skilled manpower including large class size were the factors that contributed for the decrease of students' interest.

5.2 Conclusions

Based on the findings the following conclusions were drawn:

Concerning to the students' interest, the result of this study showed that the students in secondary schools of some selected zones of Oromia regional state had moderate interest towards football course. Which were not sufficient. But the situations like shortage of resources, teaching materials and skilled manpower including large class size were the factors that contributed for the decrease of students' interest. In addition to this, since the students were not encouraged to practice the skills they felt boring with the football theoretical classes, due to these and other reasons the students lost their interest to study football for the future.

5.3 Recommendation

On the basis of the findings of the study, the following recommendations were made:

- To increase students' participation in football activities the teachers should give football courses properly, by increasing students' understanding and interests, encouraging students to the football course by

- preparing football competition both in-and-out of the schools compounds.
- The government should employ the qualified teachers and allocate the budget for the schools to enhance the students' participation in football activities.
- The schools' administrative should facilitate the school environments for the football teaching-learning purpose and prepare different competitions between the different sections and with different schools
- Teachers have to create good vision in the students mind in order to shape the students' feeling towards football course.
- To increase practical and theoretical interaction, teachers have to motivate and encourage students to develop positive attitude and to participate in asking and answering questions in football classes.
- To develop students' interest the football teaching and learning activities should be related to the students' needs and interest. Therefore, as much as possible the concerned bodies should give attention and motivate the students according to their own needs and objectives of the football course.
- Finally, the researcher recommends a more detailed and comprehensive study in the area to strengthen the findings reported in this study.

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