

Challenges of Female Students in Learning Physical Education: The  
Case of Hadiya Zone Preparatory Schools (SNNPR)

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Case of Hadiya Zone Preparatory Schools (SNNPR)

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## **List of Abbreviations and Acronyms**

FAWE ..... forum for African Women Educationalists

IOC..... International Olympic Committee

MOE..... Ministry of Education

EMPDA ..... Educational Material Production Distribution Agency

SNNPRG ..... Southern Nation, Nationalities peoples Regional Government

ETP..... Education and Training Policy

EC..... Ethiopian Calendar

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## **Abstract**

The major purpose of this study was to investigate the current status and challenges of female students learning in physical education activities in Hadiya zone of SNNPR preparatory schools, and make recommendations for their participation.

The main issues considered are females in sport activities, physical education as an academic disciplines, gender issue, curriculum and finally the factors that affect female students in physical education learning.

To this end, descriptive survey method was employed.

The study was carried out on 3 preparatory schools that were selected using random sampling techniques from 8 preparatory schools of Hadiya zone.

The study also involved 200 female students selected randomly from grade 11 and grade 12, 5 teachers and 3 school directors purposely selected from the 3 sample schools.

Questionnaire, observations, and interview were the instruments used for data collection.

The data gathered were analyzed using the collected data were presented in a table form and analyzed using percentages.

Some of the major findings including the enrollment challenges of students in the sample preparatory schools had fluctuating challenges that female students dropout was due to economic problems parents household demand of their daughter labor, early marriage and abduction. There was a significant

difference in achievement between male and female students. Female students like better skills development earlier at preparatory school and to have more female teachers and other sporting role models.

Boys dominate in using sport equipment and facilities and exclude females who wish to use them by intimidating or ignoring them. Parents tend to promote sport for boys more than they do for female students and female students were neglected due to household work.

The deterrent factors for female students were; sport being too competitive feeling inadequate due to lack of skill acquisition playing with or being watched by boys, treated low body image. On the other hand, from out of school factors, lack of time to study at home lack of parental support (lack of sport facilities), low level of parental education were identified as some of causes for challenges of female students in learning physical education in Hadiya zone.

Hence, it is recommended that depending on the results of findings, concerned bodies such as parents, teachers, directors etc have to encourage that female students can participate in physical education and sport activities, to give equal opportunity and access in education with their male counterparts, increasing the number of female physical education role model teachers to encourage and participate female students, to involve teachers and curriculum experts in curriculum development, to overcome the problems that affect female students from learning in physical education activities through awareness, to give regular counseling for female students on the bases of their performance and interests.

# CHAPTER ONE

## 1. Introduction

### 1.1 Background of the Study

Education is one of the fundamental elements for social, cultural and economic development of a country. In addition, it is the main means to bring changes involves and attitudes conducive to change.

Schools are educational institutions where students can construct and use systematic knowledge, develop creative thinking and acquire a better understanding of the world. It is in the school that the young generation of a country is shaped and develops the physical and mental potential in accordance to the educational goals of the country.

The overall cultural, social and economic development of a country depends up on the degree to which it ensure access and opportunity of education to all social groups without any disparity. However, different levels to learning acquisition are still major problems of our country among women and men.

Compared to males, females have less access to enter schools, are not provided with equal opportunities at all level of education and hence do not enjoy the benefits of education that males do (Tsigie Haile, 1991:1).

Female education in the third world suffers from low participation, poor performance and gender biases, which are the outcomes of the society discriminatory practices on females. Gender role socialization has its root at home and is reinforced in schools and other social institutions (Genet Zewdie 1991:9).

When we address the issue of females' participation in sport we have to consider various points. Some view in terms of the context of the sport movement itself and of

its net work of organizations which extends from the call to the regional, national, and international level.

Stivachitis (199:2) stated that, at the United Nation level, the convention on the elimination of all forms of discrimination against women (called CEDAW) was a major achievement for the women's rights movement when it was adopted by the UN General Assembly in 1979. She further added that, it is necessary, however to mention that UN initiatives and conferences focused primary on sport for all as sport and physical education at school or in leisure time that concerns a large number of women and girls and is more directly related to education and social life (Stivachitis, 1999: 2).

CEDAW articles 109 deals with education states: states parties shall take all appropriate measure to eliminate discrimination against women in order to ensure to them equal rights with men in the field of education and in particular to ensure, on a basis of equality of men and women, the same opportunities to participate actively in sport and physical education.

According to Leonard II and Knapp (1968:77) suggestion. The fundamental purpose of physical education is to promote through selected physical activity, the establishment and maintenance of competencies, attitude, ideas, drives, and conditions which enables each individual to establish a pattern of living that provides satisfactory self expression and adjustment through individual accomplishment and that contributed to group welfare through individual accomplishment and that contributed to group welfare through home, community, state, national and world citizenship experience appropriate for each individual.

The focus and concern of physical education is the development of physical, social, emotional, and teaching skills, the acquisition of knowledge and the development of attitude through movement and as a result it contributes much to the total educational process.

The new education and training policies (1994) states that physical education shall be given due attention and the institute of curriculum and development of research (ICDR) has developed syllabus of physical education on the basis of the policy to increase the participation of students both male and the female. In conclusion the above ideas, when we look at the learning or participation of female students in physical education there important problems such as school factors, instructional material, peer groups, socio-cultural, economical, physiological and psychological factors are observed.

However, female can show remarkable improvement in their physical feature by making continuous physical exercise. To this end physical education plays a decisive role.

## **1.2 Statement of the Problem**

The purpose of this study is to assess and examine how the challenges of female students in learning physical education at preparatory schools of Hadiya zone, is going on and to identify factors influencing female students in learning physical education and to suggest possible solution for the problem.

The brief study of physical education and its relationship to the general education is needed more appreciate understanding through study of its components parts together with identifying the problem that hindered its future development and favorite progress.

The issue of gender particularly in education has become a concern in many countries. It is a server problem in developing nation like Ethiopia were there is lack of family guidance and counseling in appropriate instructional materials in the field, socio cultural problems and the existence of little research in the area.

Therefore, the purpose of this research were to look in to the challenges of female students in learning physical education and factors which affects their learning in physical education class in Hadiya zone preparatory schools.

### **1.3 Research Questions**

Accordingly, in order to achieve the above purpose, the study were tried to seek answer to the following basic questions.

- 1) What does the performance of female students look like in physical education class?
- 2) Is there difference of learning or participation between boys and girls in physical education class?
- 3) Are there any socio cultural, economic and school factors that affects the learning of female students in physical education class?
- 4) Does available sport equipment and supplies, facilities for teaching and learning process of physical education?

#### **1.3.1 General Objective**

The general objective of this study is to assess challenges of female participation in selected preparatory schools of Hadiya zone.

#### **1.3.2 Specific Objective**

Specifically, the following specific purposes were under taken.

- 1) To minimizing the problem of female students and increasing their performance.

- 2) To analyze the present situation of female students learning or participations in physical education and to show the general picture of the challenge of learning of participation.
- 3) To identify the root causes or factors that preclude female students from participating in physical education and to indicate necessary and alternative solution which may help to minimize the challenges?
- 4) To improve the availability of materials to teach physical education.

#### **1.4 Significance of the Study**

The major purpose of this study will be to assess and obtain information about challenges of female students in learning physical education at Hadiya zone preparatory schools.

Therefore the study will be the following significances.

- It gives some ideas about the challenges of learning of female students in physical education class as compared to male students in Hadiya zone preparatory Schools.
- The study may contribute for policy makers to make policy in considering challenges of female participation in of class.
- The result of the study indicates the problems and cases that affect female student's participation in physical education class.

The finding of this study will provide specific information for those who are interested in conducting research on related issues.

#### **1.5 Limitation of the Study**

The study was intended to get information from female students and teachers. However, the investigator was trapped to find female teachers in the sample schools,

this hindered in getting more information and idea, hence, depending on the role model part of female teachers in the field of physical education.

The investigator strongly believes that, the inclusion of large population size in the study could give most credible information. However, because of time constraints only 3 schools were considered for the study. In line with this, due to little reference and researched materials in the area in Ethiopian situation, the investigator was heavily depended on foreign sources.

In spite of all these constraints an attempt has been made to make the study as complete as possible. However, the study would serve as a spring board for further study and interested researchers may advance the study.

## **1.6 Delimitation of the Study**

It is difficult and unmanageable to conduct research on the participation or learning of female students in physical education in many preparatory schools in SNNPR (South Nation Nationalities people Region).

Therefore, because of resource, time and other constraints the researcher restricted himself to three preparatory schools.

Namely:

Denama secondary and preparatory school (Merab bedwecho woreda)

Shone secondary and preparatory school (Misreak Bedewecho woreda)

Wachamo preparatory school (Hossana city Administration)

Thus, the conclusion to be reached will only reflect the level of learning and factors affecting female students in physical education activities in Hadiya zone.

## **1.7 Organization of the Study**

The study was organized and presented in five chapter. The 1<sup>st</sup> chapter gives a general idea on the background of the study, states the problem, explains the significance of the study and describe briefly the scope of the study. The second

chapter (literature review) discusses the relevant literature from international and national perspectives. In this part, the historical and existing situations of females' education in the developing world in general in Ethiopia in particular were explained briefly.

The third chapter (Research design and methods) describes in detail how the study was conducted. The fourth chapter (presentation and analysis of data) attempts to summarize and present the data collected from the field. In this part, attempt was also made to examine, evaluate and interpret the implications of the results with respect to the research questions. Finally, the fifth chapter (summary, conclusion and recommendation) tries to draw inferences based on the results of the study. At the end some suggestions are forwarded based on the main findings and conclusion of the study.

## **1.8 Operational Definition of Terms**

**Physical education:** is term used to describe an area of educational activity in which the main concern is with bodily movement.

**Sport:** is an institutionalized competitive activity that involves vigorous physical exertion or the use of relatively complex physical skills by individual whose participation is motivated by a combination of the intrinsic satisfaction association with the activity itself and the external reward earned through participation.

**Challenge:** is difficulty or difficult tasks that test some body's skill or ability that deal with it.

**Preparatory programs:** second cycle of secondary education in which students prepare for higher education.

# CHAPTER TWO

## 2. Review of Related literature

### 2.1 Teaching and Learning Process

Education as a human activity is largely based on the process known as the teaching and learning. The teaching learning process can be understood and be clear in light of the discussion on how teaching and learning takes place. Aggarwal (1996:54-55) explained the teaching learning process as a means through which the teacher, the learner, the curriculum and other variables are organized in a systematic manner.

Although what Aggarwal said is correct, it is not only the predetermined goals and objectives that can be attained. It is also possible that the unplanned and unintended objective could be attained through the teaching learning process.

Amare (2002:24), further expressed that the teaching-learning process is a systematic process which involves inputs, process and output.

As input of the process include in the curriculum which is mainly the objectives and content of teaching, the teacher whose role out to be management demonstration of intellectual excellence, evaluation and program development of the process. The students who must have a need that exists within for learning and who need to be motivated, and the teaching learning methods. As a process, he expressed the interaction of the curriculum, teachers, students and technology. And as an outcome of the process knowledge the degree to which the learner is informed of the subject and the method of investigating the subject, the skill which is the set of procedure

competencies and abilities of the learner and attitude that is the effective aspect that predisposes learners to act or not to act in a certain way.

The above idea show that the teaching learning process is an activity in which all the various elements of the teaching learning situation have to be brought into an intelligible whole. That is the teacher-learner activities that are varied and complex has to be harmonized. These elements and activities include the teachers and their individual differences, the method of teaching, the materials to be taught the class room conditions, the instructional materials under utilization the interaction between the teacher and the learner, practical skills and others. Moreover, it becomes fruitful and permanents if these total situations are related to the life situation.

Then teachers can play an important role by planning, motivating, initiating students in participation and their knowledge of the subject matter in facilitating the process taking into account the needs of the learners.

## **2.2 Female and Education**

### **2.2.1 Female participation in Education: A Global Trend**

Women comprise more than half of the world's human resource and are central to the economic as well as to the social well-being of societies. Development goals cannot be fully reached without their participation (Synder and mary, 1995:1-5).

According to Kane (1995) cited in Lishan (2004:12) the ample evidence available suggests that educating women has a considerable social return. For instance there is a positive correlation between primary education, enrolment

rate of girls and GNP per capital moreover, there is an over all impact of education on the economic well being of women their families and society.

According to King and Hill (1993;22) the enrolment rate in all school levels has been rising in the developing countries for both sex, the enrollment rate of girls is much lower than boys with the widest gap exists in the poorest countries.

Among the poor countries, both enrolment rate and gender disparities in enrolment differ regionally. Except for south Asia and sub-Sahara Africa all regions have achieved nearly universal primary education for boys. East Asia and Latin American, however, have enrolment rate for girls, which is approaching similar level with that of boys on other region (Ibid).

In conclusion, the above ideas show that female learning is the base of economic, social wellbeing as well as the overall impact of the society.

### **2.2.2 Female Education (African Trend)**

Odaga and Heneveld (1995:7) consider female education as recognized, as one of the critical pathways to promote social and economic development. Evidence from sub-Saharan Africa indicates that although there have been improvement in female access to education remains limited in several countries across the region. It is evident that, once enrolled, females are more likely to dropout than boys that their academic achievement is poorer than that of boys.

In recent years, African governments, non-governments, non-governmental organizations and donors have been working together to develop programs that address the problems of improving girls educational participation.

A recent literature provides a summary of the state of knowledge of the factors constraints girls. Schooling in sub-Saharan Africa. It presents an outline of how this accumulated knowledge can be used in practical ways to facilitate the design of programs to accelerate female participation n education in the region (Odaga and Heneveld, 1995).

In relation to this, World Bank (1988:1) depicts that one of the pressing educational concerns include poor student participation high dropout and repetition level.

Low academic achievement and low teacher morale and attendance. Perhaps the most daunting challenge is that of promoting female education.

This must be a central concern in efforts to improve learning achievement school effectiveness, teachers motivation, education management and issues to resource mobilization and recollection of expenditure, such initiatives provide an important opportunity for creating an enabling environment where girls and other disadvantaged groups can participate fully.

Wyalt et al. in World Bank (1988:2) states that the cross-cultural study of female educational out comes has increased tremendously since 1970s. Analysis have indicated particularly that there is a wide gender gap in enrollments in south African, the middle east and North Africa, and sub-Saharan Africa. The same author discussed extensively have clearly identified

the central problems of female education as access to school, attainment in years of schooling, academic achievement and accomplishment after school.

All these problems are interrelated and influenced by in and out of school factors increasing in enrollment but continuing poor educational outcomes for female have been documented and the multiple supply and demand reasons for persistent gender differences in educational outcomes have been well educated.

### **2.2.3 Female Education in Ethiopia**

As one of the least developed nations, Ethiopia suffers from a very low representation of women in different fields at all educational levels. In spite of this fact, effort and measures have been taken to encourage females participation at all level of education. However there are diverse factor that affect the teaching learning process of female students. According to Tsigie (1991: 1) among the factors contributing this gender differences are societal and cultural beliefs, household responsibilities, early marriage, lack of motivation, lack of confidence lack of guidance, and counseling services and so on. Furthermore, Tsigie's findings indicate that biological, physiological, psychological and religious factors also contributed to the low participation of females students in certain areas where the study was made some of the suggestions forwarded by Tsige (1991:1) to remedy the problem so that the gender gap could be narrowed. Include:

Establishing well organized guidance and counseling program, giving special attention to female students, educating parents, organizing relevant programs

through various means that could change the attitudes of the society in general and of females in particular.

According to Allasbu (1988), cited in Tsige (1991:1) the reason for such low participation of women in different level of education may be attributed to the values and attitudes that Ethiopian society attaches towards education of women that in most parts of Ethiopian patriarchal thinking dominates the culture.

Astede and Kebede (1988), cited in Tsige (1991:2), states that teachers as well as school administrators try to influence female students so that they join home economics, nursing or secretarial area on the ground of their usefulness to domestic work. The view of the female students in regard to their education is not in any way different from the view of the preceding groups. In relation to such withdraw view Mclean (1967) cited in Tsige (1991:3) indicted that “it is my conviction that a young women shies away from and avoid involvement in activities outside her home because she fears that she cannot achieve equally with men.” Thus, it is with such background and skepticism that female students participation in physical education. In similar words Genet (1991:6) states that there are many constraints that prevent women from attaining equal educational level with men. These include: access and attitudes towards certain field of training (sex segregating character of educational program and various types of barriers like occupational, educational role and social and cultural barriers.

Genet further explained that in the Ethiopia context where learning materials are in short where learning materials are in short supply, library space is inadequate, and textbooks, even if available are shared between two three or

four, these situations demand that a students compete and strive hard if he/she is to succeed. Considering the general personality of girls characteristics by synthesis, unassertiveness and low self-image, it is not difficult to imagine their failure in achievement unless special attention is made.

Generally, women are regarding as intellectually inferior to men in many societies. This perceived inferiority to women is often given as a justification for their being restricted from playing important roles in the society. Such views also has an impact on the self image of girls in relation to this point Duncan (1989) as cited in Genet (1991: 14) writers: Images of women reflect to values and pressures of society but at the same time they permeate mental attitudes and underpin social conventions....they fashion habits of thought and together with the family and economic structures peculiar to each society, help to determine the state of women.

### **2.3 Female's in Sport Activities**

Women in the 1950s and early 1960s did participate in sport much less than their dissipate in the 1990s. A lack of opportunities discourage them, as well as the knowledge that intense athletics were not considered normal for women (Siedentop, 1998:151)

Many other women, however, did worry about sports "Masculinity." They tried to minimize the dissonance between sports and their proscribed role through apologetic behavior. Advocates of women's sport tried many ways of compact the effects of the restrictive definition of feminist. Girls rule, special private standards, sexualizing the game and apologetic behavior were creative

adaptations to an oppressive situation. They were understandable reactions, but, it did not work. Generation after generation has tried various forms of apologetic behavior, but this have not made sports more widely accepted for women's as a group (pate, 1994;110 it is not say that women should have or should in the future adopt the male model of sports.

There has been much to criticize in the dominant model, but they way that women rejected men's sport in the 1950's and 1960's by accepting feminine propriety, embracing differences, bowing to notions of fragility, had serious consequence. Most important, if left oppressive assumptions unchallenged (Ibid)

"Difference" has always posed a difficult dilemma. In the past, differences between m and women have been used to justify discriminatory treatment and to suggest female inferiority. Understandably, many activities in the 1970s tried to gain legitimacy by demanding equality and demonstrating women's capacities. They achieved many gains using the strategy, but it has two drawbacks. First there are ways men and women as a group differed physiologically, and arguments that are based on claims of equal capabilities instead of basic justice may be domed to failure. Second, the emphasis on sameness has blinded people to examining alternatives conceptualizing sports. Perhaps after women have achieved greater power and credibility, women's (and other) alternatives will not be so easily ignored (Festle, 1996:281).

In conclusion, whatever the means, the struggle to change sports is well worth attempting. Although the male model of sport is resistant, the changes that occurred between 1950 and 1995 demonstrate the sport is pliable, sport has been in the past (and has the potential to be0 violent, exploitative, elitist and

corrupt. It has perpetuated society's prejudices about race, class, gender and sexuality.

Understandably, it has been arena that women have avoid, resulting in timidity, weakness, and alienation from their bodies. It has also been a place where women et al etc have been socialized to feel self-hatred and shame on the other hand sport, has been (and has the potential to be) a place where, comradeship, pride in their bodies, excitement, mastery, strength, and leadership. Sport can be a place where disadvantage groups build community and pride (Ibid).

## **2.4 Physical Education as an Academic Discipline**

Life itself is "physical education", presently it is in the process of transformation to bring physical education in to the mainstream of education. The current mood of the physical education to contribute their resource to the maximum in helping the individual to achieve a fuller growth (Ram et.al 1992:1). These authors further speculated on the possible inter-relationships between physical activity and other domains to knowledge.

Besides it has been though necessary to enhance the scope, status and make it more broad based. Through there was some exploration of the influence of social, physical, cultural and psychological conditions up on human physical activities there was not serious attempt to bring about cohesion among human activity and skill acquisition. For example, although accepted in theory element or issues like motivation, aspiration level, self-estimation, did not find their due place in the physical activities and programs and even in the modifying effects of factors like group-interaction, competition and

cooperation. To these authors they have been considered in a routine, mechanical and in an unscientific manner.

### **2.4.1 Making Physical Education and Academic Discipline**

Educators in the field like Bucher (1972:212) argues that education and physical education are passing through a period of change and transformation from traditional role to modern, purposive role in accordance with the increased productivity of today's world through competition and production.

Besides, isolation and segregation of physical activities has had many unhealthy set backs like developing an inferiority complex in the physical educators with members from other teaching faculties usually referring to them as non-teaching staff.

It is suggested that any organization of physical education should start with developing a positive attitude and self-confidence among physical educators that physical education should extend itself to the class room and become the focus or centered point of the educational system.

Another scholar Sieden top (1998:225) discusses that physical education is a field of action, rules and of persons. The significance of self involving physical participation and movement is really a planned exercise in growth and awareness not possible in other areas of learning. These facts are theoretically known to many people but are not explicitly expressed them or teach them to others. In other words physical activities needs a theoretical framework where ideas can be collected, judge and then formulated into laws; hence we need a strong theoretical orientation for physical education so that the accumulated information can be consolidated and stabilized.

In our interest of helping the student to the maximum, improving our own image, and cutting down the routine and traditional curriculum at the school.

The amount of knowledge is not the criterion of successful life but the way in which an individual faces the physical realities of the world and problem of life.

There is no doubt that physical education helps the students to interpret and manipulate the external world, offers an educational dimension to the activity and tries to bridge the gap between school and the physical world (Ram and et.al. 1996; 13-14).

## **2.5 Physical education: An Integral Part of General Education**

Physical education is the integral part of the total educational process which enhance and integrates that physical social and psychological aspects of an individual's life, through directed physical activity (Arnold, 1976:69).

Very often the natural relationship between general education and physical education is forgotten, with the result that the two exist physically together but functionally a part.

This has resulted in reducing the scope of the school program in two respects. Firstly the educational function of physical education has been neglected and secondly, the physical functions of education are not recognized. These two are really complementary to each other and have to function together (Festle, 1996; 269).

Arnold (1976:69) also views that through a well directed physical education program students develop skills for the correct use of leisure time by

undertaking activities which are conducive to healthy living, social development and a sense of civic responsibility.

Bucher (1972:45) cited in Ram and et.al (1996:45) defines physical education as:

An integral part of the total education process a field of endeavored that has a sits aim the development of physically, mentally emotionally, and socially, fit citizens through the medium of physical activities that have been selected with a view to realize these outcomes.

The above definition depicts that physical education is a process which utilizes activity that are inherent in each individual to muscularly, intellectually and emotionally.

These out comes are realized whenever physical education activities are conducted in such places as the play ground, gymnasium and swimming pool.

### **2.5.1 Relationship with Education**

Kamlesh and Sangral (1997;11) states that the relationship between physical education and general education provides opportunities for exchange of views between the physical education teacher and the subject of teacher about the abilities, interest, limitation and scope of each individual students and his/her participation in the school program. In this way, good physical education teacher ascertains how well participation performs the necessary motor skill before permitting him/her to take part in physical activities.

The same authors explicitly elaborated that physical education has been accepted as an essential part of general education and no education authority, state or organization or need for it. But still there is a considerable confusion in

interpreting the scope and the nature of a physical education program and its academic relationship with general education or the contributions of general education to physical education. The physical education teacher is a model to the students because of his/her concerns with his/her pupils' physical health as well as their intellect and emotions.

The development of cognitive and recreational abilities can thus, become the guiding force and the outcomes. This widens the education scope of physical activity and helps to give a global definition to education and an educational orientation to physical education (Ibid)

Kamlesh and Sangral (1997:13) states that physical education program is nothing but an application of south philosophical, educational, psychological, physiological, anatomical and biological principles.

The physical educator should consider psycho physical needs and problems of boys and girls and fit the program to suit the children instead of trying to adopt every boy and girl to the program. Rigid syllabus has no place in physical education except as guidance or outlines which can be altered or even completely dropped according to various factors like climate, time, environment, type of groups, purpose of activity and so on.

Therefore, the relationship between physical education and education is natural. It is a fact that we can not conceive of physical education without educational value as it cannot exist in an educational vacuum.

## 2.5.2 Physical Education and the Needs of Society

According to Arnold (1976: 35), in modern society problems like tension, uncertainty, low morality, lack of family cohesiveness, competition, emphasis on materialism and misuse of leisure are to be solved positively.

These contribute to the society to create a totally healthy physical environment and understand the influences that are playing up on the personality of a student. Society determines the pace of physical education. Whether an item of physical education is sport is popular in college and schools largely it depends up on public interest, spectator approval and media popularity. Similarly, young people are exposed to a certain type of sport environment only because society has accepted it rather than because of its real contribution to their individual growth (Leonardo II and Marcellus, 1984:14). Leonard II and Marcellus, (1984) further pointed out the following needs and wants with regard to the development of the students: i) social poise and understanding of self, ii) social consciousness with an accompanying sense of values, iii) leadership and fellowship; iv) good citizenship, v) good sportsmanship, vi) cooperation and competitive real, vii) acceptance of all irrespective of language, caste, or religion, and (viii) positive social acquaintance.

It is true that some of the observed needs are parallel to the needs of the individual nevertheless, society conditions the individual to have particularly needs and wants, generally in harmony with societal needs.

Ram and et al (1996: 126) also states, that physical education plays an important role in the students development of the individual as easeful

member of society and the objective of satisfying the needs of the society being a worthy aim.

In our complex society made up of social imbalance, it is important for our students to become aware of the need of the society and their responsibility towards it so that they equip themselves with positive skills and tools needed to satisfy the societal obligations. In this respect physical education has a duty to create awareness among the students of societal needs.

### **2.5.3 Educational Value of Co-Curriculum Physical Activities**

Ram and et al (1996: 133) elaborates in terms of pupil interest, those co-curricular physical activities.

Ram and et al (1996: 133) elaborates in terms of pupil interest, those co-curriculum activities should be encouraged with will give the participants an opportunity to develop habits of cooperation fair play and good citizenship. They provided opportunities for training in leadership and the wise use of leisure time.

They further discussed the important thing that such co-curricular activities should be interrelated and integrated with regular academic activities, so that constructive attitudes of responsibility initiative and pride in accomplishment carry over from one activity to the other.

Moreover, one more contribution of co-curricular activities is that it becomes the basis of occupational interest and occupational selection. There are many examples of students that wish below average academic achievement but who successfully participate in sports activities and develop interest in health

education as their occupation. Thus, interest and encouragement developed through co-curriculum activities influences the life patterns of the students.

Like Siedentop (1998: 62) and other experts in the field of education and physical education have to a common agreement that physical education has to achieve the status of academic discipline since it is an integral part of the total education process.

Based on the above concept, one can remark that the educative value of any co-curricular activity depends on the type of activity itself, abilities and limitations of participants, nature of the physical education teachers who is in charge of the physical education program, the large society in which the institute is located and the objectives of the institute.

## **2.5.4 The Importance of Physical Education and Sport Activities**

### **A. Biological Significance**

Various biologists emphasized that there a difference in biological constitutions between male and female.

For instance, on the average, boys are stronger than girls.

This difference is highly judged by the norms and culture of the community (Roy, 1983; 412).

Roy (1983:462) also explains the close relationship of culture and biology as "human biology requires human culture." However, the existence of biological differences between sexes does not necessarily mean women are socially and behaviorally weak.

## **B. Gender Issues**

Creedon (1994:32) describes gender in terms of biological, social and cultural perspective. According to Creedon (1994) in the last century the biological differences between men and women were considered all important, and the curriculum was designed to give the individual a particular place in the social hierarchy.

Hence the curriculum was affected by class as well as gender but women were seen as intellectually inferior and incapable of sustained study.

This view is really expressed so openly today, although dated biological and psychological evidence is occasionally quoted as an explanation for individual differences.

The nature nurture debate has found discussion on educational quality whatever it relates to race, gender or class difference.

This is essentially an argument about whether it is our biology or the environment within which we grow up that has more important implications for our eventual fate (Creedon, 1994: 320).

Biological determinism has been a powerful way of explaining the observed inequalities of status, wealth and power in society. It also provides a means of defining human 'universals' of behavior as natural characteristics. When biological determinism is related directly to support racial difference its absurdity is particularly sticking (Ibid).

Reached on the conclusion, for the purposes of educational equality, the nature /nurture debate is significant of those who believed that behavioral and

intellectual differences are biological also believe these difference are inevitable and immutable.

### **C. Biological Social and Cultural Perspectives**

A study group physical education examined several biological explanations for differences in performance including gender likely to be less prescriptive than in other subjects, so guidelines and policy statements will need more attention at school level (Creedon, 1994;35).

These include; widening experiences, extending opportunities, multicultural sport, team games.

#### **Widening experiences**

The whole ranges of movement should be experienced by all children, and the physical education curriculum should provide them with the opportunity to develop physical skills which will be useful for a number of difference in physical; strength or muscle and fat distribution between boys and girls at primary age.

In fact there are likely to be many difference between members of the same sex as there are between the sexes.

#### **Extending opportunities**

Stereotyped images about sport need to be examined, and sport promoted as worth while leisure activity. Many sport centers and clubs run after school and holiday activity for children. Good center have a wide variety of such activities which can give children chance to extend their sport repertoire as well as helping them to keep fit.

### **Multicultural sports**

It can be very interesting to experiment with sports and games from a variety of culture, but consideration has to be given to religious and cultural practices so that girl can participate fully.

### **Team games**

Creedon (1994: 37) stated that, well-run team sports are enjoyable for the cooperation and team spirit they base difference in strength, endurance and susceptibility to injury.

They produced considerable evidence to show that women can participate in strenuous activity under all the conditions in which men participate they also conclude that women were not in any way fulfilling their potential for sports.

They pointed out he obstetrical and gynecological data recited the idea that heavy exercise was the cause of undesirable effects. The study group concluded that physical endurance is no more damaging or overtaxing for women than it is for men.

### **D. Physical and Physiological Significance**

There are some differences in physical as well as physiological between male and females. These differences have an effects on females to participate in few sports effectively. Anatomical and physiological differences are quite apparent between to sexes particularly after puberty. By improving her strength the female athlete will improve her potential in which she is engaged (Butcher, 1972: 322).

According to Edward and Mathews (1981:348), it must be remembered that the cellular mechanism controlling most physiological and biochemical responses to exercise are the same for both sexes. However, there are some differences but they should be recognized mainly as differences in magnitude rather than as mechanism. On the other description, boys and girls achieve almost equivalent in the elementary level, however, when they are transferred to the junior, secondary, and tertiary levels performance variations between girls and boys come to light (Kelly, 1978 as cited in Ethiopian Journey of Education, 1997, vol. 1:30-31).

To conclude the whole idea biological difference between the sexes may not have necessary social and behavioral implications to participate in physical education activities.

#### **E. Psychological Significance**

A part from its physical importance, physical education has got tremendous positive impact on the psychological development of students. Child who has every chance and right to participate in activities is usually active, friendly and interested to participate in any physical activity. So parents are expected to rise their children in a free and democratic environment (Butchar 1979: 323).

According to Mangan (1973: 56), it is a well known fact that for nay one to perform any activity successfully first and for most, females must have a positive attitude towards the activity in a position to determine one's willingness to do any activity. Psychological factors such as lack of motivation, self awareness, self actualization, lack of confidence, fear of playing in front of large number of people, psychological disturbance of menstrual regularity and

even fear of winning may prevent females to participate in different sport activities.

Roy and Irvin, (1983; 462), concerning motivation of the two sexes suggested that 'students have shown that the male is encouraged to become independent while the female is encouraged to become dependent.' This can obviously hinder self confidence in the side of the female, and in general because of many psychological factors females are influenced not to participate in different sport activities but if motivated they will be successful.

To sum up the view of the scholars in the field, it is virtual for physical education teachers to understand and consider the psychological feelings of female students in physical education classes.

#### **F. Social Significance**

Physical education has undeniable effect to strengthen the social interaction to people in general and females in particular. Butchar (1972: 324) underlines that, physical education can have strong positive impact on social characters of female students such as traits of leadership and moral character.

Fortunately according to Butchar (1972), female attendance in physical exercise contest is increasing to a considerable extent in some parts of the world.

In general social significance of physical education could be summarized as "physical education is as much as social program as a biological one because, its outcomes are measurable in terms of group individual behaviors as well as no organic environment."

## 2.6 Gender Differences

Average gender differences in aerobic function before the age of puberty are regularly not large, however, and to state the obvious, a broad overlap exists between groups of boys and girls. While the practical significance of these differences can therefore be questioned, understanding gender related influences on aerobic function in children is important from a mechanistic standpoint, why should girls and boys have different maximal aerobic power and perform differently on an aerobic task independent of the influence of puberty?

Researchers have observed that the magnitude of the performance gap between the sexes appears to exceed that of physiological difference.

This has led to the suggestion that girls are less likely to fulfill their potential for fitness because of social rather than biological constraints. In efforts to promote the health related benefits of exercise in children, then the gender gap may have significant implications (Thomas, 1996: 90).

Micheali and Jenkins (1995:305) have found that, three mechanisms have explain gender differences in aerobic fitness in adults; sex related variations in body composition hemoglobin concentration and habitual physical activity.

### A. Body Composition

In the young adult, fat free mass per unit status is 38% greater in males whereas the percent body fat in women is almost double that of men. This means that body "motor" (i.e. skeletal muscle mass) makes up a significantly smaller proportion of body weight in females.

## **B. Hemoglobin Concentration**

Thomas (1996:91) remark that hemoglobin is responsible for the transport of  $O_2$  up take and endurance performance since the average adult male has a hemoglobin concentration of 16.0 percent in female.

This implies that hemoglobin status has been considered a likely contribute to sex difference in aerobic fitness in adults.

No gender differences in mean hemoglobin concentration are observed before puberty. This observation implicate the influence of testosterone an red cell production a principal factors responsible for gender related hemoglobin difference in adults.

However, even as early as 12-14 years of age, boys may have as much as 0.5 grams percent higher than girls. Aerobic performance in early adolescence may therefore be partially influenced by differences in hemoglobin concentration in boys and girls. (Thomas, 1996;91).

## **C. Habitual Activity**

Arnold (1996: 2) underlined that, studies quantifying habitual activity in children consistently demonstrate that on the average, boys are routinely more active than girls. It is possible, then that these differences in daily exercise might translate into smaller gender discrepancies in both maximal aerobic power and field endurance performance. Data from the national federation of state high school association indicate that throughout the 1980s the participation in high school sports by boys was almost double than of girls in USA.

In similar wards, some consider environmental influence as an explanation for lower levels of physical activity and sport participation in girls. Opportunity may not be as great for females as for males and there is a lack of appropriate role models for female athletes (i.e., female coaches and officials). Sexual stereotype may create psychological barriers for girls, and this can reinforced by peer conduct (Ibid).

## **2.7 Factors Affecting female Students Learning in Physical Education Activities**

### **A. The Influence of Culture on Female Students**

In most cultures girls are often regarded as weak creatures as compared to boys. They are usually seen as inherently sick and fragile o perform an activity that could be handled by men.

Leonard II (1993:246) stated that, she (the female) has to be confined and prevented from doing anything that might damage her delicate reproductive system, and that meant that she had to be prevented from doing virtually any physical activity.

Therefore, females are highly affected by the negative influence of cultures than male to perform physical activities.

Concerning cultural influence on females education Qdaga and Hereled (1995;201) reveal that it brings dilemma in females on their educational participation and ignoring their contributions in any field including education.

Pat et.al (1991:17) stated, it is important to recognize that stereotyping all boys and all girls as representing particular behavioral and intellectual traits is dangerous. All boys are not hooligans just as all girls not passive by standard.

Pat and et.al (1991) also confirmed that, investigating gender issues involves;

- Standing back to recognize difference: between overall patterns;
- Acknowledging individuals in their own right
- Recognizing that teachers can influence behavior

Teachers need strategies at their fingertips which they can draw upon enable their pupils however, young, to change traditional and inappropriate sex-role stereotyping. They also viewed that we should aim to extend the horizon of men and boys as well as women and girls. Males too have much to gain from a wider interpretation of their role. Equal opportunity is about improving the lives of all.

To come up with the conclusion successful strategies for classroom management may therefore need to pay close attention to gender issues in order to ensure that particular groups of children are not receiving unequal treatment.

## **B. Cultural Practices**

The potential conflicts between various areas of in equality are frequently closed over, particularly when considering different cultures. Teachers who are aware of a discrepancy between the existing practices and specific aspects of cultural practices in schools cannot ignore the potential conflict.

Cultural identity and gender are crucial in individual make up. If we say that we value a multicultural society, we are then in difficulty when we want to question some of the gender related practices that go on within particular cultures. Sidentop (1998: 48) stated that, there are practices in all cultures which cannot be condemned and think teachers have the right not to feel guilty because they do not embrace an aspect of any particular culture. As teachers have embrace all aspect of any particular culture.

As teachers do have the right to question the cultural practices our own upbringing and those of others.

### **C. Social and Cultural Factors**

There are considered ample evidence that social and cultural factors have more bearing than physical differences upon gender based variations in performance and attitude at primary school age. Several researchers have shown that parental attitude to children play tend to be gender differentiated. Boys are often allowed more freedom to explore the environment, to display aggressive behavior and to engage in vigorous activities (Kamlesh and Sangral, 1997:81) kamlesh and Sangral (1997:81) elaborate that as children grow older they tend to play with children of the same age.

This in turn may result in greater gender differentiation of play skills, since opposite sex children may be excluded or discouraged from single sex groups.

School needs a clear set of aims and objectives for their physical education programs. The final orders for the national curriculum in physical education in USA encourage pupils who do not excel at team sports are more likely to continue with individual sports in adulthood, so pupils need to have

opportunity to take part in both. There is considerable evidence to show that women are more likely to continue with individual sports than team sports (Ibid).

### **A. Language**

Kamlesh and Sangral (1997:81) remark that words should be used carefully.

Praising a girl because she runs like a boy is not the best way of encouraging either her or other girls to exert themselves using language like this will give messages of power and status to devalue one sex in comparison with another, as with another, as when a boy is told he 'throws like a girl'

### **B. Sport Personalities**

Arnold (1976) reports that role models are important here are many good. Example to cite at national and international level, male and female, black and white. Many local sports personalities are keen to encourage youngsters to take part in their sport and can provide a positive example right there in the classroom. This also provides a chance for children to widen their knowledge of locally available sports activities.

### **C. The Play Ground**

Play ground issues affect everyone. The play ground is also one of the most public places in a school where boys and girls, teachers and other adults can be seen together. Children playing in the play ground are visible to a wide variety of people, both those within the school itself and those passing by outside. Problems and questions which arise from the ways in which children behave in the play ground affect many different groups of people.

- Parents working in school
- The head teacher and other teachers
- Pupil at other schools, including former pupils
- Other members of the community who pass or enter the school (Pat, 1991:121).

#### **D. Use of Space**

According to O'gara and Nancy (1996: 122), domination to play ground space by one particular group should be avoided. A group of boys using most of the available space for a game of football may be pushing girls and non-football playing boys a side, and non-football playing boys a side, and part form any thing else, it is just unfair. If teacher subservience and aggression as well as limiting the activities of all those who play a side including the footballers, some schools limit large balls to one area of large play ground schools with smaller play areas have banned large balls altogether.

#### **E. Personal and Social Education**

The education system is charged with preparing young people to take their place in a wide range of roles in adult life. It also has a study to educate the individuals to be able to think and act for themselves, with an acceptable set of personal qualities and values which also meet the wider social demands of adult life. In short the personal and social development pupils is a major aim of education (Leonard II and Marcellus, 1984:83).

#### **F. Teachers Attitude and Expectation**

Teachers attitude are likely to be the reflection of broader societal view bias about the role and activities of male and female and stereotypical subjects

Inculcated in the curriculum classroom observation have shown that teachers encourage and pay more attention to boys than girls. Because of this girls often may not answer the questions as equally as the boys, not because of they do not know but because of their socialization that does not allow them to even take the risk of being wrong (FAWE, 1996:39).

It may be more helpful to suggest that the interaction between teacher and pupils is bound to be a powerful determinates of pupils self-image and confidence, particularly at primary level.

Researchers in the field of gender differentiation have also questioned whether teacher expectations of gender-related behavior by pupils have affected pupils' progress (FAWE, 1996; 39).

FAWE (1996: 132) stresses the gender experiences that teacher bring into school with them cannot be ignored. They are role model for children and, for many very young children teachers are their first adult role models other than their parents. Our own experiences are bound to influence how we see boys and girls, both now and in the future. An awareness of this is an important first more towards ensuring a more equitable treatment of boys and girls within the class room.

### **G. The Role of The Teacher**

Teachers interact differently with boys and girls and this creates problems and inequalities in the class room (ICDR, 1999:119).

1. When teachers attend to task-oriented activities class, boys receive more attention than girls.
2. When students demand teachers' attention, teachers response to boys with instructions and to girls with nurturing behavior.
3. Boys are seen as trouble makers while girls are not. Therefore teachers are more likely to reprimand boys.
4. Girls are given more attention when physical close to teachers while boys are given more attention when they are far a way.

Interestingly, male and female teachers are not very different in their views of students behavior. Teachers expect good behavior from girls but feel that boys require encouragement. In general these interactions reinforce physical proximity and conformity in girls and more task oriented behaviors in boys (ICDR, 199;1999).

#### **H. Cultivating self-esteem**

In students cultivating self—esteem in students because feeling of high self esteem can lead to successful academic performance.

Every student wants to feel important and respected by her/his classmates and teachers. No one wants to be a failure. For this reason competent teachers give students to plenty of opportunity. They do their best to help even the least successful students find something to be proud of recognition of one's success by other is enjoyable (ICDR, 1999:112).

According o Clark and Starr (1986), teacher should see that their students have many success in their school work. The recognition of these successes can lead

even after repeated failure, to the attainment of the desired goals (ICDR, 1999:112).

Teachers should also try to raise the student level of aspiration, as a rule after success students rise their goals, after failure they lower them. One's level of aspiration then is generally a compromise between one's fear of failure and one's hope for success. Success oriented students set themselves reasonable goals that they can reach, but students accustomed to failure tend to set either impossibly high goals or unnecessarily low ones so as to avoid the stigma of defeat (Ibid).

Because of their fear of failure, low achievers are liable not to try; students who experiences success, being more confident, are more likely to exert real effort. So it is better to accentuate the positive. This approach to motivating students is more profitable because negative motivation tends to in accompanied by other unwelcome side effects (ICDR, 1999:11).

## **I. Religion**

Religion may have a negative impact on female students not to participate fully in freedom in physical education activities. Appleton and et.al (1990; 60) point out that:

Religion for Christian and Islam is usually associated with low female students participation to performance good physical educational activities in the schools.

Seyoum (191:99), also criticizes religions as:

In traditional Ethiopia the Orthodox Church and mosque were the major institutions responsible for the dissemination of education. Even though the contribution of these two centers of learning to the development of nation cannot underestimate, their effort to encourage the participation of female in tradition education had been negligible. The education of Muslim females shows no significance difference from that of the church school. Mosque too did not encourage females' education.

As the above writer state, these two religions did not encourage females to join education. Thus, this might indicate the fact that participation of female students in physical education at that time was unthinkable.

Seyoum (1991:99) also state that cultural and religious beliefs that discourage females education and maintain male dominance have been among the major barriers to girls' educational participation. Such beliefs pass from one generation to the next generation through folk tales, proverbs etc.

Religion also advocates inferiority of women to men, and most often the society views women participation, for example in soccer game is seen as violating cultural norms, because of such influence female are even scared and ashamed of getting dressed as men to play soccer and other similar sports (Seyoum, 1991: 99).

#### **J. Parents Attitude towards their daughters**

Carran and Bordia (1985: 30) cited in John K. (1997: 30) state that the change in the attitude of parents towards education of females seems crucial. The trend of education towards improvement in participation of females is still slow.

The reasons could be many where parents attitude on the value of their daughters education is among them.

Carran and Bordia, (1985) remarked that, the negative attitude of parents towards girls education is the result of society view of the roles of males and females, obviously, this role is not delimited by nature rather by culturally and socially accepted norms. Socialization as a link that interrelates gender and culture is one of the social barriers that hinder girls educational environment by importing a sense of inferiority in girls mind and perpetuating male dominance (Ibid).

Finally, while formal education is increasing valued by parents in most countries, differences often exist in the extent to which families deem schooling of equally importance, for sons and daughters. These attitudes are after complex and involve variety contingencies but, on balance, they typically favor sons than daughters. Indeed gender inequality favoring boys over girls is not only reflected by parents but also is a common feature in much of the developing world in schools.

#### **K. Partnership/Relationship**

As Mawer (1996: 117) elaborated, a relationship which is built around a framework of honesty, trust and respect is than likely to facilitate a two way communication channel.

Moreover, O’Gara (1996:122) states that halls, walkways, field eating places washing facilities, areas for trash disposal, play areas and latrines are typically “given” in a school. If access to them is limited by gender, girls, and taught that they do not have an equal right to occupy and use the environment in

which they live. Access to all school facilities, laboratories, libraries, computers and other mechanical equipment playing fields and physical education equipment should be possible for all students if access is denied by school policy, girls lose part of their education. If the student is not allowed the freedom to express their own idea to analysis critically and experiment with these and other ideas, they will have no opportunity for independent inquiry personal and professional development.

#### **L. School Factors**

Poor quality of learning environment, poor school facilities, irrelevant curriculum. Distance to school, lack of role models and teachers negative attitude to girls education are impediments that hinder girls participation in education (FAWE, 1996:10)

Learning materials are one factor, which put female students at a disadvantage. Most of the physical activities materials are not suitable and inviting girls to participate in activities according to their ability and age wise and they do not approve a balanced treatment of the sexes but exhibit male bias.

The educational training policy of 1994 says that education and training are equally available to both female and male students with special attention to the participation of women. The considerable emphasis given for women education is indicated in the ETP (Education and Training Policy) in Article five as follows:

The right of women to get career and vocational guidance at any institution of education, to have access to the same curriculum as that of men and to choose their field of study shall be ensured.

Even if schools were neutral in respect of developing gendered experience and identifies in students. They would still be responsible for assisting students to understand, in an informed way the broader process and structure that contributes to gender based inequality in areas beyond the school yard (Wolpe and et.al.1997: 77).

#### **M. Lack of Role Models**

As O’Gara and Mancy (1996; 44) support that role modeling is an important part of social learning, thus increasing the number of females’ teacher is an important strategy to boost girls enrollment and participation. Female teachers in the school can be model in competence, self-esteem, success, and way of thinking and doing things.

The presence and/or absence of role models influence the participation of females in education. UNICEF (1992:7), mentioned that an increased number of female teachers is goal retention of female in schools particularly through the teachers position as role models.

Similarly the study made by Tsige (1991) indicated that quit a big proportion of girls not often ask or answer questions in class and the main reasons or this are fear of audience, fear of teachers, shyness, and lack of confidence.

Recruiting more female instructors providing preferential treatment in terms of studying facilities books and other learning materials and giving due recognition to high performing girls (Genet, 1991:2).

Based on the above points, it can be concluded that, the presence of female teacher in schools has a great importance to education and particularly to physical education to enhance and develop self confidence and encourage the participation of female students in physical education activities in the school.

## **CHAPTER THREE**

### **3. Research Methods**

#### **3.1 Design of the Study**

Descriptive survey design employed with the assumption that can collect vast information from number of respondents, it is also believed that the design is relevant together detailed description of the current challenges of female students in learning physical education at preparatory school.

In this regard, Koul (1996) stated that descriptive method helps to have general understanding of the problem by studying the current status, nature of the prevailing conditions and trends though relevant and precise information combining the two method approach (quantitative and qualitative) is helpful to come up with well validated and substantiated findings (Creswell, 2003).

The aim is to know the challenges of learning of female students in physical education activities by analyzing the relationship between teachers, students directors, families, the curriculum and teaching materials.

#### **3.2 Source of Data**

The data sources for this research were collected from the subject of the research. This includes sample preparatory school physical education, directors teachers, and female students.

### **3.3 Population and Sampling Techniques**

Hadiya zone has ten Woredas and one city administration. Out of the total Woredas and the city administration two woredas and the Hossana city administration were selected by random sampling.

These Woreda and city administration are Merab Badawcho, Misrek Badwecho and Hossana city administration. And the selected schools are Denama preparatory and secondary school from Merab Badwicho, shone preparatory and secondary school from Misrek Badwicho, and Wachamo preparatory school from Hossana city administration.

These sampled schools were believed to be adequate in representing the population in order to choose representative sample of students which are the target for the study were elected by using simple random sampling and fill the questionnaire from the sampled school all 5 teachers who had been teaching PE in grade 11-12 were taken as respondents to fill the questionnaire.

For the actual classroom and field observation, in grade 11 only physical education subject was to be observed and the observation was done while the lessons is given.

The observations were conducted in 3 sample schools 2 times in each school. In practical and theoretical classes, interview was also conducted with 3 sampled school directors.

### **3.4 Data Collection Instrument**

The instrument was used together the required information includes: questionnaire, classroom and field observation and interviews.

### **3.4.1 Questionnaire**

Two sets of questionnaire were prepared and administered to teachers and female students who were the targets for the study.

The questionnaire that was filled by the teacher has two parts. The first part is intended to collect personal data, the second part of the questionnaire is aimed at gathering information on the challenges of female students in learning physical education, about concept of physical education, the curriculum and availability of teaching materials in the field and on how female students should develop self-confidence to overcome factors that deter their learning in physical education activities.

The questionnaire that was prepared for students was aimed at obtaining information on the perception, attitude opinions, intervention and interest of female students regarding the teaching learning process and the importance of physical education.

### **3.4.2 Interview**

Face to face interview was conducted with 3 school directors. To this end, a set of unstructured open-ended interview questions were prepared in Amharic and distributed finally it was translated in to English.

The interview items were mainly focused on the challenges of female students in learning physical education; concepts of physical education, sport facilities, the relationship of teachers and female students regarding the teaching learning process in the field of physical education.

The data obtained from the interview consist of responses of the directors about their knowledge, experience, opinions, perception and intervention concerning the development and promoting of physical education.

### **3.4.3 Observation**

The purpose of class room and field observation in physical education learning was to obtain and acquire information on how do teachers of physical education implement and transmit knowledge and practical skills to their students in general and to support female students in particular.

Getting information whether teachers understand female students self-confidence or not in participating and performing the skills of physical education activities.

The data collected from the observation consist of detailed descriptions on students activities, action and the full range of interpersonal interactions that are part of observation.

Female students were observed to get the full information during the teaching and learning process in the class and sport field. Narrative method of writing was used for class room and field observation.

### **3.5 Data Organization and Analysis**

The data collected was tailed, tabulated, and analyzed in terms of percentage. Based on the data analysis, interpretation was made and reached at certain findings.

Finally, conclusion and possible solutions were recommended.

**Table 1: Research setting and participants of the study**

Type of participants in the study	Research instruments used	Research settings and number of participants			
		Merab bedwucho Denama	Mesrik bodwcho shone	Hossona wachamo	Total
Female students	Questionnaire	49	65	80	194
Teachers	Questionnaire	1	2	2	5
Directors	Interview	1	1	1	3
Total		51	68	83	202

## **CHAPTER FOUR**

### **4. Presentation Analysis and Interpretation of Data**

This part of the study deals with the presentation and analysis of the data gathered through the questionnaire, interviews, classroom and practical field observation, from different sources followed by discussion of the findings.

Furthermore, the, main findings of the study are presented with the help of tables followed by descriptive statement for analysis to give answers to basic questions set in the study.

The total population of this study as indicated at the above table was 202 and of these, 194 were female students, 5 teachers and 3 school directors. All of the respondents were selected according to their usability that randomly and purposively.

#### **4.1 Results**

Applying percentage were employed in the analysis of the data gathered and the data gathered are organized using tables and then followed by descriptions of the results.

##### **4.1.1 Respondents Female Students Background**

Female students attending 11 and 12 grade in 2013/2014 were chosen for the research as sample.

**Table 2: General background of students**

Item	Respondents	
	No	%
Age		
a) 18 years	125	64.4
b) Above 18 years	69	35.56
Total	194	100
Sex : a) Male		
c) Female	194	100
Total	194	100
Educational level (Grade)		
a) Grade 11	110	56.7
b) Grade 12	84	43.3
Total	194	100

The sample female students who participated in filling the questionnaire where 200. Out of this number 194 (97%) female students returned the questionnaire and 6(3%) female students did not return the questionnaire. As data of the responses are show in table two most f the respondents aged 18 of 125 (64.4%) were in the appropriate age range for preparatory schools. With regard to grade level distribution of the students 110 (56.7%) are grade 11, 84 (43.3%) are grade 12.

#### **4.1.2 Background Information of Teachers**

The intended number of teachers respondents were 5 to fill questionnaire and all are returned the questionnaire.

**Table 3: Background Information of Teachers**

No	Items	Teachers	
		No	%
1	Sex		
	a. Male	5	100
	b. Female	-	-
	Total	5	100
2	Age		
	a) 18-35	4	80
	b) 36	1	20
	Total	5	100
3	Qualification		
	a. Diploma	1	20
	b. Degree	4	80
	Total	5	100
4	Experience		
	a) 3-5	2	40
	b) 6-10	3	60
	Total	5	100

Regarding the respondents, all of the physical education teachers from the 3 sampled schools were males. Age wise, 80% of teachers included in the study are in age range of 28-35. In terms of qualification 20% of the teachers have diploma while the rest 80% have first degree.

This implies that though the new education and training policy requires everyone to have first degree to teach in secondary schools.

This table indicates that of the teachers of teaching physical education in the three schools, 2(40%) have teaching experience of 3 years and above.

About 60% teachers served for 6-10 years. This implies that majority teachers may considered as experienced in terms of the number of years they have taught.

#### **4.1.3 Directors Respondents Background**

Directors interviewed in order to get adequate information on the learning of female students in physical education activities. The directors of the three schools were males.

#### **4.1.4 Family Background**

Socio-economic impact on students achievement. Information was sought to identify parents' occupation and their level of education.

**Table 4 Female Students Response about Parent's Socio-Economic Characteristics**

Occupation	Sex					
	Male		Female		Total	
	N	%	N	%	N	%
Government employee	61	31.4%	39	10.05%	100	25.77
Farmer	48	24.74%	34	8.76	82	21.13
Trader	25	12.88%	18	8.79	43	11.0
Housewife	-	-	80	20.62	80	20.62
Others	11	5.67%	13	6.70	34	8.76
Parent education	-	-	-	-	-	-
No schooling any kind	22	11.34%	59	30.41	81	20.87
Reading and writing	23	11.85%	17	8.76	40	10.3
Primary	36	18.55%	33	17.0	69	17.78
Secondary	35	18.04%	32	16.49	67	17.26
College (University) certificate diploma degree or above	57	29.38%	28	14.43	85	21.90

As could be seen from the table, the occupation of parents' is as follows: 100 (25.77%) government employee 82 (21.13%) of them were farmers in terms of sex 61 (15.72%) of them were male, 39 (10.05%) of them respondents parents were female government employees.

While, 48 (12.37%) of the respondents parents were male farmers, and 34 (8.76%) of them were female farmers. Moreover 80 (20.62%) of the respondents mother's were house wives.

Regarding the education of parents 252 (64.95%) were literate ranging from literacy up to certificates, diploma, degree and above. Contrary to this, 81 (20.87%) of them were illiterate. Thus, the finding indicates that education of parent has influence on the educational aspirations of their children for both male and female i.e.. Educated parents facilitate all the necessary materials for the education of thir children including sport facilities.

To this end, parents educational background plays a great role to shape children attitude towards education. Yelfign et al (1995:64) have also confirmed that, mothers' education increases girls education.

#### 4.2 Enrollment

To know the trend of female students learning in education, particularly in physical education, efforts were made to study the trend of enrollment in the three sample preparatory schools. Despite, there were some challenges because of the existence of poor recording system in the selected sample schools, the investigate for managed to obtain the required information from all the three sample schools.

**Table 5: enrollment in three sample schools by sex and year (2002-2005 E.C)**

Year	Enrollment				
	Male		Female		Total
	N	%	N	%	
2002	2777	77.59	800	22.40	3570
2003	2756	78.38	760	21.61	3516
2004	2859	78.02	805	21.97	3664
2005	3658	78.53	1000	21.46	4658

Source: Director's offices of the sample schools (2013/14).

The data an enrollment help the investigator to get clear information about female students learning in physical education activities to know the pattern of enrollment, performance and dropout from the year 2003-2005 E.C.

The enrollment of female students in the sample schools is less than that of boys.

### 4.3 Survival in the Education system

#### 4.3.1 Dropout

Data on the number of dropouts were also collected and analyzed from three sample schools (Denama, shone and wachamo preparatory schools). The data collected were arranged by sex (see table 6).

**Table 6, drop out in 3 sample schools by sex (2002-2005 E.C).**

Year	Drop outs					
	Male		Female		Total	
	N	%	N	%	N	%
2002	52	1.9	34	4.25	86	2.4
2003	59	2.14	45	5.9	104	2.95
2004	14	2.24	53	6.6	117	3.19
2005	60	1.64	54	5.4	114	2.45

Source sample schools directors' office 2013/14, percent calculation is based on the enrollment, figures of the same years.

The findings indicates that in the years 2002-2005 E.C a total of 423 (2.75%) students have dropped out. Regarding sex, more boys 19.51 dropped out than girls, that was 235 (19.51%) males and 186 (5.53%) females.

The economic problem was the main reason, specially students who are coming from rural areas cannot afford different costs, like expense for food, clothing and house rent.

Secondly, household responsibilities, abduction, and early marriage are reasons that are mentioned by respondents who were interviewed as factors for drop out from preparatory schools.

### **Students Section Ratio at Preparatory Level**

Compared to the students section ratio at preparatory level shows over crowded class room in all years under consideration. This shows that, shortage of classrooms was very serious at preparatory level.

The national standard set for secondary level of education (9-12) was 40.

**Table 7. Average number of 11 Grade students by class.**

Preparatory schools	No of students per class
Denama	68
Shone	70
Wachamo	75

Source director's office 2002 E.C

Class room and field are places where practical and theoretical activities were held and children's are motivated to grow physically, socially, intellectually and emotionally.

These places should be properly designed and facilitated, so that students can attend the teaching learning process effectively.

The national standard set regarding student section ratio is 40. However, this reality does not apply in the SNNPR (Hadiya zone) schools. The existence of overcrowded classroom is one factor that hinders the implementation of the curriculum.

In relation to this Goodlad (1984:175) underlined that overcrowdings of class room is one of the factors affecting curriculum implementation. He further argues that, over crowdedness of classroom results in frustration on the part of teachers in their daily effort to perform their teaching roles.

Especially in physical education practical classes, it would be difficult to control evaluate, it would be difficult to control evaluate and o use instructional materials in classes. This was also observed during practical observation.

## **4.4 Female Students Classroom and Practical Learning in Physical Education**

### **4.4.1 Female Students Response towards Asking Questions to Repeat Issues Not Clear in Practical and Theoretical Classes**

The responses regarding the issue vary: 43 (22.16%) of responded by answering yes and the other 58 (29.89%) of them responded sometimes while 101 (52.06%) of the respondents confirmed that, they did not ask question in the class totally. From the above findings, majority of the respondents indicated that, they are not interested to ask questions in theory and practical classes while they are in difficulties.

Similarly the response of teachers show the following: 4 (80%) say female students participation in asking question in the class of physical education is ,low, on the other hand, 1 (20%) of them responded it is medium. Both the response of students and teachers somehow show there is a similarity between female students and teachers opinion. Although, it was the teacher who provides opportunity for the students to expand their participation, the investigator also observed that during classroom observation, there was no full participation in asking questions compared to male students.

Furthermore, FAWE (1996:39) stated that, classroom observation jas shown that teachers encourage and pay more attention to boys than girls. Because of this, girls often may not answer the questions as equally as the boys not because of they do not know but, because of their socialization that does not allow them to even take the risk of being wrong.

The implication is that, there are some female students still who believed that they are not as good as their peer opposite sex in academic and other activities.

#### **4.4.2 Self Confidence and Practical Class Participation**

Self initiation is one the issues considered in this study. Female students responded towards self-initiation during practical activities in physical education sessions, 58 (29.89%) of the respondents responded high the other 111 (57.21%) average, and 15 (7.73%) of them responded low while, 10 (5.15%) of the respondent, answered I do not participate respectively. The responses indicate that the majority of the respondents rated that, they have developed an average confidence to participate in physical education learning.

#### **4.4.3 Learning in Theoretical Classes**

Female students rating towards physical education class participation compared with their male students.

The table below summarized the result obtained.

**Table 8 Level of class learning**

Activities	High	%	Average	%	Low	%
Female students leaning in asking and answering questions and forwarding ideas in the class and in the field compared with their male students.	58	29.89	49	25.25	87	44.84
Learning of female students in group activities compared with male students	56	28.86	65	33.50	83	42.78
Encouragement of teachers to female students success in theory and practical activities compared with male students	40	20.61	66	34.02	88	45.36
Female students' participation and self confidence to be successful compared with male students	51	26.28	47	24.22	96	49.48

The responses regarding the level of class participation (see table 8) reveal that 96 (49.48%) of the respondents said that female students participation and self-confidence to be successful than male students is low and 88 (45.36%) encouragement of teacher in practical and theoretical classes is still low, while 83 (42.78%) of the respondents said participation of female students in group activity is low and 87 (44.84%) of the respondent answered participation in

asking and answering questions and forwarding ideas in the class was low. From this it can be concluded that, some work should be done to improve females' confidence and teachers have to encourage female students equally with male students to make them successful and mechanism also should be designed to increase classroom interaction.

#### 4.4.4 Learning in Practical Classes

Practical class is a class where students are learning in physical education activities performing physical exercise and learn skills and rules of the games. The table below summarizes the result obtained.

**Table 9 Female student opinion towards successful learning or participation**

Activities	Male		Female		Both	
	N	%	N	%	N	%
Receiving more priority, appreciation and encouragement given by teachers during physical education class	64	32.98	50	25.77	80	41.23
Demonstrating practical activities in front of the students	129	66.49	25	12.88	40	20.61
Mostly exposed to injury	20	10.30	120	61.85	54	27.83
Students who attend frequently the physical education class.	65	33.50	39	20.10	90	46.39

Regarding learning in practical class the responses are the following; 80 (41.23%) responded that they received appreciation, while 64 (32.98%) of the respondents responded that, mostly males receive appreciation. In addition

129 (66.49%) of the respondents responded that male students mostly demonstrate practical activities, 120 (61.85%) of the respondents responded that female are exposed to injury most of the time, 90 (46.39%) of the respondents said that both sexes are attending class regularly, while 65 (33.50%) male students attend mostly the physical education class. From the result obtained we can conclude that, mostly appreciation, more opportunities and priorities to demonstrate practical activities are given to males students. While females are seen as the main absenteeism and mostly exposed to injury. Form this it can be deduced that, there is un-assumption that females are always more susceptible to injury and while males are demonstrates or attend classes regularly.

A indicated earlier to reduce such assumption and difference teachers of physical education should give opportunities and priorities to female students to increase their learning in physical education activities and sport competitions.

#### **4.5 Equal Opportunity to Participate in Physical Education**

Female students opinion towards performing and demonstrating physical activities equally with their male students, the response indicates that 94 (48.45%) of them agreed positively and 50 (25.77%) of them partially agreed, while, 40 (20.61%) disagreed and the rest 10 (5.15%) are not sure of it. This indicates that majority of the respondents agreed that, female students has a positive desire in developing self confidence to perform exercise equally with male counterpart during physical education classes.

In light of this IOC (1986:65) states that there is no medical evidence that endurance events are inadvisable for healthy trained athletes. Women may even endure better than men in some sports because of a great percentage of subcutaneous fat. That is why IOC included 3000 meter and marathon running events for women in the 1984 Olympic Games in Los Angeles, and that is a breakthrough for female athletes.

#### **4.6 Contribution of Physical Education to Health and Development**

Perception of female students towards performing physical activity in relation with their health and its contribution to the development of their country is very important.

According 183 (94.32%) agreed and believed that, physical activities have great importance to promote health and can contribute for economic development of a country by far 7(3.60%) partially agree the other 2(1.03%) opted for no change, and the rest 2 (1.03%) of the respondents, in addition to this, they believe that healthy person can fit and participate in many productive areas to bring an economic change to her/his country. IOC (1986:64) stated that for the individual, physical activity provides fitness, health, determination, competitiveness and self-confidence. These virtues of sport can equally benefit both sexes and therefore, should be equally available. In line, with this Hyde 1989: 9 argues, "Female education is being viewed as critical; not only for its contribution to literacy but also for its contribution to health, nutrition, family planning and economic growth.

## **4.7 Peer Group Domination**

View of female students towards male students domination during physical education activity vary, 94 (48.45%) of the respondents agreed that male dominate female students and the other 47 (24.22%) do not agree on this. While 53 (27.31%) respondents said I do not know to the issue. The response generally reveal that male students are dominating female students in the class learning participation in the field during practical exercise by occupy the field and using more materials and other sport facilities and by excluding females.

Moreover, O.Gara (1996:122) stated that, Halls, Walkways, field eating places washing facilities, areas for trash disposal, play areas, and latrines are typically “givens” in a school. If access to them is limited by gender girl that they do not have an equal right to occupy and use the environment in which they live. Access to all school facilities, laboratories, libraries, computers and other mechanical equipment, playing fields, and physical education equipment should be possible for all students. If access is denied by school policy, girls lose part of their education.

## **4.8 Extracurricular Activities and Interschool Sport Competition**

Female students respond towards their commitment to participate and win in intramural and extramural sport competitions. The responses are 97 (950%) opted for low 35 (18.04%) opted for average and 29 (14.95%) opted for high, while the rest of the group 33 (17.01%) opted very low.

The whole result indicates that low feeling and interest were seen to participate in computational sports which are organized by the school.

Teachers response towards female students interest and feeling, 3 of the respondents answered that the interest and felling of female students to win in internal and external sport competition is low and 1 of them responded high, while 1 of them responded high, while 1 of them responded average.

This findings indicates that, the majority of female students do not participate in extra curricular sport activities due to lack of time and other reasons. Furthermore, teachers has also confirmed that, there are additional reasons for the low participation of female students in physical education activities (See Table 10)

**Table 10 reasons for low participation in intra and extracurricular sport activity**

Reasons for low participation	No	%
Lack of competitive experience	3	60
Shyness	1	20
Easily give up	-	-
Lack of self confidence	1	20

As it is depicted in table 10 most of the respondents 3 (60%) indicated that lack of competitive experience is the major reason for having low winning interest, 1 (20%) of teachers respondents answered lack of self confidence contribute for the low interest of winning in sport competitions and the other 1 (20%) was mentioned shyness as a reason during sport competition in the school and out of their school environment. This shows that a lot should be done to improve female students low attitude towards winning by developing self-confidence and experience in intra and extracurricular sport competition.

### 4.8.1 Hindrance in Extracurricular Activities

Response of female students towards factors that hinder them not to participate in extracurricular sport activities is discussed below.

**Table 11 Deterring factors not to participate in extracurricular activities**

Deterring factors	N	%
No family permission	64	32.98
Lack of appropriate sport facilities for females	42	21.64
Economical problem to buy sport suits and material	30	15.46
Lack of time	58	29.89

Many girls do not feel comfortable welcome or entitled to access in all areas of their schools, or to all instructional equipment.

The result indicated that 64 (32.98%) of the respondents answered that they do not get family permission, 58(29.89%) of them responded that lack of time due to helping their families after school and 42 (21.64%) of them responded that there is no appropriate sport facilities, 30 (15.46%) of them answered that there was economic problem to buy sport suits. His indicated that economic status of families has a strong motivating factors to fulfill sport facilities to their daughters.

In teacher questions on item which requires the answer of teachers is that whether sport facilities and equipment are available according to the interest and ability of female students. Regarding this issues the response of teachers, are as follows 3(60%) of teacher answered there was no and 1 (20%) of them

respond it was unthinkable while 1(20%) of the respondents responded that, there was from the result it could be summarized that to participate in extracurricular activity all chances are given to boys than girls because, all house work responsibilities were given to females, due to this they cannot have time to study, to play or to participate in any extracurricular activities. Besides, even if sport facilities were partially available in the schools, it does not consider their interest, age height and weight.

Therefore school administration and department of physical education has to consider buying sport facilities and equipment to keep the balance of learning or participation.

#### **4.9 Counseling and Gender Education**

Response of female students towards asking counseling service from the school and support from physical education department, the respondents indicated that 40 (20.6%) favored yes 60(30.92%) of the respondents responded sometimes, and the rest 94 (48.45 %) of the respondents responded no from this finding the majority of female students do not ask any help from their teachers or departments or counselors during difficult situations they face to participate in physical education activities. This shows that, there is a gap of communication and lack of awareness how to get appropriate counseling from physical education department and counseling office.

In the teachers questionnaire, there was an item which requires the responses of teachers towards counseling and gender education Majority of the teachers 3( 60%) responded that there was no program adjusted purposefully to teach female was no counseling office to treat such big issues in the school, 1 (20%)

of teachers respondent answered that there was a program in the school to give awareness gender education and 1 (20%) responded that they do not have any idea about the issue.

From this one can understand that, there hardly exist a program that address gender issues, counseling program and related issues t promote the awareness of female students counseling gender and sex education. This was also observed during observation that, there was no counseling office except in one sample schools which were not properly functioning.

Moreover, O'Gara (1996:24) stated that, when gender in curriculum is analyzed, people recognized often for the first time... that school teach children about gender roles.

Once a community becomes aware of this questions often arise about the purpose of education and the role of schooling in transmitting cultural norms about male and female roles and relationships.

#### **4.10 Role Modeling**

One of the issues treated in this study is female students perception towards the importance and contribution of female physical education teachers in the school.

**Table 12 Female student perception to the presence of female physical education teachers in school**

Perception	No	Percent
Increase the learning of female students in physical activity	60	30.92
Free from male students domination	35	18.04
Free to explain ideas and problem	80	41.23
The presence or absence of female physical education teacher does not bring any change in our physical performance	19	9.79

As it is shown in table 12 the information obtained from most of female students respondents, 80 (41.23%) indicated that the presence of female physical education teachers help female students to explain their ideas freely, 60 (30.92%) responded that the presence of female physical education teacher increase the learning of female students in physical education activity; and 35 (18.04) of them responded that it will help them to be free from male students domination while 19 (9.79) of them responded that, the presence of female physical education teachers does not bring any change in the physical performance.

The result indicates that. Most of female students has an awareness about the importance of role models to encourage performance, of female students to

explain ideas and to develop two way communication, to solve their problems, to develop self confidence and to perform physical activities without difficulties.

Furthermore, Junge and Mekelich (1998:165) in Amare and et .al (1998:166) stated that, female teachers and others in the school are particularly important for girls.

Women in the school can be model competence self-esteem, success, respect and other ways of thinking, acting and feeling. If all or most women in a school are powerless, invisible, not respected and undervalued the girls students will expect to become like them.

The authors tried to highlight briefly using example that, observation of a sport festival in one school showed that females prepared tea and other entertainment while male teachers made speeches and gave prizes for the winners. Thus, male teachers were seen in the foreground and female teachers in background.

#### **4.11 Family Support and Female Education Participation in Physical Education Activity**

Responses from female students towards the encouragement of the families in sport materials and other support reveal the following 134 (30.93) of the respondents say that they get full cooperation and support from their families while 60 (30.93) of them do not get material support or other cooperation to participate in physical education activities. This shows that, me majority of the respondents get family support. Although the students who did not. Get-

support from their families, were not a negligible number, this may contribute to low participation of female students in physical education activities.

Teachers' responses on the same issue show the following: 3(60%); teachers responded that, they believe that if family, community, teachers and school encourage female students, their participation will increase constantly 1(20) respondent answered I do not recognize.

Asking the opinion of parents about who did not make an effort to help their daughters in their schooling was not the intention of this study. But the researcher's assumption is that families may not have sufficient knowledge about the role of physical education subject.

#### **4.1.2 Female Students Perception on Biological and Physiological Factors**

Responses from female students regarding performing physical activities during menstrual period indicate 108 (55.67) responded that they don't participate, while 86 (44.33%) said that they participate. This indicates that the majority of the respondents do not feel comfortable to perform physical activities during physical education practical classes.

Similarly, the teachers' response regarding giving permission to those students who asked to be excused from performing activities during menstrual period, indicates the following: 3(60) gave permission whenever asked and 1(20) did not give permission, 1(20) said that usually there were some female student who do not ask such issue, This indicates that the majority of female students don't feel comfortable to perform physical activities during menstruation.

There was no proved risk or problems caused by performing physical activities during menstruation but some high performance athletes doesn't feel good or comfortable to compete during menstrual period. However, it is necessary to look or examine at some myths and the actual facts followed regarding female participation in sport at all levels.

IOC (1986: 64) indicated that few types of myths regarding exercise *B.P.G* sports are harmful to the female reproductive system and menstrual cycle *The* fact is that, some women in intense training may cease menstruating or will have, irregular periods but, this is only temporary and the cycle will resume when training ceases. OC stated that, there is evidence that childbirth is easier and the recovery is faster for women whose life style includes moderate exercise even during pregnancy.

### **4.1.3 Deterring Factors to Achieve Good Results in Physical Education Activities**

It is obvious that there are deterring factors in girls education. Female students' response towards factors that hinder female students i.e. not to achieve good results better than male counterparts in physical education activities is one of the issues considered.

**Table 13: Deterring Factors for Female Students Achievement**

Deterring factor	No.	%
No unique hindrance to female students	70	36.08
Lack of ability compared to male counter students	19	9.79
Low attitude and perception of teachers and male students towards female students	30	15.46
Lack of time because of household work to participate in physical education activities	75	38.65

Responses of female students on deterring factors reveal the following. The respondents 75(38.65) responded due to having responsibility working at home helping their families they do not have time to participate in physical activities, the other 70(36.08) of the respondents answered that, there is no unique factors which hinder female students more than male students, and the rest 30 (15.46%) of the respondents indicated that low perception and attitude of teachers and male students towards female students are factors while, 19(9.79) lack of ability and skill than male counterparts to perform physical activities.

The factors mentioned above have an influence on their participation. However, the major deterring factor to decrease female's result of theoretical and practical performance during intramural or extramural sport competitions was that lack of time to practice physical exercises than male partners because of supporting their families at household work at home.

Ram and et. al. (1996) also elaborated that, co-curricular activities should be encouraged which will give the participants an opportunity to develop habits of cooperation, fair play and good citizenship. He further more discussed extensively that co-curriculum: activities should be interrelated and integrated, with regular academic activities so that constructive attitude of responsibility, initiative and proud will be developed.

Therefore, teachers, male students, families, and society at large has to create a suitable environment by encouraging female students to participate in physical education and sport competition by avoiding low perception and attitude towards female and helping them to develop self-esteem.

#### 4.13.1 School Factors

Responses of female students concerning factors that deter or not to involve in physical education activities are varied.

**Table 14 .School Factors Deterring Female Students Participation in Physical Education**

No	Factors	No	%
1	Teachers approach	77	39.69
2	Lack of interest for subject	44	9.27
3	Participating in physical activity is difficult and boring	34	17.52
4	Lack of place for changing sport suit, separate latrines water service	43	22.16
5	Assuming that others may laugh at them	22	11.34

The result from table 14.77 (39.69) of female students indicated that, teachers approach in teaching physical education is one of the major factors not to participate in physical education activities, 43 (22.16%) respondents said that lack of place to change sport suits to prepare themselves for the activity and lack of separate latrine and water service for drinking and washing their face and their hands after the exercise were the problems and are sensitive issue.

Moreover, 34 (17.52) of the respondents, said that *the* activity was full of fatigue, problematic and rigorous, while the other 22 (11.34) feel that, other may laugh at them and the rest of the group 18 believed that lack of interest for the subject is one of *the* deterring factors. This in general indicates that, the activities should be prepared according to age, sex, interest and ability of the students and it should be attractive and enjoyable. This was observed in one of the sample schools utilizing teaching materials in relation to their abilities and age, teachers also confirmed that, the improvement which was made in this school was due to this reason and this has increased female students participation in physical education activities to some extent.

Besides, the research indicates 2 (40) of teachers believed that, if the problem of place for changing cloths during activities was solved, the participation of female students could be improved. While 1 (20) responded, they believed partially and 1 (20) did no believed and; 1 (20) did not give emphasis to the issue.

During the class observation the researcher observed that, students were using tree shades and classroom to change clothes.

Therefore, the school administration by organizing school community and parents can possibly solve and reduce problems of concerning the lose of

uniforms and other materials by preparing safe places for changing soon suits. Furthermore, the administration can improve water service *and* separate latrines to promote female students learning in physical education activities.

#### 4.13.2 Socio-Cultural Factors

The rating of female students on *the* factors deter their participation in performing physical activities indicate the following results.

**Table 15: Factors that Deter Females Participation in Physical Education Activity**

No	Factors	No	%
1	Cultural influence	70	36.08
2	Religious influence	22	11.34
3	Families influence	46	23.71
4	Social influence	56	28.86

The factors that deter female students participation in physical education 70 (36.08) of the respondents answered cultural influences, 56 (28.86) of the respondents said societal or community influences, 46(23.71); depicted that families influences and (11.34) forwarded that religious influence has an impact when female student participate in extra-curricular activities.

In addition, 2(40%) of the teachers responded that physical factors 2 (40%) of the teacher respondents said biological and psychological factors and 1(20%) of the teacher respondents forwarded psychological factors were hindrance to promote girls participation.

Teachers forwarded their responses in relation to factors that hinder female student to participate at large in physical education activities in the school as well as outside the school.

**Table: 16 Teachers Reponses on factors Deterring Female Student participation in Physical Education**

No	Activity	No	%
1	Lack of educational background knowledge and understanding about females learning in physical education activities	1	20
2	Lack of female students understanding and attitude towards physical education subject	-	-
3	Negative attitude of the community the religion and the cultural towards participation of female students in physical education activities and sport competitions	1	20
4	Low attitude of teachers and male students towards the participation of female students in physical education activities and sport competitions	21	40
5	Lack of encouragement and understanding of directors and administration employees towards female students participation in physical education activities	1	20

The finding from table 16 indicates that 2 (40%) responded low attitude of male students and teachers towards participation, 1 (20) of the teachers responded lack of educational background, knowledge and understanding, 1 (20) of teachers were responded little encouragement and lack of understanding from school administration towards female students participation and to the subject, while 1(20) of the teachers responded negative attitude of the community to the subject, the influence of religion and cultural was considered as the deterring factors.

Thus, it can be deducted that, the information obtained from female students and physical education teachers can be a high light to improve the deferring factors which occurs in the school environment and in community by taking remedial measure and by creating awareness which encourage and gives opportunities to female students to participate in physical education and sport activity in the school and out of the school. Beside these, the school should use intrinsic and extrinsic rewards and appreciation to female students when they are participating in sport completion by watching the match and by giving value to create belongingness to increase and promote girls participation in physical education activities and sport competitions.

#### **4.13.3 Female Students Attitude towards Cultural Influences**

Female students attitude towards factors that contribute to create cultural influence during performing physical activities are varied.

**Table 17: Cultural Influences Deterring Female Students Participation in Physical Education Activities**

No	Factors	No	
1	Being seen by sport tights and shorts which shows their body	35	18.04
2	Undermining of female students by male students	97	51.03
3	Giving stereotype names to female when they are found in sport field	16	8.24
4	Low attention given by the teachers than male counter parts	44	22.68

The result from the table 17 indicate that, 99(51.03) undermined by male students was a serious issue 44(22.68) of the respondents responded low attention was given by the teacher when compared to male students and 35 (18.04) being seen in sport field wearing sport shorts and tights which shows the body part partially and 16 (8.24) female students being found in sport field with their male students were given another name.

This shows that, female are discouraged in many ways, such as by the culture, attitude of the society, families, teachers and rnaie students. Even if female students who have time and interest to participate in physical activities and sport loose interest because of these most recurring problems mentioned above.

#### 4.13.4 Teachers Perception Towards the Relevance of Physical Education Curriculum

Teachers' perception towards inclusion of physical education as a subject in the general education and the curricular. The response of teachers differs significantly, 3(60) of them -responded that, it was not appropriately included to satisfy the needs f the learner and the society, 1(20) of them respond that it was included and 1 (20) responded I don't know. From this it could be deduced that, most teachers of physical education were not participated in the curriculum development or were not familiarized by using workshops or seminars.

Teachers' role was not only effecting the planned curriculum, but they should also play significant role in developing the curriculum plan. Therefore, teacher's participation in curriculum development is crucial in any educational system for it leads to higher staff moral and greater commitment. It is unrealistic to involve every teacher in each subject area *in* the development process *but* their views can be incorporated by any available means such as by conducting workshops, seminars and by gathering their views through different channels to which *the* curriculum is successfully implemented in the desired way. Regarding relevancy of the curriculum teachers' gave their reasons.

**Table 20 Physical Education and Relevancy of the Curriculum**

No	Factors	No	%
1	No emphasis to the subject	2	40
2	Lack of teaching material	1	20
3	Lack of trained/skilled man power in the field	1	20
4	Lack of syllabus relevancy with the existing condition	1	20

Regarding the response 2 (40) of teachers respondent responded that, emphasis has not been given to the subject, 1(20) of them responded that lack of teaching materials are considered as a reason, 1(20) lack of trained man power and 1(20) lack of syllabus relevancy were reflected as reasons. It can be deduced from the data that the majority of the respondents indicated, there was no emphasis form the top to down including curricular development. In addition to the above reasons, lack of teaching materials, trained manpower and lack of relevancy in the syllabus *and* physical education curricular materials which are not designed congruent with the needed interest of the learner and the society was the main reasons mentioned.

Therefore, one can conclude form the above facts that, physical education curricular materials need revision and more serious study to assess whether or not they are fit or relevant to satisfy the need and interest of the learner and the society at large.

#### **4.13.5 Availability of Teaching Materials**

Instructional materials are resources that if used properly can assist a teacher in bringing about an intended desirable behavior change in individual students.

Proper utilization of instructional materials along with other instructional elements is considered to be the means through which teachers appeal to learner understanding and active participation.

Inadequacy of instructional materials have an impact on the quality of education. To this end, ETP (1994) guidelines, "inadequate facilities, insufficient training of teachers, overcrowded classes, shortage of books and other teaching materials all indicate the low quality of education provided."

The above discussion indicate that, instructional materials provide a rich instructional environment where students acquire knowledge skills and attitude by facilitating their teaching learning process to provide them with a wide experiences.

#### **4.13.6 Perception of School Community towards Physical Education Subject**

The majority of teachers w(79:16%) responded whether physical education has equal outlook by administration and school community compared with other subjects were I don't believe, 1(20) of the respondents answered yes, while 1(20) said I don't know.

In order for educational program to be implemented successfully and effectively schools require a good management who can see things form

different dimension. Even the best-designed curriculum with best teachers brings about nothing if good leadership does not support it.

#### **4.13.7 Physical Education and the Need of the Society**

Teachers opinion towards physical education as a subject and the relevancy with the community need and interest, 4(80) responded that the subject has no relevancy with the societies interest, 1(20) answered that, it has relevancy. From the response, it can be inferred that the majority of teacher respondents agreed that the physics'; education subject does not include the interest and need of the society.

#### **4.14 Intervention Mechanism to Promote Female Students Participation in Physical Education Activities**

In order to mitigate *the* problems and promote female students learning in physical education activities, female student responses to the kind of intervention are as follows:

**Table19a. Intervention to promote the learning, of female students in physical education Activities**

Interventions	Female students rating					
	High	%	Average	%	Low	%
Giving teachers attitude towards female students	41.23	41.23	69	35.56	45	23.19
Changing teachers attitude towards female students	70	36.08	81	41.75	43	22.16
Changing families attitude towards their daughters education	87	44.84	47	24.22	60	30.92
Sensitizing directors, teachers, male peers, and the community at large about the importance of female education in general and physical education in particular	110	56.70	44	22.68	40	20.61

The result from table 19 indicates that, 40(56.70) of respondent students agreed that the community directors, teachers, male peers should encourage female pupils, 87(44.84) of the respondents indicated, the attitude of families towards female students should be changed. While 80(41.23) of the respondents pointed out that, the best intervention to promote females' participation was giving sex education. Similarly, in teachers' responses towards intervention to promote female students participation are varied

**Table 19b: Teachers Intervention Mechanisms to Promote Female Students  
Participation in Physical Education Activities**

No	Interventions	No	%
1	Attitudinal change at school level	3	60
2	Encourage female students to participate in sport competition	-	-
3	Sharing the experience of famous athletes as a role model using media	-	-
4	Schools should prepare sport competition to promote female students participation	2	40

The result from the table 19b-indicates that, 3(60) of the respondents answered that some work should be done to bring attitudinal change about female students participation, 2(40) of them responded, schools should prepare interclass and inter school competitions.

Famous female athletes and others by sharing their experiences could encourage female students to involve in sport competition. In line with this, media coverage should be also given to school competitions particularly to encourage female participation to make them understand their environment and their world which they live in by showing them different alternatives and possibilities of their future life.

#### **4.15 Discussion**

In the preceding parts of this chapter, a detailed description of the findings about the enrollment dropout and achievement trend of male and female students on the prevalence of gender-related perceptions in academic and

practical performance and factors hindering female students to learning in physical education activities in the school and out of the school environment has been presented and the last part of this chapter deal's with a brief discussion of the main findings of the study.

#### **4.15.1 Female Students Participation Classroom and in Field Practical Activities**

Regarding this issue, the findings in the study indicate that, majority of the female students, 87 (44.84) responded that, they do not participate in asking or answering questions in the class of physical education.

Similarly teacher respondents confirmed that, female students have low participation both in theory and practical class in the field.

The participation of female students in physical education class and in practical field activities as rated by female respondents, 88 (45.36) was low. This is due to low encouragement and less attention of teachers to female students.

Moreover, as cited by female respondents, teacher's low appreciation and peers low expectation towards the achievement of females were reasons for low participation of gins in physical education class.

The finding in general indicates down scaling of females ability by their teachers, peer groups, family, the community at large and female students self-perception about their own abilities are the reflection of the culture in *the* society. The fact that female students low self-efficiency perception, low perception to the subject, low confidence in their ability, low participation in

classrooms and in *the* field contributed to the low participation and performance of female students in physical education classes and practical field activities.

Furthermore, Tsige (1991) indicated that, girls do not ask or answer questions in class as well as in the field. The main reasons for this are lack of confidence, fear of teaches shyness and fear of audience. This situations were reflected during class observation.

To this end, directors, teachers, parents and other educationalists have to encourage and give opportunities to develop the attitude that females can participate in classroom by asking and answering questions and perform physical activities as equal as boys.

#### **4.15. Factors Affecting Female Students Participation in Physical Education**

The focus of this study was to investigate some of the gender based barriers to females' participation in physical education activities. To this end, an attempt has been made to investigate certain aspects at home and at the school environment including parental support and household labor which may contribute for their lower participation in physical education activities.

In this regard, the findings of the study *appear* to indicate the factors investigated to be responsible to the present perception of female students towards physical education. This factor is presented hereunder.

#### **4.15.1 Factors at Home Environment**

Female students poor performance at school can be related to house work, that is, cooking, taking care of their younger brothers and sisters at home environment. These are some factors which hinder female student participation in extracurricular sport activities to improve their skill as compared to boys. This finding comply with the response of teachers and the interview made with directors also indicates that. Because of domestic labor at home, girls do not have sufficient time for the study, to do their assignment and to participate in sport competition during extracurricular activities.

#### **4.15.4 Socio-Cultural Factors**

The socio-cultural norms, in which females are brought the expectations of their parents and the society at large, are highly influential on their attitude towards physical education.

Mensch (1998) stated that, the way girls and boys are treated during their childhood development, how they are expected to behave by their family and the society at large has a great influence on their schooling and future aspirations. Society encourages females to identify and develop the role they are expected to play in their future life. Similarly, society's positive perceptions and attitudes toward female students.

Participation in education in general and in physical education in particular has great impact on nutrition, health, family planning and to promote their future life style in general.

Therefore, families, the school community, peer groups, and the society at large have to encourage and give emphasis to promote female students participation in physical education activities and in sport competitions.

#### **4.15. School Factors**

School characteristics and the school environment could enhance or retard female student's performance. These characteristics include teaching style, teachers approach, and availability and use of instructional materials in the school.

Schools are important socializing agents who shape the future aspiration by developing social, moral, intellectual, physical and emotional development of students, in contrary, schools also can affect the participation of females in physical education activities. Most schools are in short of supply of facilities and learning materials. Even those facilities that are available are inadequate, and outdated. Lacking basic amenities such as water separate latrine, sport fields to recreate and rooms to change their clothes during physical education activities are the common practice.

Regarding physical education facilities in the sample schools which were visited are still poor except one government and two private schools. In addition, most facilities are not sufficiently available compared to the class size.

Despite all this, yearly inter school sport competitions in-Hossana- City Administration and in other woredas were held according to their schedule. All the directors interviewed agreed that, schools are trying in facilitating sport materials needed for the competitions.

Schools are endeavoring to promote female students participation. For instance using mini Media by providing incentives to those who perform better during interschool competitions. In addition, schools are also exerting their maximum effort to work closely with the community to provide different services for female students.

#### **4.15.6 Role Modeling**

The presence of role models in the school encourage female students to participate in physical activities. The majority of female student respondents pointed out that, they prefer female physical education teacher for ease communication as well as to be free from male domination.

It is suggested that the presence of female teachers in the school can contribute to the following points.

1. As the society looks of these female physical education teachers it will change its old traditional outlook against females.
2. Encourage female students by looking at their role models.
3. Telling their problems frankly without shame.
4. People can understand that physical education can be taken as another field of employment.

Concerning physical education, the data collected from the sample schools that, there is no single female teacher in the field, training of female teachers in the field has been started with few number only recently in order to overcome the problem,

Therefore, increasing the number of female physical education teachers brings role models and provide special care and encouragement needed by girls to in physical education activities throughout their life.

#### **4.15.7 Teachers' Perception towards the Relevance of Physical Education Curriculum**

Regarding the curriculum relevancy to the real life of the learner and the society at large, one of teacher respondents responded that, there is no relevancy to real life situation. Teachers hardly participated in curriculum development or workshop to acquaint them with the new syllabus before the implementation.

Regarding the curriculum development of physical education, the directors suggested that, during developing the curriculum female physical education teachers and other female educational expert should take part in designing the curriculum to reduce gender biased issues. Thus, teacher's participation in curriculum development is crucial in any system of education, this in turn would help to promote the commitment, morale of the staff to implement *the* curriculum in the desired manner.

An educational program to be successful and effective, positive relationship should be developed among departments and subject teachers. The majority of physical education teachers complained about underestimating of the subject by the school administration and other subject teachers, this has been reflected on the students and in the society.

Therefore, to change this perception and underestimation of *the* subject, school directors should play significant role by mobilizing the school

community to create awareness about subjects relationship and making educational decision whenever the situation requires.

Students also become aware of the need of the society and their responsibility and equip themselves with the positive skills, attitude and tools needed to satisfy the societal obligation. To this end, physical educators have a great responsibility to shape students according to the needs of the society.

## CHAPTER FIVE

### Summary, Conclusion and Recommendation

This chapter deals with the summary, the conclusions drawn from the major findings of the study, and recommendations were made on the basis of these findings.

#### 5.1 Summary

The major objective of this study was to assess and examine the current status and challenges of learning female students in physical education and sport activities in preparatory schools of Hadiya zone.

The study also tried to identify the major school and out of school factors that may influence the learning of female students in physical education activities. The possible areas for investigation to understand the explanatory area for investigation to understand the explanatory conditions revolve around equal participation in physical education activities. The possible areas for investigation to understand the explanatory conditions revolve around equal learning or participation in physical education activities, socio-economic, socio-cultural, home factors, and school factors, counseling role modeling, relevancy, mechanism of physical education curriculum and mechanisms of interventions.

In order to carry out the study a survey, descriptive method with qualitative and quantitative approach was adopted. To collect the required information different instrument of data gathering including questionnaire, interview, and classroom and field practical observation were used.

The sample populations were female students, physical education teachers, and directors. The data secured from questionnaire and document analysis was handled by using statistics such as simple percentage and interview was described by using narrative approach. Hence, the following are the major findings of the study.

- 1) Even though relative increment has been observed in the number of female students at the recent years, enrollment in preparatory schools in, Hadiya zone of 3 sample schools is very low as compared to male student enrollment. During the last 4 (four) years under consideration, compared to that of males drop outs of females were higher than males in the target area.
- 2) The major findings of the study regarding some selected school related and out-of school factors such as: lack of family guidance and counseling, in appropriate instructional materials in the field, socio cultural problems, economic problems, parents household demand of their daughters labor early marriage, abduction, religion, socio cultural factors and school factors were considered as reason for low or challenges of learning females students in physical education.

## **5.2 Conclusion**

Physical education is the integral part of the total educational activities which enhance and integrates the physical, social and psychological aspects of an individual life through directed and selected physical activities, therefore, one has to understand that physical education plays a great role in the society,

especially for females is efficiently and effectively practiced. Some of the significance is mental and physical development social and cultural biological and physiological psychology and moral development, etc. on the basis of the major findings of the study. The following conclusion are drawn.

As the results of this study revealed, females' learning or enrollment in preparatory schools of the three sample schools of Hadiya zone was found to be very low compared to that of males.

- As far as the learning of female students in physical activities is concerned, female students should participate by breaking all the barriers from their surroundings. Hence, the research indicated that imposition of tradition up on females students being considered as not equal to males and looked down by their families and male students. Special assistance were not given to female students to encourage the learning or participation in physical education and sport activities.
- Cultural imposition of the society looking of females students as they are not equal to male students and insult and attack because of their sex. This can de-motivate female students from participating in physical activities.
- Role model teachers are an important part of social learning. They can increase the number of female student enrollment and participation and enhance competence, self-esteem success and other ways of thinking and doing things.
- Cultivating self-esteem in students can help to lead them to achievement because feeling of high self-esteem can lead to successful

academic performance especially females students. Hence females students have to be motivated and be given moral in every angle in the society by providing support such as sport materials, preparing suitable clothes changing rooms and sport fields.

- Teachers are source persons who work with the learners closely and know them better than others concerning learning. So, the curriculum which is being designed should involves teachers, female experts, parents, and the society at large. Because, teachers are the most influential person on their students attitude and performance which may directly or indirectly transmit message in the community.
- Physical education is a field of action and rules. The importance of self involving physical participation and movement is a planned exercise in growth mechanically designed and not analytically described. However, it was not considered as an academic subject and only as supplementary course for other subject by respondents.
- Instructional materials are resources that can assist a teachers in bringing about an intended desirable behavioral change in female students. In this regard, the study point out that there was shortage of teaching materials in physical education activities for male and female students to practice which hinder their participation in physical education.
- The perception that considers female students in capable of performing physical activities as male students do. As a consequence of which, low expectation of teachers, peers to females' performance and female students themselves lowering their performance in physical education

and sport activities these appear to be the major factors that contribute to female students low participation or challenges of learning in the school and out of the school environment.

Parents give less importance to their daughter education, and that responsibility to more domestic labor put female students in a disadvantages position than male students and the work load leaves them with no or little time to study, to play and participate in extracurricular sport activities and this situation particularly affects their attitude and performance towards physical activity.

### **5.3 Recommendations**

On the basis of the findings of the study and the conclusion arrived at, the following recommendation are forwarded.

- 1) To increase classroom interaction, teachers have to encourage and motivate female students to develop positive attitude and to participating in asking and answering questions in physical education classes.
- 2) When boys and girls become more mature, boy tend to dominate leadership roles in working groups on play fields and in organized sports. Therefore, to develop, socialization, group activities should be encourage by teachers and male students to bring success among female students.
- 3) Female students existing perception about lower capability in performing physical activities out of the school environment has affected female self esteem, self-confidence and attitude which in turn

has an effect on their performance. Therefore, Hadiya zone, woreda's, city administration, educational desk, schools and other concerned bodies have to work hand in hand to promote and change the existing picture of female students participation in physical education by proving incentives to those who perform better.

- 4) During observation, some of the existing facilities were in adequate, in three sample schools, these schools should therefore, be facilitate by using the government and the classrooms to reduce overcrowdings in sport fields, buying sport materials, making available water supply, separate male-female latrines, building clothe changing rooms, teachers guidelines, textbooks and other gender sensitive materials.
- 5) Schools should create a good relationship with parents and give them awareness about female student academic performance, participation in school clubs, the importance of extracurricular to health and their feature life style.
- 6) Appropriate measures have to be taken in order to reduce the highly prevailing gender based perception by creating gender awareness among peer opposite sex, teachers, the school community parents and female students themselves by panel discussions so as to build up female students self confidence and self-efficiency perception in physical education and sport activities.
- 7) Female students have to participate in school and outside th school environment in sport activities like their male students or equally to their brothers. Therefore, parents fear of opposite sex relationship and low academic achievement of their daughters has to be changed by

creating good communication with the school and by orienting and teaching their daughters to avoid risk behavior by arranging study program and sex education to encourage them to participate in extra curricular sport activities.

- 8) Department heads and principals have to orient and encourage teachers to produce and utilize relevant instructional materials which are locally made to promote the teaching learning process in the field of physical education.
- 9) Scarcity of sport materials and sport fields discourage students in general and females in particular, therefore schools should allocate budget to purchase sport materials including teachers sport suit, to construct sport fields and to prepare intramural sport competitions and should include in their annual plan.
- 10) Work load at home environment has an effect on female students learning, therefore the extra time they have should be distributed for the study, recreation, housework and for other activities. In line with this female students also have to respect their parents will and interest by developing positive discussion with their families to create a common understanding.
- 11) In general, planners at the zone level and policy makers in the region should pay attention and search mechanisms to improve females' learning in physical education in preparatory schools found in Hadiya zone.

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**Appendices**  
**Appendix-1**

**Addis Ababa university**

**school of graduate studies**

**Department Of Sport Science**

Questionnaire designed on “challenges of female students in learning physical education in Hadiya zone preparatory school of SNNPR”

This questionnaire is to be filled by female students. The purpose of this questionnaire is to collect information on the challenges of female students learning in PE class (activities). It is also based on identifying the major problems in the practice of physical education activities of female students. Therefore, you are kindly requested to fill –in this questionnaire ideas that incorporate different issues related to the paper. Your realistic response will achieve the success of this research.

Thank you in advance for your response

**1. Background information**

**Instruction 1:** write your own background information on the space provided

1.1 Name of the school -----

1.2 sex \_\_\_\_ 1.3 grade \_\_\_\_\_ 1.4 age \_\_\_\_ 1.5 Woreda \_\_\_\_\_ Zone  
\_\_\_\_\_

1.6 parent level Education

**Level of Education**

<b>Level</b>	<b>mother</b>	<b>Father</b>
No schooling of any kind	_____	_____
_____		
Red and write		
Primary (1-8)	_____	_____
Secondary(9-12)	_____	_____
Certificate , diploma degree or above	_____	_____

**Parents occupation**

Government's employee	-----	-----
-----		
Farmer	-----	-----
Merchant	-----	-----
House wife	-----	-----
Other	-----	-----

**Instruction 2: put “c” mark in the boxes when the correct answer is found.**

2.1 Do you ask teachers when they explain and demonstrate through theory and practice repeat the practical activities .

A. yes  b . No  c. Some times



2.2 To what extent is your participation in physical education activities especially in practical session ?

A very high  B. Medium  c. Low

2.3 Do parents support available physical education material, to their daughters to participate in sport activities? A yes B no

2.4 Do male students show superiority in physical education classes?

A yes  B No  C I don't know.

2.5 To what extent is your commitment to win when the school organize sports compet  ? A high  B medi  C low

2.6 At the time of menstrual, do you think to practice physical activities ?

A yes B No

2.7 Do you contact with student counsel to discuss on problems related to how to participate in sport activities ?

A yes B No C some time

2.8 What Are the factors that hinder female Students not to achieve good results better than male students in physical education activities.

A, No unique hindrance to female students

B. lack of ability compared to male counter parts

C. low attitude and perception of male students to wards female students

D, Lack Of Time Because Of House Hold Work To Participate in PE activities .

2.9 Do you think that female students and male students can perform equally in PE activities

- A. yes      B. No      C. to some extent

Instruction 3 Rate the following questions

2.10 Which of the following factors do you think will impede your participation in ph. Education?

A. Teachers approach

B. lack of interest on the subject

C. participating in physical education activities is difficult and boring

D. absence of room for changing clothes, separate latrine, and water service

2.11 What are the causes that hinder females to participating sport activities

A. no parent's permission

B. lack of time

C. lack of appropriate sport facilities for female

D. economical problem to buy sport suits & materials

2.12 what are the major hindrances when female students practice in the physical education classes

A. family influence

B. Societal influence

C. religious influence

D. cultural

2.13 Cultural hindrance is more created and caused by

A. being seen by sport tights and shorts which shows

B. undermining of female students by male students .

C. low attention given to female students by teachers than male students

2.14 Rate the solutions to be performed in order female students to participate in physical activities

A. giving sex education

B. changing the attitude of teachers towards female students.

C. Sensitizing directors teachers, male peers, family and the society at large about the importance of female education in general and physical education in particular

2.15. Rate activities of female students parts

No	Activities	High	Average	Low
1	Female students participation in asking and answering questions, and forwarding ideas in the class and in the field compared with male students			
2	Participation of female students in group activities compared with male students			
3	Encouragement of teachers to female students success in theory and practical activities compared with male students			
4	Female students participation interest and self confidence to be successful compared with male students			

2.16 In the education class which sex has a good participation in physical education activities

No	Activities	Male		Females		Both	
		No	%	No	%	No	%
1	Receiving more priority appreciation and encouragement given by teachers during physical education class						
2	Demonstrating practical activities in front of the students						
3	Mostly exposed to injury						
4	Students who attended frequently the class of physical education						

**Appendix -II**  
**Addis Ababa University**  
**School of graduate studies**  
**Department of sport science**

A questionnaire set on “challenges of female students in learning physical education. In hadiya zone preparatory schools of SNNPR”. This questionnaire is to be filled by teachers. The purpose of this questionnaire is together the available data on the learning of female’s students in physical education activities of Hadiya zone preparatory school in SNNPR. It is also aimed at detecting the major problem in the practice of physical education activities of female students. Hence you are kindly requested to fill in this questionnaire that accommodate different ideas related to the research. The success of this research depends on your genuine response to the questions.

Thank you in advance for your cooperation.

**Part: I background information instruction1: please write background information on the space provided.**

- 1.1 Name of the school \_\_\_\_\_
- 1.2 Sex \_\_\_\_\_
- 1.3 Age \_\_\_\_\_
- 1.4 Qualification \_\_\_\_\_
- 1.5 Subject taught \_\_\_\_\_
- 1.6 Grade level \_\_\_\_\_
- 1.7 Work experience \_\_\_\_\_
- 1.8 Woreda \_\_\_\_\_ town \_\_\_\_\_

**Instruction 1: II please put “√” mark in the space provided.  
It is possible to answer more than one if it is necessary.**

2.1 To what extent is the participation of female students compared with their male counter parts in physical education class

A. high  B. medium  C. low

2.2 What is the choice of female students when they practice physical education learning activities in groups.

A. practicing with male counter part

B. practicing with female students

C. practicing alone

D. practicing according to the program of the Teacher

2.3 How did female students perceive the discussion, question and answering held in the class room?

A. high  B. Medium  C. Low

2.4 are there adequate materials for female students to learning in different sports such as gymnastic materials?

A. yes  B. No  C. I don't know

2.5 are female students given care when they participate in physical education class

A. Yes  B. No  C. I don't know

2.6 Do you permit at the time female students when faced with men strual period to be excused from physical education activities?

A. yes  B. No  C. I don't know

2.8 To what degree do female students participant in co-curricular activities and sport competitions

A. high  B. mediums  C. Low  D. very

low

2.9 If your answer for question number “2.8” is low or very low, why do you think the reason was?

A. Lack of competitive experience

B. Easily give up

C. Shyness

D. Lack of self-confidence

2.10 do you believe physical education learning can integrate with the societies interest

A. yes

B. No

C. I don't know

2.11 doo you expect physical education was designed and organized in the curriculum properly?

A. yes

B. No

C. I don't know

2.12 if your answer to question “2.11” is no, which one of the following was the problem?

A. not giving due attention to the subject area

B. instructional materials

c. skilled manpower

D. lack of syllabus relevancy with the existing conditions

2.13 Do you believe physical education has equal perception from the other subjects by school administrators and school society?

A. yes

B. No

C. I don't know

2.14 who are the students consecutively absent and dropout during teaching learning process?

A. boy

B. females

C. both

2.15 what do you recommend /advise/ in order to enhance the learning participation) of female students globally and within the country.

A. change of attitude at school level

B. encouraging female students to participial in sports

C. arranging sport competitions at school level.

2.16 Rate the problems (factors) that hinder female students not to participate in physical education learning? Activation?

- A. lack of educational background knowledge and understanding about female participants in physical education class
- B. lack of female students' understanding and attitude towards physical education activities
- C. negative attitude of the community, the religion and the culture towards participation of female students in physical education
- D. low attitude of teachers and male students towards the participation of female students in physical education learning & sport competition

2.17 Do you believe if building for a cloth changing room is constructed will enhance the participation of female students in physical education class activities?

- A. yes       B. No       C. I don't know

**APPENDIX-III**  
**Addis Ababa University**  
**School of Graduate Studies**  
**Department of sport science**

Southern Nations Nationalities and People's Republic Regional Government of Hadiya zone, an interview guidelines prepared to preparatory school directors,

1. Is there a place for female students where they can change their cloths, where they can wash their body, toilets and other necessary materials in your schools to make them learning in physical education activities?
2. What is the effort that female students make to win in sport competitions in your school or out of the school?
3. What is specific assistance that is given to improve and develop the female students' effort in your school?
4. Please indicate the reasons that you think will hinder the participation- of female students from the participation in physical education practices and suggest some solutions.
5. Do you think and believe that the presence of female physical education teachers increase the participation of female students in your school?
6. Do you think that the society, family, school administration workers, teachers principals and male students have the roles to motivate the participation of female students in physical education in schools and other sportive activities?
7. What do you think will be the role of non-governmental organizations, parents and the society in designing physical education curriculum?
8. Is there any problem that the teaching materials and other sources of the aids affect female learners in the teaching and learning process?

## Appendix IV: School Facilities in the Sample Preparatory School

Facilities	Sampled schools								
	Denama			Shone			Wachamo		
	A.V	P.V	Not at all	A.V	P.V	Not at all	A.V	P.V	Not at all
1. Sport facilities									
1.1 Football field									
- Foot balls									
- Toot balls net									
1.2 Volleyball field									
- Volley balls									
- Volley ball net									
1.3 Basketball field									
- Basket balls									
- Basketball board and net									
1.4 Handball field									
- Handballs									
- Handball posts and net									
1.5 Athletics field									
- Javelin									
- Shot put									
- Discus									
- Hurdles									
- High jump stand and bar									
1.6 Gymnastics Apparatus									
- Mattress									
- Parallel bar									
- Horizontal bar									
- Swedish box									
2. Water facilities									
3. Clinic									
4. Separate Latrine									
5. Room for changing clothes									

Note: AV Available

PA Partially available

## Appendix V

### Observation Checklist

- N.B. Excellent 4 explain clearly objectives, and asking questions using simple language.
- Very good 3 ability to attract students and demonstrate the activities properly
- Good 2 using instructional materials for teaching
- Poor 1 poor methods of preparation to teach the lesson and skills of participation.

Name of the school \_\_\_\_\_ Region \_\_\_\_\_ Zone \_\_\_\_\_ Woreda \_\_\_\_\_

\_\_\_\_\_

City \_\_\_\_\_ Subject \_\_\_\_\_ Grade \_\_\_\_\_

No. of class observed \_\_\_\_\_

No.	Activities	4	3	2	1
1	Clarity of objectives				
2	Ability to explain issues which are not clear				
3	Skill of asking questions with simple language				
4	Method of teaching that the teacher used to make the lesson attractive and participative i.e. discussion, argument debate, field practice exercises, problem solving etc.				
5	Encouraging students to relate theory with practice and skill of participation (learning on the practical activities)				
6	Students are working individually or in groups on work given by teacher.				
7	Teachers help female students rounding the group.				

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Andinet Dutamo

June, 2014

## Abstract

The major purpose of this study was to investigate the current status and challenges of female students learning in physical education activities in Hadiya zone of SNNPR preparatory schools, and make recommendations for their participation.

The main issues considered are females in sport activities, physical education as an academic disciplines, gender issue, curriculum and finally the factors that affect female students in physical education learning.

To this end, descriptive survey method was employed.

The study was carried out on 3 preparatory schools that were selected using random sampling techniques from 8 preparatory schools of Hadiya zone.

The study also involved 200 female students selected randomly from grade 11 and grade 12, 5 teachers and 3 school directors purposely selected from the 3 sample schools.

Questionnaire, observations, and interview were the instruments used for data collection.

The data gathered were analyzed using the collected data were presented in a table form and analyzed using percentages.

Some of the major findings including the enrollment challenges of students in the sample preparatory schools had fluctuating challenges that female students dropout was due to economic problems parents household demand

of their daughter labor, early marriage and abduction. There was a significant difference in achievement between male and female students. Female students like better skills development earlier at preparatory school and to have more female teachers and other sporting role models.

Boys dominate in using sport equipment and facilities and exclude females who wish to use them by intimidating or ignoring them. Parents tend to promote sport for boys more than they do for female students and female students were neglected due to household work.

The deterrent factors for female students were; sport being too competitive feeling inadequate due to lack of skill acquisition playing with or being watched by boys, treated low body image. On the other hand, from out of school factors, lack of time to study at home lack of parental support (lack of sport facilities), low level of parental education were identified as some of causes for challenges of female students in learning physical education in Hadiya zone.

Hence, it is recommended that depending on the results of findings, concerned bodies such as parents, teachers, directors etc have to encourage that female students can participate physical education and sport activities, to give equal opportunity and access in education with their male counter parts, increasing the number of female physical education role model teachers to encourage and participial female students, to involve teachers and curriculum experts in curriculum development, to overcome the problems that affect female students from learning in physical education activities through awareness, to give regular counseling for female students on the bases of their performance and interests.

## Introduction

### 1.1 Background of the study

Education is one of the fundamental elements for social, cultural and economic development of a country. In addition, it is the main means to bring changes involves and attitudes conducive to change.

Schools are educational institutions where students can construct and use systematic knowledge, develop creative thinking and acquire a better understanding of the world. It is in the school that the young generation of a country is shaped and develops the physical and mental potential in accordance to the educational goals of the country.

The overall cultural, social and economic development of a country depends up on the degree to which it ensure access and opportunity of education to all social groups without any disparity. However, different levels to learning acquisition are still major problems of our country among women and men.

Compared to males, females have less access to enter schools, are not provided with equal opportunities at all level of education and hence do not enjoy the benefits of education that males do (Tsige Haile, 1991:1).

Female education in the third world suffers from low participation, poor performance and gender biases, which are the outcomes of the society discriminatory practices on females. Gender role socialization has its root at home and is reinforced in schools and other social institutions (Genet Zewdie 1991:9).

When we address the issue of females' participation in sport we have to consider various points. Some view in terms of the context of the sport movement itself and of its net work of organizations which extends from the call to the regional, national, and international level.

Stivachitis 9199:2) stated that, at the United Nation level, the convention on the elimination of all forms of discrimination against women (called CEDAW) was a major achievement for the women's rights movement when it was adopted by the UN General Assembly in 1979. She further added that, it is necessary, however to mention that UN initiatives and conferences focused primary on sport for all as sport and physical education at school or in leisure time that concerns a large number of women and girls and is more directly related to education and social life (Stivachtis, 199:2).

CEDAW articles 109 deals with education states: states parties shall take all appropriate measure to eliminate discrimination against women in order to ensure to them equal rights with men in the field of education and in particular o ensure, on a basis of equality of men and women, the same opportunities to participate actively in sport and physical education.

According to Leonard 11 and Knapp (1968:77) suggestion. The fundamental purpose of physical education is to promote through selected physical activity, the establishment and maintenance of competencies, attitude, ideas, drives, and conditions which enables each individual to establish a pattern of living that provides satisfactory self expression and adjustment through individual accomplishment and that contributed to group welfare through individual accomplishment and that contributed to group welfare through home,

community, state, national and world citizenship experience appropriate for each individual.

The focus and concern of physical education is the development of physical, social, emotional, and teaching skills, the acquisition of knowledge and the development of attitude through movement and as a result it contributes much to the total educational process.

The new education and training policies (1994) states that physical education shall be given due attention and the institute of curriculum and development of research (ICDR) has developed syllabus of physical education on the basis of the policy to increase the participation of students both male and the female students in physical education there important problems such as school factors, instructional material, peer groups, socio-cultural, economical, physiological and psychological factors are observed.

However, female can show remarkable improvement in their physical feature by making continuous physical exercise. To this end physical education plays a decisive role.

## 1.2 Statement of the problem

The purpose of this study is to examine how the challenges of female students in learning physical education at preparatory schools of Hadiya zone, is going on and to identify factors influencing female students in learning physical education and to suggest possible solution for the problem.

The brief study of physical education and its relationship to the general education is needed more appreciate understanding through study of its

components parts together with identifying the problem that hindered its future development and favorite progress.

The issue of gender particularly in education has become a concern in many countries. It is a server problem in developing nation like Ethiopia were there is lack of family guidance and counseling in appropriate instructional materials in the field, socio cultural problems and the existence of little research in the area.

Therefore, the purpose of this research were to look in to the challenges of female students in learning physical education and factors education class in Hadiya zone preparatory schools.

### 1.3 Research questions

Accordingly, in order to achieve the above purpose, the study were tried to seek answer to the following basic questions.

1. What does the performance of female students look like in physical education class?
2. Is there difference of participation between boys and girls in physical education class?
3. Are there any socio cultural, economic and school factors that affects the learning of female students in physical education class?
4. Does available sport equipment and supplies, facilities for teaching and learning process of physical education?

#### 1.4 General Objective

The general objective of this study is to assess challenges of female participation in selected preparatory schools of Hadiya zone.

#### 1.5 specific Objective

Specifically, the following specific purposes were under taken.

1. To minimizing the problem of female students and increasing their performance.
2. To analyze the present situation of female students participations in physical education and to show the general picture of the challenge of participation.
3. To identify the root causes or factors that preclude female students from participating in physical education and to indicate necessary and alternative solution which may help to minimize the challenges?
4. To improve the availability of materials to teach physical education.

#### 1.6 Limitation of the study

The study was intended to get information from female students and teachers. However, the investigator was trapped to find female teachers in the sample schools, this hindered in getting more information and idea, hence, depending on the role model part of female teachers in the field of physical education.

The investigator strongly believes that, the inclusion of large population size in the study could give most credible information. However, because of time constraints only 3 school were considered for the study. In line with this, due

to little reference and researched materials in the area in Ethiopian situation, the investigator was heavily depended on foreign source.

In spite of all these constraints an attempt has been made to make the study as complete as possible. However, the study would serve as a spring board for further study and interested researches may advance the study.

### 1.7 Delimitation of the study

It is difficult and unmanageable to conduct research on the participation or learning of female students in physical education in many secondary schools in SNNPR (South Nation Nationalities people Region).

Therefore, because of resource, time and other constraints the researcher restricted himself to three preparatory schools.

Namely: Denama 2<sup>nd</sup> and preparatory school (Merab bedwecho woreda)

Shone 2<sup>nd</sup> and preparatory school (Misreak Bedewecho woreda)

Wachamo preparatory school (Hossana city Administration)

Thus, the conclusion to be reached will only reflect the level of learning and factors affecting female students in physical education activities in Hadiya zone.

### 1.8 Organization of the study

The study was organized and presented in five chapter. The 1<sup>st</sup> chapter gives a general idea on the background of the study, states the problem, explains the significance of the study and describe briefly the scope of the study. The second chapter (literature review) discusses the relevant

literature from international and national perspectives. In this part, the historical and existing situations of females' education in the developing world in general in Ethiopia in particular were explained briefly.

The third chapter (Research design and methods) describes in detail how the study was conducted. The fourth chapter (presentation and analysis of data) attempts to summarize and present the data collected from the field. In this part, attempt was also made to examine, evaluate and interpret the implications of the results with respect to the research questions. Finally, the fifth chapter (summary, conclusion and recommendation) tries to draw inferences based on the results of the study. At the end some suggestions are forwarded based on the main findings and conclusion of the study.

### 1.9 Operational definition of terms

Physical education is term used to describe an area of educational activity in which the main concern is with bodily movement.

Sport is an institutionalized competitive activity that involves vigorous physical exertion or the use of relatively complex physical skills by individual whose participation is motivated by a combination of the intrinsic satisfaction association with the activity itself and the external reward earned through participation.

Challenge is difficulty or difficult tasks that tests some body's skill or ability that deal with it.

Preparatory programs, second cycle of secondary education in which students prepare for higher education.

## 2. Review of Related literature

### 2.1 Teaching and learning process

Education as a human activity is largely based on the process known as the teaching and learning. The teaching learning process can be understood and be clear in light of the discussion on how teaching and learning takes place Aggarwal (1996:54-55) explained the teaching learning process as a means through which the teacher, the learner, the curriculum and other variables are organized in a systematic manner.

Although what Aggarwal said is correct, it is not only the predetermined goals and objectives can be attained. It is also possible that the unplanned and unintended objective could be attained through the teaching learning process.

Amare (2002:24), further expressed that the teaching-learning process is a systematic process which involves inputs, process and output.

As input of the process include in the curriculum which is mainly the objectives and content of teaching, the teacher whose role out to be management demonstration of intellectual excellence, evaluation and program development of the process. The students who must have a need that exists within for learning and who need to be motivated, and the teaching learning methods. As a process, he expressed the interaction of the curriculum, teachers, students and technology. And as an outcome of the process knowledge the degree to which the learner is informed of the subject and the method of investigating the subject, the skill which is the set of procedure competencies and abilities of the learner and attitude that

is the effective aspect that predisposes learners to act or not to act in a certain way.

These ideas show that the teaching learning process is an activity in which all the various elements of the teaching learning situation have to be brought into an intelligible whole. That is the teacher-learner activities that are varied and complex has to be harmonized. These elements and activities include the teachers and their individual differences, the method of teaching, the materials to be taught the class room conditions, the instructional materials under utilization the interaction between the teacher and the learner, practical skills and others. Moreover, it becomes fruitful and permanent if these total situations are related to the life situation.

Then teachers can play an important role by planning, motivating, initiating students in participation and their knowledge of the subject matter in facilitating the process taking into account the needs of the learners.

## 2.2 Female and education

### 2.2.1 Female participation in Education:- A Global Trend

Women comprise more than half of the world's human resource and are central to the economic as well as to the social well-being of societies. Development goals cannot be fully reached without their participation (Synder and mary, 1995:1-5).

According to Kane (1995) cited in Lishan (2004:12) the ample evidence available suggests that educating women has a considerable social return.

For instance there is a positive correlation between primary education, enrolment rate of girls and GNP per capital moreover, there is an over all impact of education on the economic well being of women their families and society.

According to King and Hill (1993;22) the enrolment rate in all school levels has been rising in the developing countries for both sex, the enrollment rate of girls is much lower than boys with the widest gap exists in the poorest countries.

Among the poor countries, both enrolment rate and gender disparities in enrolment differ regionally. Except for south Asia and sub-Sahara Africa all regions have achieved nearly universal primary education for boys. East Asia and Latin American, however, have enrolment rate for girls, which is approaching similar level with that of boys on other region (Ibid).

#### 2.2.2 Female education (African Trend)

Odaga and Heneveld (1995:7) consider female education as recognized, as one of the critical pathways to promote social and economic development. Evidence from sub-Saharan Africa indicates that although there have been improvement in female access to education remains limited in several countries across the region. It is evident that, once enrolled, females are more likely to dropout than boys that their academic achievement is poorer than that of boys.

In recent years, African governments, non-governments, non-governmental organizations and donors have been working together to

develop programs that address the problems of improving girls educational participation.

A recent literature provides a summary of the state of knowledge of the factors constraints girls. Schooling in sub-Saharan Africa. It presents an outline of how this accumulated knowledge can be used in practical ways to facilitate the design of programs to accelerate female participation n education in the region (Odaga and Heneveld, 1995).

In relation to this, World Bank 91988:1) depicts that one of the pressing educational concerns include poor student participation high dropout and repetition level.

Low academic achievement and low teacher morale and attendance. Perhaps the most daunting challenge is that of promoting female education.

This must be a central concern in efforts to improve learning achievement school effectiveness, teachers motivation, education management and issues to resource mobilization and recollection of expenditure, such initiatives provide an important opportunity for creating an enabling environment where girls and other disadvantaged groups can participate fully.

Wyalt et al. in World Bank (1988:2) states that the cross-cultural study of female educational out comes has increased tremendously since 1970s. Analysis have indicated particularly that there is a wide gender gap in enrollments in south African, the middle east and North Africa, and sub-Saharan Africa. The same author discussed extensively have clearly

identified the central problems of female education as access to school, attainment in years of schooling, academic achievement and accomplishment after school.

All these problems are interrelated and influenced by in and out of school factors increasing in enrollment but continuing poor educational outcomes for female have been documented and the multiple supply and demand reasons for persistent gender differences in educational outcomes have been well documented.

### 2.2.3 Female Education in Ethiopia

As one of the least developed nations, Ethiopia suffers from a very low representation of women in different fields at all educational levels. In spite of this fact, effort and measures have been taken to encourage female participation at all level of education. However there are diverse factors that affect the teaching learning process of female students. According to Tsigie (1991:10) among the factors contributing to these gender differences are societal and cultural beliefs, household responsibilities, early marriage, lack of motivation, lack of confidence, lack of guidance, and counseling services and so on. Furthermore, Tsigie's findings indicate that biological, physiological, psychological and religious factors also contributed to the low participation of female students in certain areas where the study was made. Some of the suggestions forwarded by Tsigie (1991:1) to remedy the problem so that the gender gap could be narrowed. Include:

Establishing well organized guidance and counseling program, giving special attention to female students, educating parents, organizing relevant

programs through various means that could change the attitudes of the society in general and of females in particular.

According to Allasbu (1988), cited in Tsige (1991:1) the reason for such low participation of women in different level of education may be attributed to the values and attitudes that Ethiopian society attaches towards education of women that in most parts of Ethiopian patriarchal thinking dominates the culture.

Astede and kebede (1988), cited in Tsige (1991:2), states that teachers as well as school administrators try to influence female students so that they join home economics, nursing or secretarial area on the ground of their usefulness to domestic work.

The views of the female students in regard to their education is not in any way different from the view of the preceding groups.

In relation to such withdraw view (Mclean 1967) cited in Tsige (1991:3) indicated that "it is my conviction that a young women shies away from and avoid involvement in activities outside her home because she fears that she cannot achieve equally with men." Thus, it is with such background and skepticism that female students participation in physical education.

In similar words Genet (1991:6) states that there are many constraints that prevent women from attaining equal educational level with men. These include: access and attitudes towards certain field of training (sex segregating character of educational program and various types of barriers like occupational, educational role and social and cultural barriers.

Genet further explained that in the Ethiopia context where learning materials are in short where learning materials are in short supply, library space is inadequate, and textbooks, even if available are shared between two three or four, these situations demand that a students compete and strive hard if he/she is to succeed.

Considering the general personality of girls characteristics by synthesis, unassertiveness and low self-image, it is not difficult to imagine their failure in achievement unless special attention is made.

Generally, women are regarding as intellectually inferior to men in many societies. This perceived inferiority to women is often given as a justification for their being restricted from playing important roles in the society. Such views also has an impact on the self image of girls in relation to this point Duncan (1989) as cited in Genet (1991;140) writes;

Images of women reflect to values and pressures of society but at the same time they permeate mental attitudes and underpin social conventions....they fashion habits of thought and together with the family and economic structures peculiar to each society, help to determine the state of women.

### 2.3 Female's in sport activities

Women in the 1950s and early 1960s did participate in sport much less than their dissipated in the 1990s. A lack of opportunities discouraged them, as well as the knowledge that intense athletics were not considered normal for women (Siedentop, 1998:151)

Many other women, however, did worry about sports "Masculinity." They tried to minimize the dissonance between sports and their proscribed role through apologetic behavior.

Advocates of women's sport tried many ways of compact the effects of the restrictive definition of feminist. Girls rule, special private standards, sexualizing the game and apologetic behavior were creative adaptations to an oppressive situation. They were understandable reactions, but, it did not work. Generation after generation has tried various forms of apologetic behavior, but this have not made sports more widely accepted for women's as a group (pate, 1994;110 it is not say that women should have or should in the future adopt the male model of sports.

There has been much to criticize in the dominant model, but they way that women rejected men's sport in the 1950's and 1960's by accepting feminine propriety, embracing differences, bowing to notions of fragility, had serious consequence. Most important, if left oppressive assumptions unchallenged (Ibid)

"Difference" has always posed a difficult dilemma. In the past, differences between m and women have been used to justify discriminatory treatment and to suggest female inferiority.

Understandably, many activities in the 1970s tried to gain legitimacy by demanding equality and demonstrating women's capacities. They achieved many gains using the strategy, but it has two drawbacks. First there are ways men and women as a group differed physiologically, and arguments that are based on claims of equal capabilities instead of basic justice may be domed to

failure. Second, the emphasis on sameness has blinded people to examining alternatives conceptualizing sports.

Perhaps after women have achieved greater power and credibility, women's (and other) alternatives will not be so easily ignored (Festle, 1996:281).

In conclusion, whatever the means, the struggle to change sports is well worth attempting. Although the male model of sport is resistant, the changes that occurred between 1950 and 1995 demonstrate the sport is pliable, sport has been in the past (and has the potential to be) violent, exploitative, elitist and corrupt. It has perpetuated society's prejudices about race, class, gender and sexuality.

Understandably, it has been arena that women have avoid, resulting intimidity, weakness, and alienation from their bodies. It has also been a place where women et al etc have been socialized to feel self-hatred and shame on the other hand sport, has been (and has the potential to be) a place where, comradeship, pride in their bodies, excitement, mastery, strength, and leadership. Sport can be a place where disadvantage groups build community and pride (Ibid).

#### 2.4 Physical Education as an Academic discipline

Life itself is "physical education", presently it is in the process of transformation to bring physical education in to the mainstream of education. The current mood of the physical education to contribute their resource to the

maximum in helping the individual to achieve a fuller growth (Ram et.al 1992:1). These authors further speculated on the possible inter-relationships between physical activity and other domains to knowledge.

Besides it has been though necessary to enhance the scope, status and make it more broad based. Through there was some exploration of the influence of social, physical, cultural and psychological conditions up on human physical activities there was not serious attempt to bring about cohesion among human activity and skill acquisition. For example, although accepted in theory element or issues like motivation, aspiration level, self-estimation, did not find their due place in the physical activities and programs and even in the modifying effects of factors like group-interaction, competition and cooperation. To these authors they have been considered in a routine, mechanical and in an unscientific manner.

#### 2.4.1 Making physical education and academic discipline

Educators in the field like Bucher (1972:212) argues that education and physical education are passing through a period of change and transformation from traditional role to modern, purposive role in accordance with the increased productivity of today's world through competition and production.

Besides, isolation and segregation of physical activities has had many unhealthy set backs like developing an inferiority complex in the physical educators with members from other teaching faculties usually referring to them as non-teaching staff.

It is suggested that any organization of physical education should start with developing a positive attitude and self-confidence among physical educators

that physical education should extend itself to the class room and become the focus or centered point of the educational system.

Another scholar Sieden top (1998:225) discusses that physical education is a field of action, rules and of persons. The significance of self involving physical participation and movement is really a planned exercise in growth and awareness not possible in other areas of learning. These facts are theoretically known to many people but are not explicitly expressed them or teach them to others. In other words physical activities needs a theoretical framework where ideas can be collected, judge and then formulated into laws; hence we need a strong theoretical orientation for physical education so that the accumulated information can be consolidated and stabilized.

In our interest of helping the student to the maximum, improving our own image, and cutting down the routine and traditional curriculum at the school.

The amount of knowledge is not the criterion of successful life but the way in which an individual faces the physical realities of the world and problem of life.

There is no doubt that physical education helps the students to interpret and manipulate the external world, offers an educational dimension to the activity and tries to bridge the gap between school and the physical world (Ram and et.al. 1996; 13-14).

## 2.5 Physical education: An integral part of general education

Physical education is the integral part of the total educational process which enhance and integrates that physical social and psychological aspects of an individual's life, through directed physical activity (Arnold, 1976:69).

Very often the natural relationship between general education and physical education is forgotten, with the result that the two exist physically together but functionally a part.

This has resulted in reducing the scope of the school program in two respects. Firstly the educational function of physical education has been neglected and secondly, the physical functions of education are not recognized. These two are really complementary to each other and have to function together (Festle, 1996;269).

Arnold (1976:69) also views that through a well directed physical education program students develop skills for the correct use of leisure time by undertaking activities which are conducive to healthy living, social development and a sense of civic responsibility.

Bucher (1972:45) cited in Ram and et.al (1996:45) defines physical education as :

An integral part of the total education process a field of endeavor that has as its aim the development of physically, mentally emotionally, and socially, fit citizens through the medium of physical activities that have been selected with a view to realize these outcomes.

The above definition depicts that physical education is a process which utilizes activity that are inherent in each individual to muscularly, intellectually and emotionally.

These outcomes are realized whenever physical education activities are conducted in such places as the play ground, gymnasium and swimming pool.

### 2.5.1 Relationship with education

Kamlesh and Sangral (1997;11) states that the relationship between physical education and general education provides opportunities for exchange of views between the physical education teacher and the subject of teacher about the abilities, interest, limitation and scope of each individual students and his/her participation in the school program. In this way, good physical education teacher ascertains how well participation perform the necessary motor skill before permitting him/her to take part in physical activities.

The same authors explicitly elaborated that physical education has been accepted as an essential part of general education and no education authority, state or organization or need for it. But still there is a considerable confusion in interpreting the scope and the nature of a physical education program and its academic relationship with general education or the contributions of general education to physical education. The physical education teacher is a model to the students because of his/her concern with his/her pupils' physical health as well as their intellect and emotions.

The development of cognitive and recreational abilities can thus, become the guiding force and the outcomes. The widens the education scope of physical activity and helps to give a global definition to education and an educational orientation to physical education (Ibid)

Kamlesh and Sangral (1997:13) states that physical education program is nothing but an application of south philosophical, educational, psychological, physiological, anatomical and biological principles.

The physical educator should consider psycho physical needs and problems of boys and girls and fit the program to suit the children instead of trying to adopt every boy and girl to the program. Rigid syllabus has no place in physical education except as guidance or outlines which can be altered or even completely dropped according to various factors like climate, time, environment, type of groups, purpose of activity and so on.

Therefore, the relationship between physical education and education is natural. It is a fact that we can not conceive of physical education without educational value as it cannot exist in an educational vacuum.

#### 2.5.2 Physical education and the needs of society

According to Arnold (1976:35), in modern society problems like tension, uncertainty, low morality, lack of family cohesiveness, competition, emphasis on materialism and misuse of leisure are to be solved positively.

These contribute to the society to create a totally healthy physical environment and understand the influence that are playing up on the personality of a student.

Society determines the pace of physical education. Whether an item of physical education is sport is popular in college and schools largely it depends up on public interest, spectator approval and media popularity.

Similarly, young people are exposed to a certain type of sport environment only because society has accepted it rather than because of its real contribution to their individual growth. (Leonardo Il and Marcellus, 1984:14). Leonard Il and Marcellus, (1984) further pointed out the following needs and wants with regard to the development of the students: i) social poise and understanding of self, ii) social consciousness with an accompanying sense of values, iii) leadership and fellowship; iv) good citizenship, v) good sportsmanship, vi) cooperation and competitive real, vii) acceptance of all irrespective of language, caste, or religion, and (viii) positive social acquaintance.

It is true that some of the observed needs are parallel to the needs of the individual nevertheless, society conditions the individual to have particularly needs and wants, generally in harmony with societal needs.

Ram and et al (1996;1260 also states, that physical education plays an important role in the students development of the individual as easeful member of society and the objective of satisfying the needs of the society being a worthy aim.

In our complex society made up of social imbalance, it is important for our students to become aware of the need of the society and their responsibility towards it so that they equip themselves with positive skills and tools needed to satisfy the societal obligations. In this respect physical education has a duty to create awareness among the students of societal needs.

### 2.5.3 Educational value of co-curriculum physical activities

Ram and et al (1996;133) elaborates in terms of pupil interest, those co-curricular physical activities.

Ram and etal 91996;1330 elaborates n terms of pupil interest, those co-curriculum activities should be encouraged with will give the participants an opportunity to develop habits of cooperation fair play and good citizenship. They provided opportunities for training in leadership and the wise use of leisure time.

They further discussed the important thing that such co-curricular activities should be interrelated and integrated with regular academic activities, so that constructive attitudes of responsibility initiative and pride in accomplishment carry over from one activity to the other.

Moreover, one more contribution of co-curricular activities is that it becomes the basis of occupational interest and occupational selection. There are many example of students that wish below average academic achievement but who successfully participate in sports activities and develop interest in health education as their occupation. Thus, interest and encouragement developed through co-curriculum activities influences the life patterns of the students.

Like Siedentop 91998:620 and other experts in the field of education and physical education have to a common agreement that physical education has to achieve the status of academic discipline since it is an integral part of the total education process.

Based on the above concept, one can remark that the educative value of any co-curricular activity depends on the type of activity itself, abilities and limitations of participants, nature of the physical education teachers who is in charge of the physical education program, the large society in which the institute is located and the objectives of the institute.

## 2.5.4 The importance of physical education and sport activities.

### A. Biological significance

Various biologists emphasized that there a difference in biological constitutions between male and female.

For instance, on the average, boys are stronger than girsl.

This difference is highly judged by the norms and cultur of the community (Roy, 1983;412).

Roy (1983:462) also explains the close relationship of culture and biology as “human biology requires human culture.” However, the existence of biological differences between sexes does not necessarily mean women are socially and behaviorally weak.

### B. Gender issues

Creedon (1994:32) describes gender in terms of biological, social and cultural perspective. According o Creedon 91994) in the last century the biological differences between men and women were considered all important, and the curriculum was designed to give the individual a particular place in the social hierarchy.

Hence the curriculum was affected by class as well as gender but women were seen as intellectually inferior and incapable of sustained study.

This view is really expressed so openly today, although dated biological and psychological evidence is occasionally quoted as an explanation for individual differences.

The nature nurture debate has found discussion on educational quality whatever it relates to race, gender or class difference.

This is essentially an argument about whether it is out biology or the environment within which are grow up that has more important implications for our eventual fate (Creedon, 1994:320).

Biological determinism has been a power full way of explaining the observed inequalities of status, wealth and power in society. It also provides a means of defining human ;universals' of behavior as natural characteristic. When biological determinism is relate directly to support racial difference its absurdity is particularly sticking (Ibid).

Reached on the conclusion, for the purposes of educational equality, the nature /nurture debate is significant of those who believed that behavioral and intellectual differences are biological also believe these difference are inevitable and immutable.

### C. Biological social and cultural perspectives.

A study group physical education examined several biological explanations for differences in performance including gender likely to be less prescriptive than in other subjects, so guidelines and policy statements will need more attention at school level (Creedon, 1994;35).

These include; widening experiences, extending opportunities, multicultural sport, team games.

Widening experiences

The whole ranges of movement should be experienced by all children, and the physical education curriculum should provide them with the opportunity to develop physical skills which will be useful for a number of differences in physical; strength or muscle and fat distribution between boys and girls at primary age.

In fact there are likely to be many differences between members of the same sex as there are between the sexes.

#### Extending opportunities

Stereotyped images about sport need to be examined, and sport promoted as worthwhile leisure activity. Many sport centers and clubs run after school and holiday activity for children. Good centers have a wide variety of such activities which can give children a chance to extend their sport repertoire as well as helping them to keep fit.

#### Multicultural sports.

It can be very interesting to experiment with sports and games from a variety of cultures, but consideration has to be given to religious and cultural practices so that girls can participate fully.

#### Team games

Creedon (1994;37) stated that, well-run team sports are enjoyable for the cooperation and team spirit they base differences in strength, endurance and susceptibility to injury.

They produced considerable evidence to show that women can participate in strenuous activity under all the conditions in which men participate they also conclude that women were not in any way fulfilling their potential for sports.

They pointed out the obstetrical and gynecological data recited the idea that heavy exercise was the cause of undesirable effects. The study group concluded that physical endurance is no more damaging or overtaxing for women than it is for men.

#### D. Physical and physiological significance

There are some differences in physical as well as physiological between male and females. These differences have an effect on females to participate in few sports effectively. Anatomical and physiological differences are quite apparent between the sexes particularly after puberty. By improving her strength the female athlete will improve her potential in which she is engaged (Butcher, 1972;322)

According to Edward and Mathews (1981:348), it must be remembered that the cellular mechanism controlling most physiological and biochemical responses to exercise are the same for both sexes. However, there are some differences but they should be recognized mainly as differences in magnitude rather than as mechanism. On the other description, boys and girls achieve almost equivalent in the elementary level, however, when they are transferred to the junior, secondary, and tertiary levels performance variations between girls and boys come to light. (Kelly, 1978 as cited in Ethiopian Journey of education, 1997, vol. 1:30-31).

To concluded the whole idea biological difference between the sexes may not have necessary social and behavioral implications to participate in physical education activities.

#### E. Psychological significance

A part from its physical importance, physical education has got tremendous positive impact on the psychological development of students. Child who has every chance and right to participate in activities is usually active, friendly and interested to participate in any physical activity. So parents are expected to rise their children in a free and democratic environment (Butchar 19792:323).

According to Mangan (1973;56), it is a well known fact that for nay one to perform any activity successfully first and for most, females must have a positive attitude towards the activity in a position to determine one's willingness to do any activity. Psychological factors such as lack of motivation, self awareness, self actualization, lack of confidence, fear of playing in front of large number of people, psychological disturbance of menstrual regularity and even fear of winning may prvent females to participate in different sport activities.

Roy and Irvin, (1983;462), concerning motivation of the two sexes suggested that 'students have shown that the male is encouraged to become independent while the female is encouraged to become dependent.'" This can obviously hinder self confidence in the side of the female, and in general because of many psychological factors females are influenced not to participate in different sport activities but if motivated they will be successful.

To sum up the view of the scholars in the field, it is virtual for physical education teachers to understand and consider the psychological feelings of female students in physical education classes.

#### F. Social significance

Physical education has undeniable effect to strengthen the social interaction to people in general and females in particular. Butchar (1972;324) underlines that, physical education can have strong positive impact on social characters of female students such as traits of leadership and moral character.

Fortunately according to Butchar (1972), female attendance in physical exercise contest is increasing to a considerable extent in some parts of the world.

In general social significance of physical education could be summarized as “physical education is as much as social program as a biological one because, its outcomes are measurable in terms of group individual behaviors as well as no organic environment.”

#### 2.6 Gender differences

Average gender differences in aerobic function before the age of puberty are generally not large, however, and to state the obvious, a broad overlap exists between groups of boys and girls. While the practical significance of these differences can therefore be questioned, understanding gender related influences on aerobic function in children is important from a mechanistic stand point, why should girls and boys have different maximal aerobic power and perform differently on aerobic tasks in dependent of the influence of puberty?

Researchers have observed that the magnitude of the performance gap between the sexes appears to exclude that of physiological difference.

This has led to the suggestion that girls are less likely to fulfill their potential for fitness because of social rather than biological constraints. In efforts to promote the health related benefits of exercise in children, then the gender gap may have significant implications (Thomas, 1996;90).

Micheali and Jenkins (1995:305) have found that, three mechanism have explain gender differences in aerobic fitness in adults; sex related variations in body composition hemoglobin concentrate and habitual physical activity.

#### A. Body composition

In the young adult, fat free mass per unit status is 38% grater in males where as the percent body fat in women is almost double than of men. This means that body “motor” (i.e. skeletal muscle mass) makes up a significantly smaller proportion of body weight in female.

#### B. Hemoglobin concentration

Thomas (1996:91) remark that hemoglobin is responsible for the transport of O<sub>2</sub> up take and endurance performance since the average adult male has a hemoglobin concentration of 16.0 percent in female.

This implies that hemoglobin status has been considered a likely contribute to sex difference in aerobic fitness in adults.

No gender difference in mean hemoglobin concentration are observed before puberty. This observation implicate the influence of testosterone an

red cell production a principal factors responsible for gender related hemoglobin difference in adults.

However, even as early as 12-14 years of age, boys may have as much as 0.5 grams percent higher than girls. Aerobic performance in early adolescence may therefore be partially influenced by differences in hemoglobin concentration in boys and girls. (Thomas, 1996;91).

### C. Habitual activity

Arnold (1996;2) underlined that, studies quantifying habitual activity in children consistently demonstrate that on the average, boys are routinely more active than girls. It is possible, then that these differences in daily exercise might translate into smaller gender discrepancies in both maximal aerobic power and field endurance performance. Data from the national federation of state high school association indicate that throughout the 1980s the participation in high school sports by boys was almost double than of girls in USA.

In similar wards, some consider environmental influence as an explanation for lower levels of physical activity and sport participation in girls. Opportunity may not be as great for females as for males and there is a lack of appropriate role models for female athletes (i.e., female coaches and officials). Sexual stereotype may create psychological barriers for girls, and this can reinforced by peer conduct (Ibid).

## 2.7 Factors Affecting female Students Participation in Physical education Activities

### A. The influence of culture on female students

In most cultures girls are often regarded as weak creatures as compared to boys. They are usually seen as inherently sick and fragile or perform an activity that could be handled by men.

Leonard II (1993:246) stated that, she (the female) has to be confined and prevented from doing anything that might damage her delicate reproductive system, and that meant that she had to be prevented from doing virtually any physical activity.

Therefore, females are highly affected by the negative influence of cultures than male to perform physical activities.

Concerning cultural influence on females education Qdaga and Hereled (1995;201) reveal that it brings dilemma in females on their educational participation and ignoring their contributions in any field including education.

Pat et.al (1991:17) stated, it is important to recognize that stereotyping all boys and all girls as representing particular behavioral and intellectual traits is dangerous. All boys are not hooligans just as all girls not passive by standard.

Pat and et.al (1991) also confirmed that, investigating gender issues involves;

- Standing back to recognize difference: between overall patterns;
- Acknowledging individuals in their own right
- Recognizing that teachers can influence behavior

Teachers need strategies at their fingertips which they can draw upon enable their pupils however, young, to change traditional and inappropriate sex-role stereotyping. They also viewed that we should aim to extend the horizon of men and boys as well as women and girls. Males too have much to gain from a wider interpretation of their role. Equal opportunity is about improving the lives of all.

To come up with the conclusion successful strategies for classroom management may therefore need to pay close attention to gender issues in order to ensure that particular groups of children are not receiving unequal treatment.

#### B. Cultural practices

The potential conflict between various areas of inequality are frequently closed over, particularly when considering different cultures. Teachers who are aware of a discrepancy between the existing practices and specific aspects of cultural practices in schools cannot ignore the potential conflict.

Cultural identity and gender are crucial in individual make up. If we say that we value a multicultural society, we are then in difficulty when we want to question some of the gender related practices that go on within particular cultures. Sidentop (d1998:48) stated that, there are practices in all cultures which cannot be condemned and think teachers have the right not to feel quality because they do not embrace an aspect of any particular culture. As teachers have embrace all aspect of any particular culture.

As teachers do have the right to question the cultural practices our own upbringing and those of others.

### C. Social and cultural factors

There are considered able evidence that social and cultural factors have more bearing than physical differences up on gender based variations in performance and attitude at primary school age. Several researchers have shown that parental attitude to children play tend be gender differentiated. Boys are often allowed more free dom to explore the environment, to display aggressive behavior and to engage in vigorous activities (Kamalesh and Sangral, 1997:81) kamalesh and Sangral (1997:81) elaborate that as children grow older they tend to play with children of the same age.

This in turn may result in greater gender differentiation of play skills, since opposite sex children may be excluded or discourage from single sex groups.

School need a clear set of aims and objective for their physical education programs. The final orders for the national curriculum in physical education in USA encourage pupils who do not excel at team sports are more likely to continue with individual sports in adulthood, so pupils need to have opportunity to take part in both. There is considerable evidence to show that women are more likely to continue with individual sports that team sports (Ibid).

### D. Language

Kamalesh and Sangral (1997:81) remark that words should be used carefully.

Praising a girl because she runs like a boy is not the best way of encouraging either her or other girls to exert themselves using language like this will give messages of power and status to devalue one sex in

comparison with another, as with another, as when a boy is told he 'throws like a girl'

#### E. Sport personalities

Arnold 1976<sup>(8)</sup>) report that role models are important here are many good Example to cite at national and international level, male and female, black and white. Many local sports personalities are keen to encourage youngsters to take part in their sport and can provide a positive example right there in the classroom. This also provides a chance for children to widen their knowledge of locally available sports activities.

#### F. The Play Ground

Play ground issues affect everyone. The play ground is also one of the most public place in a school where boys and girls, teachers and other adults can be seen together children playing in the play ground are visible to a wide variety of people, both those within the school itself and those passing by outside. Problems and questions which arise from the ways in which children behave in the play ground affect many different groups of people.

- Parents working in school
- The head teacher and other teachers
- Pupil at other schools, including former pupils
- Other members of the community who pass or enter the school (Pat, 1991:121).

### G. Use of space

According to O'gara and Nancy (1996;122), domination to play ground space by one particular group should be avoided. A group of boys using most of the available space for a game of football may be pushing girls and non-football playing boys a side, and non-football playing boys a side, and part form any thing else, it is just unfair. If teacher subservience and aggression as well as limiting the activities of all those who play a side including the footballers, some schools limit large balls to one area of large play ground schools with smaller play areas have banned large balls altogether.

### H. Personal and Social Education

The education system is charged with preparing young people to take their place in a wide range of roles in adult life. It also has a study to educate the individuals to be able to think and act for themselves, with an acceptable set of personal qualities and values which also meet the wider social demands of adult life. In short the personal and social development pupils is a major aim of education. (Leonard II and Marcellus, 1984:83).

### I. Teachers Attitude and Expectation

Teachers attitude are likely to be the reflection of broader societal view bias about the role and activities of male and female and stereotypical subjects

Inculcated in the curriculum. Classroom observation have shown that teachers encourage and pay more attention to boys than girls. Because

of this girls often may not answer the questions as equally as the boys, not because of they do not know but because of their socialization that does not allow them to even take the risk of being wrong (FAWE, 1996:39).

It may be more helpful to suggest that the interaction between teacher and pupils is bound to be a powerful determinates of pupils self-image and confidence, particularly at primary level.

Researchers in the field of gender differentiation have also questioned whether teacher expectations of gender-related behavior by pupils have affected pupils' progress (FAWE, 1996;39).

FAWE (1996: 132) stresses the gender experiences that teacher bring into school with them cannot be ignored. They are role model for children and, for many very young children teachers are their first adult role models other than their parents. Our own experiences are bound to influence how we see boys and girls, both now and in the future. An awareness of this is an important first more towards ensuring a more equitable treatment of boys and girls within the class room.

#### J. The Role of The Teacher

Teachers interact differently with boys and girls and this creates problems and inequalities in the class room (ICDR, 1999:119).

1. When teachers attend to task-oriented activities class, boys receive more attention than girls.

2. When students demand teachers' attention, teachers respond to boys with instructions and to girls with nurturing behavior.
3. Boys are seen as trouble makers while girls are not. Therefore teachers are more likely to reprimand boys.
4. Girls are given more attention when physical close to teachers while boys are given more attention when they are far away.

Interestingly, male and female teachers are not very different in their views of students behavior. Teachers expect good behavior from girls but feel that boys require encouragement. In general these interactions reinforce physical proximity and conformity in girls and more task oriented behaviors in boys (ICDR, 199;1999).

- K. Cultivating self-esteem in students cultivating self-esteem in students because feeling of high self esteem can lead to successful academic performance.

Every student wants to feel important and respected by her/his classmates and teachers. No one wants to be a failure. For this reason competent teachers give students plenty of opportunity. They do their best to help even the least successful students find something to be proud of recognition of one's success by other is enjoyable (ICDR, 1999:112).

According to Clark and Starr (1986), teacher should see that their students have many success in their school work. The recognition of these successes can lead even after repeated failure, to the attainment of the desired goals (ICDR, 1999:112).

Teachers should also try to raise the student level of aspiration, as a rule after success students rise their goals, after failure they lower them. One's level of aspiration then is generally a compromise between one's fear of failure and one's hope for success. Success oriented students set themselves reasonable goals that they can reach, but students accustomed to failure tend to set either impossibly high goals or unnecessarily low ones so as to avoid the stigma of defeat (Ibid).

Because of their fear of failure, low achievers are liable not to try; students who experiences success, being more confident, are more likely to exert real effort. So it is better to accentuate the positive. This approach to motivating students is more profitable because negative motivation tends to in accompanied by other unwelcome side effects (ICDR, 1999:11).

#### L. Religion

Religion may have a negative impact on female students not to participate fully in freedom in physical education activities. Appleton and et.al (1990; 60) point out that:

Religion for Christian and Islam is usually associated with low female students participation to performance good physical educational activities in the schools.

Seyoum (191:99), also criticizes religions as:

In traditional Ethiopia the orthodox church and mosque were the major institutions responsible for the dissemination of education. Even though the contribution of these two centers of learning to the development of nation cannot underestimate, their effort to encourage

the participation of female in tradition education had been negligible. The education of Muslim females shows no significance difference from that of the church school. Mosque too did not encourage females' education.

As the above writer state, these two religions did not encourage females to join education. Thus, this might indicate the fact that participation of female students in physical education at that time was unthinkable.

Seyoum 91991:99) also state that cultural and religious beliefs that discourage females education and maintain male dominance have been among the major barriers to girls' educational participation. Such beliefs pass from one generation to the next generation through folk tales, proverbs etc.

Religion also advocates inferiority of women to men, and most often the society views women participation, for example in soccer game is seen as violating cultural norms, because of such influence female are even scared and ashamed of getting dressed as men to play soccer and other similar sports (Seyoum, 1991: 99).

M. Parents Attitude towards their daughters.

Carran and bordia 91985;30) cited in John K. 91997:30) state that the change in the attitude of parents towards education of females seems crucial. The trend of education towards improvement in participation of females is still slow. The reasons could be many where parents attitude on the value of their daughters education is among them.

Carran and Bordia, (1985) remarked that, the negative attitude of parents towards girls education is the result of society view of the roles of males and females, obviously, this role is not delimited by nature rather by culturally and socially accepted norms. Socialization as a link that interrelates gender and culture is one of the social barriers that hinder girls educational environment by importing a sense of inferiority in girls mind and perpetuating male dominance (Ibid).

Finally, while formal education is increasingly valued by parents in most countries, differences often exist in the extent to which families deem schooling of equal importance, for sons and daughters. These attitudes are often complex and involve a variety of contingencies but, on balance, they typically favor sons over daughters. Indeed gender inequality favoring boys over girls is not only reflected by parents but also is a common feature in much of the developing world in schools.

#### N. Partnership/Relationship

As Mawer (1996:117) elaborated, a relationship which is built around a framework of honesty, trust and respect is then likely to facilitate a two-way communication channel.

Moreover, O'Gara (1996:122) states that halls, walkways, field eating places, washing facilities, areas for trash disposal, play areas, and

latrines are typically “given” in a school. If access to them is limited by gender, girls, and taught that they do not have an equal right to occupy and use the environment in which they live. Access to all school facilities, laboratories, libraries, computers and other mechanical equipment playing fields and physical education equipment should be possible for all students if access is denied by school policy, girls lose part of their education. If the student is not allowed the freedom to express their own idea to analysis critically and experiment with these and other ideas, they will have no opportunity for independent inquiry personal and professional development.

#### O. School Factors

Poor quality of learning environment, poor school facilities, irrelevant curriculum. Distance to school, lack of role models and teachers negative attitude to girls education are impediments that hinder girls participation in education (FAWE, 1996:10)

Learning materials are one factor, which put female students at a disadvantage. Most of the physical activities materials are not suitable and inviting girls to participate in activities according to their ability and age wise and they do not approve a balanced treatment of the sexes but exhibit male bias.

The educational training policy of 1994 says that education and training are equally available to both female and male students with special attention to the participation of women. The considerable emphasis given for women education is indicated in the ETP (Education and Training Policy) in Article five as follows:

The right of women to get career and vocational guidance at any institution of education, to have access to the same curriculum as that of men and to choose their field of study shall be ensured.

Even if schools were neutral in respect of developing gendered experience and identifies in students. They would still be responsible for assisting students to understand, in an informed way the broader process and structure that contributes to gender based inequality in areas beyond the school yard (Wolpe and et.al.1997:77).

#### P. Lack of role models

As O’Gara and Mancy (1996; 44) support that role modeling is an important part of social learning, thus increasing the number of females’ teacher is an important strategy to boost girls enrollment and participation. Female teachers in the school can be model in competence, self-esteem, success, and way of thinking and doing things.

The presence and/or absence of role models influence the participation of females in education. UNICEF (1992:7), mentioned that an increased number of female teachers is goal retention of female in schools particularly through the teachers position as role models.

Similarly the study made by Tsige (1991) indicated that quit a big proportion of girls not often ask or answer questions in class and the main reasons or this are fear of audience, fear of teachers, shyness, and lack of confidence.

Recruiting more female instructors providing preferential treatment in terms of studying facilities books and other learning materials and giving due recognition to high performing girls (Genet, 1991:2).

Based on the above points, it can be concluded that, the presence of female teacher in schools has a great importance to education and particularly to physical education to enhance and develop self confidence and encourage the participation of female students in physical education activities in the school.

## Chapter three

### 3.Research method

#### 3.1 Design of the study

Descriptive survey design employed with the assumption that can collect vast information from number of respondents, it is also believed that the design is relevant together detailed description of the current challenges of female students in learning physical education at preparatory school.

In this regard, Koul (1996) stated that descriptive method helps to have general understanding of the problem by studying the current status, nature of the prevailing conditions and trends though relevant and precise information combining the two method approach (quantitative and

qualitative<sup>0</sup> is helpful to come up with well validated and substantiated findings. (Creswell, 2003).

The aim is to know the challenges of learning of female students in physical education activities by analysis the relationship between teachers, students directors, families, the curriculum and teaching materials.

### 3.2 Source of data

The data source for this research were collected from the sujet of the research.

This include sample preparatory school PE teachers, and female students.

### 3.3 population and sampling techniques

Hadiya zone has ten woredas and one city administration. Out of the total woreda as and the city administration two woredas and the Hossana city administration were selected by random sampling.

These woreda and city administration are Murab bedawcho, misrek badwecho and Hossana city administration. And the selected schools are denama preparatory and secondary school from murab badwicho, shone preparatory and secondary school from misrek badwicho, and wachamo preparatory school from Hossana city administration.

These sampled schools were believed to be adequate in representing the population in order to choose representative sample of students which are the target for the study were elected by using simple random sampling and fill the

questionnaire from the sampled school all 5 teachers who had been teaching PE in grade 11-12 were taken as respondents to fill the questionnaire.

For the actual classroom and field observation, in grade 11 only physical education subject was to be observed and the observation was done while the lessons is given.

The observation were conducted in 3 sample schools 2 time in each school. In practical and theoretical classes. Interview was also conducted with 3 sampled school directors.

### 3.4 Data collection instrument

The instrument was used together the required information includes: questionnaire, classroom and field observation and interviews.

#### 3.4.1 Questionnaire

Two sets of questionnaire were prepared and administered to teachers and female students who were the targets for the study.

The questionnaire that was filled by the teacher has two parts. The first part is intended to collect personal data, the second part of the questionnaire is aimed at gathering information on the challenges of female students in learning physical education, about concept of physical education, the curriculum and availability of teaching materials in the field and on how female students should develop self-confidence to overcome factors that deter their learning in PE activities.

The questionnaire that was filled by the teacher has two parts. The first part is intended to collect personal data, the second part of the questionnaire is aimed

at gathering information on the challenges of female students in learning physical education, about concept of physical education the curriculum and availability of teaching materials in the field and on how female students should develop self-confidence to overcome factors that deter their learning in PE activities.

The questionnaire that was prepared for students was aimed at obtaining information on the perception, attitude opinions, intervention and interest of female students regarding the teaching learning process and the importance of physical education.

#### 3.4.2 Interview

Face to face interview was conducted with 3 school directors. To this end, a set of unstructured open-ended interview questions were prepared in Amharic and distributed finally it was translated in to English.

The interview items were mainly focused on the challenges of female students in learning physical education; concepts of physical education, sport facilities, the relationship of teachers and female students regarding the teaching learning process in the field of physical education.

The data obtained from the interview consist of responses of the directors about their knowledge, experience, opinions, perception and intervention concerning the development and promoting of physical education.

#### 3.4.3 Observation

The purpose of class room and field observation in physical education learning was to obtain and acquire information on how do teachers of physical

education implement and transmit knowledge and practical skills to their students in general and to support female students in particular.

Getting information whether teachers understand female students self-confidence or not in participating and performing the skills of physical education activities.

The data collected from the observation consist of detailed descriptions on students activities, action and the full range of interpersonal interactions that are part of observation.

Female students were observed to get the full information during the teaching and learning process in the class and sport field. Narrative method of writing was used for class room and field observation.

### 3.5 Data organization and analysis

The data collected was tailed, tabulated, and analyzed in terms of percentage. Based on the data analysis, interpretation was made and reached at certain findings.

Finally, conclusion and possible solutions were recommended.

Table: one Research setting and participants of the study

Type of participants	Research instruments used	Research settings and number of participants
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in the study					
		Merab bedwucho Denama	Mesrik bodwcho shone	Hossona wachamo	Total
Female students	Questionnaire	49	65	80	194
Teachers	Questionnaire	1	2	2	5
Directors	Interview	1	1	1	3
Total		51	68	83	202

## Chapter four

### 4. Presentation analysis and interpretation of data

This part of the study deals with the presentation and analysis of the data gathered through the questionnaire, interviews, classroom and practical field observation. Form different sources followed by discussion of the findings.

Furthermore, the, main findings of the study are presented with the help of tables followed by descriptive statement for analysis to give answers to basic questions set in the study.

The total population of this study as indicated at the above table was 202 and of these, 194 were female students, 5 teachers and 3 school directors. All of the respondents were selected according to their usability that randomly and purposively.

#### 4.1 Results

Applying percentage and other statistical methods such as mean, standard deviation and t-test were gathered. The data gathered are organized using tables and then followed by descriptions of the results.

##### 4.1.1 Respondents female students background

Female students attending 11 and 12 grade in 2013/2014 were chosen for the research as sample.

Table 2. General background of students

Item	Respondents	
	No	%
Age		
a) 18 years	125	64.4
b) Above 18 years	69	35.56
Total	194	100
Sex : a) Male		
c) Female	194	100
Total	194	100
Educational level (Grade)		
a) Grade 11	110	56.7
b) Grade 12	84	43.3

Total	194	100
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The sample female students who participated in filling the questionnaire where 2000. Out of this number 194 (97%) female students returned the questionnaire and 6(3%) female students did not return the questionnaire. As data of the responses are showb in table two most f the rspondents aged 18 of 125 (64.4%) were in the appropriate age range for preparatory schools. With regard to grade level distribution of the students 110 (56.7%) are grade 11, 84 (43.3%) are grade 17.

#### 4.1.2 background information of teachers

the intended number of teachers respondents were 5 to fill questionnaire and all are returned the questionnaire.

Regarding the respondents, all of the physical education teachers from the 3 sam-led schools were males. Age wise, 80% of teachers included in the study are in age range of 28-35. In terms of qualification 20% of the teachers have diploma while the rest 80% have first degree.

This implies that though the new education and training policy requires everyone to have first degree to teach in secondary schools.

This table indicates that of the teachers of teaching physical education in the three schools, 2(40%) have teaching experience of 3 years and above.

About 60% teachers served for 6-10 years. This implies that majority teachers may considered as experienced in terms of the number of years they have taught.

No	Items	Teachers	
		No	%
1	Sex		
	a. male	5	100
	b. female	-	-
	Total	5	100
2	Age		
	a) 18-35	4	80
	b) 36	1	20
	Total	5	100
3	Qualification		
	a. Diploma	1	20

	b. Degree	4	80
	Total	5	100
4	Experience		
	a) 3-5	2	40
	b) 6-10	3	60
	Total	5	100

#### 4.1.3 Directors respondents background

Directors interviewed in order to get adequate information on the learning of female students in physical education activities. The directors of the three schools were males.

#### 4.1.4 Family Background

Socio-economic impact on students achievement. Information was sought to identify parents' occupation and their level of education.

Table 4.5 female students response about parent's socio-economic characteristics.

Occupation	Sex					
	Male		Female		Total	
	N	%	N	%	N	%
Government employee	61	31.4%	29	10.05%	92	25.77
Farmer	48	24.74%	24	8.76	82	21.13
Trader	25	12.88%	18	-	43	11.0
Housewife	-	-	80	20.62	80	20.62
Others	11	5.67%	13	6.70	34	8.76
Parent education	-	-	-	-	-	-
No schooling any kind	22	11.34%	59	30.41	81	20.87
Reading and writing	23.9	11.85%	17	8.76	40	10.3
Primary	36	18.55%	33	17.0	69	17.78

Secondary	35	18.04%	32	16.49	67	17.26
College of University	-	-	-	-	-	-
Certificate diploma degree or above	57	29.38%	28	14.43	85	21.90

As could be seen from the table, the occupation of parents' is as follows: 100 (25.77%) government employee 82 (21.13%) of them were male, 39 (10.05%) of them respondents parents were female government employees.

While, 48 (12.37%) of the respondents parents were male farmers, and 34 (8.76%) of them were female farmers.

Moreover 80 (20.62%) of the respondents mother's were house wives.

Regarding the education of parents 252 (64.95%) were literate ranging from literacy up to certificates, diploma, degree and above. Contrary to this, 81 (20.87%) of them were illiterate. Thus, the finding indicates that education of parent has influence on the educational aspirations of their children for both male and female i.e.. Educated parents facilitate all the necessary materials for the education of their children including sport facilities.

To this end, parents educational background plays a great role to shape children attitude towards education. Yelfign et al (1995:64) have also confirmed that, mothers' education increases girls education.

#### 4.2 Enrollment

To know the trend of female students participation in education, particularly in physical education, efforts were made to study the trend of enrollment in the three sample preparatory schools. Despite, there were some challenges because of the existence of

poor recording system in the selected sample schools, the investigate for managed to obtain the required information from all the three sample schools.

Table 5: enrollment in three sample schools by sex and year (2002-2005 E.C)

Year	Enrollment					
	Male		Female		Total	
	N	%	N	%		
2002	2777	77.59	800	22.40	3570	
2003	2756	90.5	760	21.61	3516	
2004	2859	78.02	905	21.97	3664	
2005	3658	78.53	1000	21.46	4658	

Source: Director's offices of the sample schools (2013/14).

The data an enrollment help the investigator to get clear information about female students participation in physical education activities to know the

pattern of enrollment, performance and dropout from the year 2003-2005 E.C.

The enrollment of female students in the sample schools is less than that of boys.

#### 4.3 Survival in the Education system

##### 4.3.1 Dropout

Data on the number of dropouts were also collected and analyzed from three sample schools (Denama, shone and wachamo preparatory schools). The data collected were arranged by sex (see table 6).

Table 6, drop out in 3 sample schools by sex (2002-2005 E.C).

	Drop outs		
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Year	Male		Female		Total	
	N	%	N	%	N	%
2002	52	1.9	34	4.25	85	2.4
2003	15.9	2.14	45	5.9	104	2.95
2004	14	2.24	13	6.6	117	3.19
2005	26	1.64		5.54	114	2.45

Source sample schools directors' office 2013/14, percent calculation is based on the enrollment, figures of the same years.

The findings indicates that in the years 2002-2005 E.C a total of 432 (2.75%) students have dropped out. Regarding sex, more boys 19.50 dropped out than girls, that was 235 (19.51%) males and 186 (5.53%) females.

The economic problem was the main reason, specially students who are coming from rural areas cannot afford different costs, like expense for food, clothing and house rent.

Secondly, household responsibilities, abduction, and early marriage are reasons that are mentioned by respondents who were interviewed as factors for drop out from preparatory schools.

Students section ratio at preparatory level.

Compared to the students section ratio at preparatory level shows over crowded class room in all years under consideration. This shows that, short age of classrooms was very serious at preparatory level.

The national standard set for secondary level of education 99-12) was 40.

Table 7. Average number of 11 Grade students by class.

Preparatory schools	No of students perclass
Denama	68
Shone	70
Wachamo	75

Source director's office 2002 E.C

Class room and field are places where practical and theoretical activities were held and children's are motivated to grow physically, socially, intellectually and emotionally.

These places should be properly designed and facilitated, so that students can attend the teaching learning process effectively.

The national standard set regarding student section ratio is 40. However, this reality does not apply in the SNNPR (Hadiya zone) schools. The existence of overcrowded classroom is one factor that hinders the implementation of the curriculum.

In relation to this Goodlad (1984:175) underlined that overcrowdings of classroom is one of the factors affecting curriculum implementation. He further argues that, overcrowdedness of classroom results in frustration on the part of teachers in their daily effort to perform their teaching roles.

Especially in physical education practical classes, it would be difficult to control evaluate, it would be difficult to control evaluate and o use instructional materials in classes. This was also observed during practical observation.

#### 4.4 Female students class room and practical learning in physical education

##### 4.4.1 Female students response towards asking questions to repeat issues not clear in practical and theoretical classes.

The responses regarding the issue vary:43 (22.16%) of responded by answering yes and the other 58 (29.89%) of them responded sometimes while 101 (52.06%) of the respondents confirmed that, they did not ask question in the class totally. From the above findings, majority of the respondents indicated that, they are not interested to ask questions in theory and practical classes while they are in difficulties.

Similarly the response of teachers show the following: 4 (80%) say female students participation in asking question in the class of physical education is ,low, on the other hand, 1 (20%) of them responded it is medium. Both the response of students and teachers somehow show there is a similarity between female students and teachers opinion. Although, it was the teacher who provides opportunity for the students to expand their participation, the investigator also observed that during classroom observation, there was no full participation in asking questions compared to male students.

Furthermore, FAWE (1996:39) stated that, classroom observation has shown that teachers encourage and pay more attention to boys than girls. Because of this, girls often may not answer the questions as equally as the boys not because of they do not know but, because of their socialization that does not allow them to even take the risk of being wrong.

The implication is that, there are some female students still who believed that they are not as good as their peer opposite sex in academic and other activities.

#### 4.4.2 Self confidence and practical class participation.

Self initiation is one the issues considered in this study. Female students responded towards self-initiation during practical activities in physical education sessions, 58 (92.89%) of the respondents responded high the other 11 (9.11%) average, and 15 (7.73%) of them responded low while,, 10 (9.15%) of the respondent, answered I do not participate respectively. The responses indicate that the majority of the respondents rated that, they

have developed an average confidence to participate in physical education learning.

#### 4.4.3 Learning in theoretical classes

Female students rating towards physical education class participation compared with their male students.

The table below summarized the result obtained.

Table 8 Level of class participation.

Activities	High	%	Average	%	Low	%
Female students learning in asking and answering questions and forwarding ideas in the class and in the field compared	58	29.89	49	25.25	87	44.84

with their male students.						
Learning of female students in group activities compared with male students	56	28.86	65	33.50	83	42.78
Encouragement of teachers to female students success in theory and practical activities compared with male students	40	20.61	66	34.02	88	45.36
Female students'	51	26.28	47	24.22	96	49.48

participation and self confidence to be successful compared with male students						
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The responses regarding the level of class participation (see table 8) reveal that 96 (49.48%) of the respondents said that female students participation and self-confidence to be successful than male students is low and 88 (45.36%) encouragement of teacher in practical and theoretical classes is still low, while 83 (47.78%) of the respondents said participation of female students in group activity is low and 87 (44.84%) of the respondent answered participation in asking and answering questions and forwarding ideas in the class was low. From this it can be concluded that, some work should be done to improve females' confidence and teachers have to encourage female students equally with male students to make them successful and mechanism also should be designed to increase classroom interaction.

#### 4.4.4 Learning in practical classes.

Practical class is a class where students are learning in physical education activities performing physical exercise and learn skills

and rules of the games. The table below summarizes the result obtained.

Table 9. Female student opinion towards successful learning participation.

Activities	Male		Female		Both	
	N	%	N	%	N	%
Receiving more priority, appreciation and encouragement given by teachers during physical education class	64	32.98	50	25.77	80	41.23
Demonstrating practical activities in front of the students	129	66.49	25	12.88	40	20.61
Mostly exposed to injury	20	10.30	120	61.85	54	27.83
Students who attend frequently	65	33.50	39	20.10	90	46.39

the physical education class.						
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Regarding learning in practical class the responses are the following; 80 (91.23%) responded that they received appreciation, while 64 (32.98%) of the respondents responded that, mostly males receive appreciation. In addition 129 (66.49%) of the respondents responded that male students mostly demonstrate practical activities, 120 (61.85%) of the respondents responded that female are exposed to injury most of the time, 90 (46.39%) of the respondents said that both sexes are attending class regularly, while 65 (33.50%) male students attend mostly the physical education class. From the result obtained we can conclude that, mostly appreciation, more opportunities and priorities to demonstrate practical activities are given to males students. While females are seen as the main absenteeism and mostly exposed to injury. From this it can be deduced that, there is an assumption that females are always more susceptible to injury and while males are demonstrated or attend classes regularly.

As indicated earlier to reduce such assumption and difference teachers of physical education should give opportunities and priorities to female students to increase their learning in physical education activities and sport competitions.

#### 4.5 Equal opportunity to participate in physical education

Female students opinion towards performing and demonstrating physical activities equally with their male students, the response indicates that 94 (48.45%) of them agreed positively and 50 (25.77%) of them partially agreed, while, 40 (20.61%) disagreed and the rest 10 (5.15%) are not sure of it. This indicates that majority of the respondents agreed that, female students has a positive desire in developing self confidence to perform exercise equally with male counterpart during physical education classes.

In light of this IOC (1986:65) states that there is no medical evidence that endurance events are in advisable for healthy trained athletes. Women may even endure better than men in some sports because of a great percentage of subcutaneous fat. That is why IOC included 3000 meter and marathon running events for women in the 1984 Olympic Games in Los Angeles, and that is a breakthrough for females athletes.

#### 4.6 Contribution of physical education to health and development.

Perception of female students towards performing physical activity in relation with their health and its contribution to the development of their country is very important.

According 183 (94.32%) agreed and believed that, physical activities have great importance to promote health and can contribute for economic development of a country by far 7(3.60%) partially agree the other 2(1.03%) opted for no change, and the rest 2 (1.03%) of the respondents, in addition to this, they believe that healthy person can fit and participate in many productive areas to bring an economic change to her/his country. IOC

(1986:64) stated that for the individual, physical activity provides fitness, health, determination, competitiveness and self-confidence. These virtues of sport can equally benefit equally available. In line, with this Hyde 1989:9 argues, "Female education is being viewed as critical; not only for its contribution to literacy but also for its contribution to health, nutrition, family planning and economic growth.

#### 4.7 Peer Group Domination

View of female students towards male students domination during physical education activity vary, 94 (48.45%) of the respondents agreed that male dominate female students and the other 47 (24.22%) do not agree on this. While 53 (27.31%) respondents said I do not know to the issue. The response generally reveal that male students are dominating female students in the class learning participation in the field during practical exercise by occupy the field and using more materials and other sport facilities and by excluding females.

Moreover, O.Gara (1996:122) stated that, Halls, Walkways, field eating places washing facilities, areas for trash disposal, play areas, and latrines are typically "givens" in a school. If access to them is limited by gender girl that they do not have an equal right to occupy and use the environment in which they live. Access to all school facilities, laboratories, libraries, computers and other mechanical equipment, playing fields, and physical education equipment should be possible for all students. If access is denied by school policy, girls lose part of their education.

#### 4.8 Extracurricular activities and Interschool sport competition

Female students respond towards their commitment to participate and win in intramural and extramural sport competitions. The responses are 97 (95.0%) opted for low 35 (18.04%) opted for average and 29 (14.95%) opted for high, while the rest of the group 33 (17.01%) opted very low.

The whole result indicate that low feeling and interest were seen to participate in computational sports which are organized by the school.

Teachers response towards female students interest and feeling, 3 of the respondents answered that the interest and felling of female students to win in internal and external sport competition is low and 1 of them responded high, while 1 of them responded high, while 1 of them responded average.

This findings indicates that, the majority of female students do not participate in extra curricular sport activities due to lack of time and other reasons. Furthermore, teachers has also confirmed that, there are additional reasons for the low participation of female students in physical education activities.

(See Table 10)

Table 10 reasons for low participation in intra and extracurricular sport activity.

Reasons for low participation	No	%
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Lack of competitive experience	3	60
Shyness	1	20
Easily give up	-	-
Lack of self confidence		20

As it is depicted in table 10 most of the respondents 3 (60%) indicated that lack of competitive experience is the major reason for having low winning interest, 1 (20%) of teachers respondents answered lack of self confidence contribute for the low interest of winning in sport competitions and the other 1 (20%) was mentioned shyness as a reason during sport competition in the school and out of their school environment. This shows that a lot should be done to improve female students low attitude towards winning by developing self-confidence and experience in intra and extracurricular sport competition.

#### 4.8.1 Hindrance in extracurricular activities

Response of female students towards factors that hinder them not to participate in extracurricular sport activities is discussed below.

Table 11 Deterring factors not to participate in extracurricular activities

Deterring factors	N	%
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No family permission	64	32.98
Lack of appropriate sport facilities for females	58	29.89
Economical problem	42	21.64
	30	15.46

Many girls do not feel comfortable welcome or entitled to access in all areas of their schools, or to all instructional equipment.

The result indicated that 64 (32.98%) of the respondents answered that they do not get family permission, 58 (29.89%) of them responded that lack of time due to helping their families after school and 42 (21.64%) of them responded that there is no appropriate sport facilities, 30 (15.46%) of them answered that there was economic problem to buy sport suits. This indicated that economic status of families has a strong motivating factor to fulfill sport facilities to their daughters.

In teacher questions on item which requires the answer of teachers is that whether sport facilities and equipment are available according to the interest and ability of female students. Regarding this issue the response of teachers, are as follows 3 (60%) of teacher answered there was no and 1

(20%) of them respond it was unthinkable while 1(20%) of the respondents responded that, there was from the result it could be summarized that to participate in extracurricular activity all chances are given to boys than girls because, all house work responsibilities were given to females, due to this they cannot have time to study, to play or to participate in any extracurricular activities. Besides, even if sport facilities were partially available in the schools, it does not consider their interest, age height and weight.

Therefore school administration and department of physical education has to consider buying sport facilities and equipment to keep the balance of participation.

#### 4.9 Counseling and Gender Education

Response of female students towards asking counseling service from the school and school and support from physical education education department, the respondents indicated that 40 (20%) favored yes 60(30%) of the respondents responded sometimes, and the rest 94 (47%) of the respondents responded no from this finding the majority of female students do not ask any help from their teachers or departments or counselors during difficult situations they face to participate in physical education activities. This shows that, there is a gap of communication and lack of awareness how to get appropriate counseling from physical education department and counseling office.

In the teachers questionnaire, there was an item which requires the responses of teachers towards counseling and gender education Majority of the teachers 3( 60%) responded that there was no program

adjusted purposefully to teach female was no counseling office to treat such big issues in the school, 1 (20%) of teachers respondent answered that there was a program in the school to give awareness gender education.

1 (20%) responded that they do not have any idea about the issue.

From this one can understand that, there hardly exist a program that address gender issues, counseling program and related issues to promote the awareness of female students counseling gender and sex education. This was also observed during observation that, there was no counseling office except in one sample schools which were not properly functioning.

Moreover, O'Gara (1996:24) stated that, when gender in curriculum is analyzed, people recognized often for the first time... that school teach children about gender roles.

Once a community becomes aware of this questions often arise about the purpose of education and the role of schooling in transmitting cultural norms about male and female roles and relationships.

#### 4.10 Role modeling

One of the issues treated in this study is female students perception towards the importance and contribution of female physical education teachers in the school.

Table 12 Female student perception to the presence of female physical education teachers in school.

Perception	No	
Increase the learning of female students in physical activity	60	30.92
Free from male students domination	35	18.04
Free to explain ideas and problem	80	41.23
The presence or absence of female physical education teacher does not bring any change in our physical performance	19	9.79

As it is shown in table 12 the information obtained from most of female students respondents, 80 (41.23%) indicated that the presence of female physical education teachers help female students to explain their ideas freely, 60 (30.92%) responded that the presence of female physical education teacher increase the learning of female students in physical education activity; and 35 (18.04) of them responded that it will help them to be free from male students domination while 19 (9.79) of them responded that, the presence of female physical education teachers does not bring any change in the physical performance.

The result indicates that. Most of female students has an awareness about the importance of role models to encourage performance, of female students to explain ideas and to develop two way communication, to solve their problems, to develop self confidence and to perform physical activities without difficulties.

Furthermore, Junge and Mekelich (1998:165) in Amare and et .al (1998:166) stated that, female teachers and others in the school are particularly important for girls.

Women in the school can be model competence self-esteem, success, respect and other ways of thinking, acting and feeling. If all or most women in a school are powerless, invisible, not respected and undervalued the girls students will expect to become like them.

The authors tried to highlight briefly using example that, observation of a sport festival in one school showed that females prepared tea and other entertainment while male teachers made speeches and gave prizes for the winners.

Thus, male teachers were seen in the foreground and female teachers in background.

## **Chapter Five**

### **Summary, Conclusion And Recommendation**

This chapter deals with the summary, the conclusions drawn from the major findings of the study, and recommendations were made on the basis of these findings.

#### **5.1 Summary**

The major objective of this study was to examine the current status and challenges of learning participation and performance of female students in physical education and sport activities in preparatory schools of Hadiya zone.

The study also tried to identify the major school and out of school factors that may influence the learning of female students in physical education activities.

The possible areas for investigation to understand the explanatory area for investigation to understand the explanatory conditions revolve around equal participation in physical education activities. The possible areas for investigation to understand the explanatory conditions revolve around equal participation in physical education activities, socio-economic, socio-cultural, home factors, and school factors, counseling role modeling, relevancy, mechanism of physical education curriculum and mechanisms of interventions.

In order to carry out the study a survey, descriptive method with qualitative and quantitative approach was adopted. To collect the required information different instrument of data gathering including questionnaire, interview, and classroom and field practical observation were used.

The sample populations were female students, physical education teachers, and directors. The data secured from questionnaire and document analysis was handled by using statistics such as simple percentage and interview was described by using narrative approach. Hence, the following are the major findings of the study.

1. Even though relative increment has been observed in the number of female students at the recent years, enrollment in preparatory schools

in, Hadiya zone of 3 sample schools is very low as compared to male student enrollment.

During the last 4 (four) years under consideration, compared to that of males drop outs of females were higher than males in the target area.

2. The major findings of the study regarding some selected school related and out-of school factors such as: lack of family guidance and counseling, in appropriate instructional materials in the field, socio cultural problems, economic problems, parents household demand of their daughters labor early marriage and abduction, religion, socio cultural factors, school factors, were considered as reason for low or challenges of learning females students in physical education.

## 5.2 Conclusion

Physical education is the integral part of the total educational activities which enhance and integrates the physical, social and psychological aspects of an individual life through directed and selected physical activities, therefore, one has to understand that physical education plays a great role in the society, especially for females is efficiently and effectively practiced. Some of the significance is mental and physical development social and cultural biological and physiological psychology and moral development, etc. on the basis of the major findings of the study. The following conclusion are drawn.

As the results of this study revealed, females' participation or enrollment in preparatory schools of the three sample schools of Hadiya zone was found to be very low compared to that of males.

Female student participation in preparatory school of Hadiya zone was encouraging. Regarding the age of respondents most of them were 18 years of age which is an appropriate age for the preparatory schools.

As far as the participation of female students on physical activities is concerned, female students should participate by breaking all the barriers from their surroundings. Hence, the research indicated that imposition of tradition up on females students being considered as not equal to males and looked down by their families and male students.

Special assistance were not given to female students to encourage the learning participation in physical education and sport activities.

Cultural imposition of the society looking of females students as they are not equal to male students and insult and attack because of their sex. This can demotivate female students from participating in physical activities.

Role model teachers are an important part of social learning. They can increase the number of female student enrollment and participation and enhance competence, self-esteem success and other ways of thinking and doing things.

Cultivating self-esteem in students can help to lead them to achievement because feeling of high self-esteem can lead to successful academic performance especially females students. Hence females students have to be motivated and be given moral in every angle in the society by providing support such as sport materials, preparing suitable clothes changing rooms and sport fields.

Teachers are source persons who work with the learners closely and know them better than others concerning learning. So, the curriculum which is being

designed should involves teachers, female experts, parents, and the society at large. Because, teachers are the most influential person on their students attitude and performance which may directly or indirectly transmit message in the community.

Physical education is a field of action and rules. The importance of self involving physical participation and movement is a planned exercise in growth mechanically designed and not analytically described. However, it was not considered as an academic subject and only as supplementary course for other subject by respondents.

Instructional materials are resources that can assist a teachers in bringing about an intended desirable behavioral change in female students. In this regard, the study point out that there was shortage of teaching materials in physical education activities for male and female students to practice which hinder their participation in physical education.

The perception that considers female students in capable of performing physical activities as male students do. As a consequence of which, low expectation of teachers, peers to females' performance and female students themselves lowering their performance in physical education and sport activities these appear to be the major factors that contribute to female students low participation or challenges of learning in the school and out of the school environment.

Parents give less importance to their daughter education, and that responsibility to more domestic labor put female students in a disadvantages position than male students and the work load leaves them with no or little time to study, to play and participate in extracurricular sport activities and

this situation particularly affects their attitude and performance towards physical activity.

### 5.3 Recommendations

On the basis of the findings of the study and the conclusion arrived at, the following recommendation are forwarded.

1. To increase classroom interaction, teachers have to encourage and motivate female students to develop positive attitude and to participating in asking and answering questions in physical education classes.
2. When boys and girls become more mature, boy tend to dominate leadership roles in working groups on play fields and in organized sports. Therefore, to develop, socialization, group activities should be encourage by teachers and male students to bring success among female students.
3. Female students existing perception about lower capability in performing physical activities out of the school environment has affected female self esteem, self-confidence and attitude which in turn has an effect on their performance. Therefore, Hadiya zone, woreda's, city administration, educational desk, schools and other concerned bodies have to work hand in hand to promote and change the existing picture of female students participation in physical education by proving incentives to those who perform better.
4. During observation, some of the existing facilities were in adequate, in three sample schools, these schools should therefore, be facilitate by

using the government and the classrooms to reduce overcrowdings in sport fields, buying sport materials, making available water supply, separate male-female latrines, building clothe changing rooms, teachers guidelines, textbooks and other gender sensitive materials.

5. Schools should create a good relationship with parents and give them awareness about female student academic performance, participation in school clubs, the importance of extracurricular to health and their feature life style.
6. Appropriate measures have to be taken in order to reduce the highly prevailing gender based perception by creating gender awareness among peer opposite sex, teachers, the school community parents and female students themselves by panel discussions so as to build up female students self confidence and self-efficiency perception in physical education and sport activities.
7. Female students have to participate in school and outside th school environment in sport activities like their male students or equally to their brothers. Therefore, parents fear of opposite sex relationship and low academic achievement of their daughters has to be changed by creating good communication with the school and by orienting and teaching their daughters to avoid risk behavior by arranging study program and sex education to encourage them to participate in extra curricular sport activities.
8. Department heads and principals have to orient and encourage teachers to produce and utilize relevant instructional materials which are locally

made to promote the teaching learning process in the field of physical education.

9. Scarcity of sport materials and sport fields discourage students in general and females in particular, therefore schools should allocate budget to purchase sport materials including teachers sport suit, to construct sport fields and to prepare intramural sport competitions and should include in their annual plan.
10. Work load at home environment has an effect on female students learning, therefore the extra time they have should be distributed for the study, recreation, housework and for other activities. In line with this female students also have to respect their parents will and interest by developing positive discussion with their families to create a common understanding.
11. In general, planners at the zone level and policy makers in the region should pay attention and search mechanisms to improve females' learning in physical education in preparatory schools found in Hadiya zone.

## **Appendix-1**

**Addis Ababa university**

**school of graduate studies**

**Department Of Sport Science**

Questionnaire designed on “challenges of female students in learning physical education in Hadiya zone preparatory school of SNNPR”

This questionnaire is to be filled by female students. The purpose of this questionnaire is to collect information on the challenges of female students learning in PE class (activities). It is also based on identifying the major problems in the practice of physical education activities of female students. Therefore, you are kindly requested to fill –in this questionnaire ideas that incorporate different issues related to the paper. Your realistic response will achieve the success of this research.

Thank you in advance for your response

### **1. Background information**

**Instruction 1:** write your own background information on the space provided

1.1 Name of the school -----

1.2 sex \_\_\_\_ 1.3 grade \_\_\_\_\_ 1.4 age \_\_\_\_ 1.5 Woreda \_\_\_\_\_ Zone \_\_\_\_\_

1.6 parent level Education

**Level of Education**

<b>Level</b>	<b>mother</b>	<b>Father</b>
No schooling of any kind	_____	_____
Read and write	_____	_____
Primary (1-8)	_____	_____
Secondary(9-12)	_____	_____
Certificate , diploma degree or above	_____	_____

**Parents occupation**

Government’s employee	-----	-----
Farmer	-----	-----
Merchant	-----	-----
House wife	-----	-----
Other	-----	-----

**Instruction 2: put “c” mark in the boxes when the correct answer is found.**

2.1 Do you ask teachers when they explain and demonstrate through theory and practice repeat the practical activities .

A. yes  b . No  c. Some times

2.2 To what extent is your participation in physical education activities especially in practical session ?

A very high  B. Medium  c. Low

2.3 Do parents support available physical education material, to their daughters to participate in sport activities? A yes  B no

2.4 Do male students show superiority in physical education classes?

A yes  B No  C I don't know.

2.5 To what extent is your commitment to win when the school organize sports competition ? A high  B medium  C low

2.6 At the time of menstrual, do you think to practice physical activities ?

A yes  B No

2.7 Do you contact with student counsel to discuss on problems related to how to participate in sport activities ?

A yes  B No  C some time

2.8 What Are the factors that hinder female Students not to achieve good results better than male students in physical education activities.

A, No unique hindrance to female students

B. lack of ability compared to male counter parts

C. low attitude and perception of male students to wards female students

D, Lack Of Time Because Of House Hold Work To Participate in PE .activities .

2.9 Do you think that female students and male students can perform equally in PE activities

A yes  B. No  C. to some extent

Instruction 3 Rate the following questions

2.10 Which of the following factors do you think will impede your participation in ph. Education?

A. Teachers approach

B. lack of interest on the subject

C. participating in physical education activities is difficult and boring

D. absence of room for changing clothes, separate latrine, and water service

2.11 What are the causes that hinder females to participating sport activities

A. no parent's permission

B. lack of time

C. lack of appropriate sport facilities for female

D. economical problem to buy sport suits & materials

2.12 what are the major hindrances when female students practice in the physical education classes

A. family influence

B. Societal influence

C. religious influence

D. cultural

2.13 Cultural hindrance is more created and caused by

A. being seen by sport tights and shorts which shows

B. undermining of female students by male students .

C. low attention given to female students by teachers than male students

2.14 Rate the solutions to be performed in order female students to participate in physical activities

A. giving sex education

B. changing the attitude of teachers towards female students.

C. Sensitizing directors teachers, male peers, family and the society at large about the importance of female education in general and physical education in particular

2.15. Rate activities of female students parts

No	Activities	High	Average	Low
1	Female students participation in asking and answering questions, and forwarding ideas in the class and in the field compared with male students			
2	Participation of female students in group activities compared with male students			
3	Encouragement of teachers to female students success in theory and practical activities compared with male students			
4	Female students participation interest and self confidence to be successful compared with male students			

2.16 In the education class which sex has a good participation in physical education activities

No	Activities	Male		Females		Both	
		No	%	No	%	No	%
1	Receiving more priority appreciation and encouragement given by teachers during physical education class						
2	Demonstrating practical activities in front of the students						
3	Mostly exposed to injury						
4	Students who attended frequently the class of physical						

	education						
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