

**Challenge of Women Athletes in Selected First Division Athletics
Clubs of Addis Ababa**

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ABBREVIATIONS

AAA:	Amateur Athletic Association
FFSF:	Federation Feminine Sportive de France
FSFI:	Federation Sportive Feminine International
IAAF:	International Association of Athletics Federations
IOC:	International Olympic Committee
NCAA:	National Collegiate Athletic Association
NCWGS:	National Coalition for Women and Girls in Sports
SPSS:	Statistical Package for the Social Science
WAAA:	Women's Amateur Athletic Association
WSF	Women sport foundations

ABSTRACT

The purpose of this study was to assess the challenges of women athlete in clubs in case of Addis Ababa first division athletics clubs. Taking this purpose as a general objective of the study, a descriptive survey research method was applied to investigate the problem. The target populations in the study were female athletes who were participating in the first division athletics clubs at four clubs. Namely, Defense (Mekelakeya), Ethiopian Commercial Bank (Neged Bank), Federal Prisons (Marimia) and Ethiopian Youth and Sport Academy. A comprehensive sample of sixty (44.4%) women athletes and ten (7.4%) coaches from the 74 participants (total sample of size) were taken in the study and four(2.96%) sport administrators were included in the investigation who are working in the clubs. The data collection instruments designed for the studies were questionnaires and interview. The questionnaires were prepared for the female athletes and the coaches. Semi-Structured interviews were conducted for the sport administrators. The data collected from fifty-seven female athletes (three questionnaires were discarded due to response errors) and ten coaches through the questionnaires were organized and analyzed using SPSS version 16.0 and descriptive statistics, such as tables, frequencies and percentages. The data from the interviews were qualitatively analyzed in words and were triangulated with the responses of the female athletes and the coaches. In order to measure the level of challenge, four dimensions have been assessed to identify the challenges of women athlete in clubs, such as family and partner (spouse) issues, social issues, athlete's personal issues and administrative and coach related issues. Based on the findings of the study it was found that, lake of treatment during injured, shortage of balanced diet, lack of quality sport materials and facilities suitable for female athletes in clubs, distorted relationship with their coaches, and lack of support from family members are the main challenges for women athletes in clubs. Generally female athletes in first division athletics clubs of Addis Ababa are still facing social, economic, and cultural challenges. Based on the findings the recommendations were drown.

KEY WORDS: - athletics, club, women, athlete, challenge

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

Women's sport history started back in the 19th century. By the end of the 19th century, horseback riding, archery, golf, tennis, skiing and skating were being enjoyed among women in Europe. Women's sports include amateur as well as women's professional sports, in all varieties of sports. Female participation and popularity in sports increased dramatically in the twentieth century, especially in the last quarter-century, reflecting changes in modern societies that emphasized gender parity (Ross, 2016).

The introduction of modern sport in Ethiopia was closely related to the establishment of modern education and a modern army, owing to the fact that they have better sports facilities, skilled personal and grounds to perform various types of modern sport. In the 1900, French, Canadian and Egyptian nationals and other expatriate teacher worked on physical education and sport at the Menelik II and Entoto vocational and technical schools. Besides teaching sports, they organized frequent competitions between expatriate and Ethiopian teachers. Learning from the example of their teacher, student also organized team and started to compete with each other and with other schools in athletics, football and group gymnastics (Gaudin, 2017).

Although the level of participation and performance still varies greatly by country and by sport, today women's sports are widely accepted throughout the world. In a few instances, such as figure skating, female athletes rival or exceed their male counterparts in popularity (Melinda Frey, D. R. 2006). In many sports women usually do not compete on equal terms against men. Although there has been a rise in participation by women in sports, a large disparity still remains. These disparities are prevalent globally and continue to hinder equality in sports. Many institutions and programs still remain conservative and do not contribute to gender equity in sports.

The opening of empress Manan girl's school in 1931 marked the beginning of the provision of modern education for girls in Ethiopia. The subjects taught in the school were science, drawing, mathematics, household management and physical training. In 1949/50 a full-time physical education and sport teacher was appointed for the first time at empress Manan girls school. This might be a formative stage for the participation of Ethiopian women in modern sport. The available documents reveal that in Ethiopia the first organized modern sport events like acrobatics, group gymnastics and race contests were performed at Jan Meda, honoring the visit of Prince Gustaf Adolf of Sweden IN 1935. Sources show that, in the contest female students from Empress Manan School participated in the mass sport performances, despite the strong negative traditional attitudes in society towards women. (; Gebremariam, 2017)

Despite poverty, oppression and instability, Ethiopian women have found a renewed sense of hope in the glory of the Ethiopian long-distance running legacy. Originally a tradition among Ethiopian men, more recently, women have embraced and succeeded in long distance running. The sport has provided new economic, political and social opportunities to the women running for the approximately two-hundred athletes running for the semi-professional government run teams. Inspired by the accomplishments of the Ethiopian elite women runners, hundreds of young women have begun pursuing running professionally and recreationally throughout the nation

The first division of Ethiopian athletics is composed by the six best clubs of the moment. In 2015 they were: Defense (Mekelakeya or 20th Mechanized), federal police (Omedla), EEPKO (Ethiopian electric and power corporation, aka Electric), Ethiopian commercial bank (Neged Bank), federal prisons (Marimia) and governmental house agency (Betoch). Inside the first division group, Mekelakeya stands one head above the other clubs, both by the number of points collected each year and by its long-lasting presence over the last decades inside this elite group

1.2 Statement of the problem

Mensch (1995) 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. Recently, we have come across many outstanding performances by female athletes in different sport, which previously used to be considered a sport for only men. Zimmerman and Reaville (1998) report that, the number of girls and women's participating in recreational and competitive football, boxing, and wrestling has grown. They also state that female participation in extreme sports (or "X sports") such as snowboarding, skateboarding, and inline skating, has also increased. One factor that may contribute to this trend toward increased female athletes in a wider range of sports is the idea that borders between the sexism to be less patrolled among generation X'ers. The gap in woman's participation in athletics compared to men participation has been closing, but much progress is still needed.

Women in Ethiopia were and still are in a disadvantageous position in all respects. The domestic culture in Ethiopia has allowed mainly males to demonstrate their abilities in many sports in general and athletics in particular. The literature shows that females were challenged by legal and institutional problems, social norms and religious constraints and as a result they were unable to participate in athletics sport. In addition, the literature notes that the participation and achievement of female athletes has shown progress since the Derg period. In the period of EPRDF female athletics have made faster progress. In addition, the literature indicates that despite legal and socio-cultural impediments. Ethiopian female athletes have had better achievements than Ethiopian male athletes in some selected prestigious international competitions. (Gaudin, 2017).

In 1976 Montreal Olympic game, in Ethiopian Olympic team two female athletes I.e. Ethiopia Gebreyesus (long jump) and Tsiie Gebre Mesih (1500m) were included for the first time. Before 1992 Barcelona Olympiad Ethiopian female athletes could not

get the medals but since 1992 Barcelona \Olympiad to 2016 Barcelona Olympiad, Ethiopian female athletes obtained 23 medals whereas Ethiopian male athletes got 30 medals from 1960 Rome to 2016 Rio de Janeiro (IOC, n.d.) Even though it is not a huge difference it was a big progress for female athletes in relation to when they began to take part in the Olympic game and considering the number of female athletics participations. If female athletes get the chance they become more successful than male athletes. It seems that the gap between men and women in sport is getting much smaller when we look at women's sport history. However, there are still definite issues that must be solved concerning women's sport. For example, female athletes who must raise their family and children often face challenges of balancing athletic career and personal life. There is still a low ratio of female athletes. In short, the number of female athletes who have the potential to become popular has not increased yet. Nowadays in international competition Ethiopia represent by the athletes who involved in first division athletics clubs. Due to this, researcher motivates to find out the women's challenge in athletics club: in these periods.

1.3 Research Question

In order to investigate the challenges of women athletes, the researcher raises the following basic questions.

- What is the attitude of women athlete's family and partner toward athletics?
- What are social related challenges that affect women athletes in the club?
- What are the factors caused by athletes themselves in the club that affect women athletes' performance?
- What are the attitude of coaches and sport administrators towards women athletes?

1.4 Objective of the study

1.4.1 General objective

The overall objective of this study was to assess the challenges of women athlete in club.

1.4.2 Specific objectives

The following points were specific objectives of the study

- Investigate the attitude of athlete's family and partner toward athletics.
- To identify social related challenges those, affect the performance of women athletes in club.
- Find out the factors caused by athletes themselves in the club that affect women athlete performance.
- To assess attitude of coaches and club's administrators towards female athletes.

1.5 Significance of the study

This research will have the following significance: -

- For the researcher, it has the significance of providing first-hand experience in the whole situations happening in the women athletics area and as such makes her ready for her further professional life.
- For women athletes, clubs and policymakers and also for scholars, provides adequate information as to what factors affect women athletes' performance so that focuses could be made on the factors in solving the problems.
- Examines the factual problems and the degree at which specific problems are impacting the scenario so as to give clues on how to prioritize actions in solving the problem.

- Provide recommendations to solve the problems which can serve as solutions by themselves or can be used as bases for those who research on scenario as well as concerned bodies.
- It encourages other intellectuals for further study.

1.6 Scope of the study

The research focuses on assessing the challenges of female athletes in selected first division clubs in Addis Ababa. Such as, Defense (Mekelakeya), Ethiopian Commercial Bank (Neged Bank), Federal Prisons (Marimia) and Ethiopian Youth and Sport Academy. The reason why those areas were selected, due to the fact that most known athletics clubs are found here and practiced among the female athletes. The results of the research could replicate and adapted in the other parts of the country so that it can contribute to the overall development of female athletes.

1.7 Limitation of the study

In conducting this study, the researcher faced, unwillingness of a few participants in filling the questioners; inadequacy of available relevant research materials were the limitations encountered in this study. In addition to, the scarcity of sufficient books and literature in the area of study was the major short coming that the researcher encountered during the execution of the study.

1.8 Operational definition

Challenge- *stimulating test abilities, a test of some body's abilities, or a situation that tests somebody's abilities in stimulating way (Encarta, 2009)*

Coach- a person who provides organized assistance to an individual or a group of athletes in order to help them develop and improve (Johni't al 2008).

Masculine- having the qualities or appearance considered to be typical of men; connected with or like men:

Sexual harassment-comments about sex, physical contacts, etc. usually happening at work, that a person finds annoying and offensive.

Society- people in general, living together in communities:

Socialization- the process whereby individuals learn skills, traits, values, attitudes, norms and knowledge associated with the performance of present or anticipated social roles.

Stereotype- a fixed idea or image that many people have of a particular type of person or thing, but which is often not true in reality:

1.9 Organization of the study

This research dissertation is organized into five main chapters. The first chapter contains background of the study, statement of the problem, research questions, objective of the study, significance of the study, scope of the study, limitation of the study and definition of terms. The second chapter deals the review of literature. The third chapter covers the research methodology (research design, source of data, sample, sample size, sampling technique, and data collection instruments and data analysis), about description of the study area and the study population. While the fourth chapter deals on major research result analysis and presentation. And also chapter five of this thesis contained summery, conclusion and recommendation. References, questionnaire, appendix and other related materials are part of the document.

CHAPTER TWO

REVIEW OF LITERATURE

2.1. Women in sport

Society expects males and females to adopt, believe in, and fulfill specific gender roles and stereotypes that have been established. In the world, males are expected to be strong, independent, and athletic, whereas females are expected to be quiet, obedient, attractive nurturers. Society demands compliance to the enforced gender order. When these gender norms are violated, it is common for labels to be given (i.e. lesbian), questions to be asked (“Are you sure that is not a boy in the net?”), and people to be ridiculed (“a girl playing football – what a butch”). While “traditional” gender stereotypes have remained fairly constant over the past few centuries, they have also been challenged and confronted by many women and feminists. One specific area, in which traditional gender stereotypes have been evaluated and analyzed, is sports and physical activities. Comparing traditional female gender stereotypes with those of the 21st century women in sports, it is clear that female athletes are beginning to establish themselves in the sports world. Their ability to challenge sexist barriers and restrictive notions about women's physical appearance, athletic ability, and participation in sports, is evident through their increased involvement in sports. However, it is also true that traditional female stereotypes continue to prevail (Kitchen, 2006).

2.2 Women in athletics

In 19 to 20 century there was an increasing number of events around the world for women and girls, not all of which were purely ‘athletic’ but which had an athletic element. For example,” in 1903 the major couture houses in Paris organized the *Marché des Midinettes* – A 12km walk through the streets of the city. Two-and-a-half thousand young women took part. It was a great success and one observer noted that, “we will remember the smiles and not the fifths of seconds”. In November 1904, Paris hosted a different sort of event. The managers of the *Parc des Princes* organized a

300m vent for women and attracted 250 competitors who had to run a series of qualifying heats. It was intended as an event for women to be watched by women, but there were many male journalists and VIPs who gained entrance and who subsequently mocked the competitors and their flying skirts, flowing hair, sweaty armpits, falls, and money prizes. Admen sports fest staged in Berlin in the same year provoked similar reactions. When reading the contemporary reports from the first decade of the 20th century, it is clear that the new generation felt exhilarated by the idea that they could push the social and political boundaries even further. Further than men had ever contemplated, and they were willing to risk public ridicule and anger in the process (women in athletics, n.d.)

By and large, men were the first organizers of athletics, just as they were the first organizers of most other sports. When men organized first clubs, then national, and then international organizations, they never included women. When later, it was suggested that they should include women in their organizations; this lack of inclusion became deliberate exclusion. As the athletic organizations which existed were for men only, this inevitably led to women-only organizations. This in turn, often led to overt hostility from the men not only to the women's organizations, but also to women participating at all. But from 1914 Europe was at war, and women substituted for men in the work place in unprecedented numbers and redefined their social roles. The world had already changed too much to believe that it could ever go back, but it did not seem like it at the time (ibid).

Women athletes have had a clear impact on the Ethiopian society as “two decades ago, it was considered a taboo for girls in Ethiopia to wear running gear and run in public. Today however, after the success of Derartu Tulu and other female runners, girls have equal opportunity to train with boys. Across the nation, women have become able to publicly participate in the sport and wear gear most suitable for running: shorts and spandex. Due to the accomplishments and impact on the culture that successful female athletes have made in Ethiopia, “parents want to understand their children more and

have them develop the character of the famous runners.”¹ Through running, these famous female athletes have been able to influence the public perception of women in Ethiopian culture and challenge traditional gender norms. Competitive running has provided a way for women to play a vital role in maintaining and advancing the legal inclusion of women’s rights in a realm that has yet to fully reflect these advancements: contemporary Ethiopian culture. The growing involvement of women in Ethiopian running provides a link between the newly defined legal rights of Ethiopian women and the perception of women in Ethiopian culture. In doing so, running progressively allows women to access their rights as citizens. As running has created space within the culture for women to explore roles outside of childbearing and the constitution has established greater equity under the law, the representation of women in government and society has slowly increased. This has been seen through the increased percentage of women attending primary and secondary school, increasing numbers of female representatives in government and the involvement of women in competitive running (Nolan,2009).

Jepkorir Rose and Chepyator-Thomson, author of *African Women Run for Change*, recognizes the influence running has on culture and societal structure when describing how “African women in track & field and distance running have reshaped in digenous based familial roles and perspectives to represent their countries in world competitions. They have expanded their economic, social and cultural roles to allow for their participation in nation-state building and development of their rural state communities” (Thomson and Rose, 2005). Public opinion is also influenced by the growing visibility of women as equals to men in running, undermining traditional stereotypes and providing a new identity for women. Through running, women are able to break down the cultural barriers that keep them from accessing their legal rights and equity under the constitution. Though the national government has established new laws to protect women, these laws are difficult to enforce as women in Ethiopia continue to live lives largely dictated by cultural norms and practices. This

¹ Interview with Elshadai Negesh, Athletics Journalist, written for the IAAF, BBC, Fortune in Addis, Running Times, Runner’s World, Race Results Weekly, Africa Report and Salam ta. Bole, Addis Ababa, Ethiopia, July 10th, 2009.

is especially true for women living in rural areas. These areas often have limited governmental structures and lack the funding necessary to enforce the penalties of women's rights violations. For this reason, the running has become a key tool in the protection of women's rights. It directly challenges the cultural and traditional constructs of the identity of Ethiopian women. But it does so passively through the involvement of women in a tradition of excellence. In this way it allows change to come from individual communities and the women within them (Nolan,2009).

Empowerment is not simply having economic and educational opportunities available but also gaining the confidence, sense of self, and organization necessary to make decisions independently and consciously. Women in many developing countries remain under the forces of parents, husbands, employers, tradition, religion, and other people and institutions with regard to their bodies, occupations, education, and future. Regaining control over one's life requires an increase "in self-confidence and self-esteem, a sense of agency and of 'self' in a wider context, and a sense of dignidad (being worthy of having a right to respect from others)" (Parpart, Jane L., Rai, Shirin M., Staudt and Kathleen, 2002). This is the essence of empowerment and it is what Ethiopian running represents to women. It does not necessarily provide economic and educational opportunities but rather an environment in which women acquire the means by which to obtain and utilize these opportunities. Even though "most human action is purposeful and strategic, it will always have unintended consequences that were not part of the original strategy. And in some cases the unintended consequences may turn out to be more important and long lasting than the intended ones" (Mikell and Gwendolyn, 1997).

Though not the intended goal, the enhanced sense of self one attains while participating in a sport that includes both men and women at the highest levels of success will continue to impact the lives of female athletes, regardless if they attain financial success from their athletic achievements. Though the gender relations of power in Ethiopian politics, society and culture are unequal at present, Ethiopian women have found the power to rearticulate gender norms through the sport of running. Finding personal freedom and agency in running, Ethiopian women have

become involved in a sport that has become essential to Ethiopian nation-building. As visible by the impact running has had on the women who participate in the sport, “it would be wrong to underestimate the positive benefits that sport has brought to the lives of increasing numbers of women from developing countries” (Hargreaves and Jennifer, 1997).

The involvement of women in Ethiopia’s running culture provides a unique way to integrate development, gender equity and a culturally progressive sport to redefine the role of women in Ethiopian society and the direction the nation takes as it continues to grow under the newly democratic government. According to Dr. Robert Chappell, a sports science consultant who was formerly with the Department of Sport Sciences at Brunel University, London, “‘little research has so far been carried out on sport in developing world countries.’ Far less research has been carried out in relation to opportunities for girls and women in developing countries” (Chappell, 1999). The apparent impact successful female athletes have already had on Ethiopian culture and the lives of individual women throughout the nation reveals the importance of sport as a vehicle for social change. When working to further gender equity and the protection of women’s rights in developing nations it is essential to consider all methods of empowerment, including sport. As running has played a critical role for female athletes in defining their role at home, in society and in the government, the value and influence of sport in the lives of women in developing nations must be further researched and reflected in the methods of those working to further the position of women internationally (Nolan,2009).

As the enforcement of the laws protecting the rights of women in Ethiopia have yet to be realized, the roles of women in communities across Ethiopia continue to be dictated by cultural norms and practices. The United Nations Population Fund found that “in rural parts of Ethiopia where creating access to education is a serious challenge, girls are discouraged to attend school due to various cultural factors including: household responsibilities, fear of ‘too much exposure’ resulting in a difficult marriage or simply undermining the value of educating girls. Similarly, women are continuously exposed

to “harmful traditional practices such as female genital cutting/mutilation” despite laws forbidding the practice.²

The Ethiopian Penal Code states that FGM “carries a punishment of imprisonment of not less than three months or a fine of not less than 300Birr [US\$23],” serving as a weak deterrent against a practice heavily embedded in Ethiopian culture. According to the United Nations High Commissioner for Refugees, the prevalence and use of FGM on the population of Ethiopian women “dropped from 61 percent in 1997 to 46 percent in 2008 – although an estimated three out of four Ethiopian women have undergone [what is classified as] the removal of all or parts of the female genitalia for non-medical reasons.”³ Local cultural norms and traditions often have a greater impact on women’s roles -- at home, in society and in the government – than the national laws. Tiruset Haile Mekonnen, the Associate Economic Affairs Officer at the African Center for Gender and Social Development, explained in an interview that “there have been changes in the constitution to protect women, the problem is implementation. Unless it’s monitored, the changes made are not worth it.”⁴ Tiruset Mekonnen went on to identify tradition and culture as two of the major challenges facing the protection of women’s rights as “culture and tradition define the role of women using unwritten laws as the guides.”⁵ Despite legal changes, women continue to face inequality within Ethiopian society as they work to protect their rights in a political and social atmosphere that allows little dissent. Given the multiple obstacles facing women in Ethiopian society, are there avenues that provide women with opportunities for political, economic, and social advancement? This study seeks to discover the potential running has to empower women at a local and community level in a way that has previously been made unavailable to Ethiopian women. It researches the impact

²Female Circumcision Declines in Ethiopia’s Southern Region, Integrated Regional Information Networks (IRIN), July 31 2007
<http://www.ethiopianreview.com/news/2007/07/female-circumcision-declines-inethiopias-southern-region/>

³ Ethiopia: New Initiative Against FGM/C, UNHCR. Integrated Regional Information Networks (IRIN). Dec 1 2008. <http://www.unhcr.org/refworld/docid/4934ffc127.html>

⁴ Interview with Tiruset Haile, Associate Economic Affairs officer, African Development for Gender and Social Development. UNECA building, Addis Ababa, Ethiopia, June 19th, 2009

⁵ Interview with Tiruset Haile, Associate Economic Affairs officer, African Development for Gender and Social Development. UNECA building, Addis Ababa, Ethiopia, June 19th, 2009

that the participation of women in Ethiopian running has on the position, sense of agency and personal freedom of women in Ethiopia (Nolan,2009).

2.3. Female Athletic Stereotypes: Past and Present

Sports and athletics have traditionally been restricted to and associated with males, masculinity, and the “manly domain”. In their works, Woolum (1998) and Sherrow (1996) trace this pattern and highlight how sports have, over time, evolved for women. They point out that for centuries; athletics, competition, strength, and team sportsmanship have been deemed appropriate traits within the “masculine domain”. As a result, many girls and women avoided taking part in sports. It was not until the mid-1800’s that women began to accompany their male relatives to specific sporting events (such as horse races and baseball games) and participate in mild exercise such as dancing and ice-skating. Then, after the Civil War in the late 1800’s, women were finally given the opportunity to participate in organized sports. Golf, archery, and croquet, were the first sports to gain acceptance among women because they did not involve physical contact or strain. Because perspiring, physical contact, and competition were not socially acceptable “ladylike” behaviors, women’s physical recreation activities and opportunities were limited. Furthermore, women were required to protect their 4 reproductive systems, and activities such as these, allowed women to “play safely” (Sherrow, 1996; Woolum, 1998).

Before the end of the 19th century, the invention of the bicycle began to revolutionize women and their participation in physical activities. It is during this time that women adopted a freer style of dress (they set aside their big hooped dresses in exchange for “bloomers” - wide pants that fit beneath a loose fitting dress) so they could enjoy cycling, and other activities such as horseback riding, gymnastics, and skating. This major change not only allowed women to consider pursuing athletics (i.e. participation in basketball, baseball, track and field), but it also liberated them in other areas such as attire, roles, and professions (Sherrow, 1996). With these revolutionary changes, traditional gender stereotypes for females began to transform. The ideas that “girls don’t sweat”, “girls don’t run”, and “girls don’t get dirty”, began to be challenged and

questioned in conjunction with being a female and being feminine. In the 1930's, Mildred "Babe" Didrikson showed that women could successfully participate in competitive athletics (track and field, baseball, golf, swimming).

After World War II women's competitive collegiate sports began to emerge. And in the 1960 – 70's, the women's movement created new attitudes and demanded equal opportunities, funding, and facilities for women in sports. It was during this period that Billie Jean King defeated Bobby Riggs, a former men's champion, in a tennis match called the Battle of the Sexes. In the early 1980's this women's tennis champion also admitted to a seven-year lesbian relationship. Her motivation for both of these significant actions was to prove that female athletes deserve respect (Rapp port, 2005, p.60). This helped to pave the way for Martina Navratilova (another American tennis champion), to become the first professional female athlete to publicly embrace her lesbian identity and actively participate in the lesbian and gay civil rights movement (Griffin, 1998, p.47). More recently, increasing numbers of girls and women are participating in "traditional male sports".

Zimmerman and Reaville (1998) report that, the number of girls and women participating in recreational and competitive football, boxing and wrestling have grown. They also state that female participation in extreme sports (or "X sports") such as snowboarding, skateboarding, and inline skating, has also increased. One factor that may contribute to this trend toward increased female athletes in a wider range of sports is the idea that borders between the sexes seem to be less patrolled among generation X'ers. Another factor may be that a broader definition of femininity is beginning to evolve as a result of women challenging the "traditional" gender stereotypes that used to define them. A broader definition allows for greater latitude in women's ability to claim their own definitions of "womanhood" and "femininity". A third factor may be that the presence of females in these types of sports helps break a lot of male oriented and prescribed stereotypes and barriers; thus giving girls and women the courage and esteem to participate in a wide range of sports and physical activities (Kitchen, 2006).

2.4. Athlete's perspective of coach-athlete compatibility

The coach-athlete relationship has been shown to have a profound effect on an athlete's satisfaction, performance, and quality of life (Greenleaf, Gould, & Dieffenbach, 2001; Kenow & Williams, 1999; Vernacchia, McGuire, Reardon, & Templin, 2000; Wrisberg, 1996) and several factors may influence this relationship (Burke, Peterson, & Nix, 1995; Grisaffe, Blom, & Burke, in press). Olympic athletes from the 1996 Summer Games who did not perform as well as expected felt that conflict with the coach, receiving inaccurate technical information, the coach's inability to handle selection controversy, and lack of focus on team climate played significant roles in lower-level performances (Greenleaf, Gould, & Dieffenbach, 2001). Trust, friendship, and feedback from the coach had a positive impact on the performances of athletes who met or exceeded expectations. Athletes experiencing burnout have cited the coach as a negative influence due to the coaches' lack of belief in the athlete, extreme pressure, and/or unrealistic expectations (Udry et al, 1997).

Stewart and Taylor (2000) found that athletes' perceptions of coaching competence and coaching behaviors were contributing factors to performance. Numerous studies have examined the impact of gender on the coach-athlete relationship. Athlete preferences for same-sex or opposite-sex coaches have been examined, and factors taken into consideration have included level of knowledge and ability to motivate, (Medwechuk & Crossman, 1994; Parkhouse & Williams, 1986), level of athlete's comfort in disclosure (Molstad & Whitaker, 1987; Sabock & Kleinfelter, 1987; Simmons, 1997), and capability of being a role model (Lirgg, Dibrezzo, & Smith, 1994). Molstad and Whitaker (1987) found that female basketball players ranked female coaches as superior in the coaching qualities of relating well to others and understanding athletes' feelings (two of the three most important rated qualities), while no difference was found among other characteristics. Conversely, a strong sex bias favoring male coaches was found in male and female high school basketball athletes who rated males as more knowledgeable, more likely to achieve future success, more desirable to play for, and having a greater ability to motivate (Parkhouse & Williams, 1986). Overall, 89% of male athletes and 71% of female athletes

preferred a male coach. Previous research investigations have not shown a clear consensus for coach gender for female athletes (Lirgg, Dibrezzo, & Smith, 1994).

According to Felder and Wishnietsky (1990), the percentage of females coaching high school teams has dropped as much as 50% between the mid-1970's and early 1980's. Similarly, females coached 90% of collegiate teams in 1972 while only 47.3% of teams were coached by women in 1990 (Carpenter & Acosta, 1991).

Osborne (2002) suggested that although male and female athletes share many attributes such as the desire to win, willingness to sacrifice time and energy, and enjoyment of competition, athletes need to be coached differently. Factors to consider include training methods, coaching philosophy, motivation tactics, communication style, and ability to relate on a personal level. The majority of research that has examined the impact of coach gender on the female athlete has been conducted quantitatively and has used hypothetical coaches (Frankl & Babbitt, 1998; Medwechuk & Crossman, 1994; Molstad & Whitaker, 1987; Williams & Parkhouse, 1988). The present study utilized a qualitative approach to explore female athletes' experiences with actual male and female coaches. Further, Carron and Bennett (1977) noted the importance of gaining the athlete's perspective of coach-athlete compatibility, while Osborne (2002) pointed out that very little is known about the extent to which female athletes prefer a same-sex or opposite-sex coach.

2.10. The benefits of women's participation for sport and society

In addition to benefits for women and girls themselves, women's involvement increased can promote positive development in sport by providing alternative norms, values, attitudes, knowledge, capabilities and experiences. The contributions of women, particularly in leadership positions, can bring diversity and alternative approaches and expand the talent base in areas such as management, coaching and sport journalism. The participation of women and girls in sport challenges gender stereotypes and discrimination, and can be a vehicle to promote gender equality and the empowerment of women and girls. In particular, women in sport leadership can

shape attitudes towards women's capabilities as leaders and decision-makers, especially in traditional male domains. Women's involvement in sport can make a significant contribution to public life and community development.

2.11. Inequalities and discrimination: constraining women in sport

The positive outcomes of sport for gender equality and women's empowerment are constrained by gender based discrimination in all areas and at all levels of sport and physical activity, fueled by continuing stereotypes of women's physical abilities and social roles. Women are frequently segregated involuntarily into different types of sports, events and competitions specifically targeted to women. Women's access to positions of leadership and decision-making is constrained from the local level to the international level. The value placed on women's sport is often lower, resulting in inadequate resources and unequal wages and prizes. In the media, women's sport is not only marginalized but also often presented in a different style that reflects and reinforces gender stereotypes. Violence against women, exploitation and harassment in sport are manifestations of the perceptions of men's dominance, physical strength and power, which are traditionally portrayed in male sport. (Adriaanse, 2007)

A number of critical elements have been identified for challenging gender discrimination and unequal gender relations, and establishing an enabling environment for gender equality and the empowerment of women, in many different areas, including women and sport. They include improving women's capabilities, through education and health; increasing their access to and control over opportunities and resources, such as employment and economic assets; enhancing their agency and leadership roles; protecting and promoting their human rights; and ensuring their security, including freedom from violence. The role of men and boys in challenging and changing unequal power relations is critical. In recent years, a stronger focus has developed on the positive role men and boys can and do play in promoting women's empowerment in many different areas, including in the home, the community and the labor market. The current dominance of men in the world of sport makes their

involvement and contributions to achieving gender equality in this area critical. (Ibid, 2007).

2.12. Understanding and Overcoming Challenges of Women's Sports

Around the world, girls and women face unique challenges to participating in sport. These challenges are personal, practical, economic, political and cultural. In Pakistan, the lack of private space where girls can compete without being seen by men is an obstacle. In Zimbabwe, girls are expected to dance, while football is reserved for men. In order to create a successful sport program for girls, leaders must first be aware of the challenges. Understanding potential obstacles leads to the development of positive, sustainable strategies. The most important step to understanding the obstacles girls in a specific region face is to go out in the community and ask parents and leaders their thoughts on girls playing sport.⁶

2.12.1 Appropriate Sport Apparel

Many societies impose constraints on what is considered appropriate attire for girls. In tradition-bound and religious societies, expectations often include modest dress, often covering legs, arms and/or hair. According to programmer's partners, these requirements can make participation in many sports challenging for girls from both a practical and a psychological standpoint. Similarly, if a girl feels like she is shaming her family for wearing a swimsuit in public, she is not likely to want to swim. It can actually be very dangerous for a girl to shame her family by behaving in a manner that is perceived as inappropriate; she risks being punished (physically or psychologically), blamed for being evil, threatened, or inhibited from moving around freely (Appropriate sport apparel, n.d.).

⁶ Retrieved from <http://gudes.womenin.org/ig/programme-design/understanding-and-overcoming-challenges/fields-and-facilities>

2.12.2 Fields and Facilities

In economically disadvantaged communities, especially in urban areas, there is a lack of sufficient spaces to engage in sport. Compounding the issue of limited resources is the fact that those fields and courts are often over-used in high-density areas. There is typically a hierarchy for access to athletic space, and girls' sport teams are often at the bottom. Program partners report girls' football events being cancelled without notice to accommodate boys and men who show up to play casual games on the fields. In some cultures, or conflict regions, it may be inappropriate or too dangerous for girls to play outside, therefore confining them to an even smaller pool of indoor spaces (Fields and facilities, n.d.).

2.12.3 Economic Constraint

Girls from economically disadvantaged backgrounds can find the costs associated with equipment, transportation and competition unrealistic for their families. Additionally, playing sport can mean time away from paid jobs and work that generates income for a family, such as farming. Girls are often pulled out of school early to work and provide income for the family. Parents will be resistant to letting their daughter stop an activity that brings the family money and start an activity that, as many cultures regard, is a waste of time or won't get her anywhere (Economic Constraint, n.d.).

2.12.4 Scheduling

Girls, especially those living in poverty, are often responsible for assisting in caretaking at home, including watching children, doing chores, cooking and cleaning. In addition, many adolescent girls fill the rest of their day in school or working paid jobs. Participation in a sport program might not fit easily into a girl's already full schedule, consisting largely of other's expectations for and demands on an adolescent girl's time. Girls are often afforded only a little, if any, leisure time after their daily chores and caretaking responsibilities are over. Many cultures see leisure as an activity worthy of men who work to support the family, whereas the work women do in the

home is not seen as work, and therefore women do not need to relax or have some time for them (Scheduling, n.d.).

2.12.5 Personal Safety

There are few girls who have never feared for their own safety. Across the globe, in urban and rural environments, girls walk home from school with the risk of being robbed, raped or harassed. To participate in a sport program, girls and their caregivers have to feel safe when travelling to and from trainings and events, and throughout the entire practice and competition. In conflict zones, it is sometimes dangerous for women to simply be outside. It is important for sport programs to first identify what the threat to safety is and then devise strategies for protecting girls from those threats (Personal Safety, n.d.).

2.12.6 Female Role Models

If a girl has never seen women participating in sport, it will be virtually impossible for her to imagine playing herself. Similarly, if she sees a woman training to be a doctor, she is raised to believe she, too, can be a doctor. When a girl sees a woman who grew up in her region, and who has faced the same challenges she faces, speaking out for her and walking and playing proudly, that girl's sense of what she can do expands exponentially. When a girl sees a woman who is married and still playing sport, she realizes that becoming a wife doesn't mean giving up her passions. Strong female coaches who show just as much understanding and command of a sport as male coaches challenge a common stereotype, often held by girls themselves, that male coaches have more expertise than women. Girls need role models to not just show them their limitless potential in sport and life, but to show them how one achieves success across spheres. Too often, girls are not exposed to a diversity of role models, limiting their visions for their own potential (female role models, n.d.).

2.12.7 Gaining Government Support

Sport is a government-sponsored and regulated institution at local, provincial and national levels in many countries. In some places, sport exists almost solely within the context of the government. These governments often run by a male majority, priorities sporting opportunities for boys rather than girls. This bias occurs at all levels of government: national, regional and local. In countries where governments do not support sport opportunities for girls, independently run sport programs fill an important void (Gaining Government Support, n.d).

2.12.8 Media Coverage

The media plays a pivotal role in showing, or hiding, the images of strong, healthy women athletes who can serve as role models for younger girls. Girls derive their sense of self, in part, by what they see on the television and in newspaper and magazines. Most mainstream media shows women's sport only occasionally or not at all, while providing a daily dose of men's sport. It's no wonder girls are often brought up feeling like strangers to the sporting arena. Researchers have shown that media coverage for women's sports has been significantly less than the coverage for men's sports. Millions of young women from all over the world play sports every day. However, the number of women playing sports does not correspond to the amount of media coverage that they get. In 1989, a study was conducted that recorded and compared the amount of media coverage of men and women's sports on popular sports commentary shows (media coverage, n.d.).

Michael Messner and his team analyzed three different two-week periods by recording the amount of time that the stories were on air and the content of the stories. After recording sports news and highlights, they wrote a quantitative description of what they saw and a qualitative of the amount of time that story received. During that first year that the research was conducted in 1989, it was recorded that 5% of the sports segments were based on women's sports, compared to the 92% that were based on men's sports and the 3% that was a combination of both. In 1999, women's sports

coverage reached an all-time high when it was recorded at 8.7%. It maintained its higher percentages until it reached an all-time low in 2009, decreasing to 1.6%. The researchers also measured the amount of time that women's sports were reported in the news ticker, the strip that displays information at the bottom of most news broadcasts. When recorded in 2009, 5% of ticker coverage was based on women's sports, compared to the 95% that was based on men's sports. These percentages were recorded in order to compare the amount of media coverage for each gender (Holmes, 2014).

2.12.9 Religion

Sometimes religion is used by conservative societies and institutions to prevent females from participating in sport. These religious groups within society misinterpret or use fanatical texts to demonstrate sport as inappropriate for girls. This often shames families whose daughters play or scares families into barring their daughters from playing out of fear of religious authorities. The reality is that although many religions do dictate appropriate clothing for sport or appropriate spaces, very few, if any, bar girls from playing and participating in sport. In fact, many religions promote sport as a tool for well-being (Religion, n.d.).

2.12.10 Prejudices and Misconceptions

Many cultures consider sport to be a male domain. Despite the increase of women athletes at all levels, from grassroots activities to the Olympic Games, girls are often barred from watching and participating in sport. Societies assume that the physical and psychological qualities associated with athleticism, such as strength and competitiveness, are “masculine.” In many traditional societies, a girl can be condemned for being pornographic for merely showing her skin in athletic clothing or raising her leg to kick a ball. When femininity in a culture is associated with being petite or soft, girls are often reluctant to build muscle mass. Becoming a wife often means giving up sport or other leisure activities. These attitudes about the role a girl should or should not play in society are imposed upon adolescent girls and, over time,

adopted by them as well. There are also misunderstandings when it comes to sport and its impact on girls' sexual and reproductive health. Some fear that playing sport will cause loss of virginity. A common myth in some cultures is that the physical exertion of sport, such as running, kicking or jumping, will cause the hymen to tear. An intact hymen is erroneously seen as a physical indicator of virginity. In societies where a girl's virginity before marriage is sacred, the threat of sport causing a tear can be a very serious concern. Girls and society often have misunderstandings about the safety of participating in sport while menstruating. In addition, sanitary pads and tampons are expensive and are not a financial priority for many families, especially in traditional cultures or among economically disadvantaged families. When girls begin to menstruate, they are often confined to their homes and temporarily or totally cease participation in sport. (Prejudices and Misconceptions, n.d.).

2.12.11 Body Image

A girl's perception of her own body and her relationship with her body image can influence if she feels confident or comfortable enough to play sport. In many societies, beauty is often considered the opposite of what a girl's body looks like when she plays sport. Therefore, many girls are apprehensive to join sport programs, out of fear that they will not look attractive and their bodies will become less "feminine" because of the muscles, and therefore they will not have a boyfriend or ever get married. Also, girls are sometimes not confident enough with their own bodies to participate without feeling ashamed or embarrassed (Body Image, n.d.).

2.13. Sexual abuse

Sexual abuse is a complex phenomenon. It encompasses multiple personal, logical and contextual dimensions that collectively contribute to a variety of behavioral manifestations. Such abuse can be violent or pseudo-intimate, forced or coerced, and involve penetrative and non-penetrative acts. Perpetrators may be homosexual, heterosexual, or bisexual and may have preferences for specific age bands such as adolescents (Hebephilia) or children (pedophilia). A small minority might even be

described as sadistic, relishing in the power they have to humiliate their victims. The motivations underlying sexual abuse are primarily sexual but may also incorporate elements of anger or hostility (Groth, 1977).

In some cases, abusers are driven by a misplaced desire for intimacy and an inability to maintain healthy interpersonal relationships with men or women. Many perpetrators use justifications (or maintain cognitive distortions) that support their offending behavior and use elaborate strategies to gain access to potential victims and avoid detection. Understanding this multitude of facets is a necessary precursor to identifying both the risks and the preventative strategies that can be put in place to prevent sexual abuse from occurring (Marshall, 1993).

Sexual abusers operate in many different social contexts and adopt a wide range of approaches. While the problem of sexual abuse has been recognized by society as a whole, sporting organizations have been relatively slow to introduce reforms to bring about equality for women and children (Leahy, Pretty, & Tenenbaum, 2002; Toftegaard-Nielson, 2001). But society's recognition that social and recreational institutions need to provide safety and put in place effective strategies for reducing risk has stimulated safeguarding policy initiatives in sport in several countries, such as the UK (Child Protection in Sport Unit, 2006) and Australia (Australian Sports Commission, 2006).

2.14. Sociological Factors

Socialization in sport does not happen in isolation from the rest of society. There are many groups of people in our society who have unequal access to many opportunities. This type of discrimination also occurs in the sporting context (Laker, 2002).

2.14.1 Socialization

Socialization is the process whereby individuals learn skills, traits, values, attitudes, norms and knowledge associated with the performance of present or anticipated social roles. Sport is a social representation of historical, social and cultural forces, and at the

same time it affirms, legitimates and reproduces those very same conditions. In other words, sport reproduces social reality and transmits those aspects of culture that convey meanings about the social, political and the economic order of society, about gender, race and class relations, about the body and physical activity. Also socialization is the process of learning and adapting to a given social system. Socialization is described as the active process of learning and social development, which occurs as we interact with one another and become acquainted with the social world in which we live (Laker, 2002).

2.14.2 Sociological Factor Influencing in Sport

A. Gender: Because of stereotypical assumptions that boys are supposed to be more active than girls, and that sporting activities are more appropriate for boys than girls: Socialization into sport, influenced by our larger society, is often gender-based and the process involved differs for boys and girls. Play style, game and toy selection, and gender labeling of physical activities did exist for boys and girls in society. With boys benefiting from more opportunities and more encouragement to participate in physical activity though peer acceptance is equally important for all children and adolescents. There are differences in the role physical competence plays for males and females. Sport and games were the most important factors young boys used to compare their social standing with their peers. Boys and girls found it very important to be successful in sports but that was more important for boys to succeed in a sporting context than for girls. Physical competence was the most important status criterion for adolescent males. It seems as though differing opportunities exist for boys and girls, and that peers have an important influence on an individual's perceptions of competence and success in sport. Both these factors have a direct influence on boys' and girls' continued participation in sport. Clearly providing an uneven social context, this disadvantages the girls (Laker, 2002).

B. Social class: Social class is another factor to consider when we examine opportunities in sport. Obviously the child whose family has a limited income will have fewer opportunities to join the club. People with less money are limited to

publically-funded facilities or to those requiring only limited equipment and small participation fees (Laker, 2002).

2.15. Social Environment

Social support is a key aspect of one's social environment, and such support from family and friends has consistently been linked to physical activity and adherence to structured exercise programs among adults. A spouse has great influence on exercise adherence, for example, and a spouse's attitude can exert even more influence than one's own attitude (Weinberg, 1999).

2.15. 1 Physical Environment

A convenient location is important for regular participation in community based exercise programs. Both the perceived convenience and actual proximity to home or work site are consistent factors in whether someone chooses to exercise and adheres to supervised exercise program. The closer to a person's home or work the exercise setting is, the greater the likelihood of his or her beginning and staying with a program. In recent years various community sites have been explored as potential locales for exercise programs, in addition to the more traditional home and work site settings. These have included such places a primary and secondary schools, senior centers, places of work ship, and recreation centers. These different locations offer potentially effective venues for community based physical activity programs, especially when they are convenient to the participants (Weinberg, 1999).

2.16. Sport as a Masculine Domain

Gender bending or exhibiting gender characteristics that do not match ones sex category (Lorber, 1997), frequently has negative consequences, as has been the case for women breaking into the traditionally masculine arena of sport. Sport has been male territory from its inception; in fact competitive sports were first organized in response to fear of eroding beliefs about natural male superiority (Messner, 1988).

Sport as an institution is a major socializing agent, much like schools, the media and the family. For men and boys, watching and playing sports teaches them how to experience their bodies, relate to women, and understand male dominance (Nelson, 1994). About masculinity and sport, Steve Harvey (1996) writes, “Sport has helped to perpetuate the privileged status of men in Western societies by equating male attributes like strength, aggression, and competitiveness with hegemonic masculinity (p. 131),” which in turn perpetuates female subordination.

Susan Cahn (1994) sees sports as a place where men accumulate tools in physical strength, training in violence, and permission to use space and touch as they see fit in that have been used to assert male authority outside as well as inside the realm of sport (p. 224). Masculinity and sport are so intertwined that it has been argued that in dualistic Western society a female cannot be an athlete without violating what it means to be a woman (Clasen, 2001). The belief that athleticism and femininity are incompatible relies on another popular belief, articulated by Connell (1987, 2002), that gender differences have a basis in biological difference.

The sex segregation of sport illustrates the cultural belief that biological differences serve as the foundation for gender differences. Such sex segregation masks evidence that sport is actually a continuum where many women athletes outperform most men in various physical tasks and sporting events (Kane, 1995). For example, in a sport like golf, the best women players are better golfers than most men are, including most amateur golfers and all non-golfers. However, the sporting world only focuses on how professional men golfers can drive the ball farther than professional women golfers. Exposing the sporting continuum would be highly transformative because it refutes the biological inferiority of women used in large part to support patriarchal institutions. As a result, sex segregation in sport suppresses evidence of a gender continuum, relegating women to gender appropriate sports and questioning the biological status of exceptional female athletes as real women (Kane, 1995).

The gender verification testing required of women in international athletic competition is one example of how the male/female or masculine/feminine dichotomy is being

upheld in sport (Hall, 1996; Kirby & Huebner, 2002). By testing the sex chromosomes of women athletes, international sports organizations reaffirm the belief that women with superior physical strength are anomalies, and it is necessary to confirm that these women are not biological mutants because they so deviate from patriarchal conceptions of female capacity (Kane, 1995, p. 211). Social anxieties over maintaining biological distinctions in sport were made obvious in the analysis of the cases of Uta Pippig (Kissling, 1999) and Renee Richards (Birrell & Cole, 1994). In 1996 Uta Pippig won the Boston marathon while suffering obvious menstrual pain, bleeding and diarrhea. Elizabeth Kissling (1999) found that the media coverage of the race served to reify and reinforce the differences between male and female athletes. The focus on piping obvious menstruation while winning a sporting event creates an apparent natural sex difference in athletes (Kissling, 1999). In 1976 Renee Richards, a male-to-female transsexual announced her intention to play a women's professional tennis event. The opposition to Renee Richards competing in a woman sporting event by the media was more than opposition to transsexuals. This opposition emphasized binary notions of gender (Birrell & Cole, 1994).

The structure of sport has clearly been very important for the maintenance of male dominance and female subordination in this society. As a result, perceived threats to the male center of sport have been met with attacks on female athletes. Early responses to women athletes were to view them as abnormal (Clasen, 2001; Riemer & Feltz, 1995). In the first half of the twentieth-century women athletes were labeled as mannish, muscle molls or lesbians (Cahn, 1993, 1994). Women gained some degree of acceptance as athletes by being portrayed as successfully heterosexual, maternal and hyper-feminine while off the playing field (Cahn, 1993). Recent advances for women in sports have not eliminated fears of their being perceived of as masculine. As a result, the lesbian label continues to prevent women from coming together, realizing their power, and challenging hegemonic masculinity in sport (Griffin, 1998, Sabo & Messner, 1993). The media also play a role in the maintenance of the male center of sport.

The sports media create the illusion of a shared cultural consciousness about gender roles and relations (Sabo & Messner, 1993, p. 19). Messner (2002) has outlined four ways the media treat contemporary female athletes. First, the media are silent about female athletes, rarely covering women sports on televised news. Second, the media portray female athletes as heterosexually attractive in order to position their roles as athletes as secondary to their roles as women. As recently as the 1996 Summer Olympic Games, media coverage of female athletes focused on activities that highlighted their femininity such as future modeling careers and plans for having children (Clasen, 2001). Clasen argues that this media coverage focuses on traditionally feminine roles and places athletic achievement second. The media also reaffirm the dominance of men in sport through verbal attacks on successful female athletes, what Messner calls backlash.

Lastly, the media incorporate coverage of a few exceptional female athletes in order to disguise the real inequalities in media coverage for women (Messner). In addition to delegitimizing their experiences as athletes, maintaining the male center of sport has several other negative consequences for women. Belief in the male domination of sport serves to justify the continuing inequalities women face in sport. Women in Division I and II National Collegiate Athletic Association (NCAA) sports programs receive only 42 cents of every new dollar dedicated to collegiate athletics. Girls receive 30 percent fewer chances to play sports in high school and college than boys. The male center of sport also perpetuates violence. Michael Messner (2002) outlines the triad of men violence in sport: violence against women, violence against other men, and violence against their own bodies.

The male dominance of sport fosters the misogynist and homophobic attitudes and actions and the suppression of empathy that makes such violence allowable (Dworkin & Messner, 1999; Messner, 2002; Sabo & Messner, 1993). Finally, the male model of sport has forced emerging women sports to conform to the ideals of violence and aggressive competition in order to be seen as legitimate athletics (Dworkin & Messner, 1999). Women are playing injured, being treated as commodities, and celebrating individualism and aggression as they try to earn a place in the center of

sport. Sport is clearly a site for the construction of gender relations, and furthermore sport is simultaneously a location for resisting and transforming gender norms and hierarchies. Sabo and Messner (1993) call sport is social and historical theater for feminist struggle (p. 16).

Messner (1988) has shown how the female athlete is contested ideological terrain. In other words, the current wave of women entering sports represents a struggle for women equality, bodily autonomy, and self-definition. For example, the strong, sweaty bodies of the Women National Basketball Association (WNBA) players challenge the dominance of men in sport (Barnet-Weiser, 2002). The forces being struggled against on the ideological terrain of sport include the commoditization and sexualaiztion of female athletes in the media and the continued attempts by men to retain their dominance over women (Messner, 1988). Despite competing in an environment where men dominate and women struggle against and resist subordination, women collegiate athletes have demonstrated limited sensitivity to gender issues and have not embraced feminism (McClung & Blinde, 2002). Limited exposure to feminism, stereotypes about feminists, and a narrow focus on athletics are among the factors impeding female athlete's sensitivity to gender issues (McClung & Blinde, 2002). Such a finding attests to the power of the male center of sport that some female athletes are not aware of the contested ideological terrain they occupy even as they may be resisting gender norms. On the other hand, while sports may not be part of a feminist consciousness for many women, Jennifer Hargreaves (2000) found that succeeding in sport despite institutional sexism and racism was of major importance in identity formation for many female athletes in several different cultures.

2.17. The Intersections of Race, Class and Gender in Sport

The race and class of a body creates different experiences for women, and in this case female athletes (Bordo, 1993). The intersections of gender, race and class for female athletes are complex. The African-American female athlete is nearly invisible in the sports media (Corbett & Johnson, 1993; Smith, 1992). When athletes of color do receive attention, the media often erase the female athlete's race until it becomes

convenient or necessary to emphasize race (Barnet-Weiser, 2000; King & Springwood, 2001; Messner, 2002). Even from within the Black women fitness movement, a major goal has been to assimilate into the larger white middle-class fitness movement (Razza, 2002).

Experiencing sport in a culture that attempts to erase race may create additional conflict for a female athlete of color as she negotiates her identity. Furthermore, the female athlete of color may face an additional conflict regarding her gendered body because the dominant beauty ideal of this culture is white (Corbett & Johnson, 1993). Stereotypes about Black women have afforded them more room in the sporting world because sports have been seen as a natural activity for lower class people, who are thought to be accustomed to manual labor. While such stereotypes have created some opportunities for women of color in sport, the specific sports Black women have been associated with are generally limited to track and field and basketball (Corbett & Johnson, 1993).

Despite the popular association of Black women with certain sports, women of color remain underrepresented in the sporting world. African-American women face limited financial support, lack of administrative support, lack of role models, discrimination in team selection, and intimidation from male coaches and fans, among other barriers to their achieving equality with white male athletes (Corbett & Johnson, 1993). In addition to being denied opportunities in sport, women of color in sport are misrepresented (Smith, 1992). The quantity and quality of sports participation and the experience of an athlete is influenced by race and by class relations (Jarvie & Reid, 1997; Smith, 1992).

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

In this part emphasis is given to describe the participant's information and procedures of data collection and method of analysis. The method is particularly important for the study since it is intended to make detailed description and analysis of Challenges of Women Athletes Performance in Selected First Division Athletics Clubs of Addis Ababa.

3.1. Research Design

The research method designed in this study is descriptive survey method. Because it helps to suppose and reveal the major challenging problems affecting the women athletes performance in some selected first division Addis Ababa Athletics clubs. In this study researcher applied the qualitative and the quantitative approaches. In the quantitative approach, the data were collected to determine and to assess challenging problems on women athlete's performance in the athletics clubs. The researcher also used qualitative approach to supplement the quantitative study. It mainly involves a collection of cross-sectional data on similar issues addressed by the quantitative study.

3.2. Source of Data

The study contains both primary and secondary data sources. Primary data were collected through structured questionnaire and interview. Survey was carried out through standard questionnaire to collect data from athletes and coaches and interview from sport officers. Secondary data were collect from pertinent sources including annual reports of selected clubs, published and unpublished journals, books and other sources.

3.3. Sample size and Sampling Technique

For the purposes of this study, 60 female athletes (which includes athletes currently competing in clubs and former club athletes), 10 coaches and 4 sport officers from the selected club were included as the subjects for the study. Based on the total sample size of participants taken as below in the table 1 from each club.

Table 1: Number of participants

Clubs Name	Total population	Sample
Defense (Mekelakey)	70	21
Ethiopia commercial bank (Neged Bank)	53	16
Federal prison	58	17
Ethiopia youth and sport academy	20	6
Total	201	60

The researcher used probability sampling to selecting female athletes and from probability sampling; the researcher used simple random sampling. Because it ensures sampling units by give equal chance. In addition, from non- probability sampling purposive method was used as the selecting method for coaches and sport officers.

3.4. Procedure of Data Collection

The researcher applied questionnaires and interview guide after a thorough revision of relevant literature concerning coaching support and challenges of athletes. For the sake of effective communication, the questionnaire and interview guide were prepared in Amharic. The open-ended items in the questionnaire and interview guide were made to answer all the research questions forwarded at the beginning of the study. Here all items of interview were presented as easy as possible to assure understand ability for the interviewees, and enhance friendly interaction between the interviewer and the interviewees. Nevertheless, all the preliminary interview guide items and questionnaires prepared were presented to concerned individuals. For the sake of appropriate language usage, to generate relevant information, to provide necessary

modification and in a way believe that helps for polite communication with them and finally with all the feedback.

All the items of the interview guide and questionnaire in their English version was presented to the advisor on this research and with all the necessary modification the final draft of items was used in the study. Prior to the onset of the data collection, all selected clubs were visited. Then official letters were given to the clubs administrator in order to get permission to collect the information from the women athletes and coaches. The subjects were informed about the purpose of the study and the rapport was build up with them to get their cooperation. The questionnaire were distributed by the researcher and researcher assistants and also given clear instruction for the procedure of filling. An intensive interview with each respondent was made. Accordingly, the interviewees are made free to arrange the time of interview session, as it was very well comfortable for them, each interview session was 10' length. Above all the place where the interview was conducted has been decided by the interviewees every one of the interviewees was interview separately an in private.

3.5. Data Collection Instruments

Appropriate questionnaire and interview were prepared to collect data from the respondents.

3.5.1. Questionnaire

Questionnaires were set to obtain information from female athletes about the challenges in clubs. The questionnaires were constructed based on the review literatures and basic questions. The items of the questionnaires were both close-ended and open-ended formats.

3.5.2. Semi-Structured Interviews

The data in this study were also collected through semi-structured interviews. A semi-structured interview is used as a means to collect qualitative data by creating a setting

and situation that allows a respondent the framework as well as opportunity to talk about their opinions on a specific subject matter (Newton, 2010). The semi-structured interviewing allowed the interviewer to interpret and understand the respondent's point of view and opinions instead of making generalizations about the individual's behavior. This type of interview provided a more interactive and discussion based interview rather than a black and white question and answer system.

Semi-structured interviews are also called focused interviews since the interviewer is allowed to develop and structure questions that keep the interview focused around the purpose as well as the main topic of the research. According to research, it is important to know that there are some limits and/or factors that can directly affect this type of research. Each interviewee will respond differently to certain situations or to certain individuals, which means that some of the subjects may give answers based on how they perceive the interviewer. This means that sex, age, and ethnicity of the interviewer may have had an impact on how in-depth the answers were from the subjects (Newton, 2010). Newton (2010) deems it important to make it explicitly clear at the beginning of the interview what the purpose of the interview is as well as the topics that will be discussed as a way to put the interviewing subject at ease and to help build rapport . This was an important aspect of the interview since the research focused directly on male coaches, who currently coach female athletes, especially since the interviewer was a female and a former student-athlete. The researcher established a judgment free environment to ensure that each interviewee related to the process and answered each interview question. This structure allowed the interviewer to gain a deeper and more accurate representation of each interviewee.

3.6. Method of data Analysis

The data gathered from semi-structured interview and questionnaires were organized using appropriate and relevant statistical method of analysis. The method which assists to come up with findings, descriptive statistics, including frequency, percentage and Statistical Package for Social Scientists (SPSS) version 16.0 was used to perform the

analysis and Microsoft Excel 2007 was used to generate the chart to display the results.

3.7. Validity and Reliability of the Instruments

3.7.1. Pilot Test

Before the actual investigation, the interview question and questionnaires were tried out in a few representative samples of the respondents on the purpose of checking the feasibility of the study. Based on the feedback received from the sample respondents the questionnaires and the interview questions were revised. Two questions which were vague to the respondents have been rephrased. Some items were also added to questions. Some questions changes of structure have been made in order to bring about relevant responses.

3.7.2. Validity of the Study

To be sure of the validity, colleagues were invited to provide their comment. The participants of the pilot test were also be first informed about the objectives and how to fill, evaluate and give feedback on the relevance of the contents, item length, clarity of items, and layout of the questionnaire. Based on their reflections, the instruments were improved.

3.7. 3. Reliability of the study

To check the reliability, the instrument was pilot tested on 10 coaches who were selected randomly from athletics clubs. These participants were not included in the main study. All responses of the participants on items that measure each category of variables were scored and computed by using Cronbach alpha, by the help of SPSS version 16. The result showed that the reliability index of the items that were supposed to measure the athletes rating on the challenges of women athlete was 0.75. On the other hand, items on the perception of coaches were 0.89. Based on the results of the pilot test, the instrument with minor modification was used to collect the required data for the main study.

3.8. Ethical considerations

Ensuring informed consent

Research participants were provided with sufficient and accessible information about the study so that they can make an informed decision to whether to become involved, or not. The introductory section was providing the following information

- The aim of the research
- Who will be undertaking it?
- Who is being asked to participate?
- What kind of information is being sought?
- How much of the participant's time is required?
- That participation is voluntary?

Accordingly, all the respondents are convinced by the presentation and voluntarily participated in the study.

CHAPTER FOUR

DATA ANALYSIS AND PRESENTATION

4.1. Introduction

This chapter presents the result of the data collected by the researcher. The results are mainly the responses of the questionnaire presented to women athletes and athletics coaches, and interviews to administrative bodies of the athletics clubs.

4.2. Response Rate

The questionnaire was presented to 60 women athletes, 10 athletics coaches and 4 administrative personnel of the athletics clubs. Prior to the presentation of this data, 60 questionnaires were planned to be gathered. However; due to personal problems of respondents fifty-seven responses were obtained and valid for analysis while three were invalid as a result of improper responses this fact is tabulated as follows.

Table 2: Athletes and coaches response rate

	No of questionnaires administered	Questionnaires responded	Questionnaires rejected	Responses used	Responses rate
Athletes	60	60	3	57	95%
Coaches	10	10	-	10	100%

As shown above, 100 % of women athletes respondents return the questionnaire but 95% of the responses are acceptable and used for this research. Although it was the researcher's expectation to get the response of all in a valid manner, the responses to be deployed is reduced to 57. All the questionnaires were issued and collected in person. According to Punch K.F. (2003), if questionnaires are administered in person and 80-85% percent of response rate is obtained; the validity of the responses to be a

base for a research is excellent. Therefore, the response rate obtained for this research is in the excellent range and of a high degree of validity to base a research on.

4.2. Demographics characteristics of respondents

Table 3: Demographic characteristics of respondents

Item		Frequency	Percent
1. Age of respondents	Below 20	28	49.1
	21-24	22	38.6
	25-30	5	8.8
	Missing	2	3.5
2. Weight of respondents	45-50 kg	21	36.8
	51-55 kg	21	36.8
	56-60 kg	10	17.5
	above 61 kg	4	7.0
	Missing	1	1.8
3. Height of respondents	1.45-1.55	6	10.5
	1.56-1.6	9	15.8
	1.61-1.65	16	28.1
	above 1.66	26	45.6
4. Religion of the respondents	Christian	53	93.0
	Muslim	2	3.5
	Messing	2	3.5
5. Educational background of the respondents	Primary school	7	12.3
	Secondary school	35	61.4
	Diploma	8	14.0
	Degree and above	7	12.3
6. Training age of the respondents	1-3 year	25	43.9
	4-6 year	19	33.3
	7-10 year	9	15.8
	above11 year	4	7.0
7. Marital status of athlete respondents	Single	44	77.2
	Married	9	15.8
	Divorce	4	7.0

Item 1 of table 3 shows that vast majority of the respondents 28(49.1%) who were actively involved in clubs were below 20 year, whereas fewer number of respondents 5(8.8%) involved in athletics aged between 25 and 30 years. This data clearly

indicates that most female athletes who are participating in clubs are very young. It is the most important age level that strongly determines the female athlete's future either to successfully continue their carrier or to quit. But the decision rest on the hands of all the stake holders.

Item 2 of table 3, shows the weight category of female athletes computing in club and academy level. 21(36.8%) of female athletes are weighing 45kg-50kg, 21(36.8%) of female athletes are weighing 51kg-55kg, 10(17.5%) of female athletes are 56kg -60kg and 4(7.0 %) of female athletes weighing above 61kg.this data clearly shows that majority of athletes under study are weighing between 45kg-55kg. this data needs further study to judge whether the weigh category of the athletes is appropriate to their field of competition or not. Generally, the majority respondents of weight were approximate to 50kg.

Item 3 of table 3, shows the height of the respondents. 6(10.5 %) of female athletes are 1.45m-1.50m tall, 9 (15.8%) of women athletes were1.56m-1.60m tall, 16(28.1 %) of women athletes were 1.61m-1.65m tall and 26 (45.6%) women athletes were above1.66m tall.

Item 4 of table 3 reveal that 53(93%) of respondents were Christian, only 2 (3.5%) of respondents were Muslim and out of 57 respondents 3(5.26%) of female athletes did not respond to this question. this shows that the vast majority of female athletes under study are Christians. The number of Muslim athletes and athletes from other religions are very few. It need further study to sort out the reasons behind the decreased participation of Muslim female athletes and female athletes from other religions.

Item 5 of table 3 shows the education level of the respondents. From the total of 57 female athletes who are participating in this study, 7(12.3%) of respondents are in primary school level, 35(61.4 %) are in Secondary school levels, 8(14.0%) are in Diploma level and 7(12.3%) are degree holders. This data shows the vast majority of female athletes who are participating in this study are in secondary school level which

is between grade 9 and 12. I think it is a good indicator that these athletes are having another option if they didn't succeed in their sport.

Item 6 of table 3 shows, the training experience(age) of the respondents, accordingly 25(43.9%) of respondents are having 1-3 year of training age, 19(33.33%) of respondents are having 4-6 years of training age, 9(15.8%) of respondents are having 7-10 years of training age and 4(7.0%) of respondents are having above 10 years of training age. It indicates that most female athletes who are involved in this study are having a training age of 1-3 years. From the previous data (item 2 table3) most of the respondents are younger and it would be the reason for a lower training age registered. But further study should be conducted to clearly identify the reason because drop out may also be a reason for having lower training age.

Item 7 of table 3, shows that 44(77.2%) of respondents were Single, 9(15.8%) were married and 4(7.0%) were divorced. This implies that majority of the respondents are single. According to respondent's reasons for them are single were, most athletes mention that they are not mature enough to engage in marriage affair. Some believes that marriage prohibit them from achieving their goal. And some others proposed marriage after concluding or at least achieving substantial result in their carrier.

Table 4: Demography of coach respondents

Items		Frequency	Percent
1. Respondent's club name	Defense (Meklakey) sport club	3	30.0
	Ethiopia Commercial Bank	3	30.0
	Federal Prison (Maremia)	2	20.0
	Ethiopia Youth and Sport Academy	2	20.0
2. Sex of respondent	Male	8	80.0
	Female	2	20.0
3. Age of respondent	31-35	3	30.0
	36-40	6	60.0
	above 40	1	10.0
4. Educational level	Diploma	2	20.0
	Degree	6	60.0
	MSc and above	2	20.0
5. Working experience	1-3 year	3	30.0
	4-6 year	5	50.0
	7-10 year	1	10.0
	above 10 year	1	10.0

The above table 3 shows, 3(30.0%) of respondents were from the Defense⁷ sport club, 3(30.0%) of respondents were from the Ethiopia commercial bank sport club, 2 (20%) of respondents were from the Federal Prisons ('Maremia') and 2 (20%) of respondents were from the Ethiopia Youth and Sport Academy. From those respondents 8(80%) were male and 2 (20%) were female. The age of retired coach indicate that 3(30%) were 31-35 years old, 6(60%) were 36-40 years old and 1(10%) were above 40 years old. With regard to level of education, there were 2 (20%) coaches with diploma level, 6 (60%) with degree level and 2 (20%) with MSc and above. The length of work experience of coaches was as follows: 1-3 year 3 (30.0%), 4-6 year 5(50.0%), 7-10 year 1(10.0%) and 1(10%) above 10 years.

The result above table in item 2 shows that the numbers of women coaches are very few. Jennifer C. stated, "[the female coaches] know sometimes what [female athletes]

⁷ it is equivalent to the Amharic word 'Mekelakeya'

going through, different life cycles and stages of their life. They can relate to how girls change differently than boys.” The female coaches had a greater tendency toward being friends with the players and getting to know them more than the male coaches did. Kelli C. stated, “[the female coach] was more on our level. She wanted to “chit-chat” with us. Like, get to know us rather than having to be stern.” This sometimes caused problems though, because the female coach would develop emotional ties with the players and would construct feelings of which she liked and did not like (Melinda Frey, 2006) . So the number of coaches in the club must be increase.

4.4. Dimensions of Problem Identification and Findings

After reviewing the literature, four dimensions: family and partner (spouse) issues, social issues, athlete’s personal issues, administrative and coach related issues have been assessed to identify the challenges of women athlete in clubs. Based on the four dimensions made up of 60 factor questions for women athlete, coach and clubs’ administrator were developed to identify the problems and measure the level of impact. The impacts of each problem were measured by the respondents based on the dimensions provided on the questionnaire. Descriptive statistics on the responses from the relevant respondents were used to undertake the needed measurements.

4.4.1 Family and partner (spouse) related challenges

Family and partner (spouse) related issues deals about the data collected from women athletes with the quality of family and partner, the degree of support, interest and other family concerned factors. The following table presents the respondents’ rating statistically.

Table 5: Result of Family and Partner (spouse or husband) related challenges

S.N	Family and partner related factors	frequency	percent	
1	Do you think your career as an athlete can create an opportunity to have a family?	Yes	41	71.9
		No	8	14.0
		I have no idea	6	10.5
		Missing	2	3.5
2	Is your performance decreased / increased/ or not affected because of being married?	Improved	14	24.6
		Decreased	2	3.5
		not affected	10	17.5
		sometimes disproved	7	12.3
		Missing	24	42.1
3	Are your families happy you are in athletics club?	Yes	46	80.7
		No	10	17.5
		Missing	1	1.8
4	Do you get proper support from your family?	Always	5	8.8
		Sometimes	30	52.6
		Never	19	33.3
		Missing	3	5.3
5	How frequent do you visit your families or they visit you?	every day	8	14.0
		in a week	10	17.5
		a month and above	39	68.4
6	What topic do you frequently raise with your family during your meeting?	about athletics	15	26.3
		to solve some problem	15	26.3
		family life	19	33.3
		Other	8	14.0
7	What is your partner (spouse or husband) job?	Athlete	16	28.1
		Coach	1	1.8
		Other	26	45.6
		Missing	14	24.6
8	Do you live together with your partner (spouse or husband)?	Yes	6	10.5
		No	37	64.9
		Missing	14	24.6
9	Did your partner (spouse or husband) help you to do your homework	Always	21	36.8
		Sometime	11	19.3
		Rarely	5	8.8
		Missing	20	35.1

Item 1 of table 5 shows that, about the women athlete can create an opportunity to have a family, 41(71.9%) of respondents were reveal that ‘yes’ and 8(14.0%) said ‘no’ and 6(10.5%) said ‘I have no idea’. Out of 57 respondents 2(3.5%) did not respond.

Generally, the above table question number 1 indicates that the athlete who involved in club can create their family.

As indicated on the above table the question 2 about the effect of after married on performance, 14(24.6%) were improved, 2(3.5%) were decreased, 10 (17.5%) not affected and 7(12.3%) were sometime decreased. Out of 57, 24 (42.1%) respondents did not respond the question. It indicates that, most of respondents were not married. Generally, the result indicates the athletes found in club were not married and the married women athletes' performances were improved because of this.

As can be observed in the question 3, 46(80.7%) families of respondents were happy and 10(17.5%) families of respondents were not happy for they involved in athletics. Only one person did not respond the question.

The table also shows, 5 (8.8%) of respondent's family support them always, 30 (52.6%) of respondents said sometimes, 19(33.3%) of respondent's family never support them and 3(5.3%) of respondents did not respond the question. Generally, the table shows that the support of family for athletes was very low.

From the above table question number 5, 8(14.0%) of respondents were visit their family every day, 10 (17.5%) respondents were in a week and 39 (68.4%) of respondents visit their family a month and above. It indicates that most of athletes involved in athletics clubs could not visit their family in short period.

Analysis in table 5 question number 6 above indicates that the majority 19 (33.3%) of respondents who were involved in club frequently rose about family life during their meeting, 15(26.3%) of respondents were to solve some problems, 15(26.3%) of respondents were about athletics and 8(14%) of respondents were rose other topics during their meeting to their family. Therefore, most of athletes involved in this research were not communicate about athletics with their family during meeting.

As shown the results in table 5 question number 7 about the job of partner (spouse), 16(28.1%) of respondent's spouse was athlete, 1(1.8%) of respondent's spouse was

coach, and 26(45.6%) of respondent's spouse profession was did not an athlete or coach. Out of 57 respondents 14(24.6%) did not respond.

Of the respondents, 6 (10.5%) were living with their partner (spouse) and 37(64.9%) were not living with their partner (spouse). This shows that the majority of respondents were not living with their partner (spouse). Out of 57 respondents 14(24.6%) did not respond.

The results in table 5 question number 9 reveal that, 21(36.8%) of respondent's partner (spouse) always help to do their homework, 11(19.3%) of respondent's partner (spouse or husband) sometimes help to do their homework and 5(8.8%) of respondent's partner (spouse or husband) rarely help to do their homework. Generally, the respondent's partners (spouse) help them to do their homework. Out of total respondents 20(35.1%) respondents did not respond the question.

4.4.2 Social related issues

Social related challenges are described by the data collected from women athletes and coaches by close-ended and open-ended question with social challenges, sexual harassment, and influence of society, religion, relationship and other profession of athletes. The following table presents the respondents' rating statistically.

Table 6: Result of Social related problems

S.N	Social related problems		Frequency	Percent
1	Did you face any social challenges that affect your training or performance?	Yes	20	35.1
		No	36	63.1
		Missing	1	1.8
2	Have you ever been attacked sexually?	Yes	10	17.5
		No	46	80.7
		Missing	1	1.8
3	If your answer is “yes” for number “2” how much affect your performance?	High	10	17.5
		Missing	47	82.5
4	How is your relationship with other athletes?	Close	19	33.3
		Less	31	54.4
		sometimes close and less	4	7.0
		Missing	3	5.3
5	Have you ever been pressurized by peers or other societies to continue or discontinue your training?	Yes	14	24.6
		No	38	66.7
		Missing	4	7.0
6	Did you start athletics training with your interest?	with my interest	21	36.8
		Accidently	22	38.6
		forced by economy	12	21.1
		Missing	2	3.5
7	Is there religious problem in athletics training?	Yes	5	8.8
		No	45	78.9
		I don't know	7	12.3
8	Do you have any profession in addition to athletics?	yes	23	40.4
		No	32	56.1
		Missing	2	3.5

As indicated on the above table the questions about social challenges that affect athlete performance, 36 (63.1%) respondents faced challenges that affected their performances but 20 (35.1%) respondents not facing the social challenges. Out of 57 participants one person did not responded the question. Generally, the results of above

table question number 1 indicate that the majority of women athletes in club were face social challenges that affect their performance.

The results in table 6 question number 2 reveal that 46(80.7%) respondents were not attacked sexually and 10(17.5%) were attacked. Among those athletes almost all attacked athletes were the athletes involved in first division clubs but they live in rented house outside the organization (club) compound. Out of the total respondents one person did not respond the question. The sexually attacked athletes said that the effect of this was very high on their training.

According to the results of the above table the respondent's relationship with other athlete were as follow, 19(33.3%) of respondents were close, 31(54.4%) of respondents were less, 4(7.0%) of respondents were sometimes close or less. out of the total respondents 3(5.3%) did not respond. From this result the relationship of athletes in clubs was less. With regard to the pressure or influence of society or peer, the majority of respondents 38(66.7%) were pressurized and 14(24.6%) did not pressurized. Out of 57 respondents 4(7.0%) did not respond the question. This shows majority of respondents were influenced by their society and peer to continue or discontinue their training.

As can be observed in the above table question number 6, 21(36.8%) respondents started athletics training by their interest, 22 (38.6%) respondents were by accident, and 12 (21.1%) were forced economically. Generally, the result indicates that the majority of respondents start athletics training without any motivator or encouragement. Out of the total respondents two participants did not respond the question.

The data in table 6 question number 7 shows that 45 (78.9%) of respondents said that there is no religious problem, 5(8.8) respondents said that there was religious problem in athletics club. Their reasons for this include: Since they spent all time in the training places provided that they cannot give any attention for religious activities. This means that the respondents cannot go to pray and to do other activities like fasting, which

required by their respective religion. Due to this reasons, apart from their own faith, the community considered them as pagan. The other reason they gave is, the wearing style in sport is against the one permitted by the religion; this also has been treating them bad from the community. 7(12.3) respondents did not know about this.

Analysis in table 6 above indicates that 23(40.4%) of the respondents have the profession addition to athletics but the majority 32 (56.1%) of the respondents did not have profession in addition to athletics. Out of the total respondents two participants did not respond the question.

Table 7: Result of social related problem from coach respondent

S.N	Questions		Frequency	Percent
1	To what degree do female athletes participate in co-curricular activities and competitions?	High	3	30.0
		Medium	7	70.0
		Low	0	0
2	Do you believe clubs can integrate with the society's interest?	Yes	3	30.0
		No	6	60.0
		I don't know	1	10.0
3	Lack of educational background knowledge and understanding about female participate in athletics hinder female athlete performance?	Agree	8	80.0
		Disagree	2	20.0
4	Negative attitude of the society towards participation of female athletes in athletics hinder female athlete performance?	strongly agree	8	80.0
		Agree	1	10.0
		Disagree	1	10.0

As table 7 Illustrates, the degree of female athletes participation in co-curricular activities and competitions were medium, the club could not integrate with the society's interest, the majority respondents agree lack of educational background knowledge and understanding about female participator in athletics hinder female athlete performance, whereas 2(20%) of the respondent disagree . And also the above table states, 8(80%) of the respondents strongly agree the negative attitude of the

society towards participation of female athletes in athletics hinder female athlete performance, 1(10%) of respondents agree and 1(10%) of respondents disagree.

4.4.3. Athlete’s personal issues

Athlete’s personal related factors include the individual related challenges that affect women athletes’ performance directly or indirectly. The items stated in the questionnaire in this category were rated by the respondents and the following results are obtained.

Table 8: Results of athlete related factors

S.N	Athlete’s personal related Factors		Frequency	Percent
1	Do you attend your training program regularly?	Yes	48	84.2
		No	9	15.8
2	What are you doing after training?	Rest	44	77.2
		doing homework	3	5.3
		house keeping	7	12.3
		Missing	3	5.3
3	At a time of menstrual, did you communicate freely with your coach?	Yes	14	24.6
		No	42	73.7
		Missing	1	1.8
4	Is the time of menstruation affecting your training?	Always	28	49.1
		Sometimes	27	47.4
		Never	1	1.8
		Missing	1	1.8
5	How many days do you expire your menstrual cycle?	1-3	14	24.6
		3-4	21	36.8
		5-6	12	21.1
		more than 6 day	8	14.0
6	Did you compete at national level?	Yes	28	49.1
		No	25	43.9
		Missing	4	7.0

A perusal of the result depicted in table 8 question number 1, majority of respondents 48 (84.2%) replied that they regularly attend the training program scheduled while the remaining 9 (15.8%) of respondents were did not regularly attend the training program.

The above table question number 2 shows that, the majority 44(77.2%) replied that taking rest after training while 3(5.3%) of respondents were doing homework and 7(12.3%) were housekeeping. Out of 57 respondents three people did not respond the question.

In third question results indicated in table above 42(73.7%) of respondents did not communicate freely with their coach during the time of menstruation and 14(24.6%) of respondents were communicating freely with their coach during the time of menstruation. Out of the total sample size one person did not respond the question. This result shows women athletes who were involved in club did not communicate freely with their coach.

The other question which is question 4, 28(49.1%) of respondents were always affected by menstruation during training, 27(47.4%) of respondents were sometime affected and one respondents did not affect. Out of the total respondents one person did not respond the question. Generally, the result indicates that almost 98% were affected by menstruation during training time.

14[24.6%] athletes in question 5 responded that the expire date of menstrual cycle is up to three days, 21(36.8%) respondents replied 3-4, 12(21.1%) respondents replied 5-6 and 8(14.0%) more than six days.

In question 6 shown, 28[49.1%] athletes responded that they compete at national level while 25(43.9%) of respondents replied that they did not compete at national level. Out of 57 respondents four respondents did not respond the question.

Table 9: Responses of coaches about athlete-related factors

S.N	Athlete related factors		Frequency	Percent
1	To what extent is the participation of female athlete compared with their male counter parts in athletics training?	High	1	10.0
		Medium	8	80.0
		Low	1	10.0
2	What is the choice of female athlete when they practice activities in groups?	practicing with male counterpart	5	50.0
		practicing with female athlete	1	10.0
		practicing according to the program of the coach	4	40.0
3	Lack of female athlete understanding and attitude towards athletics hinders female athlete performance?	strongly agree	1	10.0
		Agree	8	80.0
		Natural	1	10.0
4	Low attitude of male athletes towards the participation of female athlete in athletics hinders female athlete performance?	strongly agree	8	80.0
		Agree	2	20.0

As shown table 9, the majority of coaches 8 (80%) responded that female athlete participation in athletics is medium compared to that of male counter parts. On the other hand, 1 (10%) of respondents replied that female athletes participating in athletics were high, other 1(10%) respond that female participate is low compared with their male counter parts in athletics training.

The data in table 9 question number 2 shows, 5(50%) of respondents said that, the choice of female athlete when they practice activities with male athlete, 1(10%) of respondents respond the choice of female athlete when they practice activities with female athlete and 4(40%) of respondents respond that practicing according to the program of the coach. So, half of the female athletes want to practice the activity with male athletes. 1(10%), 8(80%) and 1(10%) of respondent coaches were strongly agree, agree and neutral that lack of female athlete understanding and attitude towards athletics hinders female athlete performance, respectively.

8(80%) of respondents were strongly agree and 2(20%) of respondents agree that low attitude of male athletes towards the participation of female athlete in athletics hinder female athlete performance. According to the data above table, lack of female athlete

understanding and attitude towards athletics and low attitude of male athletes towards the participation of female athlete in athletics hinder female athlete performance.

4.4.4. Administrative and Coach Issues

Administrative and coach related factors deals with the factors specially related with the management of resources, appropriate approaches of the administrator bodies to facilities necessary things to the athletics and the like. Descriptive statistics were taken based on the rating of the respondents provide. The results are shown below.

Table 10: Administrative and Coach related factors

S.N	Administrative and Coach related factors		Frequency	Percent
1	Are there adequate supplies of facilities at your training center that are accessible to you?	Yes	28	49.1
		No	29	50.9
2	Are you happy with your club?	Yes	33	57.9
		No	21	36.8
		Missing	3	5.3
3	Are there training field and track around the club?	Yes	32	56.1
		No	24	42.1
		Missing	1	1.8
4	Do you get special (female) athlete nutritional advice?	Always	11	19.3
		Sometimes	23	40.4
		Never	21	36.8
		Missing	2	3.5
5	To what extent your coach gives advice during competition time?	to greet extent	31	54.4
		to moderate extent	15	26.3
		to low extent	4	7.0
		very low extent	5	8.8
		Missing	2	3.5
6	How often does your coach give explanation and guidance concerning different training techniques?	Always	32	56.1
		most of time	5	8.8
		Sometimes	13	22.9
		Rarely	5	8.8
		not at all	2	3.5
7	Is your coach a woman?	Yes	20	35.1
		No	37	64.9
8	If your answer for number “7” is “No”, did you encounter any problem in your performance?	Always	1	1.8
		most of the time	4	7.0
		Sometime	9	15.8
		Rarely	2	3.5
		not at all	20	35.1
Missing	21	36.8		

As result indicated in above table 10, the question about adequate supplies of facilities at training center that are accessible for women athletes, 28 (49.1%) of respondents replied that 'yes' and the majority, 29 (50.1%) of respondents replied that there is no adequate facilities and infrastructures in the club. Most of respondents said that there is a problem in sport equipment in term of quality and access on time. The running shoes, spike and other materials are not fit with them because their sizes are smaller. In the other item in the above table the result shows that, 33(57.9%) of respondents were happy with their club while 21(36.8%) were not happy. Out of 57 respondents three of respondents did not respond. Question number 3 from the above table 10 shows that, 32 (56.1%) of respondents replied that field and track are present around the club while 24(42.1%) respondents are replied that no track around the club. Out of the total respondents one person did not respond the question.

The result of question 4 shows that, out of 57 respondents 11(19.3%), 23(40.4%) and 21(36.8%) replied that always, sometimes and never get special (female) athlete nutritional advice respectively and two respondents did not respond the question.

The above table also indicates that 31(54.4%) of respondents answered that they get advice at great extent during competition time from their coaches, 15(26.3%) of respondents replied that they get moderate advice during competition time from their coaches, 4(7.0%) of respondents replied that they get to low extent advice during competition time from their coaches and 5(8.8%) of respondents replied that they get to very low extent advice during computation time from their coaches. Out of the total respondents two people did not respond the question.

As it can be seen from the above table 10 question number 6, 32(56.1 %) of respondents answered that they always get explanation and guidance concerning the different techniques, 5(8.8%) of the respondents replied that most of the time they get explanation and guidance, 13(22.9%) of the respondents replied that they sometimes get explanation and guidance from their coaches, 5(8.8%) of the respondents replied that rarely they get explanation and guidance and 2 (3.5%) of the respondents were not get explanation and guidance from their coaches.

The last two questions from table 10 shows about the availability of women coaches and the degree of effect on their performance if a women coach is not availability in the clubs. As it can be seen, 20 (35.1 %) of respondent's coaches were women and 37 (64.9%) did not have. out of this 1(1.8%) of respondents always encounter a problem in their performance, 4(7.0%) of respondents most of the time encounter a problem in their performance, 9 (15.8%) of respondents sometimes encounter a problem in their performance, 2(3.5 %) of respondents rarely encounter a problem in their performance and 20(35.1%) of respondents never encounter a problem in their performance.

Table 11: Responses of coaches about administrative and coach challenges

SN	Questions		Frequency	Percent
1	Are there adequate materials for female athletes to train in different activities such as gymnastic materials?	Yes	5	50.0
		No	5	50.0
2	Are female athletes given care when they participate in competition?	Yes	5	50.0
		No	5	50.0
3	Do you expect clubs are organized properly?	Yes	3	30.0
		No	7	70.0
4	If your answer to question number "3" is no, which one of the following is the problem?	not giving due attention to the clubs	5	50.0
		instructional materials	1	10.0
		skilled manpower	1	10.0
		Missing	3	30.0
5	Do you believe athletics clubs has equal perception from the other sport clubs by sport administrators?	Yes	5	50.0
		No	5	50.0
6	Low attitude of coaches towards the participation of female athlete in athletics hinder female athlete performance?	Strongly agree	4	40.0
		Agree	4	40.0
		Disagree	2	20.0

The above table 11 shows, the results of coach respondents about administrative and coach influence factors on the women athletes. According to the above table the results about the materials available for female athletes to train in clubs. The half of respondents replied that 'yes' and the other half of respondents said 'no'. This indicates some first division clubs have enough materials and other did not have enough materials for women athletes. This means there is no equal disruption of materials in the same division clubs. In the second item also half of respondents said that women athletes did not get special treatments when they are in training or competition and the other half replied that women athletes who are in their club get special treatments. This parts also the same to the above factor.

In question 3, the majority 7(70.0%) of respondents said that clubs are not organized properly while 3(30%) of respondents said that clubs are organized properly. The respondents also answered the question about the reason of clubs are not organized properly is not giving attention to the clubs. The half of respondents believe that athletics clubs has equal perception from the other sport clubs by administrators, sport experts and society the other half of respondents did not believe.

As the result of question number 6 shows, 8(80.0%) of respondents strongly agree and agree, and 2(20%) of respondents disagree that low attitude of coaches towards the participation of female athlete in athletics hinder female athlete performance.

Coaches or respondents said that: The solution for the problem of female athletes is not as such immediate and the responsibility of a single party; rather it needs an integrated effort from all whom directly or indirectly responsible bodies. As responsible, respondents were suggested that following solutions:

➤ Family

- Should understand the interest and the potential that their daughters have and encourage them to develop their talent
- Should give equal opportunity with their sons
- Should begin to think girls beyond household tasks

- Should give appropriate assistance for their participation
 - Society
 - The society should give the necessary support for girls. At least by avoiding negative critics and encouraging their participation.
 - Should encourage girls to freely shown and perform in public.
 - The society should safeguard girls from any violence and sexual harassment.
 - Mostly girls are susceptible for taking away from athletics due to reason of being a woman. Example; giving birth to child, unwanted pregnancy
 - Administrative works and women affair office
 - To have close contact with female athletes to understand and solve their problems.
 - Actually women affair offices are available but are not actively functional. More active involvement is expected to eliminate the problems of female athletes
 - They should work closely with coaching staff to understand the problems and to find solution together.
 - Should organize awareness creation training for both female and male athletes in order to prevent problems from occurring.
 - Coaches
 - Should motivate and encourage female athletes
 - Understand their problems (including their social, marital, prejudice and family problems. Not only menstruation and giving birth) and help them to solve it
 - Should understand their ability and modify the training load accordingly.
 - Be supportive in any case when they are need of their help
 - Should be welcoming to encourage girls to talk freely about their problems.
 - Men athletes
 - Should give due respect for their female counterpart
 - Should be supportive
 - Should protect girls from any of violence and abuse
 - NGOs

- Conducting research works to address female athlete problems
- Organize training for girls on issues like
- Support female athletes who suffered from any of abuse
- Sport organizations
 - Organize awareness creation for the society by using different forms of communication media like newspaper, TV, radio.
 - Encouraging female athletes in different ways like giving prize for their achievement, giving recognition and soon.

4.5.3 Interview findings

Interviews were also used as one means to collect information for this research. The researcher prepared six interview questions and used them as a guide to interview four respondents. The results were summarized as follows.

Table 12: Findings of interview with clubs administrators

No	Interview questions	Responses collected
1.	Is there a place for female athletes where they can change their clothes, where they can wash their body, toilets and other necessary materials in your club to make them effective training?	<ul style="list-style-type: none"> ➤ Since the club doesn't have dormitory for athletes. they live in rental houses on this area there is no suitable facilities for female athletes. (CBE) ➤ The bathroom and the toilet near the training area are not yet functional. ➤ The number of athletes is large and the training time almost the similar, it makes the facilities difficult to access immediately when needed (mostly after training) and at morning ➤ To generalize the clubs standard regarding facilities very low
2.	Is there specific assistance that is given to improve and develop the female athlete's efforts in your club?	<ul style="list-style-type: none"> ➤ Completely no. No special treatments are given for female athletes in whatever cases. They are paid equally with male athletes (CBE and Defense athletics clubs). ➤ Actually there are no as such significant special treatments provided for female athletes either in competition or in training. However just to encourage their participation and assist their efforts.
3.	Please indicate the reasons that you think will hinder the participation of female athletes from	<ul style="list-style-type: none"> ➤ The participation of women in sport activity in general and athletics in particular is relatively better than in previous time. However, the ratio is still lower compared to that of their male counter parts. <p>Some of the reasons would be: -</p>

	<p>the participation in athletics practices and suggest some solutions.</p>	<ul style="list-style-type: none"> ➤ The awareness of level of parents regarding sport activity is very low (but not all), hence they are not willing to send their daughters to sport rather they want them to perform the house chores, to concentrate on their study and in some cases to immediately get married and to have and care for children. ➤ Those parents who are aware and better understanding about sport are also not willing to send their daughters to sports because they afraid of abuse and violence. ➤ Some religious practice and teachings prohibit girls from participating in sport for example, girls are not allowed to reveal or compete in public, it is prohibited to wear shorts. ➤ Unwanted pregnancy is also one factor girls to stop (“I observed a number of girls who ceased athletics for this reason”) ➤ Fear of sexual harassment is also one of the obstacles in women’s participation in athletics. (from coaches, athletes, sport administrators and others) ➤ The society still believes that the house chores are the responsibility of women therefore girls will not have enough time to take part in sport activities.
<p>4.</p>	<p>Do you think and believe that the presence of female coaches decrease the challenges of female athlete in club?</p>	<ul style="list-style-type: none"> ➤ All participants said “yes”. ➤ In those experience girls are more open to their female coaches than to coaches. They freely talk about their family, their relationships with male athletes, about women affairs like menstruation, pregnancy and soon. And also women coaches can easily give an immediate solution to their problems. ➤ The obstacles for female athletes are not easily removed by just hiring female coaches. But there is no doubt that the presence of female coaches in the club is very beneficial to the athletes.
<p>5.</p>	<p>What do you think will be the role of non-governmental organizations, parents and the society in avoiding the challenges of female athlete in club?</p>	<ul style="list-style-type: none"> ➤ The respondents suggest the following solutions to improve the participation and success of female athletes in their club. <ul style="list-style-type: none"> ✓ Since it is expensive to rent a house in the center of the city they mostly prefer to rent in areas far from the center it makes them more susceptible for abuse especially when they are out for training early in the morning, therefore the club should think over about building dormitory for his athletes. ✓ It is obvious that girls have an extra expense because they are female so the club should cover those expenses either in money or by providing the necessary equipment. ✓ In previous times female athletes were complaining about sexual harassment from their

		own coaches and male colleagues. The club should establish women affair offices to effectively deal with such kind of problems and to solve other problems happening to female athletes.
6.	Is there any problem that the coaching materials and other facilities affect female athlete in the training?	The respondents said that, there is a problem in sport equipment's in term of quality and access on time. But it is not the problem of female athletes only. It is experienced by both but in some causes to smaller size (most girls fit is smaller size compared to majority of boys) is limited in the market which makes difficult to get their sizes. The problem is sever when it is on running shoes and spikes.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter gives a summary of key findings of the study presented according to the objectives of the study. Conclusions are drawn from the findings and recommendations are given to minimize the challenges of women athletes in the clubs.

5.1 Summary of Findings

The major objective of this study was to assess the challenges of women athletes in club in case of some selected first division athletics club in Addis Ababa. To achieve the objective of this study, the problem identification is measured by various factors grouped into four categories namely family related factors, social related factors, athlete personal related factors and administrative and coaches related factors. In order to carry out the study a survey, descriptive method with qualitative and quantitative approach was adopted. To collect the required information different instruments of data gathering including questionnaire and interview were used. The sample populations were female athletes, coaches and club's administrators. The data secured from questionnaire was handled by using SPSS 16.0 version and interview was described by using narrative approach. According to the interpreted data, findings are summarized as follows.

- From demographic character of women athletes, their age was below 25, the weights were between 45-55 kg and their height is above 1.66 meter
- Much more than majority of respondents were Christian
- The majority respondent's level of education was secondary school
- The vast majority of respondents were not married.
- Families of respondents were happy with them being involved in athletics but they did not have proper support from their family.
- Most of women athletes involved in athletics clubs could not visit their family in short period and frequently rose about family life during their meeting.

- Most women athletes involved in athletics club have partner (spouse) were out of athlete and coach and majority of respondents were not living with their partner (spouse) and also their partner did not help to do their homework or to do other duty.
- The majority of women athletes in club were facing social challenges that affect their performances.
- The women athletes who live in rented house were sexually attacked and the attacked athletes said that the effect of this was very high on their performances.
- The relationship of women athletes with other athletes in club was less.
- They were negatively pressurized by their community or peers.
- Women athletes started athletics training by their interest.
- The majority of respondents said that there is no religious problem.
- Majority of respondents involved in club were not having other profession in addition to athletics.
- They attend the training program regularly
- The majority of women athlete did not communicate freely with their coach during the time of menstruation and they were affected by menstruation during training.
- Female athlete participation in athletics is medium that of male counterparts and the choice of female athlete when they practice activities in groups with male athlete.
- Lack of female athlete's understood and low attitude of male athletes towards the participation of female athletes in athletics hinder female athlete's performances.
- There is a problem in sport equipment in term of quality and access on time and the running shoes, spikes and other materials are not fit.
- There is no special (female) athlete's nutritional advice.
- A few women coach availability in the clubs
- Women athletes did not get special treatments when they are in training or competition

- Low attitude of coaches towards the participation of female athletes in athletics hinder female athlete's performances.

5.2 Conclusion

Based on the findings of the study the following conclusions were drawn: -

- A family and partner issue is one of the major factors which affect women athlete's performances. The results in this category shows that women athletes did not get proper support from their family and could not visit their family in short period and frequently took about family life during their meeting. Most women athletes involved in athletics clubs have partner (spouse) out of athletes and coaches and majority of respondents not living with their partner (spouse) and also their partner are not help to do their homework or to do other duty.
- The social related issues are describing about sexual harassment, influence of society, religion, relationship with coach and other athletes and other profession of athletes. According to the result of the data, the majority of women athletes in club were faced social challenges that affect their performance that were lack of educational background knowledge and understanding, negative attitude of the society towards participation of female athletes in athletics hinder female athlete performance.
- Thirdly in this study assessed about athlete personal factors. According to the results the majority of respondents did not communicate freely with their coaches during the time of menstruation and they were affected by menstruation during training time. Female athlete participation in athletics is medium that of male counter parts and the choice of female athletes when they practice activities in groups with male athletes. Lack of female athletes understanding and attitude towards athletics and low attitude of male athletes towards the participation of female athletes in athletics hinder female athlete's performances.
- Administrative issues are other major factors which impact the women athletes' performance in athletics results. According to the findings of this study, there are no suitable facilities for female athletes, low attitude of

coaches towards the participation of female athlete in athletics, a few women coach availability in the clubs and there is a problem in sport equipment in term of quality and access on time.

- Generally, from all above, the women athlete in the clubs faced different challenges. The challenges can be categorized as economic and social in general.

5.3 Recommendations

All women and girls deserve equal opportunities to become involved in sports, and achieving such a goal requires eliminating the obstacles to their participation. If women are experiencing a conflict between being feminine and being athletic or feeling that their own expression of femininity does not match social expectations for women, sports scholars, along with sports coaches, administrators, and fans have an obligation to understand this problem and make women and girls feel more welcomed as athletes.

As responsible, the researcher recommends the following actions to minimize the challenges of women athlete performance in athletics clubs:

- Family
 - Understand the interest and the potential that their daughters have and encourage them to develop their talent, give equal opportunity with their sons give proper support.
- Society
 - Encourage girls to freely shown and perform in public, safeguard girls from any of violence and sexual harassment.
- Administrative works
 - Establish a strong and functional office to deal with female athlete's problems and make a regular follow up.
 - Fulfill access and quality of martial and must give special treatments only for women athlete.

- To have close contact with female athletes to understand and solve their problems.
 - They work closely with coaching staff to understand the problems and to find solution together.
 - Organize awareness creation training for both female and male athletes in order to prevent problems from occurring.
 - Hiring additional women coach
- Coaches
- Motivate and encourage, understand their problems and ability and modify the training load accordingly.
 - Be supportive in any case when they are need of your help
 - Be welcoming to encourage girls to talk freely about their problem
- Athletes
- Give due respect for their female counterpart
 - Be supportive
 - Protect girls from any of violence and abuse

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Appendixes

Appendix I

ADDIS ABABA UNIVERSITY

COLLEGE OF NATURAL SCIENCE

DEPARTMENT OF SPORT SCIENCE

Questionnaires to be filled by female athletes of first division Addis Ababa athletics club.

Objective

The main objective of this questionnaire is to gather data on the challenges of female Athletes in Athletics club and to point out some possible solution.

Direction

The researcher would like to thank you in advance for your cooperation and for giving your precious time in filling the questionnaire.

Be sure that your response is safely protected

No need of writing your name

Indicate your response by putting a circle on one choice where you think is appropriate and for open ended type questions write your response.

Part: I background information

1. Age A / Below 20 C/ 25-30 B/ 21-24 D/ above 30

2. Weight.....

3. Height.....

4. Religion.....

5. Educational level

A/ 1-4 B/ 5-8 C/ 9-12 D/ diploma E/ degree and above

6. Years of training.....

7. Marital status? A/Single B/ married C/ divorced

Part: II

1. Is there religious problem in athletics training?

A/ yes B/ No C/ I do not know

2. If your answer is “Yes” for question number “1“why explain the reason? -----

3. Do you think your career as an athlete can create to have a family?

A/ yes B/ no C/ I do have no idea

4. If you are single/ divorced, why?

5. What is your partner/spouse job?

A/ athlete B/ coach C/ sport expert D/ other

6. Do you live together with your husband? A. Yes B. No C/ I do not know

7. Is your performance decreased / increased/ not affected because of married?

A. improved B. decreased C/ not affected D/ sometimes disproved

8. Did your partner/spouse help you to do your homework like washing close, cooking food and other activity?

A. sometime B. rarely C. never

9. Are your families happy you are in athletics?

A. Yes B. No C/ I do not know

10. Do you get proper support from your family?

A. always B. sometime C/ never

11. How frequent do you visit your families or they visit you?

A. Every day B. In a week C. A month and above

12. What topic do you frequently raise with your family during your meeting?

A. about athletics B. to solve some problems C. family life d. other

13. Did you start athletics training with your interest or accidentally?

A/ with my interest B/ accidentally C/ forced because of economy D/ other

14. Do you get special (female) athlete nutritional advice?

A/ always B/ sometime C/ never

15. How is your relationship with other athlete?

A. close B. less C. sometime close and less

16. Did you face any challenges that affect your training or performance?

A/ always B/ sometime C/ never

17. What are the challenges that are affect your performance in your club?

.....

18. Have you ever been attacked sexually?

A. Yes B. No C/ I do not know

19. Do you attend your training program regularly?

A/Yes B/ No C/ I do not know

20. Have you ever been pressurized by peers to continue or discontinue your training?

A. Yes B. No C/ I do not know

21. If your answer is "YES" for question number "20" how? Explain your answer?

22. What are you doing after training?

A. Rest B. Doing homework C. house keeping

23. Do you have good relationship with your coach?

A/yes B/ No C/ I do not know

24. At a time of menstrual, did you communicate freely with your coach?

A. Yes B. No C/ I do not know

25. How many day do you expire your menstrual cycle?

A/ 1-3 B/ 3-4 C/ 5-6 D/ more than 6 day

26. Is the time of menstruation affecting your training? A/always B/ sometime C/ never

27. Are there adequate supplies of facilities at your training center that are accessible to you?

A/ yes B/No C/ I do not know

28. If your answer is "No" for question number "27" explain the limits-----

29. Are there training field and track around the club?

A/ Yes B/ No C/ I do not know

30. How often does your coach give explanation and guidance concerning different training techniques?

A/ Always C/ Sometimes E /Not at all
B/ Most of time D/ Rarely

31. Is your coach is women? A. Yes B. No

32. If your answer is for number "31" is "No", did you get any problem in your performance?

A/ Always B/ Most of time C/ Sometimes D/ Rarely E /Not at all

33. To what extent your coach gives an advice during computation time?

A/ To great extent C/ To low extent
B/ To moderate extent D/ Very low extent

34. Are you happy for your club?

A. Yes B. No C/ I do not know

35. Did you compute at national level? A/ Yes B/ No C/ I do not know

36. Do you have any profession in addition to athletics?

A. YES B. NO C/ I do not know

Appendix II

ADDIS ABABA UNIVERSITY

COLLEGE OF NATURAL AND COMPUTATIONAL SCIENCE DEPARTMENT OF SPORT SCIENCE

Questionnaires for coaches

The purpose of these questionnaires is to get information about challenges of women athlete in the Addis Ababa athletics club.

Part: I background information

Instruction1: please write background information on the space provided.

1. Name of the club.....
2. Sex.....
3. Age.....
4. Education level.....
5. Work experience.....

Part II

Instruction: II please circle the correct answer. It is possible to answer more than one if it is necessary.

6. To what extent is the participation of female athlete compared with their male counter parts in athletics raining?
A. high B. medium C. low
7. What is the choice of female athlete when they practice activities in groups?
A. practicing with male counterpart
B. practicing with female athlete
C. practicing alone
D. practicing according to the program of the coach
8. Are there adequate materials for female athletes to train in different activates such as gymnastic materials? A. yes B. No C. I don't know
9. Are female athletes given care when they participate in computation?
A. Yes B. No C. I don't know
10. To what degree do female athletes participant in co-curricular activities and competitions?
A. high B. mediums C. Low D. very low

11. If your answer for question number “10” is low or very low, why do you think the reason was?

- A. Lack of competitive experience
- B. Easily give us
- C. Shyness
- D. Lack of self-confidence

12. Do you believe clubs can integrate with the society’s interest?

- A. yes B. No C. I don’t know

13. Do you expect clubs are organized properly? A. yes B. No C. I don’t know

14. If your answer to question “13” is no, which one of the following is the problem?

- A. not giving due attention to the clubs
- B. instructional materials
- C. skilled manpower
- D. lack of program relevancy with the existing conditions

15. Do you believe athletics clubs has equal perception from the other sport clubs by administrators, sport export and society?

- A. yes B. No C. I don’t know

16. Who are the athlete consecutively absent and dropout during training? A. male B. females C. both

17. What do you recommend /advise/ in order to avoid the challenges of female athlete in club?.....

18. What problems (factors) that hinder female athlete performance?

	Factors	Strongly agree	agree	Neutral	Dis agree	Strongly dis agree
1	lack of educational background knowledge and understanding about female participator in athletics					
2	lack of female athlete understanding and attitude towards athletics					
3	negative attitude of the community towards participation of female students in physical education					
4	low attitude of coaches towards the participation of female athlete in athletics					
5	low attitude of male athletes towards the participation of female athlete in athletics					

Appendix III

**ADDIS ABABA UNIVERSITY
COLLEGE OF NATURAL AND COMPUTATIONAL SCIENCE
DEPARTMENT OF SPORT SCIENCE**

Interview questions for club administrators and sport experts

1. Is there a place for female athletes where they can change their cloths, where they can wash their body, toilets and other necessary materials in your club to make them effective training?
2. Is there specific assistance that is given to improve and develop the female athlete's effort in your club?
3. Please indicate the reasons that you think will hinder the participation of female athletes from the participation in athletics practices and suggest some solutions.
4. Do you think and believe that the presence of female coaches decrease the challenges of female athlete in club?
5. What do you think will be the role of non-governmental organizations, parents and the society in avoiding the challenges of female athlete in club?
6. Is there any problem that the coaching materials and other sources of the aids affect female athlete in the training?

Appendix IV
የአዲስ አበባ ዩኒቨርሲቲ

የተፈጥሮ ሳይንስ ኮሌጅ

የስፖርት ሳይንስ ትምህርት ክፍል

በአዲስ አበባ የመጀመሪያ ምድብ ሴት አትሌቶች የሚሞላ መጠይቅ።

ዓላማ፤

የዚህ መጠይቅ ዋና ዓላማ በአትሌቲክስ ክለቦች ውስጥ በሚገኙ ሴት አትሌቶች ላይ ስለሚደርሱ ችግሮች ወይም መሰናከሎች መረጃ መስጠትና ሊኖሩ የሚችሉ መፍትሄዎችን መጠቀም ነው።

አቅጣጫ :-

በቅድሚያ ተመራማሪው መጠይቁን ለመሙላት ውድ ጊዜዎን መስዋት አድርገው ስለትባበሩን ከልብ ያመሰግናሉ።

የእርስዎ ምላሽ በጥንቃቄ የተጠበቀ መሆኑን ያረጋግጡ። ስምዎን መጻፍ አያስፈልግም።

አግባብ እና በስፋት ያዩዎቻቸው ጥያቄዎች ላይ ክብር በማስቀመጥ ምላሽዎን ያመልክቱ ወይም ይጻፉ።

ክፍል-1:- የቅድመ እውቅና መረጃ

1. ዕድሜ ሀ. ከ 20 በታች ለ. 21-24 ሐ. 25-30 መ. ከ 30 በላይ
2. ክብደት.....
3. ቁመት.....
4. ኃይማኖት.....
5. የትምህርት ደረጃ ሀ. 1-4 ለ. 5-8 ሐ. 9-12 መ. ዲፕሎማ ሠ. ዲግሪ እና ከዚያ በላይ
6. የስልጠና ዓመታት.....
7. የጋብቻ ሁኔታ? ሀ. ያላገባ ለ. ያገባ ሐ. ፍች ላይ ያለች

ክፍል-2

8. በአትሌቲክስ ልምምድ ላይ የሀይማኖት ችግር አለ? ሀ/አዎ አለ ለ/አይደለም ሐ. አላውቅም
9. ለጥያቄ ቁጥር "8" መልስዎ "አዎ" ከሆነ, ምክንያቱም እንደሆነ ሲያበራረሩልን?

10. እንደ አንድ ስፖርተኛ በሩጫ ቤተሰብ መመሥረት ይችላል ብለው ያስባሉ?
 ሀ. አዎ ለ.አላስብም ሐ.ምንምሀሳብየለኝም።
11. ያላገቡ ወይም የፋቱ ከሆነ ለምን?
12. የፍቅረኛዎ/ የባለቤትዎ ስራ ምንድንነው? ሀ. አትሌት ለ.አሰልጣኝ ሐ.የስፖርትኤክስፐርት(ባለሙያ) መ.ሌላ
13. ከፍቅረኛዎ/ ከባለቤትዎ ጋር አብራችሁ ነውየምትኖሩት? ሀ. አዎን ለ.አይደለም
14. ስላገቡ ወይም በጋብቻ ምክንያት ያፈጸጸም አቅምዎ ጨመሮ ወይም ቀንሶህ ሆን?
 ሀ.ተሻሻሏል ለ. ቀንሷል ሐ.አልተነሳም መ.አልፎ አልፎ ያልተረጋገጠ
15. የፍቅር ጓደኛዎ ወይም የትዳር አጋርዎ በቤት ውስጥ እቃ በማጠብ ምግብ ማብሰል እና በመሳሰሉ የቤት ውስጥ ሥራዎችን እገዛ ያደርግልዎታል?
 ሀ. በተወሰነጊዜ ለ.በትቂቱ ሐ. አያደርግልኝም
16. አትሌቲክስ ውስጥ በመሆንዎ ቤተሰቦችዎ ደስተኞች ናቸው? ሀ. አዎን ለ. አይደሉም
17. ከቤተሰብዎ ተገቢውን ድጋፍ ያገኛሉ? ሀ.ሁልጊዜ ለ. አልፎአልፎ ሐ. አላገኝም
18. ቤተሰቦችዎን በየሰንት ጊዜው ይጎበኛሉ ወይም ይጎበኙዎታል?
 ሀ. በየእለቱ ለ. በሳምንትውስጥ ሐ. ከአንድ ወር እና ከዚያበላይ
19. ከቤተሰባችሁ ጋር በምትገናኙበት ወቅት ብዙውን ጊዜ ስለምን ታነሳላችሁ ወይም ታወራላችሁ?
 ሀ. ስለአተሌቲክስ ለ.አንዳንድ ችግሮችን ስለመፍታት ሐ.ስለቤተሰብ ህይወት መ.ሌላ
20. የአትሌቲክስ ልምምድን የጀመሩት በእርስዎፍላጎት ነው ወይስ በድንገት?
 ሀ. በራሴፍላጎት ለ.ባጋጣሚ ሐ.በኢኮኖሚምክንያት መ.በሌላምክንያት
21. ስለልዩ (ሴት) የአትሌት አመጋገቦች ምክርያገኛሉ? ሀ.ሁልጊዜ ለ. አልፎአልፎ ሐ.ፈጽሞ
22. ከሌሎች አትሌቶች ጋር ያለዎት ግንኙነት እንዴት ነው?
 ሀ. በቅርብ ለ.በመጠኑ ሐ. በተወሰነጊዜ የሚጠብቅ እና ላላያለ
23. ልምምድዎ ወይም አቅምዎ ላይ ተጽዕኖ ሊያሳድሩ የሚችሉ ችግሮች ገጥመውዎት ያውቃል?
 ሀ.አዎ ለ.አያውቅም
24. በክብብዎ ውስጥ እርስዎ ብቃት ላ ተፅእኖ የሚያደርሱ ተግዳሮቶች (መሰናክሎች) ምንድን ናቸው?-----
25. ያታዊ ጥቃት ደርሶብዎት ያውቃል? ሀ. አዎን ለ.አያውቅም
26. ለተራቁጥር "25" የእርስዎ መልስ "አዎ" ከሆነ በልምምድዎ ላይ ያምጣው ተያዩ ምን ያክልነው?
 ሀ/ከፍተኛ ለ/መካከለኛ ሐ/ዝቅተኛ
27. በልምምድ መርገግብርዎ በመደበኛነት ይሳተፋሉ? ሀ.አዎን ለ.የለም

28. ልምምድዎን ለመቀጠል ወይም ለማቋረጥ በአቻሰዎች (ጓደኞች) ግፊት ደርጎብዎት ያውቃሉ?
 ሀ. አዎን ለ. አላውቅም
29. ለተራቁጥር "28" የእርስዎ መልስ "አዎ" ከሆነ ለምን? ቢያብራሩልን.....
30. ከስልጠና በኋላ ምን ያደርጋሉ? ሀ. እረፍት አደርጋለሁ ለ. የቤት ስራ እሰራለሁ ሐ. ሌላ ስራ እሰራለሁ
31. በወር አበባ ጊዜ ከአሰልጣኝዎ ጋር ነፃሁነው በግልጽ ይነጋገራሉ? ሀ. አዎን ለ. አልነጋገርም
32. የወር አበባ ዑደትዎ በምን ያህል ቀን ይጨርሳሉ? ሀ. 1-3 ለ. 3-4 ሐ. 5-6 መ. ከ 6 ቀን በላይ
33. የወር አበባ ጊዜ በስልጠናዎ ወይም በልምምድዎ ላይ ተጽዕኖ ያሳድራል?
 ሀ. ሁልጊዜ ለ. አልፎ አልፎ ሐ. ፈጽሞ
34. በማሰልጠኛ ማዕከሉ በቂ የመሥሪያ አቅርቦቶች አሉ? ሀ. አዎ ለ. የለም
35. በክለቡ ዙሪያ የስልጠና መስክና ትራክክለ? ሀ. አዎን ለ. የለም
36. አሰልጣኝዎ በተለያዩ ስልጠናዎች ላይ ቴክኒካዊ ማብራርያ እና መመሪያ ይሰጣሉ?
 ሀ. ሁልጊዜ ለ. ብዙጊዜ ሐ. አልፎአልፎ መ. በትቂቱ ሠ. አይሰጡም
37. አሰልጣኝዎ ሴቶች ናቸው? ሀ. አዎን ለ. አይደሉም
38. ለ "37" ቁጥር ጥያቄ መልስዎ "አይደሉም" ከሆነ የአፈፃፀም ብቃትዎ ላይ ችግር አለ? ሀ. ሁል ጊዜ
 ለ. አብዛኛውን ጊዜ ሐ. አንዳንድ ጊዜ መ. በትቂቱ ሠ. በጭራሽ
39. በውድድር ወቅት አሰልጣኙዎ ምን ያህል ምክር ይሰጥዎታል?
 ሀ. በከፍተኛ ሁኔታ ለ. በመጠኑ ሐ. በዝቅተኛ ደረጃ መ. በጣም ዝቅተኛ ደረጃ
40. በክለብዎ ደስተኛ ነዎት? ሀ. አዎን ለ. አይደለሁም
41. በብሔራዊ ደረጃ ተወዳድረው ያውቃሉ? ሀ. አዎን ለ. የለም
42. ከአትሌቲክስ በተጨማሪ ሌላ ሙያ አለዎት? ሀ. አዎ ለ. የለኝም

Appendix V

የአዲስ አበባ ዩኒቨርሲቲ

የተፈጥሮ ሳይንስ ኮሌጅ

የስፖርት ሳይንስ ትምህርት ክፍል

ለአሰልጣኝ የተዘጋጁ መጠይቆች

የእነዚህ መጠይቆች ዋና አላማ በአዲስ አበባ የአትሌቲክስ ክለቦች ውስጥ የሚገኙ ሴት አትሌቶች ስለሚያጋጥሟቸው ፈተናዎች መረጃ ለማግኘት ነው።

ክፍል-1 የቅድመ እውቅና መረጃ

መመሪያ:- እባክዎን የቀረቡ ጥያቄዎችን በተሰጠው ቦታ ላይ ይሙሉ

1. የክብርን ስም
2. ያታ
3. ዕድሜ.....
4. የትምህርት ደረጃ.....
5. የስራል ምዶች.....

ክፍል ሁለት:

መመሪያ-2:- እባክዎን ትክክለኛውን መልስ ያክብቡ። አስፈላጊ ሆኖ ከተገኘ ከአንድ በላይ ምርጫ ማክበብ ይቻላል።

1. የሴቶች አትሌቶች ተሳትፎ ከወንዶች ጋር ሲነጻጸር እስከ ምን ድረስ ነው? ሀ. ከፍተኛ ለ. መካከለኛ ሐ. ዝቅተኛ
2. በቡድን እንቅስቃሴዎች ሲካሄዱ የሴት አትሌት ምርጫ ምንድን ነው?
 ሀ. ከወንዶች ጋር ልምምድ ያደርጋሉ
 ለ. ከሴቶች አትሌት ጋር ልምምድ ያደርጋሉ
 ሐ. ብቻቸውን ልምምድ ያደርጋሉ
 መ. በአሰልጣኙ መርሃግብር መሰረት ልምምዱን ተግባራዊ ያደርጋሉ

3. ሴት አትሌቶች በልምምድ ወቅት እንደ ጂምናስቲክ አይነት የተለያዩ ንቅስቃሴዎችን ለማከናወን የሚረዱ ቁሳቁሶች አሉ?
 - ሀ. አዎ ለ. የሉም ሐ. አላውቅም
4. ሴቶች አትሌቶች ውድድር በሚካፈሉበት ጊዜ እንክብካቤ ይደረግላቸዋል ?
 - ሀ. አዎ ለ. አይደረግላቸውም ሐ. እኔ አላውቅም
5. ሴት አትሌቶች በንቃት ተጓዳኝ ስራዎች እና ውድድሮች ላይ የሚሳተፉት እስከ ምንድረስ ነው?
 - ሀ. ከፍተኛ ለ. መካከለኛ ሐ. ዝቅተኛ ም. በጣም ዝቅተኛ
6. ለጥያቄ ቁጥር "5" መልስዎ ዝቅተኛ ወይም በጣም ዝቅተኛ ከሆነ ምክንያቱ ምንድንነው ብለው ያስባሉ?
 - ሀ. የፋክክር ልምድ አለመኖር ለ. በቀላሉ እንዲሰጣቸው ስልሚጠብቁ ሐ. ባለመግባባት ም. በራስ የመተማመን በማጣት
7. ክበቦች ከማህበረሰቡ ፍላጎት ጋር ሊጣጣሙ ይችላሉ ብለው ያምናሉ? ሀ. አዎ ለ.አላምንም ሐ. አላውቅም
8. ክበቦች በአግባቡ የተደራጁ ይመስልዎታል? ሀ. አዎ ለ.አይመስለኝም ሐ. አላውቅም
9. ለጥያቄቁጥር"8" ያለዎት መልስ አይመስለኝም ከሆነ ከሚከተሉት ውስጥ የትኛው ነው ችግሩ?
 - ሀ. ለክለቦች ተገቢውን ትኩረት ስለማይሰጥ
 - ለ. የማስተማር እቃዎች
 - ሐ. የሰለጠነ የሰውኃይል
 - ም. ከአሁኑሁኔታዎች ጋር ያልተዛመደ የፕሮግራም
10. የአትሌቲክ ስክለቦች ከሌሎቹ የስፖርት ክለቦች የአስተዳደር አካላት, የስፖርት ኤክስፖርት እና ማህበረሰቡ እኩል ጠቀሜታ አላቸው ብለው ያምናሉ? ሀ. አዎ ለ.አላምንም ሐ. አላውቅም
11. ስልጠና በሚሰጥበት ጊዜ ቀሪ እና ትምህርት ማቋረጥ የሚያበዛው ማንነው? ሀ. ወንዶች ለ. ሴቶች ሐ. ሁለቱም
12. ክለብ ውስጥ ያሉ አትሌቶች የሚገጥሟቸውን ችግሮችን ለማስወገድ ምን ምክር ይሰጣሉ?
13. የሴት ስፖርተኞችን እንቅስቃሴ የሚያደናቅፏቸው ችግሮች ምንምን ናቸው?
 - ሀ. የእውቀት ማነስ እና ስለ ሴት አትሌቲክስ ተሳትፎ መረዳት
 - ለ. ሴት አትሌቶችን የመረዳት ችሎታ ማነስና በአትሌቲክስ ላይ ያለ አመለካከት
 - ሐ. በማህበረሰብ ፣ ሃይማኖት እና በባህላዊ አሉታዊ አመለካከት የሴት ተማሪዎችን አካላዊ ትምህርት ላይ መሳተፍ የተዛባ አመለካከት
 - ም. የአትሌቲክስ ባለሙያዎች ወይም አሰልጣኞች እና ወንድ አትሌቶች ለሴት አትሌቶች ያላቸው ዝቅተኛ አመለካከት

Appendix VI

የአዲስ አበባ ዩኒቨርሲቲ

የተፈጥሮ ሳይንስ ኮሌጅ

የስፖርት ሳይንስ ትምህርት ክፍል

ለክብብ (club) አስተዳዳሪዎችና ባለሙያዎች የቀረበ መጠይቅ

1. ለሴቶች አትሌቶች ውጤታማ በሆነ መንገድ ስልጠና እንዲወስዱ ሰውነታቸውን በሚታጠቡበት ጊዜ ልብሳቸውን የሚቀይሩበት፣ መጸዳጃ ቤት እና ሌሎች አስፈላጊ ቁሳቁሶችን አሉ?
2. በክብብ ውስጥ የሴት አትሌቶችን ጥረት ለማሻሻል እና ለማዳበር የሚረዱ እርዳታ ወይም ድጋፍ አለ?
3. ሴት አትሌቶች ተሳትፎ እንዳያደርጉ ሊያግዱ የሚችሉ ምክንያቶችንና አንዳንድ መፍትሄዎችን ቢጠቁሙን?
4. የሴት አሰልጣኞች ክብብ ውስጥ መኖር የሴት አትሌቶችን መሰናክሎች በሂደት ይቀንሳል ብለው ያስባሉ?
5. የሴቶችን የአትሌቲክስ ስፖርት ተሳትፎን ለማነሳሳት ወይም ለማበረታታት ማህበረሰቡ ፣ ቤተሰብ ፣ የአስተዳደር ሰራተኞች ፣ አሰልጣኞች እና ወንዶች አትሌቶች ሚና አላቸው ብለው ያስባሉ?
6. የመሰልጠኛ ቁሳቁሶች እና ሌሎች የድጋፍ ምንጮች ሴት አትሌቶች ለምምድ ላይ ያጋጠመዎቻቸው ችግር አለ?

Declaration

I declared that this thesis is my own original work and has not been presented for any degree and that all sources of materials used for the study have been duly acknowledged.

Name: Demeku Akalu

Signature:-----

Date:-June,2018