

**ATTITUDE OF SCHOOL COMMUNITY TOWARDS FEMALE STUDENTS
DURING PRACTICAL CLASS: THE CASE OF SELECTED
PREPARATORY SCHOOLS IN BOLE SUB-CITY OF ADDIS ABABA.**

By:-

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A thesis submitted to Addis Ababa University School of graduate studies in the partial fulfillments for the degree of masters of Science in sport science.

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Abstract

Education is avitalone for social, cultural and economic development of one country. It is a very important instrument in the creation of modern economy. In preparatory school, physical education is given as aseparate subject which is important like other subject. However, the attitude of school community towards female students during practical class is negative.

This study was investigate a study on the problems of attitude of school community towards female students during practical physical education class. The case of selected preparatory schools in Bole sub city of Addis Ababa. The main issues considered are female students participation in practical class, their interest to do physical education practically and attitude of school community towards female students. To this end, descriptive survey method was employed data were gathered from 200 female students, 7 physical education though questionnaires and interview of school directors, 9 school guards and 9 school janitress. The respondents sampling was carried out through random selection techniques. The data for the study was abstained through questionnaires and interview techniques. Both qualitative and quantitative methods and percentage were used to analyzed the data. The result indicated that the female students are not interested to do physical education practically, attitude of school community affect their performance, in both preparatory school, in adequacy of school facility and other teaching materials. Therefore, it is recommended that depending on the result, the concerned bodies such as teachers school directors and regional and sub- city educational bureau have to encourage females sunsets

to be participants in practical class freely to fulfill school facilities, by give equal opportunity like other subject and by motive and encouraging female students.

Chapter One

1. Introduction

1.1 Background of the study

This paper gives a high light about the attitude of school communities towards female students in physical education practical class: the case of selected preparatory schools in bole sub city of Addis Ababa. The researcher is interested to select this title because it will help to know the attitude of school community towards female students during physical - education practical class and to investigate important information that encourage female students to participate in physical education practical class freely as well as to motivate them to perform it with out afraid. Physical activity can improve health and help to prevent many diseases and conditions that are the major causes of death and disability for all people around the world many people suffer from diseases that are associated with in adequate participation in physical activity.

Physical activity also improve psychological health by reducing levels of anxiety, stress and depression. as a results, it contributes to blud self –esteem and self-confidence as well as can provide avehicle for social integration and equality for female in society.

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

The invention of different kinds of game activities with no doubt had a profound effect on the current level of physical education. To day physical education is recognized as one of the major parts of physical education program in most high schools.

At high school level students are more interested to learning to learning activities that they perceive to be relevant to their lives in selecting activities for instruction, the potential of the activity to education should be considered as well as its ability to meet the needs and interests of students. As students become involved in the physic education program, teachers should seek to expand their interests by offering new activities and broadening curricular opportunities.

Teaching learning process of physical education is most commonly used to denote they have participated in the subject area rather than studied it as a major field.

1.2 Statement of the problem

To define attitude some how relative, because it is defined by different scholars indiffernt ways. Fro instance, corisini (1987:96) define attitude as “it is the most prominent feature of an attitude is its evaluative character, the disposition to respond towards and object in positive or negative manner.

Attitude can be measured by different attitude items together with a format for response that is like, dislike agree, disagree or favorable and unfavorable. On the other hand, as morganel (1986) say no one can observe attitude directly.

However, it can be observed by different mecahansims for example, the attitude

of an individual can be observed from his behavior, that is either from his response to the given psychological objects or his evaluate statements.

It is assumed that attitude of school community towards female students are not affect their performance during practical class.

On the top of this, the researcher tried to investigate the attitude of school communities towards female students in physical education practical classis: the case of selected preparatory schools in Bole sub city of Addis Ababa.

1.3 Research questions

The study would answer the following basic research questions.

1. What is the attitude of school communities towards female students participation in physical education practical class?
2. What is the interest of female students to learn physical education practically?
3. is special attention given for female students in enhancing the teaching learning process?
4. What are the major problems of female students in learning physical education practical class?

1.4 general objectives

The main objective of this study is to investigate the attitude of school community towards female students in physical education practical class: the case of some selected preparatory schools in Bole sub city of Addis.

1.4.1 Specific objectives

The specific objectives are

- To find out the attitude of school communities towards female students participation in physical education practical class.
- To investigate the interest of female students to learn physical education practically.
- To know how special attention is given for female students in enhancing the teaching learning process.
- To understand the major problems of female students in learning physical education practical class.

1.5 Significance of the Study

This study contributes a lot for female students and give a high light on the attitude of school communities towards female student participation in physical education practical class. It also provide useful insight regarding to the importance of physical activity for female students.

It could encourage female students to participate in physical education practical class freely. Besides, the study would provide a base for sub sequent studies on the same topic. Furthermore, it is expected that, female students may get a better chance of motivation as well as performing and participating in different sport activities.

1.6 Delimitation of the Study

This study is strictly delimited to investigate only the attitude of school community towards physical education practical class: the case of selected preparatory schools in bole sub city of Addis Ababa.

1.7 Limitation of the Study

Due to resource, time and other constraints, the researcher was not take the population of female students.

1.8 Operational Definitions

- Attitude:- is a learned predisposing to respond in favorable or unfavorable manner to a particular person or object
- Community: a group of people living in the same place or having a particular characteristic in common.
- Physical education:- is an integral part of the total educational curriculum it is the only area of the school curriculum that teachers motor skills and understanding human that movement and provides opportunities to facilitate their development.
- Physical activity:- is generally considered to be abroad term used to describe all forms of large musicale movements including sports, dance games, work, life style activities and exercise for fitness.
- School: is any institution at which an instruction is given for educating children or particular discipline.

1.9 Organization of the Study

This study consists of five chapters. The first chapter deals with the introduction part, the second chapter deals with review of related literatures, the third chapter deals with research methods, the fourth chapter deals with data analysis and interpretation and chapter five deals with summary, conclusion and recommendation. Finally, appendices and bibliography, questionnaire was the last component of the paper.

Chapter Two

2. Review of related literature

2.1 Concept of physical activity

Physical activity is an important part of all human being n every day life, since the beginning of time survival, has been a daily struggle and simply staying a live was physically demanding. Regular physical activity of at least moderate intensity provide general health benefits a cross arrange of different diseases. In particular, there is strong evidence that the greatest health benefits happen when the least active people become moderately activities participating in regular physical activity improves fitness well being and social relationship. This physical activity influence the health of female basically in two ways, firstly, it can decrease the causes of disease during child hood and youth like diabetes, blood pressure and soon. Secondly, it reduce the risk of chronic disease in late life. Therefore, physical activity is an effective treatment for different diseases.

According to the curb in lidesy and wlke (2000, p:50) “just as there is a correct dosage of medicine for treatin gallilnes, there is a correct dosage of physical activity for promoting health benefits and developing physical activities provide the basis for determine the correct amount of physical activities. New evidence indicates that, the amount of physical activity necessary for developing metabolic fitness and its associated with health benefits.

2.1.1 Definition of Physical Activity

Physical activity:- is any movement of the body that makes your body to use more energy than it would nomaly makes you breath bit. It simply means movement of the body that uses energy like walking, gardening, brisky, pushing

a body, climbing the stairs, playing soccer or dancing the night are good examples of being active.

Physical activity is generally considered to be a broad term used to describe all forms of large muscle movements like sport and life style activities Charles B. Carbon, Ruht Lindsey (1997).

2.2 Concept of Attitude

Attitude is the way thinks and feels about some one or some thing. It is feeling or away of thinking that affects a persons behavior.

In broad term attitude is the psychological response to a person and object to a situation to society and to life it self that generally influence our behavior and action. Attitude could be either positive or negative many scholars have different attitude in different ways.

According to corsini (1987 p:96) defines attitude as “most prominent feature for attitude is its evaluative character the disposition to respond towards an object in positive or negative manner. In the same way, Corisin (1944, p:114) defined attitude as “the disposition to respond favorably to an object, person institution or event. These tow definitions show that attitude can range from favorable to unfavorable manner.

Knapp and hangman (168:159) also define attitude in the contest of physical education is “attitude as generalized that emotionalized of feelings about any

thing. They are characterized by the quality of intensity in all degrees from strongly or strongly against”

2.2.1 Formation of Attitude

Although a few scientist said that those specific attitude sare in born their pieces evidence seem to be un satisfactory elms (1976) argue that, if a person for example, inherits higher levels of aggressiveness such as inheritance would in way determine the particular objects towards which the person develops aggressive attitude.

According to Botizin, attitude can be formed by classical conditioning that it can be made when one associated his emotion reaction with no object about which he expanded positively or negatively.

Botizin (1983:169) indicates that. “the most elementary base of attitude formation is simple experiences. If a person encounter is object repeated occasions, he/she will develop positive attitude towards it. Repeated experience with the object is it self enough to enhance the person’s attitude with out reason and reward.”

Some studies have proved that there is a direct link between improves health and exercise, even just moderate physical activity to improve and maintain optimum health, it is necessary for people of all participant in physical activity. Most people aware of this fact not nearly enough of them to participate in the kind of physical activity that they need to sustain in a quality of life style.

2.2.2 How Attitudes Change

As researcher find portray, attitudes do not have their origin in the objects remain constant. Botizin (1983:160) states that “attitude changes could occur through different factors.

According to harmer (1991) and morganeltal (1986) that parents group membership, friends and previous experience are the means to change the attitude of the learners. This change has been observed in health and physical education environment. For instance, in physical education the students will have positive attitude to health and physical the students will have positive attitude to health and physical education this is because his portent positive attitude affects his motivation and lead him in a positive way.

According to weaver (1978)... the more we want to make over attitudes likes some one else’s the more likely we are increased our communication. This is summarized by wealver (1978:185) as follows as “greater quantity of interaction increase the probability that attitude change will occur”.

2.2.3 Attitude of female students towards physical activity

According to encyclopedia of sports (1988: XII) in its individual categories of popular sport, for health and performance and high performance sport ahs been an important part of our levels for long time. Over the time (the late 1970) and 1980s female students in regular physical activity grew rapidly as a result, recreational exercise become an integral part for an increasing number of women interest in various forms of recreational exercise and many area of the country it reached explosive proportions in the early 1980s James F. Clapp II (1998:6).

Like many other attitudes, female students thinking about physical activity has been changed in recent years. They always assumed physical activity benefits to their work efficacy and for their health status. The study also want to evaluate the role learning place in encouraging physical activity for female students to promote exercise in the population Sattre (1999).

2.2.4 Measurements of attitude

Attitude is not a simple thing to measure. It is difficult to measure attitude unlike other physical objects, social weight. As Morgan et al say no one can observe attitude directly. However, it can be observe by different mechanisms.

According to Morgan et al (1986), the attitude of an individual can be observed from the behavior that is either from his response to the given psychological objects or from his evaluative statement and other verbal expression.

According to Morgan and his colleagues (1986) there are different methods to measure an individual attitude. For example, asking individuals either by questioners interview and self report method. According to Morgan et al (1986:384) "the most common method of measuring attitude is self-report method in which people are asked to respond questionnaires by expressing their personal evaluation."

2.5 Female in Sport

Since 1970, we have seen arising awareness about the contribution of sport to the well being of females. The widest variety of sport organizations have worked to develop programs that enable females to practice in every sports they

wish and training them as sport coach and administrator. Even though now there are more resources and more training opportunities, female still need greater role in decision making if they are really achieve equality with boys in sport Steven Roy. M.D (1993).

According to encyclopedia of sports (1988: XII) in its individual categories of popular sport, for health and high performance sport has been an important part of our levels for along time.

Like many other attitudes, female students think about physical activity negatively in recent years. They always assumed that, physical activities benefits to spent time and for relaxation only.

2.6 Psychological Benefits of Physical Activity

Physical activity has a great role to enhance our psychology. This includes mood changing, reducing anxiety, stress and depression. The evidence we have reviewed for suggests positive relation between exercise and psychological well-being. Some findings have merged from research about relation between various forms of exercise and changes in mood state such as decrease in fatigue and anger as well as increase sense of well being. Active people have more energy during the day and they sleep better at night. In scientific studies, many measure of sleep quality shows improvements.

Many female speak that the best benefits of exercise is that their stress levels have dropped.

2.7 History of Physical Education

“Historically, physical education programs focused on teaching children and you this in the school setting. The expansion of physical education beyond its traditional realm to non school settings and people of all ages requires a more inclusive definition to encompass the diversity of programs and the wide range of goals achieved by participation.”

According to Sidentop (1994:89) “there is probably less agreement to day on the basic meaning of physical education than there has been at any time in our professional history.” However, he states that the mostly widely accepted meaning for physical education is based on the developmental model. This model is based on the belief that all school subject, including physical education, should contribute to the development of the whole child. Carefully structured physical activity is recognized as a means through which education goals can be achieved.

According to Ziegler (1996:240), in discussing the increasingly specialized and diverse nature of the field, argues that “development physical activity that is, some sort of planned physical activity in sport exercise and related expressive movement” are our common focus. As professionals, we are working to promote “developmental physical activity for people of all ages” abilities and needs Ziegler also states” that we have a comb to tomb responsibility for the developmental physical activity for all citizens through out their lives.

To encompass the rapidly changing and ever expanding scope of the field, physical educational is defined as an educational process that uses physical

activity as a means to help individual process that uses physical activity as a means to help individuals require skills, fitness, knowledge and attitudes that contributes to their optimal development and well being.

In this definition, the term education is broadly defined as the ongoing process of learning that occurs through out life span. This definition recognizes that education, just like physical education can and does takes place in a variety of settings and is not limited to a specific age group. Home schooling continuing education through professional organizations in service education, distance learning, adult education and pre schools are just some of the expanded settings for education.

Teachers to day may be described by various labels such as “instructors” “leaders” or facilitators” to days students are people all ages, spanning the range from the very young attending a pres school to the elderly taking courses at a university. Physical education uses physical activity to enhance the development of the whole person. Physical education includes the a question and refinement of motor skills, the development and maintenance of fitness for optimal health and well being, the attainment of knowledge about physical activity and exercise, and the fostering of positive attitudes conducive to life long learning and life Spean participations physical education is concerned with the promotion of active life styles for people of all ages and abilities. Physical education program under qualified leadership enriches participants lives.

To more fully understand physical education, it has relationship to play, game and sport must be examined. Physical education, play, games and sports are different entities although they may share some common elements play refers to

activities engage in freely from a amusement. Play is spontaneous and the act of playing is rewiring it self.

Sport occupies prominent position in our culture sport is tremendous in its scope sport participants number in the millions.

Participants involvement encompasses recreational to professional levels participants vary in age, ranging from the very young to the aged. Their involvement extends from young spots to master's competitions. Interscholastic, inter collegiate and professional athletics involve millions more participants. Spectaing is a popular lesirue pas time, attracting millions. Media converge of sport is extensive, drawing millions of views and readers. As sport has grown, so have opportunities for individuals who want to work in spots related areas.

Since the early 1970s, there has been an enormous interest in the scholarly study of sport and physical education. Its significant role in our society, its massive impact on our culture and its far reaching involvement of millions as participants and spectators has drawn the attention of scholars.

The realm of physical education to day embraces many different programs, diverse setting and people of all ages. This recent growth of physical education has been accompanied by on increased interest in its scholarly study. This research has led to the development specialized areas of knowledge. The subsequent increase in the breadth and depth of knowledge provides a foundation for professional practice. The expansion of physical education has lead to a tremendous growth of career opportunities for enthusiastic and committed professionals.

2.7.1 Physical education as academic discipline

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

Besides, isolation and segregation of physical activities has had many unhealthy setbacks like developing an inferiority complex in the physical educators with members from other teaching facilities usually referring to them as non-teaching staff. It is suggested that many organization of physical education should start with developing a positive attitude and self-confidence among physical education should extend it self to the practical class and become the focus or centered point of the educational system.

Another scholar Siedentop (1998:225) discusses that: "physical education is a field of action, rules and persons. The significance of self involving physical participation and movement is really a planned exercise in growth and awareness not possible in other areas of learning." In our interest of helping the students to the maximum, improving our own image and cutting down the routine and traditional curriculum of the school. The amount of knowledge is not the criterion of successful life but the way in which an individual faces the physical realities of the world and problems of life. "There is no doubt, offers and educational dimension to the activity and tries to bridge the gap between school and the physical world" (Ram and et.al 1996, 13-14).

2.7.2 Physical education as part of general education

“Physical education is the integral part of the total education process which enhances and integrates those physical, social and psychological aspects of an individual's life through directed physical activity” (Arnold, 1976:69) very often the natural relationship between general education and physical education is forgotten, with the result that the two exist physically together but functionally apart. This has resulted in reducing the scope of the school program in two respects; firstly the educational function of physical education has been neglected and secondly, the physical functions of education are not recognized.

According to Arnold (1976:69) “through a well directed physical education program students develop skills for the correct use of leisure time by undertaking activities which are conducive to healthily living social development and a sense of responsibility”.

According to Bucher (1972:45) cited in Ram and et.al (1996:45) defines physical education as: “an integral part of the total education process a field of endeavour that as its aim the development of physically, mentally, emotionally and socially fit citizens through the medium of physical activities that have been selected with a view to realize these outcomes”

The above definition physical education is a process which utilized activities that are inherent in each individual to develop a person organically, neuromuscular, intellectually and emotionally.

The relationship between physical education and general education provides opportunities for exchange of views between the physical education teacher and

the subject teacher about the abilities, interests, limitation and scope of each individual students and his/her participation in the school program. In this way, good physical education teacher as certain how well participation performs the necessary motor skills before permitting him/ her to take part in physical activities.

The same authors explicitly elaborated that physical education has been accepted as an essential part of general education and no educational authority, state or organization questions the justification or need for it. But still there is a considerable confusion in interpreting the scope and the nature of a physical education program and its academic relationship with general education or the contributions of general education to physical education.

The physical education teacher is a model to the students because of his/her concerns with his/her pupils' physical health as well as their intellect and emotions. The development of cognitive and recreational abilities can thus become the guiding force out comes. This widens the educative scope of physical activity and help to give global definition and physical education.

Physical education program is nothing but an application of sound philosophical, educational, psychological, physiological, anatomical and biological principles. The physical educator should consider psycho physical needs and problems of female students to the program. Rigid syllabus has no place in physical education except as guidelines which can be altered or even completely dropped according to various factors like climate, time, environment type of group and purpose of activity.

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

For centuries, the ideas of a separate mind and body influenced education and the school practice which led to plan for training the mind disregarding the body. But today, the educational orientations have changed and physical education is conducted as a real part of the entire educational process. The basic fact of integration of mind and body, ideas and action, knowledge and application has taken place (Arnold, 1976:68).

The prime responsibility of physical education is to conceive of its work as related to all the reactions that participants experience, to be concerned for interests, moods, manners, morals, habits and ideas as well as strength, skill, agility, speed, safety and endurance. The whole person participates in the process.

According to Bucher, (1972) cited in Ram and et.al (1996:112) states "physical education and health not only affect social development but emotional development as well. Games provide release from tensions after long periods of study; furthermore, achievement in physical activities gives students a sense of provides which pays in emotional satisfaction and well being."

2.4.3 Physical education and need of society

According to Ram and et. al (1996:126) states that "physical education plays an important role in the student's development of the individual as a useful member of the society and the objective of satisfying the needs of the society being a worthwhile aim in our complex society made up to social imbalance.

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

According to Arnold (1976:35), “in modern society problems like tension, uncertainty low morality, lack of family cohesiveness, competition, emphasis on materialism and misuse of leisure are to be solved positively. These contribute to the society to create a totally healthy, physical environment and understand the influence that are plying up on the personality of a student.”

Whether an item of physical education or sport is popular in colleges and schools largely it depends up on public interest, spectator approval and medial popularity. Similarly, among young people, females are exposed to a certain type of sport environment only because society has accepted it rather than because of its real contribution to their individual growth (learnedly and Marcellus, 1994:14).

2.8 Effective teaching in physical education practical class

According to Wuest Bucher (1994:390-392) states that “teaching can be defined as those interactions of the although it is possible for learner that make learning more successful involvement, it is generally accepted that teachers facilitate the a question of knowledge skills and attitude”

Teachers who are effective use a variety of pedagogical skills and strategies to ensure that their students are appropriately engaged in relevant activities a high percentage of the time, hold positive expectations for their students effective teachers are able to maintain an orderly, productive learning environment, handling discipline problems appropriately while encouraging and providing opportunities for students to learn responsibility and to be accountable for their action, wide variety of teaching methods and instructional strategies are judiciously employed to maximize students active and successful engagement in relevant tasks. The ability to present clear explanations and offer accurate demonstrations contributes to learning.

The ability to motivate students to perform to their potential is the goal of every teacher. Effective teachers possess superior human relations skills. They listen to students and accept students as individuals treating them as such. They strive to instill in each student a sense of self-worth. Effective teachers show concern for the well-being of each student in their class and endeavor to provide students with opportunities that will enhance their self-confidence.

2.8.1.1 Arrangement of activities

According to Deborah Wuest (1994:15) states

“The various arrangements of instructional time are used in these programs. Typically, short instructional units of 3 to 4 weeks in length are used at the junior high school level to allow students to become familiar with a variety of activities. This short exposure introduces students to many activities and allows them to identify activities in which they have an interest. At the high-school level, longer instructional units are offered, ranging from 4 weeks to semester to increased length of time devoted to an activity helps student attain competency in an

activity suited to their ability and interest and furthers chances for continued participation. Mastery appears to be closely associated with the development of desired affective outcomes such as personal satisfaction, self – esteem and self confidence.”

This shows providing opportunities for students to achieve mastery appears to be critical if we to promote integration of activity in to one’s life style. In addition to using units of increasing length to accomplish this objective, some schools have chosen to offer activities for different ability levels such as beginning, intermediate and advance. This approach allows students to start at an appropriate level as well as receive more focused instruction according to their needs.

Additional opportunities for student practice are also provided. Skills as well as encourage students to make a decision to incorporate physical activity consciously in to their life style.

2.8.1.2 Luck of proper facilities

Physical education learning experience becomes more memorable through the proper use of supplementary teaching aid each teacher should have a variety of good instructional materials but, should remember that more exposure to them will insure learning. All such materials should assist students to learn and should not be used as a means of entertainment where properly used such aids which increase the depth and speed of teaching learning activity.

In regard to the above concepts, Horne (1985:232) noted that "the physical education program needs dictated the quality and quantity of needs dictate the quality and quantity of faculty needed."

According to Jesse and Williams (1964:107) states that " in some high schools the shortage of facilities are very real on the influence that shortage of facilities can claim they further suggests, when facilities are lacking or merge as in innumerable schools then class in physical education are held only in class room."

When physical education fell shortage for facilities required teachers will be in a problems on this issues and they write it follows inevitably that luck of facility has its effect up on the moral of teachers as well as on the teaching learning process. The problems can in part be talked if the necessary materials are available.

According to Sinclair (1978:210) wrote "a high priority must be assigned to facilities that can not meet the challenges since over coming obstacles means creating a better satiation with out the help of facility.

2.8.3 Large class size

According to Bucher (1975:319) "it takes time, discipline may be a greater problems, the teacher can not evaluate all of them and difficult to monitor them."

Bucher and koeing (1974:211) states that "the size of classes affect the number of teaching stations the supplies and equipment, the size of area the number of available teachers."

2.8.4 Time allotment

According to Knapp and Leonhard (1968:385), "on a daily period requirement and skill need of students is to be met with reasonable adequacy that is to say it will help to form a basis for further participation in work while activities."

According to Voltmer and Esslinger (1967:111). The longer the periods the higher the percentage of time available for physical activity "no program of activities can operate successfully unless a proper amount of time is allotted to it."

Voltmer and Esslinger further suggests that; the time required by most school physical education laws is totally inadequate for a well balance program.

In a recent study of effective high school physical education specialists (Jones, et al, 1989) it was found that weekly allotted physical education practical class time was between 45-80 minutes well below what is thought to be appropriate for the high school. However, each teacher studies have found ways to extend his or her program to non attached time Dary Siedentop (1991).

2.8.5 The teaching method

According to Bucher and Koenig (1974:257) states that: "the problems are method of dividing between the teaching of games skills and actual playing of the game itself and problems in the method of specifying certain position on physical education."

If the teaching learning process is to be effective class organization is the key to success.

To avoid the problems that can possibly arise on the teaching- learning process Knapp and Leonhard (1968: 277) suggested the criteria that should be set in

selecting methods. Are the method computable with the goal sought?. Are the methods used to best possible means of achieving the goals sought? Are the methods used adaptable to the types of activities involved? Are the methods interesting to students? These questions should be answered to teach them properly.

2.8.6 Students Problem

Students attention is also drawn to physical education which are of their own favority as Bucher (1975:4) wrote students do not want to participate on activities whose abilities, needs and interests may be different from their own.

Students with low motor ability are often ignored by physical education Bucher, (1975:407) students are not aware of the objective of physical education. They would rather prefer to play than to learn.

Some students think that physical education has little value for them they life several differences that resulted in the experience have little value for them Bucher (1975).

2.8.7 Students Interest

Different students have different interests towards learning of physical education practically. Some students believe that psychological education has great benefit for them.

According to Bucher (1975:2) states that. "... in learning physical skills, the exercise it supplies for becoming physical skills, the exercise it supplies for becoming physical fit, the social contribution such as the development of sport

man ship qualities, learning hero to get along with others and team work this psychological benefits is the form of self confidence and out let for mental frustration; improvements of personality and development of qualities overage and self discipline and the knowledge learned inter respect to the role of physical education in the culture of words”

Even though some students accept the importance of physical education as mentioned in above paragraph negligible number of students think that physical education has very little value for them.

This may be because of a bad experience, like poor instruction, absence of planning and organization, poor availability of facilities and equipments.

All evidence suggests that students who experience success in meaningful activities in physical education in a nurturing learning environment will improve their attitudes towards themselves, towards school and towards the subject matter.

According to Deberha Wuest (1994:145) states that: “if students are interested in a particular activity, they will be more motivated to learn students interests vary widely.”

Physical ability may also be important for being included in a desired peer group, a desire to learn skills for leisure time pursuit, to maintain one’s health or tom prove one’s health or to improve one’s appearance are other reasons students may be interested in an activity.

In many secondary schools, elective programs are offered in the upper grades so students may select activities according to their interest.

One important goal of physical education is participation in a meaningful physical activity through out ones life span.

In attempting to accomplish this objectives, teacher must assist their students in acquiring the necessary motor skill and knowledge pertaining to physical activity. Once they have left school is strongly influenced by their attitudes.

Thus, fostering favorable interest towards physical activity is desirable out come of physical education programs. Teachers must not only be concerned with the development of positive interest, but also with changing negative interest, but also with changing negative interest held by some students.

2.8.8 Cultural attitudes towards female in physical education

Most society believed that females were less capable than boys in any activity. This attitude has a negative effect on females participation in physical education practical class. Firstly, in the situation where societies have to make choice, those who up hold this belief will choose to give chance for their boys to educate and master every skills. Another aspect of this attitude is that, because females are considered less capable, they always receive less encouragement and rarely challenged at home to strive to succeed in their academic work. Boys on the other hand were said to be pushed to succeed because more was expected of them.

In some communities, especially in the Muslim communities practicing different activities by wearing sport cloth is forbidden. Research indicates that, one of the reasons for females poor participation in physical education practical class was

lack of parietal interest. As explained in the above paragraph females students are expect to take up the roles at home rather than practicing what they are learned in their school.

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Chapter Three

Research design and method

3. Research Method

In order to have a clear picture about the problem of attitude of school community towards female students in practical physical education class: the case of selected preparatory school in bole sub city of Addis Ababa the descriptive survey method is used.

3.1 Source of Data

The primary source of data for this study were female students who participate in physical education practical class, physical education teachers, school directors, school guards as well as school janitress.

3.2 Samples

For the purpose of this study, the researcher was include randomly selected female students who participate in physical education class: the case of selected preparatory school in bole sub city of Addis Ababa.

3.2.1 Sample size and sampling techniques

In this study, Bole sub city of Addis Ababa was selected by simple random selection techniques out of other sub city. Thus bole and beshalle preparatory school was selected to this study. The total population of this study was 1140. From this 1110 grade 12th female students, 8 physical education teachers, 9 school guards, 11 janitress and 2 school directors were participated from both preparatory schools.

The researcher was distribute 200 questionnaires to 200 (18%) female students and 8 questionnaires were distribute to 7(87.5%) physical education teacher sin both preparatory schools. On the other hand, the researcher did an interview with 2 (100%) school directors, 9(100%) school guards and 9 (81.8%) school janitress in both preparatory schools.

3.3 Data collection instrument

In this study, the researcher was employ questionnaires and interview as a method of data collection.

3.3.1 Questionnaire

As a major data collecting instrument closed ended and open- ended questionnaires were employed for both teachers and students. Closed –ended questionnaires consist questions that offer respondents a set of answers to choose the one that reflects their views where as, open ended questionnaires consists questions which invite respondents to write their ideas views and beliefs. Both types of questionnaires were developed to be used in providing clear understanding to the knowledge of sampled respondents related to the attitude of school community to wards female students in practical physical education class the case of selected preparatory school in Bole sub city of Addis Ababa.

3.3.2 Interview

Face to face interview was conducted with school directors, school guards and school janitress. To this end, a set of structured open – ended interview questions were prepaid and distributed.

The interview items were mainly focused on the attitude of school community towards female students in practical physical education class: the case of selected preparatory school in Bole sub city of Addis Ababa.

The data obtained from the interview consist response of school directors, school janitress and school guards about their knowledge, experience, opinions and perceptions.

3.4 Data collection procedures

In conducting this study, the following procedures were used in collecting data in the beginning attempt to assess the relevant information from what have been done and focused on the attitude of school community towards female students participation in practical physical education class: the case of selected preparatory school in Bole sub city of Addis Ababa. In the next stage, the researcher was grouping the questionnaire and distributed it to the respondent. Thirdly, response of the subject was count and present in number in the form of tables. Fourthly, the number was compute in percentage. Finally, the researcher was interpreted the result of the study.

3.5 Method of Data Analysis

In this study, both qualitative and quantitative measurements were used to analyze the information collected using different sources. The quantitative data obtained from questionnaires analysis was analyzed using percentage and frequency where as qualitative data obtained from questionnaires analysis was analyzed using percentage and frequency where as qualitative data were first organized in to meaningful information.

Chapter Four

4. Data presentation and analysis

This part of the study deals with the analysis of data gathered through questionnaire and interview. Furthermore, the main findings of the study was presented with the help of tables followed by descriptive statements for analysis which will help to give answers to the basic questions set in the study.

The total population of this study was 1140. From this, 1110 grade 12th female students, 2 school directors, 9 school guards, 8 physical education teacher and 11 janitress were participated from both preparatory schools.

All respondents were selected randomly. From this, the researcher distrusted 200 questionnaires to 200 (18%) female students and questionnaires were distribute to 7 (87.5%) physical education teachers in both preparatory schools. On the other hand, the researcher did an interview with 2(100%) school directors, 9 (100%) school guards and 9 (81.8%) school janitress in both preparatory schools.

Table One: Research Setting and Participants of the Study

Target population	Data collection instruments	Research setting and no of participants		
		In Bole senior and preparatory school	In Beshalle senior and preparatory school	Total
Grade 12 th physical education teachers	Questionnaires	5	3	8
Grade 12 th female students	Questionnaires	120	80	200
School directors	Interview	1	1	2
School guards	Interview	5	4	9
School janitress	Interview	5	4	9

4.1 Results

Applying percentage and frequency were employed in the analysis of data gathered. The data gathered has been organized in table and then followed by description of the results.

Table 2. students background response female students who participated in physicals education class grade 12 in 2014 were chosen for the research as a sample.

Sex	Total	Age		Total	Grade	Total	Family occupation				Total
Female		16-19	20-21		12 th		Government	Merchant	Farmer	Others	
200 (18%)	100	120 (60%)	80(40%)		200(1 8%)	100	88(44%)	12(6%)	70(35%)	30(15 %)	100

As indicated in the first part of this chapter, 200 female students were involved in the study. As shown in table 2, all or 200 (100%) of the students were females. Concerning with their age, 120 (60%) of female students responded that they are between 16-19 years of age, where as 80 (40%) of female students responded that they are between 20-21 years of age.

Thus, the researcher can conclude that, the majority of the respondents are between the ages of 16-19 years. With regarded to the educational level of female students all or 200 (100%) are grade twelve students.

Pertaining to their families occupation, 88 (44%) of female students responded that, their families are worked in governmental organization, 12 (6%) of female

students responded that, their families are merchants where as, 70 (35%) of female students responded that, their families are farmers on the other hand, 30 (15%) of female students responded that, their families did other jobs.

Therefore, the researcher can conclude that, the majority of female students females are government employ.

Table 3: practical class participation of female students

Practical class is a class where students are participating in physical education class practically to perform the activity and to learn skills and also rules of the game.

The table below summarized the result obtained

No	Item	High	Average	Low	Total
1	Female student who attend frequently in the physical education practical class	89 (44.5%)	44 (22%)	67 (33.5%)	
2	Demonstrating practical activity in front of all students	50 (25%)	45(22.5%)	105 (52.5%)	
3	Receiving more priority, appreciation and encouragement given by teachers during practical class				

According to table 3 of item number 1, 89 (44.5%) of females students responded that, they attend frequently in the physical education practical class highly, 44(22%) of female students responded that, they were attending the physical education practical class averagely; where as 67 (33.55%) of female students

responded that, they attend frequently in the practical class of physical education are low.

Therefore, the researcher can concluded that. Most of female students who attend in physical education practical class frequently are low.

Regarding to item number 2 of table 3, 50 (25%) of female students responded that they are demonstrating practical activities in front of all students highly, 45 (22.5%) of female students are responded that they are demonstrating the practical activity informant of all students averagely similarly, 105 (52.5%) of female students responded that, they were demonstrating the practical activity in front of all students are low.

Thus, the researcher can conclude that, the majority of female students who demonstrate practical activity in front of all students are low.

Concerning with item number 3 of table 3, 90 (45%) of female students responded that, they receive more priority, appreciation and encouragement given by teachers during practical class highly, 50 (25%) of female students responded that, they receive more priority, appreciation and encouragement given by teachers during practical class are average. On the other hand, 60 (30%) of female students are responded that, they receive more priority, appreciation and encouragement given by teachers during practical class was low.

Hence, the researcher can concluded that, most of female students who receive more priority appreciation and encouragement given by teachers during practical class are high.

Table four: female students response on the attitude of school community towards female students in practical class

No	Item	Yes	Sometimes	Never	
1	Is your physical education teachers given equal chance like boys to show the activity as a model in your practical class	45 (22.51)	113 (56.5%)	42(21%)	100
2	Do you practice your practical class freely	65 (32.5%)	115 (57.5%)	20(10%)	100
3	Do you openly explain your problems to your physical education teacher during practical class	39(19.5%)	55 (27.5%)	106(53%)	100

According to item number 1 of table 4, 45 (22.5%) of female students responded that, they; their physical education teachers give equal chance like boys to show the activity as a model in their practical class where as 113 (56.5%) of female students responded that, some times their physical education teachers give equal chance like boys to show the activity as a model in their practical class on the other hand, 42 (21%) of female students responded that, their physicals education teacher never give equal chance like boys to show the activity as a model in their practical class.

Therefore, the researcher can conclude that, the majority of females students responded that, female students are some times practices their practical class freely.

Regarding to item number 3 of table 4, 39 (19.5%) of female students responded that, yes they are only explain their problems to their physical education teacher, where as 55 (27.5%) of female students responded that, female students are some times explain their problems to their physical education teachers. On the other hand 106 (58%) of female students are responded that female students are never explain their problem to their physical education teacher during practical calls.

Hence, the researcher can conclude that, most of female students responded that, female students are never explain their problems to their physical education teacher during practical class.

Table five: female students response on the problem that female students are not freely participate in physical education practical class

No	Item	High	Average	Low	Total
1	Negative attitude of school community towards female students participation in practical physical education class	145 (72.5)	40 (20%)	15 (7.5%)	100
2	Lack of understanding of teachers towards female students during practical physical education class	25(12.5%)	125(62.5%)	50(25%)	100
3	Low appreciation and encouragement of physical education teachers	123(61.5%)	70(35%)	7(3.5%)	100

According to table 5 of item number 1, 145 (72.5%) of female students responded that, the negative attitude of school community towards female students participation in physical education practical class is high where as, 40 (20%) of

female students are responded that, negative attitude of school community towards female students participation in practical physical education class is average, 15 (7.5%) of female students responded that, negative attitude of school community towards female students participation in practical education class is low.

Thus, the researcher can conclude that, the majority of female students responded that, negative attitude of school community towards female students participation in practical physical education class is high.

Regarding to item number 2, of tables 5, 25 (12.5%) of female students responded that, lack of understanding of teachers towards female students during practical physical education class is average. On the other hand , 50 (25%) of female students responded that lack of understanding of teachers towards female students during practical physical education class is low.

Hence, the researchers can conclude that, most of female students responded that, lack of understanding of teachers towards female students during practical physical education class is average.

Concerning to item number 3 of tables 5, 123 (61.5%) of female students responded that, low appreciation and encouragement of physical education teachers are high, where as 70 (35%) of female students responded that, low appreciation and encouragement of physical education teachers are average. On the other hand, 7(3.5%) of female students responded that low appreciation and encouragement of physical education teachers are low.

Therefore, the researcher can conclude that most of female students responded that, low appreciation and encouragement of physical education teachers are high.

Table six: female students response in the availability of sport equipment

No	Item	Adequate	Inadequate	Not exist	Total
1	Court and field	125 (62.5%)	70(35%)	5(2.5%)	100
2	Ball and net	61(30.5%)	125(35%)	12(6%)	100
3	Rome to change cloths	0(0%)	0(0%)	200(100%)	100
4	Water facilities	5(2.5%)	195(97.5%)	0(0%)	100

According to table 6 of item number 1, 125(62.5%) of female students responded that, there are adequate court and field in their school; where as 70 (35%) of female students responded that, there are inadequate court and field in their schools where as, 5(2.5%) of female students responded that, court and field or sport equipment in their school is adequate.

Concerning to item number 2 of table 5,61 (30.5%) of female students responded that , there are adequate ball and net in their school where as 127 (63.5)% of female students responded that, there are in adequate ball and net in their school.

On the other hand, 12 (6%) of female students responded that, ball and net in their school is not exist.

Thus, the researcher can conclude that, most of female students responded that the availability of ball and net in their school is inadequate.

Regarding to item number 3 of table 6, 0(0%) none of the respondents responded that, there are adequate room to change cloths, similarly, 0(0%) of respondents responded that there are in adequate room to change cloths during practical class on the other hand, 200 (100%)m of female students responded that, room to change cloth in their schools are not exists.

Therefore, the researcher can conclude that, all of female students responded that, there is no room to change their sport cloth in their schools. Concerning to item number 4 of table 6, 5 (2.5%) of female students responded that, there are adequate water facility in their schools while 195(97.5%) of female students responded that there are in adequate water facility in their schools. On the other hand, 0(0%) of female students responded that water faccilites in their school is not exist.

Thus, the researcher can conclude that, the majority of female students responded that the availability of water facility in their school is in adequate.

Table seven: female students response in understanding of practical class in the field

No	Item	Yes	No	Total
1	Do you understand the activity by demonstrating it in front of all students	80 (40%)	120(60%)	100
2	Do you understand the activity by asking your teacher to repeat the activity	70(35%)	130(65%)	100
3	Do you understand the activity by other mechanisms	175(87.5%)	25(12.5%)	100

Pertaining item number 1, of table 7, 80 (40%) of female students responded that, yes, they are understanding the activity by demonstrating it in front of all students were as, 120 (60%) of female students responded that, no, they did not understand the activity by demonstrating it in front of all students.

Concerning to item number 2 of table 7, 70 (35%) of female students responded that, yes, they understand the activity by asking their teacher to repeat the activity where as, 130 (65%) of female students responded that, no they did not understand the activity by asking their teacher to repeat the activity.

Therefore, the researcher can conclude that, most of female students responded that, no they did not understand the activity by asking their teacher to repeat the activity.

Regarding to item number 3 of table 7, 175 (87.5%) of female students responded that, yes, they are understand by other mechanisms while 25 (12.5%) of females students are responded that, no they did not understand the activity by other mechanism.

Thus, the researcher can conclude that, the majority of female students responded that, yes, they are understanding the activity by other mechanism.

Table eight: female students response concerning to their interest

No	Item	Yes	No	Total
1	Do you have a positive attitude towards learning of physical education practical class	70(35%)	130(65%)	100
2	Do you have an interest to study physical education as approves ion in the future	80(40%)	120(60%)	100
3	Does female students participation, interest and self- confidence is better when we coppered with other disciplines	75(37.5%)	125(62.5%)	100

According to items number 1 of table 8, 70 (35%) of female students responded that, yes, they have a positive attitude towards learning of physical education practical class while, 130 (65%) of female students responded that, no, they did not have a positive attitude towards learning of physical education practical class.

Therefore the researcher can conclude that, the majority of female students responded that, they did not have a positive attitude towards learning of physical education practice class.

Concerning to item number 2 of table 8, 80 (40%) of female students are responded that, yes, they have an interest to study physical education as a profession in the future where as 120 (60%) of female students responded that, no they did not have an interest to study physical education as a profession in the future.

Thus, the researcher can conclude that most of female students responded that, they did not have an interest to study physical education as a profession in the future.

Regarding to item number 3 of table 8, 15 (37.5%) of female students responded that, yes, female students participation, interest and self- confidence is better when we compared with other disciplines while 125 (62.5%) of female students are responded that no, female students participation, interest and self- confidence is better when we compared with other disciplines.

Hence, the researcher can conclude that, the majority of female students responded that, female students participation, interest and self- confidence are not better when we compared with other disciplines.

Table nine: female students response about how physical education teacher give practical class

No	Item	Students response	No	
1	Does your physical education teachers start the practical class on time	Frequently	40(20%)	100
		Rarely	125(62.5%)	
		Not at all	35(17.5%)	
2	How often do the physical education teacher relate their lesson with your life activities	Frequently	65(32.5%)	100
		Rarely	120(60%)	
		Not at all	15(7.5%)	
3	How often do you discuss issues related to the teaching learning process of physical education with your teacher	Frequently	57(28.5%)	100
		Rarely	123(61.5%)	
		Not at all	20(10%)	

As can be seen in table 9, of item number 1,40 (20%) of female students responded that, physical education teachers frequently start the practical class on time where as 125 (62.5%) of female students are responded that, physical education teacher rarely start the practical class on time on the other hand, 35 (17.5%) of female students are responded that, physical education teachers not at all start the practical class on time.

Therefore, the researcher can conclude that, the majority of female students are responded that physical education teachers rarely start the practical class on time.

Regarding to item number 2 of table 9, 65 (32.5%) of female students are responded that, physical education teachers frequently relate their lesson with their life activities while, 120 (60%) of female students are responded that physical education teachers rarely relate their lesson with their life activities not eh other hand, 15 (7.5%) of female students are responded that, physical education teachers not at all related their lesson with their life activities.

Thus, the researcher can be concluded that, the majority of female students are responded that, physical education teachers rarely relate their lesson with their life activities.

Similarly, in item number 3 of table 9, 57 (28.5%) of female student are responded that, they would frequently discuss issues related to their teaching learning process of physical education with their teachers where as 123 (61.5%) of female students are responded that, they would rarely discuss issues related to the teaching- learning process for physical education with their teachers on the other hand, 20 (10%) of female students are responded that, they are not at all discuss issues related to the teaching learning process of physical education with their teachers.

Table ten: school communities response on their background

The intended numbers of physical education teachers are 8 in both preparatory schools fro grade 12th students. From this 7 physical education teachers were fill the questionnaires and all are returned. Regarding to the sex of respondents, all physical education teachers from the two sampled schools were made.

Concerning their qualification, 4 teachers are first degree holders while 2 teachers are have MSc; on the other hand 1 teacher has diploma in the field. Similarly, all of the directors from the two sampled schools were men with qualification of MSC in another field.

On the other hand, the intended number of janitress in both preparatory schools are 11. From these, 6 of them are in Bole and 5 of them are in Beshall preparatory schools regarding to their sex all are females while all are completed their primary school. But the researcher made an interview.

Similarly, the intended number of guards that the researcher take as a sample from both preparatory schools were 9. From these, 5 of them are found in bole and 4 of them are found in Beshalle preparatory schools. Concerning to their sex, all are male. See the table below.

Table ten: school communities response on their background

Sex	Service years				Qualification					
	1-5	6-10	11-15	Above 15	Primary school	2 nd school	Diploma	Degree	MSC	Total
Male	2(28.5%)	3(42.9%)	1(14.3%)	1(14.3%)	-	-	1(14.3%)	4(57.1%)	2(28.6%)	7
Female			1(50%)	1(50%)					2(100%)	2
Male	4(44.5%)	3(33.3%)	2(22.2%)	-	9(18.8%)	-	-	-	-	9
Female	4(44.5%)	2(22.2%)	3(33.3%)	-	7(77.8%)	2(22.2%)	-	-	-	9

According to table 10, 7(87.5%) physical education teachers, 2(100%) school directors and 9 (100%) school guards are male, while all janitress in both schools are female with respect to their qualification, 1 (14.3%) teacher has diploma while 4(57.1%) teachers are first degree holders where as 2(28.6%) teachers have MSC in other field, 9(81.8%0 janitress as well as 7(77.8%) school guards are completed their primary school and 2 (22.2%) school guards are completed their secondary school.

As it is pointed out in table 11, all teachers are teaching in grade 12th. Concerning to their teaching load, 2(28.6%) respondents say that, it has overload per week, 4 (57.1%) respondents say that, it has fairlead per week and 1 (14.3%) respondents say that, it ahs under load per week.

Table twelve: response of teachers on the problems of female students participation in physical education practical class

No	Item	Yes	No	
1	Low attitude of teachers towards students participation In physical education practical class	2(28.6%)	5(71.4%)	7
2	Lack of understanding about female students performance in physical education practical class	4(57.1%)	3(42.9%)	7
3	Lack of encouragement of physical education teachers to female students during practical class	5(71.4%)	2(28.6%)	7

As shown in table 12, of item number 1, 2(28.6%) respondent responded that, low attitude of teachers towards female students participation in physical education practical class affect their performance where as 5(71.4%) respondents responded that, low attitude of teachers towards female student participation in physical education practical class did not affect their performance.

Thus, the researcher can conclude that, the majority of teachers responded that, low attitude of teachers towards female students participation in physical education practical class did not affect their performance.

Regarding to item number 2 of table 12, 4 (57.1%) teachers responded that, lack of understanding about female students performance in physical education practical class did affect their ability, on the other hand, 3(42.9%) teacher responded that, lack of understanding about female students performance did not affect heir ability.

Therefore, the researcher can conclude that, most of teachers responded that, lack of understanding about females students performance did affect their ability.

Concerning to item number 3 of table 12, 5(71.4%) teachers responded that, lack of encouragement of physical education teachers to female students during practical class affect their performance while 2 (28.6%) of teachers responded that lack of encouragement of physical education teachers to female students during practical class did not affect their performance.

Thus, the researcher can conclude that lack of encouragement of encouragement of physical education teachers during practical class did affect their performance.

Table thirty: teachers response towards the relevance of practical class

No	Item	Yes	No	
1	Lack of sport equipment	6(85.7%)	1(14.3%)	7
2	Lack of skilled man power	2(28.6%)	5(71.4%)	7
3	Not give attention to the subject area	4(57.1%)	3(42.9%)	7

According to item number 1 of table 13, 6 (85.7%) teachers responded that there is lack of sport equipments in preparatory schools where as 1(14.3%) teacher responded that, there is no lack of sport equipments in preparatory schools.

Therefore, the researcher can conclude that most of teachers responded that, there is lack of sport equipments in preparatory schools.

Concerning with item number 2 of table 13, 2(28.6%) teachers responded that, there is lack of skilled manpower while 5(71.4%) teachers responded that, there is no lack of skilled manpower.

Hence, the researcher can conclude that, the majority of teachers responded that, there is no lack of skilled man power in physical education field.

Regarding to item number 3 of tables 13, 4(57.1%) teachers responded that, the physical education teachers give special attention 3(42.9%) teachers responded that, physical education teachers did not give special attention.

Therefore, the researcher can conclude that, all of the teachers responded that, physical education teacher did not give special attention to the subject area.

Chapter Five

5. Summary, occlusion and recommendation

5.1 summaries

This study was conducted to assess a study on the problem attitude of school community towards female students in practical physical education class. The case of selected preparatory schools in bole sub city of Addis Ababa and to suggest possible solutions. To this end, the researcher was tries to answer the following basic questions.

1. What is the attitude of school communities towards female students participation in physical education practical class?
2. What is the interest of female students to learn physical education practically?
3. Is special attention given for female students in enhancing the teaching learning process of practical class.
4. What are the major problems of female students in learning physical education practical class?

The study employed a descriptive survey method and it was conducted in two governmental preparatory schools in Bole sub city of Addis Ababa. This samples are selected with simple random selection techniques. The subjects of the study were 200 female students, 8 physical education teachers, 2 school directors, 11 janitress and 9 guards of schools from both preparatory schools. The information

was obtained from sample respondents through questionnaires and interview. The data were analyzed using percentage and frequency.

The study has the following specific objectives.

- To find out the attitude of school community towards female students participation in physical education practical class.
- To understand the interest of female students to learn physical education practically.
- To know how physical education teachers give special attention for female students to enhance the teaching learning process of practical class.
- To determine the major problems of female students in learning physical education practical class.

As the researcher seen from the data, the negative attitude of school community towards female students in physical education practical class has an effect on their performance

According to Corsini (1987:96) "The most prominent feature of attitude is its evaluative character, the disposition to respond towards an object in a positive or negative manner. Similarly, Morgan et al (1986:384) states that "the most elementary basis of attitude formation is simple experiences. If a person developed a positive attitude towards an object, repeat experience with the object is in it self enough to enhance the persons attitude with out reason. The researcher also tires to see the interest of females students to learn physical education practical class. Thus, most of female students have not interest to do

physical education practically because of negative attitude of school communities.

According to Deberha Wuest (1994:145) states that "if students are interested in a particular activity, they will be more motivated to learn it practically very wide. In many preparatory schools, elective programs are offered in the upper grades, so students may select and play activities according to their interest.

Once they have left school is strongly influenced by their attitudes. Thus, fostering factorable interest towards physical activities are desirable outcome of physical education teaching program.

The researcher also investigate how much physical education teachers give special attention for female students in enhancing the teaching learning process practical class. Thus, most of physical education teachers are not give special attention for female students to enhance the teaching learning process of physical education practical class .

According to Morgan and colleges (1980:9) "most physical education teachers motive special attention for female students in practical class and not discuss issues of female students. Therefore, it may conclude that, female students are not interested for practical session, they had little involvement in field activities and they had less understanding of the subject it self"

Lastly, the researcher see from the data that, room to change cloth, water facilities and courts are the major problems of female students in learning physical education practically.

According to minister of education (MOE, 2002:18) “school facilities include room to change cloth, water, clinic and other pedagogical center. These sport equipments are required to be proportional to the number of teachers and students in the school. However, in most of selected preparatory school the facility and equipments were very low.”

5.2 Conclusion

Based on the data analysis, the following major findings were obtained

1. The research investigate the majority of females students responded that, the negative attitude of school community towards females students participation in physical education practical class is high. This implies that, participation of female students in practical physical education class is low. Similarly, teachers respondents confirm that, physical education teachers have low attitude towards females students participation in physical education practical class.
2. As the researcher find, the majority of female students were not interested to learn physical education practically because of
 - Negative attitude of school communities towards them during practical class.
 - Teachers not give equal attention in the field like boys
 - Students not give equal perception like other subject
3. The researcher find out in the study that, physical education teacher are not give special attention to female students during practical class.
4. In both selected preparatory school, the major problems are in adequate water facility, room to change cloth, ball net, cones and clinic in the school compound. Similarly, teachers respondent say that, the major problems of

females students participation in physical education practical class is because of

- Low attitude of teacher to them in practical class
- Lack of encouragement of physical education teachers

5.3 Recommendation

Based on the major findings, the following recommendation were put forwarded.

1. In order to make female students more participant and active in practical class, school communities should develop positive attitude towards female students during physical education practical class by motivate and encouraging them.
2. To increase the interest of female students during practical class.
 - Teachers should give equal attention in the field like boys.
 - Students soul give equal perception like other subject to physical education practical calls by developing the habit of practicing it.
 - School communities should develop positive attitude towards female students during practical class by giving positive reinforcement.
3. In order to enhance the teaching learning process, physical education teachers should give special attention to female students during practical class by repeating the activity to them and by showing the easiest way.
4. To solve the major problems which are seen in both preparatory schools, the schools administrators should give attention tot eh issues by reporting it to the concerned bodies.

Declaration

The thesis is my original work, has not been presented for degree in any other university and that source of materials used for the thesis have been dully acknowledged

By

Eyerusalem Amdtsion

Signature _____

Advisor Dr. Aschenaki

Signature _____

Department of sport science Addis Ababa university graduate program date of submission April 30, 2014

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Abstract

Education is a vital one for social, cultural and economic development of one country. It is a very important instrument in the creation of modern economy. In preparatory school, physical education is given as a separate subject which is important like other subject. However, the attitude of school community towards female students during practical class is negative.

This study was investigate a study on the problems of attitude of school community towards female students during practical physical education class. The case of selected preparatory schools in Bole sub city of Addis Ababa. The main issues considered are female students participation in practical class, their interest to do physical education practically and attitude of school community towards female students. To this end, descriptive survey method was employed data were gathered from 200 female students, 7 physical education though questionnaires and interview of school directors, 9 school guards and 9 school janitress. The respondents sampling was carried out through random selection techniques. The data for the study was abstained through questionnaires and interview techniques. Both qualitative and quantitative methods and percentage were used to analyze the data. The result indicated that the female students are not interested to do physical education practically, attitude of school community affect their performance, in both preparatory schools, there is in adequacy of school facility and other teaching materials. Therefore, it is recommended depending on the result, the concerned bodies such as teachers, school directors, and sub- city educational bureau have to encourage female students to be participant in practical class freely to fulfill school facilities, by give equal opportunity like other subject and by motive and encouraging female students.

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Appendix 1
Addis Ababa University
College of Life Science
Department of Sport Science

Dear students

This questionnaire is designed to collect information for research purpose. Its objectives is to assess your opinion on study the problems of attitude of school community towards female students in practical physical education class. The case of selected preparatory school in bole sub city, Addis Ababa. I kindly request your to give you genuine response for each of the questions. It is not necessary to write your name in this paper.

Thank you in advance for your invaluable time and kindly cooperation.

Name of school _____

Grade level _____

Age _____

Region _____ Sub city _____ Keble _____

Parent's level of education

Level	Mother	Father
• No schooling any king	_____	_____
• Read and write	_____	_____
• Primary (198)	_____	_____
• Secondary (9-12)	_____	_____

Certificate, diploma degree or above parents occupation

Type	Mother	Father
• Merchant	_____	_____
• Governmental	_____	_____
• Farmer	_____	_____

Part –One

1. Do the school communities have positive attitude towards female students in practical class?
A. Yes B. No C. I don't know
2. Do you belief that attitude of school community affect your performance?
A. Yes B. Partially C. No D. Never
3. What seems you interest to learn physical education practical class?
A. High B. Medium C. low
4. Is your school provides a special palace to change your sport cloths?
A. Yes B. No
5. Is your physical education teacher gives equal chance like boys to show the activity as model in your class?
A .Yes B. some times C. Never
6. How many days do you practice physical education practically?
A once in a week B. twice a week C. three times in a week
7. How do you rate the availability of materials in physical education practical class?
A. Adequate B. inadequate C. Not exist
8. Do you practice your practical class freely?
A. Yes B. No C. some times
9. Can you ask the teacher to repeat the practical activity if you don't understand it?
A. Yes B. No C. some times
10. What is your interest to learn physical education in practical class?
A .high B. medium C. low
11. Do you openly explain your opinion or problem to male physical education teacher during practical class?
A. Yes B. No C. Sometime D. Never
12. Is there any cultural influence on your performance to do physical education practically?
A. Yes B. No
13. What your feeling or perception about teaching, learning process of practical physical education class? _____

14. What you recommend to change the attitude of school community towards female students in practical class?

Part -Two

Direction: please mark with tick (--) to your response only one of the three alternatives by assess in the availability of facilities and materials in your school.

No	Item	Adequate	Inadequate	Not existence
1	Ball and net			
2	Court and field			
3	Room to change cloth			
4	Water facility			

Direction: rate the problems (factors) that hinder female students not freely to participate in practical physical education class.

No	Item	High	Average	Low
1	Negative attitude of school community and culture towards female students participation in practical physical education class			
2	Understanding of teachers towards female students during practical physical education class			
3	Appreciation and encouragement of physical education teachers			

Appendix 2
Addis Ababa University
College of Life Science

Department of Sport Science

Questionnaires filled by preparatory teachers the purpose of this questionnaire is together the available data a study on the problems of the attitude of school community towards female students in practical physical education class the case of selected preparatory school in Bole sub city Addis Ababa. Hence, you are kindly requested to fill in this questionnaire that accommodates genuine response to the questions.

Thank you in advance for your cooperation

Name of school _____

Sex _____

Qualification _____

Diploma, degree masters

Instructions please respond for the following questions either by circling the letter of your choice or by writing a complete answer on the space provided.

Part One

1. What is your attitude towards female students participation during practical physical education class
A. Very height B. high C. medium D. low
2. Have you give priority to your female students when you went to demonstrate the activity in practical physical education class.
A. Yes B. No C. Some times D. Never
3. Do you think that female students perform the practical class freely like male?
A. Yes B. No C. Some times
4. Are there adequate materials for female students to participate in practical physical education class?
A. Yes B. No C. Partially
5. How do you rate the problem of equipment and facilities physical education when compared with other courses?
A. Satisfactory B. Not satisfactory

6. Do you encourage female students to do practical
A. Yes B. No C. Some times D. never
7. To what extent is the participation of female students in practical physical education activities when we compared with other discipline?
A. Very high B. high C. medium D. low
8. How do you of the hold department meeting in relation to teaching learning process of female student in practical physical education class?
A frequently B. Rarely C. not at all
9. Do you suggest or instruct female students to practice the activity at home that they have learned in the practical class?
A. Frequently B. rarely C. Note at all
10. How do you examine the number of periods you teach in a week practically?
A. Over load B. fair load C. under load
11. In your school, what are the major challenges to female students that hinder the effective learning of practical physical education?

12. What do you recommend to improve the teaching learning process of practical physical education and to change attitude of school community towards female students in practical physical education class?

Part Two

Direction: make a tick mark to rate the activities of female students in physical education practical calls by comparing with the other discipline.

No	Item	High	Average	Low
1	Female student participation in practical physical education class			
2	Encouragement of teacher to female student in practical class compared with other discipline			

Appendix -3
Addis Ababa University
College of Life Science
Department of Sport Science

Addis Ababa region of sub city an interview gridline prepared to school directors, guards and janitress

1. Do you have apposite attitude towards female students participation during practical physical education class?
2. Do you think that you attitude is affect female students performance in physical education practical class?
3. What do you think the role of school community to increase the confidence of female students during physical education practical class?
4. Do you think that the school communities have the role to motivate the participation of female students in your school during physical education practical class?
5. Do you have additional comments or suggestions on the overall teaching and learning process of practical physical education class in your school?
6. In understanding the overall problems of female students.
 - Considering physical and anatomical structure of female students
 - Clear communication with female students on overall aspects
7. Female students are half parts of our society and hence they must be supported by all aspects particularly in physical education to be competent and then to play significant role for their nation.

Declaration

The thesis is my original work, has not been presented for degree in any other university and that source of materials used for the thesis have been dully acknowledged

By

Eyerusalem Amdtsion

Signature _____

Advisor Dr. Aschenaki

Signature _____

May, 2014

**ATTITUDE OF SCHOOL COMMUNITY TOWARDS FEMALE STUDENTS IN
PRACTICAL CLASS: THE CASE OF SELECTED PREPARATORY SCHOOLS IN
BOLE SUB-CITY OF ADDIS ABABA.**

By

Eyerusalem Amdetsion

A thesis submitted to the school of graduate studies of Addis Ababa University in partial fulfillment of the requirements for the degree of Master of Science in sport science.

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Approved by the board of examiner

_____	_____	_____
Advisor name	Signature	Date
_____	_____	_____
Chair person Name	Signature	Date
_____	_____	_____
Examiner name	Signature	Date

May, 2014.

