

**THE TREND OF FEMALE STUDENT PARTICIPATION IN PHYSICAL  
EDUCATION CLASS ACTIVITIES: THE CASE STUDY OF ENTOTO  
AMBA HIGH SCHOOL AND YEKATIT 12 PREPARATORY SCHOOL**

**BY  
FITSUM SINTAYEHU**

**A THESIS SUBMITTED TO THE SCHOOL OF GRADUATE STUDIES IN  
ADDIS ABABA UNIVERSITY IN PARTIAL FULFILLMENT FOR THE  
REQUIREMENTS OF THE DEGREE OF MASTERS OF SCIENCE IN  
SPORT SCIENCE**

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## ACRONYMS

<b>E.C</b>	- Ethiopian calendar
<b>EMPDA</b>	- Educational Material Production Distribution Agency
<b>ETP</b>	- Education and Training Policy
<b>FAWE</b>	- Forum for Africa Women Educationalist
<b>ICDR</b>	- Institute for Curriculum Development and Research
<b>IOC</b>	- International Olympic Committee
<b>MOE</b>	- Ministry of Education
<b>UNESCO</b>	- United Nations Education Science and Cultural Organization
<b>UNICEF</b>	- United Nation International Children and Education Fund

## ABSTRACT

The main issues considered are females in sports activities, physical education as an academic discipline, and finally the factor that affect female students in physical education class activities.

To this end, descriptive survey method was employed. (In addition to the interview of sub-city education officer, woreda education desk, experts, and youth and sport desk expert, data were gathered from 15 teachers and 150 female students). The information obtained from the questionnaire was analyzed using sample tools like percentage.

The major findings include parent's household demand of their daughter's labor, early marriage. There was a significant difference in achievement between male and female students. Female students like better skills development earlier at primary school and to have more female teachers and other sporting role models.

Hence, it is recommended that depending on the results of findings, concerned bodies such as parents, teachers, participants and woreda educational bureau, etc. To give equal opportunity and access in education with their male counterparts, to exert maximum effort to work closely with the community to provide different services for female students, increasing the number of female physical education role model teachers to encourage and participate female students, to involve teachers and curriculum express in curriculum development, to overcome the problems that affect female students from participating in physical education activities through awareness, to give regular counseling for female students on the bases of their performance.

**Key-Words-** Trends, Opportunity, Domination, Peer-group, Perception, Participation

# CHPATER ONE

## INTRODUCTION

### 1.1. Background of the Study

Education is one of the fundamental elements for social, cultural and economic development of a country. In addition it is the main means to bring changes in values and attitudes conducive to changes. Schools are educational institution where students would acquire knowledge; develop creative thinking and better understanding of the world. It is in the school that young generation of a country is shaped and develops the physical and mental changes in accordance to the educational goals of the country.

Now a day, the existence of a mutually influencing relationship between 'gender relation' and 'development' has become a primary agenda at national and international levels, including different forums and UN's declaration. As a result governments have understood that gender blind assumptions lead to policy failures and incorporate gender issue into their development plans and have made policy changes in favor of women (Genet Z., 1991).

According to the UN convention of 1979, state parties shall take all appropriate measure to eliminate discrimination against women in order to ensure them equal rights with men in the field of education and in particular to ensure, on the basis of equality between men and women, the same opportunities to participate actively in sport and physical education (Stivachitis, 1999). It is necessary; however, the UN initiatives and conferences primarily focus on sport for all. Furthermore, she elaborates that the convention clearly recognizes that a restriction or prevention of women or girls from sport and recreational activities is an act of discrimination which violates that enjoyment of their human rights. The convention further recommended that the promotion of sport and physical education for girls as an important tool to eliminate socially constructed gender stereotypes.

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

The overall cultural, social and economic development of a country depends upon on a degree of ensuring access and opportunity of education to all social groups without any disparity. However, different levels to learning acquisition are still major problems of our country among women and men. Compared to males; females have less access to join schools, unequal opportunities at all levels of education and hence do not enjoy the benefits of education that males do (Tsigie H., 1991).

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

Similar to other developing countries, the above problems are also observable in Ethiopia. Owing the fact that, the FDRE has given a due attention the issue of female education in the country's Education and Training Policy (TGE, 1994). The policy document states that "Special attention will be given to the participation of women and those students who did not get educational opportunities in the preparation, distribution and use of educational support inputs".

A woman with less access to education is an injustice to them as individual and it has serious consequences for the country at large.

There are different views about addressing the woman's participation in sport; some view it in terms of the context of the movement of sport itself and its network of organizations which extends from regional, national and international level.

The new education and training policy (1994) states that physical education shall be given due attention and the Institute of Curriculum and Development of Research (ICDR) has developed syllabus of physical education on the basis of the policy to increase equal participation of students both male and female.

Physical education syllabus for grade 9-12 physical education is an essential subject matter focus on learning in the psychomotor domain and the development of lifetime patterns of physical activity (ICDR, 2001). Male and female students who have involved in physical activity develop coordination and abilities useful in work and develop ethical behaviors as well as the responsibility of citizenship, self-discipline, and quality of leadership to lead activities in team sports and get opportunities to play with their peers and this contributes to higher academic and social achievement.

Since females are occupied by household activities, they have less time to participate in physical education activities. Therefore, the participation of female students in physical education seeks more attention and can be maximized by providing them access to relevant education and training to promote their participation for the development of the society.

There are different practical problems for the participation of female students in physical education. To state some of the problems; school factors, instructional material, peer groups, socio-cultural, economic, physiological and psychological. However, females can show remarkable improvement in their physical features by making continuous physical exercise.

Even though the above studies have been conducted on their area of interest; they did not assess female student's participation in the physical education

both at classroom /theoretical/ and practical class activities. Therefore, this study tried to fill the gap on the above stated issues.

## **1.2. Statement of the Study**

Schools are used as a source of future generation for a given country. Moreover, the issue of gender, particularly, in the education sector has become a major concern. Physical education is one of the main areas that needs due attention of equal participation of both male and female students. The participation of female students is under several problems that resulted unequal participation between them in Ethiopia in general and the study area in particular. Among other problems, lack of family guidance, lack of sports field material, socio-cultural problem and the existence of little research in the area as well as the failure to conduct schools competition at all levels; it was taken place; section to section, school to school, between Sub-Cities at City Administration level and at country level. The last problem i.e. absence of schools competitions has hindered, particularly the females, to show their talent, not to be recruited by clubs and so on.

Entoto Amba Secondary and Yekatit 12 preparatory schools were sources of female elite players for the city administration in particular and for the country in general. The schools competition at all level was used as a stage for these schools and the surrounding females.

The above problems beg the researcher to conduct a research on the study area. Hence it is very important to get clear understanding of the consequences of the problems, to find out the trend of female participation and to improve female's participation in parallel with males.

The existing studies undertaken at Addis Ababa were limited in their area of interest. A research conducted by Fekadu (2005), with the main objective to assess female students' participation and specifically tried to explore the challenges, socio-cultural and school factors. On the other hand, Andualem (2012) studied with an emphasis on female participation in athletics session.

Even though the above studies have been conducted on their area of interest; they did not assess female students' participation in the physical education both at classroom /theoretical/ and practical class activities. Therefore, this study tried to fill the gap on the above stated issues and strives to assess the trends of females' student participation in the physical education both at theoretical and practical session in comprehensive manner by taking Entoto Amba secondary school and Yekatit 12 preparatory school, Gulele Sub-City of Addis Ababa City Administration.

## **1.3 Objectives the Study**

### **1.3.1 General Objective**

The general objective of this research was to investigate the trends of physical education activities by taking female students as a target group.

### **1.3.2 Specific Objectives**

Specifically the research tried to address the following specific objectives.

- ✚ To identify the activity of female performance in the physical education class;
- ✚ To explore the participation girls and boys in physical education class; and
- ✚ To assess the challenges and prospects of females participation in the physical education class.

## 1.4 Research Questions

1. What is the performance of female students in practical class activities?
2. What is the participation of girls and boys in physical education class?
3. What are the challenges and prospects of girl's participation in Physical education class?

## 1.5 Significance of the Study

This study will be used as a reference for further researches in the area of female participation in PE class. The findings of the study will also inform the stakeholders about female participation in high school and preparatory school. The findings of the study will further enlighten the strengths and weaknesses of female participation, which have enormous significance for the stakeholders to take appropriate interventions in the area and take into account in devising and implementing case specific intervention plans.

## 1.6 Scope of the Study

This study was conducted in Entoto Amba secondary school and Yekatit 12 preparatory school in Addis Gulele Sub-City, Addis Ababa City Administration. The study will not provide/show an exhaustive account of female's participation in PE realities of other high schools and preparatory schools in Addis Ababa City Administration.

## 1.7 Operational Definition

1. **PEA** In PE activity is the participation and interaction of students in answering and questioning in class and participating in practical sections in the field.
2. **Participation** Expresses by the term involvement and refers to the number of pupils (girls and boys) who register every year to attend the secondary schools and the rate of involvement in theoretical and practical activities.

3. **Achievement** The academic performance of pupils in the secondary schools consider in relation to how successful or failure of them.
4. **Strength** Is the abilities to overcome central amount of weight or force in group of muscles exerts against resistance in one maximum effort.
5. **Endurance** Is the ability to perform work of a given intensity for a long period of time without fatigue and the ability to recover rapidly.
6. **Sport** Is an organized competitive form of play which exists purely for pleasure or education or for combination of the two.

## **1.8 Organization of the study**

The study consists of five chapters. Chapter one deals with introduction, statement of the problem, its significance, research objectives, scope of the study and definitions of key terms. Chapter two, deals with review of related literatures. The research methodology is dealt within chapter three. Chapter four pertains to the discussion and analysis of data chapter five deals with conclusions and recommendations of the study. Lastly, a list of reference materials questionnaires, checklist and appendix that was used in the study where attached at the end of the paper.

## CHAPTER TWO

### REVIEW OF RELATED LITERATURE

#### 2.1. Female and Education

A number of girls that has got education differ from country to country. According to Young (1990 cited in Mosses 1993) indicates that, the enrolment rate at both primary and secondary levels in sub-Saharan African elementary school 93 percent of boys are enrolled compared with 77 percent of girls. At secondary school levels only 22 percent of girls receive a secondary education in sub-Saharan Africa, in comparison with 36 percent of boys. Contrary to this young also indicated that the same case in Latin American and the Caribbean where slightly different where more girls (53 percent) receive secondary education than boys. Figures for much of the Asian sub continent reflect a similar pattern to that of sub-Saharan Africa. With the expectation of Latin America and the Caribbean, the girls of the world are less likely to receive an education than their brothers, not surprisingly; therefore, two-thirds of the worlds non-literate people are women (Young, 1990; as cited in Mosse, 1993)

Yong (1990); as cited in Mosse, 1993, further stated that much education offered to girls is a double-edged sword, in that it reinforces and heightens school their sense of inadequacy on girls. Available literature suggests that while there is much that is inadequate or inappropriate about curricular in general, the effects of this on girls may be more damaging than on boys. Young also explains that this is because of the stereotyping of women's and men's activities found in school literature. The expectations and models that are built into the curricula seem to be more prejudicial to girls than they are to boys. Additionally, girls are often offered a restricted curriculum, emphasizing domestic science and other feminine' skill, rather than science and technical subjects.

According to Hyde's (1989) view female education is being discussed as critical, not only for its contribution to literacy and learning but, also for its contribution to health, nutrition, family planning, economic growth and physical activities and sports. Since females are occupied by house holding activities, they have less time to participate in their education where the same is true in physical education activities. Therefore, the participation of female students in physical education seeks more attention and can be maximized by providing them access to relevant education and training to promote their participation for the development of the society.

### **2.1.1 Female Participation in Education: A global Trend**

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

According to Kane (1995); as cited in Lishan (2004) the ample evidence available suggests that educating women has a considerable social return. For instance, there is a positive correlation between primary education, enrolment rate of girls and GNP (Gross National Product), per capita income. Moreover, there is an overall impact of education on the economic well being of women, their families and society.

In relation to literacy rate of the women, World Bank (WB), (1988) indicates that the low literacy rate is still prevailing among women. Out of 51 developing countries, the bank considers 14 of the countries as having literary rate less than 20% and even less than 10% in 5 countries, including Afghanistan, Burkina Faso, Nepal, Somalia and the Sudan. On the other hand men's literacy rate is reported to be three to four times higher.

As literatures indicate that the enrollment rate in all school levels has been rising in the developing countries for both sexes, the enrolment rate of girls is much lower than boys with the widest gap exists in the poorest countries(Hill and King (1993). They further explained that, among the poor countries, both enrolment rates and gender disparities in enrolment differ regionally. Except for south Asia and sub-Sahara Africa all regions have achieved nearly universal primary education for boys. East Asia and Latin America, However, have enrolment rate for girls, which is approaching similar level with that of boys in other region (ibid).

### **2.1.2 Female education Africa trend**

Even though, female education is one of the recognized critical pathways to promote social and economic development. Evidence from Sub-Saharan Africa indicates that there have been improvements in females' participation, female's access to education remains limited in several countries across the region (Heneveld and Odaga, 1995). It is evident that, once enrolled, females are more likely to dropout than boys, that their academic achievement is poorer than that of boys.

In recent years, African governmental, non-governmental organizations and donors have been working together to develop programs that address the problems of improving girls educational participation. A recent literature provides a summary of the state of knowledge of the factors constraining girls schooling in sub-Saharan Africa. It presents an outline of how this accumulated knowledge can be used in practical ways to facilitate the design of programs to accelerate female participation in education in the region (Heneveld and Odaga, 1995). In relation to this, World Bank (1988) depicts that;

One of the pressing educational concerns includes poor student participation, high dropout and repetition levels, low academic achievement, and low teacher moral and attendance. Perhaps the most daunting challenge is that of promoting female education.

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

The cross-cultural study of female education outcomes has increased tremendously since 1970s. Analyses have indicated particularly that there is a wide gender gap in enrolments in South Africa, the Middle East and North Africa, and sub-Saharan Africa (WB, 1988). The report also clearly identified the central problems of female education as access to school attainment in years of schooling, academic achievement and accomplishments after school. All these problems are interrelated and influenced by in and out-of-school factors. Increase in enrollments but continuing poor educational outcomes for females have been documented, and the multiple supply and demand reasons for persistent gender differences in educational outcomes have been well elucidated.

Summers et.al.(1992); as cited in Heneveld and Odaga (1995) the evidence of significance returns to female education includes reduced fertility, reduced infant mortality, enhanced family health and welfare, improved children's education, and increased agricultural productivity earnings and overall economic productivity for women and the large economy. Therefore, the identified 'best practices' aim to improve both the supply of education for girls and the demand for girls education, On the supply-side, these practices include, building more schools, improving the school environment, training

more female teacher, and removing gender bias in text books, and, on the demand-side, launching campaigns to promote the benefits of female education and providing stipends and scholarships as incentives to parents.

#### **A) Trends of Female Schooling in Sub-Saharan Africa**

The increment of girls' participation in education has been identified as one of the most significant development challenges facing sub-Saharan Africa. Generally, the enrollment rate of females remains lower than that of boys, their dropout and absenteeism rates are higher and their achievements and performance are also poorer. These factors may be categorized in a number of ways. Some of these factors are related to institutional policies and practices; others are associated with society's customs, beliefs and attitudes about women's roles, responsibilities and capabilities. These can be categorized as socioeconomic and socio cultural factors. I.e. factors related to the school environment, and political and intuitional factors. Heneveld and Odaga (1995).

Schools have been implicated in promoting the non-participation of girls in education. Research indicates that school-related factors affect both the supply of and the demand for female education. Political and institutional factors relate to government policies, practices and institutions which overtly or covertly promote gender biases and affect women participation in education systems. Hyde (1989) discusses how family, societal and school factors influence female enrollment grade-level attainment and wastage and academic achievement and performance. Hyde (1989).

## **B) The Status of Female Education**

World Bank (1988) declared that the near exclusion of women from formal education during the colonial period is reflected in the low levels of female participation in 1960 and the impressive growth in enrollments since then. In the early 1960s' less than 20% of children in sub-Saharan Africa were in school. Since then the proportion of children in school has more than tripled to approximately 80 million in 1990. Between 1980 and 1990 the proportion of primary school-aged children in school declined from 78 percent to 70 percent because of the adverse economic conditions and population growth that led to stagnation in enrolments. This situation resulted in a decline in education quality. Comparative data for Latin America, Asia and the Middle East indicate that in 1991 both the gross primary and secondary enrollment ratios were significantly lower in the sub-Saharan African region than in other developing regions (Ibid).

In Sub-Saharan African countries, female enrollments contributed significantly to the increase in enrollments faster than males. Significant gender gaps persist on despite the growth in female enrollment ratios, widening as one goes up the education ladder in 1990 girls made up 45 percent of primary students, 40 percent of secondary students and 31 percent of tertiary students (Ibid).

Palme (1993); as cited in Henveld and Odaga (1995) stated that, in Mozambique, a study on repetition and drop-out in primary schools concludes that, the single most important factor that contributed to bad school achievement was work which is mainly practiced for the survival of the family. In Ethiopia, girls' performance in all three national examinations in 1989 is reported to have been poorer than that of boys and generally, more girls are reported to be dropout than boys. In Kenya analysis of student performance in the primary and secondary promotion national examinations indicates that female achievement is lower than that of males (UNICEF, 1992).

Eholie (1993) also discusses that repetition and drop-out continue to be problems at the secondary level. In Cote D'ivoire, for example, girls' enrollment in public and private schools at the secondary level has remained at about 30 percent over the past 10 years and there is a high level of repetition and drop-out between the middle and high levels of secondary education.

### **2.1.3 Female Education in Ethiopian**

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

Some of the suggestion forwarded by Tsigie (1991) to remedy the problem so that the gender gap could be narrowed include:

Establishing well organized guidance and counseling programs , giving special attention to female students, educating parents , organizing relevant programs through various means that could change the attitudes of the society in general and of females in particular .

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

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

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

In relation to such withdrawn view McLean (1967) as cited in Tsige (1991) indicated that "it is my conviction that a young women shies away from and avoids involvement in activities outside her home because she fears that she cannot achieve equally with men" thus, it is with such background and skepticism that female students 'participation is low in different levels of education and this may be also one of the reasons and explanations for their low participation in physical education.

Similarly with the above outlooks Genet (1991) stated that, there are many constraints that prevent women from attaining equal educational level with men. These include: access and attitudes towards certain fields of training (sex segregating character of educational program) and various types of barriers like occupational, educational role and social and cultural barriers.

The researcher also further explained that, in the Ethiopian context where learning materials are in short supply, library space is inadequate, and text books, even if available, are shared with two, three or four, these situations

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

Generally, women are regarded as intellectually inferior to men in many societies. This perceived inferiority to women is often given as a justification for their being restricted from playing important roles in the society. Such view also has an impact on the self-image of girls. In relation to this point Genet (1991) explained that, images of women reflect to values and pressures of society but at the same time they permeate mental attitudes and underpin social conventions. They fashion habits of thought and together with the family and economic structures peculiar to each society, help to determine the status of women. To this end, Hill (200) indicates that "biased sex-role stereotyping has the effect of lowering women's self-esteem".

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

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

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

By the mid-1990s, the situation for women athletes were improved and significant change occurred, especially during the 1970s and in the area of opportunities. But it was not a radical change. Equality had not been achieved, and many problems remained (Siedentop, 1998).

According to Festle, J. (1996), the most important continuity was the fear of disapproval. It is difficult to measure how one coach called "this psychological stigma and stereotyping that most of us were aware of" cultural and psychological stigma is not easily quantifiable. In the mid-1990s as during the 1950s, there were times and places in which sports seemed permissible for women and athletes felt safe. But in the 1990s female athletes received much public support in terms of money, attention and encouragement. Significantly, there were fewer ways that sport automatically detracted from one's femininity (Ibid). Going to the gym, wearing athletic attire, and looking thin and muscular became more acceptable, and even fashionable. The women's sports movement decreased the predominance of men in sports but did not lessen the hegemony of femininity. Women's basketball discarded the differing rules and adopted men's practices, seeking legitimization through sameness. There have been grassroots efforts by other organizations to instill alternative values and methods into sports. Some of them are similar to the more inclusive, less win-at-all-costs model of early physical educators.

Advocates of women's sports tried many ways of combatting the effects of the restrictive definition of femininity. Girls' rules, special private standards, sexualizing the game and apologetic behavior were creative adaptations to an oppressive situation. They were understandable reactions, but it did not work. Generation after generation has tried various forms of apologetic behavior, but these have not made sports more widely accepted for women's as a group (Pate, 1994).

That is not to say that women should have or should in the future adopt the male model of sports. There has been much to criticize in the dominant model. But the way that women rejected men's sports in the 1950s and 1960s by accepting feminine propriety, embracing differences, bowing to notions of fragility had serious consequences. Most importantly, it left oppressive assumptions unchallenged (Ibid).

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

In conclusion, whatever the means, the struggle to change sports is well worth attempting. Although the male model of sport is resistant, the changes that occurred between 1950 and 1995 demonstrate that sport is pliable. Sport has been in the past (and has the potential to be) violent, exploitative, elitist, and corrupt. It has perpetuated society's prejudices about race, class, gender, and sexuality. Understandably, it has been arena that women have avoided, resulting in timidity, weakness, and alienation from their bodies. It has also been a place where women athletes have been socialized to feel self-hatred and shame on the other hand sport, has been (and has the potential to be) a place where women have experience, joy, comradeship, pride in their bodies, excitement, mastery, strength, and leadership. Sport can be a place where disadvantaged groups build community and pride (Ibid).

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

Now a day, physical education is in the process of transformation to bring physical education in to the mainstream of education. Currently, physical

education contributes their resource to the maximum in helping the individual to achieve a full growth (Ram et.al 1992). These authors further speculated on the possible inter-relationship between physical activity and other domains of knowledge. Besides it has been though necessary to enhance the scope, status and purpose of physical education and make it broader based. Though there was some exploration of the influence of social, physical, cultural and psychological conditions upon human physical activities there was not serious attempt to bring about cohesion among the various factors that stimulate human activity and skill acquisition. For example, although accepted in theory element or issues like motivation, aspiration level, self-estimation, did not find their due place in the physical activities and programs and even in the modifying effects of factors like group interaction, competition and cooperation. To these authors they have been considered in a routine, mechanical and in an unscientific manner.

## **2.4 Physical Education. As Integral Part of General Education**

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

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. These two are really complementary to each other and to have a function together (Festle, 1996).

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

Bucher (1972) defined physical education as: An integral part of the total education process a field of endeavored that has as its aim the development of physically, mentally, emotionally, and socially fit citizens through the medium of physical activities that have been selected with a view to realize these at outcomes. The above definition depicts that physical education is a process which utilizes activities that are inherent in each individual to develop a person organically, neuron muscularly, intellectually, and emotionally. These outcomes are realized whenever physical education activities are conducted tin such polices as the playground gymnasium and swimming pool.

#### **2.4.1 Relationship with Education**

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 cope of each individual student and his/her participation in the school program. In this way, good physical education teacher ascertains how well participation performs the necessary motor skills before permitting him/her to take part in physical activities (Kamlesh and Sangral (1997).

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 contribution of general education to physical education.

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

Kamlesh and sangral (1997) states that physical education program is nothing but an application of sound philosophical, educational, psychological, physiological, anatomical and biological principles. The physical educator should consider psychophysical needs and problems of boys and girls and fit the program to suit the children instead of trying to adapt every boy and girls to the program. rigid syllabus has no place in physical education except as guidelines or outlines which can be altered or even completely dropped according to various factors like climate, time, environment, type of groups, purpose of activity, and so on.

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

#### **2.4.2 Integration in Physical Education**

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 orientation has 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 actions, knowledge and application has taken place (Arnold, 1976).

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; the whole person must be served (ibid).

In line to this idea, Bucher, (1972) cited in Ram and et al (1996) states

Physical education and health not only effect social development but emotional development as well. Games provide release from tension after long periods of study; furthermore, achievement in physical activities gives students a sense of provides which pays dividends in emotional satisfaction and well-being.

### **2.4.3 Physical Education and the Needs of Society**

According to Arnoled (1976), in modern society problems like tension, uncertainty low morality, lack of family cohesiveness, competition, emphasis on materialism and misuse of leisure are to b solved positively. These contribute to the society to create a totally healthy physical environment and understand the influences that are playing upon the personality of a student.

#### ***Society Determines the Place of Physical Education***

Whether an item of physical education or sport is popular in colleges and schools largely it depends up on public interest, spectator approval and media popularity. Similarly, young people are exposed to a certain type of sport environment only because society has accepted it rather than because of it real

contribution to their individual growth (Leonard II and Marcellus, 1984). They further explained that, the following needs and wants with regard to the development of the students: first, social poise and understanding of self; second, social consciousness with an accompanying sense of values; third, leadership and fellowship; fourth, good citizenship; fifth, good sportsmanship; sixth, cooperation and competitive spirit; seventh, acceptance of all irrespective of language, caste, or religion; and eighth, positive social acquaintances. It is true that some of the observed needs are parallel to the needs and wants of the individual particularly and harmony with societal needs in general.

Ram et al (1996) also stated 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 worthy aim. In our complex society made up of social imbalance, it is important for our students to become aware of the need of the society and their responsibility towards it so that they equip themselves with positive skills and tools needed to satisfy the societal obligations. In this respect physical education has a duty to create awareness among the students of societal needs.

#### **2.4.4 Educational Value of Co-Curricular Physical Activities**

Ram et al (1996) elaborates in terms of pupil interest, those co-curriculum activities should be encouraged which will give the participants an opportunity to develop habits of cooperation, fair play and good citizenship. They provided opportunities for training in leadership and the wise use of leisure time. They further discussed the important thing that such co-curricular activities should be interrelated and integrated, with regular academic activities so that constructive attitudes of responsibility, initiative and pride in accomplishment carryover from one activity to the other.

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

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

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

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

##### **A. Biological Significance**

Various biologists emphasized that there is a difference in biological constitution between male and female. For instance, on the average, boys are stronger than girls. The difference is highly judged by the norms and culture of the community (Roy, 1983). He also Explain the close relationship of culture and biology as: "human biology requires human culture." however, the existence of biological differences between the sexes, does not necessarily mean women are socially and behaviorally weak.

## **B. Gender Issue**

Creedon (1994) described gender in terms of biological, social and cultural perspectives. According, to him, in the last century the biological differences between men and women were considered all important, and the curriculum was designed to give the individual a particular place in the social hierarchy. Hence, the curriculum was affected by class as well as gender, but women were seen as intellectually inferior and incapable of sustained study.

This view is really expressed so openly today. Although dated biological and psychological evidence is occasionally quoted as an explanation for individual differences. The nature–nurture debate has founded discussions on educational equality whether it relates to race, gender or class difference. This is essentially an argument about whether it is our biology or the environment within which we grow up that has more important implication for our eventual fate.

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

In conclusion, for the purposes of educational equality, the nature (nurture) debate is significant if those who believe that behavioral and intellectual differences are biological. They also believe these differences are inevitable and immutable.

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

Study group of physical education examined several biological explanations for deference in performance including: gender likely to be less prescriptive than in other subjects. So, guidelines and policy statements will need more attention at

school level (Creedon, 1994). These include: Widening experiences, extending opportunities, multicultural sports, and team games.

- **Widening Experiences**

The whole range of moments should be experienced by all children, and the physical education curriculum should provide them with the opportunity to develop physical skills which will be useful for number of different games and sports. There is little difference in physical strength or muscle and fat distribution between boys and girls at primary age. In fact there are likely to be many differences between members of the same sex as there are between the sexes.

- **Extending Opportunities**

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

- **Multicultural sports**

It can be very interesting to experiment with sport and game from a variety of cultural, but, consideration has to be given to religious and cultural practice. So that, girls can participate fully.

- **Team Games**

Creedon (1994) stated that, well-run team sports are enjoyable for the cooperation and team sport. They base differences in strength, endurance and susceptibility to injury. They produced considerable evidence to show that women can participate in strenuous activity under all the conditions in which men participate. They also concluded that women were not in any

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

In light of this, IOC (1986) states in its sport leadership course book, for assumptions that females do not have male endurance capacities, and therefore, long distance events would be harmful to their health. But the fact is there is no medical evidence that endurance events are inadvisable for healthy trained athletes. Women may even endure better than men in some sports because of a great percentage of subcutaneous fat. That is why IOC included 3000 meter and marathon running events for women in the 1984 Olympic Games in Los Angeles, and that is a breakthrough for female athletes.

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

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

Furthermore, IOC (1981) stated that for the individual physical activity provides fitness, health, determination, competitiveness and self-confidence. These virtues of sport can equally benefit both sexes and therefore, should be equally available.

According to Roy's (1981), it seems reasonable to assume that female does not necessarily have to be less strong relative to her body weight, and this risk factor should rapidly decline with improve and intensified and intensified training technique.

For the majority of young athletes, performance is not affected by the menstrual period. Therefore, female athletes should be allowed to train and

complete in any sport during menstruation provided that they should know that no unpleasant symptoms will occur and that their performances will not be greatly affected (Edward and Mathews, 1981). According to them, it must be remembered that the cellular mechanism controlling most physiological and biochemical responses to exercise are the same for both sexes. However, there are some differences but they should be recognized mainly as differences in magnitude rather than as mechanisms. On the other description, boys and girls achieve almost equivalent in the elementary level, however, when they are transferred to the junior, secondary, and tertiary levels performance variations between girls and boys come to light (Killy, 1978; as cited in Ethiopia Journal of Education (EJE), (1997)).

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

### **E. Psychological Significance**

Apart from its physical importance, physical education has got tremendous positive impact on the psychological development of students. Child who has very chance and right to participate in activities is usually active, friendly and interested to participate in any physical activity. So parents are expected to raise their children in a free and democratic environment (Butcher, 1972).

According to Mangan (1973), physical education is a well-known fact that, for anyone to perform any activity successfully first and for most, females must have a positive attitude towards the activity. In other words, attitude is usually in a position to determine one's willingness to do any activity. Psychological factors such as lack of motivation, self-awareness, self-actualization, lack of confidence, fear of plying in front of large number of people, psychological disturbance of menstrual irregularity and even fear of winning may prevent females to participate in different sport activities.

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

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

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

Physical Education has undeniable effect to strengthen the social interaction to people in general and females in particular. Butcher (1972) underlines that, physical education can have strong positive impact on social characteristics of female students such as, traits of leadership and moral character. Fortunately, female attendance in physical exercise contest is increasing to a considerable extent in some parts of the world.

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

## **2.5 Factors Affecting Female Students Participation in Physical Education Class Activities**

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

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

Leonard II (1993), stated that females have to be confined and prevented from doing anything that might damage her delicate reproductive system; and that meant that she had to be prevented from doing virtually any physical activity.

Concerning cultural influence on females' education, Odaga and Heneled (1995) reveal that, cultural influence is so strong that it brings dilemma in females on their educational participation and ignoring their contributions in any field including education.

Pat et.al (1991) stated, it is important to recognize that stereotyping all boys and all girls as representing particular behavioral and intellectual traits is dangerous. All boys are not hooligans just as all girls are not passive bystanders. According to them it also confirmed that, investigating gender issues involves:

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

Teachers need strategies at their fingertips which they can draw up on to enable their pupils, however, young, to change traditional and inappropriate sex-role stereotyping.

They also viewed that; we should aim to extend the horizons of men and boys as well as women and girls. Males too have much to gain from a wider interpretation of their role. Equal opportunities are improving the lives of all.

Generally, successful strategies for classroom management may therefore need to pay close attention to gender issues, in order to ensure that particular groups of children are not receiving unequal treatment.

## **B. Cultural practices**

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

Cultural identity and gender are crucial in individual's make – up if we say that we value a multicultural society, we are then in difficulty when we want to question some of the gender related practices that go on within particular cultures.

Siedentop (1998) stated that, there are practices in all cultures which cannot be condoned, and think teachers have the right not to feel quality because they do not embrace all aspect of any particular culture. Because, teachers have embraced all aspect of any particular culture and the right to question the cultural practices our own upbringing and those of others.

## **c. Social and cultural factors**

There are considerable evidences that social and cultural factors have more bearing than physical differences upon gender based variations in performance and attitude at primary school age. Several researcher have shown that parental attitude to children's play tend to be gender differentiated. Boys are often allowed more freedom to explore the environment, to display aggressive behavior and to engage in vigorous activities (Kamalesh and Sangral, 1997). They also expounded that, as children grow older; they tend to play with children of the same sex. This in turn may result in greater gender differentiation of play skills, since opposite sex children may be excluded or discouraged from single –sex groups.

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

#### **D. Language**

Kamlesh and sangral (1997), remark that words should be used carefully. Praising girls because she run like a boys is not the best way of encouraging either her or other girls to exert themselves. Using language like this will give messages of power and status to devalue one sex in comparison with another, as when a boy is told he “throws like a girls”

#### ***E. Sports Personalities***

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

#### ***F. The play ground***

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

- parents working in school
- the head teacher and other teachers
- Pupil at other schools , including formers pupils
- Other members of the community who pass or enter the school (pat, 1991).

### ***G. use of space***

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

### ***H. personal and social education***

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

#### ***I. Teachers' attitude and expectations***

Teachers attitude are likely to be the reflection of broader societal view biases about the role and activities of males and females and stereotypical subjects inculcated in the curriculum. Classroom observations have shown that teachers encourage and pay more attention to boys than girls. Because of this

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

It may be more helpful to suggest that the interaction between teacher and pupils is bound to be a powerful determinant of a pupil's self-image and confidence, particularly at primary level. (ibid)

Researchers in the field of gender differentiation have also questioned whether teacher expectations of gender related a behavior by pupils have affected pupils progress and it stresses the gender experiences that teaches bring in to school with them cannot be ignored. They are role models for many children very young children; teachers are their first adult role models other than their parents. Our own experiences are bound to influence how we see boys and girls, both now and in the future. An awareness of this is an important first move towards ensuring a more equitable treatment of boys and girls within the classroom.

### ***J. The role of the teacher***

Teachers interact differently with boys and girls and this creates problems and inequalities in the classroom (ICDR, 1999).

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

Interestingly, male and female teachers are not very different in their views of student behavior. Teaches expect good behavior from girls but feel that boys

require encouragement. In general, these interactions reinforce physical proximity and conformity in girls and more task – oriented behaviors in boys (ICDR, 1999).

### **K. cultivating self –Esteem in students**

Cultivating self-esteem in students can help lead them to achievement because feelings of high self-esteem can lead to successful academic performance. Every student wants to feel important and respected by her/his classmates and teachers. No one wants to be a failure. For this reason competent teachers give students plenty of opportunity. They do their best to help even the least successful students find something to be proud of. Recognition of one's Success by others is enjoyable (ICDR, 1999).

According to Clark and Starr (1986), teachers should see that their students have many successes in their school work. The recognition of the success can lead; even offer repeated failure, to the attainment of the desired goals (ICDR, 1999).

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

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

## ***L. Religion***

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

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

Seyoum (1991) also criticizes religions:

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

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

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

Religion also advocates inferiority of women to men , and most often the society views women participation for example in Soccer game is seen as violating cultural norms because of such influence females are even

scared and ashamed of getting dressed as men to play soccer and other similar sports (Seyoum,, 1991).

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

Carran and Bordia, (1985) cited in John K. (1997), states that the change in the attitude of parents towards education of females seems crucial. The trend of the attitude of parents towards education towards improvement in participation of female is still slow. The reasons could be many where parents' attitude on the value of their daughters' education is among them.

Carron and Bordia, (1985) remarked that, the negative attitude of parents towards girls educations is the result of society's view of the roles of males and females. Obviously this role is not delimited by nature rather by culturally and socially accepted norms. Socialization as a link that inter-relates gender and culture is one of the social barriers that hinder females' educational environment by imparting sense of inferiority in girls mind and perpetuating male dominance (ibid).

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

### ***N. Partnership/Relationship***

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

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

If the student is not allowed the freedom to express their own idea, to analyze critically and experiment with these and other ideas, they will have no opportunity for independent inquiry, personal and professional development.

### ***O. School factors***

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

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

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

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

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

#### ***P. lack of role models***

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

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

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

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

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

## CHAPTER THREE

### RESEARCH DESIGN AND METHODOLOGY

#### 3.1 Research design

In order to have a clear picture about the trend and the existing nature of female students participation in physical education activities, curricular and teaching materials the descriptive survey method is employed. The method is appropriate to describe understand and define the educational problems around the field.

To achieve the stated objectives on the trend of female student participation in physical education activities by analyzing the relationship between teachers, students, directors, educational bureau experts, families, the curriculum and teaching materials. Using the descriptive survey qualitative and quantitative method, the researcher undertook the investigation on teachers of physical education in classroom ad in the field.

#### 3.2 Sample of the study

The method employed to select the study area was purposive sampling method and to select the research participants simple random sampling.

In this study two schools were selected randomly out of six schools from selected Addis Ababa Gulele sub-city Administration. The selected schools are Entoto Amba secondary school and Yekatit 12 preparatory schools. Among the total population of female students and physical education teachers of 825, 20% of the respondents were selected.

These sampled schools were believed to be adequate in representing the population, in order to choose representative sample of students which are the target for the study were selected by using simple random sampling and fill the questionnaire. From the sampled school all 15 teachers who had been teaching physical education in grade 9-12 were taken as respondents to fill the questionnaire. For the actual a classroom and field observation, in grade 9 and 11 only physical education subject was to be observed and the observation was done while the lessons were given.

The observations were conducted in two government schools four times in each school in practical and theoretical classes interview was also conducted with school directors.

In addition to the above respondents, the study involved two weredas educational bureaus experts and one sub city education section representative. The experts are assumed to have better access to furnish the necessary information regarding the trends of female student participation in physical education activities, teaching materials, the curricular and how to overcome the problems in the area.

### **3.3 Method of data gathering**

In order to achieve the objectives of the study both primary and secondary data was utilized. The primary data was generated mainly by the tools such as structured open-ended interviews, focus group discussion, and key informant interviews (KII) and non-participant observation. The secondary data was generated from different materials such as books, journals, magazines, published and unpublished materials and online sources.

The instruments used for data collection were questionnaires, interview, classroom and field observation, and document analysis.

### **3.4 Pilot Study**

Pilot Study is used to ensure the appropriateness of the items, (The instruments used for data collection) a pilot study was carried out in Entoto Amba senior secondary school for 75 female students. Questionnaire was also administered to 7 physical education teachers who were selected for the pilot study.

Based on the response obtained from the pilot study, correction and revision was made in order to avoid ambiguity of the questionnaire items and to maintain the validity and reliability of the language coherence. After that the questionnaire were distributed to female students and physical education teachers of two schools in Gulele sub-city who were selected for the study.

#### **3.4.1 Questionnaire**

Two sets of questionnaires were prepared and administered to teachers and female students who were the targets for the study. The two sets of questionnaires to be filled by teachers, and female students were prepared in English. The questionnaire that was filled by the teachers has two parts. The first part is intended to collect personal data. the second part of the questionnaire is aimed at gathering information on the trends of female students participation in physical education activities about concept of physical education the curricula and availability of teaching materials in the field and on how female students should

develop self-confidence to overcome factors that deter their participation in future sport development.

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

### **3.4.2 Interview**

Face-to-face interview was conducted with two government school directors, and Gulele sub-city Educational bureau representative as well as experts. To this end, a set of unstructured open-ended interview questions were prepared by English and finally distributed.

The interview items were mainly focused on the trends of female students in participation physical education, concept of physical education, sport facilities , the relationship of teachers and female students' regarding the teaching learning process in the field of physical education and different sport competitions, the involvement of the society and non-governmental organizations in the curriculum development and implantation of physical education subject to promote and facilitate for the successful participation of female students. The data obtained from the interview consist of responses of the directors and the expert about their knowledge, experience, opinions, perception, and intervention concerning the development and promotion of the future sport including. Physical education subject.

### **3.4.3 Observation**

The purpose of classroom and field observation in physical education class activities was to obtain and acquire information on how do teachers of physical education implement and transmit knowledge and practical skills to their student in general and to support female student in particular. Getting information whether teachers understand female student self-confidence or not in participating and performing the skills of physical education activities is also vital.

The data collected from the observation consist of detailed descriptions on students' activities, actions and the full range of interpersonal interactions that are part of the observation. Male and female students were observed to get the full information during the teaching and learning process in the class and sport field. Narrative method of writing was used for classroom and field observation.

### **3.5 Methods of Data Organization and Analysis**

It is the process of systematically searching, arranging and organizing the questionnaire, Interview, observation document analysis and other materials that have been collected for the intended study. The collected data was transcribed which will later categorized into different labels of the objectives to make further analysis and interpretation. It is helpful to increase one's own understanding and to be able to present or introduce what have been discovered to others and to show the trends, patterns new things and discovering what is important and what is to be learned from the result. Finally, the prior category was disintegrated into phenomenon and conditions for the porpoise of depicting their connections.

**Table 1; Research settings and participation of the study**

Types of participation in the study	Research instrument used	Research setting & number of participant		
Female students	Questionnaire	Yekatiti12 (75)	EntotoAmba (75)	150
Teachers	Questionnaire	8	7	15
Directors	Interview	1	1	2
Wereda educational bureau experts	Interview	1	1	2
Sub-city educational bureau officer	Interview			1
Sub -city and wereda youth and sport desk experts and office	Interview			2
Total		84	83	172

## CHAPTER FOUR

### MAJOR FINDINGS AND ANALYSIS OF DATA

This chapter of the study deals with the analysis of the data gathered through the questioner interview document analysis, class room and practical filed observation from different source followed by discussion of the findings. Furthermore, the main findings of the study are presented with the help of tables followed by descriptive statements for analysis to give answers to basic questions set in the study.

The total population of this study as included at the above table was 172 and of these 150 were female students, 15 teachers. 2 School director, 3 Sub-city and wereda educational experts, 2 sub-city and Wereda Youth and sport officer and Desk expert. All of the respondents were selected according to their usability that is randomly and purposively. The researcher distributed 150 questionnaires among them 125 (83.3%) of them were filled and returned while 25(16.7%) of the questionnaires were not returned.

Lastly, interview was made with directors, sub –city ad wereda Education officer and experts sub – city and wereda Youth and sport Desk expert and officer respectively.

#### 4.1 Results

Applying percentage and other statistical methods employed in the analysis of the data gathered are organized using tables and then followed by descriptions of the result.

## Background of Respondents

### I. Background of Female Students

Female students attending grade 9-12 (2012/2013) year were chosen for the research as a sample.

**Table 2: Age Distribution of Female Student Respondents**

Sex	Age				Total	
	13-15		16 - 20		N	%
	N	%	N	%		
Female	42	33.6	83	66.7	125	100

The sample female students who participated in filling the questionnaire were 150 out of these number 125(83.33%) female students returned the questionnaire and 25(16.67%) female students did not return the questionnaire. Most of the respondents aged 13-15 (38.52%) were early to join senior secondary schools while; those aged 16-20(61.52%) were in the appropriate age range for secondary schools.

### II. Background of Teacher Respondents

The intended teacher's respondents were 15 to fill the questionnaire. Regarding the respondents, the selected schools have three (3) female and 12 male teachers concerning their qualification, the majority 8(53.33%) of the teachers are masters holders while 7(46.67%) of the respondent teachers are degree holders in the field (see table 3).

**Table 3: Age, Sex, Qualification and Service year of Teacher's Respondents**

Sex	Age						Service(Year)						Qualification				Total	
	20-25		26-35		36-40		1-5		6-10		11-15		Masters		Degree			
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
M	3	20	8	53.3	1	6.7	4	26.7	3	20	5	33.3	7	46.7	5	33.3	12	80
F	2	13.3	1	6.7	-	-	2	13.3	1	6.7	-	-	1	6.7	2	13.3	3	20
Total	5	33.3	9	60	1	6.7	6	40	4	26.7	5	33.3	8	53.3	7	46.7	15	100

Regarding service year 10 (66.67%) of the respondent teachers have less than 10 years. whereas, 5 (33.33%), of the respondents have 11-15 service year can all of the respondent teachers are well experienced in these professing

#### **4.1.2 Female Students Classroom and Practical Participation in Physical Education**

##### **I. Female Students Response towards Asking Questions to repeat unclear issues in Practical and Theoretical classes.**

The responses regarding the issue vary: 23 (16.08%) of responded by answering yes and the other 33 (26.4%) of them responded sometimes, while 71 (56.8%) of the respondents confirmed that, they did not ask questions in the class totally. From the above findings, majority of the respondents indicated that, they are not interested to ask questions in theory and practical classes while they are in difficulties.

Similarly the response of teachers shows, the following: 9 (73.3%) say female students participation in asking question in the class of physical education is low. On the other hand, 4 (26.7%) of them responded it is high. Both the responses of students and teachers somehow show there is similarities between female students and teachers opinion. Although, it was the teacher who provides opportunity for the students to expand their participation, the investigator also observed during male counter parts.

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

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

## **II. Self –Confidence and Practical Class Participation**

Self-initiation is one of the issues considered in this study. Female students responded towards self – initiation during practical activities in physical education sessions, 35 (28%) of the respondents responded high the other 73 (58.4%) average, and 13 (10.4%) of them respond low while, 4 (3.2%) of the respondent answered I don't participate respectively. The responses indicate that the majority of the respondents rated that, they have developed an average confidence to participate in physical education activities.

## **III. Participation in Theoretical Classes**

Female students rating towards physical education class participation compared with their male counter parts. The table below summarized the result obtained.

**Table 4: Level of class participation**

Activities	High	%	Average	%	Low	%
Female students participation in asking and answering questions and forwarding ideas in the class and in the field compared with their male counter parts	38	30.4	29	23.2	58	46.4
Participation of female students in group activities compared with male counter parts	33	26.4	45	36	47	37.6
Encouragement of teacher to female students success in theory and practical activities compared with male counter parts	18	14.4	40	32	67	53.6
Female student's participation and self confidence to be successful compared with male counter parts.	34	27.2	31	24.8	60	48

The responses regarding the level of class participating (see Table 4) reveal that 60 (48%) of the respondent said that female students participation and self-confidence to be successful than male counter parts is low and 67 (53.6%) encouragement of teachers in practical and theoretical class is still low, while 77 (37.6%) of the respondent said participation of female students in group activity is low and 58 (46.4%) of the respondent answered participation in asking and answering questions and forwarding ideas in the class was low . From this it can be concluded that , some work should be done to improve females' confidence and teachers have to encourage Female students equally with male counter parts to make them successful and mechanisms also should be designed to increase classroom interaction .

#### IV. Participation in Practical Classes

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

**Table 5: Female student Opinion towards successful participation as compare to male students.**

Activities	Male		Female		Both	
	No	%	No	%	No	%
Receiving more priority, appreciation and encouragement given by teachers during physical education class	44	35.2	32	25.6	49	39.2
Demonstrating practical activities in front of the students	81	64.8	8	6.4	36	28.8
Mostly exposed to injury	7	5.6	84	67.2	34	27.2
Students who attend frequently physical education class	41	32.8	23	18.4	61	48.8

Regarding participation in practical classes the responses are the following 49 (39.2%) responded that they received appreciation, while 44(35.2%) of the respondent responded that, mostly male receive appreciation. In addition, 81 (64.8%) of the respondent responded that male students mostly demonstrate practical activities, 84(67.2%) of the respondent responded that females are exposed to injury most of the time, 61(48.8%) of the respondents said that both sexes are attending classes regularly, while 41(32.8%) male students attend mostly the physical education class. From the result obtained we can conclude

that mostly appreciation, more opportunities and priorities to demonstrate practical activities are given to male students, while females are seen as the main absenteeism and mostly exposed to injury. From this can be deduced that, there is an assumption that females are always more susceptible to injury and while males are demonstrators or attend classes regularly.

As indicated earlier, to reduce such assumption and differences teachers of physical education should give opportunities and a priority to female's students to increase their participation in physical education activities and port competitions.

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

Female students opinion toward performing and demonstrating physical activities equally with their male counterparts, the responds indicates that, 59, (47.2%) of them agreed positively and 29(23.2%) of them partially agreed, while, 29 (23.2%) disagreed and the rest 8(6.4%) are not sure of it . this indicated that , majority of the respondents agreed that, female students has a positive desire in developing self confidence to perform exercises equally with male counterparts during physical education classes.

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

#### **4.1.4 Contribution of Physical Education to Health and development**

Perception of female students towards performing physical activity in relation with their health and its contribution to the development of their country is very important. Accordingly, 111 (88.8%) agreed and believed that , physical activities have great importance to promote health and can contribute for economic development of a country, by far 9(7.2%) partially agree, the other 3 (2.4%) opted for no change and the rest 2 (1.6%) of the respondents were not sure of the answer. this shows that, the contribution of physical activities for health was undeniable and the issue was given emphasis by female respondents, in addition to this, they believe that healthy person can fit ad participate in many productive areas to bring an economic change to her/his country. IOC (1986) stated them for the individual, physical activity provides fitness, health, determination, competitiveness and self-confidence. These virtues of sport can equally befit both sexes and therefore, should be equally available. In line with this, Hyde (1989) argues, “females education is being viewed as critical; not only for its contribution to literacy but also for its contribution to health, nutrition, family planning and economic growth”.

#### **4.1.5 Peer Group Domination**

Views of females students towards male students domination during physical education activity vary, 58(46.4%) of the respondents agreed that male dominate female students and the other 32 (25.6%) do not agree on this. while 35 (28%) respondents said I don't know to the issue. The responses generally reveal that male students are dominating female students in the class participation, in the field during practical exercises by occupying the field and using more materials and other sport facilities and by excluding females.

Moreover, O'gara (1996) stated that, halls, walkways, fields eating places, washing facilities, areas for trash disposal, play areas, and latrines are typically “givens” in a school. If access to them is limited by gender, that they

do not have an equal right to occupy and use the environment in which they live. Access to all school facilities, laboratories, libraries, computers and other mechanical equipment playing fields, and physical Education equipment should be possible for all student if access is denied by school policy; girls lose part of their education.

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

Female student respond towards their commitment to participative and win in intramural and external sport competitions. The responses are: 67(53.6%) opted for low, 21(16.8%) opted for average and 10(8%) opted for high, while the rest of the group 27(21.6%) opted very low. The whole result indicates that low feeling and interest were seen to participate in computational sports which are organized by the school.

Teachers ' response towards female student interest and feeling, 16 of the respondents answered that, the interest and feeling of female students to win in internal and external sport competition is low, and 5 of them responded high , while 3 of them reposed average. This finding indicates that, the majority of female students do not participate in extracurricular sport activities due to lack of time and other reasons. Furthermore; teachers have also confirmed that, there are additional reasons for the low participating of female students in physical education activities (See table 6).

**Table 6: Reasons for low participation in Intra and extra-curricular sport activity**

<b>Reasons for low participation</b>	<b>N</b>	<b>%</b>
Lack of competitive experience	6	40
Shyness	3	20
Easily give up	2	13.33
Lack of self confidence	4	26.67

As it is depicted in table 6, most of the respondents 6(40%) indicated that lack of competitive experience is the major reason for having low winning interest, 4(26.67%) of teachers respondents answered lack of self confidence contribute as a second reason for the low interest of winning in sport competitions and the other 3 (20%) was mentioned shyness as a reason while 2(13.33%) of teacher respondents indicated that female students easily give up during sport competition in the school and out of their school environment , this shows that , a lot should be done to improve female students low attitude towards winning by developing self-confidence and experience in intra and extracurricular sport competitions .

### **I. Hindrance in Extracurricular activities**

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

**Table 7: Deterring factors not to participate in Extracurricular activities**

Deterring factors	N	%
No family permission	47	37.6
Lack of time	39	31.2
Lack of appropriate sport facilities for females	21	16.8
Economical problem to buy sport suits and materials.	18	14.4

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

The result indicate that, 47(37.6%) of the respondents answered that they do not get family permission, 39(31.29%) of them responded that lack of time due to helping their families after school and 21 (16.8%) of them responded that there is no appropriate sport facilities, 18(14.4%) of them answered that there was economic problem to buy sport suits. This indicated that economic status of families has a strong motivating factor to fulfill sport facilities to their daughters.

In teachers' questions an item which requires the answer of teachers is that whether sport facilities and equipments are available according to the interest and ability of female student. Regarding this issue the response of teachers, are as follows: 12(80%) of teachers answered there was no and 2 (13.33%) of them respond it was unthinkable while, 1(6.67%) of the respondent responded that, there was from the result it could be summarized that to participate in extracurricular activity all chances are given to boys than girls because, all house work responsibilities were given to females, due to this they cannot have time to study, to play or to part pate in any extracurricular activities. Besides, even if sport faculties were partially available in the schools, it doesn't consider their interest, age, height and Wight. Therefore, school administration and department of physical education has to consider females students when they

are preparing and buying sport facilities and equipment to keep the balance of participation.

#### **4.1.7 Counseling and Gender Education**

Responses of female students towards asking counseling service from the school and support from the physical education department, the respondents indicated that 20(16%) favored yes, 18 (14.4%) of the respondents responded some items, and the rest 87(96.6%) of the respondents responded no. From this finding the majority of female students do not ask any help from their teachers or department or counselors during difficult situations they face to participate in physical education activities. This shows that, there is a gap of communication and lack of awareness how to get appropriate counseling from the physical education department and counseling office.

In the teacher questionnaire, there was an item, which requires the response of teachers towards counseling and gender education. Majority of the teachers, 9 (60%) responded that there was no program adjusted purposefully to teach female students about gender education or there was no counseling office to treat such big issues in the school 4(26.67%) of teacher respondents answered that there was a program in the school to give awareness to female students about gender education, 2 (13.33%) responded that they do not have any idea about the issue, From this one can understand that, there hardly exists a program that addresses gender issues, counseling program and related issues to promote the awareness of female students concerning gender and sex education. This was also observed during observation that there was no counseling office except in two sample schools which were not properly functioning.

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

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

### Role Modeling

One of the issues treated in this study is female student's perception towards the importance and contribution of female physical education teacher in the school.

**Table 8: Female student's perception to the presence of female physical education teachers in school**

Perception	No	%
Increase the participation of female student in physical activity	37	29.6
Free from male students domination	24	19.2
Free to explain ideas and problems	58	46.4
The presence or absence of female physical education teacher does not bring any change in our physical performance.	6	4.8

As it is shown in table 8 the information obtained from most of female student respondents, 58(46.4%) indicated that , the presence of female physical education teachers help female students to explain their idea freely, 37(29.6%) responded that the presence of female physical education teacher increase the participation of female student in physical education activity, and 24 (19.2%) of them responded that it will help them to be free from male students domination while 6(4.8%) of them responded that , the presence of female physical education does not bring any change in the physical performance .

The result indicates that , most of female students has an awareness about the importance of role models to encourage performance , of female student to explain ideas and to develop two way communication's to solve their problems , to develop self confidence and to performance physical activities without difficulties .

Furthermore Junge and Mekelich (1998) in Amare and et al., (1998) stated that, female teachers and other in the school are particularly important for girls women in the school can be model competence, self –esteem, success, respect and other ways of thinking, acting and feeling. if all or most women in a school are powerless, invisible , not respected and undervalued the girl students will expect to become like them. The authors tried to highlight briefly using example that, observation of a sport festival in one school showed that females prepared tea and other entertainment while male teachers made speeches and gave prizes for the winners. Thus, male teachers were seen in the foreground and female teachers in background.

### **Family Support and Female Students Participation in Physical Education Activities.**

Responses from female students towards the encouragement of their families in sport materials and other supports reveal the following 93 (74.4%) of the respondents say that they get full cooperation and support from their families while 31 (24.8%) of them do not get material support or other cooperation to participate in physical education activities. This shows that, the majority of the respondents get family support. Although the students who did not get support from their families were not a negligible number, this may contribute to low participation of female students in physical education actives.

Teachers responses on the same issue show the following: 12(80%) teachers responded that, they believe that if family, community, teachers and schools encourage female students, their participation will increase constantly,

2(13.33%) respondent said that I don't believe while 1(6.67%) respondents answered I don't recognize

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

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

Responses from female students regarding performing physical activities during menstrual period indicate, 72 (57.6%) responded that they do not participate, while 53 (42.4%) said that they participate. this indicates that the majority of the respondents.

Do not feel comfortable to perform physical activities during physical education practical classes.

Similar, the teachers' response regarding giving permission to those students who asked to be excused from performing activities during menstrual period, indicates that following 12(80%) gave permission whenever asked and 2(13.33%) did not give permission, 1(6.67%) said that usually there were some female students who do not ask such issue. This indicates that the majority of female students don't feel comfortable to perform physical activities during menstruation.

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

IOC (1986) indicated that few types of myths regarding exercise and sports are harmful to the female reproductive system and menstrual cycle. The fact is that,

some women in intense training may cease menstruating or will have, irregular periods but, this is only temporary and the cycle will resume when training cease. IOC stated that, there is evidence that childbirth is easier and the recovery is faster for women whose life style included moderate exercise even during pregnancy.

**Deterring Factors to Achieve Good Results in Physical Education Activities.**

It is obvious that there are deterring factors in female education. Female students' response towards factors that hinder female student's i.e. not to achieve good results better than male counter a part in physical education activates is one of the issues considered.

**Table 9: Deterring factors for female student's achievement**

Deterring factors	N	%
No unique hindrance to female students	36	28.8
Lack of ability compared to male counter parts	17	13.6
Low attitude and perception of teachers and male students towards female students	27	21.6
Lack of time because of household wok to participate in physical education activities.	45	36

Responses of female students on deterring factors revel the following. the respondents 45(36%) responded due to having responsibility working at home helping their families they do not have time to participate in physical activities, the other 36(28.8%) of the respondents answered that, there is no unripe factors which hider females students more than male counter parts, and the rest 27 (21.6%) of the respondents indicated that low perception and attitude

of teaches and male students towards female students are factors while, 17(13.6%) lack of ability and skill than male counter parts to perform physical activities.

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

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

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

### **I. School Factors**

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

**Table 10: School factors deterring female student's participation in physical Education**

No	Factors	No	%
1	Teachers approach	41	32.8
2	Lack of interest for the subject	12	9.6
3	Participating I physical activity is difficult , and boring	22	17.6
4	Lack of place for changing sport suit, separate latrines and water service	35	28
5	Assuming that other may laughs at them	15	12

The result from table 10 shows that, 41 (32.8%) of female students indicated that, teaches approach in teaching physical education is one of the major factors not to participate in physical education activities, 35 (28%) respondents said that lack of place to change sport suits to prepare themselves for the activity and lack of separate latrine and water service for drinking and washing their face and their hands after the exercise were the problems and are sensitive issue.

Moreover, 22(17.6%) of the respondents, said that the activity was full of fatigue, problematic and rigorous, while the other 15 (12%) feel that, other may laughs at them and the rest of the group 12 (9.6%) believed that lack of interest for the subject is one of the deterring factors. this in general indicates that, the activities should be prepared according to age, sex, interest and ability of the students and it should be attractive and enjoyable. Teachers also confirmed that, the improvement which was made in these schools was due to this reason and this has increased female students participation physical education activities to some extent. Besides, the research indicates 11(73.33%) of teaches

believed that, if the problem of place for changing cloths during activities was solved, the participation of female students could be improved. While 2(13.33%) responded, they believed partially and 1 (6.67%) did not believed and 1(6.67%) did not give emphasis to the issue.

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

Therefore, the school administration by organizing the school community and parents can possible solve and reduce problems of concerning the loss of uniforms and other material by preparing safe places for changing sport suits. Furthermore, the administration can improve water service and separate latrines to promote female students participation in physical education activities.

## II. Socio-Cultural Factors

The ratings of female's students on the factors that deter their participation in performing physical activities indicate the following results.

**Table 11: Factors that Deter Females participation in physical Education Activity.**

No	Factors	No	%
1	Cultural influence	39	31.2
2	Religious influence	16	12.8
3	Families influence	33	26.4
4	Societal influence	37	29.6

The factors that deter female students participation in physical education 39(31.2%) of the respondents answered cultural influences, 37(29.6%) of the

respondents said societal or community influences, 33(26.4%) depicted that families influences and 16 (12.8%) forwarded that religious influence has an impact when female students participate in extra-curricular activities.

In addition, 7(46.67%) of the teacher responded that physical factors 5 (33.33%) of the teacher respondents said biological and psychological factors and 3(20%) of the teacher respondents forwarded psychological factors were hindrance to promote girls participation.

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

**Table 12: Teachers Reponses, on Factors Deterring Female student participation in physical Education**

No	Factors	No	%
1	Lack of educational background knowledge and understanding about females participation in physical education activities	4	26.67
2	Lack of female student understanding and attitude towards physical education subject	2	13.33
3	Negative attitude of the community, the religion and the culture towards participation of female students in physical education activities and sport competitions	2	13.33
4	Low attitude of teachers and male students towards the participation of female students in physical education activities and sport competitions	5	33.33
5	Lack of encouragement and understanding of directors and administration employees towards female student participation in physical education activities	2	13.33

The findings from table 12 indicates that, 5(33.333%) responded low attitude of male students and teachers towards participation, 4(26.67%) of the teachers responded lack of educational background, knowledge and understanding, 2(13.33%) of teachers were responded little encouragement and lack of understanding from school administration towards female students participation and to the subject, while 2 (13.33%) of the teachers responded negative attitude of the community to the subject, the influence of religion and culture was considered as the deterring factors .

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

### III. Female Students Attitude Towards Cultural Influences

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

**Table 13: Cultural influences Deterring Female Students Participation in Physical Education Activities**

No	Factors	No.	(%)
1	Being seen by sport tights and shorts which shows their body	19	15.2
2	Undermining of female students by male counter parts	63	50.4
3	Giving stereotype names to females when they are found in sport fields	6	4.8
4	Low attention give by the teachers than male counter parts	37	29.6

The result form the table 13 indicate that, 63 (50.4%) undermined by male counterpart was a serious issue, 37 (29.6%) of the respondents responded low attention was given by the teacher when compared to male counter parts, and 19(15.2%) being seen in sport field wearing sport shorts and tights which shows the body part partially and 6(4.8%) female students being found in sport field with their male counter parts were give them another name.

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

#### **IV. Teacher's perception towards the Relevance of physical education Curriculum.**

Teachers' perception towards inclusion of physical education as a subject in the general education and the curricular. The response of teachers differs significantly, 12 (80%) of them responded that, it was not appropriately included to satisfy the needs of the learner and the society. 2(13.33%) of them respond that it was included and 1(6.67%) responded I don't know, From this it could be deduced that, most teachers of physical education were not participated in the curriculum development or were not familiarized by using workshops or seminars.

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

**Table 14: Physical Education and Relevancy of the curriculum**

No	Factors	NO	%
1	No emphasis to the subject	7	46.67
2	Lack of teaching material s	4	26.67
3	Lack of trained /skilled man power in the field	3	20
4	Lack of syllabus relevancy with the existing condition.	1	6.67

Regarding the response 7(46.67%) of teaches respondent responded that, emphasis has been given to the subject, 4(26.67%) of them responded that lack of teaching material are considered as a reason, 3(20%) lack of trained man power and 1(6.67) lack of syllabus relevancy were reflected as reasons. it can be deduced form the data that the majority of the respondents indicated, there was no emphasis from the top to down including curricular development. In addition to the above reasons, lack of teaching materials, trained manpower and lack of relevancy in the syllabus and physical education curricular materials which are not designed congruent with the needed interest of the learner and the society was the main reasons mentioned. Therefore, one can conclude form the above facts that, physical education curricular materials need revision and more serious study to assess whether or not they are fit or relevant to satisfy the need ad interest of the learner and the society at large.

#### **V. Availability of teaching materials**

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

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

In adequacy of instructional material have an impact on the quality of education. To this end, ETP (1994) guidelines, "inadequate facilities, insufficient training of teaches, overcrowded classes, shortage of books and other teaching material all indicate the low quality of 4educaiotn provided."

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

## **VI. Perception of School Community towards Physical Education Subject**

The majority of teachers 11(73.33%) responded whether physical education has equal outlook by administration and school community compared with other subject were I don't believe, 3(20%) of the respondent answered yes, while 1(6.67%) said I don't know.

In order for educational program to be implemented successfully and effectively schools require a good management who can see things form different dimension Even the best-designed curriculum with best teachers brings about nothing if good leadership does not support it.

## **VII. Physical Education and The Need of The Society**

Teacher opinion towards physical education as a subject and the relevancy with the community need and interest, 10(66.67%) responded that the subject has no relevancy with the societies interest, 3(20%) answered that, it has relevancy and 2 (13.33%) of them responded I don't know. From the response, it can be inferred that the majority of teacher respondents agreed that the

physical education subject does not include the interest and need of the society.

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

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

**Table 15: Interventions to promote the participation, of Female students in physical education activities**

Intervention	Female students rating					
	High	%	Average	%	Low	%
Giving sex education	53	42.4	37	29.6	35	28
Changing teachers attitude towards female students	45	36	54	43.2	26	26
Changing families latitude towards their daughters education	59	47.2	31	24.8	35	28
Sensitizing directors, teachers male peers, and the community at large about the importance of female education in general and physical education in particular	71	56.8	28	22.4	26	20.8

The result from table 15 indicates that, 71(56.8%) of the respondents students agreed that the community directors, teachers, male peers should encourage

female pupils, 59(47.2%) of the respondents indicated that attitude of families towards female students should be changed. while 53(42.7%) of the respondents pointed out that, the best intervention to promote females participation was giving sex education.

Similarly, in teachers' responses towards intervention to promote female students participation are varied.

**Table 16: Teachers intervention mechanisms to promote female students participation in physical education activities.**

No	Interventions	No	%
1	Attitudinal change at school level	6	40
2	Encouraging female students to part pate in sport competition	2	13.33
3	Sharing the experience of famous athletes as a role model using media	3	20
4	Schools should prepared sport competition to promote female students participation.	4	26.67

The result from the table 16 indicates that, 6(40%) of the respondents answered that some work should be done to bring attitudinal change about female students participation, 4(26.67%) of them responded, schools should prepare interclass and interschool competitions

Famous female athletes and others by sharing their experiences could encourage female students to involve in sport competition. In line with this, media coverage should be also given to school competitions particularly to encourage females participating to make them understand their environment

and their world which they live in by showing them different alternatives and possibilities of their futures life.

## **4.2 Discussion**

In the preceding parts of this chapter, a detailed description of the findings about practical performance and factors hindering female students to participate in physical education activities in the school and out of the school environment has been presented and the last part of this chapter deals with a brief discussion of the main findings of the study.

### **4.2.1 Female Students Participation in Classroom and in Practical Activities**

Regarding this issue, the findings in the study indicate that, majority of the female students 71(56.8%) responded that, they do not participate in asking or answering questions in the class of physical education.

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

The participation of female students in physical education class and in practical field activities in demonstrating practical activities in front of students is rated by female respondents, 8 (6.4%) was low. This is due to low encouragement and less attention of teachers to female students.

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

The finding in general indicates dawn scaling of female's ability by their teachers, peer groups; family, the community at large and female students self-perception about their own abilities are the reflection of the culture in the

society. The fact that female student's low self efficiency, perception, low perception to the subject, low confidence in their ability, low participation in class rooms and in the field contributed to the low participation and performance of female students in physical education class and practical field activities.

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

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

#### **4.2.2 Factors Affecting Female Students Participation in Physical Education**

The study also found that, the major factors that affect the participation females students are generally lie under home and school environment including parental support and household labor which may contribute for their lower participation in physical education activities.

In this regard, the findings of the study appear to indicate the factors that resulted to the present perception of female students towards physical education. These factors are presented hereunder.

##### **I. Factors at Home Environment**

Female students poor performance at school can be related to house work which includes cooking, taking care of their younger brothers and sisters at home, family negative attitude and protecting them to study with their

neighbors or friends, unequal treatment between the sexes and allowing only for males. These are some of factors which hinder female student participation in extracurricular sport activities to improve their skill as compared to boys. This finding comply with the response of teacher's and the interview made with directors also indicates that, because of domestic labor at home, girls do not have sufficient time for the study, to do their assignment and to participate in sport competition during extracurricular activities .

## **II. Socio-Cultural Factors**

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

Mensch (1998) stated that, the way girls and boys are treated furring their childhood development, how they are expected to behave by their family and the society at large has a great influence on their schooling and future aspirations. Society encourages females to identify and develop the role they are expected to play in their future life similarly, society's positive perceptions and attitudes toward female student's participation in education in general and in physical education in particular has great impact on nutrition, health, family planning and to promote their future life style in general.

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

## **III. School Factor**

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

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

Regarding physical education facilities, in the study schools was observed that, there are still poor facilities. In addition, most facilities are not sufficiently available compared to the class size.

Despite all this, yearly interschool sport competitions under Gulelle sub-city administration sport bureau were held according to their schedule. All the directors interviewed reaffirmed that; schools are trying in facilitating sport materials needed for the competitions. The woreda sport experts also responded that, woreda sport office and the schools are cooperating for these events, especially to increase the participation of female students indifferent sport activities.

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

#### **IV. Role Modeling**

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

It is suggested that the presence of female teachers in the school can contribute: As the society looks these female physical education teachers they will change their old traditional outlook against females, encourage female students by looking at their role models, telling their problems frankly without shame, people can understand that physical education can be taken as another field of employment.

The response from the female students reaffirmed the above finding. Female students who learn by female physical education teachers gave them better opportunity to share their idea freely particularly during menstrual period, to feel confident, and to rethink about females can perform as like that of males..

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

#### **V. Teachers' Perception Towards the Relevance of Physical Education Curriculum**

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

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

A study also found that, there is an underestimation of the physical education by the school administration and other subject teachers. As majority of the physical education teachers indicate that, the school administration and other department staff members do not give enough attention for the subject. This resulted, a negative attitude towards the subject by the students and the society at large.

Therefore, to change this perception and underestimation of the subject, training and awareness creation about the uses of physical education for school principals and other department staffs. This would play a significant role by mobilizing the school community and the society to change their attitudes towards the subject relationship and making educational decision whenever the situation requires.

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

## CHAPTER FIVE

### SUMMERY, CONCLUSION AND RECOMMENDATION

#### 5.1 Summary

This study was conducted in Entoto Amba secondary school and Yekatit 12 preparatory schools with the main objective of assessing the trends of female participation in physical education class activity. Specifically the research tried to identify female performance in the physical education class activity, to explore females and males participation and to assess the challenges and prospects of female participation the physical education class activity. In order to achieve the stated objectives, descriptive survey method with qualitative and quantitative approach was used. To collect the required information different instruments of data gathering tools and techniques were employed i.e. questionnaires, interview, classroom and field practical observation, and document analysis were used. The sample populations were female students, physical education teachers, principals, Sub-city Sport officers and Woreda educational officers were approached.

The data collected from questionnaires and document analysis was analyzed by using simple percentage and data from interview was analyzed by using narrative approach. Finally, the study has come up with the following conclusions.

#### 5.2 Conclusions

Physical education is the integral part of the total education activities which enhances and integrates the physical, social, and psychological aspects of an individual's life through directed and selected physical activities.

Therefore, one has to understand that physical education plays a great role in the society, especially for females if efficiently and effectively practiced. Some of

its significance includes mental and physical development, social and cultural, biological physiological, moral development and etc.

Hence, based on the findings of the study, it can be concluded that:

Female student participation in secondary school of Entoto Amba and Yekatit 12 was encouraging. Regarding the age of respondents, most of them were 13-15 years of age which is an appropriate age for the secondary schools.

- As far as the participation of female students in physical activities is concerned, female students should participate by breaking all the barriers from their surroundings. Hence, the research indicated that imposition of tradition upon females' students being considered as not equal to males and looked down by their families and male counter parts.
- Special assistance was not given to female students to encourage the participation in physical education and sport activities.
- Cultural imposition of the society looking of female students as they are not equal to male students and insult and attack because of their sex. This has resulted negative impact on the motivation of female students from participating in physical activities.
- Role model teachers are an important part of social learning. They can increase the number of female student's enrollment and participation and enhance competence, self-esteem, success and other ways of thinking and doing things. But, the research indicates that, there are small numbers of role model female teachers in the secondary schools of Gulele Sub-city in general and in physical education in particular.
- Cultivating self-esteem in students can help to lead them to achievement because feelings of high self-esteem can lead to successful academic performance especially female students. Hence, female students have to be motivated and be given moral in every angle in the society by providing support

such as sport materials, preparing suitable clothes changing rooms and sport fields.

- Teachers are source persons who work with the learners closely and know them better than others concerning learning. So, the curriculum which is being designed should involve teachers are the most influential persons on their students attitude and performance which may directly or indirectly transmit message in the community.
- Physical education is a field of action and rules. The importance of self involving physical participation and movement is a planned exercise in growth mechanically designed and not analytically described. However, it was not considered as an academic subject and only as supplementary course for other subjects by respondents.
- Instructional materials are resources that can assist a teacher in bringing about an intended desirable behavioral change in female students. In this regarded, the study pointed out that there was shortage of teaching materials in physical education activities for male and female students to practice which hinder their participation in physical activities.
- The perception that considers female students incapable of performing physical activities as male students does. As a consequence of which, low expectation of teachers, peers to females performance and female students themselves lowering their performance in physical education and sport activities, these appear to be the major factors that contribute to female students low participation in the school and out of the school environment.
- Some environments in which female students live contribute to their existing tendency towards physical education activities.
- Parents give less attention to their daughter education, and that responsibility to more domestic labor put female students in a disadvantages position than male students and the work load leaves them with no or little time to study, to

play and participate in extracurricular sport activities and this situation particularly affects their attitude and performance toward physical activity.

### **5.3 Recommendations**

Educating female students has a considerable social return. It is one of the critical pathways to promote social and economic development of the society. This must be a central concern in efforts to improve learning achievements, school effectiveness, teacher motivation, education management and issues to resources allocation and availability that create good environment where female students can participate in physical activities fully. As a result, the participation of female students were not given due attention. To mitigate these problems, it would be advisable that the school directors, teachers, Woreda education officers, Sub-city educational experts, youth and sport representatives and other concerned bodies have to consider the following recommendations.

- To increase classroom interaction, teachers have to encourage and motivate female students to develop positive attitude and to participate in asking and answering questions in physical education classes.
- When boys and girls become more mature, boys tend to dominate leadership roles in working group to play fields and in organized sports. Therefore, to develop socialization, group activities should be encouraged by teachers and male students to bring success among female students.
- Female students existing perception about lower capability in performing physical activities out of the school environment has affected female self-esteem, self-confidence and attitude which in turn has an effect on their performance. Therefore, Gulelle Sub-city administration educational desk, schools and other concerned bodies have to work hand in hand to promote and change the existing picture of female student's participation in physical education by providing incentives to those who perform better.

- During observation, some of the existing facilities were inadequate particularly in those schools. These schools should, therefore, be facilitated by using the government and the societies resource investing on building classrooms to reduce overcrowdings in sport fields, buying sport materials, making available water supply, separate male female latrines, building cloth changing rooms, teacher guidelines, textbooks and other gender sensitive materials.
- Schools create a good relationship with parents and give them awareness about female student's academic performance, participation in school clubs, the importance of extracurricular sport activities in relation to health and their future life style.
- Female students have to participate in school and outside the school environment in sport activities like their male counter parts or equally to their brothers. Therefore, parents fear of opposite sex relationship and low academic achievement of their daughters has to be changed by creating good communication with the school and by orienting and teaching their daughters to avoid risk behaviors by arranging study program and sex education to encourage them to participate in extracurricular sport activities.
- Workload at home environment has an effect on female student's participation. Therefore, the extra time they should have to be distributed for the study, recreation, housework and for other activities. In line with this, female students also have to respect their parents will and interest by developing positive discussion with their families to create a common understanding.
- By giving opportunity and training, increasing the number of female teacher's particularly more female physical education instructors into the profession by the Addis Ababa City Administration and Sub-city

education bureau will bring role models close to female students and they can provide special care and encouragement to female students.

- In order to increase teacher's capabilities up-grading in regular, extension and summer program in the field should be expanded and introducing the curriculum of physical education by using workshops and seminars should be arranged to create more awareness among physical educators.
- Department heads and principle have to orient and encourage teachers to produce and utilize relevant instruction materials which are locally made to promote the teaching learning process in the field of education.
- In order to make curriculum effective, female and male physical education teachers, other female experts, parents, the community at large, non-governmental organizations, and other concerned governmental offices should be involved during designing the curriculum of physical education which helps to balance and avoid unnecessary gender biased examples and explanation given in the text books.
- Scarcity of sport materials and sport field discourage students in general and females in particular, therefore, schools should allocate budget to purchase sport materials including teachers sport suit, to construct sport fields and to prepare intramural sport competitions and should include in their annual plan.
- The schools were not having clinics in their school compound. This create fear in students mind and discourage participation particularly females in physical education activities especially in contact sports and gymnastically activities. Therefore, the schools in cooperation with city administration and sub-city health office, the red-cross, donors, and woreda educational desks, parents and other concerned bodies should establish clinic in the school to give first aid and teach about health and how to protect themselves from injury.

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## Appendix I

**Addis Ababa University**  
**Post graduate Program Studies**  
**Department of Sport Science**

A questionnaire designed on “the trend of female student’s participation in physical education activities in Entoto Amba and Yekatit 12 schools.

This questionnaire is to be filled by female students. The purpose of these questionnaires is to collect information on the trend of participation of female students in physical education activities. It also based on identifying the major problems in the practice of physical education activities of female students. Therefore, you are kindly requested to fill-in this questionnaire ideas that in corporate different issues related to the paper your realistic response will achieve the success of the research.

Thank you in advance for your response

### **I. Write your own Background Information on the Space Provided**

1. Name of the school \_\_\_\_\_
2. Grade \_\_\_\_\_
3. Age \_\_\_\_\_

### **II. Put a “✓” mark in the boxes when the correct answer is found.**

1. Can you ask teachers when they explain and demonstrate through theory and practice to repeat the practical activities  
A. Yes  B. No  C. Sometimes
2. To what extent is your participation in physical education activities especially in practical session?  
A. Very high  B. Medium  C. Low  D. Every low

3. Do parents support available physical education material to their daughters to participate in sport activities?  
A. Yes       B. No
4. Do male students show superiority in physical education classes?  
A. Yes      B. No      C. I don't know
5. To what extent is your commitment to win when the school organize sport competition?  
A. High       B. Medium       C. Low       D. Very low
6. At the time of menstrual do you think to practice physical activities  
A. Yes       B. No
7. Do you contact with student council to discuss problems related to how to participate in sport activities?  
A. Yes       B. No       C. Sometimes
8. What are the factors that impaired female's students not to achieve good results better than male counter parts in physical education activities?  
A. No unique hindrance to female students   
B. Lack of ability compared to male counter parts   
C. Low attitude and perception of male students towards female students   
D. Lack of time because of household work to participate in physical education activities
9. Do you think that female students and male students can perform equally in physical education activities?  
A. Yes       B. No       C. To some extent   
D. I don't now
10. Do you believe that the participation of female students in physical activities can contribute for your health and development of the country?  
A. Yes       B. No   
C. Partially I believe       D. I don't now
11. Is there Intramural competition in your school for female students?  
A. Yes       B. No

12. If your answer to question "11" is not what is reason in your opinion  
Explain \_\_\_\_\_

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### III. Rate the Following Question

13. Which of the following factors do you think will impede your  
Participation in physical activities?
- A. Teachers approach
  - B. Lack interest on the subject
  - C. Participating in physical activities is difficult and boring
  - D. Absence of room for changing clothes separate latrine and water service
14. Cultural hindrance is more created and caused by
- A. Being seen by sport tights and shorts which shows their body
  - B. Undermining of females students by male counterparts
  - C. Giving stereotype names to females when they found in sport fields
  - D. Low attention given by teachers than male counterparts
15. What are the causes that hinder females to participate in sport activities?
- A. No parent's permission
  - B. Lack of time
  - C. Lack of appropriate sport facilities for females
  - D. Economical problem to buy sport swears and materials
16. What are the major hindrances when female students practice in the  
Physical education classes?
- A. Cultural influence
  - B. Religious influence
  - C. Family influence
  - D. Social influence

17. What do you think if female teachers are assigned in physical education?

- A. Increase the participation of female students in physical activity
- B. Females can be free from male domination
- C. Free to explain ideas and problems
- D. The presence or absence of female physical education teachers doesn't bring any change in our physical performance

18. Rate the solutions to be performed in order female students to

Participate in physical education activities.

- A. Giving sex education
- B. Changing the attitude of parents towards their daughters
- C. Changing the attitude of teachers towards female students
- D. Sensitizing directors, teachers, male peers family and the society at large about the importance of female education in general and physical education in particular

**Appendix II**  
**Addis Ababa University**  
**Post Graduate Program studies**  
**Department of Sport Science**

A questionnaire set on "the trend of female student's participation in physical education activities in Entoto Amba and Yekatit 12 schools.

This questionnaire is to be filled by teacher. The purpose of this questionnaire is to gather the available data on the participation of female students in physical education activities of Entoto Amba and Yekatit 12 schools. It also aimed at detecting the major problems in the practice of physical education activities of female students. Hence, you are kindly requested to fill-in this questionnaire that accommodates different ideas related to the research. The success of this research depends on your genuine response to the questions.

Thanks you in advance for your cooperation

**I. Please write background information on the space provided.**

1. Name of the school \_\_\_\_\_
2. Sex \_\_\_\_\_
3. Age \_\_\_\_\_
4. Qualification \_\_\_\_\_
5. Subject taught \_\_\_\_\_
6. Grade level \_\_\_\_\_
7. Work of experience \_\_\_\_\_



9. If your answer to question "8" is not what is reason in your opinion  
Explain \_\_\_\_\_  
\_\_\_\_\_

10. Did the school give sex education using programmes?

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

11. to what degree as female students participant in co-curricular activities  
and sport competitions?

A. High       B. Medium       C. Low       D. Very low

12. If your answer for question "11" 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

E. If you have other opinion \_\_\_\_\_  
\_\_\_\_\_

13. Rate the following hindrance at the time of practicing physical  
education activities?

A. Biological/physiological       B. Psychological

C. Physical

14. Do you believe physical education activities can integrate with the  
Societies interest?

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

15. Do you expect physical education and designed and organized in the  
Curriculum properly?

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

16. If your answer to question "15" is No, which one of the following was  
the problem?

A. Not giving due attention to the subject area

B. Instructional materials

C. Skilled manpower

D. Lack of syllabus relevancy with the existing conditions

E. If you have other opinion \_\_\_\_\_  
\_\_\_\_\_

17. Do you believe physical education has equal perception from the other subjects by school administrators and school society?
- A. Yes       B. No       C. Idont know
18. Who are the students consecutively absent and dropout during teaching learning process?
- A. Boys       B. Females       C. Both
19. What do you recommend (advise) in order to enhance the Participation of female students globally and with in the country?
- A. Change of attitude at school level
- B. Encouraging female students to participation sport
- C. Inviting role model known sport men/women in sharing their Experience through mass media
- D. Arranging sport competitions at school level
20. Rate the problems (factors) that hinder female students not to Participate in physical education activities?
- A. Lack of educational background knowledge and understanding about females participation in physical education activities
- B. Lack of female students understanding attitude to words physical education activities
- C. Negative attitude of the community, the religion and the culture to wards participation of female students in physical education activities and sport competitions
- D. Low attitude of teachers and male students towards the participation of female students in physical educations activities and sport competitions
- E. Lack of encouragement and understanding of directors and administration employees towards female students participation in physical education activities

## **Appendix III**

**Addis Ababa University**  
**Post Graduate Program studies**  
**Department of Sport Science**

Interview guidelines prepared to schools Directors and woreda educational and sport office experts

- 1) Is there a place for female students where they can change their cloths, where they can wash their body, toilets and other necessary materials in your schools to make them participating in health and physical education class activity?
- 2) What is the effort that female student make to win in sport competitions in your school or out of the school?
- 3) What is specific assistance that is given to improve and develop the female student's effort in your school?
- 4) Do you think and believe that the presence of female teachers increase the participation of female student in your school?
- 5) Do you think that the society, family, schools Administration workers, teachers, principals and male student have the roles to motivation the participation of female students in school and other sport activities ?

## Appendix IV

### Observations checklist

N.B excellent = 4 explain clearly objectives, and asking question using simple language

Very good =3 Ability to attract students and demonstrate the activities properly

Good= 2 using instructional material for teaching

Poor = 1 Poor methods of preparation

Name of the school \_\_\_\_\_

Sub city \_\_\_\_\_ woreda \_\_\_\_\_

Grade \_\_\_\_\_

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

No	Activities	4	3	2	1
1	Clarify of objective\				
2	Ability to explain issues which are not clear				
3	Skill of asking questions with simple language				
4	Method of teaching that the teacher used to make the lesson attractive and participative i.e (discussion, argument, debate , field practice, exercises problem solving etc)				
5	Encouraging students to related theory with practice and skill of participation on the practical activities.				

## Declaration

I the undersigned, declare that this thesis is my original work under the guidance of my advisor and has not been presented in any university or colleges. All relevant source of materials used for the thesis are duly acknowledged.

Name Fitsume Sintayehu

Signature \_\_\_\_\_

Date \_\_\_\_\_

The thesis has been submitted for examination with my approval as university advisor.

Dr. Sahilemichael Bezuneh

Signature \_\_\_\_\_

Date \_\_\_\_\_

Addis Ababa University