

**FACTORS THAT AFFECT THE PARTICIPATION OF FEMALE
STUDENTS IN PHYSICAL EDUCATION CLASS IN EAST BELESA
WOREDA**

**BY
HENOK TESFA**

**A THESIS SUBMITTED TO ADDIS ABABA UNIVERSITY IN PARTIAL
FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF
MASTER OF SCIENCE IN SPORT SCIENCE**

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ABBREVIATION AND ACRONYMS

EBWEO:	East Belesa woreda Educational Office
GSS:	Gohalla Secondary School
GPS:	Gohalla Preparatory School
HSS:	Hamusit Secondary School
ICDR:	Institute for Curriculum Development and Research
NO.:	Number
PE:	Physical Education
%	percentile

ABSTRACT

The major purpose of this research was to assess the factors that affect the participation of female students in physical education class in Hamusit secondary, Gohall secondary and preparatory schools. The total population of the study were 1323 (100%) and 411 (31.1%) sample were taken out of which 400 (30.5%) female students, 3 school administrators and 8 physical education teachers were selected for the study. Comprehensive and random sampling techniques were used in the study. Data collected from the participants were analyzed using tables and interpreted by means of both qualitative and quantitative analysis methods. Some of the major findings include the majority of female students in the sample schools have less interest to participate in physical education class, cultural, Biological, past experience, Economical, physical and physiological factors are major factors that hinder the participation of female students during physical education class. Hence, it is recommended that depending on the result of findings, concerned bodies such as parents, physical education teachers, Zone and woreda educational bureau, etc, should create awareness for female students about the benefits of physical education subject. Physical education teachers should apply student centered teaching approach in order to motivate female students.

Key words: Biological factors, PE, Psychological factor, socio cultural factor and socio economic factor

CHAPTER - ONE

INTRODUCTION

1.1 Background of The Study

Education is a process and practice geared towards shaping an all rounded personality through a harmonious and integrated development of mental, physical, social, moral and spiritual power of human being. It is the total process of human experiences imparted by which knowledge is acquired, skill is developed, attitudes and values formed. Therefore, education is an instrument in tapping individuals' talent, potential and personality development so that individual can improve their lives and the community at large. Education helps a country to create strong and competitive economy which can effectively cope up with the challenges of development and can adapt to the changing market and technological condition in the global economy (Sidentop, 1998).

The overall cultural, social and economic development of a country depends up on the degree to which it ensures 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. However Compared to males, females have less access to enter schools, are not provided with equal opportunities at all levels of education and hence do not enjoy the benefits of education that males do (Tsigie Haile, 1991).

Female education in the third world suffers from low participation, poor performance and gender biases, which are the outcome of the society's discriminators practices on females.

The main objective of physical education is to develop physical, mental, social, motor and skill through physical activities.

As indicated by ICDR (2001) Physical education syllabus for grade 9 – 12, physical education is an essential subject matter which focuses on learning in the psychomotor domain and the development of life time patterns of physical activity. Male and female students involved in physical activity develop coordination and abilities useful in work and play, develop ethical behaviors and 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.

According to Leonard II and Knapp (1968) 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 contributed to group welfare through home, community, state, national and world citizenship experience appropriate for each individual .

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 (Fekede Eshete, 1997)

There are major factors that hinder the participation of female students during physical education class such as biological factor, cultural, social, physical and physiological, Economical and school factors. However, females can show remarkable improvement in their physical features by making continuous physical exercise. To this end physical education plays a decisive role.

According to Stivachitis, K (1999) Restriction or prevention of women or girls from sport and recreational activities is an act of discrimination which violates the enjoyment of their human rights. The promotion of sport and physical education for girls is an important tool to eliminate socially constructed gender stereotypes.

As stated above all those factors may be rooted from different direction. Even though the major factors that hinder female participation during physical education are sensitive issues, there are some adequate research works that are conducted to identify these factors. Therefore, this study attempt to assess factors that affecting the participation of female students during PE class in case of Hamusit secondary, Gohalla secondary and preparatory schools in north Gondar zone, East Belesa woreda.

1.2 Statement of the Problem

This research is entitled as; factors that affect the participation of female students in physical education class in East Belesa Woreda.

The educational system of any country is designed to develop the learner's problem solving capacity and adaptability by building up knowledge, ability skill and attitude, The teaching learning process the educational policy of the country and the curriculum are required to be backed by suitable methods and strategies (sidentop,1998)

Physical education is one aspect of Ethiopia educational policy and curriculum to develop the learner's ability such as female students by building up knowledge's and skills.

However female students less participate towards physical education class with comparison to male therefore to improve performance of female students in physical education class should have to achieve its objectives it has been observed that this study are not properly maintained to assist the work of students only. It has significant role in achieving the overall objectives of both teachers and students.

In the researchers' four year experience as well as physical education teacher, the researcher has observed that factors that affect the participation of female students in physical education class. In East Belesa Woreda secondary and preparatory schools female students are fewer participants because of those factors. In light of this fact the researcher become interested to conduct this study. Therefore, this study examined factors that affect the participation of female students in physical education class in East Belesa Woreda. The following leading question would be answer in order to check the attainment of the stated objectives.

- Is biological factors influence the participation of female students in PE class?
- Is socio-cultural factors influence the participation of female students in PE class?
- Is instructional material and facilities influence the participation of female students in PE class?
- Is socio-economical factors influence the participation of female students in PE class.
- Is motivation enhancing the participation of female students in PE class?
- What methods are used to increase the participation of female students in physical education class?

1.3 Objectives of the Study

General objective of the study; The general objective of this study was to assess the factors that affect the participation of female students in physical education class in Hamusit secondary, Gohala secondary and preparatory schools.

Specific objectives; this study also tried to achieve the following specific objectives;

- To identify and explore the factors that affects the participation of female students in physical education class.
- To investigate the role of teachers and administrators for the effective participation of female students during physical education class.

1.4 Significance of the Study

The significance of the study are to;

- Investigate factors that hinder the participation of female students in physical education class.
- Examine factors affecting female students participation during physical education class.
- Initiate female students to actively participate during physical education class.
- Provides a clue for future researchers about the factors that affecting the participation of female students during physical education class.

1.5 Delimitation of the Study

The researcher after preferred the title of the study. The researcher need to do the research on the whole schools of female students in the North Gondar Zone. But such type of research need a long time and high budget, so the researcher was enforced to choose Hamusit secondary, Gohala secondary and preparatory school in East Belesa Wereda.

1.6 Limitation of the Study

The most serious limitations are lack of reference materials and other resources, including related researches in our context, besides these, there are factors that may have negative influence on findings such as internet access, financial constraints and the load of work.

1.7. Definition of Key Terms

- ❖ **Attitude**;-a predisposition or a tendency to respond positively or negatively towards a certain idea.
- ❖ **Games**;- are any form of playful competition in which the outcome is determined by physical skill, strategy, or chance, singly or in combination.
- ❖ **Intramural**;- it is recreational sport, organized within a set of geographical area.
- ❖ **Physical activity**;- is any bodily movement produced by the contraction of the skeletal muscles that increases energy expenditure above base line level.
- ❖ **Physical fitness**;- is a state of health or condition of the body ability to withstand the stress of daily life.
- ❖ **Play**;- is a physical activity which used as amusement.
- ❖ **Preparatory school**: school which have levels from grade 11- 12
- ❖ **Secondary school**;- school which have levels from grade 9 - 10
- ❖ **Sport**;- is a specialized or higher order of play or as a game with certain special characteristics.

1.8. Organization of The Study

This study consists of five chapters. The first chapter deals with introduction, statement of the problem, objectives, significance, limitation of the study, delimitation of the study and definitions of key terms. Chapter two deals with literature review. The methodology and procedures are dealt with in chapter three. Chapter four includes results, analysis of the data and interpretation of the data. Chapter five deals with summary, conclusion and recommendations of the study, and finally a list of reference materials and the questionnaires that was used in the study is attached at the end of the paper.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1. Female participation during physical education class

According to Jones et al (1997) Female participation during education is a tool to enable citizen to make all a rounded participation in development process. The participation of female in socio-economic programs especially depends on their educational background educating girls and women are critical to achieve the benefits as well as the improvement in the areas of health. The female participation gap in physical education is wide in developing countries. In developing countries with low female participation is one the cause for female to be under privileged underrepresented in development programs. These raise the issue that the role of educational and female participation should be analyzed and studied. Living in an overly obese society, we must do our best as physical educators to promote lifelong physical activity to our students. We must do everything in our power to improve female student's perspectives on and experience in physical education and to life style.

Different studies were conducted on the participation of female students in PE for example, in Saskatche when, Avery Girolami and Humbert (1998) stated that in the school selected for their study, over 80% of the young women who participated in physical education when it was compulsory did not enroll in optional physical education class.

Another study focusing on participation in physical education (king and closes,1992) determined that young female participation in physical activities and us likely to be physically active at age 20. If girls are turned off by physical education in higher preparatory and secondary school. They are much us likely to remain active as adults..

2.2 Factors affecting the participation of female students during Physical Education Activity

According to Sidden top (1998), High school physical education was endangered species. A subject matter that might gradually became extinct in secondary curriculum. He argued that in increasing lack of expectations for significant out come in high school physical education and

own more learning. Concern that students have stopped care about physical education would bring in physical educators have duty to alter the expectations of high school students have due to alter will be in effective if negative attitude towards the course lead students to ignore its value. Attitude is the agent that can change perceptions and the catalyst that can make physical education a positive education experience.

Female participation in physical education class is highly influenced by different factors. Like biological factors menstrual, physical and physiological and psychological factors like personality, self-concept etc. and socio-cultural factors like family, school, culture and media and also socio-economic factors.(Ibid)

2.2.1 Biological Factors

Menstruation

According to Hargreaves (1997), strenuous exercises did not negatively affect the menstrual cycle, nor did menstruation significantly affect physical performance. For many years strenuous exercises has been believed that delayed onset of the menstrual cycle caused many girls to continue playing sports based on the observation that menarche occurred later in athletes than non-athletes.

Girls experience less physical distress associated with their menstrual cycle when they play sport. Many reports highlight the positive influence of moderate and regular physical activity on the menstrual cycle. There is no doubt that the benefits of playing sport far outweigh the disadvantages in respect of young developing female bodies. There is some correlation between strenuous physical activity and delayed menstrual cycle. For long period of time there has been such believe that physical exercise has negative(-ve) on menstruation and given for the least many years medical perspectives indicated that physical activity during menstruation is not have come to stage to disprove the belief.(Ibid)

As shaver (1981) further reported a study had been made in Hungary on women athletes and it was found that there were disturbance on the set of during the menstrual period doubt women athletes is much greater than the amount of general female population.

Physical and Physiological Influence

Shaver (1981), argued that the physical fitness of women in sport has always been questioned because of a variety of physiological concerns including the menstrual cycle, reproduction, damage to breasts and genitals. There are some difference in physical and physiological aspects between male and female. These differences have no effect on female to participate in different sports. Anatomical and physiological differences are quite apparent between the two sexes particularly after puberty period

Early studies argued that females should not be involved in sport, due to the deleterious effects of physical exertion on the frequency of menstruation and the fact that the reproductive organs of female can be affected. These beliefs prevailed for years and later evidence began to prove these early beliefs wrong (Leunes & Nation, 1991) Pre-adolescence is (9-11 years) a stage that involves a slow but consistent form of growth. It is a calm period just before rapid onslaught of adolescence. The body is undergoing developmental changes in the skeletal system, muscular system and motor development.

Accepting one's physical appearance and being able to deal with the physical changes involved with maturity and growth is one of the most crucial developmental tasks common to most adolescents (Brettschneider & Hein, 1997).

Frydenburg & Lewis (1993) suggested that Adolescence has been referred to as a period of „storm and stress“ and it is also a period when the teenager is confronted with a series of hormonal hurdles and developmental challenges Adolescents have to deal with a number of issues simultaneously, including the development of an identity, achieving independence away from the family, and at the same time acceptance by the peer group. Most important is the transition from childhood into adulthood, which comes with many psychological and physiological adaptations.

Pregnancy

Anecdotal evidence shows that pregnancy does not hamper performance of women who choose to participate in sport throughout their lives. Leunes and Nation (1991), stated that Irwin, who was a female athlete, won an Olympic medal in diving when she was four months pregnant. Another example is that of Hays who successfully completed the world championship rodeo as a bareback rider when she was eight months pregnant. It also appears that athletes return to top form rather quickly after having had children.

Geber et al (1974), concluded by saying that females could look forward to having an active and exciting sports life uncomplicated by irregular menses, pregnancy and childbirth.

Body Form

According to Coakley (1986), discussed myths that excluded females from sports, in the process of playing sport; it is believed that females might damage their breasts. There is no evidence that shows that the breasts or reproductive organs are at risk at any point when females take part in sport. Breasts are the least vulnerable organ of the female body.

Eitzen & Sage (1993) stated that the uterus is said to be the most shock resistant organ. In fact, males are more susceptible to injury and trauma because their sexual organ is external.

Kane (1998) explored that the bone structure of females is definitely smaller and more fragile. Females gain strength as they mature and several studies have indicated that sort-term training programs can increase muscle strength in all children. At the age of 14 years the growing rate for girls slows down and if they continue being physically active then they increases their strength. Females have the ability to enhance their physical strength that would eventually enable themselves to perform at high competitive level.

2.2.2 Psychological Factors

Youth Identity

Youth identity has in the past been an area of interest and the concept has been used differently in various approaches thus leading to controversy. According to Bredenberg & Bredschneider (1997), youth identity by identifying a close correlation between identity development in

adolescence and developmental tasks. Such tasks include acceptance of one's physical appearance as physical changes occur and understanding that these changes would lead to growth, maturation, and building good value systems as a guide for personal actualization.

Brettschneider (1997) suggested that identity has two definable components, namely personal identity and social identity. Personal identity develops on the basis of continuity of self-experience in the course of life. Social identity evolves from the image that others help to create for the self. The development of an identity during adolescence is a process through which an individual maintains a balance between personal and social identity, which means it is important for the youth to know themselves. Self-knowledge empowers them in the realm of decision-making.

Personality

Morris & Summers (1995) stated that people have different views as to who can and cannot play sport. It is a common belief that certain personality types are more suited to the sporting arena. Individuals across the spectrum of personality types initially have a tendency to participate in sport and should individuals feel uncomfortable they will withdraw, leaving behind a group that is more homogeneous in their common interest. The decision to play sport might be an individual choice driven, instilled and inspired by external factors that usually have little to do with personality types. External factors include encouragement and motivation from parents, teachers, peers or even role models in the community.

A conducive sporting environment could also be a motivating factor and the media can be a powerful tool to instill an interest and affinity to sport (Harris, 1994).

Prakasa and Overman (1984) asserted that sport, traditionally has been thought of as a process of physically building men and the „male“ athletic personality; this is viewed as tantamount to the „male personality“. This view suggests that an athlete is supposed to be competitive, rugged, aggressive, tough, independent, dominant, assertive, achievement-oriented and self-controlling. A „real“ woman is supposed to possess different psychological and physical characteristics thus implying femininity and possible fragility.

Self-Concept

Brettschneider & Hein (1997) cautioned that self-concept is established when people gather information that changes whenever an individual encounters new experiences, it also represents complete knowledge of a person about self, which enables the individual to know her/his own competencies. „Each person develops perceptions and ideas of his/her abilities, characteristics and personal ways of acting, eventually providing a sense of meaning on a self-rating of quality. In this sense, the self-concept is the result of a naïve theory or an internal model of a person, which directs behavior and which is either confirmed or modified on the basis of behavior and experience“.

The different encounters and interactions that one has with other people will enable the individual to know more about him-self or herself. As an individual associates with other people these encounters will either enable them to improve or change their behavior and sometimes even agree with their present behavior. Female teenagers are greatly influenced by the evaluation of significant others, they appreciate reinforcement and encouragement based on their own actions.(Ibid)

Brettschneider and Hein (1997) argued that self-concept allows females to assess themselves by acknowledging their weaknesses and strengths. Often females compare their performance to that of other participants and with time, if their performance improves, then their self-concept also improves and the female sport participant feels competent in what they are involved in. Being competent in a particular sporting code enables the girls to be self-motivated and builds self-confidence. A positive self-concept in teenage girls who participate in sports elevates the level of self-esteem.

Digest (1997), asserted that sport helps to build confidence and a positive body image, which can be linked to lower levels of depression according to women’s sports foundation.

2.2.3 Socio-Cultural Factors

Davies (1996) suggested that during infancy and childhood, children develop attitudes, which are formed through their interaction with their world. Parents and family members play a pertinent role in this regard. As the child develops, school influence becomes more important. When

learners are outside the home they are exposed to different behaviors and attitudes. From primary school to senior secondary school, learners make choices, which can build or destroy them as individuals. Individuals adopt attitudes and behavior patterns and these are internalized.

Entrenching such behavioral patterns will depend on whether such behavior is approved of in the family dynamics. If these, patterns are accepted by the family then they would be reinforced. The adoption of attitudes and behaviors in relation to sport is often associated with the need to be accepted by their parents, community and the society they interact with on a daily basis (Davies ,1996).

Harris (1994) stated that the family is said to be generally responsible for early sports socialization and interest in sport is often preceded by the parents' interest. Socialization is „the process where by individuals learn skills, traits, values, attitudes, norms and knowledge associated with performance of present or anticipated social roles. The sport socialization process contains three components the socialization into sports refers to the social and psychological influences that shape an individual's initial attraction to sports. These influences include the prevalent attitudes and values within the family or the peer group.

Brustard (1992) explored that socialization via sport refers to the acquisition of attitudes, values, and knowledge as a consequence of sport involvement. Socialization out of sport involves those influences that contribute to an individual discontinuing his or her sport participation'". The following socializing agents directly or indirectly influence the choice that would be made by teenagers on a daily basis. In this instance it will be the choice to either participate in sports or not.

Family

Varpatoli (1986) suggested that sport has been trivialized, regarded as separate from life and as unrelated to the broader social context and processes. The family prevails as the primary socializing agent and to a high extent it also defines appropriate gender behavior, which sometimes could include sport. Numerous studies have indicated that other people who are usually seen as role models have influenced many individuals who become involved in sport. The family is said to be generally responsible for early sports socialization, including modeling, reinforcement and the shaping of the observed behavior (Haris, 1994).

Buffer et al (1996), also argues that the socializing process at home for both sexes is different. Boys usually get more support and encouragement to get involved in activities, which offer sporting opportunities. They are furthermore provided with role models who encourage and support participation in physical activities. Girls however, may not be encouraged to become involved in physical activities.

Snyder and Spreitzer (1976), stated that girls receive greater encouragement for certain sporting codes which are seen to be more feminine. Girls are encouraged to participate in gymnastics rather than baseball and athletics.

There are two important theories that indicate that motivation starts at home. The first theory, Harter's Competence Motivation Theory (1981), indicates that the learner who receives disapproval from significant others will have a diminished sense of competence. Control will greatly rely on external forms of information and approval, which implies that extrinsic motivation, will enhance performance. Learners who receive parental support will be motivated to perform better than those learners who are not motivated by their parents. Interest in sport by children is usually preceded by the parents' interest (Harris, 1994).

The second theory, Nicholls' (1984) Theory of Achievement Orientation states that through achievement the child will display great interest in pursuing challenging opportunities in the future. Nicholls' theory relates to differences in understanding the meaning of competence or ability. Some people think that competence implies performing better than other people and this is termed an ego-involved orientation.

In contrast, other people see competence from a personal point of view, which can lead to personal improvement and this is referred to as task-orientation. According to Nicholls' theory the motive is to demonstrate some level of competence mediated by underlying differences in the personal interpretation of achievement. This theory has attracted a lot of attention but unfortunately has not been empirically tested within the youth sport realm (Higginson, 1985).

A major difference between the two theories is that Nicholls (1984) argues that the demonstration of competence is the most gratifying feeling in the sport fraternity, as opposed to Harter, who emphasizes that the attainment of competence is what, is most rewarding in any

world of sport. The demonstration of competence, particularly for learners who have worked extremely hard to reach that level, could be very rewarding.

According to Higginson (1985) found that parents were the main socializing agents in the early years of both girls and boys. As the individual gets older significance of family support seemed to decrease and peers, coaches and teachers become the main supportive agents.

The School

Frydenberg & Lewis, (1993) suggested that school is a place to fulfill certain social roles with peers and the opposite sex. Most of the decisions that teenagers make are important for their development and self-actualization and this might have a big impact on their lives at a later stage. If the pressure to participate in sport is not generated at home, then it should come from the coaches, peers and particularly the teachers who are the main driving forces within the education sector. Schools are thus important as it mold's the lives of our developing teenagers.

On the other hand, Engei (1994) also indicated that schooling is of fundamental importance in perpetuating the notion that some sports are more „masculine“ or „feminine“ than others. For some schools there is still a discrepancy as to which gender should participate in the different sporting codes. A lot of our schools do not have girls“ soccer, basketball and volleyball teams as these are labeled as boys sporting codes.

Schools are institutions in which physical activity is mainly organized within an educational context and thus determines whether learners will participate. The link between sport and education plays a crucial role in the holistic development of the learner (Khumalo, 1999).

Gender Role Expectations

The gender schema theory Kiovula (1995), suggested that „the phenomena of sex typing derives in part from gender based schematic processing which form a generalized readiness to process information on the basis of the sex-linked associations that constitute the gender schema“:

The selectivity of schematic processing allows us to add meaning to a vast amount of stimuli that we are exposed to and enable us to structure incoming information. Sex typed individuals thus

process incoming information according to how society defines masculinity and femininity (Kiouvula ,1995).

People experience discomfort whenever they are expected to take part in cross-sex activities because they know the demands far exceed their ability. This theory clearly establishes expectations and perceptions of „appropriate behavior“ and will ultimately determine behavior patterns.(Ibid)

Gregson and Colley (1986) argued that during adolescence, there is an adoption of sex roles. These roles could have an effect on behavior for example adolescents whose mothers are involved in sports will also more likely be involved in sports. The socialization process influence gender schema development. Although it is also important to emphasize that gender has not been able to consistently predict behavior, it is undoubtedly one of the factors that influence behavior.

Gender differentiation begins at birth and can result in the learning of passive, submissive and nurturing behavior of the girls and the active, aggressive and autonomous behavior of the boys (Kiouvola, 1995). In most homes girls and boys are socialized differently.

Culture

Culture is when a group of people have similar beliefs which form part of their tradition and custom. According to Hargreaves (1997), culture is seen lived dominance and subordination of particular classes, in the sense that certain cultural beliefs can affect the progress of particular areas in life. Cultural beliefs have a great impact on the involvement of females in sport.

As Leonard II (1993) point out the influence of culture on females participation in sport that “female had to be confident and prevented from doing anything that might her delicate reproductive system and that means she had to be prevented from doing virtually physical activity.

Edward (2003) explored that cultural influence are claimed that physical education and sport have variety of positive cultural effect they build character encourage team work and team sprite.

Kane (1998) argued that sport could be regarded as one of the most important sites for the production of cultural beliefs and practices that equate gender differences. These cultural beliefs

make women think that they will never attain the levels of their male counterparts where sport performance is concerned. „A women’s place is in the kitchen“ is still a common saying and many cultures still firmly believe it. Participation in sport masculinizes females and is therefore viewed negatively (Fasting, 1987). The above sentence confirms the fact that masculine and feminine behaviors are culture bound. Most males are accepting of females not participating in sport.

According to Kiouvula (1995), the participation of women in sport has always been seen as the presence of women in a man’s world.

Hargreaves (1997) suggested that women were excluded from convenient venues and they often had to travel long distance for them to be able to play and this was one of the factors causing females to be sidelined.

Despite many negative factors, females who continue to participate in sport are challenging the culture-bound beliefs and are going against deep-seated traditional beliefs. „If sports is a cultural space where gender relations are produced, preserved and publicly celebrated, then women’s involvement in sports can be seen as a form of resistance that disturb the apparently already existing logic of male supremacy“ (Kane, 1998).

The Media

Kane (1998) suggested that the media’s portrayal of female athletes plays a fundamental role in the preservation of stereotypes that are formulated by people in relation to female involvement in sport. The media’s portrayal of female sport participants is limited. There is an increasing awareness of young adult sport fiction books; although very few of them have a female sport protagonist as opposed to those with male protagonists which are still found six times more. Fiction portraying female protagonists would be more appealing and such books can encourage girls and make them realize that there are other options in their lives. This will enable teenage girls to counteract the limitations of gender stereotypes and to realize that they can follow their dreams, even in sport. Reading about strong, competent sports women could also encourage more black female adolescents to participate in sports.

2.2.4 Socio-Economic Factors

Higginson, (1985) suggested the notion is that social background and availability of opportunities influence the decision to be involved in sport or not. This implies that the economic background of an athlete facilitates the choice to participate in sport because opportunities are readily available. Sport participants can thus afford to travel to where the facilities are situated and they can also afford to buy the necessary sporting equipment.

There are however, many factors that make it impossible for certain females to take part in sport. According to Higginson (1985), argued that even if facilities are available a child might not participate in sport if the parents are unconcerned regarding this facet of the child's development.

2.2.5 Factors Related with Administrators

Administrators one of the humane factor, that influences implementation understanding the crucial role of school. Administrators in implementation; Maclaughlin (1987) notes, "implementation incredibly hard and that successful implementation generally requires a combination of pressure (introducing new idea) and support by school administrators." supporting this, Berman and Maclaughlin (1976) found that project sustenance and success was highly related with principal's support. According to them, degrees of implementation were different in different schools. Mainly the action and the concerns of principals were different. In addition, Hord (1995) he further noted that principal's actions convey the message as to where a planned change is to be taken seriously or not. This will as noted by, Bermaan and Maclaughlin, indirectly affects the willingness and dedication of teachers. This action includes many activity but the main one are developing supportive organizational arrangements, training and ongoing information support, consultation and reinforcement, monitoring and evaluation.

2.2.6 Instructional Facilities and Materials

According to Motzel in Azeb, (1998) and discussion of classroom organization must begin with some attention to resource and facility that the specific set up demands its implementation. Motzel, further discussed that, when there is no lack of equipment and materials that appear geographically to understanding of the pupil teaching cannot be challenged indeed. In light of this statement, Tirusew(1998) also describes that for effective teaching learning to take place,

classroom must be adequately organized and conducive enough. The crux of educational quality among others heavily relies upon the environmental conditions and facilities of the classroom. Whenever theoretical issues presented in classroom for students, it is practically proved that students get the most out of them when they supported by teaching materials (Hallak, 1990)

The writer further maintained that classroom should have furniture that is comfortable and easy to move from one point to another and to arrange for different purpose. The most writer argued that classroom should encompasses teaching materials like, textbook , guide, map, charts etc. there fore teaching material and other classroom situation are often per amount importance in the process of teaching and learning where lack of appropriate material results in hampering effective transmission of knowledge.

2.2.7 Motivation

The learners more time will spend on learning while motivation is crucial force that determines whether the learner embarks on a task at all. Lift Lowood (1994:53) as cited in Geleta Alemu (1990:6) say motivation is considered as a power house which emerging any education activity.

Student motivation is key factor in successful learning. Lado (1982:42) and motivated learners never out any lesson unless something goes beyond their capacity to deal with “when students are motivated to learn, they usually pay attention to the lesson” Carrel (1992:71) as cited in Geleta’s (1990:12-18).

2.3 Gender issues in physical education female students perspectives and experiences.

According to Craig,C,L and C.Cameron (2004)with something that has remained fairly constant in high schools over the last few decades is the low enrolment of female students in post compulsory physical education courses. As physical educators, we need to gain an understanding as to why girls are choosing not to participate in physical education after it is no longer compulsory. Often those students are us physical active after graduation and in to their adult lives. If we can understand why many girls are leaving high school with negative feelings about physical education, we can implement strategies to deal with the trend accordingly. Research indicated that physical activity leads to obesity, cardiovascular disease and coronary heart disease (Canadian association for health, physical education and recreation1993).

The psychological benefits include improve social skills, improve leadership skills and increased self-esteem. Once physical education becomes optional enrolment tends to decrease more noticeable with adolescent girls than with adolescent boys (Craig and Cameron, 2004).

Flint off (1996) stressed that physical education programs are an important gate way for encouraging young people to develop the knowledge, skills and attitudes necessarily for active health living.

2.4 Segregated or co-educational physical education classes

As Myrick (1996) indicated that high school students convert for physical education the skill level of girls and boys declines. The competitive nature of the boys subdues the girls “the girls will avoid play while the boys control the activity”

Girls feel more comfortable feel less reap more benefits from single. Physical education classes generally speaking as students increase in age. Operating a co-educational physical education class becomes increasingly difficult (Ibid).

The influence of peers and the media is substantial in middle schools and high schools today. According to Myrick (1996) “many other issues come in to play. Including sexual harassment, boy image, self-esteem, major physical changes and amore sever degree of gender bias when dealing with co-educational physical education. As physical educators we need to be aware of these concerns and deal with them accordingly. Girls are generally interested being with friends. Having fun and participating in activities in which ever one is involved.

Dowing keating and C.Bennett (2005) suggested that physical education teacher should provide a positive learning enrollment that motivates all. Students to want to be present learn but perhaps more can concern and attention should be given to the female students in our class, their perhaps the most important consideration when teaching physical education to all students.

----- promoting class room community and establishing a safe and caring environment other key components in ensuring that all students feel well come and wanted in energy physical education setting. Greeting students at the door with a friendly smile can put them in a positive frame of mind, and it also conveys that you care and that you are happy they get to know all the students in your class not just the athletically skilled students or those who participate on the school team (Aicinena,1991).

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY OF THE STUDY

3.1 Research Design

This study employed descriptive survey that examines the factors that affects the participations of female students in North Gonder zone East Belesa woreda schools. The study focus mainly on describing, analyzing and interpreting the conditions, that exists in the relation to the participation of female students.

The setting of the study was two secondary and one preparatory school, in North Gondar zone East Belesa woreda. They are Hamusit secondary, Gohalla secondary and preparatory schools.

3.2 Method of the study

To achieve the intended objective of the study descriptive survey method employed to identify and describe factors that affect the participation of female students in physical education class. According to Best and Kahn (1998) stated a descriptive research method focus on investigating the issues and practices by including the large size of the population. .

3.3 Population and Sampling Procedures

The main participants in the study were in North Gondar zone East Belsa woreda secondary and preparatory schools of PE teachers and female students. East Belsa woreda has two secondary and one preparatory schools. They are Hamusit secondary, Gohalla secondary and preparatory schools. All of them are included in the study. The total target population of the study is 1,323. That is 1,312 female students, 3 school administrators and 8 PE teachers. Among those 400 (30.5%) female students, 3 school administrators and 8 PE teachers directly participate in the study. By using comprehensive sampling technique all PE teachers and school administrators include in the study. In addition, to select sample representatives of female students the researcher has used random sampling technique.

3.4 Sources of data

Primary and secondary source of data were used in this study. Primary source of data collection technique is used to increase the credibility of the research findings and minimize the risk of

erroneous conclusion. Secondary sources of data that the researcher uses to collect data are: book, journals and others. Whereas Primary source of data that the researcher uses to collect data are:

Female students

East Belesa woreda secondary and preparatory schools female students used as a source of data collection. The total target population of the study is 1,312. From the total population 400 (four hundred) (30.5%) females students directly participate in the study.

Physical education Teachers

The researcher used East Belesa woreda secondary and preparatory teachers to collect data. There are 8 secondary and preparatory PE teachers; all of them are participate in the study to give information to the researcher based on questionnaires.

Directors

East BNelesa Woreda secondary and preparatory school directors used as a source of data for the study. There are three secondary and preparatory school directors in East Belesa Woreda; all of those are directly participate in the study to give information for the researcher based on guided interview questions prepared by the researcher.

Table 1a: Population of the study

Name of the school	Number of students											Teachers			Total
	9 th Grade						10 th Grade				Total	M	F	T	
Hamusit Secondary	A	B	C	D	E	F	A	B	C	D	100	2	-	2	102
	10	10	10	10	10	10	10	10	10	10					

Table 1a indicated that from HSS 100 female students, 1 director and two PE teachers was included in this study

Table 1b: Population of the study

Name of the school	Number of students								Teachers			Total	
Gohalla Secondary	9 th Grade							10 th Grade	Total	M	F	T	153
	A	B	C	D	E	F	G	A-H	150	2	1	3	
	10	10	10	10	10	10	10	80					

Table 1b; indicated that from GSS 150 female students, 1 director and 3 physical education teachers was included in this study.

Table 1c: Population of the study

Name of the school	Number of students								Teachers			Total
Gohalla Preparatory	11 th Grade						12 th Grade	Total	M	F	T	153
	A	B	C	D	E	F	A-I	150	2	1	3	
	10	10	10	10	10	10	90					

Table1C:- indicated that from GPS 150 female students,1 director and 3 physical education teachers was included in this study.

3.5. Instruments and Procedure of Data Collections

The researcher was used three kinds of data collection instruments that is questionnaire, structured interview and observation were employed to obtain adequate and variety of information for the study.

In order to check the work ability of the questioner, the researcher was administered for 3 English teachers those who teaches in GPS and experts those who works EBWEO. Based on the response obtained from English teachers and experts correction and revision was made that means 6 questions from students and 2 question from PE teachers was rejected because of Grammatical errors and ambiguous word.

3.5.1 Questionnaire

Two sets of questionnaires were prepared to obtain information from teachers and students. Both sets contained both open ended and close ended questions the Amharic versions were used to collect data from respondents. This was due to the fact that it avoids language problems in understanding the questions that helps to find clear and pertinent information.

The questionnaires were then administered to the respondents by the researcher himself and collected by the researcher too.

3.5.2 Interview

Interview is one of the major tools to gather information from participants. Therefore, the researcher uses semi-structured interview for school principals to get relevant information that related with factors that affect the participation of female student in physical education class.

3.5.3 Observation

Observation session was used as it was a main supportive tool to gather information about the present status of female students. The researcher observed 3 times both class room and practical periods of physical education.

3.6 Procedure of Data Analysis and Interpretation

After carrying out the collection of data through questionnaires, structured interview and observation, based on the available data, the process of tabulation was carried out. The items then were first classified in to different tables according to the nature of issues raised in questionnaires and interview and the data were analyzed.

In analyzing the data both the quantitative and qualitative methods were used. Accordingly, all the close ended questions of the questionnaires were analyzed quantitatively using frequency count and percentage.

The data obtained from the open ended questions of the questionnaires interview and observation were analyzed qualitatively and served as supportive for quantitative data.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF THE DATA

The primary objective of this chapter is to find out the appropriate responses for the basic questions raised under the statement of the problem from the data gathered through questionnaires distributed to the female students and physical education teachers, structured interview designed for physical education teachers of Hamusit secondary, Gohalla secondary and preparatory schools, observation conducted on theoretical and practical periods of physical education.

The researcher was set 400 questionnaires for female students and 8 questionnaires for physical education teachers to gather reliable information in breadth. Regarding the return rate, all of questionnaires distributed for both female students and physical education teachers, all of them were properly filled in and returned. Consequently based on the responses obtained from respondents through questionnaires, interviews and observation of the data are presented as follows.

Table 2a; Characteristics of female students' respondent by Age and Grade

Schools	Number of respondents				Age			
	Grade				Under 17	18-20	21-25	Above 25
	9 th	10 th	11 th	12 th				
Hamusit secondary school	60	40	-	-	-	87	13	-
Gohalla secondary school	70	80	-	-	-	123	27	-
Gohalla preparatory school	-	-	60	90	-	107	43	-
Total	130	120	60	90	-	317	83	-

The above table indicated that, 37.5% participants of female students are grade 9, 25% participants of female students are grade 10, 15% participants of female students are grade 11

whereas 22.5% of the participants are grade 12. Regarding to the age of the respondents 79.25% of students between age group of 18 – 20 and 20.75 % of the female students in age group between 21 – 25 years of age.

Table.2b The Characteristics of teachers’ respondent by sex, age, service year and qualifications

Schools	N o. of Res s	Sex		Age				Service year				Qualification			
		M	F	< 25	25-30	31-40	40<	< 5	6-10	11-15	16<	Diplo ma	BA	MA	PhD
HS	2	2	-	1	1	-	-	2	-	-	-	-	2	-	-
GS	3	2	1	-	3	-	-	3	-	-	-	-	3	-	-
GP	3	2	1	1	2	-	-	3	-	-	-	-	3	-	-
Total	8	6	2	2	6	-	-	8	-	-	-	-	8	-	-

As shown on table 2b, the number of male PE teachers is 6 where as the number of female PE teachers are 2. All of the teachers are degree holders.

Regarding with the age 2 PE teachers (25%) are in age group under 25 years whereas 6 PE teachers (75%) are in age group 25 – 30 years. Concerning work experience, all of PE teachers have work experience of 0 – 5 years.

4.1. Analysis of information gathered from female students

Questionnaires were distribute for female students in the Hamusit secondary, Gohalla secondary and preparatory schools and their responses is summarized in this section.

Table 3 Have you interest to participate during physical education period

Item	Number of respondent			Total number of respondent	Percentile			%
	H.S	G.S	G.P		H/S	G/S	G/P	
A) Yes	27	43	57	127	27	28.67	38	31.75%
B) No	73	107	93	273	73	71.33	62	68.25%
Total of each school	100	150	150	400	100	100	100	100%

Based on the above table 27% of female students from Hamusit secondary school, 43(28.67%) of female students from Gohalla secondary school and 57(38%) of female students from Gohalla preparatory school responded “Yes”. And 73%, 107(71.33%) and 93 (62%) of female students from Hamusit secondary, Gohalla secondary and preparatory schools respectively replied “No”. So, as the above data shows 273 (68.25%) of female students of the three schools respondent response “No”. This indicates that the majority of female students did not have interest to participate during physical education period.

2 If your answer for question number 1 is “No”, write the factors that you hinder your interest to participate actively during physical education period

Almost all female students responded the same things that hinder their interest to participate actively during physical education period. Those are:

- ✚ Cultural factor
- ✚ Biological factor
- ✚ Past experience
- ✚ Physical and physiological factors
- ✚ Lack of motivation

Table .4 Degree of cultural factor to participate actively during physical education period

Items	Number of respondent			total number of respondent	Percentile			%
	H.s	G.S	G.P		H/S	G/S	G/P	
A) High	73	129	134	336	73	86	89.33	84%
B) Medium	16	14	11	41	16	9.33	7.33	10.25%
C) Low	11	7	5	23	11	4.67	3.33	5.75%
Total	100	150	150	400	100	100	100	100%

From the table above 73%, 129 (86%) and 134 (89.33%) of respondent from Hamusit secondary, Gohalla secondary and preparatory schools respectively responded ”High”. 16%, 14 (9.33%) and 11 (7.33%) of Hamusit secondary, Gohalla secondary and preparatory schools respectively responded “Medium”. Whereas 11% of Hamusit secondary, 7 (4.67%) of Gohalla secondary And 5 (3.33%) of Gohalla preparatory schools of respondents respond “Low”. When we compute the total percentile, more of female students that means, 336 (84%) of respondents

respond cultural influence are one aspect of factor that hinder the interest of female students to participate actively during physical education period. As Leonard II (1993) point out the influence of culture on females participation in sport that “female had to be confident and prevented from doing anything that might her delicate reproductive system and that means she had to be prevented from doing virtually physical activity. Edward (2003) also argued that cultural influence are claimed that physical education and sport have variety of positive cultural effect they build character encourage team work and team sprite.

Table 5 Degree of biological factor to participate actively during physical education period

Items	No. of Respondent			Total No. of Respondent	Percentile			%
	H.s	G. S	G.P		H/S	G/S	G/P	
A) High	83	131	144	358	83	87.33	96	89.5
B) Medium	17	19	6	42	17	12.67	4	10.5
C) Low	-	-	-	-	-	-	-	-
Total	100	150	150	400	100	100	100	100

According to the results from the above data 83%, 131 (87.33%) and 144(96%) of female students from Hamusit secondary, Gohalla secondary and preparatory schools respectively replied that the degree of biological factor to reduce the participation of female students during physical education period is “High”. And 17% of female students from Hamusit secondary school, 19 (12.67%) of female students from Gohalla secondary school and 6 (4%) of Gohalla preparatory school said that the degree of biological factor to reduce the participation of female students during physical education period is “Medium”. Generally different author conclude that during menstruation period, if female students participate in hard exercise, osteoporosis will be occur because Ca^{++} remove from their bone through blood. As shaver (1981) further reported a study had been made on, Hungary on women athletes and it was found that there were disturbance on the set of during the menstrual period doubt women athletes is much greater than the amount of general female population.

Table .6 Degree of economical factor to participate actively during physical education period.

Items	Number of respondents			total number of respondent	Percentile			%
	H.S	G.S	G.P		H/S	G/S	G/P	
A) High	87	139	141	367	87	92.67	94	91.75
B) Medium	13	11	9	33	13	7.33	6	8.25
C) Low	-	-	-	-	-	-	-	-
Total	100	150	150	400	100	100	100	100

According to the above data 87%, 139 (92.67%) and 141 (94%) of female students from Hamusit secondary, Gohalla secondary and preparatory schools respectively replied that the degree of economical factor to reduce the participation of female students during physical education period are “High”. And 13% of female students from Hamusit secondary, 11 (7.33%) of female students from Gohalla secondary and 9 (6%) of female students from Gohalla preparatory school replied that the degree of economical factor to reduce the participation of female students during physical education period are “Medium”. Generally, as researcher understand from the responses of students almost all hence, 367 (91.75%) of female students hinder by economical factor to participate actively during physical education period. The notion is that social background and availability of opportunities influence the decision to be involved in sport or not (Higginson, 1984)

Table .7 Degree of physical and physiological factors to participate actively during physical education period

Items	Number of respondents			total number of respondent	Percentile			%
	H.S	G.S	G.P		H/S	G/S	G/P	
A) High	75	127	143	345	75	84.67	95.33	86.25
B) Medium	16	19	7	42	16	12.67	4.67	10.5
C) Low	9	4	-	13	9	2.67	-	3.25
Total	100	150	150	400	100	100	100	100

Based on the above data 75%, 127 (84.67%) and 143 (95.33%) of female students from Hamusit secondary, Gohalla secondary and preparatory schools respectively said that the degree of physical and physiological factors to reduce the participation of female students during physical

education period are “High”. And 16% of respondent from Hamusit secondary School, 19 (12.67%) of respondent from Gohalla secondary school and 7 (4.67%) of respondent from Gohalla preparatory school replied that the degree of physical and physiological factors to reduce the participation of female students during physical education period are “Medium. Whereas 9% of respondent from Hamusit secondary and 4 (2.67%) of respondent from Gohalla secondary school said that the degree of physical and physiological factors to reduce the participation of female students during physical education period are “Low”. So, based on the above data physical and physiological factors are the major factors that hinder the participation of female students during physical education period. Anatomical and physiological differences are quite apparent between the two sexes particularly after puberty period (shaver 1981). Early studies argued that females should not be involved in sport, due to the deleterious effects of physical exertion on the frequency of menstruation and the fact that the reproductive organs of female can be affected.

Table 8; Extent comparing physical education with other subject.

Items	Number of respondents			total number of respondent	Percentile			%
	H.S	G.S	G.P		H/S	G/S	G/P	
A) High	23	36	57	116	23	24	38	29
B) Medium	13	20	24	7	13	13.33	16	14.25
C) Low	64	94	69	227	64	62.67	46	56.75
Total	100	150	150	400	100	100	100	100

According to the above data, 23%, 36 (24%) and 57 (38%) of respondents from Hamusit secondary, Gohalla secondary and preparatory schools respectively replied that. Information what way seen female students in physical education period with other periods would have “High”. And 13% of respondents from Hamusit secondary, 20 (13.33%) of respondents from Gohalla secondary and 24 (16%) of respondents from Gohalla preparatory school said that information what way seen female students in physical education period with other periods would have “Medium” role. Whereas 64%, 94 (62.67%) and 69 (46%) of respondents from Hamusit secondary, Gohalla secondary and preparatory schools respectively replied that information what way seen female students in physical education period with other period would have “Low” role. Generally, based on the above data female students have less attitude for

physical education period when compared with other subjects. They did not consider physical education as a subject especially practical period that means they consider as a leisure time actively.

Table 9 physical education teacher motivate you during physical education period especially practical period

Items	Number of respondents			total number of respondent	Percentile			%
	H.S	G.S	G.P		H/S	G/S	G/P	
A) Yes	34	52	95	181	34	34.67	63.33	45.25
B) No	66	98	55	219	66	65.33	36.67	54.75
Total	100	150	150	400	100	100	100	100

Based on the above data, 34%, 52 (34.67%) and 95 (63.33%) of female students from Hamusit secondary, Gohalla secondary and preparatory schools respectively replied that physical education teachers are given motivation for female students during physical education period especially practical period. Whereas 66% of female students from Hamusit secondary school, 98 (65.33%) of respondents from Gohalla secondary school and 55 (36.67%) of respondents, PE teachers did not give motivation for female students during physical education period especially practical period. Therefore, teachers did not motivate female students during physical education practical work out

Table10 To what extent physical education teacher does you motivation during physical education period

Items	Number of respondents			total number of respondent	Percentile			%
	H.S	G.S	G.P		HSS	GSS	GPS	
A) Always	-	-	21	21	-	-	14	5.25
B) Sometimes	22	37	53	112	22	24.67	35.33	28
C) Usually	12	15	21	48	12	10	14	12
D) Never	66	98	55	219	66	65.33	36.67	54.75
Total	100	150	150	400	100	100	100	100

According to the above data, only 21 (14%) of respondents from Gohalla preparatory school replied that Physical education teacher gives motivation always for female students. 22%, 37 (24.67%) and 53 (35.33%) of respondents from Hamusit secondary, Gohalla secondary and preparatory schools respectively said that the degree of motivation giving for female students are “sometimes”. And 12%, 15 (10%) and 21 (14%) of respondents from Hamusit secondary, Gohalla secondary and preparatory schools respectively said that the degree of motivation giving for female students are “usually”. Whereas 66%, 98 (65.33%) and 55 (36.67%) of respondents from Hamusit secondary, Gohalla secondary and preparatory schools respectively said that physical education teachers did not give Motivation for female students during physical education period. So, based on the above data, physical education teachers did not give motivation for female students during physical education period.

Table 11 physical education teacher provide equal chance for you and male student during physical education period

Items	Number of respondents			total number of respondent	Percentile			%
	H.S	G.S	G.P		H/S	G/S	G/P	
A) Yes	13	18	37	68	13	12	24.67	17
B) No	87	132	113	332	87	88	75.33	83
Total	100	150	150	400	100	100	100	100

Table 11 shows that, 13%, 18 (12%) and 37 (24.67%) of female students from Hamusit secondary, Gohalla secondary and preparatory schools respectively replied that teachers provide equal chance for both male and female students. Whereas, 87%, 132 (88%), and 113 (75.33%) of female students from Hamusit secondary, Gohalla secondary and preparatory schools respectively said that teachers did not give equal chance for female students during physical education period.

Table12 Extent male students support you during physical education period

Items	Number of respondents			total number of respondent	Percentile			%
	H.S	G.S	G.P		H/S	G/S	G/P	
A) High	9	12	11	32	9	8	7.33	8
B) Medium	24	31	48	103	24	20.67	32	25.75
C) Low	67	107	91	265	67	71.33	60.67	66.25
Total	100	150	150	400	100	100	100	100

According to the above table, 9%, 12 (8%) and 11 (7.33%) of respondents from Hamusit secondary, Gohalla secondary and preparatory schools respectively said that the degree of male students to support female students during physical education class are “High”. And 24%, 31 (20.67%) and 48 (32%) of respondents from Hamusit secondary, Gohalla secondary and preparatory schools respectively relied that the degree of male students to support female students during physical education class are ”Medium”. Whereas 67%, 107 (71.33%) and 91 (60.67%) of respondents from Hamusit secondary, Gohalla secondary and preparatory schools respectively said that the degree of male students to support female students during physical education class are “Low”. Therefore, based on the above data male students did not support female students during physical education class.

Table.14 physical education teacher understand the natural problem of female students during physical education period.

Items	Number of respondents			total number of respondent	Percentile			%
	H.S	G.S	G.P		H/S	G/S	G/P	
A) Yes	87	143	147	377	87	95.33	98	94.25
B) No	13	7	3	23	13	4.67	2	5.75
Total	100	150	150	400	100	100	100	100

The above table indicated that, 87%, 143 (95.33%) and 147 (98%) of respondents from Hamusit secondary, Gohalla secondary and preparatory schools respectively said that physical education teachers understand their problems during physical education period. Whereas 13%, 7 (4.67%)

and 3 (2%) of respondents from Hamusit secondary, Gohalla secondary and preparatory schools respectively replied that physical education teachers did not understand the natural problems of female students during physical education class especially in practical period. Generally, almost all of students replied that during physical education class, PE teacher understand the natural problems of female students.

Table 15 School principal support you during physical during period

Items	Number of respondents			total number of respondent	Percentile			%
	H.S	G.S	G.P		H/S	G/S	G/P	
A) Yes	37	56	43	136	37	37.33	28.67	34
B) No	63	94	107	264	63	62.67	71.33	66
Total	100	150	150	400	100	100	100	100

Table 15 shows that, 37%, 56 (37.33%) and 43 (28.67%) of respondent from Hamusit secondary, Gohalla secondary and preparatory schools respectively said that school principals support female students during physical education period. Whereas, 63% , 94 (62.67%) and 107 (71%.33%) of female students from Hamusit secondary, Gohalla secondary and preparatory schools respectively replied that school principals (administrators) did not support female students during physical education period. Therefore, 264 (66%) of total respondents said that school principals did not support female students during physical education class. In order to improve the participation of female students during physical education class, school principals (administrators) should support female students.

What do you advise those who do not engage in physical education class especially in practical period?

Most of the respondents replied that when you participate in physical education class especially PE practical period, you can get the following benefits.

- Physical activity reduce disease and pains so, help to read and understand every academic materials, therefore, being good in academics.
- Spent their leisure time with sport instead of understand places.
- In order to be successful, happy, awake and active you should participate in physical activity.

- To be better socially interactive, you have to participate in physical activity
- It helps to avoid stress.

4.2. Analysis of information gathered from PE teachers

Questionnaires were distributed for all physical education teachers who are teaching in Hamusit secondary, Gohalla secondary and preparatory schools in North Gondar, East Belesa Woreda and their response is summarized in this section.

Table 16 Female students participate activity during physical education period

Items	Number of respondents			total number of respondent	Percentile			Total number of %
	H.S	G.S	G.P		H/S	G/S	G/P	
A) Yes	-	-	-	-	-	-	-	
B) No	2	3	3	8	100	100	100	100%
Total	2	3	3	8	100	100	100	100%

Based on the above table, all physical education teachers from Hamusit secondary, Gohalla secondary and preparatory schools said that, female students did not actively participate during physical education period.

The reason why female students did not actively participate during physical education period.

All physical education teachers have responded the same things that the factors hinder female students to participate actively during physical education periods as follows.

- Cultural factor
- Biological factor
- Past experience
- Physical factor
- Physiological factor
- Lack of motivation
- Teaching methodology

Table 17 Belief that cultural, biological, Economical factor, physical and physiological factors hinder female students to participate actively during physical education period.

Items	Number of respondents			total number of respondent	Percentile			%
	H.S	G.S	G.P		HS	GS	GP	
A) Yes	2	3	3	8	100	100	100	100
B) No	-	-	-	-	-	-	-	-
Total	2	3	3	8	100	100	100	100

According to the above table, all physical education teachers from Hamusit secondary, Gohalla secondary and preparatory schools replied that cultural, biological, economical factor, physical and physiological factors are the major factors that hinder female students to participate actively during physical education period.

Table18. Extent cultural factor that hinder female students to participate actively during physical education class.

Items	Number of respondents			total number of respondent	Percentile			%
	H.S	G.S	G.P		H/S	G/S	G/P	
A) High	2	3	2	7	100	100	66.67	87.5
B) Medium	-	-	-	-	-	-		-
C) Low	-	-	1	1	-	-	33.33	12.5
Total	2	3	3	8	100	100	100	100

As indicated in the above table, almost all of the total respondents 7 (87.5%) reported cultural influences are major factors to reduce the participation of female students during physical education period. The rest 1 (12.5%) of respondents from Gohalla preparatory school replied that cultural influences are not major factor that hinder female students to participate actively during physical education class. So, different research findings and scholars agree that cultural influence are one aspect of factor that affecting female students participation during physical education period. As Leonard II (1993) point out the influence of culture on females participation in sport that “female had to be confident and prevented from doing anything that might her delicate reproductive system and that means she had to be prevented from doing virtually physical activity. Edward (2003) also argued that cultural influence are claimed that physical education

and sport have variety of positive cultural effect they build character encourage team work and team sprite.

Table 19 Extent biological factors (menstrual irregularities) hinder female student to participate actively during physical education class.

Items	Number of respondents			total number of respondent	Percentile			%
	H.S	G.S	G.P		H/S	G/S	G/P	
A) High	2	3	3	8	100	100	100	100
B) Medium	-	-	-	-	-	-	-	-
C) Low	-	-	-	-	-	-	-	-
Total	2	3	3	8	100	100	100	100

Based on the above table, all of physical education teachers respondents from Hamusit secondary, Gohalla secondary and preparatory and schools replied that, biological influences are a major factors that affect the participation of female students during physical education class. As shaver (1981) further reported a study had been made on, Hungary on women athletes and it was found that there were disturbance on the set of during the menstrual period doubt women athletes is much greater than the amount of general female population.

Table20, Extent economical factor that hinder female students to participation actively during physical education class.

Items	Number of respondents			total number of respondent	Percentile			%
	H. S	G.S	G.P		H/S	G/S	G/P	
A) High	2	3	3	8	100	100	100	100
B) Medium	-	-	-	-	-	-	-	-
C) Low	-	-	-	-	-	-	-	-
Total	2	3	3	8	100	100	100	100

Table 20 shows that, all of physical education teachers (100%) respondents from Hamusit Secondary, Gohalla secondary and preparatory schools said that, the degree of economical factor hinder the participation of female students during physical education class are “High”. So, economical factors are one aspect of factors that affecting the participation of female students

during physical education class. The notion is that social background and availability of opportunities influence the decision to be involved in sport or not (Higginson, 1984).

Table 21 Extent physical and physiological factors that affect the participation of female students during physical education class

Items	Number of respondents			total number of respondent	Percentile			%
	H.S	G.S	G.P		H/S	G/S	G/P	
A High	2	3	3	8	100	100	100	100
B. Medium	-	-	-	-	-	-	-	-
C. Low	-	-	-	-	-	-	-	-
Total	2	3	3	8	100	100	100	100

According to the above table, all of physical education teacher(100%) respondents from Hamusit secondary, Gohalla secondary and preparatory schools replied that, the degree of physical and physiological factors that affect the participation of female students during physical education class are “High”. Generally, based on the above result both physical and physiological factors are major factors that hinder the participation of female students during physical education class. Anatomical and physiological differences are quite apparent between the two sexes particularly after puberty period (shaver 1981).Early studies argued that females should not be involved in sport, due to the deleterious effects of physical exertion on the frequency of menstruation and the fact that the reproductive organs of female can be affected.

Table 22 Providing tutorial program for female students

Items	Number of respondents			total number of responden t	Percentile			%
	H.S	G.S	G.P		H/S	G/S	G/P	
A) Yes	-	1	2	3	-	33.33	66.67	37.5
B) No	2-	2	1	5	100	66.67	33.33	62.5
Total	2	3	3	8	100	100	100	100

Based on the above table, from the total respondents 3 (37.5%) respondents from Hamusit secondary, Gohalla secondary and preparatory schools replied that, they give tutorial program for female students. The rest 5 (62.5%) of from the total respondents said that, they did not giving

tutorial programs for female students. Therefore, 62.5% of total respondents did not give tutorial programs for female students.

The reason, why you did not provide tutorial program for female students?

Five (62.5%) of respondents have responded that the same things why, they did not provide tutorial class for female students as follows;-

- Female students have a lack of interest to attend the tutorial program of physical education subject.
- The school has a lack of sport material and facilities.

Table 23 Providing equal chance for female and male students during physical education class

Items	Number of respondents			total number of respondent	Percentile			%
	H.S	G.S	G.P		H/S	G/S	G/P	
A) Yes	2	3	3	8	100	100	100	100
B) No	-	-	-	-	-	-	-	-
Total	2	3	3	8	100	100	100	100

According to the above data, all of respondents from Hamusit secondary, Gohalla secondary and preparatory schools replied that, they provide equal chance for both male and female students during physical education class.

Table 24 School principal (administrators) fulfills sport materials for physical education department.

Items	Number of respondents			total number of respondent	Percentile			%
	H.S	G.S	G.P		H.S	G.S	G.P	
C) Yes	-	-	-	-	-	-	-	-
D) No	2	3	3	8	100	100	100	100
Total	2	3	3	8	100	100	100	100

Table 24 shows that, all of the respondents from Hamusit secondary, Gohala secondary and preparatory schools said that, school principals (administrations) did not fulfill sport materials for physical education department.

The reason why school principals did not fulfill sport materials for physical education department

All physical education teachers replied that, because of financial constraint, school principals did not fulfill sport materials for physical education department.

What do you advise for female students those who do not participate in physical education class?

All physical education teachers said that, when you participate actively in physical education class, you can develop the following terms;

- Physical
- Mental
- Social interaction
- Motor and skill

4.3. Analysis of information from the interview for school administrators

Three school administrators took part in the interviews who are working in Hamusit secondary, Gohalla secondary and preparatory schools on the attitude of female students for physical education subject, the degree of female students participation as compared with male students, what factors that affect the participation of female students during physical education class, the level of female participation during physical education class and how to increase the participation of female students during physical education period.

All the interviewers replied that female students have fewer interests to participate during physical education period as compared with male students. All interviewers said that the reason to reduce or decrease the interests of female students during physical education period are cultural factor, past experience, biological factor, lack of motivation, teaching methodology, physical and physiological factors. In addition to this discontinuous period which means physical education class is conduct one time a week, so it is difficult to improve their performance or skill either practical or theoretical. Not only these reasons physical education departments do not get any support from external bodies except the financial support receive from their respective schools budget, schools have no sufficient physical education teachers to teach physical

education, organize and administer, female students tutorial programs. And also schools have no adequate facilities and equipment. All the interviewers replied that in order to increase the participation of female students during physical education class, teachers or other concerned bodies should create awareness for female students about the benefits of physical education subject, teachers should apply student centered teaching method, school administrators and other concerned bodies should fulfill sport facilities and equipment's for physical education department. In addition to this, ministry of education should increase the number of periods per week and include physical education subject in metric and entrance exam.

4.4 Analysis of information gathered through Observation

Table 25A:-observation result analyses of Hamusit secondary school facilities

availability of facilities			
Team game facilities	Available	Partially available	Not available
Basketball court			X
Basketball			X
Handball court			X
Handball		X	
Athletics facilities			
Athletics field		X	
Javelin		X	
Shoot put		X	
Discus		X	
Hurdle			X
High jump stand bar			X
Gymnastic facilities			
Matt			X
Parallel bar			X
Horizontal bar		X	
Spring board			X
Water facility			X
Room for changing cloth			

Table 25B –observation analysis results of Gohalla secondary school facilities.

Facilities	Availabilities of facilities		
	Available	Partially available	Not available
1.Team game facilities			
Basketball game court			X
Basket ball		X	
Hand ball court			X
Hand ball		X	
2 . athletics facilities			
Athletics field	X		
Javelin		X	
Shoot put		X	
Discus		X	
Hurdle			X
high jump stand and bar		X	
3 .gymnastic facilities			
Matt			X
Parallel bar		X	
Horizontal bar		X	
spring board			X
4.Water facility			X
5.Room for changing cloth			X

Table 25C – observation analysis results of Gohalla preparatory school facilities

Facilities	Availability of facilities		
	Available	Partially available	Not available
1 . Team game facilities			
1 .1Basket ball court		X	
1.2 Basket ball	X		
1.3 Hand ball court		X	
1.4 Hand ball		X	
2. Athletics facilities			
2.1 Athletics field		X	
2.2 Javelin	X		
2.3 Shoot put	X		
2.4 Discus	X		
2.5 Hurdle		X	
2.6 High jump sand and bar			X
3. Gymnastic facilities			
3.1 Matt	X		
3.2 Parallel bar	X		
3.3 Horizontal bar	X		
3.4 Spring board			X
4 . water facilities		X	
5 . Room for changing cloth			X

According to table 25A:- observational checklist, analysis result in Hamusit secondary school team game facilities basketball court, basketball and handball court is not available. Only handball is partially available. When we see athletics facility, athletics field, javelin, shoot put and discus partially available. Hurdle and high jump stand and bar are not available. Gymnastic facilities matt and springboard are not available; however, parallel bar and horizontal bar is partially available. Water facility and room for changing cloth is not available.

Based on table 25B:- observational check list result analysis Gohalla secondary school team game facilities basketball court and hand ball court is not available. Handball and basketball is

partially available. Athletics facilities only athletics field is available but javelin, shoot put, discus, high jump stand and bar and hurdle is not available. When we see gymnastic facilities in Hamusit secondary school matt and springboard is not available, however, parallel bar and horizontal bar is partially available. There is not water facility and room for changing cloth.

Table 25C:- checklist, result analysis shows that Gohalla preparatory school team game facilities basketball court, hand ball court and hand balls are partially available, however, basketball is available. Athletics facilities athletics field and hurdle partially available and javelin shoot put, discus are available. Gymnastic facilities matt, parallel bar and horizontal bar is available. However, springboard is not available. Water facility and room for changing cloth is no available. From the above observational checklist presentation ,researcher conclude that availability of facilities for physical education can be one factor that influence the participation of female students in physical education class in East Belesa worda

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary

As early indicated in this study, the main objective of this study was to assess the factors that affect the participations of female students towards physical education class in Hamusit secondary, Gohalla secondary and preparatory schools in North Gondar Zone, East Belesa Woreda. Furthermore this study also tried to identify and explore the major factor that affects the participation of female students. To accomplish this purpose, the following research questions were formulated:

- Is biological factors influence the participation of female students in PE class?
- Is socio-cultural factors influence the participation of female students in PE class?
- Is instructional material and facilities influence the participation of female students in PE class?
- Is socio-economical factors influence the participation of female students in PE class.
- Is motivation enhancing the participation of female students in PE class?
- What methods are used to increase the participation of female students in physical education class?

The researcher also tried to write the review related literature regarding on the participation of female students in PE class, factors affecting the participation of female students in PE class like, Biological factors, Psychological factors, Socio-cultural factor and Socio-economic factors, gender issues in PE.

In order to find out the answer for the above basic questions, the researcher was adopted descriptive survey method and a variety of data gathering instruments such as, Questioners, Interview and Observation were employed. The sample population of the study was female students and PE teachers. The data gathered from questioners was analyzed in the form of qualitative and quantitative and interview was described by using narrative approach. Finally, the analysis of data leads to the following findings.

- ✓ The interest of female students to participate during physical education class was less because of;-
 - Biological factor
 - Economical factor
 - Previous experience
 - Cultural or religious factors
 - Physical and physiological factors
 - Teachers approaches (methodology)
 - Lack of motivation
 - Involuntary to learning physical education tutor programs
 - Scarcity of materials.
- ✓ Physical education teachers realized that engaging in physical education period is tire some and complicated. not only these, they do not understand physical education subject as a subject, because physical education period is given once a week, there is no suitable infrastructures in the schools and students have less awareness of the subject.
- ✓ Most of female students replied that information what way seen in physical education period with other subjects would have low role.
- ✓ 54.75% of female students said that physical education teachers did not give motivation during practical periods of physical education subject.
- ✓ Almost all (about 83%) of female students replied that physical education teacher did not provide equal chance for both male and female students during physical education period.
- ✓ Most of female students said that male students did not support female students during physical education class.
- ✓ Almost all (about 94.25%) of female students replied that physical education teachers understand their problems during physical education period.
- ✓ 62.5% of PE teachers did not give tutorial programs for female students. Because, they said that female students have a lack of interest to attend the tutorial programs of PE subject and the schools has a lack of class, sport facility and materials.
- ✓ All of PE teacher respondents replied that the school principals did not fulfill the sport materials and facilities because of financial constraint.

- ✓ 66% of female students said that school administrators (principals) did not support female students during physical education class.
- ✓ Finally, female students advised those who do not participate in physical education class to participate in like then by teaching and creating awareness the multidimensional use of physical education subject.

5.2 Conclusions

Based on the major findings of the study, the following conclusions were drawn.

- The result of the study indicates that the interest of female students to participate during physical education class was less because of biological, Economical, cultural, teachers approach, lack of motivation and scarcity of materials.
- According to the result of the study, female students don't understand physical education as a subject, because of physical education period is give once a week and there is no suitable infrastructure in the schools in addition to that they have less awareness for physical education subject.
- Based on the findings of the study physical education teacher did not give motivation , tutorial programs for female students in addition to that they did not provide equal chance for both male and female students in physical education class.
- The finding of the study indicates that in East Belesa woreda secondary and preparatory schools does not have available of sport facility and materials.

5.3 Recommendations

Educating female students has a considerable social return. It is one of the critical path ways to promote social and economic development of the society. This must be a central concern in efforts to improve learning achievements, school effectiveness, and positive attitude for PE subject, teacher motivation, education management and issues to resource allocation and availability of that create good environment where female students can participate in physical education. As the result, the participation of female students were not given due to attention. To resolve these problems, it would be advisable that concerned bodies have to consider the following recommendations:

- Physical education teachers should create awareness on female students, apply student centered teaching approach in order to motivate (encourage) female students in both practical and theoretical class and strongly exercise tutorial programs.
- To increase class room interaction, teachers have to encourage and motivate female students to develop positive attitude and to participate in asking and answering questions in PE classes.
- During observation, some of the existing facilities were in adequate particularly in the schools. These schools should be facilitated by using the government and the society's resource buying sport materials, making available water supply and building cloth changing rooms.
- Department heads and principals have to orient and encourage teachers to produce and utilize relevant instructional materials which are locally made to promote the teaching learning process in the field of PE.
- Scarcity of sport materials and sport fields discourage students in general and females in particular, therefore, schools should allocate budget to purchase sport materials including teachers sports suit, to prepare intramural sport competitions and should include in their annual plan.
- Ministry of education should evaluate the curriculum of physical education subject, increase the number of periods per week and include physical education subject in metric exam in order to increase the participation of female students in physical education class.
- Further studies should be conducted in this area with all coverage of school in side of North Gondar, accommodating more students and teachers

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4. To what extent comparing physical education with other subject?
A) High B) Medium C) Low
5. Does physical education teacher motivate you during physical education period?
A) Yes B) No
6. Based on question No. 5, To what extent physical education teacher motivate you?
A) Always B) Sometimes C) Usually D) Never
7. Does physical education teacher provide equal chance for you and male students during PE period?
A) Yes B) No
8. Does a male student support you during PE class?
A) Yes B) No
9. To what extent male students support you during PE period?
A) High B) Medium C) Low
10. Does PE teacher understand the natural problem of female students during PE period?
A) Yes B) No
11. Does a school principal support you during PE period?
A) Yes B) No
12. What you advise those who do not engage in physical education class especially in practical period?

Appendix B

አዲስአበባዩኒቨርሲቲ

የተፈጥሮሳይንስኮሌጅ

የስፖርትሳይንስትምህርትክፍል

የድህረምረቃፕሮግራም

በሴት ተማሪዎች የሚሞላ መጠይቅ

የዚህ መጠየቅ ዋና አላማ የሴት ተማሪዎችን በሰውነት-ማጎልመሻ ትምህርት ጊዜ እንዳይሳተፉ በሚያደርጓቸው ችግሮች ላይ በተመለከተ መረጃ ለመሰብሰብ ነው። ስለዚህ መጠይቁን በጥንቃቄ እንዲሞሉልኝ በትህትና እጠይቃለሁ።

ስለሚደረግልኝ ትብብር በቅድሚያ አመሰግናለሁ።

ትዕዛዝ፡- 1. ጥያቄውን በሚሰሩበት ጊዜ መልሱን ያክቡት።

2. በመልስ ስጥ ጥያቄ ላይ ትክክለኛውን መልስ እንዲፀፉ።

ጥያቄ

1. በሰውነት ማጎልመሻ ትምህርት ጊዜ ለመሳተፍ ፍላጎት አለሽ?

ሀ) አዎአለኝ

ለ) የለኝም

2. በተራቁጥር 1 መልስሽ. የለኝም ከሆነ፣ በሰውነት-ማጎልመሻ ትምህርት ጊዜ እንዳትሳተፉ የሚያደርጉሽን ችግሮችን ጻፏ።

3. ከዚህ በታች የተዘረዘሩት ችግሮች ምን ያህል አንችን በሰውነት ማጎልመሻ ትምህርት ጊዜ እንዳትሳተፉ ያደርጉሻል? በሳጥኑ ላይ (✓)ይህን ምልክት ያድርጉ።

ተ.ቁ	ችግሮች	በከፍተኛ	በመካከለኛ	በዝቅተኛ
1	ባህል			
2	የወር አበባ			
3	የኢኮኖሚ ችግር			
4	የአካል ብቃት ችግር			

4. የሰውነት ማጎልመሻ ትምህርትን ያለውን ጠቀሜታ በምን ያህል ደረጃ ከሌላው የትምህርት አይነት ጋር ታወዳድሪዋለሽ?

ሀ) በከፍተኛ ለ) በመካከለኛ ሐ) በዝቅተኛ
5. በሰውነት ማጎልመሻ ትምህርት ጊዜ መምህሩ እንድትሳተፉ ያበረታታላል?

ሀ) አዎ ያበረታታኛል ለ) አያበረታታኝም
6. በተራ ቁጥር 5 መሠረት፣ የሰውነት-ማጎልመሻ መምህሩ ምን ያህል ጊዜ እንድትሳተፉ ያበረታታላል?

ሀ) ሁልጊዜ ለ) አንዳንድጊዜ ሐ) አልፎአልፎ መ) በጭራሽአያበረታታም
7. በሰውነት ማጎልመሻ ትምህርት ጊዜ መምህሩ ከወንድ ተማሪዎች ጋር እኩል እድል እንድትሳተፉ ይሰጠሽል?

ሀ) አዎ ይሰጠኛል ለ) አይሰጠኝም
8. በሰውነት ማጎልመሻ ትምህርት ጊዜ ወንድ ተማሪዎች ያግዙላል?

ሀ) አዎ ያግዙኛል ለ) አያግዙኝም
9. በተራ ቁጥር 8 መሠረት-መልስሽ „ሀ,,“ከሆነ፣ በምን ያህል ደረጃ ወንድ ተማሪዎች ያግዙላል?

ሀ) በከፍተኛ ለ) በመካከለኛ ሐ) በዝቅተኛ
10. በሰውነት ማጎልመሻ የተግባር ትምህርት ጊዜ መምህሩ የሴት ተማሪዎችን የተፈጥሮ ችግር ያገናዝባል?

ሀ) አዎ ያገናዝባል ለ) አያገናዝብም
11. በሰውነት-ማጎልመሻ ትምህርት ጊዜ የትምህርት ቤቱ አስተዳደርና ሰራተኞች ያግዙላል?

ሀ) አዎ ያግዙኛል ለ) አያግዙኝም
12. በሰውነት-ማጎልመሻ ትምህርት ጊዜ ለማይሳተፉ ሴት ተማሪዎች ምን ት-መክሪያቸዋለሽ?

Appendix - D
Addis Ababa University
School of Graduate Studies
College of Education
Department of Sport Science

Interview for Physical Education Teacher

The main purpose of this interview is to collect information regarding to the factors that affecting the participation of female students during physical education class in Hamusit Secondary, Gohalla Secondary and preparatory schools in East Belesa woreda. Thus, your direct participation has been found essential and you have been selected for the interview. So, you are kindly requested to provide information needed objectively and honesty. It is assured that the collected information will be kept confidential and used for research purpose only.

Thank you!

I. Interview Questions

1. Do you believe that female students have good attitude for physical education subject?
2. Do you believe that female students have equal participation with male students during physical education period?
3. To what extent female students participate during physical education period?
4. How to increase the participation of female students during physical education period

Appendix - E
Class Room and Outdoor Observational Check List
Objectives

To assess the factors that affecting the participation of female students during physical education class in sample schools.

Name of school _____

Name of Observer _____

Date of Observation _____

Facility	Availability of school facilities		
	Available	Partially available	not available
1. team game facility			
1.1 football gam field			
1.2 football			
1.3 volleyball court			
1.4 volleyball			
1.5 basketball court			
1.6 Basket ball			
1.7 Handball court			
1.8 Handball			
2. athletics facility			
2.1 Athletics field			
2.2 Javelin			
2.3 Shoot put			
2.4 Discus			
2.5 Hurdle			
2.6 High jump stand and bar			
3. Gymnastic facility			
3.1Matters			
3.2 Parallel bar			
3.3 Horizontal bar			
3.4 Swedish box			
4 .Water facility			
5.Room for changing cloth			

DECLARATION

I the under signed, declare that this thesis is my original work under the guidance of my advisor. All relevant source of materials used for the thesis are duly acknowledged.

Name _____

Signature _____

Place and date of submission _____

This thesis has been submitted for examinations with my approval as a university advisor.

Name _____

Sign _____

Date _____