Perception of Secondary School Female Students towards the Current Benefits, Effectiveness and Implementation of Self-Defense Education In Guji Zone

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Perception of Secondary School Female Students towards the Current Benefits, Effectiveness and Implementation of Self-Defense Education In Guji Zone

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This is to certify that the thesis prepared by Aklog Assefa entitled: *Perception of Secondary School Female Students Towards the Current Benefits, Effectiveness and Implementation of Self-Defense Education* and submitted in partial fulfillment of the requirements for the degree of Degree of Masters of Education (in Physical Education) complies with the regulations of the University and meets the accepted standards with respect to originality and quality.

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Abstract

Perception of high school female students towards the current benefits, effectiveness and implementation of self-defense education

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The purpose of this study was to assess the perception of secondary school female students towards the current benefits, effectiveness and implementation level of self-defense education. The researcher used descriptive survey research design with mixed research method to conduct the study. To collect the required data from 318 sample subjects in the five sample secondary schools, a rating scale type of questionnaire and an interview schedule were used as an instrument. In addition to results of descriptive statistics, the researcher used SPSS (Statistical Package for Social Sciences) to analyze the collected and organized data. Findings of the study showed that, the female students are currently benefited from the teaching-learning process of self-defense in terms of good health benefit, social life development benefit, improved academic achievement, psychological benefit and physical benefit. The teaching-learning process of self-defense education was effective to some extent in terms of theoretical capability of physical education teachers, in terms of reducing male students' act of sexual assault against female students, etc. The implementation of self-defense education is good to some extent in terms of the ability of physical education teachers' to encourage participation of female students and in terms of the contents of self-defense unit. On the other hand; the current implementation of self-defense education is hindered by some factors such as: very poor provision level of required equipment and materials, very poor support level of physical education teachers' and the school administrations, one period per week allotment for physical education, unfavorable school environment, financial scarcity, etc. To improve the implementation of self-defense education and the perception of female students, towards self-defense education, the researcher proposed the following recommendations. The sample secondary school administrations are expected to avoid the different factors which are hindering the initiation of physical education teachers, to provide favorable teaching-learning environment, to provide the required level of support and allot the required amount of budget for effective implementation of self-defense education.

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List of abbreviations

AAA - Assess, Acknowledge, Act

ESD - Empowerment Self-Defense

VAW - Violence Against Women

VAWG - Violence Against Women and Girls

WSD - Women's Self-Defense

Chapter 1: Introduction

1.1. Background of the Study

Introducing a self - defense unit as part of a school physical education programme is a wonderful way to address a number of psychosocial issues that prevail among teenagers today. Givler, (2005) reported that, practicing the physical, mental and emotional skills in a non-competitive atmosphere, where self-improvement and empowerment are inherently a part of the learning process, makes self-defense a wonderful option for helping students meet the definition of a physically educated person (Lapkova & Svavoda, 2013).

Under the guidance of an experienced instructor it is possible to prevent the emergence of conflict. The introduction of self-defense in the curriculum is one of the possible ways to solve this problem. Children and adolescents, who cannot defend themselves in the most cases, will not be longer victims. An important argument is that the young offenders will become more efficient attackers. This article aims to provide arguments defending the introduction of self-defense in the curriculum and to show that the advantages prevail (Lapkova & Svavoda, 2013).

According to the report of Pureperformance.com, (2016), self -defense classes include awareness and verbal self-defense strategies as well as physical techniques - these skills empower women to stop assaults in their early stages, before they escalate to physical danger.

The report of "Innovation in education" mentioned that, the condition of self-defense in schools is good quality of trained instructors who will not only have excellent knowledge of self-defense, but also will be able to work with children. The basis is the knowledge of psychology (Lapkova & Svavoda, 2013).

Peace Over Violence, (1986) reported that, women's self-defense is feminist physical education for everyday life. It is based on changing women's relationships to their own bodies in order to make women's fears of violence more manageable. It gives women more control over their social

interaction by combining a concrete knowledge of fighting with an accurate knowledge of violence against women.

Advocates of self-defense for women believe that the development of particular physical and mental skills with strengthen women's physical capacity, support women's independence, increase women's mobility and ultimately, move women from a culturally conditioned passivity to being non passive powerful individuals. Evidence shows that the teacher - student relationship can have a positive impact on student motivation. A large scale investigation found effects of perceived teacher care on student motivation (Rustenmeyer & Fischer, 2007).

Female students in P.E practical classes in the third world suffers from low participation, lack of perceptions towards practical classes, poor performance & gender biases which are the outcomes of the society discriminatory practices on females (Getachew, Markos & Esayas, 2018).

Understanding the goal and the different benefits of self-defense education; most of the countries in the world are benefited from the self - defense education implementing it in their educational curriculum (Cheg, 2007). Therefore; assessing perceptions of secondary school female students' towards self-defense education and precautionary behaviors is important contribution to the field of physical education program.

1.2. Statement of the Problem

There is a great deal of limitation in literature that explores students' perception towards their interest, belief, motivation, etc. about self - defense education and how their perception affects their academic achievement (New Zealand Ministry of Social Development, 2016).

According to the report of Save the Children, perceptions of the rate of incidence of violence on the way to and from school appeared to vary from region to region. Comparing the ranking of the regions on violence in the school and on the way to and from school, 4 out of the 5 highest ranked regions were in both categories: Addis Ababa, SNNPR, Benshangul-Gumuz and Amhara.

Sexual violence and abuse may take place in schools and on the way to and from school (Save the Children: Denmark Ethiopia, 2008).

The benefits of participation in physical activities are great, and the potential costs of inactivity can be severe. Many girls around the world are not currently able to take advantage of regular sports and physical activities due to several reasons. According to O'Brien (2007), these include: inequitable access, self-confidence; lack of motivation; low perceived value of physical activity; lack of opportunities for physical activity, marking scheme, competition, teaching approach and peers (Getachew, Markos & Esayas, 2018).

Hassall and Hanna, (2007) point out that, the process of gaining evidence for the effectiveness of school-based prevention programs is in a state of development worldwide. What little scientific evidence available is almost all derived from North American research (SUPERU, 2013). Even though the topic has gained increased attention, research in this area is limited. More evidence is needed on the effectiveness of programs, linked to specific program content, and well-defined program logics, with clearly specified outcome measures. Evidence of program effectiveness with diverse participants is also needed (New Zealand Ministry of Social Development, 2016).

Implementation of physical education could be affected by many factors. These factors hinder the proper utilization of physical education in the school setting. The followings are among the many challenges for the normal functioning of curriculum in the school (Tadesse, 2012). Well trained subject teachers should be available: the role of the teacher is crucial in implementation process, he/she must have the necessary knowledge, attitude and skill, Fullan & Profret (1977) noted for effective implementation process adequate training prior and essential. The teachers, students and the community have to develop positive attitudes: Temechegn (2001) stress the fact that "a Quality curriculum will be meaning full if there are well qualified teachers with favorable attitudes to implement it" (Tadesse, 2012).

This problem initiates the writer to study the perception of secondary school female students towards self-defense unit in the teaching-learning process of physical education exploring how much female students are benefiting from their participation in the teaching and learning process of self-defense classes and understanding the current effectives and implementation level of self-defense in the secondary schools of Adola Woyyu town administration in Guji Zone of Oromia Regional State.

1.3. Objectives of the Research

1.3.1. General Objective

- To investigate the perception of secondary school female students towards the current teaching -learning process of school self-defense education.

1.3.2. Specific Objectives:

- To examine the perception of secondary school female students towards their current benefit that they got from school self-defense education.
- To examine the perception of secondary school female students towards the effectiveness level of school self-defense education.
- To examine the perception of secondary school female students towards the implementation level of school self-defense education.

1.4. Research Questions

The following main research questions had been raised in this study.

- How much is female students in the secondary schools currently benefiting from the school self-defense education?
- How much effective is the school self - defense education for female students' currently in the sample secondary schools?
- How much is the current implementation level of self-defense in the sample secondary schools?

1.5. Significance of the Study

Assessing the relationship between the perception of female students and the current benefits, effectiveness and implementation of self - defense is vital since it is an important contribution to the development of self-defense at secondary school level. Sochting, Fairbrother & Koch, (2005) noted that, female students in the high schools are the main beneficiaries from learning the self - defense education techniques. Self - defense teaches effective physical tactics that build on the strengths of women's bodies and it require minutes or hours rather than years (Linda & Susan, 2005). Therefore; the researcher believes that, findings of the study will have the following significances.

- It may contribute to improve the quality of the teaching learning process of self-defense unit.
- It may contribute much to physical education teachers and concerned bodies to modify strategies to avoid the challenges in the teaching learning process of self-defense unit.
- It may help policy and decision makers to design feasible strategies which can promote quality in the teaching-learning process of self-defense.
- It may serve as a supporting document and initial point for further study in the areas.
- It may help policy makers and educational leaders to examine and evaluate the benefits, effectiveness and implementation level of self-defense.

1.6. Delimitation of the study

This study was delimited for conceptual delimitation and geographical delimitation. Concerning conceptual delimitation, the study was delimited to investigate the relationship between school self-defence education and the perception of secondary school female students about the learning outcome from the self-defence training programs. Also, the study was delimited for the survey type of research method and for the questionnaire & interview type of measuring instruments.

Concerning geographical delimitation, the study was delimited to female students of 5 secondary schools in Guji-Zone of Oromia Regional State.

1.7. Limitations of the study

In the process of conducting this study, the researcher had faced some difficulties. Among these difficulties, the shortage of time is one that had limited the study to be focusing only on five secondary schools. In addition, the shortage of available materials was other constraint that had limited the soundness of the study process. Also, during the process of data collection, some respondents were responded two times for a single item in the questionnaire which could affect reliability of the results.

1.8. Definitions of terms

- Self defense - Self-defense is a set of awareness, assertiveness, verbal confrontation skills, safety strategies, and physical techniques that enable someone to successfully prevent, escape, resist and survive violent assaults. A good self - defense course provides psychological awareness and verbal skills, not just physical training (LACAAW, n.d.).
- Women's self-defense - Women's self-defense is a combination of techniques drawn from martial arts and assertiveness taught within different pedagogies (Peace Over Violence, 1986).
- Perception - Perception is the organization, identification & interpretation of sensory information in order to represent and understand the environment (Ngogo, 2014).

Chapter 2: Literature Review

This chapter reviews the relevant literature regarding the perception of secondary school female students towards the current benefits, effectiveness and implementation level of the self defense unit. Therefore; the study reviewed different literatures about the origin, objectives and goals of self defense classes, the implementation of self-defense unit in the school curriculum, theories of self-defense, etc.

2.1. The Origin of Self-defense Education for Women and Girls

The history of women's self - defense is rooted in the consciousness rising of the 1960s and the second wave of the women's movement. It was a time when women were beginning to establish and define personal autonomy and began to feel urgency to be in charge of their own safety. Self - defense represented a strategy to empower women through knowledge & physical skill building (Peace Over Violence, 1986).

In 1986, POV created Self-Defense: Women Teaching Women now known as Women's Self-Defense & Safety. In 1987, POV wrote and published Women's Self- Defense: A Complete Guide to Assault Prevention, a comprehensive instructional manual on self - defense that remains key resource within the field. Following the publication, the curriculum was adapted to work for various audiences: children and girls, elderly, as well as the deaf and disabled.

POV began teaching the In Touch With Teens (ITWT) curriculum at SGHS in November 2009. By November 2010, the complete ITWT curriculum had been taught to both male and female students in all Physical Education classrooms and the supportive school staff and students' initiative to organize and sustain additional violence prevention efforts on campus led to the formation of a Students Together Organizing Peace (STOP) Club on campus (Peace Over Violence, 1986).

Self defense provides a safe and open environment, ideally, for experiencing different ways ofim agining and feeling one's body and its movements. While learning physical techniques is central to self defense, fighting is only one part of self defense, a sort of "last ditch effort" when other things fail. Self-defense, however, is always physical. To respond to violence, women must regard their bodies as possible weapons (Rentschler, 2010).

The review found no specific guidelines for good practice for developing and delivering self-defense programs for school-aged girls. Information on delivering effective school or community-based violence prevention programs in general suggests that self-defense programs need to be tailored to participants' age and stage of development, and be delivered as part of a larger, coherent focus on respectful relationships. They also need to take participants' cultural background into account and be adapted when necessary for those with particular physical or learning impairments (New Zealand Ministry of Social Development, 2016).

In Ethiopia, the redesigned physical education syllabus for grade 9 – 12 revised as the quality of education became a high priority included a new unit called "Ethics and the Art of Self-defense" to improve the moral values and ethics of the youth giving emphasis for ethics and the art of self-defense (MoE, 2006).

2. 2. Objectives & Goals of the School Self-defense Programs

The main goal of women's self defense training is to strengthen women's capacity to defend them selves against potential attacks. Yet, the effects of women's self defense training extend considerably beyond this objective, including physical, psychological, and behavioral impacts (Kelly & Jeff, 2016).

The main objective of a self-defense course is not to learn how to challenge an assault or defeat an attacker, but rather to learn how to avoid the assault. Knowing self - defense

techniques does not mean that it is safe to walk alone through dangerous places. Avoiding a dangerous area altogether is the best form of self-defense (NCASA, n.d.).

2.3. Self-defense Education in the School Curriculum

Introducing a self - defense unit as part of a school physical education programme is a wonderful way to address a number of psychosocial issues that prevail among teenagers today. Practicing these physical, mental and emotional skills in a non-competitive atmosphere, where self-improvement and empowerment are inherently a part of the learning process, makes self-defense a wonderful option for helping students meet the definition of a physically educated person (New Zealand Ministry of Social Development, 2016).

QPE acts as the foundation for a lifelong engagement in physical activity and sport. The learning experience offered to children and young people through physical education lessons should be developmentally appropriate to help them acquire psychomotor skills, cognitive understanding, social and emotional skills they need to lead a physically active life (UNESCO, 2015).

In Ethiopia, "Ethics and the Art of Self-defense" is included in the redesigned physical education syllabus for grade 9 - 12 in 2008 as a new unit to improve the moral values & ethics of the youth. Contents of self - defense unit in the physical education syllabus for grade 9 and 10 requires the students to demonstrate awareness of the importance of self-defense in daily life, to develop skill performances of correct stance, strikes, blocks & release form front one hand grabs and to design personal training program to improve fundamental techniques of self - defense and to show an interest to be engaged in physical activities.

2.4. Time Allocation

In the Canadian Provinces, allocated time doesn't necessarily represent actual physical education time provided in Manitoba, Ontario (actual instruction time varies from 40 to 200 minutes/week)

,Quebec, New Brunswick, Nova Scotia (varies from 90 to 150 minutes/week), Prince Edward Island (varies from 90 to 180 minutes over a 6 - day cycle) and in Newfoundland and Labrador, the majority of schools neither meet the national standard of 150 minutes per week nor the provincial Department of Education expectation (UNESCO, 2013).

A notable feature identified in the EUPEA Survey is that generally where curricula are subject to local implementation practices. At school level, physical education timetable allocations are lower. Additionally, in many economically under-developed and developing countries, a similar scenario is also evident in rural as opposed to urban/semi-urban settings. However, this is not exclusive to low income countries, as exemplified in Canada, where there are challenges encompassing multi-age/grade classes, shortfalls in human and material resources, student absence to provide family economic support etc. (UNESCO, 2013).

2.5. Conceptual Framework

The perceptions of secondary school female students towards current benefits, effectiveness and implementation of self - defense education are discussed based on level of relationship between the study variables (independent and dependent variables). It means, the level of implementation of the independent variables determine the resulting phenomena (dependent variable).

This study is resting on Fishbein's attitude theories which give a basis to understand attitude and predict behavior of an individual. This theories also help us to understand the development and formation of attitudes and belief, helping to find the most effective modes of persuasion and motivation; if understanding how attitudes are formed makes a person better equipped to mould them (Joel, 2014). For the sake of this study, Fishbein's theory of information and integration which focuses on how one accumulates and organizes information is used.

Some recent incidents have further accentuated the need to ensure safety of girls. This is an issue which requires immediate attention. Teaching girls to defend themselves is a useful means to empower them. Learning self - defense skills not only helps to protect oneself against assault, but also are effective means to improve one's physical conditioning. Acquiring the skills require strenuous effort to practice regularly. It is known that, practice makes one perfect (MoE, 2006).

Cummings (1992) and Orchowski, Gidycz, and Raffle (2008) recognized that, it is difficult to measure the effectiveness of self - defense training for students, partly because of the challenges associated with maintaining response levels over a long period and partly because it is difficult to establish whether a student is able to prevent victimization solely because of self-defense training (New Zealand Ministry of Social Development, 2016).

The study used descriptive research design (survey type) with mixed research method to describe the results in terms of numbers and percentages. Different research methods had been used by different researchers for the sake of identifying the effectiveness, benefits, impacts, contents and the likes within the school self-defense education throughout the world. Among those research methods, the survey method is the main method which is applied by many researchers (Sinclair et. al., 2013).

To get the reliable information from the study participants, the types of instruments to be used have paramount significance. Therefore; a questionnaire and an interview schedule are used as a data collecting tool. The researcher needs to be confident that generated data are not simply artifacts of one specific method of collection (Lin, 1976). Cambel & Fiske, (1959) noted that, the methodological triangulation technique is used to overcome the problem of method boundedness demonstrating the value of combining qualitative and quantitative methods (Weiner, 2007).

Orodho, (2009) proposed that data analysis is the lifeline of a research and the method of analysis is the backbone and conduit wire. The data was analyzed using descriptive statistics

while the relationships between the variables were determined by Spearman correlation coefficients with the help of SPSS statistical package. Triangular techniques are suitable when a more holistic view of educational outcomes is sought (Mortimer et al., 1988) or where a complex phenomenon requires elucidation (Edward, 2015).

2.6. Impacts of School Self-defense Programs

Fear is restricting one who is fearful limits his/herself and tries to impose limitations upon the freedom of others. But when we are free of fear; we no longer seek to dominate others, for we are confident that they cannot dominate us, they have no means of intimidating us, and we know that we have a valid "place" in the world we have explored it, chosen it, taken root, and flowered in it. The study of self-defense by inspiring its practitioner with confidence; enables him/her to enjoy the benefits of society without being absorbed or overwhelmed by it. He/she is free to develop and preserve his/her unique individuality and avoid the danger of being reduced to a faceless cipher arbitrarily counted and controlled by impersonal forces (MoE, 2006).

Self-defense instruction gave women and young girls a variety of benefits: assertiveness, how to manage power, finding a voice, reducing fear, knowing the truth about violence against women, and learning how listen to one's intuition (Peace Over Violence, 1986).

Women and young girls can benefit from self-defense courses for a number of reasons. It improves confidence but it also helps them to level the playing field against an attacker who may be much larger than they are. The courses are excellent preparation for girls going off to college for the first time or women of any age (Pureperformancemac.com, 2016).

2.7. Theories of Self-defense

Research and theory have highlighted the critical function of perceived competence on students' achievement - related behaviors, cognitions, and affective responses. Perceived competence is defined as how an individual perceives her or his own ability to perform a specific task or a role -

appropriate behavior. Given the importance of perceived competence, a key question involves asking about the sources of information individuals use to evaluate or determine their level of ability. One important factor is performance- related feedback from parents, teachers, & coaches. What adults say or do not say in response to a child or an adolescent's performance attempt can positively or negatively influence their perceptions of competence (Virginie, Geneviève, Julien & Anthony, 2006).

Bandura's self-efficacy theory suggests an individual's self- efficacy is a critical component fueling learning and success. It is particularly significant in physical and movement competence. Children placed in the incorrect learning environment may not learn tobe successful, competent movers to the degree they could in developmentally appropriate environment. In addition to this, Expectancy-value theory is concerned with an individual's motivation to perform a specific task based on his/her expectations of success and the value placed on a successful outcome (Miller, 2011).

The core of theory for social psychology is the social nature of the individual person with a central interest in human nature as localized within the person as in general psychology. The discipline is an attempt to understand and explain how thought, feeling and behaviors of individuals are influenced by actual imagined or implied presence of others. The most distinctive and indispensable concept in social psychology is attitude due to its frequent appearance in experimental and theoretical literature.

Piaget's theories play an important part in understanding learning and development and were largely founded upon movement and actions. Piagetian theory consistently discusses the brain - body connection. Physical education and specifically developmentally appropriate physical education focuses on developing and strengthening the critical nature of brain-body connections (Miller, 2011).

Another theory used in assessing the impact of the program was measuring how well self defense instruction promoted positive behavior as described in the developmental assets for adolescents. The targets are assets of safety, integrity, responsibility, planning & decision making, resistance skills & peaceful conflict resolution (Peace Over Violence, 1986).

In addition to this, the theory of practice insists, contrary to positive materialism, that the objects of knowledge are constructed, not passively recorded, and, contrary to intellectualist idealism, that the principle of this construction is the system of structured, structuring dispositions, the habitus, which is constructed in practice and is always oriented toward practical functions (Brown & Jones, 2000).

2.8. The Effectiveness of Self-defense Education

Learning self defense skills not only helps to protect oneself against assault, but also are effective means to improve one's physical conditioning. Acquiring the skills require strenuous effort to practice regularly. As it is known, practice makes one perfect (MoE, 2006).

Programs for younger students focus on general safety, while those for senior school and university students focus on preventing sexual violence. They are more likely to be based on a feminist or empowerment model, with self-defense skills being taught as part of a broader program (New Zealand Ministry of Social Development, 2016). Significant new research shows how successful self-defense courses for girls and women can be when taught by specialist trained and accredited female self-defense teachers with a clear empowerment approach (Wāhine Toa, 2017).

A study in Kenya demonstrates that the "No Means No Worldwide self-defense program" is effective in reducing the incidence of sexual assault in a sample of high school girls living in an urban slum in Nairobi, Kenya. Gender-based violence is a serious problem transcending racial,

economic, social, and regional lines, threatening the growth, development, and health of adolescent girls worldwide. There is a growing awareness of the magnitude of gender-based violence globally, the negative consequences associated with it, and need to develop effective interventions (Sinclair et. al., 2013).

Researchers agree that while it is easier to assess the effectiveness of training strategies and life-skills development, such as confidence, assertiveness and empowerment, more could be done to assess avoidance behaviors, victimization experiences, and women (and girls') responses to actual assaults (New Zealand Ministry of Social Development, 2016).

Research and theory have highlighted the critical function of perceived competence on students' achievement related behaviors, cognitions, and affective responses (Harter, 1998). Given the importance (Advantage) of perceived competence, a key question involves asking about the sources of information individuals use to evaluate or determine their level of ability (Virginie, Genevieve, Julien & Anthony, 2006).

2.9. Methodologies Used by Different Researchers

Different research methods had been used by different researchers for the sake of identifying the effectiveness, benefits, impacts, contents…and the likes within the school self-defense education throughout the world. Among those research methods, the Survey method is the main method which is applied by many researchers.

A population-based survey was made in Kenya by researchers to determine the effect of a standardized 6-week self-defense program on the incidence of sexual assault in adolescent high school girls in an urban slum (Sinclair et. al., 2013).

The major strength of another survey study in Zimbabwe is the large sample size in a region with a high prevalence of sexual assault; thus, the researchers could readily assess a reduction in

sexual assault at the 10-month follow-up. They were also able to observe all adolescent girls attending high school in these two Kasaroni district locations during the 2011 academic year (Sinclair et. al., 2013).

2.10. Research Findings about Self-defense Education

There are a limited number of evaluations measuring the effectiveness of interventions on the prevention of VAWG. Pulerwitz, (2010) evaluated the Ethiopia Male Norms Initiative (Using the Program H curriculum) shows a decreased IPV (Intimate Partner Violence). Survey findings of POV, (1986), found that: although there are extensive limitations due to the evaluation design and data comparisons, they have found indications that the self-defense workshops have been improving participants' protective factors (Fullu, Wilson, & Lang, 2014).

The report of United States Agency for International Development's review of school- related gender-based violence in developing countries notes that little has been done to systematically review and document gender-based violence and its consequences in schoolgirls, or to assess potential interventions to reduce this violence. On the other hand, the study made by the European Parliament Policy Department for Citizens' Rights and Constitutional Affairs had brought the following seven key findings.

- Self-defense could be an intervention that contributes to implementing article 12 of the Istanbul Convention to the extent that it challenges constructs of a timid femininity and enables women and girls to experience their bodies confidently.
- Self-defense has also been adapted to groups considered 'vulnerable' specifically girls and women with disabilities, it is also provision that many survivors take up.
- Self-defense training takes embodied empowerment as its focus and purpose.
- Unlike much safety advice which may limit women's freedom, s-d seeks to expand it.

- Whilst references to self defense are present in EU and Council of Europe policy documents, they are not substantial and are yet to be developed into a coherent approach.
- There are fewer references to self-defense in plans of action at ember state level than previously.
- No funding streams were identified at EU or Member State levels (Kelly & Jeff, 2016).

Since 2008, Stop Street Harassment (SSH) has collected thousands of street harassment stories. This ground- breaking study confirms what the stories suggest: Across all age, races, income levels, sexual orientations, and geographic locations, most women in the United States experience street harassment (Kearl, 2014).

2.11. Research Gaps in the Application of School Self-defense for Girls

Self - defense programs for school age girls can be delivered as part of a physical health or sports programe, the health curriculum, through martial arts courses, or within feminist or empowering model, often as part of a broader healthy relationships program (Sinclair et. al., 2013).

Concerning the guidelines for the school self defense education, the review of Gray Matter found no specific guidelines for good practice for developing and delivering self - defense programs for school-aged girls (New Zealand Ministry of Social Development, 2016).

There is a great research gap in Ethiopian context for the formulation of the research problem and conducting research about the self - defense education. The gap is mainly in terms of inaccessibility of literature reviews, previously conducted researches by different researchers and the likes since the topic is included in our physical education curriculum recently.

2.12. Perception of Female Students towards Self-defense Education

It is known that some students perceive PE as incriminatory and stressful (Hascher, 2004). PE is directly linked with physical exertion, and some students are not willing to put in the required effort to improve their abilities (Hascher, 2004; Krieger & Miethling, 2001). Thus, students are

confronted more intensely with their own weakness in PE than in other subjects (Niederklofer, Herrmann, Seiler & Gerlach, 2015).

A. Perception of Female Students Towards the Benefits of Self-defense Education

A study by National Association for Sport & Physical Education, (2003) found that women's perception and attitude on physical activities helps them to reduce their stress levels and improved their work related time management (Fauzee, Jamalis, Yusof, & Zarina, 2009).

Surveys of the parents of over 270 children enrolled in karate classes in Toronto suggested that while boys received significant benefits from instruction, the positive effects enjoyed by girls exceeded their own and parental expectations. There was a universal improvement in self-confidence and self-discipline. Female students experienced physical and academic improvement at a rate of about doubles that of boys (New Zealand Ministry of Social Development, 2016).

B. Perception of Female Students Towards the Effectiveness of Self-defense Education

Measuring the effectiveness of self defense training is difficult, partly because it is hard to maintain response levels over a long period and partly because it is difficult to attribute change solely to the training. Researchers agree that more could be done to assess avoidance behaviors, victimization experiences, and women (and girls') responses to actual assaults (New Zealand Ministry of Social Development, 2016).

Very little research is available on the effectiveness of self defense courses for school-age girls as a strategy to reduce sexual or family violence. Outcomes are difficult to assess in any objective way, courses are often short, and many report on courses provided at universities in North America. The results may not apply in New Zealand. Programs for younger students focus on general safety, while those for senior school and university students focus on preventing sexual violence. They are more likely to be based on a feminist or empowerment model, with

self defense skills being taught as part of a broader program (New Zealand Ministry of Social Development, 2016).

C. Perception of Female Students Towards the Implementation of Self-defense Education

The research finding of Getachew, Markos, & Esayas, (2018) noted that, the majority of female students in the secondary schools have moderate perception to physical education practical class and low practice level in PE practical class (Bogale, Yohannis & Hailu, 2018).

The school administrative bodies should give necessary support for teachers on their role of implementation. McLaughlin, (1978) notes that "Implementation is incredibly hard, and that successful implementation generally requires a combination of pressure and support by school administration". Effective classroom teaching needs adequate amount of facilities & equipment. With this regard, Vaspoor, (1993) mentioned that poor material and facilities due to economic problem are the main bottleneck in the implementation of educational reform in developing countries (Tadesse, 2012).

Chapter 3: Methodology of the Research

This section will provide the type of research design and research method which are used by the researcher, the research cite and population, sample size and sampling techniques, data collection instrument and data collection procedures, validity and reliability of instruments, methods of data analysis and ethical issue which were used in the process of the study.

3.1. Research Design and Method

The study used descriptive survey design since descriptive survey design is more concerned to describe the exact characteristics of a group of people. Furthermore; survey design is important to understand the level of relationship between perception of female students who are learning in the high schools and the school self-defense education. Since the study used the descriptive survey design, it was conducted by using mixed research method to describe the results in terms of numbers and percentages. Also, this method helps to make detailed analysis on the existing phenomena with the intent to employ data and justify the current condition.

3.2. Research Cite and Population

The study was conducted in Guji Zone of Oromia Regional State. Guji Zone is one of the places where farmers & nomadic society exist in Ethiopia and research on such society is missing. Guji Zone consists of a total of 15 Woredas and Town Administrations. Out of these, a sample of one third or 5 Woredas/Town Administrations are selected purposively due to their geographical approach to one another along with their long year experience. The five sample Woredas are named as: Adola Woyyu town administration, Adola Redde woreda administration, Bore town administration, Shakkiso town administration and Wadera town administration.

In the Guji zone, there are 40 secondary schools. For the purpose of sampling, one secondary school is taken from each sample Woreda / Town Administration using purposive sampling technique. The sample secondary schools are selected in case they have long year experience with a large number of student populations while comparing with those 35 secondary schools with less experience and smaller number of student populations. The sample secondary schools are Adola secondary school, Shakkiso secondary school, Shakkiso- Boke secondary school, Bore secondary school and Wadera secondary school. Female students, physical education teachers and school principals in the five sample secondary schools were target population of the study.

3.3. Sampling Techniques and Sample Size

The required amounts of samples for the study are selected based on the information of Cohen, Manion & Morison, (2007). For the purpose of determining the appropriate amount of sample size, the researcher used 297 sample female students which count for a homogeneous population from the total population of 1291 female students in the five sample schools. On the other hand, the researcher used 12 physical education teachers and 9 school directors from all the sample secondary schools. The sample P.E teachers are taken purposively & school directors are selected randomly from the five sample schools.

Table 1: Sample Size for Female Students

Sample Schools	Grade	Total population	Proportion (%)	Sample size
Adola Secondary School	9	275	21.2	63
	10	134	10.5	31
	Total	409	31.7	94
Shakkiso Secondary School	9	175	13.6	40
	10	61	4.7	14
	Total	236	18.3	54
Shakkiso-Boke Secondary School	9	57	4.4	13
	10	27	2.1	6
	Total	84	6.5	19
Bore Secondary School	9	207	16.1	48
	10	166	12.8	38
	Total	373	28.9	86
Wadera Secondary School	9	103	8	24
	1o	86	6.6	20
	Total	189	14.6	44
Grand Total	9	817	63.3	188
	10	474	36.7	109
	Total	1291	100.0	297

As it is shown in the above table-1, among the total population of 1291 female students in the five sample secondary schools, 188 (63.3%) sample female students are selected from grade nine and the remaining 109 (36.7%) sample female students are selected from grade ten using simple random sampling technique.

Table 2: Total sample size of the study

Samples	Total Population	Sample size	Sampling technique
Students	1291	297 (23.3%)	Simple random sampling
P.E Teachers	12	12 (100%)	Purposive sampling
Directors	14	9 (64.3%)	Simple random sampling
Total sample size		318	

As it is shown in the above table-2, among the total 318 (100%) samples subjects in the five sample secondary schools, 297 (93.4%) samples are female students, 12 (3.8%) samples are physical education teachers and 9 (2.8%) samples are school principals.

3.4. Data Collection Procedures

Before administration of the research instrument, the researcher obtained permits from the relevant authorities of woreda education bureau and school directors of the five sample schools. The researcher administered the questionnaires to the sample student respondents and the interview guide to the sample physical education teachers and school directors for the purpose of collecting data.

After the respondents were provided with the purpose and objectives of the study at first, they had been guided to provide their genuine response for each question in the instrument and then the prepared instruments were provided for them to do what is required from them. Finally, after the sample respondents gave their responses, the instruments were collected back to the researcher.

3.5. Data Collection Instruments

To get the reliable information from the study participants, the types of instruments to be used have paramount significance. Therefore; the researcher had developed and used a "rating scale" form of questionnaire for the student respondents to rate the level of their responses and an open ended interview for physical education teachers and school directors to gain detailed qualitative data.

3.5.1. Questionnaire

According to Mugenda & Mugenda, (2004), the questionnaire was chosen since it is easy to manage and the researcher can concurrently collect information from the respondents therefore saving time (Edward,, 2015). The researcher was developed and used a questionnaire to collect

data from student respondents. The developed questionnaire contained a total of 20 questions which are mainly focused on the perception of secondary school female students towards the current benefits, level of effectiveness and implementation of school self-defense.

3.5.2. Interview Schedules

Interview schedules were used since they frequently give very high response rates. Thomas, (2009) pointed out that, an enormous deal is provided by this personal contact since the interviewees take action to the interviewer in bodily presence, unlike how they would react to the questionnaire (Edward,, 2015). The developed interview schedules contained 14 questions for th esample physical education teacher respondents and sample school directors towards the current benefits, level of effectiveness and implementation of school self-defense.

3.6. Piloting of Research Instruments

According to Wiersma (1985), it is necessary that the research instrument be piloted as a way of finalizing them. The purpose of piloting is to detect any problem for remedial before the actual study. The research instruments were piloted in the Woyyu secondary school of Adola Woyyu town administration in Guji Zone which was not included in the actual study (Edward,, 2015).

Sound measurement must meet the tests of validity & reliability. In fact, these are the two major considerations one should use in evaluating a measurement tool. The pilot-test was conducted using 40 grade 9 & grade 10female students, 3 physical education teachers & 3 school directors to pre-test the data collection tools.

3.6.1. Validity of Instruments

Validity is the extent to which differences found with a measuring instrument reflect true differences among those being tested (Weiner, 2007). Thus, the face, construct and content validity of each item in the instruments were approved by my advisor and the high school physical education teachers. The feedback from physical education teachers ensured the

questions are involved the key contents about the perception of female students towards the benefits, effectiveness and the current implementation of the school self-defense education and the feedback from the advisor essentially increased the relevancy and clarity of the questions. Campbell, (1960) noted that, the most common methods for demonstrating validity are referred to as content-related, criterion- related and construct-related validity.

Content-related validity refers to the relevance of the instrument or measurement strategy to the construct being measured. The content validation was established based on the content provision of the school self-defense education and the level of perception of female students towards self-defense education which are mentioned earlier within the basic research questions of this study. On the other hand, the physical education teachers were examined the questions and then ambiguous statements were rephrased and unnecessary ones deleted to enhance the validity of the tools before the actual study is carried out (Fitzpatrick, 1983).

3.6.2. Reliability of Instruments

The degree to which a measurement technique can be depended upon to secure consistent results upon repeated application. The test of reliability is another important test of sound measurement. A measuring instrument is reliable if it provides consistent results (Weiner, 2007). To test reliability of the instrument, the pilot test was conducted in a school which is out of the five sample schools. The developed instrument included a total of 20 questions with five rating options (strongly agree to strongly disagree) for each question which are developed on the perception of female students towards the different aspects of the school self-defense education. During the pilot study, the instrument was first tested in a class which had a total of 40 grade 9 and 10 female students after they are informed well about the purpose & objective of the study and the instructions that should be applied in giving their responses for each questions

are explained in enough amount. After a period of 30 minute rest, the instruments were retested again with the same respondents in the same school.

After the test scores had been coded, they are entered into SPSS software version 20.0 based upon the 5-point responses with higher values indicating more positive (desirable outcome) and lower values indicating more negative (less desirable outcome) and then computed accordingly in order to evaluate the reliability of test items. All test items in the instrument are reliable since each resultis above 0.70 ranging between r = 0.713 (min) and r = 0.812 (max).

3.7. Methods of Data Analysis

Orodho, (2009) proposed that data analysis is the lifeline of a research and the method of analysis is the backbone and conduit wire. The data was analyzed using descriptive statistics (mean, standard deviation, maximum and minimum values) while the relationships between the variables were determined by Pearson correlation with the help of SPSS (Statistical Package for Social Sciences) software version 20 . To determine the practical significance of correlations, correlation coefficients were used as effect sizes according to the guidelines of (Edward, 2015).

3.8. Ethical Issues

Research ethics refers to the type of agreement that the researcher enters into with his/her research participants. Ethical considerations play an important role in all research studies. For this matter, researchers must be aware of and attend to the ethical considerations related to their studies. For the purpose of effective communication between the researcher & the participants, the researcher respected some ethical considerations to keep respondents' identity to uphold the privacy and confidentiality of the data that they gave. To ensure this, the respondents are not asked to write their names& their school name on the instrument and they are not allowed to share their ideas on the questions. But, the respondents were allowed to respond freely without any enforcement for the purpose of keeping both personal and institutional secretes.

Chapter 4: Data Presentation, Analysis & Interpretation

This chapter deals with the presentation, analysis and interpretation of data about the perception of high school female students towards the current benefits, effectiveness and implementation level of the teaching -learning process of self defense education. The collected data are presented in table 7, 8 & 9 in terms of the response categories with corresponding frequencsy & percentage of respondents and in terms of results of descriptive statistics for each question.

The main findings of the study are presented under each table with results of descriptive statistics (mean & SD) & Pearson correlation coefficient for the sake of identifying a statistical significant correlation between variables under the study. The results are analyzed in terms of the level and magnitude of the correlation with their significance level & then interpreted based on (Cohen, Manion & Morison, 2007). Interview data are organized based on similarities of the responses & then analyzed and interpreted accordingly to set out the findings.

4.1. Demographic Characteristics of the Respondents

Demographic characteristics of respondents are important to provide readers with information about the educational background, sex and age of the respondents. Furthermore; educational background of respondents has vital role in balancing the obtained data to be tangible since the experience of respondents vary from one to another. Also, the sex and age of respondents have paramount importance due to the differences in the respondents' level of maturity. Therefore; demographic characteristics of respondents is used during the process of data gathering about the perception of secondary school female students towards the current benefits, effectiveness and implementation level of school self-defense education.

Table - 3: Educational Background & Age of the Respondents.

Samples Schools	Grade	Age category							
		Below 15		16 – 20		Above 20		TOTAL	
		f	%	*f*	%	*f*	%	*f*	%
5 sample	9	*82*	27.6%	*74*	24.9%	*32*	10.8%	*188*	63.3%
Schools	10	*58*	19.5%	*34*	11.4%	*17*	5.7%	*109*	36.7%
	Total	*140*	47.1%	*108*	36.4%	*49*	16.5%	*297*	100%

As it is shown in table- 3 about educational background of respondents, 188 (63.3%) respondents are grade - 9 female students and the remaining 109 (36.7%) respondents are grade - 10 students. Concerning age of the respondents, 140 (47.1%) respondents are under 15, another 108 (36.4%) respondents are between age 16 & 20 and the rest 49 (16.5%) respondents are above age 20.

Table 4: Sex of Physical Education Teachers & School Directors

Category	P.E Teachers	School Directors
M	10	8
F	2	1
Total	12	9

As it is shown in table-4, concerning the sex of physical education teachers, 10 respondents are male and 2 respondents are female. Concerning the sex of school directors 8 of them are male and the remaining 1 respondent is female. This shows that, among the total 21 respondents, 18 respondents are male and 3 respondents are female.

Age of Physical Education Teachers and School Directors

Age plays an important role in the process of gathering data from respondents since difference in age of respondents' causes difference in maturity and experience of respondents. The differences help to obtain information from different perspectives of the respondents. Therefore; age of the respondents is used in this study to gather data about the perception of secondary school female students towards the benefits, effectiveness and implementation level of self-defense education.

Table 5: Age of Physical Education Teacher & School Directors

Category	P.E Teachers	School Directors
Below 20	0	0
20 – 25	5	2
26 – 30	2	3
Above 30	5	4
Total	12	9

As it is shown in table-5, the age of 7 (33.3%) respondents is between age 20 & 25, the age of 5 (23.8%) respondents is between age 26 & 30 and the age of 9 (42.9 %) respondents is above 30. The difference in the age groups constitutes its constructive part providing different experiences of the respondents which help the collected data to be tangible.

Table 6: Qualification of Physical Education Teacher & School Directors

Category	P.E Teachers	School Directors
First degree	10	7
Second degree	2	2
Total	12	9

Concerning educational background of the respondents, 17 (81%) respondents are first degree holders and the remaining 4 (19%) respondents are second degree holders (masters). Educational background of the respondents was very important for the study providing tangible data.

4.2. Descriptive statistics of the study variables

Descriptive statistics was used to examine the general features of the study data, specifically to analyze the perception of female students' towards the current benefits, effectiveness and implementation in the teaching-learning process of self - defense education and to understand the intended behaviors/outcomes.

The collected data about the benefits of self - defense for female students in secondary schools is presented in table 7, data about the effectiveness of school self-defense is presentedin table 8 and data about the implementation of self - defense is presented in table 9. The data is presented in terms of mean perception scores, SD scores, frequencies, and percentages. Furthermore; values of correlation and their level of significance are computed using SPSS statistical package.

4.3. Analysis and interpretation of data

For the sake of data analysis and data interpretation, the study employed correlational design to determine the relationship between perception of female students and the benefits, effectiveness and implementation level of self-defense education. Correlational design helps to understand the existence, extent and direction of a relationship in non-experimental research. Also, triangulation methodological approach was used in the process of data analysis since it helps to overcome the problem of 'method boundedness' and it is suitable when a more holistic view of educational outcome is sought (Cohen, et.al, 2007).

The analysis and interpretation process of data was conducted based on numbers (frequencies) & percentages of response categories from strongly agree to strongly disagree. Organized data are

analyzed in terms of descriptive statistics & Pearson correlation and results are interpreted based on Cohen, et.al, (2007).

Note: - Each response category is represented by the following abbreviations.

SA = Strongly Agree A = Agree NANDA = Neither agree nor disagree,

DA = Disagree SDA = Strongly Disagree

4.4. Perceptions of female students towards the benefits, effectiveness and implementation level of the school self-defense education

This section provides the perception of female students towards the different benefits that they got from their participation in the school self-defense education and the current effectiveness and implementation level of self - defense education. For this matter, the collected data are organized and presented in three tables. Table - 7 presents responses of female students towards the benefits of self-defense education; table - 8 presents the response of female students towards effectiveness level of self-defense education and table - 9 presents the response of female students towards the implementation level of self-defense education.

Investigating the perceptions of female students towards self - defense education is important to examine the benefits that female students got, the effectiveness and implementation level of the school self - defense education. In the 1999 world summit on physical education, international researchers highlighted case evidence concerning benefits of physical educationaround the world and its health benefits to children. Some of these benefits are; improving selfesteem and reducing risky habits; reducing the chances of early sexual activity among girls and teenage negative attitudes toward school and dropout rate; giving knowledge of abstract-critical thinking and preventing health hazard injuries (Hardman, 1999).

Also, New Zealand Ministry of Social Development noted that, measuring the effectiveness of self-defense training is difficult, partly because it is hard to maintain response levels over a long

period and partly because it is difficult to attribute change solely to the training (New Zealand Ministry of Social Development, 2016).

4.4.1. Perception of female students towards the extent to which they are benefited from the current teaching-learning process of school self-defense education

The first objective sought to solicit information about the extent to which the teaching - learning process of self - defense education is benefiting female students in the sample secondary schools. Five questions were used to solicit information towards psychological, physical, health, sociallife and academic achievement benefits of self-defense education.

The school is one of the most important educational institutions that achieves integrated growth to the students from all physical, social, psychological, mental and health aspects; because of the different and various cognitive and skillful programs provided by the school the student will able to adopt to his/her surrounding environment to achieve the objectives of physical education (Xiang, Lowy, & Mc Bride, 2002).

Table 7: The response of female students about the different benefits of the school self - defense education

No	Questions		Responses (n = 297)					Descriptive statistics	
			SA	A	NAN	DA	SDA	$\bar{X}$	SD
1	How do you rate the psychological benefits that you got from self- defence education classes?	*f*	71	83	39	54	50	3.2	1.4
		%	24	27.9	13.1	18.2	16.8		
2	How do you rate the physical benefits that you got from the self - defence education ?	*f*	65	98	43	59	32	3.3	1.3
		%	21.9	33	14.5	19.8	10.8		
	How do you rate the health								

3	benefits that you got from self - defence classes?	*f*	69	82	37	58	51	3.2	1.4
		%	23.2	27.6	12.5	19.5	17.2		
4	How do you rate the social life benefits that you got from self - defence classes?	*f*	75	84	22	67	49	3.1	1.3
		%	25.2	28.3	7.4	22.6	16.5		
5	How do you rate an improved academic achievement that you got after you have been given self - defence education in grade 9 & 10?	*f*	62	70	46	67	52	3.0	1.4
		%	20.9	23.6	15.5	22.5	17.5		

The data in table - 7 showed that, two categories which accounted a total of 154 (51.9%) respondents agreed that they are psychologically benefited from the teaching learning process of self - defense with the mean perception score $\bar{x}$=3.2 and standard deviation score Sd = 1.4.

The result of examined correlation indicated a "strong" positive correlation (r = .767**) at p =.000 between the psychological benefit of female students and their exposure to the teaching-learning process of self - defense education. Furthermore; results of an interview approved the female students in the sample secondary schools are benefited psychologically from the current teaching-learning process of self-defense education.

The results of instruments & correlation coefficient showed that, female students in the sample secondary schools have got good psychological benefit from the teaching and learning process of self - defense education due to its current strong impact. This implies that, the teaching-learning process of self defense education is effective enough in terms of achieved psychological benefit of female students in the sample secondary schools.

In learning self-defense emphasis is given not only to the techniques of defending oneself from attack, but special emphasis is given to self-discipline, positive attitude and moral (MoE, 2006).

Concerning the perception of female students towards physical benefit, two categories which accounted a total of 163 (54.9%) respondents agreed that, they are physically benefited from the teaching learning process of self-defense education with mean perception score $\overline{X}$ = 3.3 and the standard deviation score Sd = 1.3.

The result of examined correlation indicated a "modest" positive correlation (r = .017) at p = .764 between physical benefit of secondary school female students and their exposure to the teaching - learning process of self defense education. The results of an interview also showed the female students have got physical benefit from the current teaching-learning process of self-defense education.

The results of instruments & correlation showed that, female students' in the sample secondary schools are physically benefited from the teaching - learning process of self - defense education. This implies that, the current physical benefit of female students is modest dueto the shortage of required equipment and materials in the sample secondary schools.

Advocates of self defense for women believe that, the development of particular physical and mental skills will strengthen women's physical capacities, support women's independence, and increase women's mobility and, ultimately, move women from a culturally conditioned passivity to being non passive, powerful individuals (Pureperformancemac.com, 2016).

Concerning the health benefit of female students, two categories which accounted a total of 151 (50.8%) respondents agreed that, they have got health benefit from the current teaching-learning process of self-defense education with the mean perception score ($\overline{X}$=3.2) and the Sd score (1.4).

The result of examined correlation indicated a "weak" positive correlation (r = .010) at p =.869 between the health benefit of female students and their exposure to the teaching-learning process of self defense education. On the other hand; the results of an interview approved the female

students have got health benefit from the current teaching-learning process of self-defense education.

The results of instruments & correlation coefficient showed that, the female students' have got health benefit from their participation in the teaching -learning process of self-defense education. This implies that, the current health benefit of female students is weak in the sample secondary schools.

Concerning the social life benefits of female students, two categories which accounted a total of 1 59 (53.5%) respondents agreed that, they have benefited socially from their current interaction in the teaching-learning process of self-defense education with the mean perception score ($\bar{X}$=3.1) and the Sd score (1.4).

The result of examined correlation indicated a "modest" positive correlation ($r = .267^{**}$) at $p < 0.01$ between the social benefit of secondary school female students and their exposure to the teaching-learning process of self defense education. Furthermore; the results of an interview approved the same result.

The results of instruments & correlation showed that, the female students' have got social benefit from their current participation in the teaching-learning process of self-defense education.But; the achieved social life benefit is modest. This implies that, the current teaching - learning process of self defense education is modestly benefiting the female students in the sample secondary schools in terms of their social life interactions.

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

Concerning perception of female students towards their academic achievement, two categories which accounted a total of 132 (44.5%) respondents approved that self-defense education has helped them to improve their academic achievement with the mean perception score ($\bar{X}$=3.0) and the Sd score (1.4).

The result of examined correlation indicated a "strong" positive correlation (r = .915) at p = .000 between the academic achievement of secondary school female students and their exposure to the teaching - learning process of self - defense education. Also; the results of an interview showed that, 66.6% of the teacher respondents & all the school directors approved that, there is an improving tendency of the female students' academic achievement currently after they have been provided with self-defense education.

The results of instruments (quantitative & qualitative) & correlation showed that, there is an improved academic achievement of female students in the sample secondary schools due to a strong influence of their psychological benefit from their exposure to the teaching - learning process of self - defense education. This implies that, the current teaching - learning process of self - defense is benefiting the female students in their academic achievement in the sample secondary schools.

According to researchers, physical education and sport enhances academic achievement by increasing the blood flow to the brain, enhancing mood, increasing mental alertness, and improving self-esteem. Curry (2012) emphasizes that physical education has the potential to improve learners' lives through sporting experiences, developing their skills and identifying students with possibly hidden talents or those in need of further support (Bailey, 2006).

4.4.2. The perception of female students towards the effectiveness level of the current teaching-learning process of the school self-defense education.

The second objective sought to solicit information from the respondents on the the current effectivness level of self-defense education. 8 questions were used to solicit required information on the different aspects in the implementation of the teaching-learning process of the school self-defense education in the study sample secondary schools.

One essential element of the teacher-student relationship is students' perception of the pedagogical commitment of their teachers (Eder, 1996). Students can detect whether the teacher's personality agrees with their achievement and learning objectives and whether the teacher takes responsibility for their success or failures (Benjamin, Christian, Sara & Erin, 2015)

Table 8: The response of female students about the current effectiveness level of the school self-defense education

No	Questions		Responses (n = 297)					Descriptive statistics	
			SA	A	NAND	DA	SDA	$\bar{X}$	SD
1	How do you rate the teacher's initiation to teach self-defence education?	*f*	65	81	24	65	62	3.0	1.4
		%	21.9	27.2	8.1	21.9	20.9		
2	How do you rate the knowledge of your teacher about self defen se training techniques?	*f*	14	105	112	39	27	3.1	1.0
		%	4.7	35.3	37.7	13.1	9.1		
3	How do rate the effectiveness of self-defense education in terms of male students' assault reducti on against female students?	*f*	65	78	47	58	49	3.1	1.4
		%	21.9	26.3	15.8	19.5	16.5		
4	How do you rate the school provision of the required self - defence equipments & material for the practical sessions?	*f*	27	45	55	93	77	2.5	1.2
		%	9.1	15.2	18.5	31.3	25.9		
5	How do you rate the school bud get allocation for the provision of the required selfdefense mate rials for the practical sessions?	*f*	50	48	61	76	62	2.1	0.9
		%	16.8	16.2	20.5	25.6	20.9		

6	How do you rate the school support for the implementation of self-defence education?	*f*	35	57	38	73	94	2.5	1.4
		%	11.8	19.2	12.8	24.6	31.6		
7	How do you rate the current impact level of the school self-defense education?	*f*	61	84	38	69	45	3.0	1.4
		%	20.5	28.3	12.8	23.2	15.1		
8	How do you rate the current effectiveness level of self defense education for you as required as possible?	*f*	79	102	24	1	31	3.1	1.0
		%	26.6	34.3	8.1	20.5	10.4		

As shown in table 8, two categories which accounted a total of 146 (49.1%) respondents percept that their teachers' initiation to teach self defense education is good enough with the mean perception score ($\overline{X}$=3.1) and the Sd score (1.4).

The result of correlation indicated a "strong" positive correlation (r = .703**) at $p < 0.01$ between the perception of secondary school female students towards the initiation of physical education teachers and the current teaching - learning process of self - defense education. Also, physical education teachers and school directors approved that, the current initiation of physical education teachers' to teach self-defense education is very good.

Results of instruments & correlation showed that, the initiation of physical education teachers' to teach self - defense is very good. But, due to the negative impacts of hindering factors in the sample secondary schools, the initiation of physical education teachers to teach self-defense education is currently decreasing from time to time.

This implies that, the current teaching - learning process of self - defense education is negatively impacted by different factors which are hindering the initiation of physical education teachers which in turn hindering the effectiveness of self-defense education.

All the students need to be active in the class, since it has a number of benefits both for students and teachers. The effort the teachers invest motivates students to engage with more interest in the

process of exercising, which will bring better results and make students realize how important it is to incorporate physical exercise into daily life (Zrnzević & Radomir,2013)

Concerning knowledge of physical education teachers, two categories which accounted together a total of 119 (40%) responders are agreed their physical education teachers have the required knowledge to teach the techniques of self defense education with the mean perception score ($\bar{X}$=3.1) and Sd score (1.0). On the other hand, 112 (37.7%) respondents are neutral from giving their responses.

The result of correlation indicated a "very weak" negative correlation ($r = -0.054$) at $p = 0.350$ between the the perception of high school female students and the general knowledge of physical education teachers to teach self-defense effectively. Furthermore; results of an interview showed the same result.

Results of instruments and correlation showed that, the general knowledge of physical education teachers to teach self - defense education effectively is not satisfactory. This implies that, the effectivness of the teaching - learning process of self - defense education is very weak due to the poor general knowledge of physical education teachers in the sample secondary schools.

The condition of self-defense in schools is good quality of trained instructors who will not only have excellent knowledge of self-defense, but also will be able to work with children. The basis is the knowledge of psychology (Lapkova & Svavoda, 2013).

Concerning perception of female students towards the level of school provision, two categories which accounted a total of 170 (57.2%) respondents approved that the school provision level of the required equipments & materials for the practical teaching - learning process of self - defense education is currently very poor with mean score ($\bar{X}$=2.5) and Sd score (1.2).

The result of correlation indicated a "weak" positive correlation (r = 0.048) at p = 0.41 between the school provision level of required equipments & materials and the current implementation of the teaching - learningprocess of self-defense education. Furthermore; the results of an interview showed the same result.

The results of instruments and correlation coefficient showed that, the school administrations provision level of the required self-defense equipment & materials is very poor. This implies that the current implementation of self - defense is negatively affected by very poor provision level of the required equipment & materials by school administrations in the sample secondary schools.

Students will certainly be more motivated if there is everything necessary in a school for conducting physical education classes. Therefore, equipment should be used as much as possible, and its use should become an everyday practice in working with children (Zrnzević & Radomir, 2013).

Concerning the perception of female students towards the level of school administrations budget allocation, two categorical which accounted a total of 138 (46.5%) respondents approved that budget allocation of school administrations for physical education is very poor with the mean perception score ($\overline{X}$=2.1) and Sd score (0.9). On the other hand, 61 (20.5%) respondents are neutral from giving their responses towards the current budget allocation for physical education by school administrations of the sample secondary schools.

The result of correlation indicated a "very weak" negative correlation (r = - 0.051) at p = 0.334 between budget allocation of school administrations for physical education and the current implementation of self defense education. Furthermore; the results of an interview showed the same result.

The results of instruments & correlation coefficient showed that, the budget allocation of school administrations for physical education is very poor. This implies that, the current implementation

of self - defense education is negatively impacted by financial scarcity in the sample secondary schools.

Concerning the perception of female students towards the support of school administrations for effective implementation of self-defense education, two categories which accounted a total of 167 (56.2%) respondents noted that, the school administrations are not supportive currently for the proper implementation of the teaching-learning process of self-defense education with the mean perception score ($\overline{X}$=2.5) and Sd score (1.4).

The result of examined correlation indicated a "weak" positive correlation ($r = 0.022$) at $p = 0.70$ between the support level of school administrations & the current implementation of the teaching -learning process of self - defense education. Also, physical education teachers noted that, the school administrations support for the practical applications of the self - defense education is to a little extent. On the other hand, the school directors approved that, the school administrations are not supportive enough for the effective implementation of self-defense education.

The results of instruments and correlation showed that, the school administrations support for the practical implementation of self - defense education is very weak due to financial constraints and poor emphasis of the school administrations for the situation. This fact clearly indicates that, the current implementation of self - defense education is negatively impacted by the very poor support of the school administrations in the sample secondary schools.

According to Ennis, (2003), teachers rely on the support of administrators to create strong programs & maintain class control.When administrators value physical education highly physical education teachers are encouraged to set goals leading to student learning (Buns, 2010).

Concerning male students' act of sexual assault against female students, two categories which accounted a total of 143 (48.2%) respondents approved that the male students' act of sexual

assault is currently decreasing with the mean perception score ($\overline{X}$ =3.2) and the Sd score (1.4) in the sample secondary schools.

Result of examined correlation indicated a "moderate" positive correlation (r = .049) atp =403 between the perception of female students towards the current male students' act 47 of sexual assault and the impact of the teaching-learning process of self - defense education.Also, physical education teachers and school directors feel that, there are some indicators that show the decline tendency of the male students' act of sexual assault against female students in the sample secondary schools.

Results of instruments and correlation showed that, male students' act of sexual assault against female students is currently decreasing in the sample schools due to the class t heoretical aspects of self-defense education especial the ethical considerations part of the course. But, the amount of decrease is not satisfactory since it is moderate. Thisimplies that, the current teaching-learning process of self defense education is effective to some extent in terms of its positive impact in reducing the male students' act of sexual assault against female students in the sample schools.

Concerning the current impact level of the teaching - learning process of self - defense education, two categories which accounted a total of 145 (48.8%) respondents agree that they are impacted positively by self - defense education with the mean perception score ($\overline{X}$=3.1) and Sd score (1.4).

Result of examined correlation indicated a "strong" positive correlation (r = .787) at p = .000 between the teaching -learning process of self-defense education & its current impact level in the sample secondary schools. On the other hand, physical education teachers and school directors noted that, the teaching-learning process of self-defense education has some positive impacts on female students.

The results of instruments (quantitative & qualitative) & correlation showed that, the school self-defense education is positively impacting female students in the sample secondary schools due to

the different benefits that they got currently from self - defense education such as improved self - confidence, improved academic achievement and improved fitness levels. This implies that, the teaching-learning process of self -defense education is effective to some extent due to its positive impacts on female students.

It is known that self-defense education is required to have some positive impacts upon the students in the school. A review report of Berkline, (2007) indicated that, most of the findings showed positive impacts across a range of psychological measures including increased assertiveness and self-esteem; decreased anxiety/fear; increased perceived control; increased self-efficacy (Pureperformancemac.com).

Concerning the effectiveness of self defense education, two categories which accounted a total of 181 (60.9%) respondents agreed the teaching learning process of self - defense education is effective to some extent with the mean perception score ($\overline{X}$=3.4) and Sd score (1.3).

The result of correlation indicated a "modest" positive correlation ($r = .267^{**}$) at $p = .000$ between the teaching - learning process of self - defense and its current level of effectiveness. Most of physical education teachers (75%) noted that, even if they do not think that self - defense education is effective enough as much as required, it is effective to some extent in the sample secondary schools.

Results of instruments (quantitative & qualitative) and correlation showed that, the teaching and learning process of self - defense education is modestly effective in providing some benefits for female students.

4.4.3. Perception of female students towards the current implementation level of the teaching and learning process of the school self-defense education

The third objective sought to solicit information from the respondents on the implementation level of school self-defense education. Seven questions were used to solicit the required information on the different aspects in the implementation of the teaching - learning process of self-defense in the study sample secondary schools.

Students should be given the opportunities for real challenges and encouraged, so as to give them the opportunity to discover connection between effort & success, between success and motivation and to develop self-confidence. If the students do not see the need to put effort, they will not even try. Most students are excited by challenges if they are provided with all the conditions they need to succeed (Zrnzević & Radomir, 2013).

Table 9: The response of female students about the current implementation level of the school self-defense education

No	Questions		Responses (n = 297)					Descr. statistics	
			SA	A	NAN	DA	SDA	$\bar{X}$	SD
1	How do you rate the current conduciveness of the school environment for implementation of self - defence education?	*f*	41	58	24	78	96	2.5	1.4
		%	13.8	19.5	8.1	26.3	32.3		
2	How do you rate the teachers' ability to encourage students to learn self - defence education?	*f*	72	89	21	57	58	3.2	1.4
		%	24.2	30	7.1	19.2	19.5		
3	How do you rate the teacher'ssu pport for you during practical sessions of Self-defence?	*f*	59	53	34	102	49	2.9	1.4
		%	19.9	17.8	11.4	34.3	16.5		
4	How do you rate the teacher's ca pability for the theoretical self defe nse application?	*f*	64	73	51	61	48	3.1	1.3
		%	21.5	24.6	17.2	20.5	16.2		
5	How do you rate the teacher'sca pability for the practical self defence application?	*f*	59	66	76	60	36	3.1	1.2
		%	19.9	22.2	25.6	20.2	12.1		
6	How do you rate the contents ofs	*f*	48	91	25	89	44		

	elf - defence are interesting for you?	%	16.1	30.6	8.4	30	14.8	3.0	1.3
7	How do you rate the current period allotment (1period/week) for physical education?	*f*	0	18	23	91	165	1.6	0.8
		%	0	6.1	7.7	30.6	55.6		

As it is shown in the above table – 9, two categories of the respondents which accounted together a total of 174 (58.6%) respondents approved that the current school environment in the sample secondary schools is not conducive enough for the implementation of self-defense education with the mean perception score ($\overline{X}$=2.5) and Sd score (1.4).

The result of correlation indicated a "weak" positive correlation (r = 0.034) at p = 0.561 between the current school environment and effective implementation of the teaching and learning process of self-defense education. On the other hand, physical education teachers and the school directors believe that, the school environments are not conducive enough for practical implementation of self-defense education.

Results of instruments and correlation showed that, the school environments are not conducive enough for practical implementation of self-defense education due to the poor quality of available materials, equipment, facilities and sport fields in addition to their absence in terms of the required amount and type due to financial constraints. This implies that, the unfavorable school environment is negativelly affected the current practical implementation of self-defense education to be weak in the sample secondary schools.

Stott, (1974) noted that, the term environment in its usual sense encompasses all of influences upon development which come from outside the individual. Many researchers have proved that home environment and school environment affect the scholastic achievement of the student. Self-defense provides a safe & open environment ideally for experiencing different ways of imagining and feeling one's body and its movements (Rentschler, 2010).

Concerning the perception of female students towards their teacher's ability to encourage female students, two categories which accounted a total of 161 (54.2%) respondents are agreed that,their physical education teachers are able enough to encourage female students to learn self-defense education with the mean perception score ($\overline{X}$ = 3.2) and Sd score (1.4).

Result of correlation indicated "very strong" positive correlation (r =0.819**) at $p < 0.01$ between the ability of physical education teachers to encourage female students and the implementation of the teaching - learning process of self - defense. On the other hand; results of an interview showed the same result.

The results of instruments & correlation showed that, the ability of physical education teachers' to encourage female students to be good participants in different roles of the teaching and learning process of self - defense education is very good. This implies that, the current ability of physical education teachers' to encourage participation of female students' is contributing to some extent for effective implementation of self-defense education.

Learners can be encouraged to undertake different roles & responsibilities. As a result, they learn to be effective in the different competitive, creative and challenging situations that participation in physical activity continually offers them (NCCA, n.d.).

Concerning the physical education teacher's support for female students, two categories which accounted a total of 151 (50.8%) respondents noted that their physical education teachers are not supportive enough during the practical teaching - learning process of self- defense education with the mean perception score ($\overline{X}$=2.9) and Sd score (1.4).

Result of correlation indicated "moderate" negative correlation (r = - 0.048) at p = 0.405 between the support of physical education teachers for female students and the current implementation of the teaching-learning process of practical self-defense education classe s. Furthermore; the results of an interview showed the same result.

The results of instruments and correlation showed that, female students are not supported by their physical education teachers in enough amounts during practical training sessions. This implies the poor support level of physical education teachers' is negatively impacting the implementation of the teaching-learning process of self-defense education.

According to MoE, (2008) physical education departments need to consider if there are appropriate learning experiences in place to support the needs of all pupils.

Concerning theoretical capability of physical education teachers, two categories which accounted a total of 159 (53.5%) respondents approved physical education teachers are capable to teach the theoretical aspects of self defense education with the mean perception score ($\overline{X}$=3.2) and Sd score (1.4). Also, the results of interviews examined the same result.

Result of correlation indicated "very strong" positive correlation ($r = .833^{**}$) at $p < 0.01$between the perception of female students towards the theoretical capability of physical education teachers and the teaching-learning process of self-defense education and the results of an interview showed the same result as it is approved by 83.3% of respondents.

Results of instruments & correlation showed that, physical education teachers are capable enough to teach the theoretical aspects of self - defense education. This implies that, the current teaching-learning process of self - defense education is effective enough due to theoretical capability of the physical education teachers in the sample secondary schools.

Research in the Government of Ireland noted that, the quality of teaching is the single most critical factor in sustaining and enhancing the quality of education outcomes in their system. It is the crucial foundation of a strong education and training system. Ireland is fortunate to have a highly skilled and dedicated teaching and training profession (Ireland Ministry of Education and Skills).

Concerning perception of female students towards the technical capability of physical education teachers, two categories which accounted a total of 125 (42.1%) respondents agree that.their physical education teachers are capable.to teach the practical techniques of self defense education with the mean perception score (X=31) & Sd score (1.3). On the other hand, 76 (25.6%) respondents are neutral from giving their responses.

The correlation indicated a "modest" positive correlation ($r = 0.192^{**}$) at $p < 0.01$ between the practical technical capability of physical education teachers and the teaching - learning process of self defense education. Also, physical education teachers and school directors approved that the technical capability of the physical education teachers for the application of practical techniques of self - defense education is not good enough since most of them did not take any type of self - defense courses & some had taken unsatisfactory training courses. Due to this; all P.E teachers are not happy & interested enough to teach technical aspects of self-defense education.

Results of instruments & correlation showed that, the technical capability of physical education teachers' to teach the practical aspects of self-defense education is modest due to their insufficient training while they were attending self - defense course in their university duration. This implies that, the current practical aspect of the teaching - learning process of self -defense education is not effective enough.

Buns, (2010) noted that, those who have a high sense of efficacy about their teaching capabilities can motivate their students and enhance their cognitive development (Buns, 2010). Educational experts stress the importance of training teachers properly to avoid program implementation failure (Ward et al., 2006).

Concerning perception of female students towards contents of self- defense, two categories which accounted a total of 139 (46.7%) respondents noted that the contents of self defense education are interesting to some extent for them with the mean perception score ($\bar{X}$=3.0) and Sd score (1.3).

Result of correlation indicated a "modest" positive correlation (r = 0.131*) at p = 0.024 between contents of self-defense education and the level of their being interesting in the implementation of self-defense education in the sample secondary schools. Furthermore, as it is approved by almost all physical education teachers, contents of self - defense education are interesting to some extent for female students.

Results of instruments & correlation showed, contents of self-defense education are interesting for female students in the sample secondary schools. This implies that, the contents of self - defense education is positively impacting the current implementation of the teaching - learning process of self-defense education in the sample secondary schools.

PE is characterized by content that is closely related to the real world and to the leisure time of children and youth. Moreover, PE classes are marked by the occurrence of intense emotional moments (Niederkofler, Herrmann, Seiler & Gerlach, 2015).

Concerning perception of female students towards period allotment for physical education, two categories which accounted a total of 256 (86.2%) respondents approved that, a single period allotment per week isn't enough for effective implementation of physical education (self-defense education) with the mean perception score ($\overline{X}$=1.6) and Sd score (0.8).

Result of examined correlation indicated a "weak" negative correlation (r = - 0.106) at p = 0.068 between the current single period allotment/week and the implementation of the teaching-learning process of physical education. Also, all physical education teachers and school directors believe that, the period allotment is not enough for the effective implementation of physical educationand to achieve the required educational goals.

The results of instruments & correlation showed that, the current one-period per week allotment is not enough to teach self - defense education effectivelly. This fact clearly implies that, the current

implementation of self - defense education is hindered by insufficient period allotment in the sample secondary schools.

According to Northern Ireland Curriculum, it is recommended that, a double period/week is made available as minimum requirement for teaching senior cycle physical education. Where possible, time table arrangement should facilitate learning opportunities associated with physical education in practical settings beyond the school (MoE, 2008).

Results of an interview about perception of female students towards benefits of self - defense education

Results of an interview approved that, female students had got psychological, physical, health and social life benefits from their participation in the teaching and learning process of self - defense education. This shows that, results of an interview are the same with results of descriptive statistics and correlation coefficients. Regarding their academic achievement, interview results showed that, 66.6% of teachers and all school directors approved that, there is an improving tendency of female students' academic achievement indicating the same result with results of descriptive statistics and correlation coefficients.

Results of an interview about perception of female students towards effectiveness level of the teaching and learning process of the school self-defense education

Concerning the initiation and knowledge of physical education teachers, results showed that, the initiation & knowledge of physical education teachers to teach self-defense is very good which is the same with results of descriptive statistics and correlation coefficients.

Concerning the school provision level of the required equipment and materials for self - defense education, interview results showed that, the dids of school administrations are very poor which is the same with the results of descriptive statistics and correlation coefficient.

Regarding budget allocation for physical education by school administration, results of interview showed the respontents are neutral from giving their responses about the school administrations budget allocation for physical education indicating the same with results of descriptive statistics and correlation coefficient.

Concerning the support of school administrations for the effectiveness of self-defense education, results of interview indicated that, the school administrations are not supportive enough for the effectiveness of self-defense education which is the same with results of descriptive statistics and correlation coefficients.

Concerning male students' act of sexual assault against female students, interview results showed physical education teachers and school directors feel a decline tendency of male students' act of sexual assault against female students indicating similar result with that of descriptive statistics & correlation.

Concerning the impact and effectiveness level of self defense education, the results showed that, self - defense education has some positive impacts on female students and its teaching - learning process is effective to some extent indicating the same result with results of descriptive statistics and correlation coefficients.

Results of an interview about the perception of female students towards the implementation level of the teaching and learning process of self-defense education

Interview results showed that, the school environment is not conducive for the implementation of self-defense education showing the same result with results of descriptive statistics & correlation coefficients.

Concerning the ability of physical education teacher's to encourage and support female students, eventhough physical education teacher are able to encourage female students to participate in the teaching-learning process of practical self-defense education, they are not supportive enough for

female students. This shows that, the results are the same with that of the results of descriptive statistics and correlation coefficients.

Concerning theoretical capability of physical education teachers, results showed that, physical education teachers are capable to teach the theoretical aspects of self-defense education showing the same result with the results of descriptive statistics & correlation coefficients. Regarding their technical capability, physical education teachers aren't capable enough to teach technical aspects of self - defense education. Due to this, interview result does not agree with results of descriptive statistics and correlation which indicate the opposite.

Results showed that, contents of self-defense are interesting to some extent for female students & the current one-period per week allotment is not enough for effective implementation of physical education (self - defense education) which indicate the same result with the results of descriptive statistics and correlation coefficients.

Chapter 5: Summary, Conclusion & Recommendations

5.1. Summary

The main purpose of this study was to assess the perception of secondary school female students towards the different benefits, effectiveness and implementation level of self-defense education in secondary school of Guji Zone in Oromia Regional State having a general objective to investigate the perception of female students towards self-defense education.

Descriptive survey research design with mixed approach was used in the study to assess whether a relationship is found or not between the study variables. For the purpose of sampling, 5 secondary schools and 318 sample subjects (students, physical education teachers and directors) are selected using simple random and purposive sampling techniques respectively.

For the purpose of data gathering, the researcher had developed & used two types of instruments. To collect data from students, the researcher used a "rating scale" type of questionnaire which contained a total of 20 questions about the perception of female students towards the benefits, effectiveness and implementation level of self - defense. To gather data from physical education teachers and school directors, the researcher used an open - ended type of interview schedule with 14 questions.

For the sake of data analysis and data interpretation, the study employed correlational design and triangulation methodological approach to determine the relationship between perception of female students and the benefits, effectiveness and implementation level of self - defense education. The analysis and interpretation process of data was conducted based on frequencies and percentages of response categories from strongly agree to strongly disagree. Finally, the process of data analysis was conducted with the help of results of descriptive statistics and results of Pearson correlation

coefficients using SPSS software and then interpreted accordingly based on interpretation manual of Cohen, et.al, (2007).

Findings of the study showed that, the female students in the sample secondary schools had got many benefits from the teaching-learning process of self - defense education. This means that, the teaching and learning process of self - defense education is contributing a lot for female students providing different benefits.

Concerning the effectiveness level of the teaching-learning process of self- defense education for female students,' findings indicated that, the teaching - learning process of self- defense education is effective to some extent providing some benefits for female students in the sample schools. But, on the other hand; some factors are hindering the effectiveness level of self - defense education. Due to this, the contribution of self - defense education for female students in terms of its level of effectiveness is this much.

The current implementation level of self - defense education is good in terms of some aspects of the course in the teaching-learning process of self-defense education. But, in most of other aspects of the course, the implementation level is very poor. Due to very poor implementation level of the teaching-learning process of self-defense education, its contribution for female students is low.

5.2. Discussion

A. Findings About the Benefits of Self-defense Education for Female Students

Findings of the study showed that, female students in the sample secondary schools are benefited from the teaching - learning process of self - defense in terms of psychological, physical, health, social life and improved academic achievement benefits. This implies that, the teaching - learning process of self – defense education is contributing a lot for female students providing different benefits. The results are supported by Xiang, Lowy, & Mc Bride, (2002) noting that, the school is

one of the most important educational institutions that achieves integrated growth to the students from all physical, social, psychological, mental and health aspects; because of the different and various cognitive and skillful programs provided by the school the student will able to adopt to his/her surrounding environment to achieve the objectives of physical education. Also, Bailey, (2006) reported that physical education & sport enhances academic achievement by increasing the blood flow to the brain, enhancing mood, increasing mental alertness and improving self esteem.

B. Findings About the Effectiveness Level of Self-defense Education for Female Students

Findings indicated that, the teaching -learning process of self- defense education was effective to alittle extent in terms of reducing male students' act of sexual assault against female students and in terms of some positive impact on female students.

A study in Kenya demonstrates that the "No Means No Worldwide self-defense program" is effective in reducing the incidence of sexual assault in a sample of high school girls living in an urban slum in Nairobi, Kenya. Gender-based violence is a serious problem transcending racial, economic, social and regional lines, threatening the growth, development, & health of adolescent girls worldwide (Sinclair et. al., 2013). It is known that self-defense education is required to have some positive impacts upon the students in the school (Pureperformancemac.com).

On the other hand; the teaching-learning process of self-defense education is negatively impacted by different factors such as the weak initiation of physical education teachers to teach self-defense , the very poor support level of school administrations for practical application of self-defense and greater financial scarcity. This implies that, the teaching - learning process of self - defense is not contributing much to female students since it is not effective enough. The findings are supported by the following evidences.

The effort the teachers invest motivates students to engage with more interest in the process of exercising, which will bring better results and make students realize how important it is to incorporate physical exercise into daily life (Zrnzević & Radomir, 2013). The condition of self-defense in schools is good quality of trained instructors who will not only have excellent knowledge of self-defense, but also will be able to work with children. The basis is the knowledge of psychology (Lapkova & Svavoda, 2013).

Effective classroom teaching needs adequate amount of facilities & equipment. With this regard, Vaspoor, (1993) mentioned that poor material & facilities due to economic problem are the main bottleneck in the implementation of educational reform in developing countries. The school administrative bodies should give necessary support for teachers on their role of implementation. Implementation is incredibly hard, and that successful implementation generally requires a combination of pressure and support by school administration (Tadesse, 2012).

C. Findings About the Implementation Level of Self-defense Education

Findings indicated that the curren implementation level of self-defense education is good in terms of capability of physical education teachers to encourage participation of female students, in terms of teaching theoretical aspects of self-defense education and contents of self-defense education.

Learners can be encouraged to undertake different roles & responsibilities. As a result, they learn to be effective in the different competitive, creative and challenging situations that participation in physical activity continually offers them (NCCA, n.d.). Buns, (2010) noted that, those who have a high sense of efficacy about their teaching capabilities can motivate their students and enhance their cognitive development. Educational experts stress the importance of training teachers properly to avoid program implementation failure (Ward et al., 2006). PE is characterized by content that is closely related to the real world and to the leisure time of children and youth.

Moreover, PE classes are marked by the occurrence of intense emotional moments (Niederkofler, Herrmann, Seiler & Gerlach, 2015).

On the other hand; the implementation of self - defense education is very poor due to the negative impacs of unfavorable school environment, poor support level of physical education teachers' for female students during practical implementation of self-defense and insufficient period allotment. This implies that, the very poor implementation level of self-defense education is not contributing much for female students in the teaching-learning process of self-defense education. The findings are supported by the following evidences.

Children placed in the incorrect learning environment may not learn to be successful, competent movers to the degree they could in a developmentally appropriate environment (Miller, 2011). According to MoE, (2008) physical education departments need to consider if there are appropriate learning experiences in place to support the needs of all pupils.

Buns, (2010) noted that, those who have a high sense of efficacy about their teaching capabilities can motivate their students and enhance their cognitive development (Buns, 2010). Educational experts stress the importance of training teachers properly to avoid program implementation failure (Ward et al., 2006). A notable feature identified in the EUPEA Survey is that, at school level, physical education timetable allocations are lower (UNESCO, 2013). According to Northern Ireland Curriculum, it is recommended that, a double period / week is made available as minimum requirement for teaching senior cycle physical education. Where possible, time table arrangement should facilitate learning opportunities associated with physical education in practical settings beyond the school (MoE, 2008).

5.3. Conclusions

- The female students have got psychological, physical, health, social life, and improved academic achievement benefits from current teaching and learning process of self -defense education in the sample secondary schools.
- The teaching-learning process of self - defense is negatively impacted by some factors which are hindering initiation of physical education teachers which in turn hindering effectiveness of self - defense education in the sample secondary schools.
- The current teaching and learning process of self - defense education is not effective in terms of general knowledge of physical education teachers in the sample secondary schools.
- The current teaching and learning process of self - defense education is not effective in terms of practical aspect in the sample secondary schools.
- Teaching-learning process of self-defense is effective enough in terms of theoretical capability of physical education teachers in the sample secondary school.
- The teaching-learning process of self - defense is effective to some extent in terms of reducing the male students' act of sexual assault against female students and in terms of its positive impacts on female students in the sample secondary schools.
- The practical implementation of self - defense is weak due to unfavorable school environment in the sample secondary schools.
- The implementation of self - defense is effective to some extent in terms of the ability of physical education teachers to encourage participation of female students currently in the sample schools.
- The implementation of self-defense is negatively impacted by very poor support level of physical education teachers' & school administrations, very poor provision level of required equipment & materials, financial scarcity and insufficient period allotment.

- The teaching - learning process of self-defense education is contributing a lot for female students providing different benefits.
- The very poor implementation level of self-defense education is not contributing much for female students in the teaching-learning process of self-defense education.

5.4. Recommendations

For the purpose of improving the benefits, effectiveness and implementation level of self-defense education for female students in the secondary schools, the researcher suggested the following recommendations.

- School administrations in the sample schools are expected to avoid the different factors which are hindering the initiation of physical education teachers to teach self-defense.
- The school administrations of the sample schools are expected to provide favorable teaching and leaning environment for the effective practical implementation of the teaching - learning process of self defense education.
- The school administrations are expected to provide the required level of support and provision for effective implementation of self-defense education.
- Physical education teachers of sample schools are expected to improve their technical capability for the sake of providing female students with effective self-defense techniques.
- School administrations of sample secondary schools are expected to allot the required amount of budget for the effective implementation of self-defense education.
- Concerned curriculum designers are expected to improve the current 1-period/week allotment for physical education for the sake of its effective implementation.
- The school administrations and physical education teachers are expected to work hard to develop the perception of female students towards the benefits, effectiveness and implementation of self-defense education.

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Appendices:

Appendix-1: Questionnaire for student respondents

ADDIS ABABA UNIVERSITY SCHOOL OF GRADUATE STUDIES FACULITY OF EDUCATION

DEPARTEMEN OF SCIENCE & MATHIMATICS

Dear students! The purpose of this questionnaire is to collect information for the sake of assessing how much the school self-defense education is effective for female students in the high schools. Therefore; you are kindly requested to give your genuine answers. And be sure that, your information will be used only for academic purpose.

Thank you!

Note: You are not obligated to write your name.

Please put a 'X' mark for the following items to indicate your answer.

Part one: Background Information of the Students

1. Name of the school_____

2. Your name _____

3. Age: Below 15 ☐ 16 -20 years ☐ Above 20 years ☐

№	Questions	Rating Scale				
		5	4	3	2	1
1	How do you rate the psychological benefits that you got from the self -defense education classes?					
2	How do you rate the physical benefits that you got from the self defe nse education classes?					
3	How do you rate the health benefits that you got from the self-defens e education classes?					
4	How do you rate the social life benefits that you got from the self-def ense education classes?					
5	How do you rate your improved academic achievement that you got a fter you have been given self defense education in grade 9 & 10?					
6	How do you rate the teacher's initiation to teach self-defense?					
7	How do you rate the knowledge of your teacher to teach self defense training techniques?					
8	How do you rate the teacher's capability for the practical self defense application?					
9	How do you rate the teacher's capability for the theoretical self defen se application?					
10	How do you rate the effectiveness of self-defense education in terms of male students' assault reduction against female students currently?					
11	How do you rate the current impact level of the school self-defense e ducation?					
12	How do you rate the effectiveness level of self defense education?					
13	How do you rate the presence of conducive enough school environme nt for the implementation of self defense education?					
14	How do you rate the teachers' ability to encourage students to learn s elf defense?					
15	How do you rate the teacher's support for you during the practical ses sions of Self-defense Education?					
16	How do you rate the school administration support for the implement ation of self-defence education?					
17	How do you rate the school provision level of the required selfdefenc e equipment& materials for the practical sessions?					
18	How do you rate the school budget allocation for the provision of the required selfdefense materials for the practical sessions?					
19	How do you rate the being interesting of the contents of self-defense education for you?					
20	How do you rate the 1period/week allotment for physical education?					

Appendix-2: Interview questions for the physical education teachers

1. How do you express the psychological, physical, health and social life benefits that female students got from the self-defense education classes?
2. Do female students ever have an improved academic achievement after they have been given self-defense education in 9^{th} & 10^{th} grade? If you answered yes, how do you rate their academic achievement?
3. How do you express your initiation to teach self-defense education?
4. How much enough is your knowledge about self-defense training techniques?
5. How do you express your capability for the theoretical self-defense application?
6. How do you express the effectiveness of self - defense education in terms of male students' assault reduction against female students currently?
7. How much is self-defense education effective for female students?
8. How much is the presence of conducive school environment for the implementation of self-defense education?
9. Do you encourage the students much to learn self-defense education?
10. How do you express your support for female students during the practical sessions of Self-defense Education?
11. How do you express the school administration's support for the implementation of self-defense education?
12. How do you express the school budget allocation for the provision of the required self-defense materials for the practical sessions?
13. How much interesting are the contents of the self-defense education?
14. How do you express the current 1-period/week allotment for physical education?

Appendix-3: Interview questions for the school directors

1. Do female students ever have an improved academic achievement after they have been given self-defense education in 9^{th}& 10^{th} grade? If you answered yes, how do you rate their academic achievement?
2. How much is the presence of conducive school environment for the implementation of self-defense education?
3. How do you express the school administration support for the implementation of self-defense education?
4. How do you express the school budget allocation for the provision of the required self-defense materials for the practical sessions?
5. How do you express the current 1-period/week allotment for physical education?

Appendix-4: Scores and descriptive statistics of the responses

№	Questions	Responses (N = 297)					Descriptive statistics	
		5	4	3	2	1	$\bar{X}$	SD
1	How do you rate the psychological benefits that you got from the self-defense education classes?	75	84	22	67	49	3.23	1.46
2	How do you rate the physical benefits that you got from the self defense education classes?	62	76	48	61	50	3.13	1.39
3	How do you rate the health benefits that you got from the self-defense education classes?	69	82	37	58	51	3.20	1.43
4	How do you rate the social life benefits that you got from the self-defense education classes?	64	73	51	61	48	3.14	1.39
5	How do you rate your improved academic achievement that you got after you have been given self defense education in grade 9 & 10?	71	83	39	54	50	3.23	1.42
6	How do you rate the teacher's initiation to teach self -defense?	65	98	43	59	32	3.35	1.30
7	How do you rate the knowledge of your teacher to teach self defense training techniques?	65	78	47	58	49	3.17	1.40
8	How do you rate the teacher's capability for the practical self defense application?	62	70	46	67	52	3.07	1.41
9	How do you rate the teacher's capability for the theoretical self defense application?	65	81	24	65	62	3.07	1.48
10	How do you rate the effectiveness of self-defense education in terms of male students' assault reduction against female students currently?	14	105	112	39	27	3.13	1.01
11	How do you rate the current impact level of the school self-defense education?	59	66	76	60	36	3.17	1.29
12	How do you rate the current effectiveness level of self defense education?	72	89	21	57	58	3.20	1.48
13	How do you rate the presence of conducive enough school environment for the implementation of self defense education?	59	53	34	102	49	2.90	1.40
14	How do you rate the teachers' ability to encourage students to learn self defense?	41	58	24	78	96	2.56	1.45
15	How do you rate the teacher's support during the practical sessions of self-defense education?	27	45	55	93	77	2.50	1.27
16	How do you rate the school support for the implementation of self-defence education?	35	57	38	73	94	2.54	1.40
17	How do you rate school provision of self-defence equipment & materials for practical sessions?	0	18	23	91	165	1.64	.866
18	How do you rate the school budget allocation for the provision of the required self-defense materials for the practical sessions?	48	91	25	89	44	3.03	1.36
19	How do you rate the being interesting of the contents of self-defense education for you?	61	84	38	69	45	3.15	1.38
20	How do you rate the 1period/week allotment for physical education?	79	102	24	61	31	3.47	1.35

DECLARATION

I, the under signed, declare that this thesis is my original work and has not been presented for a degree in any other university and that all sources of materials used for the thesis have been duly acknowledged.

Name; Aklog Assefa

Signature; _____

Date; 7/10/19

This thesis has been submitted for examination with my approval as University advisor

Name; Dr. Desta Gebeyehu

Signature; _____

Date; _____