

**FACTORS AFFECTING THE ATTITUDE OF FEMALE STUDENTS
TOWARDS PHYSICAL EDUCATION : FOCUSING ON
SOME SELECTED HIGH SCHOOLS IN CHOLE WOREDA**

BY

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Table of Contents

	Page
CHAPTER ONE.....	Error! Bookmark not defined.
INTRODUCTION.....	Error! Bookmark not defined.
1.1 Back ground of the study.....	Error! Bookmark not defined.
1.2. The Statement of the problem.....	Error! Bookmark not defined.
1.3. Objective of the study.....	Error! Bookmark not defined.
1.4. Significance of the study.....	Error! Bookmark not defined.
1.5. Limitation of the study.....	Error! Bookmark not defined.
1.6. Delimitation of the study.....	Error! Bookmark not defined.
1.7. Definition of terms.....	Error! Bookmark not defined.
1.8. Organization of the study.....	Error! Bookmark not defined.
CHAPTER TWO.....	Error! Bookmark not defined.
REVIEW OF RELATED LITERATURE.....	Error! Bookmark not defined.
2.1 Attitude.....	Error! Bookmark not defined.
2.2. Formation of attitude.....	Error! Bookmark not defined.
2.3. Components of attitude.....	Error! Bookmark not defined.
2.4. Attitude and Emotional Change.....	Error! Bookmark not defined.
2.5. Measuring Attitude.....	Error! Bookmark not defined.
2.6. Women and Education.....	Error! Bookmark not defined.
2.7. Gender Issues in Physical Education.....	Error! Bookmark not defined.
2.8. Contribution of women education.....	Error! Bookmark not defined.
2.9. Factors that contribute to affect the attitude of female towards physical education.	Error! Bookmark not defined.

CHAPTER THREE.....	Error! Bookmark not defined.
RESEARCH METHODS AND MATERIALS.....	Error! Bookmark not defined.
3.1. Location of the study, Climate, Temperature and Population....	Error! Bookmark not defined.
3.2. Methods of the Study.....	Error! Bookmark not defined.
3.3 Sources of Data.....	Error! Bookmark not defined.
3.4. Sample size and Sampling Techniques.....	Error! Bookmark not defined.
3.5. Instrument of Data Collection.....	Error! Bookmark not defined.
3.6. Procedures of Data Collection.....	Error! Bookmark not defined.
3.7. Data Analyses.....	Error! Bookmark not defined.
CHAPTER FOUR.....	Error! Bookmark not defined.
ANALYSIS AND INTERPRETATION OF DATA.....	Error! Bookmark not defined.
4.2. Data Gathered From Student Respondents.....	Error! Bookmark not defined.
4.3. Data Gathered From Teacher Respondents.....	Error! Bookmark not defined.
4.4. Data Gathered From School Directores.....	Error! Bookmark not defined.
CHAPTER FIVE.....	Error! Bookmark not defined.
SUMMARY, CONCLUSION AND RECOMMENDATION.....	Error! Bookmark not defined.
5.1 Summary of the major findings.....	Error! Bookmark not defined.
5.2. Conclusion.....	Error! Bookmark not defined.
5.3. Recommendation.....	Error! Bookmark not defined.
REFERENCES.....	Error! Bookmark not defined.
Appendix A	
Appendix B	
Appendix C	

List of Table

	Page
Table 1. Characteristics of respondents -----	30
Table 2: The interest of students to learn physical education-----	31
Table 3: Whether or not the Students have a problem in physical education class.-----	32
Table 4: Availability of Sport club in the school.-----	33
Table 5 : Students responses on regarding to school environment.-----	33
Table 6 : Availability of school facilities and furniture.-----	35
Table 7 : Students Response regarding School Guidance and Council ling-----	37
Table 8 : Students view of the discrimination made between male and female students----	37
Table 9 : The culture of society on girls educational success-----	38
Table 10: Students view of the influence of teachers' experience on their achievement----	38
Table 11: Response of students regarding absenteeism-----	39
Table 12: Response of the students regarding educational back ground of their families.---	40
Table 13 Views of teachers on the socio –economic background of the students-----	41
Table 14. Response Regarding to the behavioral characteristics of female students in physical education class-----	41
Table 15 Views of respondents' regarding to participation of female students in physical exercise. -----	42
Table :16 Responses on how teachers can identify students who have low attitude towards physical Education.-----	43
Table 17 School Directors Responses on the curriculum-----	44
Table18 : Responses of Directors on the suitability of school environment-----	44
Table 19 Responses obtained from school administrator on the role they have to play -----	45
Table 20 Views of the respondents on the main factor for females students low	

List of Appendices

Append ice A: Questionnaires for Students

Append ice B: Questionnaires for Teachers

Append ice C: Questionnaires for School principals

Abbreviations

AAU – Addis Abeba University

FGD - Focal Group Discussion

MA – Master of Art

UNESCO - United nations educational ,scientific and cultural organizations

WEO - Wareda Education Office

Abstract

In secondary school there are different factors that challenges the achievement of the general objectives of physical education.

The major purpose of this Study was to explore the main causes of Female Students Low Attitude towards physical Education in some selected High Schools in Cholle Woreda. The sample size of the study consists of 200 Students, 7 Physical Education Teachers, 6 School principals and 2 High School Supervisors from WEO. . Regarding to the selection of respondents, students were selected by random sampling techniques. But all teachers, School directors and Supervisors were selected purposively for the study.

To carry out the study descriptive survey method was used. Regarding to the procedures of data collection questionnaire and interview were what the researcher preferred to use. The results were analyzed in percentage briefly. The findings of this study showed that family related factor such as educational back ground, attitude of society towards female education ,school related factor which included absence of school facilities , lack of appropriate guidance and counseling ,curriculum irrelevancy ,absenteeism and parents low income were the major causes for females low attitude towards physical education .

To summarize the major findings school related factors such us absence of sport club, laboratory, sport field , library and factors related to students back ground which includes parents educational status and socio economic back ground were indicated.

The conclusion of the study indicates that the problem is a faction of interaction of various factors that originated from students experiences in the school and out of school factors.

The recommendation forwarded includes making awareness creation for the community about modern education which focused on girl's education, preparing the curriculum based on the students need and ability. The school needs to have necessary materials, assigning well trained counselor, helping students economically who came from poor family and other systems which assumed to solve the identified problem.

in to the attitude of high School students towards personal health & fitness and physical education curriculum. This problem could be solved by collective efforts of all stakeholders. In connection to what is stated above schools and community have to play a decisive role in production of physically, mentally, socially fit man power. According to Sahilemikael Buzuneh (2002) "Effective physical Education & Health program is a vital to achieving the promotion of health and fitness of the people". Improving the health and fitness of the people is not the responsibility of one body. Participating in sport is on way that girls can develop physical competence .Also in sport environment girls learn how to control their bodies & to rely on acquired physical skills.

1.2. The Statement of the problem

In order to find out the cause of the problem, I raised the following questions

- 1) What are the major factors that affect the attitude of female students towards physical education
- 2) What is the behavioral characteristics of female students in physical education class ?
- 3) What will be the role of school administrators, teachers & government when the students faced educational problem?
- 4) Why female students are not actively participate in physical activity ?
- 5) What is the socio- economic background of female students those who have low attitude towards their education ?

1.3. Objective of the study

General Objective

The main objective of the is to investigate problems that are related to low attitude of female students towards physical education in some selected high schools in Chloe Wereda namely Moye,Chole,Magna Lega Buna Secondaary schools.

Specific Objective

The specific objective of the study is to :-

- ☞ Identify the problems faced by female students during physical education class.
- ☞ Find out methods that helps physical education teachers in order to encourage female students.

1.4. Significance of the study

- i. Due to the fact that there is an inappropriate attitude towards physical education, most students lost many advantages that they can obtain from it. For instance they may face different problems such as emotional problem , hypertension & physically unfit .Therefore this study will be contribute for the following purposes:
- ii. It helps the teachers to be aware of the problems that influence the attitude of students towards physical education.
- iii. It helps students to understand the main objectives of physical education and the negative impact of having low attitude towards it.

It initiates other researches to conduct the study in depth and wider scale.
- iv. It helps the curriculum designer to know how inappropriate curriculum can affect the attitude of the students towards the subject & it makes them to design the curriculum carefully.

1.5. Limitation of the study

There were several problems in the course of the study that the researcher faced.

Time and financial constraints are the major problems that forced the writer to limit the number of respondents. A relevant and up to date written material is other problem that affected the scope and the depth of the study.

1.6. Delimitation of the study

Due to shortage of time, financial and material resources the inclusion of many secondary schools is impossible. As a result the student researcher was forced to delimit the study to three secondary schools.

1.7. Definition of terms

Attitude :- personal view of something an opinion or general feeling about something.

Curriculum: - the course offerings of an educational institution. Decisions about what school should teach are usually made by school administrators and faculty.

(Microsoft ® Encarta ® 2009.)

Olympic Games, international sports competition, held every four years at a different site, in which athletes from different nations compete against each other in a variety of sports. (Microsoft ® Encarta ® 2009. © 1993-2008 Microsoft Corporation)

Secondary School :- A period in which the emphases tends to shift from mastery of basic tools of learning to the needs and interests of the pupil (Good 1973:402)

Physical Education :- instruction in various kinds of physical activity to promote the physical development and well-being of the individual.

Gender :- Sex, physical and behavioral difference that distinguishes individual organisms according to their functions in the reproductive process. For information on issues of sexual health.

Menopause :- The time in a women's life when menstruation diminishes and ceases, usually between the age of 45 and 50.

Spare Time – Time not spent working or attending to other day to day responsibilities

Patriarchal Cultural Heritage :- Characteristics of a culture in which men are the most power full member

1.8. Organization of the study

The research paper consists of five chapters. The first chapter includes introduction, statement of the problem, Research Questions, Objectives of the study ,Significance of the study ,Limitation of the study, Delimitation of the study, Definition of Terms and Organization of the study. The second Chapter focuses on review of Related Literature.

The third Chapter consists Methodology of the Study ,The fourth Chapter consists Analyses & interpretation of data /Results/ The Fifth Discussion of the Findings.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

The literature review encompasses the concept of attitude and different factors that contributed for the prevalence of female students low attitude towards physical education.

2.1 Attitude

Despite the long history research on attitude, there is no universally agreed definition (Olson and Zana ,1993) cited in Tibebe (1995) . For instance, Fisbein and Ajazan (1975) cited in Tibebe (1995) defined attitude as a general, enduring positive or negative feeling about some person, object or issue. According to Kalat (1986), the term attitude has been defined in many ways such as “ the evaluative feeling that a given object evokes or a learning predispositions to respond to something positively or negatively . Another possible definition is that an attitude is a belief that affects a persons’ evaluation of future evidence”.

In Aggrawal (1995) , the words of Anastasi “ an attitude is often defined a tendency to react favorable or unfavorable towards a designated class of stimuli”. According to Frank Freeman, “ an attitude is a dispositional readiness to respond to certain institutions ,persons or objects in a constant manner which has been learned and has become one’s typical mode of response . An attitude has a well defined object of reference. For example one’s views class of food or drink, sports ,math’s or democracy are attitude”.

Feldman (1994), defined “attitude as: learned predisposition to responded in favorable or unfavorable on particular object” Further more Baker (1995) explained attitudes as : “ it is our every conception of sparkles with notions like belief, desires ,intention, hope, fear, expect ion. We all attributes in order to predict and explain actions, and to make sense of our own and others’ lives. The attitude are woven in to the fabric of all social, legal, political, and other institutions. Nothing would be a contract or an invitation to dinner or

an election or a death sentence in the absence of beliefs, desires, and intentions . With out attribution of professional attitudes, there would be no intentions without attribution of professional attitudes, there would be no justifying, excusing, praising, or blaming one another.”

An attitude can be defined as a appositive or negative evaluation of people , objectives, events, activities ,ideas, or just about anything in your environment(Zimbardo et al 1999). Attitude is the totality of those states that lead to or point toward some particular activity of the organism. The attitude is ,there , the dynamic element in human behavior ,the motive for activity.(North1932). The main attitude dualities that(Jung 1966) defines are the following : Consciousness and unconsciousness – The presence of two attitudes is extreme frequent ,one conscious and the other un consciousness. This means that consciousness has constellation of contents different from that of unconsciousness, a duality particularly evident in neurosis.

From the above foregoing definitions, one can infer that attitude is a point of view that someone holds an idea or object in his or everyday life. Anyone can develop a positive or negative attitude towards the object or idea depending on the desirability of the object or idea for that particular individual. In any case, to do a given task effectively, there is a need to have a positive attitude toward it.

2.2. Formation of attitude

Mc Guire cited in Huffman, Williams, B.,Vernoy,M.,and Vernoy J.(1991) mentioned, according to learning theorists attitude are acquired in the same manners as other type of behavior .Just as we learn to tie our shoes, we also learn to like rock music better than classical and to dislike ethnic groups different from our own. From this perspective we learn attitudes from being expressed to similar views on the part of others (social learning, from being rewarded for expressing these attitudes (operant condition) and from making associations between certain people or objectives and positive or negative emotions (classical conditioning).

Furthermore, organ and Batheman (1991), indicated the sources of attitude, as follows

Direct experience : some attitudes are formed from our experience . Experience with an object or person provides the most straight forwarded cognitions we can acquire about the object or person as well as the reinforcing or pun shining consequences of behaviors with respect to that object or person.

Mere exposure: in general, people tend to be more favorably despised toward this objects and persons with which they are most familiar. In fact , repeated exposure to a specific stimulus may breed positive setiments toward that stimulus even in the absence of conscious awareness of such exposure.

Socialization: only small portion of our attitudes are based on direct experience or exposure to the objects or ideas in question, or our beliefs, feelings, and general action tendencies evolve in a more round about, derivate fashion. First the family, then increasingly other agents of socialization (the school, the church, and the peer group) shape attitude through a variety of methods. As indicated above, there are different reasons or sources for the formation of attitude. On the basis of the formation of attitude, one can develop either positive or negative views for a particular object or idea. If the students become aware of the objective of physical education, they may form and develop a positive attitude towards it.

2.3. Components of attitude

Attitude has three components: cognitive, emotional and behavioral components. Brekler cited in Sodor Breow,1990,Child,1993:Wortman). Loftus 1985, Huffman ,Williams, Venoy . M, and Venoy,J(1991) :Dworetzky,1985,Organ and Bateman (1991).

Cognitive

Cognitive attitude is what we actually know about an object or event (Child,1993), cognitions or beliefs about a particular person or idea , situation, or thing.(Wortmanand Luftus ,1995) : The cognitive component represents thoughts or beliefs. (Huffman , Williams, 1991). In synthesizing all of these definitions one can say that the cognitive component of an attitude refers to the understanding ,perception, or belief of a person on a given object, idea ,situation, institution or program . For instance, what female students

and their family know about the importance of learning physical education may indicate the cognitive aspect of their attitude.

Affective

Affective attitude is another component of attitude which is what we feel about an object or event which is what we feel about an object or event (Child,1993 : The affective attitude reflects feeling or emotional reaction (Huffman,Williams, 1991). Affective attitude is an emotional reactions towards stimulus (Wortman and Loftus ,1985). From theses definitions, we can understand that the emotions or feelings people will have on an attitude object is the affective component of attitude.

Behavioral

The third component of attitude is the behavioral component. It describes tendencies or predispositions toward certain actions based on a particular attitude (Huffman,Williams, Vernoy,M.,and Vernoy J.1991). In addition to this, Child, 1993) defined behavioral attitude as “ it is indicating how we behave towards an object or event”.From the these definitions, one can infer that the behavioral component of attitude shows the ways people behave toward on attitude object.

Most theorists agree that the three components are organized in a consistent fashin (Chaiken and Stangor, 1997; Tesser and Shafter, 1990) cited in Tibebu (1995) positive feelings about the attitude object go together with assigning positively evaluated traits and positive action tendencies to that attitude object.

2.4. Attitude and Emotional Change

Attitude can be changed through persuasion and we should understand attitude change as a response to communication .Emotion is a common component in persuasion, social, influence and attitude change .Much of attitude research emphasized the importance of affective or emotion components .Emotion works hand –in –hand with the cognitive

process, or the way we think, about an issue or situation. Emotional appeals are commonly found in advertising ,health campaigns and political messages.

Attitude and attitude objects are functions of cognitive and cognitive components. Attitudes are part of the brain's associative networks, the spider-like structures residing in long term memory that consist of affective and cognitive nodes. By activating an affective or emotion node, attitude change may be possible, through affective and cognitive components tend to be intertwined .In primary affective networks , it is more difficult to produce cognitive counterarguments in the resistance to persuasion and attitude change.

Affective forecasting, otherwise known as intuition or the prediction of emotion, also impacts attitude change .Research suggests that predicting emotions is an important component of decision making ,in addition to the cognitive processes. How we feel about an outcome may override purely cognitive rationales. In terms of reach methodology, the challenge for researches is measuring emotion and subsequent impacts on attitude. Since we cannot see in to brain ,various models and measurement tools have been constructed to obtain emotion and attitude information .Measures may include the use of physiological cues like facial expressions, vocal changes ,and other body rate measures .For example fear is associated with raised eye brows, increased heart rate and increased body tension (Dillard ,1994)

2.5. Measuring Attitude

Measurement helps to better understand attitudes. Many measurements and scales are used to examine attitudes and being that there is no one specific trait of an attitude ,but many , there are many scales to measure it. Attitudes can be difficult to measure since measurement is arbitrary meaning people have to give attitudes a scale to measure it against .

Attitudes can be examined through explicit (direct) and explicit (indirect) measures ,explicit measures tend to rely on self-reports or easily observed behaviors. Implicit measures are not consciously directed and assumed to be automatic . Whitley

and Kite (2010) describe how people can be intrinsically motivated by finding it socially describe to appear to have certain attitude about a situation. With this occurring validity can be low for explicit measures of attitudes and these circumstances need to be accounted for. To account for this, measures can be done anonymously so that people will more likely answer truthfully. An example of this miss-attribution is that the self regulation model explains how people can act in a none prejudice way and feel non prejudice but actually be prejudice.

Implicit measures help account for these situations and look at attitudes that a person may not be aware of or what to show. Explicit measures can be used by measuring the straight forward attribution of characteristics to nominate groups.

2.6. Women and Education

Despite significant progress during the last two decades, equality of opportunity and treatment between women and men in the world of work remains intangible as we approach the 21st Century. Society stands to be the loser for not fully exploiting all of its human resources towards its sustainable development. For thousands of years women have remained confining with in more or less narrow limits. Their inferior status is linked to their traditional roll which was dictated by the prime necessarily survival.

As Jacqueline (1970) stated, women were confined with their inside duties like preparing food, carrying water and clothing ranging from spinning of the wool to the tailoring of the garments , pounding millet, tending animals, agricultural work which are exhausting talks in addition to carrying for children . But to achieve the goals of equality and development, education should be offered for all equally. Nevertheless, as Chomb pointed in his thesis (2005), Schools usually plan to take in and educate all children in the same way regardless of sex difference. But in practice female is still low in Ethiopia like other developing countries.

The question of women has become an important issue and a center of attention of national and international level. The core of women's question is the desire to convert age-old gender biased socio economic structure which has placed women in a relatively

disadvantage position. Their participation in normal education is still remains at a lower level than men. The persistence of this gender gap is caused due to various reasons. Declaration of the Elimination of Discrimination against women, which was adopted by the United Nations in November 1967, especially article 3 specifies:- “All appropriate measures shall be taken to educate public opinion and to direct national aspirations towards the eradication of prejudice and the abolition of customary and all other practices which are based on the idea of the inferiority of women” (Chabaud ,Jacqueline 1970).

However, this idea still has currency. It is easily observed that women do not enjoy all the educational opportunities they should have, and often do not have it at all. In many places women working in various are concentrated in traditional areas, and less likely to seek promotion than male staff. Almost in everywhere in the world they are given less education than men, and majority of female are illiterate. Various studies revealed that female participation in education when compared to male in most countries at all level is low.

2.7. Gender Issues in Physical Education

Female students’ perspectives and Experiences

Something that has remained fairly constant in high schools over last few decades is the low enrolment of female students in post compulsory physical education courses .As physical educators ,we need to gain an understanding as to why girls are choosing not to participate in physical education after it is no longer compulsory. Often , those students are less physically active after graduation and in to their adult lives. If we can understand why many girls are leaving high school with negative feelings about physical education, we can implement strategies to deal with the trend accordingly.

The physical education class should be an environment that promotes enjoyable lifelong physical activity ,not one that makes female students feel ashamed, embarrassed or unworthy .The current Alberta physical education has a specific on student understanding of the activity ,either as an individual or with others . Flinoff (1996) stresses that physical

education skills and attitudes necessary for active, healthy living. The issue for many girls is that these noted benefits are rarely, if ever, realized during the high school years, since they are not enrolling in the physical education classes that are offered.

Why are girls turned off by physical education?

Research indicates that previous negative experiences in physical education, particularly during elementary school, are the number one reason girls dislike physical education (Avery, Girolami and Humbert 1998). Many girls have found previous physical education classes to be too competitive, and they feel that teachers show gender bias and students engage in intense activity (such as running laps or doing pushups) as a form of punishment. They also feel that student athletes are favored and that minimal expectations are set for almost all girls.

Another concern often mentioned by girls is their not being able to participate in physical education without wearing proper gym attire. Avery, Giroami and Humbert (1998,19) highlight the comment of one participant, "We didn't bring our stuff so we just sat against the side of the gym, about ten of us. Our teacher put us there and we weren't allowed to do gym, it was a guy. He called us the vegetable garden." Many girls are discouraged by harassing comments and critical remarks from class mates about their performance. Male class mates, who often feel secure in the physical education environment, make many of these derogatory comments. They also do little to include girls in the planned activities and tend to create a more cohesive and friendly classroom environment. (Avery, Girolami and Humbert 1998).

Segregated or coeducational physical education classes?

Most researchers believe that segregated physical education classes are much more beneficial than coeducational classes, particularly for girls and especially at the high school level. Research by Myrick (1996) indicates that when high school students convene for physical education, the skill level of both girls and boys declines. The competitive nature of the boys subdues the girls: "the girls will avoid play while the boys

control the activity". The research also reveals how much girls seem to prefer segregated physical education classes.

The following statement from a female participant in research by Girolami and Humbert (1998, 11) emphasizes her genuine feelings of relief and enjoyment: I am more confident now, I don't feel like everyone is watching me "clearly, girls gain a level of comfort when physical education classes are segregated. According to Myrick (1966), girls feel more comfortable, feel less pressure and reap more benefits from single -sex physical education class.

Generally as students increase in age, operating a coeducational physical education class becomes increasingly difficult. The influence of peers and the media is substantial in middle schools and high schools today. According to Myrick (1996,7) " many other issues come in to play ,including sexual harassment , body image ,self-esteem .major physical changes and a more severe degree of gender bias when dealing with coeducational physical education " as physical educators we need to be aware of these concerns and with them accordingly.

Another reason segregation is recommended over coeducational classes is the fact that girls and boys usually like or dislike physical education for different reasons. Boys are generally interested in competing, developing skills and striving for success. Girls are more generally interested in being with friends, having fun and participating in activities in which everyone is involved. Girls also tends to enjoy playing more recreational games that require a low skill level and are easy to learn ,as researched b y Vertinsky (1992) also states :- " Girls often value the fun and friend ship of sport and activity more than competition and achievements "and notes that " a decrease in girls activity levels is especially seen in programmers' emphasizing highly structured and competitive sports and physical activities as opposed to recreational or cooperative activity. The provincial curriculum has decreased the emphasis on competition and highly structured sports, and increased the emphasis on recreational activities.

2.8. Contribution of women education

Education enables women of using their full potentials for the development of their countries in general & improvement of their status in particular. Investment in the education of sires is an input for the development & interrelated advantages . The first benefit education of women is the most universal & reliable predictors of their own territory & their children health. Similarly King in 1993 ; said that the benefit to economic growth come from educating women.

2.9. Factors that contribute to affect the attitude of female towards physical education

Women sport had been an issue for a long time. A lot of changes had affected attitude towards women in sport. During the time of ancient Olympic games & during the rebirth of modern Olympic games the characteristics of the ideal women & the traditional ideal athletics are almost opposite ,So much so that women where hardly ever mentioned in conjunction in with sport /Schneider,2000./ Women were said to be soft ,Grace full, weak & beautifully & qualify to be good wife & a good mother /Lefkowitz& Fant ,1985/

Teacher Related Factor

To achieve in education, teachers are the main determining factor. Because teachers attitude is one of the most powerful forces of good or ill in affecting learner's progress. Wise man (1973:5) : The more tightly the teachers try to explain the available time and the more they make available the overall teaching the greater the learning success achieved by learners. There is also certain factors in relation to teachers that inhibit or enhance students learning as an consistently related to increased learning achievement. Girls are more prepared to take part in physical activity when physical education teachers consult with them about what they do not like about physical education, and make an effort to adopt programs to meet their wishes. Physical education and sport activities are more likely to be pursued by pupils of both sexes when senior managers give health and fitness activities high priority and secure reasonable allocation of lesson time.

Physical education teachers also have a key role in working with partners' such as local authorities and the sport councils in order to encourage girls to continue participation in physical activity after they leave school .

Student Absenteeism

The academic performance of students who are absent continuously from class is very poor. Even though it is to difficult for them to achieve good result the same as with those who attend c lass regularly. Thus, it is very important to increase student attendance by identifying their problem and taking necessary measure. In fact students rate of absenteeism is vary according to gender ,grade level and months due to different reasons ,For instance the family status of learners ,the learners interest ,the weather condition of the environment ,the extent in which teachers encourage students on learning and attending class.

In other way home school distance and health problems of the students as well as parents may contribute student absenteeism. According To Darge Wole (1977) stated on this point: Student attendance is the function of expectation of reward for the behavior and the value attached to the reward .The psychological situation or the individual understanding of the environment, conditions at the time of behavior .There force deep investigation about the causes of student's absenteeism and solving the problem can contribute positively to the students' academic success. On the contrary, higher absenteeism cause students class repletion and fail to succeed which results low attitude towards education.

Social Factors

The educational background of parents has a remarkable effect on girls' education. That is as the extent of parents education is broader ,the likely hood of girls to get access to education become high .In other words there is a positive correlation between parents education and girls access to education particularly the educational back ground of

mothers is a key determinant factor for her daughters' education. According to UNESCO.(1988.22) children of educated women have better chances of receiving an education and succeeding at school girls are more likely to enter school to remain there and to complete their education.

The other social factor on the education of female students is the attitude of school teachers towards them .Different researchers indicate that teachers and other personnel in secondary schools were not impressed by the behavior, participation and performance of girls .In connection to this idea Wanna Leka &TSION Dessie(1994) wrote School teachers think that female students are not hardworking have more academic problem than boys ,are weak by nature ,and are less competitive than boys. Un educated parents are unable to recognize the importance of education for their daughters as educated parents do.

Economic Factors

In most of developing countries girls were withdrawal from school and stay at home due to economic problem. They actively participate in different works in order to get money, they are involved in the house hold economy , where perform tasks like supply of thinking water & fire wood ,looking after younger siblings ,cleaning the house etc ,regard to this UNSCO (1980;25) reported the following points.

Economic conditions are in large part responsible for women's lack of education. Many parents cannot afford school fees and even where education is free the cost of books clothes, school meals etc ,is prohibitive for people who live near or below the poverty line sometimes too sending a child to school means loss of earnings.

In another way money is invested in schooling of boys than girls. One also observes high difference of enrolment between boys and girls. Pierette posmivsky and Anne Calkine(1980),There are more boys than girls in school, more money is spent on boys education, and boys can choose between a much broader range of study options. Generally this situation can undermine the interest that females have towards education, especially an education that allows both mental & physical activity such as physical

education which requires additional financial support .For example students who learn this subject need to get balanced diet which cannot obtained without enough money.

Family Back ground

Families vary in their child rearing practices according to their back ground factors like education, occupational status, race or ethnicity and religion. As a result, the impact of home and family back ground variables are much more influential than that of either teachers or schools (Bridge & Hook 1979: 213-215 for example most of female students denied to participate in sport activities because of religion.

Apart from this the emotional security provided by the home is a decisive factor in safeguarding the child from risk of educational failure, An author M.A Birmer (1971) said on this issue : Division of families is extensively associated both with educational problems and behavior disturbance such division of families can occur in many ways : through the abandoning of the family by either by parent ,through the enforced absence of parents at work in a distant place or through death of either parent, It can occur in less obvious forms in polygamous families were the wife is replaced in favor and totally responsible for live hood of herself and her children ,such division of families has the most serious impact when it occurs early in children's life.

Gender Related Factor

Comparative education view (Davison &kanyauka 1992:446) stated that culturally determined ways of differing women and men and their roles in a given society at particular historical time period shape gender specific opportunities and constraints .The process by which it takes place may be refereed to gender structuring the means by which a society orders, reaction of production and distribution between females and males from house hold to the nationwide. The way resources are distributed including educational resources results gender differences. Parents ,peers, and teachers become communicative agents of the structuring process.

The behavioral norms and expectations that result from gender structuring begin in the home and community and are subsequently taught and reinforced in school setting. Too

often girls learn at an early age that they are expected to limit themselves to at home and are tracked to causes at school that reinforces their roles as domestic procedures and that may be exclude them other productive careers on way of measuring the impact of gender structuring as it relates to socio –economic roles is to examine the career aspirations of school children. Most often the aspirations are congruent with accepted gender role norms of particular society.

The career aspirations of parents or guardians for their daughters and the daughters own aspirations were much narrower in range than those cited by sons specifically in third world countries. (ibid 456) parents' educational level may influence their opinion about education for their sons and daughters. Where a teachers' method depend on role learning and largely voluntary pupil response in class room females could not acquire knowledge equally with sons. Because boys have been socialized from birth to be verbal and assertive .But girls encouraged to be submissive and quiet from birth. This indicates that there is a domination between them. Similarly Tirufat &Amare (1998:141) stated the following : The Ethiopian women are subject to Gender discrimination in every aspect of theta life than any other women in any part of the world in economic, social cultural and legal aspects. They do have less access to education.

Gender is one of the important evidences in determinant of physical activity in youth (Salliesn and Owen ,1999) .Physical inactivity is a social problem that will lead to high health care costs in our society . These cross country results can provide some information for physical educators to increase awareness of the differences in gender and nationality. Teachers are an important element in the teaching processes in physical education classes attitude modification of students. Literature reviews found that positive experiences in physical education classes can enhance lifelong participation in physical activity and link to the quality of life. If teachers can understand the differences in gender and nationality ,the teaching methods and activity contents selection could more easily be fit the needs of individual students. (Oldridge & streiner,1990)

School Related Factor

Various Research evidence indicated that boys and girls show differences in academic performances pattern in different subjects at different levels of education girls performed relatively poor than boys. The attributed this to the stereotyping negative attitude about their ability in science subjects and general lack of cooperation among them in their school work.(Okumi,1997:123).

Most studies in developing countries underscore the efficacy of sex segregated schooling for girls study conducted in Thailand ,Zuehen ,1991;26 and Njeuma (1993;27) Kenya and Cameroon suggested that , female students perform better in a single –sex schooling than co educational schooling. This show that the type of schooling can indirectly influence on the performance and self perception of girls and single sex schooling for girls seems to not only increase access ,but also raise girls 'achievement and aspiration.

The nature of the curriculum

The curriculum defines the subject to be taught and furnishes general guidance regarding the frequency and duration of instruction. The formal program of time tabled lessons , extracurricular activities and the hidden curriculum that is the emotional climate in the school roles and relationships attitudes and styles of behaviors are included. One way of developing the motivation to learn in students is preparing the curriculum in such a way that it meets their needs, interests and abilities Also the curriculum must be organized to fit the students' biological, intellectual and social development.

In connection to this in case of Ethiopia Tekeste (1990:84) stated that one major reasons for the crises of Ethiopian education is the irrelevancy and appropriateness of the curriculum. As a result most of the students after completion of their secondary education sit idle for several years. Therefore curriculum has to be relevant in order to bring education closer to life, and to the world of work. Ellani ,(1995 and Taddesse,1974) Said that 'the curriculum which did not contain the needs and the wants of the society in general and the students in particular was found to be the major cause for students academic problem .

The National curriculum for physical education has made a significant contribution to offering equality of provision for boys and Girls . The national curriculum physical education subject orders refers to traditional girls' and boys' activities, but make no gender-specific requirements about which activities girls and boys must do .The national curriculum there fore offers equal access to the full range of activities for both sexes.

Guidance and Counseling

Adolescence posses certain characteristics which make the need for guidance and counseling is necessary and particular to their age and sex. For example emotional, personal, economic, educational problem etc. Females may encounter feel of tension especially during physical exercises or sport activity which can affect their performances .In order to solve such like problem availability of guidance and counseling are essential. A period of strain and fraught with problems " due to their age and sex students at secondary school has effect on the mental and emotional condition of the students show dissatisfaction and develop negative attitude towards their education. On this issue Farrant (198:209) stated that counseling is the act of assisting an individual with advise comfort or guidance to overcome problems that trouble him. It is increasingly being recognized as an important component of the teachers work. Since children best when they are free from worries or matters that interfere with the development of their personality.

School Library

One of the most important school facilities which has effect in students learning and academic achievement is provision of library with full equipment . This means provision of library alone is not enough but its adequacy ,its capacity of holding students and availability of important books makes difference ,the school library should serve the school's it should support the teaching and learning process which undergoes in the school.

According to Ross off (1992:193) an academic Library is the heart of the school anatomy and a library in high school leaching reforms the fundamental role of the class room instruction. Hence ,the essential purpose of the school library is to help students find the medium of instructions which they need to carry out class room assignments and to satisfy their own personal interests .To achieve this purpose a secondary school library will need first of all adequate ,up to date compressive stock, need to have enough space to accommodate students and finally needs to have trained personnel to promote effective library services. School library should contain books ,which are essential both to teachers and to the students . The books should be appropriate to the needs and educational level of students. Besides this, the book which are available in the school library should stored updated information ,ideas and options which will provide the basis for learning by the pupils in all subject areas with which their education deals.

Class Size

The number of students in a class room affects the level of students achievements . The number of students should be optimum ,Anderson 1989:72-73), stated “The teacher student ration in a class room or the number of sufficient in a class for which a teacher is responsible for their learning. A teacher responsible for the learning of students will have ease in students task on the other hand a teacher who teaches in a crowded class room faces problems in handling and maintain order” as a result of these problems students in a large class receive minimal attention by the teacher.

Extra Curriculum Activities

This is an activity which supports educational objectives. If these activities are available in school, the activities contribute in developing the individual students’ development of cognitive ability. In connection to this Ukaje (1992; 280) noted : The purposes served by school activities are not separate from the general purposes of education. Their value and

merit lie in the broad contributions. They make to the general ends such as self – realization, human relations, economic efficiency and responsibility.

In general, these activate help students to satisfy different social and psychological needs in terms of habits, skills and understandings. The extracurricular activities contain some skills, which are not included in the curricular activities .And this helps students in order to identify their talents outside the curricular programs and develop their potentials (Ukeje1992;282). In most schools teachers provide opportunities for pupils to take part in a variety of extra-curricular physical education and sporting activities.

Most secondary schools offer large number untraditional sporting opportunities. They often involve many pupils and produce work of a very high standard. These extra - curricular activities are mainly conducted in single sex groups and involve the most able game players and athletes .

The attitude of society's towards females' education

Abayinesh & Tsion 1992:13 stated the instructional materials ,examples &activates which are done in the class room will not be free from gender biases in a society where women are subordinated. Also they highlighted that in such kind of society ideal images of women are created and imposed on women to internalize them,Kagon in Loff(1987:25) said that “traditionally parents wanted their daughters to be passive ,nurturing and dependant while their sons to be aggressive and independent” . Therefore, parents themselves discouraged independent in their daughters and passivity in their sons.

Most of the time girls tend to receive consistent love and approval from their parents without the pressure of high achievement, expectations and criticism about their performance, then tend to have low aspirations and achievement motivation. Therefore, this traditional value is started in the family and grows as a social order in society. And it becomes a great problem in affecting the attitude of female students towards their education. Teacher so that they will achieve poorly likewise in a class with large number,

teacher would get it impossible to create cooperative and group discussion to make students participate in the teaching –learning process.

Beside the students' personal factors, families' attitude toward women's physical activity is another problem. Because of the prevalence of patriarchal cultural heritage they did not allow girls to priorities their needs for physical activity, rather they choose to make care of their households and children if they had spare time. In connection to the above idea Berg JA, CromWellL, and Arnett M. stated "Social influence is one of the main environmental determinants of physical activities Consists of the opinion of family, friends, colleagues , and health professionals, but also the general societies." The influence of families and friends has been repeatedly reported to have a positive influence on physical activity in health people. However health professionals' influence was positively correlated with weight reduction, but not physical activity. The women described traditional patriarchal stereotypes reinforced by their parents. (eg. Taboos related to physical activity, especially during periods) ,who encouraged physical inactivity in their childhoods.

In most places parents had specific concerns on women's physical activity especially during the periods. Even washing hair during the periods was something that girls shouldn't do. Girls should not sit on cold floors to protect their wombs. Girls should not ride a bicycle . Girls should not wear tight pants that could hurt their sexual organs.

Health and Menopausal Status

As women reach midlife, the incidence of chronic conditions increases significantly, and symptoms of various chronic conditions (e.g., fatigue, weakness, sleep disturbances) may make it more challenging to engage in health-promoting behaviors, physical activity, and exercise. One of the most frequent responses to common symptoms such as fatigue and weakness is to stop leisure-time activities—often resulting in physical inactivity. Sowers M, Pope S, Welch G, et al (2001) stated that : Perceived health status has been reported

to influence women's participation in physical activity; adults with poor self-perceived health status performed no or few physical activities during their leisure-time.

Menopausal status is also associated with women's participation in physical activity, but the direction of the relationship has not been explicitly explored or delineated. In the literature, rather than examining women's physical activity in relation to menopausal status, studies have explored the relationships of physical activity to a specific aspect of women's health (e.g., bone mineral density, body mass, mood state, quality of life, risk of hip fracture, etc.) in a specific menopausal status group (e.g., postmenopausal women). Menopausal symptoms also frequently correlated with physical activity level.

CHAPTER THREE

RESEARCH METHODS AND MATERIALS

3.1. Location of the study, Climate, Temperature and Population

Chole woreda is located in Oromiya Region Eastern Arsi Zone 219 KM far away from Addis Abeba. There are more than 25000 peoples are living in this wereda from which 97 % of them are farmers. In terms of its climatic condition it is very cold and the temperature is too low due to the fact that the altitude is about 1200 above sea level.

-----The main purpose of this study is to identify problems that are related with attitude of female students towards physical education in Moye,Magna & Chole Secondary Schools.

3.2. Methods of the Study

- To meet the purpose of this study, both qualitative and quantitative methods were used.
- Quantitative method was used to get information from students , physical education teachers, and school administrators .
- Qualitative method (interview) was used to collect data from secondary School Supervizers.

3.3 Sources of Data

In these study the sources of populations are students, physical education teachers , School principals and supervisors of the three secondary schools located in Chole Woreda which I used as a primary sources of data and Internet , documents & books are the secondary sources of data

3.4. Sample size and Sampling Techniques

In Chole Wereda there are three Secondary Schools .All of them (100%) were taken for the study. The sampling techniques applied were purposive and random sampling. Also Subject qualifications, age and sex were considered. In the sampling schools of Chole Wereda 816 students, 200(24.5%) of them 7 physical education teachers (100%) ,6 school principals (100%) and 2 secondary school supervisors (100%) were selected by purposive sampling to obtain the necessary data.

3.5. Instrument of Data Collection

To collect the necessary data for the study, three set of questionnaires and one set of interview questions were prepared. Each of them consists close-ended and few open ended question items. One set of questionnaire for students, one set of questionnaire was for physical education teachers and one set of questionnaire for school principals .In addition to these , structured interview with the total 7 items was conducted to obtain information from 2 supervisors and three points of discussion prepared for 10 students in order to get data from Focal Group Discussion. A total 213 copies of the questionnaire distributed to three groups that are students, teachers, School Directors and 213(100 %) filled out and returned.

3.6. Procedures of Data Collection

After the draft of questionnaire and interview items were prepared and face validity was carried out on items, first letter of co-operation written from the head of department of Sport science (AAU), the approached principals or their representatives of the three sample secondary Schools physically and presented to them the letter. Then, discussions had been carried out with principals and voluntary teachers on how to dispatch and collect the questionnaire. Then a total of 213 questionnaires was distributed to students,

teachers, and school principals. These questionnaires were collected by voluntary teachers and principals.

3.7. Data Analyses

The data collected on the basis of purpose of the study through stated instrument were tailed ,tabulated and organized properly. Then, the organized and tabulated data was presented on table which gives detailed back ground information about sample population and their responses. The data analyses involved the information gathered through question items, interviews ,and FGD /Focus Group Discussion/ .The data was analyzed on the basis of the research question. Accordingly, Percentages were employed to present the proportion of the responses corresponding to each item and option. In addition to this, responses obtained from interviews and FGD would be cross checked with the responses obtained from the questionnaire.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF DATA

This chapter deals with the analysis and interpretation of data gathered through questionnaires and interview questions. That means 200 questionnaires for students 7 questionnaires for physical education teachers, 6 questionnaires for school principals 2 questionnaires for supervisors. Therefore all questionnaires 215(100%) were filled out and returned. The responses were arranged in Tables, analysis and interpretations of responses were given after each table.

Table 1. Characteristics of respondents

	Item	Respondents							
		Students		Teachers		School principals		Supervisors	
		No	%	No	%	No	%	No	%
1	Sex								
	Male	-	-	6	85.7	6	100	2	100
	Female	200	100	1	14.28	-	-	-	-
	Total	200	100	7	100	6	6	2	2
2	Age								
	15-20	60	30	-	-	-	-	-	-
	20-25	120	60	-	-	-	-	-	-
	26-30	20	10	1	14.28	-	-	-	-
	31-35	-		5	71.42	3	50	-	-
	36-40	-		-	-	3	50	-	-
	Above 40	-		1	14.28	-	-	2	100
	Total	200	100	7	100	-	100	2	100
3	Educational level								
	Diploma			-	-	-	-	-	-
	Degree			7	100	6	100	1	50
	MA			-	-	-	-	1	50
	Total			7	100	6	100	2	100
4	Work experience								

	≤ 5			-	-	-	-	-	-
	6-10			4	57.14	-	-	-	-
	11-15			2	28.57	2	33.33	-	-
	16-20			-	-	4	66.66	2	100
	Above 20			1	14.28	-	100	-	-
55	Grade								
	9	100	50						
	10	100	50						
	Total	1000	100						

Based on the data collected from the sample population the following important characteristics of the respondents have been obtained.

As shown on table 1, all student respondents were female .It was aimed that to gather necessary information about females from females themselves. The teacher respondents consists of 85.7% males and 14.28 females ,100% of school principals and supervisors were males. This may indicate the low participation of females in educational leadership and teaching in that area.

In terms of qualification, all teachers, school principals and supervisors were degree holders. But according to the criteria set by Ministry of Education a person to be a secondary school principal or supervisor he/she need have master degree.

Regarding to the respondents age, table 1 shows that 14.28 % of the teacher respondents were between 26-30 years 71.42 % were between 31-35 and 14.28 of them were above 40 years. The table also shows that of the principals and supervisors. Therefore 50 % of the principals were between 31-35 years where as the rest 50 % above between 36 -40 and 100 % of supervisors were above 40 years.

Regarding the service years, most of the teachers 57.14 % were served between 6-10years. 33.33 % of school principals were between 11-15 years 66.66 % of them and 100% of supervisors were between 16-20..This indicates that the large number of physical education teachers in these selected schools were not highly experienced.

4.2. DATA GATHERED FROM STUDENT RESPONDENTS

Table 2: The interest of students to learn physical education

No	Item	Responses	
		No	%
1	Are you interested in learning physical education?		
	A. yes	80	40
	B. No	120	60
	Total	200	100

The question indicated in table 1 above shows the data secured on the interest of female students to learn physical education. This implies that the majority of female students 60 % have no interest to learn physical education. On this question students who said no further asked to state the reason. Out of 120(60%) who said no 90(75 %) of them stated that absence of necessary facilities in the school specially safety materials. The rest 10(25%) stated that irrelevancy of curriculum.

Table 3: Whether or not the Students have a problem in physical education class.

No	Item	Responses	
		No	%
2	Do you have healthy problem when you are doing physical activity ?		
	A. Yes	134	67
	B. No	66	33
	Total	200	100

The question point out on table above show the data obtained on the problem of learning physical education. Therefore as can be observed 67 % of students faced a problem in physical education class. They also additionally asked to identify the problem. Accordingly most of identified that lack of experience in physical training, family related problem /that they do not allow them to do physical exercise and teachers' inability to motivate female students due to the fact that they have insufficient

teaching experience .It obvious that individuals should be health in order to learn properly. Otherwise the interest to learn and the acquiring knowledge will be affected. As could be seen in from the table above, the large number of female students face health problem during physical activity .Because of this it is possible to generalize that health problem is one factor for low attitude of females to learn physical education.

Table 4: Availability of Sport club in the school.

No	Item	Responses	
		No	%
3	Does the sport club available in the schools?		
	A. Yes	115	57.5
	B. No	85	42.5
	Total	200	100
4	On item '4' if your answer is 'yes ' to what extent female students participate ?		
	A, Fully participate	15	13
	B. Partially participate	70	60.86
	C. Not participate	30	26
	Total	115	100

On item 3 of table 3 the student respondents asked whether the sport club is available or not in selected schools. Accordingly 115(57.5%) of them said that 'Yes' and 85(42.5%) of the student respondents said No. On the same question the student respondents further asked to mention about the participation of female students in sport club. Therefore as could be seen from the table 15(13%) reported that they fully participate ,the large number of student respondents 70(60.86%) responded that the participation of female students in sport club is minimum. The rest respondents 30(26 %) replied that they were

not participated. This implies that female students have less interest to participate in sport activities because of the low attitude they have towards physical education.

Table 5 : Students responses on regarding to school environment.

No	Item	Responses	
5	Is the school environment is suitable for female students to do physical activity?	No	%
	A. Yes	25	2.5
	B. No	175	87.5
	Total	200	100

The question indicated on table 5 above show that data secured on the suitability of environment for female students to do physical exercise.

On this question the large number of student respondents 175(87.5) respectively replied that the environment is not conducive in order to perform physical activity. Only few number of student respondents 25(2.5) reported that the environment is suitable for sport .

In order to perform a given task the environment should be conducive .If not we may not may not properly do that work or we may lose the interest that motivate us to do that work. Similarly as we observed from table 5 absence of suitable school environment is one factor that affects the attitude of students towards their education

Table 6 : Availability of school facilities and furniture.

Facilities/furniture	Response and Respondents																	
	Adequate						Inadequate						Not adequate					
	Students		Teachers		Principals		Students		Teachers		Principals		Students		Teachers		Principals	
	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%
Library services	10	5	31	14.2	1	33.3	90	45	3	42.8	3	50	100	50	3	42.8	2	33.3
Drinking Water	12	6	1	14.2	1	33.3	98	49	3	42.8	3	50	90	45	3	42.8	2	33.3
Sport field	10	5	-	-	1	33.3	120	60	2	28.6	4	66.6	70	35	3	42.8	1	33.3
Clinic	-	-	-	-	-	-	-	-	-	-	-	-	200	100	7	100	6	100
Text book	90	45	2	33.3	3	50	100	50	4	57.1	3	50	10	5	1	14.2	-	-
Pedagogical center	15	7.5	1	14.2	2	33.3	135	67.5	3	42.8	3	50	50	25	3	42.8	1	33.3
Gymnasium	-	-	-	-	-	-	-	-	-	-	-	-	200	100	7	100	6	100

The availability of educational facilities and services are salient tools for teaching learning process and the means through which educational objectives are achieved. Table 6 above summarize that, almost all of the respondents responded that the school facilities were not adequate. For instance if we look the provision of Clinic and Gymnasium (see table 6) all respondents (100%) replied that it is not adequate. According to the personal observation of the researcher, in three schools Moye ,Magna Laga Buna and Chole secondary schools the services of Clinic and Gymnasium were completely none.

Moreover responses from interview indicated that the inadequacies of school facilities were one of the major factors which cause females low attitude towards their education. Because it can affect the teaching learning process. In line with this, Curle(1973) and Taddesse , (1974) pointed out that ; inappropriate school facilities can seriously affect the students achievement and their progress in the school .Elleni(1995) on her part also point out that due to the prevailing budgetary crises in Africa ,the availability of instructional materials are inadequate , their school buildings are dilapidated ,depressing ,shabby with leaking class rooms ,are lift with broken desks and chairs with no ventilation and sanitations all of which discourage students learning .

In addition to this, the absence of such facilities and inadequacy of other instructional materials forces the teachers simply to transplant theoretical conception in the minds of the students without showing any practical work .But some field of studies especially physical education relies to practical work .Unless it cannot attain educational objectives. Therefore by combining this issue with the above problems one can easily generalize that absence of school facilities can undermine the attitude of female students towards physical education.

Table 7 : Students Response regarding School Guidance and Council ling

No	Item	Responses	
		No	%
6	Are there school guidance and counseling in your school ?		
	A. yes	140	70
	B. No	60	30
	Total	200	100
7	If your answer for question No''1'' is 'yes' they give appropriate guidance serves ?		
	A. yes	-	-
	B. No	140	100
	Total	140	

The existence of guidance and counseling is very essential for secondary schools since the students experience much emotional and academic difficulty during this period. As can be seen from the table above 70% of students respondents reported that there is school guidance and counseling in their school . Looking at item 7 of table 4 all the respondents who indicated existence of guidance and counseling reported that there is inappropriate guidance service in their school. If students who undergo academic, personal and psychological difficulties cannot be helped in school to the extent of their problems, students' interest to learn, and academic success can be deteriorated due to the fact that they develop negative attitude towards their education.

Table 8 : Students view of the discrimination made between male and female students

No	Item	Responses	
		No	%
8	Does the male students discriminate females during physical education class?		
	A. yes	123	61.5
	B. No	77	38.5
	Total	200	100

In the item 8 of table 5 the student respondents were asked to give information on how much male students interested to learn physical education with female students. Regarding to this question the large number of students 61.5 % said that there is discrimination. Additionally the

result of interview question indicates that most of the time male students discriminate female students especially on practical work such as physical exercise. Because male students believe that females were naturally weak on tasks that require great force. **Table 9 : The culture of society on girls educational success**

No	Item	Responses	
		No	%
9	Does the culture of society negatively affect the interest of female students to learn physical education		
	A. yes	110	55
	B. No	90	45
	Total	100	100

The question on table 6 of item 9 intended that to get information on whether the culture of society affect or not the interest of female students to learn physical education.

Accordingly the majority of female students 55 % responded that 'yes' .

The result of interview questions and FGD (Focal Group Discussion) also related with this idea. It discloses that culturally females had less intelligent and they were responsible for home work than males. Their wearing style, eating, Sitting, walking, should be not similar or equal with males. But physical exercise which is one physical education requires sport wear from both sexes equally. Because of this the society may link it with religion and discourage females to learn physical education.

Table 10: Students view of the influence of teachers' experience on their achievement

No	Item	Responses	
		No	%
10	Do your teacher check your home work and give feed back?		
	A. yes	94	47
	B. No	106	53
	Total	200	100
11	If your answer for question 10 is 'No' what do you think about the reason?		
	A. Large class size	84	42
	B. Time constraints	95	47.5
	C. Teachers lack of commitment	21	10.5
	Total	200	100

Experience in teaching is essential for the smooth running of teaching learning process .It helps to manage class wisely and to accommodate properly the culture of school environment and its surrounding. As previously indicated in table 1 the majority of the teachers in the sample schools had teaching experience between 6-10 years.

As table 10 summarizes, the majority of students (53%) responded that teachers did not check the home work and give feedback . For this purpose, the students were asked to report the reason .Some of the respondents replied that the reason was the large class size. Very few of them responded that teachers lack of commitment. The large number of respondents reported that there is shortage of time. Actually the period allowed for physical education per week is one. Because of this the teacher does not have enough time to check the home work.

Table 11: Response of students regarding absenteeism

No	Item	Responses	
		No	%
12	Were you absent frequently from school ?		
	A. yes	119	59.5
	B. No	81	40.5
	Total	200	100
13	If your answer for question No '12' is 'A' , for how many days were you absent from your school in previous semester ?		
	Less than 5 days		
	5-8 days	31	26
	9-12 days	73	61.34
	13-16 days	9	7.56
	17 and above days	6	5
	Total	119	100days

As can be seen from table 11, 59.5 % of students were absent from school .In the previous semester only 26% were absent for less than five days .The majority of respondents reported that they absent from class more than 9 days and less than 13 days. As discussed earlier absenteeism is one of the important school related factors which is closely related with students low attitude towards education.

Table 12: Response of the students regarding educational back ground of their families.

Description of respondents		Response	Respondents	
			No	%
Parental Educational Level	Father	Illiterate	110	55
		Grade 1-4	38	19
		5-8	22	11
		9-10	11	5.5
		11-12	8	4
		Certificate	6	3
		Diploma and above	5	2.5
		Total	200	100
	Mother	Illiterate	142	71
		Grade 1-4	30	15
		5-8	12	6
		9-10	7	3.5
		11-12	5	2.5
		Certificate	3	1.5
Diploma and above		1	0.5	
	Total	200	100	

The educational back ground of parents ‘was among the most important factors that facilitate and encourage students’ success in school. The above table accompanied by discussion was about this factors .The respondents were asked about their parents’ educational level. Regarding fathers’ educational level ,majority (55%) of student respondents reported that they have education. Only (2.5%) of students indicated that their parents educational level was diploma and above. On the other hand , Majority of respondents (71%) noted that their mothers were illiterate. In relation to parents education, Hyde (1989) indicated that educated parents were more likely to send their children to school and keep them at school longer .In line with this ,Brimer and Pauli (1971) reported that educated parents’ involve in school affair and encourage their children better

than those who were uneducated. As a result of this majority the respondents parents 'were illiterate and attend lower grade that might affect the attitude of female students towards their education.

4.3. DATA GATHERED FROM TEACHER RESPONDENTS

Table 13 Views of teachers on the socio –economic background of the students

Item	Respondents	
	No	%
14 What is the socio-economic background of female students those who exhibit low attitude towards education ?		
A/ Economically poor	5	71.4
B/ Medium	2	28.57
C/Wealth		
Total	7	100

As indicated in Table 12, physical education teachers responded that the majority of students(71.4%) were who came from poor family. Few teacher respondents(28.57%) said that they were not poor and also wealth. Therefore, by looking the data collected above it is possible to conclude that economical problem is one factor for students low attitude towards their education.

Table 14. Response Regarding to the behavioral characteristics of female students in physical education class

Item	Respondents	
	No	%
15 What are the behavioral characteristics of female students in physical education class?		
A/ They are shy	4	57.14
B/ They disturb others	2	28.57
C/Disagree with teachers	1	14.2
Total	7	100

In item 15 of table 13 above the teacher respondents were asked the behavioral characteristics that female students exhibited in class room. Accordingly 57.14% of them said that they were shy ,14.2% of them responded that they disturb other students ,28.57% of them replied that the students were not agree with subject teachers. From this data we can understand that the

majority of female students were shy in class room and how shyness can affect the attitude of female students towards education. Because it hinders the students to express their problem.

Table 15 Views of respondents' regarding to participation of female students in physical exercise.

Item	Item	Respondents	
		No	%
16	Do female students participate in physical exercise equally with male students ?		
	A, Yes	2	28.57
	B, No	5	71.43
	Total	7	100
17	On item '16' if your answer is 'No' why?		
	A, Lack of interest	2	28.57
	B, Lack of experience	1	14.2
	C, Biological problem	1	14.2
	C, All	3	42.77
	Total	7	100

On item 16 of table 14 the teacher asked whether female students equally participate in physical exercise with male .Accordingly 71.43% of them responded that they were not equally participated with males. Those students who said 'No' further asked to identify the reason. Therefore ,28.57 % of them responded lack of experience 14.2 of them responded that Biological problem and the majority of them 42.77 reported that all the above factors were the reason.

In addition to this idea, the response obtained from interview question said that there are many factor for the prevalence of females low attitude towards physical education. But the degree of the problem may not equal.

Table :16 Responses on how teachers can identify students who have low attitude towards physical Education.

	Item	Respondents	
		No	%
18	How do you know students who have low attitude towards physical education ?		
	A, The absent from class during physical education	2	28.57
	B, Low performance/achievement	1	14.2
	C. They do not give attention while the teacher is teaching	4	57.14
		7	100

In order to create active teaching –learning process in class room the teacher need to know the behavior of his/her students .Otherwise it is difficult to achieve educational objectives.

What the behavior of students who have low attitude towards physical education looks like was the focus of the data organized in table 16 of item 18. As could be seen from the table ,the majority of teacher respondents 57.14 % responded that they does not follow the teacher attentively .28.57 % of them also pointed out that they absent from class or leave the class during physical education period.

Additionally, the data obtained from FGD result strengthen above idea. As it can be recorded carefully, students who have low attitude towards physical education tend to leave the class during physical education period. They usually failed to get engage in class activity and denied to fulfill the rules and regulations of the subject such as having sport wear.

4.4. DATA GATHERED FROM SCHOOL DIRECTORES

Table 17 School Directors Responses on the curriculum

	Item	Respondents	
		No	%
19	Is the curriculum is relevant interns of female students need? A. Yes B. No	4	66.7
		2	33.3
		Total	6

As can be seen from table 16 of item 19, most of the school directors (66.7)% responded that the irrelevance of the curriculum. The nature of the curriculum is to be significant to determine factors of students' progresses and success in learning. It should be gender sensitive and inclusive all students with diverse ability background .Also it should provide means for development of the society as a whole .Hence quality of curriculum affect the quality of education. According to (Ellani ,1995 and Taddesse ,1974) in Tilaye (1999:83) the curriculum which did not contain the needs and the wants of the society in general and the students in particular was found to be the major cause for poor achievement which is one factor for students low attitude towards their education.

Table18 : Responses of Directors on the suitability of school environment

	Item	Respondents	
		No	%
20	Is the environment is conducive for female students to do physical exercise? A, Yes B, No	-	-
		6	100
		Total	6
21	On item '20' if your answer is 'no' what do you think about the reason? A, absence of clinic B, absence of separated sport field for women students C. absence of clean water in the school	2	33.3
		3	50
		1	16.7
		Total	6

As indicted in table 17, all 100 % of school directors responded that the school environment is not suitable for female students to do physical exercise. On item 21 of the same table directors were further asked to state the reason. Accordingly most of them 50% said that there is no separated sport field for female students,33.3% of them responded that there is no clinic in the school.

School facilities have an important impact on academic performance and persistence of students in the school .As World Bank (1988) reported that the shortage of school facilities have been the most serious impediments to educational effectiveness in Africa.

Table 19 Responses obtained from school administrator on the role they have to play

22	What is the role of school administrator to prevent the problem of female students low attitude towards physical education	No	%
	A, providing awareness for society	2	33.3
	B. fulfilling educational facilities	3	50
	C. promoting women’s affirmative action	1	16.7
	Total	6	100

The question point out on the above table 18 shows that the data obtained on the role of school directors to irradiate the problem of females low attitude towards physical education. Almost half of the respondents 50% replied that fulfilling educational facilities,33.3 of them responded that the importance of mobilizing people and the other 16.7 % said that promotion of women’s affirmative action .

From these data one can easily understand that above all educational facilities can affect the attitude of students towards education.

Table 20 Views of the respondents on the main factor for females students low attitude towards physical education.

	Item	No	%
23	What is the main factor for female students low attitude towards physical education ?	-	-
	A, School related factor	-	-
	B. Family back ground	-	-
	C. The nature of curriculum	6	100
	D. all		
	Total	6	100

The question in table 19 of item 23 intended to get information on the main factor for females low attitude towards physical education .Accordingly 100 % of the respondents responded that school related factor ,family back ground and the nature of curriculum were the main factor for the problem. Additionally, the data obtained from interview questions were almost similar with the above idea. The respondents (Supervisors) stated that the problem of female students low attitude towards physical education was not occurred because of a single problem. Rather it is a combination of school related factor ,social related factor ,economic related factor and so on.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

This chapter summarizes the major findings of the study and present the conclusions drawn on the basis of the findings.

5.1 Summary of the major findings

The purpose of this study is to investigate factors that affect the attitude of female students towards physical education in three secondary schools located in Cholle Woreda. There are three Secondary schools in Cholle Woreda .All of them selected for the study. From the three Schools 200 students were selected by purposive and random sampling technique. Also 7 Teachers 6 school principals and 2 supervisors were purposely included in the study .The data were gathered from students ,teachers and principals using questionnaire and from supervises through interview guided question. Data secured from different sources were analyzed using percentage.

The major findings of the study were:

- The personal characteristics of physical education teachers indicated that most of them 57.14 % had 6- 10 work experience.
- Concerning the educational back ground of the families female students who have attitude towards physical education the majority of them 55 % were illiterate.
- Absence of Sport club in the School had negative impact on the interest of female students to learn physical education.
- Females with low attitude on education were shy and uncertain to ask question to give response in class room.
- Teachers motivations to help female students were very low.
- The socio-economic background of female students who reflects low attitude on education were came from poor family.
- School facilities and service such as laboratory ,clinic and pedagogic center were inadequate In providing necessary service in all sample schools

- .The data collected indicated that the relevance of curriculum in secondary schools were moderate for the
- . In the study area ,it was founded that there were in appropriate guidance and counseling service towards physical education.

5.2. Conclusion

- The study confirmed that in Secondary school of Cholle Woreda there is a problem of females low attitude towards physical education. There is no doubt that it is not as such reflected from male students . The problem is a faction of interaction of various factors that originated from students experiences in the school and out of school factors such us family back ground. In short factors attributed to such low attitude towards education are inadequate of facilities ,lack of guidance and counseling ,absence of sport club in the school, parents' educational back ground .Concerning teachers, the study indicated that teachers did not check students home work ,did not follow their performances, did not give feedback for the students .Therefore in combination of the other issues the problem create negative attitude in mind of female students to learn physical education.
- In another way the historical development of sports ,peer pressure ,parental attitudes and school curriculum all have an effect.
- As physical education teachers, we need to reflect on our teaching practices ,to see if we are providing girls with positive perspectives on and experiences in physical education. Physical activity has many benefits ,including health ,psychosocial and spiritual benefits while inactivity can lead to numerous hypo kinetic diseases. We may need to change our expectations ,teaching practices and activities to promote positive perspectives on physical education among the female students enrolled in our mandatory physical education classes. If not, the situation will continue to compound it self , and female students will increasingly tend not to register for elective physical education classes and will ,thus , miss out on the numerous benefits of physical activity
- It is true that all students should be valued ,respected and individually challenged .But when it comes to physical education ,the female student population is unique ,and we should remember that as we continue our planning and teaching in the days ahead.

5.3. Recommendation

Based on the major findings and conclusions, the ff recommendations were forwarded to alleviate the problems that affect the attitude of female students towards physical education in selected Secondary Schools in Cholle Woreda

❖ Teachers should have the responsibility to conduct effective program of instruction to enable students achieve the desired goals. In their responsibilities they should consider the following points.

- Teachers should aware of individual differences and use various teaching approaches and strategy to help female students.
- Teachers should organize group work activities which include girls.
- They should use various teaching techniques according to learners individual differences.
- Teachers should provide feedback on the students performance in order to enhance the students progress.
- Physical education teachers should organize Sport Club which involves both male and female students in the school.

❖ The society should be aware of the important of female education to avoid cultural and social discouragement.

❖ The school administrators need to make the school environment to be conducive for female students to do physical exercise or sport activity . These includes preparing of separated sport field or Gymnasium in the school for female students.

❖ Guidance and Counseling service ought to be more effective and functional to assist female students in developing self confidence.

❖ The students parents have an obligation to keep the school informed about the students personal problems and they have to create relationship with school administrators.

❖ The expansion of school health and medical services are very important.

❖ Females should be offered special library program with sufficient physical education instructional materials.

- ❖ The findings of this study indicated that, the majority of female students who have low attitude towards physical education were came from poor families. To solve this problem taking the following measures will be important.
 - Establishing fund raising committee which includes Teachers , Students , and other concerning body at School level to contribute some amount of money for helping those students coming from poor family.
 - The school administrators need to consider the problem of such students when they plan a School annual plan and expenditure in order to help the students financially.
 - The result of the study showed that there were low parental educations in the study area. Only few of them were attended lower grades. As many experiences showed when parental level of education is low and when they are very negative towards schooling of students, the attitude of the students also negative on their education. In such a case the concerned bodies of the Woreda and Zone education office should give priority to mobilizing the community to strengthen school Community relations.
- ❖ The Curriculum should be designed based on the interest and capability of students.
- ❖ The curriculum designers also need to consider individual difference based on sex.
- ❖ Period distribution time table should be done according to the scope, Content and nature of the Subject
- ❖ As it is found out that the belief of most of the society were that females do not need schooling As such their daughters Such attitudes of the society was created a psychological impact which Made female students passive and not to have whole hearted relation with their teachers . So The low attitude of female students towards physical education is not the result of factors like personality and school problems, But also the cultural impact that seem to prevent female students from participating on class room and not to actively utilize their learning potential. Finally, the problem of female students low attitude towards education in secondary school was studied . So, the researcher recommends that other researchers better to carry out deeper and wider research to find the solution of this problem.

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Appendix A
ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
COLLEGE OF EDUCATION
DEPARTMENT OF SPORT SCIENCE

Questionnaires to be filled by Student respondents

The purpose of this questionnaire is to investigate the factors that affect the attitude of female students towards physical education. You are one of among those chosen to be data source of the study. Thus, your willingness to provide information that related with the problem identified.

Dear respondents, you are kindly requested to be honest, thoughtful, frank while filling each item of the questionnaire, since the value and the reliability of this study highly depend on your authentic response to the questionnaire.

Thank you for Co- operation

1. Are you interested in learning physical education?

A/ Yes B/ No

2. Do you face health problem when you are doing physical activity?

A/ Yes B/ No

3. Does the sport club available in your school?

A/ Yes B/ No

4. on item '4' if your answer is 'yes'

A. fully participate

B. partially participate

C. not participate

5. Is the school environment is suitable for female students to do physical activity?

A/ Yes B/ No

6. Following is list of school facilities and furniture indicate their availability by making (✓) in the table provided .

Facilities/furniture	Response and Respondents																	
	Adequate						Inadequate						Not adequate					
Library services																		
Drinking Water																		
Sport field																		
Clinic																		
Text book																		
Pedagogical center																		
Gymnasium																		

7. Are there school guidance and counseling?

A/ Yes B/ No

8. If your answer for question 7 is 'A' are they give appropriate guidance services ?

A/ Yes B/ No

9. Does the male students discriminate females during physical education class ?

A/ Yes B/ No

10. Does the culture society negatively affect the interest of female students to learn physical education ?

A/ Yes B/ No

11. Do your teacher check your home work and give feed back?

A/ Yes B/ No

12. If your answer for question 11 is 'No' what do you think about the reason ?

A/ large class size

B/ time constraints

C/ teachers lack of commitment

13. Were you absent frequently from school?

A/ Yes B/ No

14. If your answer for question 13 is 'A' for how many days were you absent from your school in previous semester?

A. Less than 5 days

B. 5-8 days

C. 9-12 days

E. 13-16 days

F. 17 and above days

15. The following table indicates the educational level. So fill your families educational status.

Description of respondents		Response	Respondents	
Parental Educational Level	Father	Illiterate		
		Grade 1-4		
		5-8		
		9-10		
		11-12		
		Certificate		
		Diploma and above		
		Total		
	Mother	Illiterate		
		Grade 1-4		
		5-8		
		9-10		
		11-12		
		Certificate		
		Diploma and above		
		Total		

Appendix B

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
COLLEGE OF EDUCATION
DEPARTMENT OF SPORT SEINCE

Questionnaire to felled by Teacher respondents

The purpose of this questionnaire is to investigate the factors that affect the attitude of female students towards physical education.

You are one of among those chosen to be data source of the study. Thus , you willingness to provide information that related with the problem identified.

Dear respondents ,you are kindly requested to be honest ,thoughtful frank while filling each items of the questionnaire ,since the value and the reliability of this study highly depend on your authentic response to the questionnaire.

Thank you for Co- operation

Direction :- Do not write your name

Encircle your thought to be answer

1. Sex

A/ Male B/ Female

2. Age in year

A/ 15-20 B/ 21-25 C/ 26-30 D/ 31-35 E/ 36-40 F/ Above 40

3. Years of services

A/ less than 5 years B/ 5-9 years C/ 10-14 years D/15-20 E/above20

4. Educational level

A/ Diploma B/ Degree C/ MA

5. What is the socio economic back ground of female students those who exhibit low attitude towards education ?

A/ economically poor

B/ medium

C/ wealth

6. What are the behavioral characterizes of female students in physical education class ?

A/ they are shy

B/ they disturb others

C/ disagree with teachers

7. Do female students participate in physical exercise equally with male students ?

A/ Yes B/ No

8. On item '3' if your answer is 'No' why ?

A/ lack of interest

B/ lack of experience

C/ Biological

D/ all

9. How do you know students who have low attitude towards physical education?

A/ The absent from school frequently

B/ Low performance

C/ They do not give attention while the teacher is teaching

Appendix C

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
COLLEGE OF EDUCATION
DEPARTMENT OF SPORT SCIENCE

Questionnaire to be filled by School Directors

The purpose of this questionnaire is to investigate the factors that affect the attitude of female students towards physical education.

You are one of among those chosen to be data source of the study. Thus, your willingness to provide information that related with the problem identified.

Dear respondents, you are kindly requested to be honest, thoughtful and frank while filling each item of the questionnaire, since the value and the reliability of this study highly depend on your authentic response to the questionnaire.

Thank you for Co-operation

Direction :- Do not write your name

Encircle your thought to be answer

1. Sex

A/ Male B/ Female

2. Age in year

A/ 15-20 B/ 21-25 C/ 26-30 D/ 31-35 E/ 36-40 F/ Above 40

3. Years of services

A/ less than 5 years B/ 5-9 years C/ 10-14 years D/ 15-20 E/ above 20

4. Educational level

A/ Diploma B/ Degree C/ MA

5. Is the curriculum is relevant in terms of female students need ?

A/ Yes B/ No

6. Is the environment is conducive for female students to do physical exercise ?

A/ Yes B/ No

7. On question number 6 if your answer is 'No' what do you think about the reason ?

A/ absence of clinic

B/ absence of separated sport field for women students

C/ absence of clean water in the school

8. What is the role of school administrator to prevent the problem of female students low attitude towards their education ?

A/ providing awareness for society

B/ fulfilling educational facilities

C/ promoting women's affirmative action

9. What is the main factor for female students low attitude towards physical education ?

A/ school related factor

B/ family related factor

C/ the nature of curriculum

D/ all

Questions Prepared For Focal Group Discussion (FGD)

1. What are the factors that are affecting the attitude of female students towards physical education?
2. Is the school environment is conducive to do physical exercise ?
3. What should be done to alleviate the problem of students ?

Interview Guide Questions For Secondary School Supervisors

- 1) Do all teachers in selected high schools have adequate qualification for the subject they are teaching?
- 2) Do you think that there are adequate school facilities in the schools?
- 3) How is the culture of society and females physical education?
- 4) How do you express the participation of female students in physical exercise?
- 5) Do the teachers equally motivate both male and female students to do physical exercise?
- 6) Is there enough time for physical education teachers to cover both theoretical and practical part of the lesson?
- 7) What do you know about the factor that affects the attitude of female students towards physical education?

DECLARATION

- ❖ The undersigned declares that this thesis is my original work has not be presented for a degree in any other University that all sources of material used for the theses have been duly acknowledged.

Name Jafer Husen

Signature _____

Date _____

- ❖ This thesis has been submitted for examination with my approval as University adviser

Name Ass. Professor Wondimu Taddassie

Signature _____

Date _____

Table of Contents

	Page
CHAPTER ONE.....	1
INTRODUCTION.....	1
1.1 Back ground of the study.....	1
1.2. The Statement of the problem.....	2
1.3. Objective of the study.....	2
1.4. Significance of the study.....	3
1.5. Limitation of the study.....	3
1.6. Delimitation of the study.....	4
1.7. Definition of terms.....	4
1.8. Organization of the study.....	5
CHAPTER TWO.....	6
REVIEW OF RELATED LITERATURE.....	6
2.1 Attitude.....	6
2.2. Formation of attitude.....	7
2.3. Components of attitude.....	8
2.4. Attitude and Emotional Change.....	9
2.5. Measuring Attitude.....	10
2.6. Women and Education.....	11
2.7. Gender Issues in Physical Education.....	12
2.8. Contribution of women education.....	14
2.9. Factors that contribute to affect the attitude of female towards physical education.....	15

CHAPTER THREE.....	26
RESEARCH METHODS AND MATERIALS.....	26
3.1. Location of the study, Climate, Temperature and Population.....	26
3.2. Methods of the Study.....	26
3.3 Sources of Data.....	26
3.4. Sample size and Sampling Techniques.....	27
3.5. Instrument of Data Collection.....	27
3.6. Procedures of Data Collection.....	27
3.7. Data Analyses.....	28
CHAPTER FOUR.....	29
ANALYSIS AND INTERPRETATION OF DATA.....	29
4.2. Data Gathered From Student Respondents.....	32
4.3. Data Gathered From Teacher Respondents.....	41
4.4. Data Gathered From School Directores.....	44
CHAPTER FIVE.....	47
SUMMARY, CONCLUSION AND RECOMMENDATION.....	47
5.1 Summary of the major findings.....	47
5.2. Conclusion.....	48
5.3. Recommendation.....	49
REFERENCES.....	51
Appendix A	
Appendix B	
Appendix C	

List of Table

	Page
Table 1. Characteristics of respondents -----	30
Table 2: The interest of students to learn physical education-----	31
Table 3: Whether or not the Students have a problem in physical education class.-----	32
Table 4: Availability of Sport club in the school.-----	33
Table 5 : Students responses on regarding to school environment.-----	33
Table 6 : Availability of school facilities and furniture.-----	35
Table 7 : Students Response regarding School Guidance and Council ling-----	37
Table 8 : Students view of the discrimination made between male and female students----	37
Table 9 : The culture of society on girls educational success-----	38
Table 10: Students view of the influence of teachers’ experience on their achievement----	38
Table 11: Response of students regarding absenteeism-----	39
Table 12: Response of the students regarding educational back ground of their families.---	40
Table 13 Views of teachers on the socio –economic background of the students-----	41
Table 14. Response Regarding to the behavioral characteristics of female students in physical education class-----	41
Table 15 Views of respondents’ regarding to participation of female students in physical exercise. -----	42
Table :16 Responses on how teachers can identify students who have low attitude towards physical Education.-----	43
Table 17 School Directors Responses on the curriculum-----	44
Table18 : Responses of Directors on the suitability of school environment-----	44
Table 19 Responses obtained from school administrator on the role they have to play -----	45

Table 20 Views of the respondents on the main factor for females students low
attitude towards physical education. ----- 46