

**FEMALE STUDENTS ACHIEVEMENT AND ASSOCIATED
FACTORS IN FOOT BALL PRACTICAL CLASS
PARTICIPATION: (THE CASE OF WERDA MERB LEKE
SECONDARY SCHOOL IN TIGRAY REGION).**

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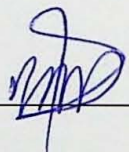
Female Students Achievement and Associated Factors In Foot Ball Practical Class Participation: (The Case of Werda Merb Leke Secondary School In Tigray Region).

This is to certify that the thesis prepared by **Knife Hailemariam**, entitled: "Female student achievement and associated factors in foot ball practical class participation; (The case of Werda Merb Leke secondary school tigray riegion)" and submitted in partial fulfillment of the requirements for the degree of Master of Education in Teaching Physical Education complies with the regulations of the University and meets the accepted standards with respect to originality and quality.

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Abstract

The purpose of the study was to investigate the Female student achievement and associated factors in foot ball practical class participation in Merb Leke Werda Secondary School. Samples were taken from the werda secondary school females students, from the total of 400 female students, 50 female students were selected by using Random sampling technique. To get supplementary information for the study area 3 subject teachers, 3 knowledgeable teachers and the school administration selected randomly. The study was carried out with descriptive survey method and both qualitative and quantitative approaches were used. Questionnaires focus questioner, interview and observation checklist was analyzed by using percentage and word. The major finding indicated that the performance of the teachers' ability to demonstrate during the lesson was poor; lack of adequate material and facilities also affected the females' need of participation. Physical education teachers' interactions with their students were not in admiring level. Lack of interest and motivation had also seen as problems during the lesson. It was concluded that the participation of female students with football lesson as subject matter were highly affected by the school with short age of facilities and equipment, attitude of female student and teachers. Therefore, based on the findings of the study, it is recommended to allow female students to participate in football activity with the help of physical education teachers. It is also recommended that the school facilities and materials should be fulfilled to enhance females' participation with football in addition to the community help.

Key words: *achievement, foot ball, motivation, learning, education, techniques and participation.*

CHAPTER ONE

INTRODUCTION

1.1 Back ground of the study

Almost all states in the world need to enhance their economic, social and cultural development from time to time. The development of society in every aspect could be effective through & by means of education of all the resources a country needs to bring about economical, social change and development the most important is human resource. Thus development the most important is human resource of thus developing this resource through education and training becomes very important.

It is clear that the women and men in our world is nearly equal where as female participation in socio economic development has not been strategically due to disparity manifested between sex education in many countries (Begashaw,1999:1)

There are different factors that affect the participation of female students in the education system. These are the environment the quality of teacher, gender, and socio-economic status and parents attitudes towards female's education.

Physical education is one of the most subjects to be taught as parts of a general education. It has a significant contribution to the physical and mental development of an individual. Most of the time, in almost all subjects, females students performances is less than their counter parts male students such achievement could be associated to females students low achievement towards the subject they taught in school. Therefore it is found important to study the female students in football activity secondary school and every female student should have similar opportunity so as to success in their academic achievement in physical education subject.

The research was conducted at 1107 km from Addis Ababa in Central Tigray at Merb Leke especial Werda. Teaching is a process by which a person helps other peoples learns. Teaching helps people gain the knowledge, skill and attitudes they need to be responsible citizens, earn a living and lead a useful, rewarding life. It also provides the chief means of passing knowledge to the next generation. People have tried to learn everything and to improve their performance in learning different subjects including physical education and by themselves using instructional media belong to the teaching profession than any other. In spite of additionally well prepared tutorial class can improve the achievement of students in learning foot ball practically.

As teachers they want to create a sense of community in their practical work class among students and between students and themselves. In many activity of practical foot ball class a student community develops to a certain extent, but a bond between the teachers and students does not happen, despite our desire to include themselves as a member of cohesive and supportive community as well as guide. They fell that tutorial(support) are a way to develōp and enhance the student achievement in learning foot ball partially and make it better environment for practical learning of foot ball. Many teachers think they don't have the time and energy for student tutorial (support).they admit tutorial (support) take time and effort to organize and carry out. however ,They fell they are worth the extra work because they can help to create learning community and help practical classes of football live up to student and teacher expectation.

In our school there are many problems that affect the teaching learning. Among these problems one is that, the female students' great problems towards achieving of good result in practical class of foot ball. When we see the student performance, interest and achievement on practical class of foot ball during learning physical education most of female students

show very less participation and achieve low result in practical exercise, because of the above problems I was to do an education research Werda Merb Leke on Rama secondary school students how to improve low achievement of female students in practical foot ball in learning physical education in our school. I hope that this research would give way for improve their achievement in physical class of foot ball. And also create a better way to teacher physical education especially in practical class in physical education.

1.2. Statement of the problem

This research is entitled as; female students' achievement and associated factors in foot ball practical class participation in Werda Merb Lehe secondary and preparatory schools. Students in Ethiopia have received several years of physical education teaching. The Physical educational system of country is designed to develop the learner's problem solving capacity and adaptability by building up knowledge, ability skill and attitude. The teaching learning process the educational policy of the country and the curriculum are required to be backed by suitable methods and building and strategies (sidentop, 1998)

Foot ball is a game, which games played between two teams with eleven players each teams.

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

In the researchers five years experience as well as physical education teachers, the researchers has served the female students achievement and associated factors in foot ball practical class participation. In Werda

Merb Lehe secondary and preparatory schools female students are fewer participants because of those factors. In light of this fact the researchers become interested to conduct this study. Therefore, this study examined female students' achievement and associated factors in foot ball practical class participations in Merb Lehe Werda secondary and preparatory schools. The following leading question would be answer in order to check the attainments of the stated objectives.

1.3. Research question

The following research questions are selected to throw light on the objective of the study. These are;

- ❖ What are the causes of female students' achievement and associated factors toward the fundamental techniques and tactics of foot ball teaching?
- ❖ What is the performance of female students in foot ball practical class?
- ❖ Are there enough materials to facilities for football practical class teaching and learning process?
- ❖ What are the participations of female students in foot ball practical activity?

1.4 Objective of the study

The purpose of this study was to assess the female student's achievement and associated factors toward in teaching football practical class in Rama, Ahsa and Chila preparatory and secondary school.

1.4.1. General objective

The general objective of this study was to assess the female student achievement and associated factors in foot ball practical class in Merb Lehe especial Werda Tigray region central zone.

1.4.2 Specific objectives

The specific objectives of this study include the following way;

- ✓ To identify the basic cause and associated factors of fundamental techniques and tactics of foot ball in the practical session.
- ✓ To identify the activity of female students performance in the foot ball practical class.
- ✓ To identify the status of materials for foot ball practical class teaching and learning process of female student.
- ✓ To explore the participation of female students in foot ball practical class.

1.5. Significance of the study

The finding of the study would contribute to identify the female students' achievement and associated factors in foot ball practical class. Therefore, the outcome of the study would be useful to contribute for making effective achievement and development towards football for female students of Werda Merb Lehe preparatory and secondary schools. So the study will be found to be essential at least in the following ways;

- Provides meaningful experiences to female students in achievement football practical class and in order to consider associated factors and such information in curricular organization.
- It will provide opportunity for the teachers to maximize the foot ball techniques, tactics and rules in teaching and practical session.
- Contribute some add the basis for further study to be conducted in this area.
- It will help the teachers identify the students' problem and use appropriate strategies and method to cope up with the problem of foot ball.

- To make male and female students to be full success in the techniques and tactics of foot ball having identified and solved some obstacles that keep them being the fundamental techniques in foot ball game.

1.6. Delimitation of the study

This study was confined in its scope to Werda Merb Lehe Preparatory and Secondary school of Tigray central zone. Additionally, the study also is delimited only to investigate the female students' achievement and associated factors in foot ball practical class. So to this effect, the study delimited mostly grade 10 female students' physical education teachers, knowledgeable teachers and the school directors as population of the study.

1.7. Limitation of the study

To investigate the researcher major problems were internet access for up to date information, different reading materials like books, journals and some indexes. As anyone knows that reliable data and information are the base for any research work the researcher need to have such materials. The other thing that the researcher faced during the process of the study was financial and time constraints.

1.8. Operation definition of terms

Football: - is kinds of game which games played between two teams with 11 players each teams.

Culture: -the quality in a person or societies arises from a concern for what is regarded as excellent in arts, letters, manners, scholarly pursuits.

Attitude: -manner, disposition, feeling position etc with regard to a person or thing tendency or orientation, especially of the mind.

Pregnancy: -is a system of classifying drugs according to their established risks for use during pregnancy.

Stress: - a state of mental tension & worry caused by problem in your life work, etc

Motivation: - internal and external factors that stimulates desire & energy in people to be continually interested & committed to a job, role or subject, or to make an effort to attain a goal.

Economic: - operating to the production, distribution, of income, wealth, & commodities.

1.9. Organization of the study

This study consists of five chapters. Chapter one deals with introduction, statement of the problem, research questions, objective of the study (general and specific) significance of the study, delimitation of the study, limitation of the study, organization and operational definition. Chapter two discusses review of related literature. Chapter three contains research methodology. Chapter four covers presentation on and analysis of data. Finally, Chapter five comprises summary, conclusions and recommendations of the study. Lastly, a list of reference materials questionnaires, checklist as appendix

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Introduction

This chapter deals with review of related literature concerning on female students less participation in teaching handball. The review starts by describing physical education history, women in sport and their history in football characteristics' of teaching in football, effective teaching in football. Then it proceeds to major problems and factors with their related parts.

2.1 Historical Background of Physical Education

The history of physical education reflects people's attitudes about physical activity. From prehistoric times, because survival was related to physical stamina and to people's ability to find food, no separate physical fitness programs were needed. Gradually, ancient societies in china, Egypt, Greece, and Rome adopted physical education as part for military training. As the more developed societies came to value the scholarly life, physical education lost. Many developed countries have had to strike, a balance between physical and intellectual interests.

The history of physical education frequently shows a pattern of military, social, and political influence. Athenian Greeks came to the forefront in the era 700 to 600 BC With their quest for physical and intellectual perfection. Athenians honored the gods of Olympus, especially Zeus, with the first Olympic Games. Many historians regard Athenian culture as the height of early physical education, but like their Chinese predecessors, the Athenians felt the competing influence of intellectualism. The middle ages saws the fall of the Roman Empire brought about a denial of physical activity for anything other than manual labor.

In 19th century Europe, Sweden and Germany developed systems of gymnastics that were adapted internationally with Germany building the first in door gymnasium. Physical education fulfilled a political role in

early 20th century Russia after the rise of communism. Physical fitness helped insure military strength, productivity, and nationalism. Sports were viewed as a way of achieving international fame. The (YMCA) opened its first American chapter in 1851. Many sports gained in popularity around this time. According to Siedentop (2007) "Historically, physical education programs focused on teaching children and youths in the school setting. The expansion of physical education beyond its traditional realm to non school settings and people of all ages requires a more inclusive definition to encompass the diversity of programs and the wide range of goals achieved by participants." Siedentop asserts that "there is probably less agreement today on the basic meaning of physical education than there has been at any time in our education than there has been at any time in our professional history". However, he states that the mostly widely accepted meaning for physical education is based on the developmental model. This model is based on the belief that all school subject, including physical education, should contribute to the development of the whole child. Carefully structured physical activity is recognized as a means through which educational goals can be achieved. Physical education uses physical activity to enhance the development of the whole person since the early 1970s, there has been an enormous interest in the scholarly study of sport. Its significant role in our society, its massive impact on our culture, and its far reaching involvement of millions as participants and spectators has drawn the attention of scholars. Scholars have studied the philosophical, sociological, and psychological dimensions of the sport experience. The realm of physical education dimensions of the sport experience. The realm of physical education and sport today embraces many different programs, diverse Settings, and people of all ages. This recent growth of physical education and sprat has been accompanied by an increased interest in its scholarly study.

2. 2. Physical Education Concepts and Standards

Physical education is an education given through physical activities to develop all aspects of personality. Through physical education, program students can develop not only their physical body but also the mental and social aspects of the students can develop. Physical activity is critical to the development and maintenance of good health. The goal of physical education is to develop physically educated individuals who have the knowledge, skills and confidence to enjoy a lifetime of healthful physical activity. Students who are healthy mentally, emotionally and physically perform better in school. Providing a movement based curriculum embraces the whole-child approach of teaching creating students who are able to problem solve, critically think, practice healthy lifestyles, and challenge themselves.

Wuest Bucher (1994; 4-6), suggests that traditionally, physical education and sport program focused on providing services to school aged populations in the school setting. Today, physical education and sport has expanded to include persons of all aged and abilities. Involvement in carefully designed program can enhance and quality of life for participants.

2.2.1. Fundamental movement concepts

This concept encompasses basic and core loco motor skills at age-appropriate ability levels. It includes spatial awareness, body awareness, qualities of movement, and relationship of the body in space. Movement concepts allow students to learn how to move in response to feedback, to repeat & perform tasks skills, and to recognize describe correct form skills.

Locating and evaluating the barriers that and cause females to avoid secondary elective physical education courses, it is clear that one needs to look at this more thoroughly and create solution in the form of

curricula, program and instruction to ensure that numbers do not decrease further (Gibbons and Humbert,2006).

Therefore, in principles schools have to increase the number of qualified physical educators; involve students in the decision making process in physical education classes; promote marking schemes that encourage; focus courses to increase female enrolment in our physical education classes.

2.2.2. Relationship with education

The relationship between physical education and general education provides opportunities for exchange of views between the physical education teachers and the subject teacher about the abilities, interested, limitation, and cope of each individual student and his/her participation in the school program. In this way, good physical education teacher ascertains how well participation performs the necessary motor skill before permitting him/her to take part in physical activates (kamlesh and sangral).

2.2.3. Physical activity outside the classroom

This concept is comprised of activities that encourage students to maintain or enhance a healthy lifestyle. It encourages students to develop a habit of participating in at least 60 minutes a day of moderate to vigorous activities for most days of the week.

Women in 1905s and early 1960 did participate in sport much less than their descendants in the 1990s. Lack of opportunities and knowledge discourage them, as well as the intense athletics were not considered normal for women (Siedentop, 1998).

2.2.4. Health related fitness

This concept covers the basic fitness exercises needed for developing a healthy human body. It concentrates upon cardiovascular fitness, aerobic fitness, muscular strength, flexibility, muscular endurance, and body composition. The main goal of this concept is to enhance fitness levels. It often uses nationally-recognized, criterion-referenced, health-related fitness assessments to help measure progress.

A range of evidence suggests that for many girls, sports and physical activities are positive features of their academic aspirations and health. The classic study of the relationship between healths related fitness and school performance was carried out in France in the early 1950s in vanves. Researcher reduced academic curriculum time by 26% replacing it with health related fitness; yet academic results did not worsen, there were fewer discipline problems, greater attentiveness and less absenteeism (Weiss, 1987).

2.2.5. Scientific principles

This concept centers around comprehensive knowledge of the effects physical activity has upon the body, components of health-related fitness, the importance of warm-ups and cool-downs, principles of training, naming and locating muscle groups, nutrition, sun safe practices, and recognizing the relationship between types of fitness and types of exercise.

2.2. 6. Personal and social behavior

This concept is comprised of ideas surrounding behaviors that respect self and others in physical activity settings. It promotes the idea of safety, directions, honesty, accepting decisions, remaining on task while independently working, assessing and taking responsibility for personal

actions/behavior, exhibiting self-control, cooperation, perseverance, verbal & non-verbal encouragement, and employing conflict resolution strategies.

Arnold (1976), reports that role models are important. There are many good to cite at national and international level male and female, black and white. Many local sports' personalities are keen to encourage youngsters to take part in their sport and can provide a positive example right there in the classroom.

2.2.7. Values of physical activity

This concept concentrates upon the importance of physical activity within an individual's life. It identifies enjoyment, challenge, health, self-expression, and social interactions as the core values of physical activity. Encouraging participation in new skills, continuing when frustrated, expressing positive feelings on progress made, and examining motivation and self-discipline.

More recently, (Xiang et al, 2003) found that children's value of physical activity significantly predicated their intent to participate. They suggested that when children place high value on physical education, they are more likely to continue in physical activity and be active as they grew older. These findings support the notion that students will be more motivated to be engaged when an education or activity task is deemed interesting and meaningful.

2.3. Physical education learning objectives

Physical education majors enjoy hands-on training in such areas as kinesiology, teaching, coaching, and learning how to help others stay healthy. The teacher certification program in physical education at Mount Union is designed to prepare you to meet state teaching licensure

standards for physical education in pre-kindergarten through grade 12. Our teaching graduates are recognized as quality physical educators who are highly competitive in the employment market.

Physical Education Learning Objectives:-

- Physical education majors demonstrate understanding of physical education content and disciplinary concepts related to the development of a physically educated person.
- Physical education majors demonstrate understanding of how individuals learn and develop and can provide opportunities that support students' physical, cognitive, social, and emotional development.
- Physical education majors demonstrate understanding of how individuals differ in their approaches to learning, and create appropriate instruction adapted to these differences.
- Physical education majors demonstrate an understanding of individual and group motivation and behavior by creating safe learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.

2.4. Historical back ground of foot ball

Foot ball is widely considered to be the most popular sport in the world, and continues to grow in popularity and participation rates. Women account for a large proportion of this growth. Between 1981 and 2005 participation in women's collegiate football in the USA increased over 11-fold (1039%).¹ in comparison, participation in men's collegiate football increased 49%, and today there are more women collegiate football players than men. As the rates of injury in collegiate women's football have not dramatically changed since 1986, the increasing participation in football by women has resulted in a large increase in the total number by this population.

Football is a physically demanding Endeavour that requires ballistic movements often under physical duress from opposing players. This poses considerable risk for acute injury with women's football having the highest numbers of injuries per match during the 2004 Olympic Games than any other women's team sports. Most of the injuries in women's football are sprains, strains and contusions. The sheer number of these acute injuries makes them an important issue in women's football and, thus, they have received the majority of attention. However, football also involves repetitive loading in the form of running (jogging and sprinting), direction changes and kicking. For instance, elite female football players were recently found to cover a total distance of 10.3 km during games with high-intensity running (15–25 km/h) accounting for 1.3 km. These distances and intensities have the potential to contribute to the development of chronic or overuse injuries. Overuse injuries in elite women's football players account for approximately 12.5% of all injuries. Football has become a much loved part of British culture, and has been instrumental in causing change. Possibly the strangest match took place during World War I, a period of history epitomized by bloodshed and death on massive scales. On Christmas Eve of 1914, upon hearing German troops singing carols, both sides walked on to no man's land and played a game of football. While it is not known who won that day, this was to be the only time in the trenches where artillery fire ceased. The Christmas Day Truce of 1914, as it became known, highlights the impact football has had in this country, and indeed the world, and helps explain why it is the nation's favorite pastime. Football has also been mired by both tragedy and controversy, as seen by the Hillsborough Disaster of 1989, in which 96 people were crushed to death. In another incident, referred to as the Heyse Stadium Disaster (1985), a large group of Liverpool fans breached a fence separating them from Juventus fans; the resultant death of 32 people led to English football clubs being

banned by UEFA from all European competitions until the early 1990s and a number of Liverpool fans being prosecuted for manslaughter.

The 2010 World Cup in South Africa was a defining moment for a nation that until 1994 was under a regime of apartheid. It was hoped that the biggest sports event in the world would bring prosperity to the host country and show the rest of the world a different side of Africa. Football has certainly come a long way from its humble beginnings hundreds of years ago.

2.4. 1. History of women's football

Scotland seems to be the first country in the world to encourage women to play football. In the 18th century football was linked to local marriage customs in the Highlands. Single women would play football games against married women. Single men would watch these games and use the evidence of their foot balling ability to help them select prospective brides.

There is no evidence that women played football in England during the 18th century. In fact, until the formation of the Football League in 1885, football was dominated by the public schools. These early clubs feared that opposing sets of supporters would get into fights. As Dave Russell points out in *Football and the English: A Social History of Association Football in England* (1997): "in terms of social class, crowds at Football League matches were predominantly drawn from the skilled working and lower-middle classes... Social groups below that level were largely excluded by the admission price." Russell adds "the Football League, quite possibly in a deliberate attempt to limit the access of poorer (and this supposedly "rowdier") supporters, raised the minimum adult male admission price to 6d". Several clubs came to the conclusion that male behavior at football matches would be improved if they were accompanied by women. In April, 1885, Preston North End announced

that women would be allowed free entry to all home games. Over 2,000 women turned up for the first game. Free entry for women was so popular that by the late 1890s all the football clubs had discontinued the scheme.

Nettie hyper link helped to pioneer women's football in England. In 1894 Honey ball placed an advert in the press and persuaded about 30 young women to join the British Ladies Football Club. Honey ball persuaded J. W. Julian, who played for Tottenham Hotspur, to coach the women. The training sessions took place twice a week at a park next to the Alexandra Park racecourse at Horney.

A decision had to be made about what the women would wear in games. One newspaper reporter explained: "The orthodox jerseys were made the basis of the attire, but it was seen that a great deal had been left to the coquetry and taste of the wearers. In many instances they were made loose after the manner of blouses and were relieved at the edges by a little white embroidering. Some of the sleeves, too, were made extremely wide, being evidently made after a decidedly fashion-plate pattern. There was the same variety in the maker of the knickers. This would seem to be a personal matter for the ladies themselves. Several of them probably more advanced in reformed dress ideas than their sisters, wore the lower garments in the ordinary football fashion."

2.5. History of foot ball in Ethiopia

Ethiopia has a long football tradition and was among the pioneers of international competition in Africa, playing its first international match in 1947, defeating French Somaliland 5-0. The EFF joined FIFA in 1952 and was one of the founders of the Confederation of African Football in 1957. The team took part in the inaugural African Nations Cup in 1957, where it finished second. In 1959, Ethiopia entered the 1962 World Cup qualification for the first time and faced Israel in the second

round after a bye. The team lost both games; and with an aggregate score of 2–4 was knocked out of the competition.

The team won the African tournament on home soil, in 1962. Nine countries entered the competition, including the reigning champions United Arab Republic; meaning for the first time a qualification tournament was required. As with previous tournaments, the finals only included four teams. United Arab Republic, as holders, and Ethiopia as hosts, qualified automatically meaning each needed to play only one game to reach the final. Ethiopia won the tournament for the first time after extra time in the final. Mengistu Worku and Badawi Abdel Fattah were joint top-scorers, both with three goals each, but the award itself was given to Worku, because his team had won the title. The Ethiopia national football team nicknamed "Walias" after the Walia ibex, represents Ethiopia in association football and is presided over by the Ethiopian Football Federation, the governing body for football in Ethiopia. The team has been representing Ethiopia in regional, continental, and international competitions since its founding in 1943. The Walias play their home games at Addis Ababa Stadium located in the capital city of Addis Ababa. They are currently ranked 95th in the world according to the FIFA World Rankings and 26th in CAF. The team is currently led by head coach Yohannes Sahle who has been at the helm since April 2015. Under the previous coach Sewnet Bishaw, the team has succeeded in qualifying for the 2013 African Cup of Nations after a 31-year absence.

Ethiopia was one of only three teams (along with Egypt and Sudan) to participate in the inaugural Africa Cup of Nations in 1957. It won the competition in 1962 and while it was also the host; however, success has been elusive since the end of the 1960s.

2.6. Factors females student in foot ball practical class

According to Siddentop (1908), high school physical education was endangered species. A subject matter that might gradually become extinct in secondary curriculum. He argued that in increasing lack of expectation for significance out came in high school physical education and own more learning.

In the early twentieth century, the national governing bodies of some sports were formed and there were organized competitions for women, usually separate from men. So as explained in the above some sports are still, considered male sports and so it is sometimes harder for women to get involved in these sport (Eg, Basket ball and foot ball) that is why females were far away from being skill in football when it is compared to males as indicated in several studies, in most developing countries at all educational levels, girls' enrollment and skill was usually below that of boys. While the benefits of educating girls for sustainable social and economic development are numerous, African still lags behind other continents in terms of provision of skill achievement to all children and particularly for girls (Kasente, 2000). The reasons for females' low enrollment and skill can be attributed to different factors.

They include family factors, and school factors that limited girls access and performance with in nations the main sets of factors explored in the literature's as determinants of female participations include economic conditions of the household, cultural and religious values, parental aspirations for female education, distance to school, and various other factors . Therefore the findings of Okoje (2000) showed that factors inhibiting girl's access for achievement are family factors, individual which is personal factors, community factors, school factors and cultural factors. Thus it implies that there may be many factors to achievement the female students in teaching football practical class. That could be

come from family, school, community, culture and student's personal conditions.

2.6.1 Factors related to teachers

Physical education teachers are basic elements for the development of sport activities and for enhancing student's participation in different sport games and activities. So as far as teachers are concerned, the international Bureau of education (1993) remarked that, "no one is in any doubt that the chief agent in the process of educational reform is the teacher." Therefore in order to implement the teaching learning process, teachers play a decisive role, which also the same for physical education teachers that, they are a role model for their own students to enhance the participation level. Posner (1992) also stated that teachers play crucial role in determining the success or failure of curriculum implementation. Thus the teacher with his or her skill, and experience attitude is the most important of all in determining the success or failure for the process of teaching and learning with enhancing female students' participation in it. PE teacher's attitude is the basic ground to act in a positive or negative way towards the participation of female students in handball. They are very responsible in giving a good lesson for their students in the school. This is supported by Cooper (1986), that he suggested teacher's attitude towards students in every important aspects in helping to improve the development of their achievement level.

2.6.2 Factors related to schools

Schools are the main parts of educational systems, which are considered as a source of educated people. However, a number of studies indicated that, the game play and enrollment of female students in school; particularly in the rural areas could be affected by different school related factors. As Kasente (2000) examined that, with related to school

the total working environment, distance to school, teacher attitudes, and teaching practice, gender basis in curricula and classroom culture all affect female attainment and persistence in schools. Therefore school could be the other factor for the low achievement of female students in teaching football practical class. Since the school working environment, distance, attitudes of the teacher and other related factors are engaged in school problems.

2.6.2.1 Learning environments

Have been well recognized as inadequate in sub-Africa due to the low level of economic development and poverty (Lockheed and Veers Poor teal, 1991; Adage and Henevld,1995).most learning institutions are in short supply of class rooms, facilities and learning materials. In many countries, teachers are paid relatively low salaries compared with other sectors or they are not paid regularly. The result is teacher absenteeism, lack of motivation or attrition. There are also conditions where schools and teachers are forced to search for alternative in comes from parents or to use student labor. This situation has had a negative impact on girls' education, because it discouraged parents from sending girls to school or shortens the time spent on teaching and learning.

2.6.2.2 Distance

Has been another deterrent for girls' education in many counters in Africa, Odaga and Heneveld (1995) refer to a large number of studies in the region where it has been reported that the long distance girls (particularly rural girls) travel to school has two major problems; one relates to the length of time and energy children have to expend to cover the distance, often on an empty stomach, the other relates to the concern and apprehension parents have for the sexual safety of their daughters. The problem of distance from school also has implications for the motivation of girls to stay in school. In Guinea, participation in schools

while in Mali, most girls stated that living far away from school and having to walk discourages them.

2.6.2.3 Teaching attitudes and practices

Most studies on attitudes to PE have approached the concept from the affective perspective of enjoyment and studies from (Hashim, Grove, and Whipp, 2008); show that enjoyment of PE represents a crucial factor in the creation of positive experiences of movement activities and thus further involvement. According to Rikard and Banville (2006); positive attitudes toward PE require a variety of interesting activities that generate active participation and a sense of fun. However, a growing number of quantitative as well as qualitative studies reveal that some adolescents experience PE in negative terms (Hashim et al, 2008a, 2008b); that some adolescents hate PE (Carlson 1995; Olafson 2002); and that PE may have a devastating effect on adolescents' development (Blankenship, 2007; Ennis, 1996; Fisette, 2011).

2.6.3 Factors related to family

Family plays a very important role in determining the degree of access that female students have good education and their level of achievement in the area they are participated. (Kasente) 2000 noted that, father can be a player in enhancing girls access to education and in urban as well as in some rural areas, mother also either jointly or with the father or singly can influence the decision for a girl to enroll in school. Thus, there are many family related factors including parental schooling, house hold responsibilities, family size, parent's educational level and background, and area of residence, family income and so on. This can be supported with (Rose and Tembon,1999); also reviewed that female students poor enrollment and participation in school could be related to their life styles too, that is, most of them do house chores such as: cooking, taking care

of younger brothers and sisters, generally helping their over burdened mothers.

2.6.4 Factors related to socio culture

The socio cultural beliefs and practices are the other main factors to achievement of females in foot ball practical class. In several studies indicated that a number of socio cultural related factors tend to limit the value of female students in physical education.

According to Pennycuick, (1998) reviewed that, in the Middle East and North Africa, religious or socio cultural traditions such as early marriages and child bearing explain low achievement in education. Therefore socio cultural factors that, may affect the achievement of female students in teaching foot ball practical class where it came from, early marriage, abduction (Safety and security), lack of female role models religious beliefs, priority for boy's education, awareness of parents towards females achievement in physical activities and attitudes of females themselves towards physical activity and education.

2.6.4.1 Initiation

Ceremonies still mark the transitio0n from childhood to adulthood among communities in sub-Saharan Africa. Evidence indicates that initiation creates a lot of confusion and dilemmas for girls. Ceremony schedules usually overlap with the school calendar and that female to get low participation in practical activities. Sometimes they may be punished for not participating in some activates which adults do not normally participate. Initiated girls may also fell it difficult to continue in practical activates after passage to adult hood as the next step is expected to be marriage.

2.6.4.2. School girl pregnancy

the incidence of female low achievement are closely related throughout Africa Njau and Wamahiu (1998), usually unwanted, these pregnancies end the schooling of girls both through self-withdrawal and national pregnancies policies that ensures the expulsion of girls from the education system with little or no chance of re-entry. Njau and Wamahun 1998 Argue that it is the societal responses to pregnancy rather than pregnancy peers that push girls out of school and hamper their opportunities for education and career development. They note that in most African countries, school policies and practices are based on the mistaken assumption that the problem of pre-marital schoolgirl pregnancy is caused by the pregnant schoolgirl them, and to a lesser extent, by their parents. The tendency has been to portray the pregnant girls as easily susceptible to becoming pregnant while still in school and eventually decrease participations in the practical activities.

2.7. Teaching to improve their performance of learning

Teaching is a process by which a person helps other people to learn. Teaching helps people to gain knowledge and attitude they need to be responsible citizens earn a living and lead a useful rewarding life. It also provides the chief means of passing knowledge to the next generation people have tried to learn everything and to improve their performance in learning different subjects including physical education.

2.7.1. Motivation and feeling towards football

A part from its physical education importance of physical education has got a significant positive impact on the psychological development of students stressing this fact underscores that the focus which interaction

the playing field ,in the foot ball and where provide for children a steady of low motivation and feeling which gradually shape the personality.

2.7.2. Achievement of female students towards foot ball practical class

It is suggested that the achievement of students towards physical education is shaped by parents. Bald will in (Mangos) 1973 has shown that attitude is usually in position to determine ones willingness to do any activity. As to the above scholar, girls who are brought up on democratic climate develop a positive attitude towards any physical activity. Which they called for children who have every chance and rights to do every activity are usually active. In other word friendly and interest to participation in any physical activity in general and physical in a particular. So parents are accepted to risk their children in a free and democratic atmosphere and environment. As a result, children may have enthusiasm for physical education which in turn helps them to develop their psychological trait and personality as emphasized by Mangos (1956), of many psychological, be extremely important for students Klakaver (1983), indicated that girls are apparently underrepresented in achievement related occupation.

2.7.3. Gender roles

Physical education has a significant out comes that measurable in terms of group and individual behaviors as well as in organic environment. Delbert (1956), hence, since both boys and girls are supposed to participate in various social activities' they both need physical education a great extent. I order to fully take part in group activity with responsible confidence. It is likely that physical education is inevitable for all people in general and for females in particular. It was also stated that physical education was made an integral part of school curriculum because it has enormous advantage to preserve as well as expands the existing social

practice of community Mangons (1973). That it is a means to attain social purposes and make changes. Briefly "physical education is an excellent vehicle for socialization" (Butchery, 1972).

2.7.4. Fear of large class

Palmer, (1993:74) discusses the role that hospitality has in classroom." A learning space needs to be hospitality not make learning painless but to make the painful things possible, without which any learning can occur things like exposing ignorance, testing tentative hypothesis, challenging or partial information and mutual criticism of thoughts.

2.7.5. Supporting female students by tutorial class

Supporting or assisting female students in physical education practical work require more time and effort from physical education. Teachers the benefit provide to female students and teachers and like made this work worthwhile. Female students of werda merb lehe who are supported or assisted in addition class in physical education practical work are more confident and achieve more. Because teachers get to know their students need better, they can try more accurately to meet those needs, (Kirsten, Schaetzel and Chan ho; 2003).

For female students in general supporting or assisting used as a time to talk a teachers about their problem and life in general. Through individuals and small group tutorial (assistance) have discovered how important trust is as an element physical education practical learning and how idea tutorial are as a way of building trust (Kirsten,schaetzel and Chan ho;2003), compulsory tutorial are those tutorial support that female must attend as part of their practical activates for the course. These are scheduled by sign-up during physical e4ducation class time and for others. They are helped during a time mutually agreeable to both the teachers and female students. This tutorial support generally occur

two or three times during one term compulsory tutorial supporting class for individuals female students are not lengthy; students are usually given 30-40 minutes time slots. If female students or teachers want more time, the tutorial can be lengthened or another one can be scheduled.

2.8. Factors contributing to academic performance of students

Academic success has a great influence on a student's self-esteem, motivation, and perseverance in higher education. Poor academic performance or high failure rates may result in unacceptable levels of attrition, reduced graduate throughput and increased cost of education. This also reduces admission opportunities for tertiary students seeking higher degrees. Hence, students' academic performance has always been a topic of interest for educators. Educators and researchers have long been interested in identifying and understanding the variables that contribute to academic excellence. Many researchers have identified demographic, socio-economic, family and school factors as variables contributing to students' academic performance.

2.8.1. Nationality and academic performance

Several studies have shown that academic performance differs across nationality. A study by you showed that foreign students outperformed local students in business studies. In a study by Nasirudeen et al. it was shown that international students in Singapore experienced substantial levels of stress, which are often a result of homesickness, cultural shocks, or perceived discrimination. This, in turn, may have a negative influence on their participation in activities that contribute to important learning and personal development. One common coping mechanism used by international students is to focus more on academic achievement. However, a study by Reinters a showed that non-Western

students scored significantly lower on scored compared to Western students.

2.8.2. Students' learning styles

It is believed that learning styles play a small role on academic performance. However, small the effect on learning outcomes, it is accepted that learning styles can help students enhance their own learning and thus encourage self-directed learning. Fielding showed that it is necessary for students and educational institutions to understand learning styles and it is advisable for students to tailor these styles to suit their own learning needs. As stated by Cuthbert, understanding the students' learning styles is important for allowing adjustment in the educators' pedagogic approaches. Several studies have used standardized tools (such as the Visual, Aural, Read or write and Kinesthetic questionnaire, Grasha Reichman Student Learning Styles survey) to identify and understand the learning preference of their students, but none have looked at the association of student specific preferences with academic performance.

2.8.3. Other determinants of academic performance

School students across Singapore participate in a wide variety of extracurricular activities (also known as co-curricular activities). These can be sports, clubs, debate, drama, school publications, student council, and other social events. These activities are, voluntary, usually conducted outside the normal school hours, and students do not receive grades for their involvement. Silliker and Quirk concluded that participation in athletics (such as soccer) for high school students enhances academic performance. Gerber also found that participation in extracurricular activities promoted greater academic achievement. Many extracurricular activities have proven to be beneficial in enhancing academic performance, even if the activities are not obviously related to

academic subjects. Students participating in extracurricular activities did better academically than students who did not participate. The concept of academic self-efficacy was devised by Albert Bandura. Self-efficacy concept is defined "A conviction that one can successfully execute the behavior required to produce outcome" (pg. 193). It has been proven that students high in academic self-efficacy set higher academic goals

2.9. The basic techniques of foot ball

2.9.1. Introduction

Ball control is the foundation for all aspects of the game and a source of motivation for young players because it feels good to be at ease with the ball.

The ability to control the ball is the key to many other skills, and juggling is also a very good way to practice ball control, getting familiar with the ball and gaining confidence. Generally speaking, it is not difficult to master a technical skill, but it does become harder as the game conditions change. Therefore, a player can only master the technique of controlling the ball if he coordinates the various parts of his/ her body. Furthermore, the learning aspect depends on the number of repetitions, where as there are various combinations available in term3tb of the method to be used. As a young player develops, his/her technical skills will set the foundations for good development and enable him/her to experience all of the joy that football can bring.

2.9.2. Technique

In the basic skills of soccer, an important term is "technique," which is the physical movement involved in those skills. Practicing the skills is called "technical training." Players practice technique throughout their

lives, but correct technique practice is essential for players' age 6-12 while they are in developmental stages.

The teacher of developing students should heavily emphasize technical training while also having a basic understanding of correct technical execution. This can be accomplished using a repertoire of conditioned games to teach techniques in a manner that provides plenty of repetition. In grassroots football, the basic techniques can be divided into four categories:

2.9.3. Controlling the ball

Receiving a ball on the ground is different than receiving a ball in the air. To control the ball is to master it. Properly controlling the ball means that a move will be successful. The control movements to focus on are, directed control and gathering the ball while moving – these introduce speed into the play. When receiving a ball on the ground, the following points should be considered:

- Keeping your eye on the ball
- Reading the flight, speed and direction of the ball
- Deciding which body part will control the ball (foot, thigh, chest or head).
- Getting the body in line with the direction of the ball
- Preparing to receive the ball by presenting the body part to the ball
- Cushioning the ball with the body part to slow it down and preparing for the next touch.

The following are receiving that can be used to help female students develop better receiving skills.

2.9.4. Juggling

If repeated regularly, juggling develops the skills of dexterity, coordination and balance in young footballers. These skills favor the more rapid acquisition of other techniques.

2.10. Dribbling

Dribbling means travelling with the ball, It is the name used to refer to a whole set of ball-control skills, including using the chest, knees and head as well as the feet. Good dribbling is a fundamental discipline of football and a successful dribbler is always an asset to his team.

2.10.1. Dribbling with obstacles

This is how an individual moves with the ball when faced by opponents. Dribbling allows the player in possession of the ball to eliminate one or more opponents by:

- Making a man oeuvre and taking individual risks
- Setting up a team move
- Gaining time to allow support from team-mates
- Receiving an opponent (the concept of the feint)

2.10.2. Dribble without obstacles:

This is how an individual moves in free space with the ball. When a player is running well with the ball, he/she is in control of it at all times: this requires good balance and excellent stability. Running with the ball while keeping the head up allows a continuous flow of information to be received and allows movement to be adapted to play.

2.11. Passing the ball

Because passing involves giving the ball to a teammate, it is important that players are taught to know where their teammates are by constantly looking. A second important ingredient is verbal communication, or talking. Coaches should teach players to provide intelligent verbal cues to help with decision-making in passing. The technical elements of

passing vary based on the kind of pass being made. The key elements of any pass (both short and long) include:

- See the target.
- Approach the ball.
- Plant and position of support, or non-kicking foot (the toe of the non-kicking foot should be pointed in the direction the player wants the ball to go).
- Look at the ball, holding the head steady.
- Contact the correct area of the ball with locked ankle.
- For instep and outside of foot pass, the toes are pointed down and contact is on the top of the foot.
- For inside of the foot pass, toes are pointed up.
- Follow-through: kick "through the ball," following through toward the target.

The following are drills that can be used to help female students develop better passing skills:

- **Passing A.B.C.D**

A...Passes to B...Moves to center. B...Passes to center, moves diagonally to other cone (A). A... passes to C...Moves to outside cone

(B). Sequence begins again between C and D (*3 passes *3 movement)

- **Passing**

a lesson plans to help develop u-10 passing skills. Session plan on using your right and left foot to control and pass the ball. Same also provides passing drills that encourage you to check and open your body up to the field and find the best pass. This is the action of giving the ball to a team-mate. It is an essential part of team play. As the core of the game, passing allows a team to keep possession.

sion of the ball; Set up attacks, Counter-attack, Change the direction of play, and Provide a decisive or final pass.

2.12. Shooting

This is an action with the objective of dispatching the ball into the opponent's goal. It is the logical conclusion, the culmination of an attack. It is what football is all about. Shooting requires balance) and mental qualities (determination, audacity, self-confidence).technical qualities (striking the ball well, accuracy), physical qualities (power, coordination, etc). Shooting uses the same technical elements as passing, with the important difference being that the goal is to pass the ball beyond the goalkeeper. If possible, the player should look up to see the position of the goalkeeper, choosing a side to shoot the ball.

- Approach the ball.
- Plant the support foot beside or slightly ahead of the ball, which helps to keep the shot low.
- Keep the head steady and eyes on the ball.
- Make proper contact with the ball.
- Ankle of kicking foot is locked and the toe is pointed down if shooting with instep.
- Hips and knee of kicking foot are pointed in the direction of the shot.
- Follow through to keep the ball low (weight going forward, landing on the kicking foot).

The skill of shooting sometimes is called an art because the scoring of goals is such a prized commodity. The skills of soccer are difficult because humans are hand-eye dominated. The skills discussed here, however, are eye-foot and must be developed at a fairly young age. The difficulty for teachers of students is to conduct training sessions that involve repetition but are not boring or tedious. Therefore, coaches of

young players are in many ways very important as they develop tomorrow's players today.

2.13. The Real Causes of Higher Achievement

Too many educators suffer from the assumption that student achievement is largely a function of factors over which we have little or no control. The logic of this assumption is compelling: well-situated schools perform well; poor and minority schools don't and can't. It is time to dump this assumption. It should be replaced by a new one: Achievement is primarily a function of two things:

(1) What we teach

(2) How we teach.

There is great hope in this for students and educators alike. If true, then we can't dodge the fact that from the district level to the classroom, opportunities abound for us to achieve better results confidently, in exorable with our students. How strong is the evidence for this assumption?

2.13.1 What We Teach

Let's take writing as an example. In the last several years, many states have seen dramatic increases in the proportion of students writing at or above grade-level standards. In Maryland, the percentage rose from 47% to above 90% statewide in an eight-year period. At high-poverty, high-minority Bessemer Elementary school in Pueblo, Colorado, the percentage of students who could meet state writing standards rose from 2% to 48% in one year (Schmoker, 1999-2000, 1). Were these gains the result of the much-scorned practice of "teaching to the test"? Well, yes: Teachers were teaching writing with more frequency and vigor than ever.

Prominent researchers have noted this discrepancy, including John Goodland and colleagues who wrote that "behind the classroom door" all

bets are off on what actually gets taught (1970). Judith Warren Little noted the discrepancy as well, finding curricular differences among English teachers to be so wildly divergent that even to call these courses by the same n "English" made no sense to her (1990).



Susan Rosenholtz found that teachers teach a self-selected "jumble" of different topics and that getting them to teach to common standards is perhaps the toughest challenge schools face (1991). David Berliner detected the same pattern in his studies, that in the same grade and in the same school, one teacher taught 27 times as much science as her same-grade counterparts. No one in the school knew this until researchers came into the school (1979).

This pattern, which explains so much about differences in achievement, is still only tacitly acknowledged. But you can hear it in the knowing laughter that erupts when author Heidi Hayes Jacobs chides her audiences of educators by asking, "What is a curriculum guide?" Her answer: "A well-intended fiction."

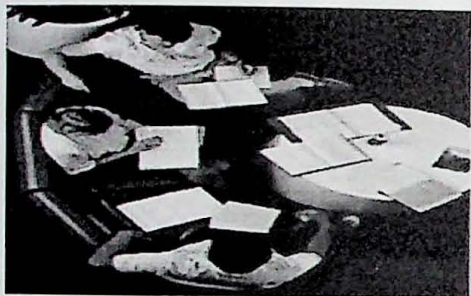
The evidence is overwhelming that chaos reigns in an enormous number of our classrooms — especially, tragically, in disadvantaged schools. In them, students are not being taught what is on the year-end assessment; they are learning what the teacher happens to teach or like to teach (the way I often taught my middle and high school charges years ago).

2.13.2. Successful School and Districts and the Importance of Alignment

Now the good news: When *what* we teach the real, taught curriculum is aligned with assessments, success is close behind.

Educational consultant and researcher Larry Lezotte has been saying for some time that children generally learn what we teach them, but "there is a huge gap between what is taught and what is tested" (**Sparks, 2001-33**).

I recently completed a study of five school districts and a number of schools that do something startlingly simple but effective: They carefully examine their year-end or state assessments and then, very deliberately, build most of their curriculum around these assessed standards (**Schmoker, 2001**). One of the first discoveries teachers in these districts make is that even norm-referenced tests largely consist not of irrelevant "lower-order" skills, but of incontrovertibly essential, core standards—all of which are best taught in meaningful, authentic contexts. Even Grant Wiggins, a prominent voice for authentic performance assessment, points out that the very best kind of education promotes success on state and standardized tests (1998, 320)



In these five school districts, teachers create, share, and *refine* lessons and strategies that are deliberately aligned to the assessed standards. They take pains to ensure that teaching is aligned with instruction. All of them get exceptional results. In Brazos sport Independent Schools near Houston, Texas, teachers actually map out, week by week, which assessed standards will be taught. They then develop teaching materials and lessons that target these standards, with more time and emphasis being given to the lowest-scoring skills. More than 90% of every subgroup in every school—poor kids, minority kids, even special

education students—now meet state expectations in reading, writing, and math. Adlai Stevenson High School District in Lincolnshire, Illinois, has created homegrown, teacher-made, end-of-course assessments for every course they offer. These assessments are carefully aligned to assessed state and district standards. Adlai Stevenson teachers take pains to teach, directly but imaginatively, to these assessed standards. As a result, scores on these homegrown assessments have soared—along with scores on state and college entrance exams; the rate of success on Advanced Placement exams has increased by 800%.

2.13.3 from "What" to "How"

The districts and schools mentioned above benefit hugely from aligning what is taught and tested. But there is another factor that accounts for their success. Because they have established common standards, they can now talk intelligibly and productively about how to most effectively teach these common standards. They are acting on what is increasingly recognized as the most effective way to promote higher levels of learning—having teams of teachers work regularly and continuously to create, adjust, and test methods and lessons collaboratively (Schmoker 2001; Glickman 2002, 4-6).

A 1999 study by the Education Trust found that hundreds of poor and minority schools have beaten the odds and succeeded with exceptional numbers of students, giving them life chances once reserved only for those who grew up in the "right" neighborhoods. How? By (1) teaching to assess standards and (2) continuously learning and refining better ways to teach to these standards. At the majority of these schools, teachers meet with colleagues regularly and expressly to discuss standards and how to teach them (Barthetal, 1999). Colorado's Bessemer Elementary was among the schools discovered in this study. In addition to their gains in writing, the proportion of students reading at or above standard

rose from 12% to 73% in a two-year period, and did soon a state test recognized as among the most difficult.

The most enormous but peculiarly unsung benefit of common standards is that they provide the rich common context essential to focused, productive teacher collaboration, a *sine qua non* for improvement (Fullan 2000; Sparks 1998). The evidence that teaching itself can become the most important factor bearing on achievement is not new and continues to mount. In 1987, more timer and Sammons conducted a study of students from low socioeconomic backgrounds in England, finding that in the areas of reading and math, the school and its teachers had between six and ten times as much influence on learning as did all socioeconomic factors combined. A 1997 U.S Department of Education Study found that effective teaching accounted for as much as a 16-point difference in reading and math scores (Jordan, Mendroe, and Weerasinghe, 1997).

The groundbreaking value-added studies of William Sanders found that certain teachers achieve far better results than their same-school counterparts, which belies the notion that socioeconomic factors reign supreme Archer (1999). And now we have the most recent Education Trust study (Mathews, 2001) which found not hundreds, but thousands of schools that prove good teaching can in fact overcome demographic factors. Teaching matters mightily.

2.13.4 What Shall We Do?

It is time we acted on these findings. First, we must enjoin teachers to see that the assessment is not the enemy; the real problem is our failure to teach—as effectively as we can to the assessed standards. Second, we must begin to make systematic use of simple tools that promote both alignment and collaboration, such as the invaluable interpretive guides that accompany and demystify the contents of state and standardized tests. These guides contain detailed, precise lists of standards and

sample items. Many contain rubrics for the writing component of the test, as well as exemplar papers with helpful annotations that clarify criteria and standards for both teachers and students. Third, we must make targeted teacher collaboration our highest priority. Regular times must be established—even an hour a month could make a difference—for teachers to share and perfect lessons and strategies aimed directly at areas of low performance. This combination of emphases virtually guarantees improvement on any kind of assessment. Finally, it is time we radically recast what is currently known as "school improvement planning" to reflect the elements described here. That drives the more typically oversized, imprecise, and an obstacle to improvement. They set off a riot of activities which supplant the work of teachers to create, adapt, and evaluate lessons and strategies aimed at helping higher proportions of student's master essential standards. The best news is this: There is nothing esoteric about what is needed for schools to make dramatic progress — even in the near term. The best news is this: There is nothing esoteric about what is needed for schools to make dramatic progress—even in the near term. We need only to fix our gaze on effective, targeted teaching—and on mechanisms for promoting, replicating, refining, and routinely honoring such teaching. Providing our teachers with even an hour a month to create, refine, and assess the impact of new lessons and strategies could start a revolution.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

To assess the governmental secondary and preparatory school in the north west of Tigray national regional state, the descriptive cross sectional survey research design was employed. Descriptive cross sectional survey method helps to gather a large variety of data related to a problem under the study and it was also effective for providing a snapshot of the current behavior, attitudes and beliefs in a population. This method deals "with materials used to gather information and data. The method is appropriate to describe understand and define the foot ball teaching problems around the course More over the objective of this study was to know associated factors for female student achievement in foot ball practical class allying the relationship between students, teachers and teaching materials. This method also helps to provide adequate information that enables the teacher to suggest some valuable alternatives and mainly designed to investigate the active teaching method. Using the descriptive survey method, the researcher under took the investigation on the teachers of foot ball in the field.' In this study the researcher used the following ways.

This part mainly focused on an explanation of subject of the study, sampling techniques, and data collection instrument and analysis procedure.

3.2 Research design

This design deals with materials to gather information and data. The study was mainly study to investigate the active teaching methods, female student achievement and associated factors and prospects about foot ball in Merb Leh Werda preparatory and secondary school especially in grade 10.the survey method was used for this study, as it was found

to be an appropriate technique for collecting vast information and opinion from quite a larger number of respondents.

3.3 Sources of Data

As the data collected to supplement support this study is mainly focused on the primary sources of data, it is important to use a method that best suits with it. The sources of data were obtained from the female students and physical education teachers in Werda Merb Lehe preparatory and secondary school. The Region Tigray has five zones, Central zone is one of those and also central zone has 12 Woreda, the study will be focused on Merb Lehe Werda preparatory and secondary school and the researcher select from the grade 10 class in the secondary school purposefully based on their access to transport and available time to get enough information and to collect the necessary data. In order to collect information about female students and their educational background primary data was used through questionnaires, interview and observation check list. Secondary source of information were used for this study collected from both published and unpublished materials like books, journals and web services.

3.4 sampling techniques and sample population

As Patton (1990) argues, there are no particular rules for the selection of sample and participants. The sample size depends on what researcher to know, purpose of the inquiry, what is at a stake, what will be useful and can be done with available time resources.

According to the central zone of administration there are 12 Woredas, 32 Governmental secondary schools and 28 preparatory schools in the central zone Tigray national region of state. Within these Woredas there are 1107 teachers, from this zone the number of physical education teachers are 36.

As this study mainly focused in one Woreda were of selected by Randomly sampling techniques from the central Zones in Werda Merb Lehe secondary and preparatory school and the researcher selected from the 28 classes of the secondary schools to gather information from Rama, Ahsia and Chila preparatory and secondary school which is appropriate for the transport and facilities. The main data sources are teachers and students because they are expected to engage the sharing problems female students' achievement in football practical class teaching learning process in the preparatory school in grade10 student. Because of this reason, the stratification was an appropriate technique to increase representation of the Werda Merb Lehe (RAMA) preparatory and secondary schools. Taking this size is appropriate according to (miller and smith, 1983 and Israel, 1992). Therefore the research used random sampling techniques to get fair reasonable representative of the total population based on the following scientific procedure.

Table: 1. Sample and Sampling Techniques

participation	school	Population	Sample size	%	Sampling techniques	Types of question
Female students	Rama	150	25	16.6	random	Questioner and observation
	Ahisa	130	15	11.5	random	Questioner and observation
	Chila	120	10	10.3	random	Questioner and observation
Physical education teachers	Rama	3	1	33.3	random	Interview and observation
	Ahisa	2	1	50	random	Interview and observation
	Chila	1	1	100	random	Interview and observation
Total	-	406	53	100	-	-

Based on his potential, the researcher took only fifty (50) students as random samples among 400 totals populations and 3 physical education teachers from total 6 teachers.

3.5 Instrument of Collecting Data

In order to get the problems on females' students' achievement and associated factors in teaching football practical class the instruments used for data collection were questionnaires, interview and observation checklist.

3.5.1 Questionnaires

To collect the information from female students and teachers 16 items of closed ended questions were designed. The questionnaires were provided for 50 female students, and 3 physical education teachers. The questionnaires were prepared in English since the respondents were secondary and preparatory school students and teachers they can easily understand it.

3.5.2 Interview

Semi structured interview questions were employed as instrument to collect significance and relevant information. The reason for using semi structured interview is that it can permit the exploration of issue, with flexibility for the interviewer and interview has better chance to explain more explicitly what he or she knows about the issue.

The interview was conducted in a face to face with the physical education teachers. To this end, a set of unstructured open ended interview questions were asked in English. The interview items were mainly focused on the female students achievement and associated factors in foot ball practical class and student's interest, football facilities the relationship of teachers and students regarding the teaching learning

process in the foot ball subject to improve and facilitate for the effective achievement of students in foot ball practical class.

3.5.3. Observation Checklist

In order to collect supplementary information regarding the study the researcher used selective and useful observation check list that can help identify female students achievement in foot ball practical class and their teachers interaction in the teaching learning process and used to know the overall situation.

3.6. Procedures of data collection

First the researcher was prepared the questionnaires in English and then distributed to 50 grade 10 female students and 3 teachers who were physical education teachers and some selected knowledgeable staff members. Then the researcher collected all questionnaires from the sample population. The interview was conducted in English. The interview and observation took place at the physical presence of the researcher himself. Then, the collected data was by hired individuals while the open ended question items and interview response summarized and systematized by the researcher alone. Before the main study, pilot test was carried out in one preparatory school that was not including in the sample study to test the validity and reliability of the research items. Then, the researcher also made twice field observation with the checklist. Finally the researcher interpreted all the collected data from questionnaires, interview and observation.

3.7. Method of Data Analysis

In this study the researcher used both quantitative and qualitative analysis. By using quantitative analysis, the close ended questionnaires were analyzed with frequency and percentage. Mean and garden mean

was used to find out the average value against each item for both groups of the respondents to support results-of analysis. Finally, on the bases of the analysis conclusion will be made and recommendation will be forwarded. With the help of qualitative analysis all the data collected from questionnaires, interview and observation were analyzed using words.

3.8 VALIDITY AND RELIABILITY

The researcher was prepared data collection instruments to avoid and identify the problems of achievement and associated factors in female students in foot ball practical class in werda merb lehe secondary schools. The validity of the research was supported by two factors. Content validity was supported by making sure the survey questions asked represented the specific area of interest. This was accomplished by asking experts in the appropriate field to ensure the validity of survey questions and also the validity of the instrument was checked by using SPSS soft ware through click Analyze → Correlate → Bivariate → Pearson's → Two tailed → Flag significant correlations → Ok. So, based on the output validity test the count value is 0.86. Criterion related validity was supported by establishing a quality instrument in which to assess the students' answers.

The reliability of the study was ensuring by many factors. The survey questions were clear and unequivocal to all subjects ensuring an accurate assessment while providing for internal consistency. To test the internal consistency of the instrument the researcher was run the Cronbach's alpha test by using SPSS soft ware through click Analyze → Scale → Reliability analyze → Statistics → Continue → Ok. So, based on the output reliability test the count value is 0.975. Additionally, the survey was administered in a manner that was consistent to all students and the subject teacher professions to evaluate the questions. Classroom teachers were also provide with explicit directions as to the conduction of the survey, collection of materials, and packaging of completed surveys. The researcher was felt that these steps to ensure the validity and reliability of the study and the data collected during the study. Therefore, the validity and reliability of the instrument was valid and reliable respectively.

CHAPTER FOUR

4. DATA PRESENTATION AND ANALYSIS

Presentation is the arrangement and implementing of fragmented data in to tangible information in base of the available study. This deals with analysis discussion and interpretation of gathered data through the questioner, interview, class room and practical field observation from a variety of sources followed by discussion of the findings. All copies of the questionnaires were filled and collected by respondents or subject of the study.

The main findings of the study are presented with the help of tables followed by descriptive statements for analysis to give answers to the basic questions set in the study. The number of response for each choice in the questionnaire has been counted and added after the changed in to percent. The total populations of this study were 50 students from the three secondary school, 6 sport science teachers. All of the respondents were selected according to their usability that is randomly and purposively. The researcher distributed that around 5 (five) questioners were not returned. Lastly, interview was made with sport science teachers. The response of the students and physical education teacher's to the questioners was summarizing as follow.

Table: 4.1 research setting and participants of the study

Types of participation in the study	Qualification	School	number	Types of question
Student	10	Rama	20	questioner
		Ahsia	20	
		Chila	10	
Teacher	Degree	Rama	1	interview
		Ahsia	1	
		Chila	1	
TOTAL			53	

According the above table the number of the respondents are fifty (50). To fill the researches 75 questioner distributed to whole schools (Rama, 20 Ahsia, 20 Chila, 10) and 50 (67%) questioner are returned and 25 (33%) questioners were not returned.

Table 4.2: characteristics of student's response information

Sex				Age				Grade 10 students	
Female		Male		15-18		19-21			
No	%	No	%	No	%	No	%	No	%
50	100%	-	-	45	90%	5	10%	50	100%

Concerning to the students response as shown on the above table two indicates to: 35 (70%) of the students respondents are female, and 15 (30%) of the students were responded male. According to the age of students respondents are, from 15-18 years 45 (90%) are grade 10

students and from 19-21 years 5 (10%). With regarding to the educational level of the students respondents 50 (100%) are grade 10 (ten) students.

**Table 4.3 Physical education teachers’ response informati
on**

Qualification	Female		Male		Diplom a		Degree		Masters		Total	
	No	%	No	%	N o	%	No	%	No	%	No	%
Physical education teachers	-	-	3	100	-	-	3	100	-	-	3	100

According the table the number of the respondents (physical education) are three (3) to fill the questionnaires all are returned.

4.2. Interpretation and analysis of female student response closed ended questionnaires

Table 4.4: Time allocations for foot ball

Alternatives	Number of respondents	Percentage
Less than any other subject	35	70%
Equal with other subject	10	20%
More than any subject	5	10%
Total	50	100%

From the above table 5 their time allocation for foot ball, 70% of the candidates are chosen less than any other subject, 20% of the candidate equal with other subjects and 10% are chosen more than any other subjects. Therefore, the study indicates that is time alternative of less than any other subject.

Table 4.5: the ability of the teacher to demonstrate well

Respondents	Frequency	Percentage
Yes	18	36%
No	32	64%
Total	50	100%

The above table shows that most of the respondents are 64% of the total sample population responded, teachers during practical session cannot demonstrate well and others 36% of them respond, teachers demonstrate nicely. So this implies that the demonstration ability of teachers during practical session were somewhat poor, according to the majority respondents.

Table 4.6: to improve female students' participation physical education teachers should give the training

Respondents	Frequency	Percentage
Regularly	19	38%
Sometimes	31	62%
Total	50	100%

As indicated in the above table 38% sample respondents replied that to improve the female student achievement physical education teachers should give the training regularly but the rest 62% of them responded that it is enough to do training sometimes. So this showed that doing the training same times could make a difference to the low achievement in

football for female students in Merb Leh Werda preparatory and secondary schools.

Table 4.7: the relationship between physical education teachers and female students

Respondents	Frequency	Percentage
Yes	22	44%
No	28	56%
Total	50	100%

This table shows that 56% of the students responded as there are no good relationship between physical education teachers and females but 44% of them replied there is a good relationship. Therefore, according to the respondents there had been some problems regarding to the interaction of females with their teachers.

Table 4.8: different teaching approach used by the teacher in training football lesson

Respondents	Frequency	Percentage
Yes	15	30%
No	35	70%
Total	50	100%

According to the above table most of the students 70% of them, respondents the teacher have not used different mechanisms of teaching approaches but 30% of the students respond that some teachers can use different kinds of teaching approach in training football.

Table 4.9: the school has enough places to teach football practical class.

Respondents	Frequency	Percentage
Yes	19	38%
No	31	62%
Total	50	100%

The above table shows that most of the respondents are 62% of the sample population replied that, there is no enough place to teach football but the rest 38% of them responded that there is enough place to teach football. This indicated that because of the school had no enough place to teach football, female students were far from participating with football in any time they want.

Table 4.10: ways the experience of female student achievement with football, they should play with.

Responds	Frequency	Percentage
Boys	9	18%
Alone	11	22%
In group	30	60%
Total	50	100%

As shown in the above table 18% of the students responded that to improve the experienced they should play with boys, 22% responded that they should play alone and 60% of them agreed that, to improve female students achievement they should play with in groups. So it implies that in order to improve the achievement level of females student need to do the training with in the groups.

Table 4.11: The teachers used of student centered method

Respondents	Frequency	Percentage
Yes	15	30%
No	35	70%
Total	50	100%

The above table indicated that 70% of the students responded that teachers does not use student centered method but 30% of them agree that the teachers are using student centered method to give the football lesson. So that according to the majority of female students one of the problems for their less participation towards the lesson was physical education teachers could not used student centered methods.

Table 4.12: The main problem that female students face to have a low participation in football

Alternatives	respondents	Percentage
Culture	16	32%
Economy	10	20%
Attitude	8	16%
Family	16	32%
Total	50	100%

As shown in the above table 32% of the students respond culture and family, 16% of students respond economy and 20% of the respondents' responded that attitude is a problem which can be a reason for female students to have a low participation for football lesson. So that according to the family, culture, attitude and economy related problems could be factors for the hindrance of female student participation in teaching football in Werda Merb Lehe secondary school.

Table 4.13; Response according to available student materials.

No	Item	Sufficient		Quite sufficient		Not sufficient	
		fre	Per	fre	per	fre	per
1	The student text book.	8	16	10	20	32	64
2	The foot ball court(field)	10	20	19	38	21	42
3	The practical work materials	14	28	14	28	22	44
4	First aid or clinic in the school	4	8	4	8	42	84
5	The reference book to football	13	26	9	18	28	56
6	The attitudes of students to participate in foot ball class.	17	34	16	32	17	34

According to the above presented table eleven (11) shows the students responded that in question number one, 8 (16%) said to be sufficient and 10 (20%) quite sufficient and 32 (64%) of the students were responded that not sufficient. This result indicates the majority of the respondents said that the student text book is not sufficient.

In item number two (2) on the above table eleven (11) based on the football court 10 (20%) of the students were responded that sufficient, 19 (38%) of them were responded that quite sufficient and, 21 (42%) of the students said that not sufficient about the football courts. This result implies that there is no enough football court in the school.

According to the above presented table eleven (11) on item number three (3) shows, 14 (28%) of the students were responded that sufficient, 14 (28%) of the respondents were saying quite sufficient and 22 (44%) of them said that not sufficient the practical work materials which are used for football activities and other sport activities to develop the students participation in different exercise. This implies that most of the students were responded that when the researcher asked the sport practical work materials is not sufficient in the school.

According to the above table eleven (11) in item number four (4) , 13 (26%) of the students were responded that quite sufficient and 37 (74%) of them were said to be there is no first aid or clinic in the school. This result indicates the majority of the students responded that there is no first aid or clinic in the school.

According the above table 11 eleventh presented the student as we know text book is necessary for students' academic achievement from the table above most of the students says sufficient but 20% and 16% are quite sufficient and not sufficient. That indicates text is mandatory for teaching and learning process. As for as concerned based on reference

books at the study takes place minimum reference book was in the school, attitudes of students to participate foot ball in class is also the same both not sufficient and sufficient in percentage. While first aid is very minimums in the school the study takes place.

Generally from the above table ten (10) indicates that from question number 1-6 there is no sufficient available materials in the preparatory school. The interview with the physical education teachers said to be shortage of the sport materials are the major problem of teaching learning process in the school.

4.3. Analysis of information gathered through observation

Table 4.14. Interpretation and Analysis of Data Obtained From grad 10 students with Observation Checklist one

No	Item	Excellent	Very good	Good	Poor
1	Are there sufficient materials which are used teach football practical subject?	Rama			✓
		Ahsa			✓
		Chila			✓
2	Prospect of students the fundamental techniques foot ball practical class	Rama		✓	
		Ahsa			✓
		Chila			✓
3	Prospect method of teaching in football practical class	Rama			✓
		Ahsa			✓
		Chila			✓
4	The training session foot ball that means warming up and cool dawning	Rama			✓
		Ahsa			✓
		Chila			✓
5	Prospect of female students towards the theoretical and practical part	Rama			✓
		Ahsa			✓
		Chila			✓
6	Class room management of the students in foot ball practical class?	Rama			✓
		Ahsa			✓
		Chila			✓
7	Is there any competition to increase the students performance	Rama			✓
		Ahsa			✓
		Chila			✓

In grade 10 secondary schools the observation of female students in the foot ball practical class as follow

- IN most game the female students can participate freely without the male students in school.
- In the year of 15-18 the students develop the techniques and skills of the football activities as compare to the age of 19-22 of the advanced students.
- Most of the female students are more effective in the morning shift up to 4:00 o'clock then the afternoon shift in the practical session.
- The physical education teacher is less managements to the students in the foot ball practical class and field.
- There is no adequate equipment and facilities the female students in foot ball practical class.
- The large class size leads to discipline problems, less involvements in the class activities and no support individual student.
- There is no enough encouragement the students to relate the theory with practice to enhance the participation of students in the practical activities.

Table 4.15. Interpretation and Analysis of Data Obtained From Teacher with Observation Checklist two

1. High 2. Medium 3. Low 4. Poor

No	Question	school	Observation item			
			1	2	3	4
1	Does the teacher give equal opportunity for boys and girls during football practical class lesson?	Rama				✓
		Ahsa				✓
		Chila				✓
2	Does the teacher show the practical work well?	Rama			✓	
		Ahsa			✓	
		Chila				✓
3	Does the teacher use different material and teaching aid in practical class?	Rama			✓	
		Ahsa				✓
		Chila				✓
4	Does the teacher give feedback for female student s while them practical class work?	Rama			✓	✓
		Ahsa			✓	
		Chila				✓
5	Does the teacher give correction at the right time in the practice class?	Rama				✓
		Ahsa			✓	
		Chila			✓	
6	Does the teacher motivate female students in foot ball practical class?	Rama				✓
		Ahsa				✓
		Chila				✓
7	Do female students are interested to participate in football practical lesson?	Rama			✓	
		Ahsa				✓
		Chila				✓
8	Does the teacher give more time for female students practice?	Rama				✓
		Ahsa				✓
		chila				✓

According to the above table in question one check list one most of the teachers when the subject teacher gives the lesson he was mostly appreciating and admire boys rather than girls. This was observed by the researcher during the practical lesson.

In second question Physical education teachers need to be as a role of model, but sometimes with the practical part it seems to be less. So this was the main problem for female that if they didn't get good demonstration they will be expelled through the practical class especially foot ball practical class. So the research observed there were no good demonstration was taken by PE teachers.

In third question during the observation time most of the teachers were not used additional materials as long as the subject teacher meet his students always he used nothing except whistle and some balls.

In the fourth question the research observed sometimes teachers give feedback at the end of the practical class but majority of students who get such feedback were boys.

According the above table 10 question 5 definitely yes but sometimes the teachers were given such correction with hot feeling and also by insulting the students that may affect their participation. Not all teachers wear appropriate close that is why some students also get into field with trouser careless.

Some teachers try to motivate during handball practices session for female students but the rest were not interested to motivate the students to participate.

It is not easily observable to understand female interest but sometimes females when they are coming to the field of play they delayed and also ask permission to not participate in the exercise.

The school compound had a good football field and volleyball field of Play but not foot ball field. During the practical session physical education

teachers are expected to give more time for female students but except one teacher no one given such opportunity during the observation.

Based on the above data analysis the major can be observed:

- IN most game the female students can participate freely without the male students in school.
- Most of the students are more effective in the morning shift up to 5:00 o'clock then the afternoon shift in the practical session.
- The physical educations teacher is less managements to the students in the foot ball practical class and field.
- There is no adequate equipment and facilities in the school.
- The large class size leads to discipline problems, less involvements in the class activities and no support individual student.
- There is no enough encouragement the students to relate the theory with practice to enhance the participation of students in the practical class.

4.5. Interview questions presentation

Three physical education teachers took part in the interviews that are working in Rama, Ahisa and Chila secondary and preparatory schools on the attitude of female student for physical education subject, the degree of female student's participation, what factors that affect the participation of female students during foot ball practical class, the level of female participation during foot ball practical class and how to increase the participation of female students during foot ball practical class.

Generally all the interviews replied that female students have fewer interests to participating during physical education period especially foot ball practical class as compared with male student. All interviews that the reason to reduce or decrease the interest of female students during physical education period are culture factors, lack of motivation,

teaching methodology, physical and physiological factors. In addition to this discontinuous period which means physical education class is conducted on time a week. So it is difficult to improve their performance or skill either practical or theoretical. Not only do these reasons physical education departments not get any support from external bodies except the financial support received from their respective schools budget, schools have no sufficient physical education teachers to teach foot ball practical class, organized and administer, female student's tutorial programs. And also schools have no adequate facilities and equipment. All the interviews replied that in order to increase the participation of female students during foot ball practical class, teachers or other concerned body's should create awareness for female students about the benefits of foot ball class participation or physical education subjects, teachers should apply student centered teaching method, school administrations and other concerned bodies should fulfill sport facilities and equipments for physical education department. In addition to this, ministry of education should increase the number of periods per week and include physical education subject in metric and entrance exam.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

This chapter deals with summary, conclusion and recommendation of the study.

5.1. Summary

The study was to investigate the female student achievement and associated in foot ball practical class participation in Werda Merb Lehe secondary school. In this study the following basic research questions were carried:

- ❖ What are the cause of female student achievement and associated factors toward the fundamental techniques and tactics of foot ball teaching in practical?
- ❖ What are the major roles of teachers for female student's achievement and factors in foot ball practical class?
- ❖ Are there enough materials to facilities for football practical class teaching and learning process?
- ❖ Do females have equal participation practical activity in football?

The study employed for both quantitative and qualitative research approach and it was conducted in Werda Merb Leke secondary school female students. 50 female students were selected using purposely and systematic random sampling method, 3 subject teachers and knowledgeable staff members and the school administration as a source of the study were selected purposively. The data collected was analyzed using percentage and word, and then based on the data analysis the following major findings were obtained.

- ❖ Most of female students showed the performance of the teachers' ability were low the demonstration capacity was also implied to them very weak.

- ❖ The school material, equipment for football lesson has been also reflected by the students as problems for the low participation record in football.
- ❖ Female student were agreed to the idea that may physical education teachers were not allowed students specially females to participate with football lesson.
- ❖ Physical education teacher, and female students relationship with the view of students were also on somewhat have a gap.
- ❖ The feeling of students concerning football training can be shown with most of them as it causes injuries.
- ❖ To change the lack of interest and to improve female student participation, they show their interest with creating awareness and doing regularly football training.
- ❖ The teachers put themselves as poor measurement takers to change the students' attitude and motivate for enhancing females students participate in football.
- ❖ The period allotted for physical education was also seen as a problem for both students and teachers to give the teaching learning process effectively in football lesson.

5.2. Conclusion

Physical education is the integral part of the total education activities which enhances and integrates the physical, social, and psychological aspects of an individual's life through directed and selected physical activities. Therefore, one has to understand that physical education plays a great role in the society, especially for females if efficiently and effectively practiced. Some of its significance includes mental and physical development, social and cultural, biological physiological, moral development and etc.

Based on the result of the study, the majorities of female students were not achievement in football lesson due to many facts that is:

- As far as the participation of female students in foot ball practical class is concerned, female students should participate by breaking all the barriers from their surroundings. Hence, the research indicated that imposition of tradition upon females' students being considered as not equal to males and looked down by their families and male counter parts.
- Cultural imposition of the society looking of female students as they are not equal to male students and insult and attack because of their sex. This has resulted negative impact on the motivation of female students from participating in foot ball practical class.
- The ability of physical education teachers to give the lesson, to demonstrate and to communicate with girls was clearly poor.
- The school compound had no adequate material and facilities to give football lesson properly that was a major problem for female students to achievement of female student in football practical class wisely.
- Physical education teachers did not use different teaching methods and mechanisms to motivate and improve females experience in teaching football practical class lesson.
- Female students taught that football is full of body contact that may cause certain injuries to them. Due to these females fear to achievement in football class.
- The attitude of female students, teachers and parents for achievement of foot ball physical activity were less.
- Female students were also affected by culture and socio economic factors which hindered to participate freely in football game

5.3. Recommendation

Educating female students has a considerable social return. It is one of the critical pathways to promote social and economic development of the society. This must be a central concern in efforts to improve learning achievements, school effectiveness, teacher motivation, education management and issues to resources allocation and availability that create good environment where female students can participate in foot ball activities fully.

Based on the findings, which are discussed in the previous section, a number of recommendations have been drawn, with the view to solve major female student's achievement and associated factors in foot ball practical class participation in werda merb lehe secondary school or in the study area and in come generation with local stakeholders. As a result, the participation of female students were not given due attention. To mitigate these problems, it would be advisable that the school directors, physical education teachers, Woreda education officers, and other concerned bodies have to consider the following recommendations. To this end, the researcher provides the following recommendations that should be implemented.

- ❖ During observation, some of the existing facilities were in adequate particularly in those schools. These schools should, therefore, be facilitated by using the government and the societies resource investing on building classrooms to reduce overcrowdings in sport fields, buying sport materials, making available water supply, separate male female latrines, building cloth changing rooms, teacher guidelines, textbooks and other gender sensitive materials.
- ❖ Participation in foot ball provides people of both sexes and all ages and conditions, including persons with disability, with a wide range of physical, social, and mental health benefits. Government

and concerned stake holders have a strong incentive to work together to integrate physical education and foot ball in to broader developmental strategies.

- ❖ To increase female students participation in football lesson, the school should to prepare and have adequate material and facilities for football lesson
- ❖ Physical education teacher should be a role model for their students and motivate females to participate in football by giving more time.
- ❖ Female students should to be aware of the importance of football and their economy procedures.
- ❖ The teachers should have to encourage female students
- ❖ In the secondary physical education teachers should decrease the low achievement of foot ball by discussing with the administration of the school and students and solve the cultural problems and environmental influence.
- ❖ The physical education teachers should encourage and motivate for the students to increase their participation in the practical and theoretical part of the foot ball class.
- ❖ Different factors have a direct impact on female students in foot ball practical class participations. These barriers must be addressed as part of any comprehensive physical education strategies. The strategies must address these physical, social, and environmental barriers to greater foot ball participation.
- ❖ Schools create a good relationship with parents and give them awareness about female student's academic performance, participation in school clubs, the importance of extracurricular sport activities in relation to health and their future life style.
- ❖ Female students have to participate in school and outside the school environment in sport activities like their male counter parts or equally to their brothers. Therefore, parents fear of opposite sex

relationship and low academic achievement of their daughters has to be changed by creating good communication with the school and by orienting and teaching their daughters to avoid risk behaviors by arranging study program and sex education to encourage them to participate in extracurricular sport activities.

Generally the researcher applied the above method to solve the problems that I faced during in the teaching learning process and practicing the techniques of football in the school. So I recommended that the school societies, the school administration with such problems to solve in the environment to Improve the performance of the students their skills in football game.

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APPENDIXES

Appendix A

Addis Ababa University College of natural science

Department of Mathematics & physical education

Questionnaires for students

Dear students

I am conducting researches on the challenge and opportunity for the improvement of students' participation football this questionnaire is a part of study, designed to collect the relevant data on the challenge of football practicing and teaching. the main purpose of this questionnaires is to gather information on the problem of football teaching and interest of students in RAMA secondary and preparatory schools and two additional secondary school, for this research to be effective your kind and genuine response is required and highly appreciated.

Grade school Age sex

Region _____ town date

Thank you in advance your cooperation.

NB please does not write your name.

Part one

Instruction: please circle what you choose from the given alternative.

1. How do you think their time allocation for football subject?

A. Less than any other subject

B. Equal with other subject

C. More than any subject

2. Does your Teacher to Demonstrate Well?

A. yes. B No

3. To improve the female student achievement in foot ball practical class, physical education should give the training?

A Regularly B some times

4. Does your Physical Education Teachers and Female Students have a Good Relationship in football practical class?

A) Yes B) No

5. Does your teacher use different kinds of teaching approach in training foot ball practical class?

A Yes B) No

6. Does the school have enough material to teaching foot ball class?

A) Adequate B) No sufficient C) Not at all

7. Do the foot ball teachers start the lesson on time?

A) Yes B) Partially Yes C) No

8. Does the teacher use student centered method to give the lesson?

A Yes B No

9. What do you think will be the main problems that female students have a low achievement record in foot ball?

A culture B Economy C Attitude D Family

Part Two

Mark a tick the following questions according to available materials.

No	Item	Sufficient	Quite sufficient	Not sufficient
1	The student text book.			
2	The foot ball court(field)			
3	The practical work materials			
4	First aid or clinic in the school			
5	The reference book to football			
6	The attitudes of students to participate in foot ball class.			

APPENDIX B

Interview questions for sport science teacher in the secondary school,

1. How do you motivate the students in football class?
2. What are the major problems of foot ball in practicing and teaching?
3. What do you suggest with regards to students activates and necessary materials for the teaching learning process?
4. What are the contribution of families, teacher and other workers to the students in the participation of foot ball?
5. Is there available place for the students to change their clothes where they can wash their body, toilets and other materials in the school to participant in foot ball?
6. Do you have other opinions in the teaching learning process of foot ball in the school?

APPENDIX C

Observation check list

Student Observation check list one

Item	School	Excellent	Very good	Good	Poor
Are there sufficient materials which are used teach football practical subject?	Rama				
	Ahsa				
	Chila				
Prospect of students the fundamental techniques foot ball practical class	Rama				
	Ahsa				
	Chila				
Prospect method of teaching in football practical class	Rama				
	Ahsa				
	Chila				
The training session foot ball that means warming up and cool dawning	Rama				
	Ahsa				
	Chila				
Prospect of female students towards the theoretical and practical part	Rama				
	Ahsa				
	Chila				
Class room management of the students in foot ball practical class?	Rama				
	Ahsa				
	Chila				
Is there any competition to increase the students performance	Rama				
	Ahsa				
	Chila				

Teachers Observation check list one

1. High 2. Medium 3. Low 4. Poor

no	Question	school	Observation item			
			1	2	3	4
1	Does the teacher give equal opportunity for boys and girls during football practical class lesson?	Rama				
		Ahsa				
		Chila				
2	Does the teacher show the practical work well?	Rama				
		Ahsa				
		Chila				
3	Does the teacher use different material and teaching aid in practical class?	Rama				
		Ahsa				
		Chila				
4	Does the teacher give feedback for female student s while them practical class work?	Rama				
		Ahsa				
		Chila				
5	Does the teacher give correction at the right time in the practice class?	Rama				
		Ahsa				
		Chila				
6	Does the teacher motivate female students in foot ball practical class?	Rama				
		Ahsa				
		Chila				
7	Do female students are interested to participate in football practical lesson?	Rama				
		9Ahsa				
		Chila				
8	Does the teacher give more time for female students practice?	Rama				
		Ahsa				
		chila				

DECLARATION

I declare that this is my original work and has not been presented for the award of a degree or diploma in this or any other university.

Sign_____

Date_____

KnifeHailemaram

RECOMMENDATION

This work has been submitted for examination with our approval as supervisors.

Sign_____

Date_____

AtoMebrahtuBelay

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