ADDIS ABABA UNIVERSITY

School of Graduate Studies

College of Education and Behavioral Studies

Department of Science and Mathematics Education

The influence of culture on girls in learning practical activities of in physical education: the case of Werie leke woreda Secondary Schools in Tigray Regional National State.

By

Atsbha Haftu

A MED Thesis

Submitted to the department of Science and Mathematics Education in partial fulfillment for the requirement of the degree Master of Education in Teaching Physical Education

Advisor

Dr. Sutuma Edessa

Addis Ababa

August 2016

Addis Ababa University

School of Graduate Studies

College of Education and Behavioral Studies

Department of Science and Mathematics Education

This is to certify that the thesis prepared by Atsbha Haftu entitled: The influence of culture on girls in learning practice activities of Physical Education in the case of Tigray Region Central Zone some selected secondary schools, and submitted in partial fulfillment of the requirement for Degree of Master of Education in teaching physical Education complies with regulation of University and meet the accepted standards with respect the originality and quality.

Signed by the examining committee:

Internal Examiner KASSA MICHAEL Signature _____ Date NOV. 9, 2016

External Examiner _____ Signature _____ Date _____

Advisor _____ Signature _____ Date _____

Chair of Department or graduate program coordinator

Acronyms

IOC	International Olympic Committee
MOE	Minister of Education
PE	Physical Education
PHAC	Public Health Agency of Canada
TRCZ	Tigray Regional Central Zone
UN	United Nations
UNICEF	United Nations International Children Emergency Fund

Table of Contents

Chapter one 1

1. Introduction 1

1.1 Back ground of the study 1

1.2 Statement of the problem 7

1.3 Objectives of the study 8

1.4 Research questions 8

1.5 Significance of the study 9

1.6 Delimitation of the study 9

1.7 Limitation of the study 10

1.8 Definition of operational terms used in text 10

Chapter Two 12

2.1 Definition and concepts of culture 12

2.2 Cultural influences on girls in learning physical education 14

2.3 The components of culture 15

2.4 Influence of culture on girls in learning physical activities 17

2.5 Parents attitude towards girls practical activities 18

2.6 Cultural factors that affect girls learning practical activities of physical education 19

2.7 Physical education as part of general education 27

Chapter Three 28

3. Research Methods and Design 28

3.1 Study site....28
3.2 Research Methods....28
3.3 Research design....28
3.4 Data collection instrument....29
3.5 Sampling selection and procedures....29
3.6 Sources of data collection....29
3.7 Methods of data Analysis....29
3.8 Questionnaires....30
3.9 Observations....30
3.10 Data sampling techniques....31
Chapter Four....32
4. Data analysis and Interpretation....32
4.1 Data display....32
Chapter Five....61
5. Summary, Conclusion and Recommendation....61
5.1 Summary....61
5.2 Conclusion....62
5.3 Recommendation....65
Reference
APPENDIXcs

List of Tables

Table 1: Influence of culture on girls learning of physical education at werie district secondary schools 33

Table 2: Influence of culture on girls in learning physical education class 36

Table 3: cultural influences on girls towards participation in physical education activities 38

Table 4: Interest of girls in learning physical education practical activities 42

Table 5: Interest of teachers in physical education in the three secondary schools 44

Table 6: Cultural influence of teachers in physical education 45

Table 7: check list on the availability of materials in Werie secondary school 48

Table 8: Check lists for the availability materials in Embasneti secondary school 51

Table 9: Check lists for the availability of material in Mayknetal secondary school 53

Table 10: Check lists of physical education teachers in Werie leke woreda secondary schools 55

Acknowledgement

Firstly, I am grate full thanks to my advisor Dr. Sutuma Edessa, for his outstanding guidance, remarkable advice as well as conclusive comments.

I would like to thank to my sister Rigbi Ataklitie his Moral, financial and material support

I am highly thankful to my research participants for their willingness in providing valuable information and Support to undertake this study.

I would like to say thanks to my entire friend and my families

Abstract

Title: The influence of culture on girls in learning practical activities of physical education

Atsbha Haftu

Addis Ababa University, 2016

The purpose of this study was to investigate the influence of culture on girls in learning practical activities of physical education. The data gathered through questionnaire and observations were analyzed through, the participants of this study were 4 physical education teachers and 374 students from Werie leke secondary schools. For data evaluation methods both quantitatively and qualitative methods were applied and descriptive method used, this paper centered to deal with influence of culture on girls participate actively in physical education less on more to address these issues by concentrating on physical activities of the lesson and to eliminate the lack of self-confidence and to develop socialization of female students concerning physical performance, our society must encourage the female students to participate in practical activities and cultivating self-esteem in female students can helps to lead them to achievement to successful academic performance especially girl students and female students have to be motivation and be given moral in every angle in the society by providing support such as sport materials preparing suitable cloths changing rooms and sport field the role model teacher are an important part of social learning they can increase the number of female students participation and enhance competence and success and other ways of thinking and doing things. The main solution girls in physical activities should receive the same public supports as that of body, public awareness should be equality of girls by organizing a from where all members of girls lives have been affected by the socio cultural beliefs and practices.

Key word; Culture, Physical Education, Learning and Practical activities

Chapter one

1. Introduction

1.1 Back ground of the study

Physical education is vital to all aspects of normal growth and development of children and youth, it is not only the physical development of students but also for their social and emotional growth as well. Physical education is an education, which is given mainly through physical activities to develop and maintain all aspects of personality as physical mental and social well-beings. Physical education refers to more than athletics for physically gifted boys and girls. It refers to an instructional-programmed built around basic motor activities, which help achieve the goal of physical, emotional and mental wellbeing for every student. School health programmers are concerned with the modification of behavior, imparting of scientific health knowledge leading to the same goals to gather with provisional for health services and a health full physical and emotional environment. Academic achievement to the progress a child makes in schools as measured by his scores on achievement tests, his grade point averages and his promotion from grade to grade and the development of proper attitudes than generally. Physical education is one of the subjects, which develop the knowledge, skills and attitude of students in order to contribute its role to develop all citizens. Knowledge, skills and attitude would be developed as learners attend each lesson repeatedly and take part actively in an ongoing classroom instruction. However, there are some sorts of problems, which affect the female students' participation on [physical education subject

that the researcher observed in his stay in the school four years (2004-2008E.C) such conditions will result in education wastage as well as influence of academic achievement of female students in learning practical class in physical education. Therefore minimizing the influence of culture on girls in learning physical education class is the major target this research Physical education includes the acquiring and refinement of motor skills the development and maintenance of fitness for optimal health and wellbeing, the attainment of knowledge about physical activities, exercises and the fostering of positive attitudes conducive to lifelong learning and life span participation of Bucher 1999''. Knapp (1968) believed that physical is education was considered as a two-headed con in one side represents development and maintenance of physical character skill including strength, endurance, good posture, flexibility balance and neuromuscular skill. The other side represents what is happening to the safe perception attitudes, interests, social and emotional qualities and the general feeling of wellbeing or self

Realization, Education is fundamental to cultural, social and economic development of a country, no country has achieved its development stage without education.

In addition, it is the main means to bring changes in values and attitudes of conductive to changes, school are educational in situation where students can construct and use systematic knowledge, develop creative thinking and a quire a better understanding of the world. It is in the school, that the young generation of a country is shaped and develops the social, emotional, physical and mental potential in accordance to the educational goals of the country.

The overall cultural, social and economic development of a country depends up on the degree to which it ensures access and opportunity of educational to all social groups

without any disparity. However, different subject and different level to learning acquisition are still, major problems of our country among women and men compared to males, females have less access to enter school, are not provided with equal opportunities at all level of education and hence do not enjoy the benefits of education that females to (Tsige Haile, 1991:1) the women's issues have come in to the agenda of nations and international agencies, at different forms including the UNS declaration and meetings.

Hence, all these action have influenced governments, as results they have attempted to incorporate women issue in to their development plans and have made policy.

Changes in favor of women (Gent zewdie, 1991:9) the education and education training policy (1994:29) gives due consideration to female education.

The policy document states that special attention would be given to the participation of women in the requirement training and assignment of teachers. female education in the third world suffers from low participation, poor performance and gender biases which are the outcome of cultural influence of the society discriminatory practices females culture and gender role socialization has on females culture and gender role socialization has its root at home and is reinforced in schools other social institutions (Genet Zewdie, 1991:9) among the major disparities manifested in the educational system the equity between the two gender groups exist high , level miss match is reflected between what was intended and observed it is assumed to be the principal element , which is accorded attention to promote female education has the following points in the educational and training policy document (1994:29) .special attention will be given to women and those students who did not get educational opportunities in the preparation ,distribution and use of educational support in puts.

A female less access and influence of culture to education is an injustice to females as individuals and it has a serious consequence for the country at large. When we address the issue of influence of culture on girl in learning physical education, we have to consider various points some view in terms of the context of the learning physical education movement itself and of its net work of organizations which extends from the call to the regional national and international level (Stiva chits, 1999:2) stated that at united nations level. The convention on the elimination of all forms of discrimination against women was a major achievement for the women's rights movement when it was adopted by the UN general assembly in 1979 she further added that, it is necessary, however, to mention that UN it initiatives and conferences focused primary on sport for all as sport and physical activity at school or in leisure time that cancers a large number of women and girls and is more directly related to education and social life stivachtis 1999:2) with education states.

States parties shall take all appropriate measure to eliminate discrimination against women in order to ensure to them equal rights with men in the field of education and in particular to ensure, on a basis of equality of men and women .The same opportunities to participate actively in sport and physical education .

According to Institute of Curriculum and Development of Research (2001) physical education syllabus for grade 9-10 physical education is an essential subject matter focused on learning in the psychomotor domain and the development of life time patterns of physical activity male and female a students involved in physical activity develop coordination and abilities use full in work and play, develop ethical behaviors and the responsibility of citizenship, self discipline and quality of leadership to lead

activities in team sport and get opportunities to play with their peers and this contributes to higher academic and social achievement.

According to lea nard and Knapp (1968:77) suggestion, the fundamental purpose of physical education is to promote through selected physical activity, the establishment and maintenance of competences, attitudes, ideas, drives and condition which enables each individual to establish a pattern of living that provides satisfactory self expression and adjustment through individual accomplishment and that contributed to group welfare through home , community, state, national and world citizenship experience appropriate for each individual the focus and concern of physical education is the development of physical, social, emotional and teaching of skill, the acquisition of knowledge and the development of attitude through movement and as a result it contributes much to the total education process .

The new education and (training policy 1994) states that physical education shall be given due attention and the institute of curriculum and development of research Institution of Curriculum and Development of Research has developed syllabus of physical education on the basis of the policy to increase the participation of students both male and female since females are occupied by house hold activities they have less time to participate in physical education activities therefore, the participation of female students in physical education seeks more attention and can be maximized by providing them access to relevant education training to promote their participation for the development of the society.

When we look at the influence of culture on girls students towards learning physical education there are important problems such as school factors, personal parental, social attitudes, instructional material peer groups, socio culture, economic, physiological and

psychological factors are observed, However females can show remarkable improvement in their bark out back wardens cultural outlook features by making continuous physical exercise to this physical education plays a decisive role. Furthermore (stirachrt1999:3) elaborates that the convention clearly recognizes that a restriction prevention of women or girls from sport and recreational activities is an act of discrimination which violates that enjoyment of their human rights the convention further recommended this promotion of support and physical education learning for girls as an important tool to eliminate socially constructed gender stereotypes. Thus, the impact of sport on girls lives goes even further than expected it is beneficial for the health and their social integrations enriches communicational feelings and develop sense of self esteem (stivachitis,1999:4) states that the plat form for action which was adapted by consensus by all governments represented at the UN conference on women in Beijing 1995 stresses that actions should be taken by governments educational authorities and others educational and academic institutions to provide accessible recreational and sports facilities and established and strengthen gender sensitive programmer' for girls and women of all ages in education and community institution and support the advancement of women in all areas of athletics and physical activity, including coaching training and administration and as participants at the national regional and international level.

According to (Harry Alexander 1951:540), in the past years some physical changes have observed in females who have usually performed physical exercise such as speed, strength, flexibility and cardiovascular endurance Furthermore, the governments, in cooperation with non –government or organizations, the mass media, the private sector and relevant international organizations, including united Nations bodies as appropriate,

should create and support programmers in the educational system in the work place and in the community to make opportunities to participate in sport, physical activity, and recreation, use sport facilities and take part in competitions available to girls and women of all ages on the same basis they are made available to men and boys. Therefore if substantial progress to be achieved in the field of the advancement of women we need to ensure that any program of activities and any policy in the field of sport that recognize and fully address the needs of women and girls and in so doing we need to work jointly with men and women. Thus, it is the intention of this paper to explore the state of influence of culture on girls in learning practical class in physical education, in order to reinforce my argument have collected and interoperated the data to identify the state of female students in physical education class.

1.2 Statement of the problem

As a teacher of physical education the researcher has served for a long period of time in teaching in werie woreda secondary school and has accumulated rich experiences.

During the time of conducting the formal teaching of physical education, I observed and recorded problems of girls in learning practical class in physical education.

I identified issues related to the influence of culture on girls in learning practical class in physical education.

Considered socio-cultural influences are issues of the traditions and customs that the social life likes when girls do and don't. Girls are mostly do jobs like fetch for water, firewood, work in farms, go to markets for selling and buying and at home, cook and look after new born brothers or sisters (children). Which is already adapted in all families

and serves as rules for girl's behavior or culture, but learning practical class in physical education is considered as against that tradition.

Hence, the researcher came to identify these cultural influences and decided to conduct a research to create awareness and solve the problems of girls in learning practical class in physical education.

1.3 Objectives of the study

1.3.1 General objective

The general objective of the study is to assess the influence of culture on girls in learning practical activities of physical education and provide required solutions.

1.3.2 Specific objectives

The specific objectives of the study are to:-

1. Identify the influence of culture on girl students in leaning practical actives of physical education
2. Assess the extents of cultural influence on performance of girls in practical activities of physical education.
3. provide ways of solving the influence of girls to learning practice al activities of physical education
4. Investigate the attitudes of the society towards girls in exercising the practical activities of physical education.

1.4 Research questions

1. What are the cultural influences of girl students in learning practical activities of physical education?

2. To what extent does culture influence the performance of girls in learning practical activities of physical education?
3. What is the attitude of parents towards girls in learning practical activities of physical education?
4. What is the solution for avoiding the cultural influence on girls in practical activities of physical education?

1.5 Significance of the study

This study would help and enrich the base for further researchers in the area of influence of culture on female students in learning practical class in physical education. The results of the study indicate the problems and causes that affect female student influence of culture in learning practical class in physical education. The findings of the study could help to inform the stakeholders about influence of culture in high school. It further enlightens the strengths and weaknesses of influence of culture, which will have enormous significance for the stakeholders to take the peculiar circumstances of the area in to account in devising and implementation case specific intervention plan.

1.6 Delimitation of the study

This study was conducted at Werie, Embasneyti and Mayknetal secondary schools of Tigray Regional central Zone (TRCZ). The researcher proposed to conduct the research in Schools found within the distance of 20-30 kilometers of travel from each other to overcome delimitation problems. The study also tried to look at the existing cultural practice on female students in learning physical education.

1.7 Limitation of the study

Factor that may limit the implementation of this research could be;-

The lack of enough reference materials and other additional studies on the area related to this study '

- the short age of time and budget or fiancé
- Unwilling of the participants in filling the questioners
- A small sample size
- The lack of enough reference materials and other additional studies on the area related to this study

1.8 Definition of operational terms used in text

Culture: is the learned behavior of members of a given social group or culture is the learned , socially acquired traditions and life styles of the members of a society ,including their patterned, repetitive ways of thinking, feeling and acting. (M.Harris, 1983)

Physical education: is an education which is given mainly through physical activities maintained to develop physical mental, emotional and social well being

Participation: expressed by the term enrollment and refers to the number of pupils (girls or boy] who register every year to attend the secondary schools and the rate of involvement in practical activities.

Parents: part of the community who are enrolled children's in the school and villages (MOE, 2010)

Observation: Techniques for assessment of student's practical work where teachers watch the completion of given task and assess the process and the products.

Achievement: the academic performance of pupils in the secondary school considered in relation to how successful they become.

Education: is the total process of human learning by which knowledge or skill is imparted.

Chapter Two

2. Review of related literatures

2.1 Definition and concepts of culture

Different scholars in the field of sociology define culture in different ways. In fact, it very important to have full understanding of the definition of culture is for directly going to its influence. Leonard II (1998:50) points out that the concept of culture is a fundamental in understanding human social behavior as the concept of gravity is in physics or diseases in medicine or evolution biology So, it can be said that culture is abroad concept closely related to immense social phenomena. Leonard II (1998:53) defines culture as follows culture is the changing patterns of learned. Behaviors and the products of leaned behaviors (including attitudes, values, knowledge and material objects that are shared and transmitted among member of society. Therefore, that culture is common property of a given society. It is also stressed that it is composed of the things that people of carat in community have learned to do, to believe and enjoy in their lifetime. Butcher (1072:32) also describes, culture learned behaviors transmitted from one generation to another for this scholar, culture is a way by which people think believe and culture was primarily established due social interaction that has been existed among human beings. In addition, culture is the common ideas beliefs, practices and perspectives that society members share and that in turn provide blue print for their behavior Leonard II (1998:51)

This section describes current physical education practice with in Canada discusses the experiences of multi ethnic adolescents in physical education, and finally identifies determinants of physical activities among adolescent populations. Education should be

directed developing the child's personality talents and mental and physical abilities to their fullest potential, at the same as fostering a respect for his or her parent, his or her own cultural identity, for the national values of the country from which he or she originates, and for civilizations different from his or her own (Canada April 2004) vision to promote inclusive educational practices and learning environments was published the public health agency of Canada (PHAC, 1999) explains that "minority group often experience higher degree of stress from a variety of sources, including social and personal isolation and negative attitudes" them Physical education class rooms, in particular, have been identified as environments that may victimize visible Minorities (1996), however these classes may also be opportunities social transmutation if teachers foster a positive space for interactions between multicultural youth Chung and Phillips (2002) a rule that teacher is vital in the process of attitude modification for students which includes physical activity. Health Canada (2002) supports this notion of teacher is fostering attitude modification with in students and specifically suggest that with in health and physical activity , physical education teachers have the opportunity to '' build physical activities thinking and behavior in to their practical class to help kids become aware of the need for physical activity regardless of their cultural heritage.

Vertin sky teal (1996) point out that indo-can dins (and similarly cultures) may face specific barriers to participation in physical education classes.

The issues for many indo Canadian families revolve around cultural traditional about the body and the closely related concepts of safety, protection and modesty rituals like wearing short or other body reveling sportswear in public and exercising in mixed

company are sometimes seen as contrary to the ideals of femininity that emphasize modesty .

The authors suggest that the mode of exercise that is espoused in Canadian physical education programs uniforms, activities traditionally seen as masculine prompts cultural objections from parents and this ultimately deter female indo Canadian youth from engaging in physical activates

2.2 Cultural influences on girls in learning physical education

It has been emphasized by various biologists that there is a difference in biological constitution between males and females. For instance, on the average, boys are stronger than girls are. This difference is highly judged by the norms and culture of the community. Michelle and Louise (1972) explain the close relationship of the culture and biology as human biology requires human culture. However, the existence of biological differences between the sexes does not necessarily mean women are social and behaviorally weak females can show remarkable improvement in their physical future by making continuous physical exercises. To this end, physical education plays a decisive role.

According to Harry Alexander (1974:450) In the past years some physical changes have be observed in females who have is usually performed physical exercises, some of which are broader shoulder, better and developed chest more prominent back and abdominal muscles , greater arms girth greater waist girth, smaller hips and better prominence legs. Thus form this, one can easily understand that a physical exercise feature of females. But in reality girls are denied the chances of making different physical exercises with the

pretext that their reproductive organs can be damaged and hurt .It is often thought that their biological characteristics should prevent girls from participating in any physical activities or exercises. According to Harry Alexander (1974:452).The anatomical characteristic of women from taking part in physical exercises, However, This idea does not have any scientific foundation but it is merely based on prejudices surely one would question that the sexes differ in biological constitution. Females lactate and bear children, and this fact has important consequences for human social life. The sexes differ in reproductive organization, in aspects of hormonal endowments and probably in size and potential strength. For example biologists may tell us that mean are on the average strength than females but they cannot tell as why males strength and males activities in general seem to be valued by people in all cultural (Zimbalist Rosado,1974:2). To conclude the whole idea, the implication of such an argument for understanding human sex roles is that biological social and behavioral implication.

Apart from its physical importance, physical education has tremendous positive impact on the physiological development of students.

2.3 The components of culture

Within the broad definition of culture, as shared way of life anthropologists have tried to isolate the key elements that constitute culture.

(Scup in and Decors, 2005:231) These authors explain that two of the most basic components are material and non-material culture. They also noted these two components as described below.

Material culture consists of the physical products of human society ranging from weapons to clothing styles where as non-material culture refers to the intangible.

Products of human society (values, be life's and norms) where as non-material culture refers to the intangible products of human society (values, beliefs and norms) the earliest traces of material culture are stone tools associated with early hominids. They also examine the relationship between material culture and non-material culture. The values beliefs and norms that represent the patterned ways of the thinking and acting with in a society .archaeologists, mean while are primarily concerned with interpreting past .societies by studying their materials remains, scup in and Scores (2005:231-232) and Zoned (1988:62-66) explained as notes below.

A. Values: are the standards by which members of a society define what is good or bad, holy or unholy, beautiful or ugly there are assumptions that are widely shared with in the society values are a central aspect of the non material culture of a society and are important because the influence the behavior of the members of a society.

B. Beliefs: held by the member of a society is another aspect of non-material culture, Beliefs are cultural convections that concern true or false assumptions, specific descriptions of the nature of the universe and humanity's place in it.

Values are generalized notions of what is good and bad be life are more specific and inform at least have more content, education is good, is a fundamental value in American society, where as Grading is the best way to evaluate students is a belief that reflects assumptions about the most appropriate way to determine educational achievement.

C. Norms: a society's rules of right and wrong behavior are another aspect of nonmaterial culture. Norms are shared rules or guidelines that define how people "ought" to behaves norms are

Generally connected to the under certain circumstances to the values, beliefs, worldviews, and ideologies of society. For example in American culture we have seen that individualism is a basic value that is reflected in the prevailing world view not surprisingly, then American society has many norms based on the nation of admonished to work for their own self interest and not to become a burden to their families or community, older Americans if self sufficient are not supposed to live with their children likewise, self sufficient young adults beyond a certain age are not supposed to live with their parents. These individualistic norms reflect the value of us society and contrasts with norms reflect the value of society and contrasts with norms existing in many other societies In many agricultures societies ,it would be considered immoral to allow aging parents to live outside the family in these societies the family is amoral community that should not be separated (zanden,1988:64). In which the development of student's morality takes place.

2.4 Influence of culture on girls in learning physical activities

This investigation was guided by walk (2003) model of adolescent physical activity and Unger (2002) multiethnic cultural values scales (MCVS: Unger (2002). Both of this investigation was quantitative in nature and very useful in identifying that contributed to other behaviors in large populations of girl's students. I walk (2003) model parents influenced adolescent physical activities through two primary mechanisms, role modeling and social actives promotion model, which proposed that parents influenced adolescent both directly and indirectly through various may also influenced adolescent physical activities directly and indirectly. Fredrick son Robert (1997 argue that unique combinations of ethnicity, class sexuality, age ,and other physical and personal

attribution undoubtedly create unique sets of cultural experiences which naturally must in clouded physical activities experiences. As direct and indirect contribution of cultural attitudes on physical activities was expected to different ally affect male and female, the present study focused exclusively of females.

2.5 Parents attitude towards girls practical activities

It was important to assess participants perceived parental attitude towards physical activities because parents are highly influential to ward physical activities participation in four distinct ways, role modeling included parents interest in physical activates and their own efforts to be physical activities encouragement referred to over effort of parents to encourage their son daughter to be form of support like apparent engaging in activity with their daughter and finally facilitation referred to gate keeper support of parents mediating access and opportunities for physical activities.While parental contribution may directly attitude to girl physical activity patterns by the mechanisms suggested in the previous section they may also indirectly shape their daughter's personal contribution towards physical activity and ultimately affect their daughter's activity behavior. As well, daughter's attitudes can be shaped personal experience and social environments. Welk (2003) investigated personal attitudes to exercise and perceived constructs. liking of games , linking of exercise linking of physical exertion ,peer acceptance and importance of exercise (Brustad,1993), perceived competence was operational zed as self- esteem and athletic competence (Harter ,1988) as all of the constructs listed above have been shown to predict female activity patterns. While personal contribution may directly contribute to adolescent physical activity patterns by the mechanisms suggested in the previous section they also in directly shape their daughters personal attitudes

towards physical activity and ultimately affect their daughters activity behavior. AS well daughter's contribution can be shaped by personal experience and social environments. Welk (2003) investigated personal attitudes towards physical activities attraction to exercises and perceived competence in exercise. Attraction was captured by five constructed, likely of games, linking shown of exercise, linking of physical exertion, peer acceptance and importance of exercises (Brustad1993), perceived competence was operational Zeal as self esteem and athletic competence (Harter, 1988) As all of the constructs listed above have been to predict adolescent activity patterns.

2.6 Cultural factors that affect girls learning practical activities of physical education

There is a great chance for a society to be affected. More specifically, girls are more liable to the influence of culture than boys. Several biomedical studies reflected and encouraged girls' passivity Leonard II says.

She (the female) had to be confined and prevented from doing anything that might damage her delicate reproductive system and that meant that she had to be prevented from doing virtually any physical activity (1993:246) There was even a strong tendency on the part of medical doctors and

Educators to deny female the chance of gating higher education thinking that it would be physical dangerous. It was often thought that females were completely dependent on their economically productive husbands, There were believed have rigid asocial roles and to invisible being in the world of culture building .The place of female is still considered as some were outside the public sphere, their roles of have been under estimated. as stated

by Leonard in the society II (1993:252) the roles females are limited to become good mother and wives and to provide support and comfort to their productive husbands .on the other hands , cultures give a great place for males in the society. According to Leonard II (1993:241) females are also given routine a usually Rigid social roles. The culture of most societies in the world urges its respective female to become completely dependent on their husbands for economic gains. It seems that it is difficult to find a culture that encourages female to be self supportive and to stand on her own toes. To conclude females are highly affected by the negative influences of culture then males to perform physical activities.

The influence of culture as also is reflected in the teaching learning process. Girls seem to be highly affected such cultural influence. That why the American amended police run as follows no person in the united states shall , on the bases of sex , be excluded from participation in be denied the benefits of or be subjected to discrimination under any educational program or activity receiving federal assistance (pestholes and Sinclair,1978) The above amendment was made to give equal opportunity of education for both boys and girls It is often considered that participation in most activities in school is left for boys, and that girls task is simple to watch whatever the boys perform (Leonard II, 1993) as the school is becoming more and more a community center, as to Doncash (1983) cultural influence often observes in the society are likely to be seen in the school. Several studies also highlight the influence of the practical classes on female students. Megan (1973) states that autocratic situation produced tension , individual hostility, and less stability in the group structure was as in the democratic situation there was great constrictiveness and stronger filling group property in the group goals. More

over Magana (1973) in his socio metric study in the sinner high school level demonstrated that the value of the democratic method of physical education class management by objective data showing greatly increase acquaintance ship and significance decrease in the number of an popular and an watched girls during a one semester experimental period. Basically teachers and administrators should not be autocratic among their students as different scholar's studies some of them are seen as one factor influencing female students participation physical education class Therefore, form the above ideas we can some up that these autocratic cultures may have highly negative influence on girls physical performance and physical education class, In most cultures girls often regarded as weak creatures as compared to boys.

They are usually seen as inherently sick and fragile to perform an activity that could be handled by men. Leonard II (1993:246) stated that females have to be confined and prevented from doing anything that might damage her delicate reproductive system. And that meant that she had to be prevented from doing virtually any physical activity. Concerning cultural influence on female's education, cultural influence is so strong that it brings dilemma in females on their educational participation and ignoring their contribution in any field including education. Petal (1991) stated, it is important to recognize that stereotyping all boys and girls as representing particular behavioral and intellectual traits is dangerous. All boys are not hooligans just as all girls are not passive by standers. According to them it also confirmed that investigating gender issues involves

- Standing back to recognize difference between overall patterns
- Recognizing the teacher's can influence behavior
- Teachers need strategies at their finger tips which they can draw up on to enable their pupils, however, young, to change traditional and in appropriate sex role stereotyping
- They also viewed that we should aim to extend the horizons of men and boys as well as women and girls
- Males too have much to gain from a wider interpretation of their role. Equal opportunities are improving the lives of all

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

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

Cultural identity and gender are crucial in individuals make –up if we say that we value a multicultural society, we are then in difficulty when we want to question some of the gender related practices that go on with in particular cultures. Siedentop (1998) stated that, there are practices in all cultures which cannot be condoned and think teacher have the right not to feel quality because they do not embrace all aspect any particular culture.

Because teachers have embraced all aspect of any particular culture and the right to question the cultural practices our own upbringing and those of others.

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

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

The education system is charged with preparing young people to take their place in a wide range of roles in adult life. It also has a study to educate the individuals to be able to think and act for themselves, with an acceptable set of personal qualities and values which also meet the wider social demands of adult life. In short the personal and social

development of pupils is a major aim of education, personal and social education being the means by which this aim is achieved (Leonardo 1984:83)

Teacher's contribution are likely to be the reflection of broader societal view biases about the role and activities of males and females and stereotypical subjects inculcated of males and females and stereotypical subject inculcated in the curriculum, practical class observations have shown the teachers encourage and pay more attention to boys than girls. Because of this girls often may not answer the questions as equally as the boys, not because of they do not know but because of their socialization that does not allow them to even take risk of being wrong (FAWE1996).It may be helpful to suggest that the interaction between teacher and pupils is bound to be a powerful determinant of a pupils self image and confidence particularly at primary level. Researchers in the field of gender differentiation have also questioned whether expectation of gender related a behavior by pupils have affected pupils progress and it stresses the gender experience that teaches bring in to school with them cannot be ignored. They are role models for many children very young children teachers are their first adult role models other than their parents. Our own experiences are bound to influence how we see boys are girls, both now and in the future. An awareness of this is an important first move towards ensuring a more equitable treatment of boys and girls within the practical class.

Deem schooling of equally importance, for sons and s daughters. These attitudes are often complex and involve variety contingencies but on balance, they typically favor sons than daughters. Indeed gender equality favoring boys over girls is not only reflected by parents but also is a common feature in much of the developing would in schools.

Poor quality of learning environment poor school facilitates, irrelevant curriculum distance to school, lack of role models and teachers negative attitude to girls education are impediment that hinder girls participation education Forum for African women educationalists (FAWE, 1996). Learning material is one factor, which put female student at disadvantage. Most of the physical activities materials are not suitable and inviting girls to participate in activities according to their ability and age wise and they do not approve a balanced treatment of the sexes but exhibit male bias. The educational training policy of 1994 says that education and training are equally available to both female and male students with special attention to the participation of women. The considerable emphasis given for women education is indicated in the education and training policy in article five as follows. The right of women to get career and vocational guidance at any institution of education, to have access to the same curricula as that of men and to choose their filed on study shall be ensured .Even if schools were neutral in respect of developing gendered experiences and identifies in students, they would still be responsible for assisting students to understand, in an informed way, the broader processes and structure that contributes to gender based in equality in areas beyond the schools.

As garland Nancy (1996) support that role modeling is an important part of social learning, thus increasing the number of female teacher is an important strategy to boost girls' influence of culture on learning physical education. Female teacher in the school can be model incompetence self esteem, success and ways of thinking and doing things. The presence and absence of role models influence of culture on girls in education. United nations International children's Emergency Fund (UNICEF, 1992), mentioned

that an increased number of females teacher in goal retention of females in schools particularly through the teachers position as role models. Similarly the study mode by Tsige (1991) indicated that quite a big proportion of girls not often ask or answer questions in closes and the main reasons for this are fear of audience, fear of teachers, shyness, and lack of confidence.

Recruiting more female instructors providing preferential treatment in terms of studying ,facilities, books and other learning materials and giving due recognition to high performing girls (Genet, 1991:2).Based on the above points, it can be concluded that the presence of female teacher in schools has great importance to education and particularly to physical education to enhance and particularly to physical education to enhance and develop self confidence and declares to influence of culture on girls in learning physical education in the schools. Sending girls to school entails direct and opportunity costs which are prohibitive to families, poor families will particularly have more problems in sending their girls to school and will have to make choices whether to do so and if so, which ones. This choice will partly be affected by the factors influence mentioned above which tend to favor boys (Adhiambo and ward 1995).Even in countries where tuition fee is free , there are direct financial costs attached to schooling which parents bear, such as costs of living, materials ,transport and clothing which some families, particularly those in rural areas, cannot afford.

.

2.7 Physical education as part of general education

Physical education is the integral part of the total education process, which enhances and integrates that physical, social and psychological aspects of an individual's life, though directed physical activity (Arnold, 1976:69). Very often the natural relationship between general education and physical education is for gotten, with the result that the two exist physically to gather but functionally a part this has resulted in reducing the scope of the school program in two respects. Firstly the educational function of physical education has been neglected and secondly the physical functions of education are not recognized. These two are rally complementary to each other and to a have a function to gather (Festal, 1995).Arnold (1976:69) also views that though a well directed physical education program students develop skills for the correct use of leisure time by under taking activities which are conductive. Bucher (1972:45) defined physical education as integral part of the total education process a flied of endeavored that has as its aim the development of physically mentally, emotionally, and socially fit citizens though the medium of physical activities that have been selected with a view to realize these at outcomes. The above definition depicts that physical education is process which utilizes activities that are in the rent in each individual to develop a person organically, neuron muscularly, intellectually, and emotionally. Physical education as an academic discipline life itself is physical education presently it is in the process of transformation to bring physical education in to the mainstream of education.

Chapter Three

3. Research Methods and Design

3.1 Study site

The study would be conducted the influence of culture on girls in learning practical activities of physical education in Werie leke woreda secondary schools in Tigray Regional National State.

3.2 Research Methods

The study was conducted on the infected of culture on girls on learning practical activities of physical education in werie leke woreda secondary schools.

3.3 Research design

To achieve the stated objectives the researcher employed descriptive survey methyl the me the is appropriate to describe understand and define the problem and in fluency of culture on girls in learning practical activities of physical education Descriptive research involves a collection of techniques used to specify or describe occurring phenomena without experimental manipulation if shares characteristics with Goth qualitative and quantitative research designs so that mixed approaches applied in this research

3.4 Data collection instrument

Both quantitative and quantitative were collected and generated

3.5 Sampling selection and procedures

The method employed to select the study are the research participant's simple ransom sampling

3.6 Sources of data collection

In order to achieve the objectives of the study both primary and secondary data were utilized in the study the primary data was generated main to the tools such as questioner and observation .The secondary data was generated from different materials such as took, journals published and unpolished materials and online sources.

3.7 Methods of data Analysis

It is the process of systematically searching arranging and organizing the questionnaire observation document analysis is and other materials that have been collected for the intended study the data collected through questionnaire was organized in the form of tattles . The organized data was presented and analyzed quantitatively to the methods of descriptive statistics such as percentage

The analyzed data was then discussed and interpreted observation analyzed qualitatively family conclusions and recommendations were drawn from the interpreted data

3.8 Questionnaires

Two set of questionnaires would prepare and administered to teachers and female students who are targets for the study, this questionnaires would be respondents for data collection were used questionnaires and the population size from the total three secondary schools of female students 624; from these total population represented the sample of 374 female students which are targeted for the study were selected through random sampling techniques. In Werie secondary school from the total 287 was used for Questionnaires 172 female students, In Mayknetal secondary school from 163 female students 98 used and In Embasneti from the total 174 female students 104 was prepared for the Questionnaires participate the female students for collect data relevant formation.

From the sample schools all teachers who had been teaching physical education 4 teachers' were taken as the respondents to the questionnaires for the class and practical session. The questionnaires were identified the influence of culture on girls in learning practical activities in physical education.

3.9 Observations

The purpose of field observation is to obtain and learning physical education practical class is to obtain and acquire information how teacher of physical education implemented and transmitted knowledge and practical skill to their female students. Getting information whether the teachers understand female students' self- confidence or not participating and performing the skills of physical education practical class is also vital.

According, the three selected schools were observed three times each. Hence, total if nine observations were marked using the checklist developed for the participating. The observations were focusing on the setting students that means from low, medium and high during physical activities. The data collected from the observation consist of detailed description female students activities, action and the full range of interpersonal interaction that are part of observation students are observed to get full information during the teaching and learning process in the practical activities. For observation use in Werie secondary school from the total female students 287 conducted 20 female students, form Mayknetal secondary school using from the total 163 female students 20 and from Embasneti secondary school from the total 174 using 104 female students. For observation systematic selected from both schools 8 female students from low, 8 female students from medium and 4 female students from high was used.

3.10 Data sampling techniques

In this study the researcher were selected data from Werie secondary school 172 out of 287,from Embasneti secondary school 104 out of 174 and from Mayknetal secondary school 98 out of 163 female students were selected randomly. For observation systematic selected from both schools 8 female students from low,8 female students from medium and 4 female students from high was used.

Chapter Four

4. Data analysis and Interpretation

This chapter deals with presentation and analyzing of data collected through questionnaire and observation. To obtain these 374 copies of questionnaire were prepared and distributed to the female students of Werie leke woreda secondary schools and 4 teachers of teaching in the three schools. Total of 374 copies of questionnaire were properly filled for female and 4 copies for the teachers. The data are presented in the tables, analyzed using percentage and description. In this process is in light of the basic questions of the research data collected have been analyzed and interpreted.

4.1 Data display

Among the total 624 female students, from werie leke woreda secondary schools 374 female students were from the three secondary schools of female students were used. The female students who in evolved in responding to the questionnaire were from grade nine and ten secondary schools female students by random sampling techniques and for observation from werie leke woreda secondary schools female students from the total 60% would be the researcher observed by systematic techniques.

Table 1: Influence of culture on girls learning of physical education at werie district secondary schools

Item	Alternatives and respondents									
	Very high	**%**	**High**	**%**	**Medium**	**%**	**Low**	**%**	**Very low**	**%**
What are the influence of culture on girls in learning physical education A, The culture does not allow girls to wear sport wears	12	3.2	120	32	115	30.7	102	27.3	25	6.7
B, The culture does not permit girls to use tight or clothes that expose girls physical body	16	43	130	34.7	113	30.2	74	19.8	41	10.9
C, The culture limits girls to play and conduct physical activities of physical education equally with males	2	0.5	29	7.8	98	26.2	157	11.9	88	23.5
D, Due to cultural influence ,girls also loose interests in learning physical education	9	2.4	154	41.2	161	43	76	20.3	35	9.4
E, Not giving due attention to the subject	24	6.4	136	36.4	161	43	39	10.4	14	3.7

According to table 1, item A at werie leke woreda schools 12(3.2%) of the respondents very high influence of culture on girls in learning physical education culture does not allow girls to sport wears influence of culture 120(32%) of the respondents high allow girls to sport wears, 115(30.7%) of the respondents medium culture does not allow girls to wear sport wears the influence on in learning physical education 102(27.3%) of the respondents low the influence of culture on girls in learning physical education to doing practical activities does not all girls to sport wear, of them low culture influence o girls in learning practical activities of physical education, 25(6.7%) of the respondents very low the influence of culture on girls in learning physical education.

Based on table 1 alternative B variables of 16(43%) of the respondents very high culture does not permit girls to use tight or clothes that expose girls physical body in learning physical education, 130(34.7%) of the respondents influence the culture girls to use tight or clothes for doing practical activities, 113(30.2%) of them medium, 74(19.8%) of the respondents low and 41(10.9%) of the respondents very low to use girls sport clothes.

According to table 1, alternative C in werie leke woreda secondary schools 2(0.5%) of the respondents culture limits girls to play and conduct physical activities of physical education equally with males, 29(7.8%) of the respondents high girls to play and conduct physical activities, 98(26.2%) of the respondents have low and 157(11.9%) of the respondents very low culture limits girls to play and conduct to doing practical activities of physical education.

The most of the respondent's low culture is limits girls to play and conduct to physical education practical activities, so this is influence of culture o girls in learning practical activities.

Table 1 alternative D at werie leke secondary schools 9(2,4%) of the respondents influence to cultural influence, girls lose interests in learning practical activities 154(41.2%) of the respondents high, 161(43%) of respondents are medium, 76(20.3%) of the respondents girls lose interest low due to culture in learning physical education practical activities and there 35(9.4%) of the respondents very low due to culture influence, girls in learning practical activities.

According to table 1, alternative E in Werie secondary schools 24(6.4%) of the respondents very high the influence of culture on girls not giving due to attention to the subject, 136(36.4%) of the respondents high to giving attention the subject, 161(43%) of them medium not giving attention to the subject on girls in learning physical education practical activities and 39(10.4%) of them low attention physical education practical activities and 14(3.7%) of the respondents very low attention to the subject.

Generally table 1 in werie leke woreda secondary schools 346(92.5%) of the respondents are low to the influence of culture o girls in learning physical education in the girls in learning physical education in the culture does not allow girls to wear sport wears.

In general table 1 the culture does not permit girls to use tight or clothes that expose girls physical body 203(54.3%) of respondents very low. The culture limits girls to play and conduct physical activities of physical education.

Due to cultural influence, girls lose interest in learning practical activities and not giving due attention to the subject.

Table 2: Influence of culture on girls in learning physical education class

Item	Alternatives and respondents									
	Very high	**%**	**High**	**%**	**Medium**	**%**	**Low**	**%**	**Very low**	**%**
What are performance different between girls and boys in learning physical education practical activities A, boys all activities influence girls	17	4.6	213	56.9	72	19.3	62	16.6	10	2.7
B, girls all activity influence boys	2	0.5	12	3.2	72	19.3	233	62.3	55	14.7
C, there is equal participation			19	5.0	55	14.7	181	48.8	119	31.9
D, girls feel influence and performance less	22	5.9	191	51	114	30.5	37	9.9	10	2.7
E, girls interest is less in learning practical activity	32	8.6	205	54.8	110	29.4	20	5.4	7	1.9

According to table 2, in werie leke woreda secondary schools17(4.6%) of the respondents very high, 213(56.9%) of them high, boys all activities influence girls in learning practical activities of physical education, 72(19.3%) of them medium, 62(16.6%) of the respondents low, and 10(2.7%) of say that very low boys in all activity of physical education not influence.

Alternative B 2(0.5%) of the respondents very high, 12(3.2%) of the high 72(19.3%) of them medium, 233(62.3%) of the respondents low and 55 (14.7%) of the respondents very low. The majority information from werie leke woreda secondary schools respondents are male students show superiority over female students in learning practical activity of physical education is the high influence in this study.

According to table 2 alterative C 19(5%) of respondents high, 55(14.7%) of the respondents medium, 181(44.5%) of them low and 119(31.9%) of the respondents there is equal participation is very low, performance different between girl and boys in practice physical education.

Table 2 alternative D at werie leke woreda secondary schools 22(5.9%) of the respondents very high, 191(51%) of them high, 114(30.5%) of the respondents medium, 37(9.9%) of them low, and 10(2.7%) of the respondents very low girls feel influence and performance less.

Alternative E 32(8.6%) of the respondents very high, 205(54.8%) of them high, 110(29.4%) of the respondents medium, 20(5.4%) of respondents low, and 7(1.9%) of the respondents very low, girls interest is less in practical activities.

Generally at werie leke woreda secondary schools 98(71%) of the respondents are performance of female students with male students different in learning practical

activities of physical education. Then the majority of the respondents similarly in the three secondary schools are low girls in their participation in practical activities.

Table 3: cultural influences on girls towards participation in physical education activities

Item	Alternatives and respondents									
	Very high	**%**	**High**	**%**	**Medium**	**%**	**Low**	**%**	**Very low**	**%**
What challenges of culture do you face if you participate in practical activities of physical education A, parents will be against and harsh	22	5.9	213	56.9	116	31	16	4.3	7	1.9
B, Teachers agree and encourage	27	7.3	43	11.5	137	36.6	145	38.8	22	5.9
C, parents and society members get angry	31	8.3	228	60.9	95	25.4	14	3.7	6	1.6
D, that girls cultural out casted	31	8.3	217	58	98	26.2	18	4.8	10	2.7
E, Family influence is challenge in learning in physical education	22	5.9	239	63.9	99	26.5	9	2.4	5	1.4

According table 3 at Werie leke woreda secondary schools 22(5.9%) of the respondents parents be against and harsh it is very high, 213(56.9%) of the respondents high, 116(31%) of the respondents said that medium, 16(4.3%) of them low and parent in practical activities of physical education and 7(1.9%) of the respondents very low.

Alternative B table 3 27(7.3%) of the respondents very high, 43(11.5%) said high parents in practical activities of physical education, 137(36.6%) the parents or respondents medium parent will be against and harsh, 145(38.8%) of the respondents low and 22(5.9%) of them very low.

Based on alternative C 31(8.3%) of the parents and society members get angry, 228(60.9%) of the respondents parents in practical activities in physical education is high, 95(25.4%) of the respondents medium parents and society members get angry and 14(3.7%) of the respondents low society members get angry and 6 (1.6%) of them are very low.

Table 3, item D 31(8.3%) of the respondents very high that girls cultural out casted, 217(58%) of the cultural girls out casted in learning practical activities in physical education, 98(26.2%) of the respondents girls cultural out casted medium, 18(4.8%) are low and 10(2.7%) of the respondents very low.

Alternative E 22(5.9%) of the respondents' very high, family influence is challenge in learning practical activities of physical education, 239(63.9%) of respondents high, 99(26.5%) said medium, 9(2.4%) of them low and 5(1.4%) of the respondents very low.

The majority of the respondent's high family influence is challenge in learning physical education and lack of awareness and families influence is the main problems to girls in teaching practical activities in physical education. The factors mentioned above have an

influence on their culture. However, the major face cultural problem on their participation of learning practical activities in physical education to decrease girls result of practical performance during sport competition was that lack of time to practice physical exercise than male parents because of supporting their families at house hold work at home.co-curricular activities should be decrease which give the influence of culture and an opportunity to develop habits of cooperation, fair play and good citizenship. He further more discussed activities should be interrelated and integrated, with regular academic activities so initiative and be developed. Therefore, teachers, male students, families, and society at large has to create a suitable environment by encouraging girl students to participation in physical education by avoiding the influence of culture and attitude towards girl students and helping them to develop self-esteem.

The general open ended question for female students the major hindrance practice in learning in physical education is no parents' permission, lack of time, lack of appropriate sport facilities, economical problem, lack of interest on the subject social, parental attitude and low attention given by teachers and the main information is lack of understanding female students towards learning practical activities, the researcher was to solve the problem after this study give awareness for the societies and school administration.

The major information most of female students in the three secondary schools similarly answers not know the importance of learning physical education and understanding towards practical activities, the researcher to minimized the problem by giving awareness, motivation for female students and school administration to do practical

activities without any challenge and lack of available materials and the school environment could enhance or retard girl students performance.

The about the influence of culture on girl students in learning physical education during practical activities, those characteristics in clued teaching style, teacher approach and use of instructional materials in the schools. School is important socializing agents which shape the future respiration by developing social, moral, intellectual, physical and emotional development of female students. Most of the schools are in short of supply of facilities and learning materials. Even those facilities that are available are inadequate, and out dated lacking of sport fields to recreate and change their clothes during physical education activities is the common practice. In addition most of the schools facilities are not sufficiently available compared to the practical field.

Table 4: Interest of girls in learning physical education practical activities

No	Item	Alternatives and respondents									
		Very high	%	High	%	Medium	%	Low	%	Very low	%
1	To what extent the influence of Female students in learning practical activities			18	4.9	68	18.2	227	60.7	61	16.4
2	From the view of cultural influence, what is the level of your interest of learning physical education	12	3.2	22	5.9	88	23.6	215	57.5	37	9.9

According to table 4 18 (4.9%) of the respondents high female students are hinder in teach physical education class, 68(18.2%) of the respondents medium, 227(60.7%) of the respondents low interest and 61(16.4%) of them are very low. The majority of the respondents are hinder in learning physical education. Lack of encouragements an

understanding, lack educational background knowledge lack of female students understanding attitude towards learning physical education are the major factors for girl students to achieve your goal in practical class in physical education. From this information the researcher encouraging female students to participation in practical activities, arranging short competitions at school level and change the negative or factors of female students the hinder female students to participate in practical physical education. The transformation change while interpreting teenage girls in learning physical education activity as a positive act of resistance to the dominant forces it is also necessary to be wary of uncritical celebration of resistance it is vital that we acknowledge the prosaic nature of resistance and understanding continue to recognize it as sub ordinate, it is central to this practical class that we encourage teachers of physical education to overcome their conservative tendency to see girls extent as irrational, immature, uncommitted non physical, when compeered against stands of male behavior and propriety in physical education practical activities.

According item No two at werie secondary schools 215 (57.5%) of the respondents low not waiting of female students, 37(9.9%) of respondents very low, 88(23.6%) of them medium and 22(5.9%) of the respondents were high interest on learning practical class in physical education and 12(3.2%) of them are very high.

Generally from the three secondary schools 227(60.7%) of the respondents are low interest in learning practical class, 61(16.4%) of them very low, 68(18.2%) of the respondents medium and the rest 18(4.8%) of them high. The main information most of the respondents low interest in practical class then the researcher study transfer the

importance of and awareness for female students to practice in learning practical class in physical education the interest of female students to develop and practice equal with male students active participation in practical class. Girls do not interest wear clothes that leave their body necked this seems to be the reflection of their cultural influence. That is in our culture, girls are supposed to keep their bodies covered. They are not allowed to leave their bodies necked as opposed to body. This can be considered as the imposition of culture on girl's way of dressing that may have strong negative impaction their participation in physical education. Several reasons that nearly of them do not perform physical exercise outside the school this negative response may be the result of lack of play field, in availability of sport wear, and time. Furthermore carelessness, unwillingness of the parents to provide different materials and facilities, may be other possible factors which might in turn be the result of cultural influences.

Table 5: Interest of teachers in physical education in the three secondary schools

Item	Alternative	Respondents	%
To what extent the influence of Female students in learning practical activities	Very high		
	High	1	50.5
	medium	3	70.s
	Low		
	Very low		

According to table 5, 1 (50.5%) of the respondents high female students are hinder in teach physical education class, 3(70.5%) of the respondents medium. The majority of the respondents are hinder in learning physical education. Lack of encouragements an

understanding, lack educational background knowledge lack of female students understanding attitude towards learning physical education are the major factors for girl students to achieve your goal in practical class in physical education. From this information the researcher encouraging female students to participation in practical activities, arranging short competitions at school level and change the negative or factors of female students the hinder female students to participate in practical physical education. The transformation change while interpreting teenage girls in learning physical education activity as a positive act of resistance to the dominant forces it is also necessary to be wary of uncritical celebration of resistance it is vital that we acknowledge the prosaic nature of resistance and understanding continue to recognize it as sub ordinate, it is central to this practical class that we encourage teachers of physical education to overcome their conservative tendency to see girls extent as irrational, immature, uncommitted non physical, when compeered against stands of male behavior and propriety in physical education practical activities.

Table 6: Cultural influence of teachers in physical education

Item	Alternative	respondents	%
How do you think the society cultural affects in learning female students practical activities	Very high		
	High	1	25
	Medium	3	75
	Low		
	Very low	4	100

According to table 6 societies is culture affects practical class 3(75%) of the respondents low, 1(25%) of the respondents medium. Then the majority of the teachers said lows think the societies in learning practical class in physical education.

Thinking the societies culture affects in learning physical education practical class the societies in learning physical education practical class not good thinking the society's in girls learning practical class, culture has significant influence on girls participation in physical education practical class less, the researcher observed and study understanding for the all population good thinking an expression of approval for any in genius plan using through or rational judgment intelligent a person's ideas or opinions. The problem or factors that hinder female students not participate in physical education activities, lack of educational back ground knowledge and understanding about females participation in physical education in practical activities, lack of female attitude towards physical education, negative attitude of the community, the religion and the culture towards participation and competitions, low attitude of teachers and male students towards participation female students in physical educations activities and sport competitions and lack of encouragement and understanding of directors and administration employees towards female students practice in physical education classes, this problem by to give awareness the all societies and families of female students to avoid the influence of culture on girls in learning practical activities of physical education.

The attitudes that affect you to learning practical activities of physical education this open question is the main information most of the respondents low interest in learning physical education practical activities then the researcher study transfer the importance of and awareness for female students to practice in learning practical activities in physical

education the interest of female students to develop and practice equal with male students active participation in practical activities. Girls do not interest wear clothes that leave their body necked this seems to be the reflection of their cultural influence. That is in our culture, girls are supposed to keep their bodies covered, they are not allowed to leave their bodies necked as opposed to body. This can be considered as the imposition of culture on girl's way of dressing that may have strong negative impaction their participation in learning physical education. Several reasons that nearly of them do not perform physical exercise outside the school this negative response may be the result of lack of play field, in availability of sport wear, and time. Furthermore carelessness, unwilling of the parents to provide different materials and facilities, may be other possible factors which might in turn be the result of cultural influences. The next the contribution of parents to encourage female students in learning physical education the main focus of this was to investigation source of the gender based to influence culture in learning practical activities of physical education to this end an attempt has been made to investigate certain aspects at cultural contribution, parental contribution, and personal contribution, teachers attitude and socio cultural at home indicate parental support and house hold labor which may contribute for their lower participation in learning physical education. In this regard the finding of the study appear to indicate the factors investigated to be responsible to the present perception of female students towards physical education practical activities this factor is presented here under, societies in culture is the unique way that a family forms itself in terms or rules, roles and activities of the female students in learning practical activities of physical education parents not encourage the female students because girl students less performance related to the house

work that is cooking taking care of their younger brother and sisters at home environment. These are some factors which hinder girls students participation equally in sport activities to improve their skills as compared to boys, this finding compared with response of teachers also indicates that because of domestic labor at home than the superiority of male students decrease towards female students by motivation of female students in learning practical activities of physical education. So, all population in sport activities equally then in every persons sport is benefit to keep your health this point is to know for the students. All families have traditions that are passed down from one generation to the next, in the past, when the extended family all lived in one place, traditions were built in to the routines of daily life and keep by family elders died, the traditions often the un benefit culture is died with them.

Table 7: check list on the availability of materials in Werie secondary school

No	Teaching materials	Required	Available	Shortage of material
1	Volleyballs	35	5	30
2	Footballs	35	4	31
3	Fields	2	1	1
4	Net with pillar	2	-	2
5	Whistles	2	-	2
6	Dressing room for changing clothes	3	-	3
7	Mats	4	1	3
8	Batons	20	-	20

According to table 7 item number ones in Werie secondary school when the researcher Werie observed the volleyball instruction materials that expect 35 volley ball for one period it instructional an affect learning process. But five of them volleyball materials are available in the school compound. Whereas 30 volleyball instructional materials are lack, so this is one of the influence cultures on girls in learning practical in physical education.

In table 14 item number 2, the researcher were observed the football instructional material that expect 35 football for one period an effect learning practical class. But four of them football materials are available in the school whereas 31 football instructional materials are lack. So this is one of the influence female students in learning activities.

In table 7 item number 3, the researchers were observed the availability of instructional materials which required to field for practice for different games, one field available and one lack. This is one of the influences of learning practical activities.

In table 7 item number four, when researchers were observed the availability of instructional materials during the learning practical activities.

Which expect two net with two pillar using to the effective learning process According to the information given, there is no sufficient net and pillar of using for the teaching learning process in practical class. It deduces deficient of instructional material that block the process of learning practical activities.

In table 7 item number five, when the researcher were observed the availability of instructional materials that the learning practical class depend on the number of physical education teacher, it is requires two whistle in number but available no whistles and lack two. This is key material for learning practical class in physical education. Through the

lack of access materials which becomes the influence of female in learning practical activities.

According to table 7 item number six, when the researchers were observed the different kinds of instructional material. From this room for changing clothes are one part of instructional materials which required three rooms for teacher, males and women's during practical class. But rooms are never found in the school. So this is the main influence of culture on girl students in learning practical activities.

In table 7 item number seven, when the researcher was observed the mats instructional material that expect four mats for one period to instructional material an effective to teaching process. But, one of the materials available in the school compound. Whereas three mats instructional materials are lack then this is one of the influence practical classes for female students.

According to table 7 items number eight when the researcher was observed the availability instructional material which expects 20 required, 20 of batons lack. Then this is challenging or influence of girls for learning practical class in physical education.

Table 8: Check lists for the availability materials in Embasneti secondary school

No	Teaching materials	Required	Available	Shortages of material
1	Volleyballs	33	4	29
2	Footballs	33	3	30
3	Fields	2	1	1
4	Net with pillar	2	1	1
5	Whistles	2	1	1
6	Dressing room for changing clothes	3	-	3
7	Mats	4	-	4
8	Batons	18	-	18

According to table 8 item number one in Embasneti secondary school when the researcher were observed the volleyball instructional material that expect 33 volleyball for one period to instruct an effect five teaching learning process in practical class. But 4 of them volleyball are available in the school compound. Whereas 29 volley ball are lack of material. This is the influence of female students in learning practical activities.

In table 8 item number two the researcher were observed the football material that expect 33 football for one period to an effective learning practical class, but 3 of them are available in the school compound. Were as 30 footballs are lack In the table 14 item number three, the researcher were observed the availability of instructional materials is

the most important during practical activities. This required two fields for practice. But one field available and one lack. Then this is one influence of culture for girls to do practical class in the school compound.

In table 8 item number five, when the researcher were observed the availability of materials during the teaching learning process, in practical class which expect two net with two pillar to the effective learning process. In this information one available and one lack of material net and pillar, then lack of materials is block the program of learning practical class effectively.

In table 8 item number five when the researcher was observed the availability instructional materials in the practical activities in physical education class. Depend on the number of physical education teacher, it requires two whistles and one available and one lack of whistle. Then this is one of the influences of female students to practice more interest to do.

In table 8 item number six, when the researcher was observed the difference kinds of instructional material. From these dressing for changing clothes is one part of instructional materials which required three rooms for physical education teachers, males and female during practical activities. So this is the main influence of culture on girls in learning practical class in physical education.

In table 8 item number seven, when the researcher was observed mats materials that expect 4 mats for one period to an effective learning practical class. But four mats are lack in the school. Then this is one of the influences in practical activities.

According to table 8 item number eight, when the researcher were observed the batons materials are used that expect 18 batons for one period to an effective learning practical

activities. But, these missing materials are one of the influences of culture to understanding to do practical class and female students learning practical activities of physical education.

Table 9: Check lists for the availability of material in Mayknetal secondary school

No	Teaching materials	Required	Available	Shortages of material
1	Volleyballs	30	4	26
2	Footballs	30	3	27
3	Fields	2		2
4	Net with pillar	2	–	2
5	Whistles	2	1	1
6	Dressing room for changing clothes	3	-	-
7	Mats	4	-	4
8	Batons	15	-	15

According to table 9 item number one in Mayknetal secondary school when the researcher were observed the instructional materials that expect 30 volleyball for one period to construct an effective learning practical class. But four of them are available in the school compound. Whereas, 26 volleyballs were absents. Then this is one of the influences of culture on girls in learning practical class in practical education.

In table 9 number two, the researcher was observed the materials that expect 30 footballs in one period. But three of them available and 27 footballs are missing in the practical class. Then this is influence of culture on girls in learning practical activities.

In table 9 item number three the researcher were observed the availability of instructional materials which required two field. But two of the field is missing or lack in this school compound.

In table item number four, when the researcher were observed the availability of materials during learning practical class in physical education which expect two net and two pillar to effect the teaching learning process.

According to the influence given, there is no sufficient net and pillar in this school. From were researcher these instructional materials that blocking for the learning female students to practical activities.

In table 9 item number five, when the researcher was observed the available materials depend on the number of physical educational teacher, it required two whistles expect. But one whistle available only and one missing through the lack of materials which becomes the influence of culture on girls in learning practical class in physical education because it lack of materials the students not motivated to doing practical activities.

In table 9 item number six when the researcher was observed the different kinds of instructional materials. From these rooms for changing clothes are one instructional materials three rooms used one for the teacher, male and female students during practical class. The rooms never found in the school, so this is the major problem the influence culture on girls in learning practical activities

In table 15 item number seven, when the researcher were observed the instructional materials that expect 4 mats required for one period to do effective learning process. But 4 mats are lack or missing. So this is one of the influences of the culture on girls learning practical class.

In table 9 item number eight, the researcher was observed the availability of materials which expect 15 required batons and 15 of batons lack. Then, this is one of the influences of female students to learning practical class in physical education.

Table 10: Check lists of physical education teachers in Werie leke woreda secondary schools

No	Item	Excellent	Very good	Good	Poor
1	Use of enough instructional materials in the school compound towards teaching learning process in physical education practical activities			1	3
2	Motivation of teachers towards female students at teaching learning process in physical education practical activities			2	2
3	Teacher approaches towards female students in physical education practical activities			1	3
4	Relationship between teachers and female students in teaching learning process of physical education practical activities			1	3

According to table 10, observation check list of the teachers, the researchers were observed the teacher performance, use method of teaching deducing of objective, ability of relationship between female students in teaching learning process of physical education practical class, teacher approaches, motivation and use of enough instructional materials in the school compound towards teaching learning process in physical education practical class at werie lake district secondary schools. Depend this, item number one 3 when the researcher were observed poor use of enough instructional materials in the school compound towards teaching learning process in physical education practical class, while 1 when the researcher were observed physical education teachers follow Good distribution of instructional material of in learning physical education practical class. The researcher from your observation, teacher teaches and learning trough practical activities lack of football, volleyball, mats, sport cloth, field and so on instructional material in all secondary schools. Therefore, it impedes of the effective teaching and learning female students in practical class in physical education.

According table 10 item number two 2 when the researcher were observed physical education teachers follow good motivation system of female students to be concerned with practical class in teaching learning process of physical education, While 2 of them are good motivation. Depend on this half of the teacher poor and half of them good then the researcher observed not enough motivation for the all female students in the teaching and learning practical class in physical education.

According table 10 number three 1 when the researcher were observed good teacher approaches towards female students in physical education practical class, and 3 of them teachers poor approaches towards female students in physical education practical

activities. The researcher observed most of teachers your approach not make an initiate proposal to request of start to deal with in a cert way, a way of dealing with something. The information approach of teachers towards female students in practical class is poor in physical education practical activities.

According table 10 item number four 3 when the researcher were observed physical education teachers are poor relationship between teacher and female students in teaching learning process of physical education practical class, 1 of them good are relationship between teacher and female students in teaching and learning practical class. But teachers do not relationship for female students in the teaching and learning practical class in physical education.

The researcher observed were for the teachers poor relationship between teacher and female students because not enough teaching materials in the three secondary schools , the majority of the teachers do not relation in teaching and learning process in practical class in physical education. In general the major hindrances of female students practice in learning physical education, no parents' permission, lack of appropriate sport facilities, low attention for the subject and cultural influence is the main hinder female to practice physical education class, and the next question is the general opinions about the influence of culture on girl students in learning physical education during practical class, except few students, most of the respondents agreed that culture has a significant influence in their participation in physical education. Moreover, they face physical, psychological and socio economic problems that prevent them from making active participation in physical education class. Similarly teachers respondents the attitude to learning practical class is girl students have low participation in practical class, lack of available materials, lack of

interest for the teaching learning process. The general opinion the contribution of parents to encourage female students in learning practical class is less because the population was not awareness, lack of attention for the subject. The finding in general indicated down scaling of girls ability by their parents, teachers peer groups family, the community attitude influences of culture and girl students self perception about their own abilities are the reflection of this culture in the society. The fact that female students low self efficiency perception, low confidence in their ability and in the field contributed to the low participation and performance of girl students in physical education practical class. Then the parents, teachers, director and other educationalists have to encourage and give opportunities to develop the attitude that females can participle and perform in physical activities equal boys. To solve the problems of influence of culture in learning practical class in physical education class,

- They need special attention
- The exercise should be selective
- They need female physical education teachers
- community should The recognize them as having a right to do physical exercises, to sport wear at school as well as where ever there is physical exercise
- increase the participation of female students in physical activity
- Decrease lack of interest on female students in the subject

The researcher study why are girls influence in learning practical class in physical education, research indicates that previous negative experiences in physical education, particularly during elementary school are many girls have found previous physical education classes to be too competitive, and feel that teachers show gender bias and make

students engage intense activity such as running or doing pushups as a form of punishment. They also feel that student's athletes are favored and that teachers have minimal expectations for almost all girls. Female students unwillingness to participate in physical education class, while the researcher increasing the emphasis on cooperating,

Understanding the benefits of physical activity and engaging in daily physical activity for life. It is encouraging that the curriculum has taken this approach to guiding the teaching of physical education. The researcher to give awareness the importance of physical education regular participate is fundamental human right because regular participation in physical activity is an essential component of a healthy life style. Physical education programmers provide young people with opportunities to develop the values, knowledge and skills they need to lead physical active lives, build self esteem, and to promote and facilitate physical activity in lives of others. The field observation focused on what we observed in the field selected sample high schools physical education classes.

Based on the observation table, I have made an indication on each table indicated points. The observation focused on three secondary schools used basic observation points based on these point we gave a parameter for observation. As the observer seen facility of sample school compound observation as follow .In the place all schools were less teaching facilities in each are as medium. When seen Mayknetal secondary school do not have teaching filed, werie,Embasneti secondary schools are when we compared with Mayknetal secondary school, it is required two available one teaching field.

According to researching information on gained from her observed both of public schools had no sufficient teaching field and physical education teaching material on observation

to see whether there are no batons, mats, dressing room for change your clothes, in the three secondary schools. Whereas,when we see the all schools condition was similarity it is harsh condition. Accordingly when we see the conditions of the school observation, we have learned that werie school compound constructed as medium and attracted, on the others Embasneti and Maknetal secondary schools we cannot well contract and in all school not safety field area for the teaching practical class in physical education. When we see the school teaching material or facilities we have observed for the three secondary schools lack of football, volleyball, mats, sport cloth and baton this material issued in this research in all secondary schools lack of these material is observed, then the teaching material and students are unbalanced. On the schools teachers need observation presented as follow and in the first place all facilities or material store on each schools are no prepared because there is no store and material when we come to dress room, and school facilities are not fulfilled. The main findings there are many factors that influence the take up of the learning practical class in physical education by girls in the schools, the historical development of sports; parental attitudes and the coverage of women's sport in the media all have an effect. The school curriculum and facilities also have important role. As a result, in some school are significant numbers of girls who find excuses to avoid participation of physical activity and competition. In female students learning practical class in physical education culture is defined as the shared patterns of values and behaviors at a negative up to know at society because they are passed on from generation to generation through symbolic communication once transmitted through teaching and learning (Lowell D Holmes, 1983).

Chapter Five

5. Summary, Conclusion and Recommendation

This chapter deals with the summary, the conclusions drawn from the major finding of the study, and recommendations were made based on these findings.

5.1 Summary

The main objective of the study is to assess the influence of culture on girls in learning practical class in physical education in TRCZ secondary schools. The study is also intended to explore hindrance that affects culture on girl students in learning practical in physical education.

The possible areas for investigation to understand the explanatory conditions revolve around influence of culture on girl in learning practical class in physical education, socio cultural, school factor, religion, cultural practices social and cultural factors, in the performance of physical activity, home factors, counseling role modeling, mechanisms of physical education curriculum.

In order to carry the study a survey, descriptive method with qualitative and quantitative approach was adopted. To collect the required information different instruments of data gathering including questioners, and field practical observations were used. The sample populations were female students, physical education teachers. The data from questionnaires and practical observation was using statistics such as simple percentage. Finally, the study has come up with the following points as conclusion.

5.2 Conclusion

This paper centered to deal with cultural influence on girls to participate actively in physical education less on more specifically it tried to address these issues by concentrating on practical activities of the lesson.

The researcher attempts to investigate this area to addresses the problem of secondary high schools girls and suggest some possible solutions. This study reaches the following conclusion by aggravating the influence of female student's participation.

As the data indicates girls do not participate equally as boy do in physical education. It is possible to enumerate several factors for inactive participation of girls among these factors the most frequent ones fear others may laugh at them during practical class, discourage by other on playground, superiority of boys towards. Girls, the absence of dressing room, the buying nature of the lesson as Leonard II (1998:243) stated that several studies reflected and encourage girl's passivity. In most culture, girls are often regarded as weak creature as compared to boys. On the other hands biologists may tell us that men are, on the average, stronger than women, but they cannot tell us male strength and male activities in general seems to be valued by people in all culture.

Cultural imposition loving of girl students, as they are not equal to male students and insult and attack because of their sex, this can de motivate girl students from participating in physical activities. As far as participation of girl students in learning physical education is concerned girl students should participate by breaking all the barriers from their surroundings. Hence, the research indicated that in position of tradition up on girl

students being considered not equal males and looked down by their families and male counter parts.

Cultivating self-esteem in students can helps to lead them to achievement. Lead to successful academic performance especially girl students. Hence, female students have to be motivated and be given moral in every angle in the society by providing support such as sport materials preparing suitable cloths changing rooms and sport field.

Role model teacher are an important part of social learning they can increase the number of female students participation and enhance competence, self-esteems, success and other ways of thinking and doing things. But the research indicates that there was scarcity of role model female teachers in the secondary schools of TRCZ in general and in physical education in particular.

Special assistance was not given to girl students to encourage the participation in learning practical class in physical education.

Instructional materials are resources that can assist teacher in bringing about an intended desirable behavioral change in girl students. In this regard, the study pointed out the three was shortage of teaching materials in learning practical class in physical education for male and female students to practice which hinder their participation in physical activities.

Gender linked problems exist in the society for which schools must hold some responsibilities, that is many girls fail to think more rather than becoming wives or

mothers this limits there career potent moreover, some materials including the text books are gender biased in their explanation and example

Parent's gives less importance to their daughter's education and that responsibility to more domestic labor put girl's students in a disadvantages position that male students and workload leaves them with no or time to study to play and participate physical activity. As physical education teachers, we need to reflect on our teaching practices, to see if we are providing girls with positive perspectives on and experiences in physical education practical class. Physical activity has many benefits, including health, psychosocial and spiritual benefits, while in active can lead to numerous hypo kinetic diseases. We may need to change our expectations, teaching and learning practical class in physical education and activities to promote positive perspectives on physical education among the female students enrolled in our mandatory in physical education classes. If not, the situation will continue to compound itself, and female students were increasingly tend not to register for elective physical education classes and would, thus, miss out of the numerous benefits of physical activity. It is true that all female students should be valued, respected and individually changed. But when it comes to physical education, the female students population is unique, and we should remember that as we continues planning and teaching learning process in the days ahead in physical education practical classes and develop the ability of female students and interest Physical activity in the schools the benefits and out comes, help female students to develop movement skills and interest in physical activity, Enhance social and cognitive development and academic achievement, Positively improvement the quality self confidence, self esteem and reduces tendency to risk behaviors, Prepare female students to competition, and winning Make unique

contributions to developing social skills, moral development, Develop an understanding of the role of learning practical class in physical education in promoting health, encourage female students to take responsibility for their own wellbeing, and the community Contribute to integrated development of mind and body and help with maintenance and improve quality or extent of an individual's physical health.

5.3 Recommendation

In the light of the problems identified and data gathered from the study, the following objective recommendations are forces added

The force, which interests in the playing fields, provide for children a study flow of motivation and feelings, which gradually shape the personality. In the sense, the teachers have a part in controlling or influencing to some extent these factors in our culture, we become guardian's domino ant attitudes and goals of that part of our culture related to physical exercise.

- The concerned (school) bodies should develop program based on student's needs, do not develop students to the program.
- Girl's physical activity should receive the same public supports as that of body, Public awareness should be raised completely remove the socio cultural bias against the equality of girls by organizing from where all members of girls' lives have been affected by the socio cultural beliefs and practices.
- To eliminate the lack of self-confidence and to develop socialization of female students concerning physical performance, our society must encourage preschool

age and elementary school girls to participate in the same kind of physical activities that boys participate.

- It is better to have female teachers for female students at high school level and they should do the exercise separately from their opposite sex.
- Conductional programs are great social significance to growing boys and girls in helping them to meet, understand and their interest in wholesome activities that are common concern.
- The ministry of education, society, family and other concerned governmental bodies should to relief girls from their cultural influence.
- To increase practical interaction, teachers have to encourage and motivation female students to develop positive attitude and to participate in making and answering questions in physical education classes.

During observation, some of the existing facilities were in adequate particularly in government school. These schools should be facilitated through the governmental and societies resource investing on building classrooms to reduce overcrowded nests in sport fields, buying sport materials, making available water supply, separate male female latrines, building cloth changing rooms, teacher's queasiness, and notice able feature of the discussions on the parents and communities attitudes to female students and their participation in the learning practical class in physical education subjects, was that the impact of these attitudes on their daughters performance in school was rarely considered, and consequently schools and communities had never considered that any special efforts

were required to minimize the impact of attitudes. Number of useful suggestions was put forward. Especial emphasis should be given to girls' education to enhance their capacity in order to make them self-reliant. Through education, it will be easy to change their attitude regarding gender biased relation and empowerment.

Reference

Bucher, A.C (1972), Foundation of physical education 6th edition. The C.V. moby company

Bucher, Ac (1972), Foundation of physical education 7th edition, New York; the C.V. Mosby Company

Genet (1998), Women in education. A study of Academic performance and participation of female students in the high schools of Addis Ababa

Genet Zewide, (1991), Women in education: A study of Academic performance and participation of female students in the high school of Addis Ababa Region.

Harry Alexander soft ph.D. (1951): commutative sports in school and colleges New York. Harper series publishing company

Leonard II and Knapp (1998), Teaching physical education in secondary school .

Seyoum Tefera (1991) , The participation of Girls in Higher Education in Ethiopia, Gender Issues in Ethiopia, Addis Ababa; Institute of Ethiopia studies

Silverman, S and Subramanian, P.R (1999) student's contribution toward physical Education and physical activity a review of measurement issues and outcomes. Journal of teaching physical Education.

Tamirie , A(2006), Trend Analysis of Females and males Academic achievement in different education Levels. In Tirussew (EdS) Journal of Education for Development

Under, M and Marry, T. (1995), African Women's and Development

Zimbalist, M, and et al. (1974): culture and society

APPENDIX I

Addis Ababa University

Postgraduate program studies

Department of physical Education

A questionnaire designed on Influence of culture on girls in learning practical class in physical Education with specific reference to werie leke woreda secondary schools

This questionnaire is to b filled by female students. The purpose of these questionnaires is to collect information on the influence of culture on girls learning practical activities in physical education. It is also based on identifying the major problems in the influence of culture on girls in leaning practical activities in physical education. Therefore, you are kindly requested to fill this questionnaire ideas that in corporate different issues related to the paper your realistic response would achieve the success of the research.

Thank you in advance for your response

Instructions 1 write your own Background Information on the space provided

1Name of the school _____

2. Grade _____

3. Age_____

4. Sex _____

5. Worde_____ zone _____Town _____

Instruction 1 put an" x "marks in the space when the correct answer if is found

1. What are the influences of culture on girls in learning physical education?

A, The culture does not allow girls to wear sport wears B, The culture does not permit girls to use tight or clothes that expose girls physical body C, The culture limits girls to play and conduct physical activities equally with males D, due to cultural influence, girls also loose interests in learning physical education E, Not giving due attention to the subject

2. What are performance different between girls and boys in learning physical education practical activities?

A, Boys all activity influence girls B, Girls all activity influence boys

C, There is equal participation D, Girls feel influence and performance less E, Girls interest is less in learning practical activity

3. To what extent do you participate in practical activities of physical education?

A, Very High B, High C, Medium D, Low E, Very low

4. From the view of cultural influence, what is the level of your interest of learning physical education?

A, Very High B, High C, Medium D, Low E, Very low

5. What challenges of culture do you face if you participate in practical activities of physical education?

A, Parents will be against and harsh B, Teachers agree and encourage C, Parents and society members get angry D, That girls cultural out casted E, Family influence is challenge in learning of physical education

6. What are the major hindrances of female students practice in learning physical education?

_____

_____

7. What is the general opinion about the influence of culture on girl students in learning physical Education during practical activities?

_____

APPENDIX II

Addis Ababa University

Postgraduate program studies

Department of physical Education

A questionnaire set on Influence of culture on girls in learning practical class in physical Education at Werie leke woreda secondary schools.

This questionnaire is to be filled by teacher. The purpose of this questionnaire is to gather the available data on the participation of female students in physical education activities of werie leke woreda secondary schools. It also aimed at detecting the major problems in the influence of culture on girls in learning practical activities in physical education. Hence, you are kindly requested to fill in a questionnaire that accommodates different ideas related to the research. The success of this research depends on your genuine response to the questions.

Thanks you in advance for your cooperation

I. Please write your own background information on the space provided.

1. Name of the school ----------

2. Sex ----------

3. Age ----------

4. woreda ---------- town ----------zone ----------

II. Please put ''√ '' mark in the space provided when the correct answer

8. To what extent the influence of female students in learning physical education practical activities.

A, Very High B, High C, medium D, Low E, Very low

9, How do you think the society cultural affects in learning female students in practical activities

A, Very High B, High C, Medium D, low E, Very low

10, what are the attitudes that affect you to learning practical activities in physical education?

_____

_____

_____

11, What is your opinion the contribution of parents to encourage female studentsinlearningphysicaleducation?_____

_____

_____

Appendix III

Addis Ababa University

Post Graduate Program Studies

Department of Physical Education

For selected schools of Werie leke woreda secondary schools. These observations for female students are prepared to gather information from schools about Influence of culture on Girls in learning practical class in physical education. The observation provide very important to forward constructive information to researcher data.

Check list about instructional material in Werie leke woreda secondary schools

No	Teaching materials	Required	Available	Lack of materials
1	Volleyballs			
2	Footballs			
3	Fields			
4	with pillar Net			
5	Whistles			
6	Dressing room for change clothes			
7	Mats			
8	Batons			

Appendix IV

Check lists of physical education teachers in Werie leke woredaSecondary schools

No	Item	Excellent	Very good	Good	Poor
1	Use of enough instructional materials in the school compound towards teaching learning process in physical education practical class				
2	Motivation of teachers towards female students at teaching learning process in physical education practical class				
3	Teacher approaches towards female students in physical education practical class				
4	Relationship between teachers and female students in teaching learning process of physical education practical class				

Declaration

I, the undersigned, declare that this research paper is my original work and that all sources of the materials in the research paper have been duly acknowledged. The matter embodied in this research paper has not been submitted earlier for award of any master degree, degree or diploma to the best of my knowledge and belief.

Name Atsbha Haftu

Signature_____

Date_____

I confirm that the work reported in this Thesis was carried out by the candidate under my/our supervision as University Supervisor.

Name Dr. Sutuma Edessa

Signature _____

Date _____